

Sinclair Community College, Division of Allied Health Technologies

AH-210 Introduction to Community Health Advocacy

Class #6 Cultural Health Beliefs and Practices

Course Objectives:

Demonstrate knowledge of the relationship of culture and individuals' health practices, beliefs, and use of health and social services.

Class Objectives: Students will be able to:

Recognize different cultural and religious beliefs that may have an impact on health

Identify family and community remedies and distinct from and entwined with cultural and religious beliefs and practices

Describe the impact of different cultural and religious beliefs/practices on health

Describe ways to show respect for clients, refrain from stereotypical and prejudicial behavior in response to cultural and religious beliefs, while still providing information

Participants:

Kay Parent, Kim Conner

All registered participants

Panel of Guest speaker: Rose Dwight—Appalachian, Luz Vasquez—Hispanic, Frankie Herald—African American

Materials/Resources Needed:

Nametags

Readings

Video tape

Equipment Needed:

VCR

Plan for the Class:

- I. **Questions, comments from previous class—Barriers to Accessing Care**
- II. **Cultural Health Beliefs and Practices that Impact Health**
 - A. Faculty will facilitate a panel presentation with representatives from African American, Appalachian and Hispanic cultures who will each describe different health beliefs and practices which have evolved from culture or religious foundations.
 - B. Panelists will then be presented with a scenario describing a patient with a health issue moving through the health and human services system.

Panelists will be invited to respond describing the likely experience of a person from their cultural background.

- C. Videos or readings will be presented to students based on panel speaker Suggestions, if any.
(60 minutes)

Break (15 minutes)

II Cultural Health Beliefs or Practices from the Student's Perspective/Family Experience

- A. Faculty divides students into pairs and invites them to identify family remedies, exploring to what extent these are unique to the student's family or part of a larger cultural or ethnic group set of health beliefs and practices.
- B. In the large group, faculty facilitates discussion about how some of these family remedies can impact health positively or negatively? Faculty then asks the students
How can one use these cultural health beliefs and practices to promote healthier behavior change?

(20 minutes)

III Exploring/Identifying Health Beliefs and Practices in Clients/Patients

- 1. Using a scenario from one culture, faculty will facilitate discussion of what health beliefs and practices may affect how clients may react to health issues and help seeking behaviors.

(15 minutes)

IV Conclusion

- A. Faculty briefly summarizes what has been talked about tonight, referring back to panel discussion.
- B. Faculty asks for questions or further comments on the subject of tonight's class and reminds students of quiz at next class.
- C. Previews of the next class—Community Resources Part 1.

(10 minutes)