

MHS 604: Cultural Competency & Ethics



Fall, 2020

Course Credit Hours 3

Course Format: Online Lecture

Course Website:

Classroom Building and Room Number (asynchronous online)

Classroom Meeting Days and Times (asynchronous online)

Instructor Name: Martine I. Scannavino, DHSc, RDN, LDN, FAND

Instructor Email: miscanna@cedarcrest.edu

Instructor Phone Number: (610) 606-4666, ext 3486

Instructor Office: Miller 18

Office Hours: Monday 3:30 – 5 & Wednesday 11 – 1 (by appointment)

Course Description:

This seminar course will consider questions about the practice of health promotion, disease control, and health research and the ways in which cultural and social factors influence health behaviors and interventions. Ethical decision making practice within the scope of cultural diversity will be discussed.

Cultural issues affecting health, with emphasis on health disparities and how gender and culture issues impact behavioral risk will be investigated.

The relationship between health and factors such as religion, social class/socioeconomic status, acculturation, migration/immigration, and globalization will be addressed.

Bioethics in practice will be examined.

Course Textbooks and Resources:

***Multicultural Health**, Lois A Ritter & Donald H. Graham 2017 (2nd Ed.) Jones and Bartlett (ISBN 978-1-2840-2102-8)*

***Race: The Power of Illusion** (3-part video series) [embedded in course](#)*

EthAssist THE INSTITUTE OF CONSULTATIVE BIOETHICS

Purchase your access for this course “text” at <http://bioethics.institute>

Master in Nutrition Competencies	The student will be able to	Assessment Method (assignment, activity and where in the course – e.g. module)
Domain 1: Advocacy/Public Policy		
Influences decision makers related to public policy, resources and program services.	Describe and discuss at least three laws related to multicultural health.	<ul style="list-style-type: none"> • Discussion 2: Evolving Views on Culture and Health. • Discussion 5: Eliminating Health Disparities • Reaction Paper: Race: The Power of Illusion
Domain 2: Education		
Design, develop, direct, plan for implantation/or implement, and evaluate education and training programming in the identified focus area	Develop and present a cultural competency in service for a predetermined group or classmates	<ul style="list-style-type: none"> • Final project • Final Presentation
Domain 3: Application of Knowledge and Skills		
Utilizes principles of cultural competency and ethical practice in program planning and assessment.	<p>Identify the four commonly accepted principles of health care ethics (autonomy, beneficence, nonmaleficence, and justice) and their application in medical ethical practice</p> <p>Describe professional code of ethics development and application in practice.</p> <p>Discuss the relationship between law and ethics and cultural influences and the impact on health care decisions.</p>	<p>All - EthAssist Assignments</p> <ul style="list-style-type: none"> • Discussion 1: Cultural Competence and Ethical Considerations • Discussion 2: Evolving Views on Culture and Health.

	<p>Explain how historical factors, behaviors, and belief systems within a particular culture influence a person's views of health, illness, treatments, and health care.</p> <p>Define and explain common terms related to the various culturally specific and alternative healing systems discussed in this class.</p> <p>Identify and discuss various culturally appropriate approaches practitioners use to diagnose and treat illnesses within their particular medical system.</p>	<ul style="list-style-type: none"> • Discussion 3: Complementary and Alternative Therapy (CAM) Use • Discussion 4: Religion, Rituals and Health • Chapter Quizzes • Discussion 2: Evolving Views on Culture and Health. • Discussion 3: Complementary and Alternative Therapy (CAM) Use • Discussion 4: Religion, Rituals and Health
Translates and applies evidence based research into program development, implementation, and assessment.	Develop and present a cultural competency in service for a predetermined group or classmates	<ul style="list-style-type: none"> • Final Project • Final Presentation
Design, develop, plan for implantation/or implement and evaluates programming to meet the needs of a specific population/organization	Develop and present a cultural competency in service for a predetermined group or classmates	<ul style="list-style-type: none"> • Final Project • Final Presentation
Domain 4: Scientific Inquiry		
Conducts systematic review of the literature that identifies the weight of evidence including areas of consensus, inconsistency, and opportunities for further research, program development, and public policy.	List and explain some of the emotional, spiritual, psychological, physical, geographical, and behavioral factors influencing health, the manifestation of	<ul style="list-style-type: none"> • Final Project • Discussion Boards • Final Presentation

