

Syllabus

Course Overview

The changing demographics of the United States bring about new trends in the care of diverse and vulnerable populations. And the need to focus on cultural and linguistic competence impacts the educational process. This course will allow you to deepen and demonstrate your understanding of these demographic shifts and their implications for health education and health promotion efforts. The course will also serve to help you reflect on your own cultural competence, and evaluate and integrate the knowledge of different cultural communication concepts and practices into your own nursing practice.

Understanding the specific needs of diverse populations, and their beliefs and rituals, helps to formulate educational techniques for the future. It is also important to understand that diversity means more than culture and ethnicity; it also incorporates age, sexual orientation, and physical and mental ability.

This course presents concepts, frameworks, and models used to foster health promotion and disease prevention, particularly in diverse and vulnerable populations. You will explore the wellness of individuals and populations from multicultural, ethnic, traditional, and spiritual perspectives. And you will examine factors that cause disparities in wellness among people in diverse and vulnerable populations by analyzing effective health assessment methods, communication strategies, and identification of best practices for developing a population-focused approach to health promotion and disease prevention.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Assess population health to guide health promotion and disease prevention initiatives.
- 2 Apply basic epidemiological concepts and tools to understand health care needs.
- 3 Analyze how cultural, ethnic, traditional, and spiritual principles relate to clinical prevention, population health, and health disparities in diverse and vulnerable populations.
- 4 Communicate effectively across disciplines, demonstrating respect for self and others.

Course Prerequisites

Prerequisite(s): NHS5004.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Bishop, F. L., Yardley, L., & Lewith, G. T. (2010). [Why consumers maintain complementary and alternative medicine use: A qualitative study](#). *Journal of Alternative and Complementary Medicine*, 16(2), 175–182.

- Denton, F. T., & Spencer, B. G. (2010). [Chronic health conditions: Changing prevalence in an aging population and some implications for the delivery of health care services](#). *Canadian Journal on Aging*, 29(1), 11–21.
- Hodge, D. R. (2013). [Implicit spiritual assessment: An alternative approach for assessing client spirituality](#). *Social Work*, 58(3), 223–230.
- Lambert, V., & Keogh, D. (2014). [Health literacy and its importance for effective communication. Part 1](#). *Nursing Children and Young People*, 26(3), 31–37.
- Lambert, V., & Keogh, D. (2014). [Health literacy and its importance for effective communication. Part 2](#). *Nursing Children and Young People*, 26(4), 32–36.
- O'Regan, P., Wills, T., & O'Leary, A. (2010). [Complementary therapies: A challenge for nursing practice](#). *Nursing Standard*, 24(21), 35–39.
- Pérez, M. A., & Luquis, R. R. (Eds.). (2014). [Cultural competence in health education and health promotion \(2nd ed.\)](#). San Francisco, CA: Jossey-Bass.
- Possamai-Inesedy, A., & Cochrane, S. (2013). [The consequences of integrating complementary and alternative medicine: An analysis of impacts on practice](#). *Health Sociology Review*, 22(1), 65–74.
- Soulé, I. (2014). [Cultural competence in health care: An emerging theory](#). *Advances in Nursing Science*, 37(1), 48–60.
- Sørensen, K., Van den Broucke, S., Fullam, J., Doyle, G., Pelikan, J., Slonska, Z., & Brand, H. (2012). [Health literacy and public health: A systematic review and integration of definitions and models](#). *BMC Public Health*, 12(1), 80–92.
- Yousefi, H., & Ali Abede, H. (2011). [Spiritual care in hospitalized patients](#). *Iranian Journal of Nursing and Midwifery Research*, 16(1), 125–132.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Evaluation Association. (2011). [American Evaluation Association statement on cultural competence in evaluation](#). Retrieved from <http://www.eval.org/p/cm/ld/fid=92>
- Centers for Disease Control and Prevention. (n.d.). [CDC WONDER](#). Retrieved from <http://wonder.cdc.gov>
- Johns Hopkins Medicine. (n.d.). [Culture of safety](#). Retrieved from http://www.hopkinsmedicine.org/innovation_quality_patient_care/areas_expertise/improve_patient_safety/culture/index.html
- National Center for Complementary and Integrative Health. (2018). [Complementary, alternative, or integrative health: What's in a name?](#) Retrieved from <https://nccih.nih.gov/health/integrative-health>
- Office of Minority Health. (2016). [National standards for culturally and linguistically appropriate services in health care \[PDF\]](#). Retrieved from <http://minorityhealth.hhs.gov/assets/pdf/checked/finalreport.pdf>
- Office of Minority Health. (n.d.). [The national CLAS standards](#). Retrieved from <http://minorityhealth.hhs.gov/omh/browse.aspx?lvl=2&lvlid=53>
- U.S. Department of Health and Human Services. (n.d.). [Healthy people 2020](#). Retrieved from <http://www.healthypeople.gov/2020/default.aspx>
- Weaver, S. J., Lubomksi, L. H., Wilson, R. F., Pfoh, E. R., Martinez, K. A., & Dy, S. M. (2013). [Promoting a culture of safety as a patient safety strategy: A systematic review](#). *Annals of Internal Medicine*, 158(5), 369–374. doi: 10.7326/0003-158-5-so1303051-00002

