

**Madison College**

**10-515-176 Respiratory Disease**

**Outline of Instruction**

**Course Information**

|  |  |  |
| --- | --- | --- |
|  | **Description** | Exploration of signs, symptoms, causes, progression, and treatment of diseases or disorders of the body that affect the respiratory cardiopulmonary system. Emphasis is placed on promotion of evidence-based practice using established clinical practice guidelines and published research for its relevance to patient care. |
|  | **Total Credits** | 3 |

**Course Competencies**

|  |  |
| --- | --- |
| **1.** | **Interpret results of simple spirometry** |
|  | **Assessment Strategies** |
|  | in an oral, written, or graphical response to scenarios and/or questions |
|  | **Criteria** |
|  | *Your performance will be successful when:* |
|  | you differentiate between acceptable and unacceptable spirometry tracings according to quality standards |
|  | you relate tracings to pathophysiology |
|  | you recognize normal spirometry values |
|  | you assess response to therapeutic interventions based on simple spirometry data |
|  | you relate predicted values based on diverse patient populations |
| **2.** | **Evaluate radiologic/ultrasonic diagnostic procedures of the chest** |
|  | **Assessment Strategies** |
|  | in an oral, written, or graphical response to scenarios and/or questions |
|  | **Criteria** |
|  | *Your performance will be successful when:* |
|  | you perform a systematic identification of the chest radiograph |
|  | you recognize the need for alternative medical imaging procedures (e.g. Ultrasound, CT, PET, MRI, Echocardiography and ventilation/perfusion scan) |
|  | you identify abnormalities related to disease processes or traumatic chest injury |
|  | you differentiate various radiographic views |
|  | you identify and differentiate extraneous objects on the chest film |
|  | you identify the presence and position of any artificial airways or catheters |
| **3.** | **Analyze signs and symptoms, etiology, pathogenesis, and treatment for neoplastic lung diseases/disorders** |
|  | **Assessment Strategies** |
|  | in an oral, written, or graphical response to scenarios and/or questions |
|  | **Criteria** |
|  | *Your performance will be successful when:* |
|  | you explain the signs and symptoms of disease and/or disorder |
|  | you identify the respiratory therapist's role in disease management to include prevention, diagnosis, and treatment of the disease and/or disorder (add to 4-10) |
|  | you formulate a respiratory therapy care plan appropriate to the disease and/or disorders |
|  | you recommend further diagnostic studies and therapeutic interventions |
|  | you explain etiology and pathogenesis of the disease and/or disorders |
|  | you summarize progression of the disease and/or disorders |
|  | you compare and contrast the various neoplastic lung disease and/or disorders |
| **4.** | **Analyze signs and symptoms, etiology, pathogenesis, and treatment for acute trauma** |
|  | **Assessment Strategies** |
|  | in an oral, written, or graphical response to scenarios and/or questions |
|  | **Criteria** |
|  | *Your performance will be successful when:* |
|  | you explain the signs and symptoms of traumatic injury |
|  | you identify the respiratory therapist's role in prevention, diagnosis, and treatment of traumatic injury |
|  | you formulate a respiratory therapy care plan appropriate to the traumatic injury |
|  | you recommend further diagnostic studies and therapeutic interventions |
|  | you explain etiology and pathogenesis of the traumatic injury |
|  | you summarize progression of the traumatic injury |
|  | you compare and contrast the various acute traumatic injuries (e.g. near drowning, smoke inhalation, head injury, spinal cord injury, chest injury) |
| **5.** | **Analyze signs and symptoms, etiology, pathogenesis, and treatment for neuromuscular diseases/disorders** |
|  | **Assessment Strategies** |
|  | in an oral, written, or graphical response to scenarios and/or questions |
|  | **Criteria** |
|  | *Your performance will be successful when:* |
|  | you explain the signs and symptoms of disease and/or disorder |
|  | you identify the respiratory therapist's role in prevention, diagnosis, and treatment of the disease and/or disorder |
|  | you formulate a respiratory therapy care plan appropriate to the disease and/or disorders |
|  | you recommend further diagnostic studies and therapeutic interventions |
|  | you explain etiology and pathogenesis of the disease and/or disorders |
|  | you summarize progression of the disease and/or disorders |
|  | you compare and contrast the various neuromuscular diseases and/or disorders |
| **6.** | **Analyze signs and symptoms, etiology, pathogenesis, and treatment for cardiovascular diseases/disorders** |
|  | **Assessment Strategies** |
|  | in an oral, written, or graphical response to scenarios and/or questions |
|  | **Criteria** |
|  | *Your performance will be successful when:* |
|  | you explain the signs and symptoms of disease and/or disorder |
|  | you identify the respiratory therapist's role in prevention, diagnosis, and treatment of the disease and/or disorder |
