

Cerro Coso College
Course Outline of Record Report
 10/11/2021

HCRSC250 : Cultural Diversity in Health Care

General Information

Author:	• Suzanne Ama
Course Code (CB01) :	HCRSC250
Course Title (CB02) :	Cultural Diversity in Health Care
Department:	Allied Health
Proposal Start:	Fall 2013
TOP Code (CB03) :	(1201.00) Health Occupations, General
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000372350
Curriculum Committee Approval Date:	04/12/2013
Board of Trustees Approval Date:	06/13/2013
External Review Approval Date:	12/31/1969
Course Description:	This course familiarizes the students with the fundamentals of cultural diversity as an integral part of every aspect of health care. This course is encouraged for any individual with a health career objective. Students explore cross-cultural theory and analyze forms of cultural diversity including gender, age, and family. Students analyze how cultural diversity affects health/illness dynamics and how recognition of ethnocentrism and bias can help improve health care delivery.
Submission Type:	Change to Content
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• Health
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	• Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade Options • Letter Grade Methods
<input type="checkbox"/> Allow Students to Gain Credit by	Allowed Number of Retakes	Course Prior To College Level (CB21)

Allow Students To Earn Credit by Exam/Challenge

Number of Retakes
0

Number of Attempts Allowed (max)
Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

Allow Students To Audit Course

Course Support Course Status (CB26)

No value

Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

Active

Cerro Coso Vocational Nursing

Certificate of Achievement

Summer 2018

Cerro Coso Vocational Nursing

A.S. Degree Major

Summer 2018

CC Liberal Arts: Social & Behavioral Sciences

A.A. Degree Major

Summer 2018 to Fall 2020

Liberal Arts: Social & Behavioral Sciences
Associate in Arts Degree

A.A. Degree Major

Fall 2020

Cerro Coso Vocational Nursing (In
Development)

Certificate of Achievement

Fall 2021

Liberal Arts: Social & Behavioral Sciences
Associate in Arts Degree (In Development)

A.A. Degree Major

Spring 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to CSU only

Transferability Status

Approved

**Cerro Coso General Education
Requirements**

Categories

Status

Approval Date

Comparable Course

Area 6

Diversity

Pending

No value

No Comparable Course defined.

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks) 18

Hours per unit divisor 0

Course In-Class (Contact) Hours

Lecture 0

Laboratory 0

Activity 0

Total 54

Course Out-of-Class Hours

Lecture 0

Laboratory 0

Activity 0

Total 108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

No Value

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
Writing - 1 Level Prior to Transfer	The skills learned in English 70 will help the student be successful in HCRS C250. The student will need to be able to read a college level textbook, then analyze and apply that information to a five page research paper on cultural views other than their own.

Specifications

Methods of Instruction	
Methods of Instruction	Outside reading
Rationale	No value
Methods of Instruction	In-class writing
Rationale	No value

Methods of Instruction	Lecture			
Rationale	No value			
Methods of Instruction	Case Study			
Rationale	No value			
Methods of Instruction	Discussion			
Rationale	No value			
Assignments				
Read, analyze, and outline chapters.				
Web-search on different cultural aspects in health care.				
A five page research paper on a culture other than their own graded by a rubric.				
Class chat or discussion on how culture plays a part in health care and healing.				
Methods of Evaluation	Rationale			
Research Paper	A five page research paper on a culture other than the student's own culture graded by a rubric.			
Tests	Quizzes, Mid-term, and/ or final exam using true/false, multiple choice, or short answer questions.			
Equipment				
No Value				
Textbooks				
Author	Title	Publisher	Date	ISBN
	At this time, the book have not been updated.			
	Spector, R. E. (2012) Cultural Diversity in Health and Illness, 8th, Pearson			
	Lipson, J. G., Dibble, S. L. (2007) Culture and Clinical Care, 4th, UCSF Nursing Press			
Other Instructional Materials				
No Value				

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Define culture and discuss the role of culture, ethnicity, religion, socioeconomic status, and socialization on health beliefs and practices. Expected SLO Performance: 70.0

Differentiate between holistic, traditional, and contemporary definitions of health, illness, and healing. Expected SLO Performance: 70.0

Discuss the diversity, demographic and economic, in contemporary society. Expected SLO Performance: 70.0

<i>Social Science</i> Liberal Arts: Social & Behavioral Sciences AA Degree	Identify and analyze theories explaining the individual, social, historical, economic, or political activities of humans.
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Analyze their own ethno-cultural heritage and socialization. Expected SLO Performance: 70.0

Differentiate between the beliefs and values of specific populations or cultural groups. Expected SLO Performance: 70.0

Outline

Course Outline

A. Introduction to concepts of culture; ethnicity; religion; and socialization

1. Culture
2. Ethnicity
3. Religion
4. Socialization

B. Culture; demographic change and poverty

1. Immigration
2. Poverty

C. Concepts of health and illness

1. Health
2. Preventive Care and Health Maintenance
3. Health status and determinants
4. Health Belief Model

5. Illness

D. Health traditions

1. Health Traditions Model

- 2. Health Protection
- 3. Health Care Choices
- 4. Folk Medicine
- 5. Health Care Philosophies
- E. Healing

- 1. Ancient forms of healing
- 2. Religion and healing
- 3. Healing and today's beliefs
- 4. Ancient rituals
- F. Familial Health traditions

- 1. Familial Health Traditions
- 2. Consciousness Raising
- G. The delivery of health care in the United States
 - 1. Trends in development of the health care system
 - 2. Health Care Reform
 - 3. Common problems in health care delivery
- H. Health and illness in specific populations
 - 1. American Indian
 - 2. Alaska Native
 - 3. Asian
 - 4. Black
 - 5. Hispanic
 - 6. White
- I. Implications for Health Care Delivery

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face
 Online
 Hybrid
 Interactive

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

No Value

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

Canvas forums
 Canvas message
 chat
 email
 face2face

discussion
phone
itv

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No Value

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

itv
canvas
publisher

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

No Value