Course Title: Cultural Issues - Cultural Competency in Health Care Delivery
Credits: 3.0

Course Description: The student will explore the influence of culture, religion, and family history on an individual's perception of health and illness. Effectiveness of care can be impacted by differing beliefs about health/illness between the care provider and the care recipient, and the student will begin to bring this understanding into the midwife/client relationship to best support the mother and her significant others.

NARM Skills
I. Midwifery Counseling, Education and Communication
   (1)-I A. Provides interactive support and counseling and/or referral services to the mother regarding her relationships with her significant others and other healthcare providers
   (8)-I H. Provides individualized care
   (9)-I I. Advocates for the mother during pregnancy, birth and postpartum

Learning Activities:

A. Student reads appropriate sections from the Learning Materials/Resources.

B. Student answers the questions listed in the Learning Objectives by researching the Learning Materials/Resources for the course and correctly cites the sources and page numbers for each of their answers.

C. Student presents answers the questions listed in the Learning Objectives for review by preceptor.

D. Student participates in preceptor elaboration/discussion of Learning Objectives.

E. In the case that the required texts are more than 5 years old, the student must research, prepare & present a summary of current best midwifery care/practices appropriate to a topic covered in this course from a current journal article/study, less than 5 years old.

Learning Materials / Resources:
Please use textbooks less than 5 years old or most recent edition.


3. MEAC Essential Competencies:


5. Students must find 1 article/study less than 5 years old. Recommended internet links as needed for latest developments in midwifery care:
   https://www.midwiferycollege.edu/resources-national-college-of-midw

**Evaluation Tools / Methods:**
Minimum passing grade for each course is a cumulative 80% / B-. Students and preceptors are encouraged to work together until the student masters the information.

Final grade for the course is based on preceptor evaluation of the following:

A. Learning Objectives count for 50% of the final grade.
   The preceptor evaluates each answer based on three elements:
   
   1. Answers should reflect a thorough review of current literature regarding best current practices in midwifery care.
   2. Each answer should be formed in the student’s own words or paraphrased from the text. The answer should be minimal, not a re-write of the entire text, but enough to show appropriate comprehension of the learning objective.
   3. Student identification of sources and page numbers for each of the Learning Objectives. (Preceptor should do a random check to determine that sources cited are correctly identified.)

B. Enrichment Activities, including research essays and summaries of articles: 20%
C. Discussions: 15%
D. Tests and Exams: 15%

**Course credit:**
One Academic credit equals approximately 15 hours of formal time plus 30 hours of additional study or homework. Formal time is defined as the amount of time taken to answer the Learning Objectives to the level of 80% and to complete any learning activities to the preceptor’s satisfaction, including any time spent face to face with the preceptor. Informal time includes any time spent actively reading relevant sources and textbook/s, researching Learning Objectives, and studying for examinations.

**Learning Objectives:**

A-1. The student must research, prepare & present a summary of an aspect of current best midwifery care/practices appropriate a topic from this course from a current journal article/study.
A-2. Read the forward of this document and write a summary:
http://apps.who.int/iris/bitstream/10665/154588/1/9789241508476_eng.pdf

A-3: Discuss the following practices (some traditional, some modern health practices, some are both) identify if the practice is beneficial, neutral or harmful, give your rational and cite a source that backs up your position:
   a. Female Genital Mutilation
   b. Male Circumcision
   c. AROM to speed labor
   d. Use of a faja in the postpartum period
   e. Avoiding fermented foods in pregnancy
   f. The use of urine dip stick during routine prenatal appointments.

A-4: Listen to Diversity Matters; What Are Our Challenges? and write a short summary:
http://nacpm.org/equity-race-and-access-to-midwifery-webinar-series/


B. Student answers the questions below and cites the sources and page numbers.

Unit 1: Cultural foundations:
   A. Answer questions 1-12 on page 2 of your textbook. Do this before reading the first chapter.

Chapter 1: Building cultural and linguistic competence
   A. Read the chapter in its entirety
   B. Answer objectives 1-4 on page 3 of the textbook

Chapter 2: Cultural heritage and history
   A. Read chapter 2
   B. Answer objectives 1-4 on page 19 of the textbook
   C. Explain some of the characteristics of culture and why it is a complex concept
   D. Discuss how cultural conflict and prejudice are factors in racism

Chapter 3: Diversity
   A. Read chapter 3
   B. Answer objectives 1-7 on page 43 of the textbook.
   C. Look on the US census website and document the demographics for the area that you live in. Document race, poverty and immigration statistics.

Chapter 4: Health and Illness
A. Read chapter 4
B. Answer objective 1-9 on page 62 of your textbook.
C. Go to the Healthy people 2020 website listed in the web resources on page 82. Look at the evaluations that have been done on Healthy people 2000 and 2010. Discuss some ways that the Healthy people 2020 have changed to become more culturally sensitive.

Unit II: Health Domains:
A. Answer questions and perform activities 1-13 on pages 87-88 of your textbook.

