

Fall 2008
PH 630 Cultural Competency in Health Care (3 credits)
Wednesdays 12:00-2:50pm, C104

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COURSE DESCRIPTION

The purpose of this course is to provide students with the knowledge, awareness, skills and practices in cultural competency in health care. We will review specific aspects of cultural competency including definitions, concepts, models, cultural diversity and intercultural communication. Examples of culturally competent health care practices will be presented. Students' mastery of this material will be evaluated through completion of labs, a group presentation, a final examination and a final paper.

LEARNING OBJECTIVES

Students will be able to:

- 1) Define cultural competency, explain the relevance for the practice and study of cultural competency, and identify the key factors necessary for the delivery of culturally competent health care.
- 2) Identify, compare and contrast cultural competency models.
- 3) Assess the knowledge, beliefs, and practices of cultural competency at a health care setting (e.g. hospital; center).
- 4) Provide practical and theoretical (research) recommendations on how health care professionals and the system may improve the level and depth of cultural competency in order to provide better care to culturally diverse and vulnerable populations.
- 5) Work collaboratively and respectfully with others.

GRADING

Each student's grade will be based on the following factors:

- (1) Labs: Individual presentation - 20%
- (2) Labs: Attendance and participation - 10% (2 points deducted for each missed presentation)
- (3) Group presentations to class - 15%
- (4) Final Paper – 30%
- (5) Final in-class exam - 25%

Grading will be based on the total number of points achieved:

- A: 90-100 points
- B: 80-89 points
- C: 70-79 points
- D: 60-69 points
- F: <60 points

For all written assignments, students will submit one hard copy to Dr. Ta. EMAILS OF ASSIGNMENTS WILL NOT BE ACCEPTED. Also, points will be deducted for assignments that are submitted late. For each day the assignment is submitted after the due date, 2 points will be deducted. NO EXCEPTIONS will be made unless you have a medical emergency with written documentation from a licensed medical provider.

IMPORTANT DATES

11/19 Group Presentations
12/03 Final Examination
12/10 Final Paper Due & Course Evaluations

Required Textbook:

Wells, S. A., & Black, R. M. (2000). *Cultural Competency for Health Professionals*. Albany: Boyd Printing Company.

**Rundle, A., Carvalho, M., & Robinson, M. (Eds.). (2002). *Cultural Competence in Health Care: A Practical Guide*. San Francisco: John Wiley & Sons, Inc.

Additional Recommended Textbooks:

*Book on reserve at Hamilton Library

** Book on reserve at Kakaako Library. Reserve books can be checked out after 3pm and must be returned by 10am next morning at Kakaako Library - not returned to Hamilton or Sinclair. Identify yourselves as MPH students to reserve books overnight.

*Kemp, C., & Rasbridge, L. A. (2004). *Refugee and Immigrant Health*. New York: Cambridge University Press.

**Neuliep, J. W. (2006). *Intercultural Communication: A Contextual Approach* (Third ed.). Thousand Oaks: SAGE Publications, Inc.

Thompson-Robinson, M., Hopson, R., & SenGupta, S. (Eds.). (2004). *In Search of Cultural Competence in Evaluation: Toward Principles and Practices* (Vol. 102). San Francisco: Wiley Periodicals, Inc.

**Tseng, W-S., & Streltzer, J. (2008). *Cultural Competence in Health Care: A Guide for Professionals*. New York: Springer.

COURSE SCHEDULE AND READINGS

All readings are to be done prior to class. Non-book readings are available on Laulima (log onto: <https://laulima.hawaii.edu/portal/site/MAN.78370.200910>) and/or Pubmed. Additional readings may be assigned during the semester.

08/27 Introduction to Course and Cultural Competency in Health Care

Assign dates and topics for individual presentations.
Assign groups for group presentations.