	illnesses, and the therapeutic techniques used in the various cultural healing systems presented in the course.	
Domain 5: Communication		
Uses innovative, appropriate communication techniques and the most effective formats for the intended audience.	Describe and explain major concepts and principles governing the multicultural healing approaches or alternative healing systems presented throughout this course.	<ul style="list-style-type: none"> • Final Project • Discussion Boards • Final Presentation
	Define and explain common terms related to the various culturally specific and alternative healing systems discussed in this class.	<ul style="list-style-type: none"> • Final Project • Discussion Boards • Final Presentation

In this course students fulfilling the DP program requirements will meet the following ACEND DP core Knowledge Requirements for Dietitian Nutritionist (KRDN) and DP curriculum Required Elements (RE):

DPD Knowledge Requirements for Dietitian Nutritionist	SLO	Assessment Method
Domain 1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice	KRDN 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based decisions.	Final Project Discussion Boards
	KRDN 1.2 Use current information technologies to locate and apply evidence-based guidelines and protocols	Final Project Discussion Boards
	KRDN 1.3 Apply critical thinking skills	Final Project Discussion Boards
Domain 2:	KRDN 2.1 Demonstrate effective and professional oral and written	Final Project Discussion Boards

Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.	communication and documentation.	Final Presentation
	KRDN 2.3 Discuss the impact of health care policy on nutrition and dietetics practice.	Discussion 2: Evolving Views on Culture and Health. Discussion 5: Eliminating Health Disparities
	KRDN 2.6 Demonstrate an understanding of cultural competence/sensitivity.	Chapter Quizzes Chapter 1: Intro to Multicultural Health Chapter 2: Theories and Models Related to Multicultural Health Chapter 3: Worldview and Health Decisions Chapter 4: Complementary and Alternative Medicine Chapter 5: Religion, Rituals and Health Chapter 6: Communication and Health Promotion in Diverse Societies Chapter 13: Non-Ethnic Cultures and Closing the Gap: Strategies for Eliminating Health Disparities

DP Curriculum Required Elements	
2. Communication skills sufficient for entry into dietetics practice	Final Project Discussion Boards Final Presentation
14. Cultural competence and human diversity; Human behavior, psychology, sociology or anthropology	Final Project Discussion Boards Final Presentation Chapter quizzes

Course Student Learning Outcomes:

In this course students will develop and demonstrate the skills and competencies which meet the following Program Educational Goals and Objectives:

- I. Influence decision makers related to public policy, resources and programs*
- II. Design, develop, direct, implement, and evaluate education and training programming in the identified focus area and/or for a specific population/organization.*
- III. Utilizes principles of cultural competency and ethical practice in program planning and assessment.*
- IV. Conducts systematic review of the literature that identifies the weight of evidence including areas of consensus, inconsistency, and opportunities for further research, program development, and public policy.*
- V. Identifies and uses innovative, appropriate communication techniques and the most effective formats for the intended audience*

Course Content:

All Modules officially open on Wednesday and close at midnight the following Tuesday.

Course Assignment Descriptions:

Discussion Boards: (each are 25 pts – total 125 points)

There are five required discussion boards in this class. The discussions allow us to reflect on materials we have read and/or viewed in that module.

Discussion board criteria:

- Posting must be at least 250 words. **Original postings** must be completed no later than Saturday 11:59 PM.
- You must make thoughtful comments to **two** of your peers no later than 11:59PM on Tuesday night. All work must be correctly cited and referenced. Comments to your peers do not require citations and reference unless you are introducing new information.

Module 1: Discussion 1: Cultural Competence and Ethical Considerations

Module 3: Discussion 2: Evolving Views on Culture and Health.