|  | you formulate a respiratory therapy care plan appropriate to the disease and/or disorders |
|  | you recommend further diagnostic studies and therapeutic interventions |
|  | you explain etiology and pathogenesis of the disease and/or disorders |
|  | you summarize progression of the disease and/or disorders |
|  | you compare and contrast the various cardiovascular diseases and/or disorders |
| **7.** | **Analyze signs, symptoms, etiology, pathogenesis and treatment for obstructive lung diseases** |
|  | **Assessment Strategies** |
|  | in an oral, written, or graphical response to scenarios and/or questions |
|  | **Criteria** |
|  | *Your performance will be successful when:* |
|  | you explain the signs and symptoms of disease and/or disorder |
|  | you identify the respiratory therapist's role in prevention, diagnosis, and treatment of the disease and/or disorder |
|  | you formulate a respiratory therapy care plan appropriate to the disease and/or disorders |
|  | you recommend further diagnostic studies and therapeutic interventions |
|  | you explain etiology and pathogenesis of the disease and/or disorders |
|  | you summarize progression of the disease and/or disorders |
|  | you compare and contrast the various obstructive lung diseases and/or disorders |
| **8.** | **Analyze signs, symptoms, etiology, pathogenesis and treatment for restrictive lung diseases** |
|  | **Assessment Strategies** |
|  | in an oral, written, or graphical response to scenarios and/or questions |
|  | **Criteria** |
|  | *Your performance will be successful when:* |
|  | you explain the signs and symptoms of disease and/or disorder |
|  | you identify the respiratory therapist's role in prevention, diagnosis, and treatment of the disease and/or disorder |
|  | you formulate a respiratory therapy care plan appropriate to the disease and/or disorders |
|  | you recommend further diagnostic studies and therapeutic interventions |
|  | you explain etiology and pathogenesis of the disease and/or disorders |
|  | you summarize progression of the disease and/or disorders |
|  | you compare and contrast the various restrictive lung diseases and/or disorders |
| **9.** | **Analyze signs, symptoms, etiology, pathogenesis and treatment for infectious lung diseases** |
|  | **Assessment Strategies** |
|  | in an oral, written, or graphical response to scenarios and/or questions |
|  | **Criteria** |
|  | *Your performance will be successful when:* |
|  | you explain the signs and symptoms of disease and/or disorder |
|  | you identify the respiratory therapist's role in prevention, diagnosis, and treatment of the disease and/or disorder |
|  | you formulate a respiratory therapy care plan appropriate to the disease and/or disorders |
|  | you recommend further diagnostic studies and therapeutic interventions |
|  | you explain etiology and pathogenesis of the disease and/or disorders |
|  | you summarize progression of the disease and/or disorders |
|  | you compare and contrast the various infectious lung diseases and/or disorders |
| **10.** | **Analyze signs, symptoms, etiology, pathogenesis, and treatment for sleep disordered breathing** |
|  | **Assessment Strategies** |
|  | in an oral, written, or graphical response to scenarios and/or questions |
|  | **Criteria** |
|  | *Your performance will be successful when:* |
|  | you explain the signs and symptoms of disease and/or disorder |
|  | you identify the respiratory therapist's role in prevention, diagnosis, and treatment of the disease and/or disorder |
|  | you formulate a respiratory therapy care plan appropriate to the disease and/or disorders |
|  | you recommend further diagnostic studies and therapeutic interventions |
|  | you explain etiology and pathogenesis of the disease and/or disorders |
|  | you summarize progression of the disease and/or disorders |
|  | you compare and contrast the various sleep related breathing disorders |
| **11.** | **Cultural Awareness (Madison College ILO 2015)** |
|  | **Assessment Strategies** |
|  | Written Assignment |
|  | **Criteria** |
|  | Demonstrate awareness of and sensitivity to other cultures’ norms, practices and actions while at the same time recognizing, acknowledging and appreciating individual differences. |

# Respiratory Disease, 2019 Syllabus

**Instructor:** Patty Montgomery

**Email:** [pmontgomery@madisoncollege.edu](file:///C:\Users\PMontgomery\Downloads\pmontgomery@madisoncollege.edu)

**Office Location:** Room 202, Health Building

**Office Hours:** By appointment

**Telephone:** 608.246.6698

# Course Information

Course #: 10-515-176

Section: 30673

Session: 16 weeks

Days/Times: Hybrid course: meet face to face on Fridays from 1030-1220 (unless otherwise noted). All other “meetings” are online

Campus: Truax

Room: 272 (unless otherwise noted)

Description: Exploration of signs, symptoms, causes, progression, and treatment of obstructive, restrictive and infectious diseases or disorders of the body that affect the respiratory system. We will also discuss Cultural Competence and Awareness in Health Care.