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Centers for Disease Control and Prevention. (2015). [Community health status indicators](http://wwwn.cdc.gov/CommunityHealth/HomePage.aspx). Retrieved from <http://wwwn.cdc.gov/CommunityHealth/HomePage.aspx>
- Centers for Disease Control and Prevention. (n.d.). [National Center for Health Statistics](http://www.cdc.gov/nchs). Retrieved from <http://www.cdc.gov/nchs>

Projects

Project >> Community Health Assessment

Project Overview

In this course project, you will create a community health assessment for health promotion and disease prevention that will incorporate the use of demographic data, analysis of epidemiological concepts, and an analysis of how cultural, ethnic, traditional, and spiritual principles impact health care needs. Each assignment builds upon the previous one to create the overall course project:

- **Unit 3 assignment:** You will examine community and state demographics to start identifying a health care need in your community or state.
 - **Unit 5 assignment:** You will interview a health care professional at an organization in your area to find out how the organization is addressing the identified health care concern.
 - **Unit 7 assignment:** You will further your investigation on this specific health concern and your chosen population by conducting a literature review. This literature review will be focused on how cultural, ethnic, traditional, and spiritual principles of the populations within your state or community affect the specific health care concern that was identified in your first assignment.
 - **Unit 9 assignment:** After you have completed each assignment, you will create a cohesive document that will incorporate all the content from the previous assignments. You will identify and recommend strategies that health care organizations or health care professionals could incorporate to increase their cultural competence and improve quality patient outcomes.
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- **Written communication:** Written communication is free of errors that detract from the overall message.
 - **APA formatting:** Resources and citations are formatted according to [APA style and formatting](#).
 - **Number of resources:** Minimum of 6–10 resources.
 - **Length of paper:** 10–15 typed, double-spaced pages, not including title and reference pages.
 - **Font and font size:** Times New Roman, 12-point.

Unit 1 >> Cultural Diversity and Competence

Introduction

As the population of the United States becomes more diverse, the health care workforce must become aware of cultural differences and the overall shift in the demographics of the entire population. To provide quality health care to the entire population, health workers and educators must be competent in their understanding of the relevant characteristics for the ethnic groups represented. Unit 1 describes the basis of the changing demographics and some of the challenges represented by not only diversity in ethnicity and race but also a growing elderly population, changing gender roles and sexual orientation factors, and the special needs of people with disabilities.

Learning Activities

u01s1 - Studies

The demographics of the United States are changing, with an increasing number of foreign-born citizens. Pérez and Luquis's (2014) data from the U.S. 2010 Census suggests the most richly diverse population in terms of race and ethnicity in U.S. history. This increasing diversity calls for greater understanding and knowledge to ensure quality and competence in health care delivery. Not only is the population growing in ethnicity but in the number of culturally diverse elderly, who provide their own unique sets of traditions and values with regard to health and the aging process. As nurses, you must understand your own biases and cultural competence to ensure a positive approach to this changing environment.

Readings

Use your [Cultural Competence in Health Education and Health Promotion](#) textbook to complete the following:

- Chapter 1, "Implications of Changing US Demographics," pages 1–18.
- Chapter 2, "Diversity and Health Education," pages 23–52.

Use the Capella University Library to complete the following:

- Sørensen, Van den Broucke, Fullam, Doyle, Pelikan, Slonska, and Brand's 2012 article, "[Health Literacy and Public Health: A Systematic Review and Integration of Definitions and Models](#)," from *BMC Public Health*, volume 12, issue 1, pages 80–92.

Resources

The following resources will help you with your writing in this course:

- [APA Citation: Citing a Book.](#)
- [APA Citation: Citing a Website.](#)
- [APA Citation: Citing a Journal Article.](#)
- [RN to MSN Library Research Guide.](#)

Reference

Pérez, M. A., & Luquis, R. R. (2014). *Cultural competence in health education and health promotion* (2nd ed.). San Francisco, CA: Jossey-Bass.

u01s2 - Unit 5 Assignment Preparation

For the Unit 5 assignment, you will need to interview a health care professional at a local health care organization. Start thinking ahead about which local health care professional would be a good candidate for the interview. See the full instructions in the Unit 5 assignment activity, and refer to its scoring guide to learn how you will be graded.

u01d1 - Culture and Communication

Discuss ways in which styles of communication may affect perceptions, particularly in those whose cultural background is different from yours. Examine the factors that can hinder communication, and explain how these could be minimized or avoided.

Response Guidelines

As noted in the Faculty Expectations Response Guidelines, comment on the posts of what others have identified as major forces that will affect health care delivery. Choose one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own.

u01d2 - Identifying Population Health Care Needs

Using the readings from this unit and other sources, briefly describe the unique perspectives and health needs for one of the following groups: Asian Americans and Pacific Islanders, Native Americans, Alaska Natives, Hispanics, or African Americans.

Identify areas of concern derived from your assessment of one of these groups. What are the basic concepts of health promotion and disease prevention, and how might these populations be best impacted in a positive way?