Chapter 5: Health Traditions

A. Read chapter 5
B. Answer objective 1-6 on page 89 of your textbook.

Chapter 6: Healing traditions

A. Read chapter 6
B. Answer objective 1-7 on page 120 of your textbook.
C. Healing is a term with countless connotations. What does "HEALING" mean to you? What are examples of healing practices from your heritage?
D. There are countless rituals surrounding the birth of a baby, both cultural and religious in nature. Describe three practices that occur cross-nationally and three practices that occur across religions to protect the newborn and mother.
E. There are countless rituals surrounding dying, death, and mourning, both cultural and religious in nature. Describe three practices that occur cross-nationally and three practices that occur across religions to deal with dying, death, and/or mourning.

Chapter 7: Familial Health Traditions

A. Read chapter 7
B. Answer the objectives 1-7 on page 158 of your textbook.
C. Complete an interview with your mother, aunt or grandmother and answer the following questions:
   a) Provide her ethnic background, country of origin, religion and number of generations she has been in the United States.
   b) What does she do to maintain her health?
   c) What does she do to protect her health?
   d) What home remedies does she use to restore health?
e) How do her religious/spiritual beliefs define birth? What rituals does/has she practiced around this event?

f) How do her religious/spiritual beliefs define illness?

g) How do her religious/spiritual beliefs define healing?

h) How do her religious/spiritual belief define death? What rituals does/has she practiced around this event?

Chapter 8: Health and illness in modern health care
A. Read chapter 8
B. Answer objective 1-11 on page 178 of your textbook.
C. The costs related to the delivery of health care have escalated out of control and exceed the costs of any other nation. Compare the costs of health care in the area in which you are living, within the United States [average] and other nations.
D. Between 1900 and 2012, countless events occurred in both the public health and medical arenas to contribute to the high costs of health care. List and describe five events that have contributed to the rise in health care costs.
E. What reforms have taken place since President Obama signed the Affordable Care Act on March 23, 2010?
F. There is a popular belief that the health care system can find an answer to nearly every health problem, from infertility to the replacement of diseased organs. In order to accomplish many of these demands, health care has become an institution of "social control"—for example, the strict regulations of smoking by state and local governments and health departments. Describe an issue in your home community and what "medicine" is doing to control it.

G. There are countless problems inherent in health care that affects all of us. Select three of the problems, and describe their parameters and how they have related to you.
H. What is the path a patient follows through the health care system when a health problem occurs? What are the problems that the person encounters? What interventions may remediate these issues?

Chapter 9: Health and Illness in American Indian and Alaska Native populations
A. Read chapter 9
B. Answer the learning objective on page 210 of the textbook.
C. There are several variances in mortality rates between the American Indian community and the general population. What are the leading causes of death among American Indians as compared with the causes of death among the entire population of the United States? Discuss reasons for this difference.
D. The Indian Health Service currently provides services to approximately 3.3 million American Indians and Alaska Natives who belong to more than 565
federally recognized tribes and are residing on reservations. Discuss the federal government's methods for allocating health care resources to the people.

E. American Indians, the original inhabitants of North America, are the smallest population cohort. There is a plethora of issues related to the health care needs of the people. Describe several traditional ways of defining health among American Indians.

Chapter 10: Health and Illness in Asian Populations

A. Read chapter 10
B. Answer objective 1-7 on page 238
C. The doctors in China are currently educated in both traditional and allopathic medicine. Describe the role and scope of practice of a traditional Chinese doctor.
D. Chinese herbal remedies and acupuncture have been used for 4,000 years and have proven to be most effective in many circumstances. Describe examples of traditional Chinese herbal remedies and discuss the history of acupuncture.

Chapter 11: Health and Illness in Black Populations

A. Read chapter 11
B. Answer learning objective 1-7 on page 265 of your textbook.
C. People originating from Africa comprise a diverse population, from many nations and cultures. Describe several traditional ways of defining health among Blacks or African Americans.
D. The use of herbs may be a common practice among Blacks or African Americans, especially people from the southern parts of the United States. Describe examples of traditional Black or African American herbal remedies.

Chapter 12: Health and Illness in the Hispanic Populations

A. Read chapter 12
B. Answer learning objective 1-7 on page 291 of your textbook.

Chapter 13: Health and Illness in the White Populations

A. Read chapter 13
B. Answer objective 1-6 on page 323
C. White Americans are people originating from Europe and are a diverse population, from many nations and cultures. Describe several traditional ways of defining health among White Americans.
D. The descendants of immigrants from Germany may continue to use the herbal remedies of their parents and grandparents. Describe examples of traditional German-American herbal remedies.

Chapter 14: cultural competence
A. WHY is it essential that you understand health and illness from the patient’s point of view?
B. Describe various traditional definitions of health and illness.
C. What factors do the ethnocultural religious communities described in the text have in common in respect to health and illness?
D. Is there a difference between curing and healing?