Credits: 3

Instruction Mode: Hybrid course. Weekly online assignments detailed in syllabus

Pre-requisites: 10-515-175. Corequisites: 10-515-177, 10-515-178, and 10-515-179

Textbook: Egan’s Fundamentals of Respiratory Care, 11th edition

Supplies: Reliable internet connection and device

Competencies: Refer to the Outline of Instruction, found at:

https://outline.madisoncollege.edu/courses/10515176

# Student Expectations

**Academic Integrity**

Plagiarism, cheating and collusion are prohibited at Madison College. Plagiarism is defined as passing of another person’s work as your own. Students who fail to observe these standards are subject to disciplinary action. \*The published Academic Misconduct policy is found here: <https://madisoncollege.edu/academic-integrity>

**Withdrawal Policy**

If a situation arises that prevents successful completion of this course, it is your responsibility to formally withdraw from this course. To add or drop a class, visit: <https://madisoncollege.edu/add-drop-classes>

**Attendance**

* You are expected to attend class and be punctual. If you are unable to attend class, you should contact your instructor prior to the beginning of class via phone or [email](mailto:pmontgomery@madisoncollege.edu). Failure to do so will reflect poorly on your attendance record and could influence your grade in this course.

**Class Participation**

* It is your responsibility to actively participate in each course. You are expected to participate in this course by asking questions, answering questions, and participating in class activities and discussions. Activities will be designed and focused on appropriate issues as related to the current course topic. This class demands that the student be self-motivated and self-disciplined. You are responsible to keep up with the schedule, assignments, and quizzes/exams.

**Submitting Work**

All assignments must be completed and submitted by the deadline stated for that assignment. Assignments/quizzes that are submitted after the due date will be penalized by 50% of the total points earned, with a maximum of 3 (three) late assignments accepted. More than 3 late assignments will result in a required meeting with the faculty member. Work must be submitted on time as stated either in the syllabus or by the instructor. Quizzes/assignments that are missed/late must be arranged for make-up within one week (after 1 week, a zero will be given), according to the RT Program Policy on Grading, posted in Blackboard for every RT course policy (waived if prior arrangements have been made or in case of an emergency). No late work will be accepted for the final assignment, Quiz 5.

**Professionalism**

All students in this course will be graded on Professionalism. You will be given 30 points toward Professionalism at the beginning of this course. 1 point will be deducted from this score for each act of unprofessional behavior (tardy, unexcused absence, cell phone use in class, etc.). Please see Bb for more explanations and information regarding professionalism. Professionalism in the classroom is taught so that you are more prepared for expectations in the workplace.

**Reset Policy**

Online assignments/quizzes will be reset a maximum of two times. After that, a reset will be granted for zero points. Please refer to the “technical assistance” statement in this document.

# Technology Expectations

**Student Email:** Madison College offers a student [e-mail account](http://madisoncollege.edu/email) for all students. You are responsible for monitoring your student e-mail account.

**Use of Electronic Devices**

* You are welcome to use laptops, cell phones, and other forms of technology within the classroom.  However, they should only be used for completing classroom activities.  You are not allowed to send or receive texts or calls that do not pertain to the class.  If you are expecting a call that you must take, notify me before the session starts, set your phone to vibrate, and leave the room to take the call.  
  I reserve the right to confiscate technological devices that are not being used for classroom activities.  You will receive them back at the end of the session.

**Technical Assistance:** Technology resources are available for students. See the college [website](https://madisoncollege.edu/student-computer-help). If you experience problems with your computer, call the computer help desk at (608) 243-4444 or toll-free at (866) 277-4445.

**Class Cancellation**: Besides local radio stations and the Madison College website, students can call the hotline to inquire about weather related school closings: (608) 246-6606.