Module 7: Discussion 3: Complementary and Alternative Therapy (CAM) Use

Module 8: Discussion 4: Religion, Rituals and Health
Module 10: Discussion 5: Eliminating Health Disparities

Reaction Paper: (80 points)

Module 6: Race: The Power of Illusion

Please see the Reaction Paper and rubric details on the course page.

Final Project/Presentation: (total 135 pts)

Culture and Medicine Professional In Service:

Throughout the semester you have had the opportunity to independently investigate the diverse cultures discussed in the chapters. Now, I will ask you to choose a culture and perform an in-depth investigation into their cultural beliefs **and how those beliefs affect medical care, decisions, and access to care.** There will be a sign-up sheet/discussion on the course page, there will be a topic selection tab for each group. Everyone in the group must choose a different culture – first come-first serve. You must include a statement as to how the culture you you have chosen will support your advancement along the cultural competency continuum.

Quizzes: (5 points each –total 35 pts)

There are 7 graded quizzes

1. Chapter 1: Intro to Multicultural Health
2. Chapter 2: Theories and Models Related to Multicultural Health
3. Chapter 3: Worldview and Health Decisions
4. Chapter 4: Complementary and Alternative Medicine
5. Chapter 5: Religion, Rituals and Health
6. Chapter 6: Communication and Health Promotion in Diverse Societies
7. Chapter 13: Non-Ethnic Cultures and Closing the Gap: Strategies for Eliminating Health Disparities

There are 6 ungraded quizzes you can take to self-assess your understanding of the specific cultures addressed in the chapters.

1. Chapter 7: Hispanic and Latino American Populations
2. Chapter 8: American Indian and Alaskan Native Populations
3. Chapter 9: African American Populations
4. Chapter 10: Asian American Populations
5. Chapter 11: European and Mediterranean American Populations
6. Chapter 12: Non-Ethnic Cultures

EthAssist: (total 225 pts)

The EthAssist component of this class consists of a total of 25 lessons each with narrated lectures a non-grades knowledge check at the end of each and graded a quiz at the completion of the module's ethics topics.

Completion of each lesson is 5 points (total 125 pts)

Successful Completion of all quizzes associated with the EthAssit lessons will earn you 75 points (3 questions per topic lesson).

Group Assignments:

The class will be broken into groups. All discussion and project responses throughout the course require you interact within your assigned group only.

Course Grading Policy:

The grades for this course are calculated via a comprehensive assessment of all work submitted on time to the course platform.

Late work, including missed deadlines for discussion boards and required discussion responses will receive a grade of zero.

All Modules Officially Open on Wednesday and Close at Midnight the following Tuesday.

Original discussion posts are due **prior to midnight on Saturday** and responses to peers must be posted **prior to midnight on the following Tuesday.**

All quizzes and EthAssit work are due **prior to midnight on Tuesday nights.**

Work will be graded based on students' evidence of assignment competencies and criteria set in assignment grading rubrics (available on course platform under each assignment tab)

Course Grade Breakdown

Assignment(s)	Points
Discussion Boards (5 @ 25pts)	125
Reaction Paper: Race: The power of Illusion	80
Final Project/Presentation	135
Quizzes (7@ 5 pts)	35
EthAssist Modules (25 lessons and quizzes)	225

Total Points for the course	600
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Cedar Crest College Honor Philosophy:

The Cedar Crest College Honor Philosophy states that students shall uphold community standards for academic and social behavior to preserve a learning environment dedicated to personal and academic excellence. It is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

Classroom Etiquette:

Students are expected to communicate in writing and orally, in person, and through electronic means with linguistic and cultural competency.

Academic Misconduct:

Cheating, plagiarism, or any other form of academic dishonesty will result in a grade of a zero on the assignment/test on which you plagiarized or cheated, and such an act may result in failing the entire course. Please also refer to Section A of “A Student’s Guide to Cedar Crest College” as well as the MHS Student Handbook which contains additional information on academic misconduct.

VeriCite Citation Verification/Plagiarism Detection:

Cedar Crest College uses a citation verification service (VeriCite, www.vericite.com) to help teach proper citation techniques and to ensure the integrity of written academic work. By enrolling in this course, students agree to the submission of their written assignments to such a citation verification service, the use of which is subject to the Terms of Use posted on the provider’s website. Written work submitted to a citation verification service will become part of its database for the purposes of future citation verification.

