

HLC 756 Course Outline as of Summer 2012**CATALOG INFORMATION**

Dept and Nbr: HLC 756 Title: APPL.TRASCUL.HLTH.CARE
Full Title: Applied Transcultural Health Care
Last Reviewed: 2/12/2018

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	1.00	17.5	Lecture Scheduled	17.50
Minimum	0	Lab Scheduled	0	3	Lab Scheduled	0
		Contact DHR	3.00		Contact DHR	52.50
		Contact Total	4.00		Contact Total	70.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 35.00

Total Student Learning Hours: 105.00

Title 5 Category: Non-Credit
Grading: Non-Credit Course
Repeatability: 27 - Exempt From Repeat Provisions
Also Listed As:
Formerly:

Catalog Description:

An immersion experience in transcultural health care while living and working in another country. Theory will focus on health related beliefs and practices, cultural sensitivity and diversity. Health and illness across the life continuum from birth to death will be explored. Clinical experiences will focus on care of women and children, growth and development, immunizations, client and community assessments, screening, teaching and prevention. Clinical sites will include: hospitals, outpatient clinics, children's orphanages, migrant work camps, personal homes and selected community development projects in both the rural and urban areas.

Prerequisites/Corequisites:**Recommended Preparation:****Limits on Enrollment:**

Enrollment is limited to those pursuing a career in health care. This is a physically demanding and time intensive course. Students must be in good physical condition and possess a valid passport and required vaccinations. Instructor signature is required.

Schedule of Classes Information:

Description: An immersion experience in transcultural health care while living and working in another country. Theory will focus on health related beliefs and practices, cultural sensitivity and diversity. Health and illness across the life continuum from birth to death will be explored. Clinical experiences will focus on care of women and children, growth and development, immunizations, client and community assessments, screening, teaching and prevention. Clinical sites will include: hospitals, outpatient clinics, children's orphanages, migrant work camps, personal homes and selected community development projects in both the rural and urban areas. (Non-Credit Course)

Prerequisites/Corequisites:

Recommended:

Limits on Enrollment: Enrollment is limited to those pursuing a career in health care. This is a physically demanding and time intensive course. Students must be in good physical condition and possess a valid passport and required vaccinations. Instructor signature is required.

Transfer Credit:

Repeatability: Exempt From Repeat Provisions

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:		Effective:	Inactive:
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:

Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

Upon completion of this course, the students will be able to:

Theory/Class:

- 1) Identify specific health care beliefs and practices common in this region.
- 2) Summarize the impact of culture on health care.
- 3) Describe the importance and function of the family on health care in this region.
- 4) Identify religious beliefs and their impact on health care in this region.
- 5) Describe public health issues and how to remain healthy as a native or health care worker in this environment.
- 6) Discuss common childhood and adult illnesses found in this region and identify modes of transmission prevention and treatment.
- 7) Discuss local non-traditional approaches to health care in this region.
- 8) Compare and contrast diseases, the health care system, and access to health care in this region versus Sonoma County.
- 9) Identify key concepts needed to communicate health care issues.

Clinical:

- 1) Participate and discuss a cultural and a community assessment to include: health care resources, language, culture, diet, exercise, nutrition, daily lifestyle, religious practices, education, economics, employment, extended family relationships and child rearing practices.
- 2) Integrate sociocultural background to health and illness belief and practices in the clinical lab setting.
- 3) Apply learned language arts in providing health care to clients in a variety of clinical settings.
- 4) Participate in clinic, hospital and/or rural community immunization programs.
- 5) Participate in community development projects.

Topics and Scope:

- 1) Orientation to transcultural health care to include concepts of:
 - a) language
 - b) culture
 - c) family, roles and relationships
 - d) child rearing and developmental issues
 - e) basic health care considerations and practices
 - f) common myths and beliefs related to health care
 - g) survival issues: sociocultural, environmental, economics
 - h) staying healthy, sanitation, public health considerations
- 2) Cultural Sensitivity: living and working in another culture.
- 3) Cultural Assessment.
- 4) Beliefs and values related to: birth, death, illness, health, religion.
- 5) Client's view of health care and health care providers.
- 6) Communication techniques: verbal, non-verbal in region health care.
- 7) Common factors in health and illness in this region.
- 8) Customs and beliefs in food and health care practices.
- 9) Susceptibility to health problems: socioeconomic, hereditary.
- 10) Socioeconomic influences of the client's health and illness status.
- 11) Poverty and migrant family issues and impact on local health care issues.
- 12) Common myths, superstitions, and non-traditional approaches to health care.
- 13) Methods of community assessment.
- 14) Immunizations: screening, administration, precautions, education, and follow up.
- 15) Common diseases of the region.
- 16) Disease prevention and treatment techniques effective in this region.

Assignment:

- 1) Complete a community and cultural health care assessment.
- 2) Complete a (daily) clinical journal.
- 3) Participate in orientation, class discussions.
- 4) Participate in a daily health care in variety of health care settings.
- 5) Participate in a daily selected community development projects.
- 6) Complete health care interview and teaching plan for local client.
- 7) Role-playing scenarios.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Clinical journal, cultural and community assessments

Writing
30 - 40%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Role-playing scenarios, health care interview and teaching plan

Problem solving
5 - 10%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Participation in health care settings and community development projects

Skill Demonstrations
50 - 60%

Exams: All forms of formal testing, other than skill performance exams.

Final exam

Exams
5 - 10%

Other: Includes any assessment tools that do not logically fit into the above categories.

None

Other Category
0 - 0%

Representative Textbooks and Materials:

1. Health: A Multicultural Approach, Floyd, Mimms and Howard, Morton Publishing Company, 1995 (classic in field)
2. Wongs Essentials of Pediatric Nursing: 8th Edition, by Marilyn J. Hockenberry, Elsevier Health Science publishing, 2008.
3. Essentials of Maternal Newborn Nursing, 3rd edition, by Patricia A. Ladewig, Addison-Wesley, 1994 (classic)
4. Transcultural Health Care: Purnell-Paulanka 2008
5. Transcultural Nursing, Leninger, 3rd. ed., Mayfield, 2002 (classic in field)