09/03 *First half-* Cultural Competency Research Agenda, Cultural Diversity and Health Disparities

***Second half-* Guest presentation on PubMed & other databases: Annis Lee Adams, MA, MLIS, Acting Head of Public Services, JABSOM Health Sciences Library**

Readings: Wells, S. A., & Black, R. M.- Chapter 1, The Need for Cultural Competence & Chapter 9, Defining Cultural Competency

Tseng, W-S., & Streltzer, J.- Chapter 1, Culture and Medical Practice

National Standards for Culturally and Linguistically Appropriate Services in Healthcare,
www.omhrc.gov/assets/pdf/checked/executive.pdf

09/10 Cultural Competency Models

LAB #1 – Individual Student Presentations

Readings: Brach, C., & Fraser, I. (2000). Can cultural competency reduce racial and ethnic health disparities? A review and conceptual model. *Med Care Res Rev*, 57 Suppl 1, 181-217. [PMID: 11092163]

Hobgood, C., Sawning, S., Bowen, J., & Savage, K. (2006). Teaching culturally appropriate care: a review of educational models and methods. *Acad Emerg Med*, 13(12), 1288-1295. [PMID: 17158724]

Mallow, A., & Cameron-Kelly, D. (2006). Unraveling the layers of cultural competence: exploring the meaning of meta-cultural competence in the therapeutic community. *J Ethn Subst Abuse*, 5(3), 63-74. [PMID: 17135168]

09/17 Cultural Competency Models (cont'd) & Educational Interventions

LAB #2 – Individual Student Presentations

Readings: Anderson, L. M., Scrimshaw, S. C., Fullilove, M. T., Fielding, J. E., & Normand, J. (2003). Culturally competent healthcare systems. A systematic review. *Am J Prev Med*, 24(3 Suppl), 68-79. [PMID: 12668199]

Betancourt, J. R., Green, A. R., Carrillo, J. E., & Ananeh-Firempong, O., 2nd. (2003). Defining cultural competence: a practical framework for addressing racial/ethnic disparities in health and health care. *Public Health Rep*, 118(4), 293-302. [PMID: 12815076]

Sullivan, M. A., Harris, E., Collado, C., & Chen, T. (2006). Noways tired: perspectives of clinicians of color on culturally competent crisis intervention. *J Clin Psychol*, 62(8), 987-999. [PMID: 16700018]

09/24 Effects of Inequality

Guest lecture: Kimo Alameda, PhD, Director, Adult Mental Health Division, Office of Multicultural Services

Readings: Wells, S. A., & Black, R. M.- Chapter 6, Power, Privilege, and Prejudice

Kagawi-Singer, M

10/01 Patient-provider Concordance

Second half- Guest presentation on Endnotes: Virginia "Ginny" Tanji, MSLS, MEd,

Director, JABSOM Health Sciences Library

Readings: Cooper, L. A., & Powe, N. R. (2004). Disparities in patient experiences, health care processes, and outcomes: The role of patient-provider racial, ethnic, and language concordance. Retrieved from www.ethnicphysicians.org/publications/cooper_raceconcordance_753.pdf

Ngo-Metzger, Q., Sorkin, D. H., Phillips, R. S., Greenfield, S., Massagli, M. P., Clarridge, B., et al. (2007). Providing high-quality care for limited English proficient patients: the importance of language concordance and interpreter use. *J Gen Intern Med*, 22 Suppl 2, 324-330. [PMID: 17957419]

10/08 Differential Approaches to Health & Impact on Treatment

LAB #3 – Individual Student Presentations

Readings: Rundle, A., Carvalho, M., & Robinson, M. (Eds.). – Chapter 9, Religion and Spirituality

Juckett, G. (2005). Cross-cultural medicine. *Am Fam Physician*, 72(11), 2267-2274. [PMID: 16342851]

Recommended reading: Rundle, A., Carvalho, M., & Robinson, M. (Eds.). – Chapter 10, Religions

Tseng, W-S., & Streltzer, J.- Chapter 4, Healthcare for People of Different Ethnicities

10/15 Intercultural Communication

LAB #4 – Individual Student Presentations

Readings: Neuliep, J. W.- Chapter 1 (pp.1-41), The Necessity of Intercultural Communication

Wells, S. A., & Black, R. M.- Chapter 7, The Power of Language

10/22 Cultural Competency in the Care of Vulnerable Populations

Guest Lecture: Neal A. Palafox, M.D., M.P.H., Chair and Professor, JABSOM Department of Family Medicine and Community Health

Readings: Campbell, J. C., & Campbell, D. W. (1996). Cultural competence in the care of abused women. *J Nurse Midwifery*, 41(6), 457-462. [PMID: 8990717]