**Blackboard:** A Blackboard course site is accessible for this class. You may access it through the [Blackboard Site.](http://blackboard.madisoncollege.edu/)

**Blackboard Student Support information:** Visit the college support [page.](https://madisoncollege.edu/student-computer-help) Blackboard Outages: Madison College does its best to keep Blackboard up and running. However, despite our best efforts, online courses may go down unexpectedly. If you cannot access the course, contact the [student help desk](https://madisoncollege.edu/student-computer-help).

# Communication

I will communicate with you via college email and Blackboard.

* Announcements will be posted frequently on the Announcement Page or communicated via e-mail. You should check the Announcement Page and your e-mail regularly in order to access course related announcements.

I will be checking e-mail regularly in order to access communications from students and will typically respond to communications within 24-48 business hours.

# Grading

Final Grades at Madison College are issued as letter grades as follows:

A=4.0, AB=3.5, B=3.0, BC=2.5, C=2.0, D=1.0, F=0. It is each instructor’s decision to set standards for what the final letter grades equates to in points and/or percentages.

**RT Program Grading Scale**: In order to continue in the Respiratory Therapist Program, you **must** achieve a grade of **C** (≥ 75%) or better in this course. Final grades will **not** be rounded. The program grading scale is as follows:

| **Letter Grade** | **% Attained** |  |
| --- | --- | --- |
| **A** | 94-100 |  |
| **AB** | 90-93 |  |
| **B** | 85-89 |  |
| **BC** | 80-84 |  |
| **C** | 75-79 |  |
| **D** | 70-74 |  |
| **F** | <70 |  |

# Student Support

[Overview of all Student Services](https://madisoncollege.edu/student-support)

[Tutoring Services](http://libguides.madisoncollege.edu/studentachievementcenters)

[Counseling Services](https://madisoncollege.edu/counseling)

[Career and Employment Resources](https://madisoncollege.edu/career-employment-resources)

[Student Writing Center](https://madisoncollege.edu/writing-center)

[Library](http://libguides.madisoncollege.edu/library)

[Emergency Preparedness Guide](https://madisoncollege.edu/files/Madison%20College%20Emergency%20Preparedness%20Guide%20for%20General%20Public%20v5%20updated%2010-24.pdf)

# Accessibility Statement\*

Madison College welcomes students with disabilities into the College’s educational programs. Every Madison College campus has Disability Resource Services available for students with disabilities. The Disability Resource Services website provides specific information related to accommodations for disability-related barriers. For further information, please visit <https://madisoncollege.edu/disability-resource-services>, call 608-246-6716 (Students who are deaf should use relay) or email [DRStransition@madisoncollege.edu](mailto:DRStransition@madisoncollege.edu).

In order to receive consideration for reasonable accommodations for your disability, you must contact the Disability Resource Services office at the campus where you are officially enrolled. If approved for accommodations, Disability Resource Services will provide you with an accommodation plan.

Please share your accommodation plan with me and discuss your approved accommodations as early in my class as possible. If you feel your accommodation needs are not being met, please inform me or Disability Resource Services as soon as possible.

# Inclusion Statement

This class will be a safe and affirming learning space for all students, regardless of age, race, ethnicity, citizen status, gender, sex, sexual orientation, parental status, religion, ability, or socioeconomic status. As an instructor, I pledge to respect all students based upon these factors, including the use of preferred names and pronouns, and encourage open communication. Students are welcome and encouraged to share any/all viewpoints relevant to course material, and respectful, relevant debate is encouraged, provided all materials for the day can still be covered.

