

## Chapter 2: Social, Cultural, and Religious Influences on Child Health Promotion

### Instructor's Manual

#### LEARNING OBJECTIVES

1. Define the following terms: *transcultural nursing*, *culture*, *social role*, *primary and secondary social groups*, *cultural shock*, *acculturation*, and *assimilation*.
2. Define cultural competence and the six elements that characterize it according to Dunn.
3. State why cultural sensitivity is important in implementing comprehensive pediatric nursing care.
4. Define *ethnicity* and *ethnocentrism* and discuss their implications for nursing care.
5. Identify what a *subculture* is and discuss how the following subcultural influences affect child development and childrearing practices: ethnicity, minority-group membership, socioeconomic class, school attendance, community membership, the peer culture, biculturalism, and mass media.
6. Describe how a community's external assets—support, empowerment, setting clear boundaries and expectations, and opportunities for constructive use of time—foster children's positive development.
7. Identify how children's internal assets—commitment to learning, positive values, social competencies, and a positive identity—can be nurtured by communities.
8. Define *social capital*.
9. Define *poverty* and identify the effect of *visible* and *invisible poverty* on the health and well-being of children and their families.
10. Distinguish between *absolute* and *relative* standards of poverty.
11. Identify the effects of homelessness and migrant lifestyles on children's health and well-being.
12. Identify effective strategies for providing health care access to homeless and migrant populations.
13. Define the term *cultural relativity*.
14. Discuss ethnic and cultural influences on the following: styles of relating to health care providers, communication with health care professionals, and food customs.
15. Identify specific nonverbal and verbal strategies that reflect culturally sensitive interactions with patients.
16. Discuss different cultural beliefs and practices related to health and illness (e.g., natural and supernatural forces responsible for illness and healing, objects and procedures used to protect health, balance and imbalance of forces, culture-related health practices such as cupping, wearing of amulets, and female circumcision).
17. Define *cultural competence* and describe the five components of the ASKED model.
18. Describe health beliefs and health practices of various cultural or ethnic groups.
19. Identify several hereditary factors that have been associated with particular cultural or racial groups.

20. Identify characteristic physical or developmental differences (e.g., skin pigmentation, stature) that should be taken into account when assessing individuals of different races and ages.
21. Provide examples of how religious beliefs affect health practices.

CHAPTER OUTLINE	TEACHING STRATEGIES
<p><b>Culture</b></p>	
<p>Transcultural nursing Transmission of culture</p>	<p>Discuss Leininger's concept of transcultural nursing. Provide students with 5 × 7 index cards and have them write and "send" a postcard to another class member about an observation during a trip or visit they've made to another community, state, or country. Pass the postcards to other members of the class and have students read the card aloud. Use this as a segue to a discussion about cultural values, beliefs, and practices and Dunn's six elements of cultural competence.</p>
<p>Social roles <i>Primary and secondary group influences</i></p>	<p>Discuss what is transmitted by one's culture and how this influences children's world view. <b>Critical Thinking:</b> Differentiate between the influences and limitations of primary and secondary group environments on childrearing.</p>
<p>Cultural shock</p>	<p>Ask students to identify whether and when they have experienced "culture shock." What factors contributed to this? What factors helped mitigate their feelings of dissonance? Compare these experiences with Dunn's strategies listed in the text that promote cultural competence.</p>
<p><b>Subcultural Influences on Development</b></p>	
<p>Ethnicity</p>	<p>Provide examples regarding the confounding factors of ethnicity and socioeconomic status that might be found in health research.</p>
<p>Minority-group membership</p>	
<p>Socioeconomic class</p>	
<p>Schools</p>	
<p><i>Socialization processes</i></p>	
<p>Communities</p>	
<p><i>External and internal assets</i></p>	
<p><i>Social capital</i></p>	
<p>Peer cultures</p>	
<p>Biculturalism</p>	