Attendance:

Attendance is monitored by accessing the course and actually doing something. Simply signing on and off does not count as a class attended. If you are signing in and completing the work that is due at least twice a week, you will be fine.

Class Cancellation Policy:

For notification of the College closing, for inclement weather or other emergencies, refer to Cedar Crest's e2Campus system, the Inclement Weather Hotline at 610-606-4629, or the College's MyCedarCrest website for notification.

This online class is not "usually" subject to inclement weather cancellations, however circumstances that cause loss of internet access may result in class "cancellation" and or extensions of work due for the group or affected individuals. It is imperative we communicate these issues as soon as communication is restored.

Accommodations Policy:

Cedar Crest College is committed to making reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the National Rehabilitation Act in order to assist students with disabilities in reaching their academic potential. If you have a disability that may affect your academic performance in this course, please contact Academic Services (Student Success Center in Cressman Library, 610-606-4628, or advising@cedarcrest.edu) to discuss the needed accommodations. Please note that accommodations are not typically retroactive and may require advance notice to implement.

Resources for Students with Disabilities:

Cedar Crest College is committed to ensuring students with disabilities are welcomed as a part of our diverse community and that they have equal access to participate in all programs and services offered by the College, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the National Rehabilitation Act. If you have a disability and require accommodations to access any portion of the design, instruction, or experiences that comprise this course or any other campus activity, please contact Disability Resources (610-606-4628; advising@cedarcrest.edu; Student Success Center in Cressman Library) to set up an appointment to discuss your need for accommodations. Please note that accommodations are not retroactive and may require advance notice to implement. Please refer to the Disability Resources page on MyCedarCrest for more information (https://www.cedarcrest.edu/ada_file.shtm).

Accommodations will not be provided unless the instructor receives an official Cedar Crest College Accommodations Letter. If you are already receiving accommodations, please remember to have a confidential conversation (in person, via email, or phone call) with your instructor to discuss the approved accommodations you intend to use for this course and how they may be implemented.

Audio Recording:

Students with disabilities may be approved to audio record lectures in this course in order to be provided meaningful access to the lecture material and to the educational experience. Students who are approved for this accommodation may only use this material for personal academic use and may not share the recording with anyone else. Dissemination of class recordings is only permitted with the speaker's explicit written consent. Note: audio recording may be prohibited, at the instructor's sole discretion, during portions of the lecture or discussion that may involve personal, self-disclosure by other students. Please see your instructor if you have any questions or concerns about this policy.

Technology Support Resources:

Please refer to the Information Technology Support Center website and the IT HelpDesk for Cedar Crest College computer, software, and other technology resources available to students. The IT Support Center resources are available at the following website:

<https://cedarcrest.teamdynamix.com/TDClient/Home/> .

The IT HelpDesk is located at the Bridge of the Student Success Center on the main floor of Cressman Library (610-606-4635 and helpdesk@cedarcrest.edu).

Credit Hour Equivalency:

Equivalency Policy: For each 1 credit hour they award, courses are required to provide 15 hours of classroom instruction or equivalent instructional activities. Online or hybrid courses that do not have these hours scheduled as classroom instruction must indicate what instructional activities account for the required hours

As a 3-credit online class, MHSc 604 satisfies the required hours of classroom instruction through the below course activities and assignments. These hours do not include preparatory or assessed assignments that would be completed outside of an in-person class meeting.

This class meets for 12 weeks; therefore you can expect to spend an average of 3.75 hours on class work (not homework) each week. Be sure to schedule your time accordingly. Consider this class as if you were attending an on campus class, and it met

once or twice a week for a total of 4 hours. Pick a day and time that works in your schedule to “ATTEND”.