| **Date** | **Topic** | **Readings & Assignments** |
| --- | --- | --- |
| **Week 1**  **9/6** | Review of course content/syllabus  Review Bedside Assessments & Clinical/Lab Data | Egan Chs. 16 & 17  Questions due 9/10 by 10pm  (Found in “Assignments” in Bb) |
| **Week 2**  **9/13** | Pulmonary Function Testing | Egan Ch. 20  Questions due 9/17 by 10pm |
| **Week 3**  **9/20** | Emphysema & Chronic Bronchitis | Egan Ch. 25  COPD Clinical Simulation (Persing)  (#2: Phil Brown)  Due Fri 10/4 at beginning of class  Quiz 1 due 9/24 by 10pm |
| **Week 4**  **9/27** | Chest X-Ray Interpretation, Rm 170B at 0830  Guest Lecturer: Dr. John Schilling\*  \*Madison College RT Program Medical Director\* | Egan Ch. 21  Review CXR Links on Bb  CXR assignment due 10/1 by 10pm |
| **Week 5**  **10/4** | Chest X-Ray Interpretation (continued)  Rm 170B at 0830  Guest Lecturer: Dr. John Schilling | See above |
| **10/4** | Cultural Competence and Awareness in Health Care | Online assignment  Due 10/8 by 10 pm  Additional content contained in Bb |
| **Week 6**  **10/11** | Asthma & Bronchiectasis | Egan Ch. 25  Asthma questions  Due 10/15 by 10pm |
| **Week 7**  **10/18** | Pulmonary Infections | Egan Ch. 24  Questions due 10/22 by 10pm (T)  Quiz 2 due 10/23 by 10pm (W) |
| **Week 8**  **10/25** | Fungal Infections | Case Study Questions  Due 10/29 by 10pm |
| **Week 9**  **11/1** | Lung Cancer & Interstitial Lung Disease | Egan Chs. 31 & 26  Questions due 11/5 by 10pm |
| **Week 10**  **11/8** | Cystic Fibrosis  Guest Lecturer: Rhonda Yngsdal-Krenz  AMFAM Children’s Hospital RT Supervisor | Egan pgs. 705-708  Prepare one question for speakers, place in Discussion Board by 11/7  Quiz 3 due 11/12 by 10pm |
| **Week 11**  **11/15** | Pleural Diseases | Egan Ch. 27  Questions due 11/19 by 10pm |
| **Week 12**  **11/22** | Pulmonary Vascular Disease | Egan Ch. 28  Questions due 11/26 by 10pm  Quiz 4 due 11/27 by 10pm |
| **Week 13**  **11/29** | Disorders of Sleep  \*Online\*  THANKSGIVING HOLIDAY! | Egan Ch. 33 |
| **Week 14**  **12/6** | Acute Respiratory Distress Syndrome, Acute Lung Injury, Pulmonary Edema &  Multiple System Organ Failure | Egan Ch. 29  Questions due 12/10 by 10pm |
| **Week 15**  **12/13** | Neuromuscular and Other Diseases of the Chest Wall | Egan Ch. 32  Neuromuscular Clinical Sim (#4: Renee Sanders)  Due 12/18 at beginning of class |
| **Week 16** | Quiz 5 (final) due by midnight on 12/19 |  |

**Assignment**

**CULTURAL COMPETENCE AND AWARENESS IN HEALTH CARE**

*Cultural competence* is defined as the ability of providers and organizations to effectively deliver health care services that meet the social, cultural, and linguistic needs of patients. Individual values, beliefs, and behaviors about health and well-being are shaped by various factors such as race, ethnicity, nationality, language, gender, socioeconomic status, physical and mental ability, sexual orientation, and occupation. Cultural competence in health care is broadly defined as the ability of providers and organizations to understand and integrate these factors into the delivery and structure of the health care system. The goal of culturally competent health care services is to provide the highest quality of care to every patient, regardless of race, ethnicity, cultural background, English proficiency or literacy (1).

If the providers, organizations, and systems are not working together to provide culturally competent care, patients are at higher risk of having negative health consequences, receiving poor quality care, or being dissatisfied with their care (1).

Watch this short video explaining the importance of cultural awareness in health care and its direct relationship to patient satisfaction: <https://www.youtube.com/watch?v=E4k8YWqkjqo>

Culture shapes responses to illness and treatment. These responses guide the level and progress of recovery. Knowledge of the patient's culture and sensitivity to its basic premises is imperative for quality treatment and recovery (3).

Cultural sensitivity for those working in health care can be viewed as being “sensitive to the ways in which community members' values and perceptions about health care differ from his or her own”. With the world population continually growing and the percentage of minorities steadily increasing, the importance of cultural sensitivity is in critical need of attention. Future health care providers are currently being trained in the subject of diversity. Yet, this diversity training is equally important for current practitioners. Gany and Thiel de Bocanegra emphasise that “even brief training in cultural sensitivity can improve continuity of care and patient satisfaction” (3).

*Culturally competent health care*, requires that the health professional be sensitive to the differences between groups, to the differences in outward behavior, and also to the attitudes and meanings attached to emotional events such as depression, pain, and disability. This model is used to improve the quality of care by recognizing culture's influence (3).