Response Guidelines

Please remember to adhere to the requirements for unit discussion posts and peer responses addressed in the Faculty Expectations Message (FEM) and select at least one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 2 >> Principles of Cultural Competence and Wellness in Diverse Populations

Introduction

There are many issues relative to the effects and the impact of health promotion and disease prevention on diverse populations. The beliefs and attitudes of one cultural group may be diametrically opposed to other cultural groups. Culture can play a major role in how patients comprehend their state of disease or wellness and how they respond to efforts and information attempting to educate them. By understanding practices and beliefs of different ethnic groups, the health care provider has a better chance of having a positive impact on efforts toward improving the overall health of each group.

Pérez and Luquis (2014) stated, "Integrating cultural proficiency practices into the individual practices of health educators and public health organizational policies is a call to action" (p. 50). It is important for those in health care to be aware of the

methods used to identify and evaluate the specific health care needs of individuals, communities, and populations, and to understand the meaning of health literacy as it pertains to the needs of a multicultural population or group. With a growing diverse population, the incorporation of cultural and linguistic competence should be included into the planning, implementation, and evaluation of health education and promotion programs. "In this process, it is essential to employ theoretical models that describe and explain culture and related concepts" (Pérez & Luquis, 2014, p. 165). Cultural constructs need to be applied to all health education, promotion, and prevention interventions targeting diverse communities (Pérez & Luquis, 2014).

Reference

Pérez, M. A., & Luquis, R. R. (Eds.). (2014). *Cultural competence in health education and health promotion* (2nd ed.). San Francisco, CA: Jossey-Bass.

Learning Activities

u02s1 - Studies

Readings

Use your [Cultural Competence in Health Education and Health Promotion](#) textbook to complete the following:

- Chapter 3, "Health Disparities and Social Determinants of Health: Implications for Health Education," pages 59–78.
- Chapter 6, "Health Education Theoretical Models and Multicultural Populations," pages 145–167.

Use the Capella University Library to complete the following:

- Soulé's 2014 article, "[Cultural Competence in Health Care: An Emerging Theory](#)," from *Advances in Nursing Science*, volume 37, issue 1, pages 48–60.

Use the Internet to complete the following:

- Study the Office of Minority Health's [The National CLAS Standards](#) page.

Use the Internet to complete the following, which you will use in the second discussion activity for this unit:

- "[Culture of Safety](#)," from *Johns Hopkins Medicine*.
- "[Promoting a Culture of Safety as a Patient Safety Strategy: A Systematic Review](#)," from the *Annals of Internal Medicine*.

Multimedia

- View [Assessment Models in Public Health](#).

u02s2 - Unit 3 Assignment Preparation

For your first assignment, due in Unit 3, you will identify a health care need for your community or state through examining demographic information. See the full instructions in the Unit 3 assignment activity, and refer to its scoring guide to learn how you will be graded.

The following resources might be helpful as you prepare for your Unit 3 assignment:

- The Centers for Disease Control and Prevention's [CDC WONDER](#) online databases.
- The U.S. Department of Health and Human Services's [Healthy People 2020](#) site.
- Capella's [RN to MSN Library Research Guide](#).

u02d1 - Health Promotion and Collaboration

Address the following, based on the studies for this unit:

- What factors are most likely to affect health promotion and wellness for vulnerable and diverse populations?
- How does interpersonal collaboration between health care professionals advance health promotion with the vulnerable and diverse populations?

Response Guidelines

As noted in the Faculty Expectations Response Guidelines, comment on the posts of what others have identified as major forces that will affect health care delivery. In addition:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own.

Course Resources

Graduate Discussion Participation Scoring Guide

u02d2 - Culture of Safety

Using the reading materials and the Culture of Safety and What is Safety Culture? resources from the studies earlier in this unit, think back to a health care facility you worked in or have visited as a patient. Describe your impression of the culture of

the facility by addressing the following:

- What are some areas for improvement for that facility, based on what you have read?
- How has the health care facility encouraged a culturally competent model of care?
- What were some of the strengths you noticed with the "culture of safety"?
- How do these strengths and weaknesses impact patient perceptions and quality of care?

Response Guidelines

Please remember to adhere to the requirements for unit discussion posts and peer responses addressed in the Faculty Expectations Message (FEM) and select at least one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 3 >> Epidemiology in Health Assessment and Disease Prevention

Introduction

In this unit, you will discuss data measurement used by the Centers for Disease Control and Prevention and others, with a focus on how trends are established and analyzed. There are many ways to evaluate the level of wellness in a community or organization. This knowledge can be obtained through the use of surveys and health assessments, either administered by a professional or as a self-administered survey; however, the best way is through a hands-on physical assessment. It is important to understand the current status of the focus population in order to make an accurate evaluation of the currently dominant needs and risks, and to measure changes in those risks. To accurately assess the current state of health and wellness, all physical systems must be appropriately assessed for health status.

Epidemiology and health trends are described and verified through data measurements and study of populations. Needs assessments are done for planning purposes when designing new programs. However, a needs assessment must be supported with data, as Pérez and Luquis (2014) suggest. It is important to understand the difference from perceived and evidence-based needs. This can be done only through measurement.

You will discuss epidemiological data in this unit's discussion. Also in this unit, you will complete the first assignment of your course project.