Ida, D. J. (2007). Cultural competency and recovery within diverse populations. *Psychiatr Rehabil J*, 31(1), 49-53. [PMID: 17694715]

Palafox, N. A., Buenconsejo-Lum, L., Riklon, S., & Waitzfelder, B. (2002). Improving health outcomes in diverse populations: competency in cross-cultural research with indigenous Pacific Islander populations. *Ethn Health*, 7(4), 279-285. [PMID: 12772547]

Rorie, J. A., Paine, L. L., & Barger, M. K. (1996). Primary care for women. Cultural competence in primary care services. *J Nurse Midwifery*, 41(2), 92-100. [PMID: 8691280]

10/29 Class time to prepare for group presentations.

American Public Health Association Annual Meeting in San Diego, CA

11/05 Cultural and Linguistic Approaches to Health Care Practices & Case Studies

Second half- Guest Lecture: Jon Streltzer, M.D., Professor, JABSOM Department of Psychiatry

Readings: Tseng, W-S., & Streltzer, J.- Chapter 3, Culture and Clinical Assessment

Wells, S. A., & Black, R. M.- Chapter 14, Culture and Clinical Practice & Chapter 15, Clinical Applications and Case Studies

Rundle, A., Carvalho, M., & Robinson, M. (Eds.) – Chapter 11, Utilizing Resources to Better Serve Multicultural Patients & Chapter 12, Meeting Joint Commission Standards Related to Culture and Religion

11/12 Cultural Competence in Evaluation & Concluding Thoughts

LAB #5 – Individual Student Presentations

Readings: Thompson-Robinson, M., Hopson, R., & SenGupta, S. (Eds.). Chapter 1, Cultural Competence in Evaluation – An Overview

Wells, S. A., & Black, R. M.- Chapter 17, Going Beyond “Awareness of” and “Sensitive to”

Recommended reading: Tseng, W-S., & Streltzer, J.- Chapter 9

11/19 Group presentations

Final Review

11/26 No Class. Prepare for final examination. Happy Gobble Gobble!

12/03 FINAL EXAM

12/10 FINAL PAPER DUE; Course evaluations

LABS: Each student will conduct a presentation and lead a 30 minutes class discussion. About 2-3 students will present on one of the following dates: 9/10, 9/17, 10/8, 10/15, and 11/12. Each student will select and describe a cultural group and a prevalent health condition/disease affecting the group/population. In addition, each student will lead a class activity that s/he has created (e.g. case study; cultural and clinical assessment).

GROUP PRESENTATIONS: Each group will comprise of two students. Each group will have 20 minutes to present their project. Each group will select a health care center, hospital, etc. and interview a provider or representative of that health care facility. Your objective is to investigate their knowledge, beliefs and practices regarding cultural competency in health care. You will also present pertinent information about the health care facility such as a description of the patient population and types of services offered.

***** For both the individual and group presentations, you must submit a hard-copy of your presentation (e.g. powerpoint slides; handouts) to Dr. Ta on the date of your presentation and no later than the start of class (12 pm). You may also provide copies (which might be helpful) to your colleagues. All presentations should be conducted in a professional and respectful manner.**

FINAL PAPER: Using one of the frameworks presented in class, describe the health and illness beliefs, symptom presentation, and preventive and treatment approaches of a cultural group. Also, discuss the barriers and facilitators to accessing health care among this cultural group, and offer 2-3 recommendations on how the health care system, including providers and health educators, may improve the level and depth of cultural competency in order to better provide care among culturally diverse populations. These recommendations may include potential research questions that need to be addressed.

All papers must adhere to the following rules:

- Paper length: 10-15 pages (please keep in mind that it is the quality that counts, not the quantity!)
- No plagiarism. Consequences of plagiarism include, but are not limited to, a failing grade for the assignment and/or course. Such incidents will also be reported to the appropriate persons. Please see “academic integrity” below.
- One inch margins
- Double spaced
- Font size of 12.
- Times New Roman or Arial font styles.
- Use the American Psychological Association (APA) or the National Library of Medicine style guides.

ACADEMIC INTEGRITY: All students are expected to adhere to the School’s policies regarding academic ethics, as defined in the following policy and procedures memorandum: Website address <http://www.manoa.hawaii.edu/students/conduct/>