CHAPTER OUTLINE	TEACHING STRATEGIES
<p>Mass media</p> <p><i>Influences on tobacco and alcohol use and violent behavior among teens</i></p> <p><i>Recommendations for educating parents about the impact of mass media</i></p> <p><i>Media influences: reading materials, movies, television</i></p>	<p>Assign students to watch half an hour of a popular television show, including commercials, or to listen to a popular radio station and to take notes about references to or depictions of substance use/abuse, responsible or irresponsible sexual activity, and verbal or physical abuse or violence. Discuss how the mass media have contributed to new morbidities such as overweight children and increasing rates of depression or violence. Have students identify what they would or could tell parents when providing anticipatory guidance to families on these topics.</p>
<p><b>Socioeconomic Influences</b></p> <p>Poverty</p> <p>Homelessness</p> <p>Migrant families</p> <p><b>Cultural Influences</b></p> <p>Cultural relativity</p> <p>Relationships with health care providers</p> <p><i>Communication styles</i></p> <p>Food customs</p> <p><b>Health Beliefs and Practices</b></p>	<p><b><i>Critical Thinking:</i></b> Have students meet in small groups of 4 or 5 for 10 minutes to discuss the statement, “The most overwhelming adverse influence on health is socioeconomic status.” Have each group report about the veracity of this statement. Ask students to identify the effects of homelessness on children, and to then identify health care resources that are available for migrant or immigrant families in their communities.</p> <p>Discuss the term <i>cultural relativity</i>.</p> <p>Role play or give examples of verbal and nonverbal culturally sensitive communication techniques used for effective interaction with children and their families from different cultures.</p> <p>Have students bring in foods that are characteristically served in their cultural group and their meanings to the students.</p>

CHAPTER OUTLINE	TEACHING STRATEGIES
<p>Health beliefs  <i>Natural forces</i>  <i>Supernatural forces</i>  <i>Health protection practices</i>  <i>Imbalance of forces</i></p> <p>Culture-related health practices  <i>Cupping, coining, genital mutilation</i></p> <p>Folklore related to prenatal influences</p> <p>Cultural competence  <i>ASKED model</i></p>	<p>Invite parents from a variety of different cultures, ethnicities, and religions to discuss their health beliefs and practices, especially as they relate to children.</p> <p><b>Critical Thinking:</b> Ask students, “Why is it important for nurses to be aware of their own cultural values and beliefs?” Have them review Box 2-2 depicting the <i>ASKED Model of Cultural Competence</i> and write a two paragraph reflection paper based on <i>ASKED</i> components.</p>
<p><b>Cultural Awareness</b></p>	<p>Have students review Table 2-1, <i>Cultural Characteristics Related to Health Care of Children and Families</i>. Ask which of these health practices they find the most interesting and why.</p> <p>Have students review Box 2-4, <i>Distribution of Selected Genetic Traits and Disorders by Population or Ethnic Group</i>. Ask which of these genetic traits and disorders they were familiar with or found the most interesting.</p>
<p><b>Hereditary Factors</b>  <b>Physical Characteristics</b>  <b>Religious Influences</b>  Religious beliefs</p>	<p>Have students review Table 2-2, <i>Religious Beliefs That May Affect Nursing Care</i>. Which beliefs were familiar to them? Which beliefs were new?</p> <p>Discuss statements by children that might indicate a spiritual need.</p>

## LEARNING ACTIVITIES

1. Have students write a short essay about their own family’s beliefs, attitudes, and values about the poor; those who are homeless; migrant families; and immigrants. Have them discuss how their attitudes about these situations or toward members of these groups might potentially affect the nursing care they provide.
2. Assign students to observe the role of the pediatric nurse when interacting with families from various cultures. Have them list examples of culturally sensitive care provided by the nurse or nurses they observed. Have them also list examples of culturally insensitive care, if observed.

**SUPPLEMENTARY RESOURCES**

1. Study Guide: Chapter 2
2. Evolve Website:
  - Appendix: Spanish/English Translations
  - Case Study—Cultural Considerations
  - Key Points Audio Summaries
  - NCLEX Review Questions
  - Skill—Providing Culturally Sensitive Care
  - WebLinks