Reference

Pérez, M. A., & Luquis, R. R. (Eds.). (2014). *Cultural competence in health education and health promotion* (2nd ed.). San Francisco, CA: Jossey-Bass.

Learning Activities

u03s1 - Studies

Readings

Use your [Cultural Competence in Health Education and Health Promotion](#) textbook to complete the following:

- Chapter 10, "The Aging US Population: An Increasing Diverse Population," pages 241–265.

Use the Capella University Library to complete the following:

- Denton and Spencer's 2010 article, "[Chronic Health Conditions: Changing Prevalence in an Aging Population and Some Implications for the Delivery of Health Care Services](#)," from *Canadian Journal on Aging*, volume 29, issue 1, pages 11–21.

The following Internet resources will help you prepare for your Unit 3 assignment:

- The Centers for Disease Control and Prevention's [CDC WONDER](#) online databases.
- The U.S. Department of Health and Human Services's [Healthy People 2020](#) site.
- Capella's [RN to MSN Library Research Guide](#).

u03a1 - Identifying Community Health Needs

In this assignment, you will examine community and state demographics to start identifying patterns and trends that can help inform health care practices and improve quality patient outcomes. To start, research the Internet to find government agencies and resources that will help you locate the demographics for either your community or your state. Look for information regarding demographic makeup, including ethnicity and levels of illness and health status.

As you examine the information, identify a health care need that your community or state has currently. For example, perhaps you find that your state has one of the highest rates of heart disease in the nation. Once you have identified the health care need in your community, do further exploration to see whether certain groups within your diverse community or state population are impacted by this health care need more than others. In our example, elderly and Native American populations are two groups that have a higher prevalence of heart disease. Once you have identified the highly impacted subgroups within your community or state, you will continue to reference these groups for the upcoming assignments as well.

The main bullet points below correspond with the assignment grading criteria, so be sure to include them in your paper:

- Describe demographic characteristics for your community or state in terms of demographic makeup, ethnicity, and illness and health status.
 - Identify the health care need for your community or state population, supported by demographics.
- Identify any patterns or trends regarding populations seen in demographic reports.

- Identify groups within the community or state population that are highly impacted by the identified health concern.
- Write clearly and logically, with correct use of spelling, grammar, punctuation, and mechanics; correctly format citations using current APA style.

Writing Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style.
- **Number of resources:** 3–5 citations.
- **Length of paper:** 2–3 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12-point.

Course Resources

[APA Style and Format](#)

[National Center for Health Statistics](#)

[Community Health Status Indicators](#)

u03d1 - Analyzing Epidemiological Data

Choose from one of the following options for this unit's discussion:

1. Review the CDC and Healthy People 2020 websites from the studies earlier in this unit, and define the issues under study relative to prevention. What data analysis tools does the CDC utilize to measure areas of health promotion or disease prevention in the overall U.S. population, and what is the major focus for the Healthy People 2020 initiatives? Suggest possible measures needed to accomplish the Healthy People 2020 goals.
2. The shift in aging population in the United States may add significant stress on the health care industry due to increasing longevity and morbidity. The CDC and the U.S. Department of Health and Human Services have established guidelines to help establish goals and objectives to address efforts toward health promotion and disease prevention. Describe the special considerations and challenges in addressing the educational needs of older adults, and describe the trends in U.S. health care services demands and associated cost issues related to this population shift.

Response Guidelines

As noted in the Faculty Expectations Response Guidelines, comment on the posts of what others have identified and be sure to:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own.

Course Resources

Graduate Discussion Participation Scoring Guide

[Healthy People 2020](#)

[CDC WONDER](#)

Unit 4 >> Principles and Practices of Cultural Competency

Introduction

This unit focuses on the models and frameworks that help health care professionals develop care plans and needs assessments that consider cultural competence. Pérez and Luquis (2014) describe two theoretical models and two assessment frameworks that assess the role of culture in the prevention of disease and promotion of health (p. 146). These models are frameworks for understanding and organizing beliefs and attitudes of cultural domains in order to respond appropriately to the needs of individuals and provide culturally diverse programs and health care interventions.

It is crucial for health educators to exemplify how health practitioners in general are supposed to communicate with different clients, demonstrating how to interact with racially and ethnically diverse populations in order to provide them with adequate health information to make decisions concerning their health and health care. As a provider, you must continually advocate for effective cross-cultural communication and remember to focus on the important elements of communication, cultural sensitivity, marketing techniques, and language barriers as you carry out your role and function in various environments (Pérez & Luquis, 2014).

Reference

Pérez, M. A., & Luquis, R. R. (Eds.). (2014). *Cultural competence in health education and health promotion* (2nd ed.). San Francisco, CA: Jossey-Bass.

Learning Activities

u04s1 - Studies

Readings

Use your [Cultural Competence in Health Education and Health Promotion](#) textbook to complete the following:

- Chapter 6, "Health Education Theoretical Models and Multicultural Populations," pages 145–170.
- Chapter 8, "Culturally Appropriate Communication," pages 193–214.

Use the Capella University Library to complete the following:

- Lambert and Keogh's 2014 articles, "[Health Literacy and its Importance for Effective Communication. Part 1](#)" and "[Health Literacy and its Importance for Effective Communication. Part 2](#)," from *Nursing Children and Young People*, volume 26, issues 3 and 4.