Course Activities or Assignments	Equivalent Classroom Instructional Hours
Discussion Boards - 5 x 2.5 hours	15 hours
Race: The Power of an Illusion view and Reaction	5 hours
Quizzes 7 x 30 minutes	3.5 hours
EthAssist Lessons and Assessment	5 hours
Project Presentations and Asynchronous Discussion	3.5 hours
Access and completion of Asynchronous Course Materials	13 hours
Total:	45

Module /Date (note all new modules begin on Wednesday)	Topics Covered	Assigned Work	EthAssist
Module 1	<p>Introduction to the Course</p> <p>Ethics Principles</p> <p>Assess Your Personal Bias</p>	<p>Course learning outcomes and work expectations.</p> <p>TEST YOUR IMPLICIT BIAS WITH SCIENCE:</p> <p>Take a Harvard Project Implicit Test</p> <p>Discussion 1: Cultural Competence and Ethical Considerations</p> <p>Assess your understanding: The Basic Ethics Principles</p>	<p>Principle of</p> <ul style="list-style-type: none"> -respect autonomy -beneficence - Justice -nonmaleficence <p>Professional ethics</p>
Module 2	<p>Chapter 1: Introduction to Multicultural Health</p> <p>How do we define race- watch <i>Race</i>:</p>	<p>Race The Power of an Illusion Watch the documentary (available free on the course page) https://vimeo.com/ondemand/race</p> <p>(Reaction Paper due Module 6)</p> <p>Race: The Power of an Illusion</p>	<p>Access to health care and resource allocation</p>

	<i>The Power of an Illusion</i>	Quiz 1: Chapter 1	
Module 3	<p>Chapter 2: Theories and Models Related to Multicultural Health</p> <p>Chapter 7: Hispanic and Latino American Populations</p>	<p>Acculturation in Relation to the Concepts of Health and Disease (1957): http://www.wnyc.org/story/acculturation-in-relation-to-the-concepts-of-health-and-disease</p> <p>Discussion 2: Evolving Views on Culture and Health.</p> <p>Quiz 2: Chapter 2</p>	Utilitarianism
Module 4	<p>Chapter 3: Worldview and Health Decisions</p> <p>Chapter 8: American Indian and Alaskan Native Populations</p>	<p>Quiz 3: Chapter 3</p>	<p>Death with Dignity</p> <p>Sanctity of life</p> <p>Legalization of contraception</p> <p>Eugenics</p> <p>The “Ugly” Law</p>
Module 5	<p>Chapter 4: Complementary and Alternative Medicine</p> <p>Chapter 9: African American Populations</p>	<p>Ethnicity May Affect Alternative, Complementary Therapy Choices:</p> <p>A Doctor Reflects On Race And Medicine In 'Black Man In A White Coat'</p> <p>Quiz 4: Chapter 4</p>	<p>Tuskegee</p> <p>Institutional Review Board</p> <p>Office for Civil Rights</p>
Module 6	Race the Power of Illusion	Reaction Paper Due (Tuesday)	
Module 7	Chapter 10: Asian American Populations	Discussion 3: Complementary and Alternative Therapy (CAM) Use	<p>Refusing treatment</p> <p>Pt. Self-Determination Act</p> <p>Paternalism</p> <p>Standards of Disclosure</p>

			Ethics of Care
Module 8	Chapter 5: Religion, Rituals, and Health Chapter 11: European and Mediterranean American Populations	Quiz 5: Chapter 5 Discussion 4: Religion Rituals and Health	Compassion Human Dignity Conscientious Objections
Module 9	Chapter 6: Communication and Health Promotion in Diverse Societies Chapter 12: Nonethnic Cultures	Hospice interpreters use language and culture to comfort patients Quiz 6: Chapter 6	American with Disabilities Act Truth Telling
Module 10	Chapter 13: Closing the Gap: Strategies for Eliminating Health Disparities.	Quiz 7: Chapter 13 Discussion 5: Eliminating Health Disparities.	Virtue of Ethics (bringing it all together?)
Module 11		Culture and Medicine Paper (due tonight: Wednesday)	
Module 12		Culture and Medicine Presentations to Groups (must be posted for 11/13 and Discussion feedback to peers – must be posted no later than midnight Saturday,	