A person's culture and ethnicity determine how he/she perceives the world and its contents. Growth and development in a certain atmosphere set the stage for the values and beliefs someone will have throughout his or her life. These different environments give each person a unique “web”. Within this web are the reasons people interpret the world differently and assign meaning to events and ideas that others would not. This web contributes to who people are as individuals. Not only does it consist of having a particular type of hair, eye shape, and skin color, but includes experiences such as being comforted and feeling secure (3).

Labeling and generalizing those who are different, based on global and ignorant stereotypes are major contributors to the problem of being culturally uneducated. We are not suggesting that knowing something about a particular culture would result in knowing all about how a member of that culture thinks. Instead, we are encouraging health care providers to look more deeply at, and be more sensitive to, the range of factors that play a role in the recovery process (3).

It is a fact of life that prejudice and bias exist. Those who deny it are most afflicted. Identifying and recognizing this will help control its expression. To accomplish cultural awareness effectively “the health care professional must first understand his or her own cultural background and explore possible biases or prejudices toward other cultures”. Upon close examination of prejudice, bias, and their sources, it appears that fear is the foundation. Work to overcome these fears; education will facilitate the process (3).

Cultural sensitivity and awareness checklist (4):

1. Communication method

\*Identify the patient’s preferred method of communication. Make necessary arrangements if translators are needed.

1. Language barriers

\*Identify potential language barriers (verbal and non-verbal). List possible compensations.

1. Cultural identification

\*Identify the patient’s culture. Contact your organization’s culturally specific support team (CSST) for assistance.

1. Comprehension

\*Double-check: Does the patient and/or family comprehend the situation at hand?

1. Beliefs

\*Identify religious/spiritual beliefs. Make appropriate support contacts.

1. Trust

\*Double-check: Does the patient and/or family appear to trust the caregivers? Remember to watch for both verbal and non-verbal cues. If not, seek advice from the CSST.

1. Recovery

\*Double-check: Does the patient and/or family have misconceptions or unrealistic views about the caregivers, treatment, or recovery process? Make necessary adjustments.

1. Diet

\*Address culture-specific dietary considerations.

1. Assessments

\*Conduct assessments with cultural sensitivity in mind. Watch for inaccuracies.

1. Health care provider bias

\*Always remember, we all have biases and prejudices. Examine and recognize yours.

True cultural awareness involves:

1. Openness to learning and a positive orientation to new opportunities, ideas, and ways of thinking.
2. Tolerance for ambiguity and unfamiliarity.
3. Respect for and appreciation of personal and cultural differences.
4. Empathy and the ability to see multiple perspectives.
5. Self-awareness and self-esteem about one’s own identity and culture.
6. Recognizing and reducing care disparities in the patient population
7. Promoting inclusion of all community members
8. Decreasing barriers that slow progress
9. Skill

Please visit this Kahn Academy site to get a better understanding of culture and society (2):

<https://www.khanacademy.org/test-prep/mcat/society-and-culture/culture/a/cultural-relativism-article>

Pay close attention to:

-Cultural Relativism Article

-Practice culture questions

-Culture and Society

-Overview of Culture

-Evolution of Human Culture

Please view this video about Culture, Language and Health Literacy: <https://www.hrsa.gov/cultural-competence/index.html>

Please view this site and read about dealing with patients with different cultures: <https://nurse.org/articles/how-to-deal-with-patients-with-different-cultures/>

This is a video that depicts two ways in which to deal with a patient and his son. Please view the video and reflect on its lesson: <https://www.youtube.com/watch?v=QKDMxLZHhPA>

Please view this [Guide to Cultural Awareness](https://www.pta.org/docs/default-source/uploadedfiles/guide-to-cultural-awareness-iii)  prior to completing your assignment.

References:

1. [Hpi.georgetown.edu](https://hpi.georgetown.edu/cultural/)
2. <https://www.khanacademy.org/test-prep/mcat/society-and-culture>
3. <https://jme.bmj.com/content/28/3/143>
4. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1733575/pdf/v028p00143.pdf>

**Self Assessment**

1. In your own words, explain what these words mean to you:
   1. Culture
   2. Ethnicity
   3. Diversity
2. Describe a cultural attribute of yours that you feel is unique. How would you like others to be sensitive to that attribute?
3. How do you feel that becoming Culturally Competent and Aware will make you a better practitioner and individual?
4. People often consider eye contact as a sign of honesty and interest in conversation, but some cultures view direct eye contact as a sign of disrespect.
   1. True
   2. False
5. List 3 ways in which you feel prepared to be culturally competent in the clinical setting and why.

A.

B.

C.