Multimedia

- Review [Assessment Models in Public Health](#) from Unit 2.

u04s2 - Unit 5 Assignment Preparation

For your next assignment, due in Unit 5, you will need to interview a health care professional at a local health care organization. See the full instructions in the Unit 5 assignment activity, and refer to its scoring guide to learn how you will be graded.

The following resources might be helpful as you prepare your Unit 5 assignment:

- The Office of Minority Health's [The National CLAS Standards](#) site.
- The Office of Minority Health's report [National Standards for Culturally and Linguistically Appropriate Services in Health Care](#).
- [RN to MSN Library Research Guide](#).

u04d1 - Applying Culturally Competent Practices

From this unit's readings, choose one theoretical model or assessment framework and describe a care plan or needs assessment for a culture different from your own. Choose the health promotion or disease prevention topic from your community that you identified in the Unit 3 assignment.

Response Guidelines

Please remember to adhere to the requirements for unit discussion posts and peer responses addressed in the Faculty Expectations Message (FEM) and select at least one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own.

u04d2 - Multicultural Communication

Using the readings for this unit and other resources, describe how verbal and nonverbal communication affect multicultural communication in the health care setting. Acknowledge group culture and diversity within cultures, including language, values, and attitudes toward health. What roles do language, values, and attitudes towards health have within diverse cultures? Give at least one example of how you would implement multicultural communication in a needs assessment or plan of care.

Response Guidelines

As noted in the Faculty Expectations Response Guidelines, comment on the posts of what others have identified as major forces that will affect health care delivery. How do their reported trends compare with yours? Please choose posts that have had few responses thus far and choose one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own.

Unit 5 >> Role of Health Literacy in Health Assessment of Diverse Populations

Introduction

It is important for those in health care to be aware of the methods used to identify and evaluate the specific health care needs of individuals, communities, and populations, and to understand the meaning of "health literacy" as it pertains to the needs of a multicultural population or group.

Health literacy implies that individuals have the capacity to obtain and understand the basics of health information needed to make appropriate health decisions and seek health care services to prevent or treat illness.

Learning Activities

u05s1 - Studies

Readings

Use your [Cultural Competence in Health Education and Health Promotion](#) textbook to complete the following:

- Review Chapter 2, "Diversity and Health Education," pages 23–52.
- Read Chapter 9, "Foundations of Health Literacy and Culturally Appropriate Health Education Programs," pages 217–240.

The following resource will help you prepare your Unit 5 assignment.

- The Office of Minority Health's [The National CLAS Standards](#) site.

Optional

You may want to complete the following:

- Review the Office of Minority Health's report [National Standards for Culturally and Linguistically Appropriate Services in Health Care](#).

u05a1 - Interview of Health Care Professional

For this assignment, you will conduct an interview with a health care administrator or selected health care professional regarding their organization's approach to the health care need and the highly impacted subgroups you identified in the Unit 3 assignment. Your questions should focus on how the professional's health care institution or organization is addressing the concerns of the identified health care need and impacted subgroups relative to the National CLAS Standards, which are linked in the Resources.

As you gather information, you will want to make sure you are getting both a big-picture view of how the organization is culturally and linguistically adept and also how it is addressing the subgroups of the population that have a higher prevalence of the identified health issue. Carrying through with our example from the first assignment, if you had identified that heart disease was an issue for your community or state, you might ask questions such as:

- What methods does your organization use to ensure that communications between the health care provider and patient are effective for a diverse population?
- What kind of accommodations or considerations does your organization provide for subgroups of the population that have a higher prevalence of the identified health issue?

The main bullet points below correspond with the assignment grading criteria, so be sure to include them in your paper:

- Explain strategies the selected health care organization has implemented to address the identified health care need, aligning the strategies to the National CLAS Standards.

- Explain the benefits of a health care organization meeting the National CLAS Standards to address the identified health care need of the diverse population of the community or state.
- Explain the challenges the selected health care organization has had in implementing strategies to address the identified health care need, aligning to the National CLAS Standards.
- Write clearly and logically, with correct use of spelling, grammar, punctuation, and mechanics; correctly format citations using current APA style.

Note that if you use only your textbook, your information may not be the latest evidence-based practice. You can access the latest National CLAS Standards by going to the U.S. Department of Health and Human Services Office of Minority Health Web site (link in the Resources).

Writing Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to APA style and formatting.
- **Length of paper:** 3–5 pages.
- **Font and font size:** Times New Roman, 12-point.

Course Resources

[The National CLAS Standards](#)

[APA Style and Format](#)

u05d1 - Health Literacy Strategies

Research the Capella University Library or other Internet sources to find a peer-reviewed article describing a study that evaluates an ethnic group and its health disparities. What health literacy strategies could be used with this group to guide health promotion, wellness, and disease prevention when conducting a health assessment?

Make sure to give the full citation for the article you found, using APA style.

Response Guidelines

As noted in the Faculty Expectations Response Guidelines, comment on the posts of what others have identified as major forces that will affect health care delivery. How do their reported trends compare with yours? Please choose posts that have had few responses thus far and choose one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples from your work life or your course readings. Remember to use APA (6th edition) citations and references when referring to perspectives that are not your own.

Unit 6 >> Understanding Complementary and Alternative Medicine

Introduction

This unit outlines existing complementary and alternative medicine (CAM) practices and the need for health educators and health care providers to understand these practices, their role in healing, and their value in a multidisciplinary approach to care.

CAM practices are expanding among health care practices nationally. According to Pérez and Luquis (2014), the 2007 National Health Interview Survey suggests that 38.3 percent of adults and 12 percent of children use some form of herbal remedy, and 39 percent use some form of mind-body therapy.

The survey also reported on CAM use among members of ethnic groups, as a percentage of the group's overall population (Pérez & Luquis, 2014, p. 113):

- Native American and Alaska Native: 50.3 percent.
- Native Hawaiian and other Pacific Islander: 4.32 percent.
- Non-Hispanic white: 43.1 percent.
- Asian: 39.9 percent.
- Black or African American: 25.5 percent.
- Hispanic: 23.7 percent.

Spirituality is part of the human experience, and its implications should be addressed in the health care system, with a focus on communities with health disparities. In working with communities, the implications of culture and diversity are in some cases a central focus. The integration of the community-based participatory model is one way of creating connections for health and wellness promotion and programming for racial and ethnic communities (Pérez & Luquis, 2014).

Reference

Pérez, M. A., & Luquis, R. R. (Eds.). (2014). *Cultural competence in health education and health promotion* (2nd ed.). San Francisco, CA: Jossey-Bass.

Learning Activities

u06s1 - Studies

Readings

Use your [Cultural Competence in Health Education and Health Promotion](#) textbook to complete the following:

- Chapter 4, "Complementary and Alternative Medicine in Culturally Competent Health Education," pages 87–114.

- Chapter 5, "Spirituality and Cultural Diversity," pages 119–138.

Use the Capella University Library to complete the following:

- O'Regan, Wills, and O'Leary's 2010 article, "[Complementary Therapies: A Challenge for Nursing Practice](#)," from *Nursing Standard*, volume 24, issue 21, pages 35–39.
- Bishop, Yardley, and Lewith's 2010 article, "[Why Consumers Maintain Complementary and Alternative Medicine Use: A Qualitative Study](#)," from *Journal of Alternative and Complementary Medicine*, volume 16, issue 2, pages 175–182.
- Possamai-Inesedy and Cochrane's 2013 article, "[The Consequences of Integrating Complementary and Alternative Medicine: An Analysis of Impacts on Practice](#)," from *Health Sociology Review*, volume 22, issue 11, pages 65–74.

Use the Internet to complete the following:

- National Center for Complementary and Integrative Health's [Complementary, Alternative, or Integrative Health: What's in a Name?](#)

u06s2 - Unit 7 Assignment Preparation

For your next assignment, due in Unit 7, you will be writing a literature review related to the identified health issue and impacted subgroups within your community or state population. See the full instructions in the Unit 7 assignment activity, and refer to its scoring guide to learn how you will be graded.

The following resources might be helpful as you prepare for your Unit 7 assignment:

- [Principles and Procedures for Writing a Literature Review](#).
- [RN to MSN Library Research Guide](#).

u06d1 - Complementary and Alternative Medicine (CAM)

After reviewing the readings for this unit, discuss the use of complementary and alternative medicine (CAM) and nontraditional healing methods among the general population and specific ethnic groups in the United States. Discuss how these practices could impact the population you identified in the Unit 3 assignment.

Response Guidelines

Please remember to adhere to the requirements for unit discussion posts and peer responses addressed in the Faculty Expectations Message (FEM) and select at least one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own.

Course Resources

Graduate Discussion Participation Scoring Guide

u06d2 - Impact of Complementary and Alternative Medicine (CAM)

For this discussion, answer the following questions:

- What types of complementary and alternative medicine (CAM), traditional medicine, holistic healing, and spirituality have you observed in your nursing practice?
- How do these practices affect the health and wellness of the individuals who practice them?
- How do these practices affect your ability to provide health care to individuals who practice them?

Response Guidelines

Please remember to adhere to the requirements for unit discussion posts and peer responses addressed in the Faculty Expectations Message (FEM) and select at least one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 7 >> Lifestyle and Communication

Introduction

Health can be affected by social and lifestyle behaviors. In fact, many would argue that many, if not most, health risks can be mitigated through lifestyle and behavioral changes. With this in mind, the health care provider must be aware of the socioeconomic factors and the lifestyle factors present in a population. There are many lifestyle factors that are influenced by

both social and cultural factors. Living environment, housing conditions, employment factors, diet, and cultural beliefs—all play a role in a person's levels of risk and resulting health.

Communication patterns can play a major role in health care program delivery and in the comprehension and understanding of health promotion efforts targeted to multicultural populations. It is imperative that health care providers understand the barriers associated with health care access for diverse groups, merely due to communication obstacles. Ethnic disparities in health can be exacerbated by lack of culturally competent health communication.

Learning Activities

u07s1 - Studies

Readings

Use your [Cultural Competence in Health Education and Health Promotion](#) textbook to complete the following:

- Review Chapter 8, "Culturally Appropriate Communication," pages 193–214.

u07a1 - Literature Review – Health Care Needs

In this assignment, you will extend your knowledge regarding your identified health issue and impacted subgroups in your community or state population through conducting a literature review. Completing this assignment will provide you with a comprehensive overview and description of the particular needs of multicultural and vulnerable populations in terms of health promotion and disease prevention, and the need for cultural and linguistic competence to improve health care delivery and population health.

For this assignment, conduct a review of literature focused on the multicultural and vulnerable populations in your community and the need for health promotion and disease prevention among these populations. Explore the culture, traditions, beliefs, and alternative and complementary medical practices that may impact wellness for diverse populations in your community.

The main bullet points below correspond with the assignment grading criteria, so be sure to include them in your 3–5-page paper:

- Describe how culture, traditions, beliefs, and other culturally-specific characteristics of diverse populations can impact their health care practices.
 - What are the barriers to health care for these populations?
 - Are there cultural beliefs or traditions that pose challenges to this population seeking or maintaining health care access?
- Describe how awareness of alternative and complementary practices, traditional medicine, holistic health, and spirituality can help provide better health care.
 - What factors do health care providers need to be aware of to successfully reach these populations and address health care issues?
 - Describe how use of alternative and complementary practices, traditional medicine, holistic health and spirituality can help reduce the incidence of the identified health care need.

- Explain the importance of health care providers addressing the cultural and linguistic needs of their patients to address the diverse health care needs of multicultural and vulnerable populations in the community.
 - Explain the need for cultural and linguistic competence and practices that help support the diverse populations in your state or community.
- Write clearly and logically, with correct use of spelling, grammar, punctuation, and mechanics; correctly format citations using current APA style.

Writing Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to APA style and formatting.
- **Number of resources:** 3–5 citations, which should be of peer-reviewed journal articles no more than five years old.
- **Length of paper:** 3–5 pages.
- **Font and font size:** Times New Roman, 12-point.

Course Resources

[APA Style and Format](#)

[Principles and Procedures for Writing a Literature Review](#)

u07d1 - Considerations for Accurate Assessments

For this discussion, identify and describe a health assessment related to socioeconomic and lifestyle problems related to maternal, child, and family health and well-being. Why is it important to consider these factors when communicating and conducting a health assessment within a diverse and multicultural population?

Response Guidelines

Please remember to adhere to the requirements for unit discussion posts and peer responses addressed in the Faculty Expectations Message (FEM) and select at least one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

Unit 8 >> Evaluating the Impact of Wellness Principles in Health Promotion

Introduction

Evaluation is a major component of all health promotion and education programs. It is most important for measuring the effectiveness of the program and whether the goals and objectives of the program have been accomplished. This is especially true when providing programs to corporations or communities where financial support is dependent upon measurements of outcomes.

There are many ways evaluation can be implemented, and it depends on the type of information needed. However, in all cases, the evaluation process should be a part of the early implementation efforts, so the key elements of what needs to be measured are identified early in the development process. It is also important to gear the evaluation methodology to the population's cultural needs.

Learning Activities

u08s1 - Studies

Readings

Use your [Cultural Competence in Health Education and Health Promotion](#) textbook to complete the following:

- Chapter 7, "Planning, Implementing, and Evaluating Culturally Appropriate Programs," pages 170–192.

Use the Internet to complete the following:

- The American Evaluation Association's [Statement on Cultural Competence in Evaluation](#).

u08s2 - Unit 9 Assignment Preparation

For your final assignment, due in Unit 9, you will be writing a community health assessment that is based on your previous assignments. See the full instructions in the Unit 9 assignment activity, and refer to its scoring guide to learn how you will be graded.

The following resource might be helpful as you prepare your Unit 9 assignment:

- [RN to MSN Library Research Guide](#).

u08d1 - Program Evaluation

Chapter 7 of your textbook discusses the importance of conducting culturally appropriate needs assessments as well as health education and promotion programs in order to effectively serve a culturally diverse population. In addition to planning and implementing a culturally relevant program, evaluation is also needed. Discuss one method that could be used to evaluate the effectiveness of a health promotion program for a culturally diverse population. What will you determine from the evaluation method? Who will you communicate the evaluation results with, and why?

Response Guidelines

Please remember to adhere to the requirements for unit discussion posts and peer responses addressed in the Faculty Expectations Message (FEM) and select at least one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

u08d2 - Minimizing Health Care Barriers

Following your review of this unit's readings, discuss the impact the evaluation process has on the quality of the wellness program for culturally diverse populations. How could the evaluation identify barriers for the population? How can the barriers be minimized through the program evaluation?

Response Guidelines

As noted in the Faculty Expectations Response Guidelines, comment on the posts of what others have identified as major forces that will affect health care delivery. How do their reported trends compare with yours?

Please choose posts that have had few responses thus far and select at least one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own.

Unit 9 >> Health Assessment: Cultural, Psychological, and Spiritual Implications

Introduction

There are many differences in cultural perspectives in relation to religious practices and beliefs. It is important for health care providers to understand these perceptions and beliefs and their impact on illness and disease, and also in response to approaches in education. Pérez and Luquis (2014) discuss the importance of understanding the role of spirituality in cultural competence, especially as it relates to vulnerable populations. Communicating health education must be responsive to the beliefs and attitudes in all areas of cultural differences, including those that are particular to religion and spirituality.

In many cultures, healers have a significant role to play in therapeutic treatment of illness and disease, and these practices must be taken into consideration when developing treatment plans that are culturally responsive. In order to apply culturally competent communication, the health care provider must be aware of the religious beliefs, symbols, practices, and rituals consistent with that culture.

Reference

Pérez, M. A., & Luquis, R. R. (Eds.). (2014). *Cultural competence in health education and health promotion* (2nd ed.). San Francisco, CA: Jossey-Bass.

Learning Activities

u09s1 - Studies

Readings

Use your [Cultural Competence in Health Education and Health Promotion](#) textbook to complete the following:

- Review Chapter 5, "Spirituality and Cultural Diversity," pages 119–144.

Use the Capella University Library to complete the following:

- Hodge's 2013 article, "[Implicit Spiritual Assessment: An Alternative Approach for Assessing Client Spirituality](#)," from *Social Work*, volume 58, issue 3, pages 223–230.
- Yousefi and Ali Abede's 2011 article, "[Spiritual Care in Hospitalized Patients](#)," from *Iranian Journal of Nursing and Midwifery Research*, volume 16, issue 1, pages 125–132.

u09a1 - Community Health Assessment

For this assignment, you will create a cohesive document that results in a community health assessment for health promotion and disease prevention for the health concern for your population of choice in your community.

This final assignment will include content from the following assignments:

- Unit 3: Summary of community or state demographics, including ethnicity and levels of illness and health status.
- Unit 5: Area of concern for the health care need in the diverse population, including the following:
 - A summary of National CLAS Standards in relation to the health concern.
 - An analysis of the findings from your interview with the health care professional.
- Unit 7: The literature review, in which you evaluated the impact of understanding culture, traditions, and beliefs of diverse populations as a key factor to improving health.

In addition, you will want to identify strategies that health care organizations or professionals need to be aware of and incorporate to improve initiatives and disease prevention with your identified population and the identified health care need.

The main bullet points below correspond with the assignment grading criteria, so be sure to include them in your paper:

- Integrate a variety of demographics to address the chosen health care need for a diverse community or state.
- Write a summary of community or state demographics connected to the chosen health care need.
- Analyze findings from the health care organization interview as to its ability to implement strategies that align to the National CLAS Standards to address the identified health care need within the diverse population of the community or state.
- Evaluate the impact of culture, ethnic identities, beliefs, and traditions of diverse populations on health care access and disease prevention.
- Identify strategies that health care organizations could implement that would improve health care initiatives and disease prevention with a diverse population.
- Write clearly and logically, with correct use of spelling, grammar, punctuation, and mechanics; correctly format citations using current APA style.

Writing Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to APA style and formatting.
- **Number of resources:** 6–10 citations.
- **Length of paper:** 10–15 pages.
- **Font and font size:** Times New Roman, 12-point.

Course Resources

[APA Style and Format](#)

u09d1 - Impact of Religious and Spiritual Beliefs

Research the Capella University Library or the Internet for an article that discusses the psychological implications of religious and spiritual effects on health. Discuss these implications specific to a culture and how they may impact clinical prevention and population health.

Response Guidelines

As noted in the Faculty Expectations Response Guidelines, comment on the posts of what others have identified as major forces that will affect health care delivery. How do their reported trends compare with yours?

Please choose posts that have had few responses thus far and select at least one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 10 >> Communicating Effectively Across Disciplines

Introduction

This course aimed to provide the information necessary to support understanding of cultural and linguistic competence for health care providers. As you continue to be part of a society that is more diverse in its cultural, ethnic, socioeconomic, and sexual orientation status, you must grow in your ability to understand and appreciate differences and perspectives, so that health education and health care efforts can meet the needs of all groups. To ensure this process, it is important to continue an internal audit of your own biases and beliefs, understanding that education means growth and that your personal growth can provide for a better avenue for health education and promotion.

Learning Activities

u10s1 - Studies

Readings

Use your [Cultural Competence in Health Education and Health Promotion](#) textbook to complete the following:

- Chapter 12, "Cultural Competence and Health Education: A Window of Opportunity," pages 293–310.

u10d1 - Cultural and Linguistic Competence

For this discussion, summarize your learning regarding effective cultural and linguistic communication, and reflect on your own competence in these areas. Include your use of cultural communications within a multidisciplinary team. How can you help the team with cultural communications using your understanding of these concepts? Do you foresee any challenges in this?

Response Guidelines

Please remember to adhere to the requirements for unit discussion posts and peer responses addressed in the Faculty Expectations Message (FEM) and select at least one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

u10d2 - Challenges to Cultural Competence

For this discussion, review Chapter 12 from your textbook. Using this reading and articles found in the Capella University Library, describe the issues and challenges to achieving and maintaining cultural and linguistic competence in the future. Also, define the competence needs and the strategies for achieving them.

Response Guidelines

Please remember to adhere to the requirements for unit discussion posts and peer responses addressed in the Faculty Expectations Message (FEM) and select at least one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples from your work life or your course readings. Remember to use APA citations and references when referring to perspectives that are not your own.