

# HSP 4345

## Healthcare Diverse Populations

### Fall 2021



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**Phone:** 567-208-7150

**Office:** NA

Office Hours: Contact Professor via text message, phone call, email or a video conference can be arranged as needed.

## Course Information

### **COURSE DESCRIPTION**

The course reviews the importance of the implementation of cultural competency by allied health professionals, and the process of assessment, training and evaluation. The course provides students with the key cultural competency information and practical insight into how to apply this knowledge in their day-to-day work environments as they work with patients.

### **COURSE NUMBER**

HSP 4345

### **COURSE TITLE**

Healthcare for Diverse Populations

### **Prerequisite and Co-requisite Courses**

None

### **Prerequisite Skills**

Accessing Internet websites, using ASU Library resources.

### **Course Delivery**

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at ASU's Blackboard Learning Management System.

## **COURSE DESCRIPTION**

The course reviews the importance of the implementation of cultural competency by allied health professionals, and the process of assessment, training and evaluation. The course provides students with key cultural competency information and practical insight into how to apply this knowledge in their day-to-day work environments as they deal with patients.

## **PROGRAM OUTCOMES**

### **Mission Statement**

The Bachelor of Science in Health Science Professions prepares student sot enter health science professions either directly upon graduation or to enter advanced graduate study in healthcare. Students gain knowledge in ethics, policy, epidemiology, organization and leadership, research and evidence-based practice, and communication skills that span multiple health science disciplines.

### **Goals**

The Bachelor of Science in Health Science Professions strives to enhance multidisciplinary healthcare education and evidence-based principles to provide patient-centered care. Students will develop communication, decision-making, social, analytical thinking, and personal development skills necessary for professional practice as a healthcare professional.

## **Student Learning Outcomes**

<b>By completing all course requirements, students will be able to:</b>	<b>Assignment(s) or activity(ies) validating outcome achievement:</b>
Describe cultural nuances and its relevance to patients, family dynamics, and appropriate terminology.	Group Project, Chapters 3 and 4, Journal Assignment 1
Identify differing views regarding modern medical approaches based on varying cultures.	Group Project, Chapters 3 and 4, Journal Assignment 2
Explain the importance of health literacy and how it relates to cultural competence.	Group Project, Chapters 5 and 6, Journal Assignment 3
Recognize the importance of using valid and reliable assessment tools for measuring cultural competency.	Group Project, Chapters 7 and 8, Journal Assignment 4
Identify the difference between prejudice, discrimination, and racism.	Group Project, Chapters 11 and 12, Journal Assignment 5

## Required Texts and Materials

- Cultural Competency for the Health Professional. Rose, PR. 2013. ISBN: 978 -1-4496-7212-6

## OTHER REQUIRED MATERIALS

To participate in one of ASU's distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University's Distance Education website for further technology requirements: Angelo State University's Distance Education Website

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

## Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

A = 750 - 675

B = 674 - 600

C = 599 - 525

D = 524 - 450

F = 449 points and below (Grades are not rounded up)

## Evaluation and Grades

Total points in the course equals 750 points. Graded assignments and activities for the overall course grade are below:

Assignments	Total Points for Assignments
Self-Introduction Padlet	50 points
Assignments (10)	400 points
Midterm Exam	100 points
Group Project Assignments (3)	200 points

## Teaching Strategies

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

## Assignment/Activity Descriptions

- **Self-Introduction Padlet** (30 points): Introduce yourself to yourself to your classmates. Create a pictorial depiction of things that are important to you related to your family, culture, and future career. Remember, we all have a culture we identify with (i.e, Texas, Midwest, Hispanic, religious, sports team, etc.). Upload the pictures and provide a brief written explanation introducing yourself and explaining your pictures.
  - (20 points) After reading and learning about your peers and their culture experiences they are sharing please communicate with at least one classmate. Questions, acknowledgments, or positive responses to their posts.
- **Midterm Exam:** (100 points) The exam is designed to test understanding of textbook material and the application of the material covered in both the textbook and lectures. Access to the exam will be through Respondus™ Lockdown Browser [See Other Required Materials for a list of needed equipment]. Respondus™ Lockdown will also be required. Use of any written material, another electronic devise or person is prohibited. There is one short practice quiz (5 questions) that is not graded. However, students will receive a maximum of 10 bonus points for completing the practice quiz. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through these practice quizzes in advance of taking a graded exam. This process will allow you to become familiar with the technology associated with testing and improve testing environment.
- **Assignments:** (400 points) The Assignments are an opportunity for students to apply principles and concepts learned in the didactic portion of the class to “real world” diversity and inclusion perspective, in the form of a self-reflection, chapter review and journal article summaries.
  - **Article Summaries** (individual) (50 points/ 2x25) – each student will be required to select a peer-reviewed journal article and conduct an extensive review summarizing the topic relating to the diversity issue as well as utilizing various tools/techniques of analysis to make recommendations based on researched solutions. The completed

summary will be at least two pages APA style (format and citations). Use ASU Library to find the peer-reviewed journal article.

- [Cultural Competence Assessment Survey and Self-Reflection](#) (individual) (50 points) – Complete the Survey found in Appendix II on pages 193-195.
  - [Group Project Member Evaluation](#) (Individual)(50 points) – In the survey provided, please list your group members (including yourself) and assign the appropriate amount of participation in the completion of the project with justification.
  - [Group Journal](#) (group) (250) – With your group members you will complete the questions at the end of selected chapters of the Rose Text (See Course Calendar). Each group will submit one journal assignment per group.
- **Group Project:** The three group project activities are outlined below:

➤ **Part 1 – Outline for the Team Project Submitted on Group Discussion Board: 25 points**

-Write an outline for your team project. Address the following question:

- Who are the members of your team?
- What healthcare profession do you intend to research?
- What geographic region are you targeting (i.e. Albuquerque, NM or El Paso, TX)? Provide the demographics of the area.
- What role will each person in your group be responsible for in the completion of the research, paper, and presentation?

-As a group, create a contract detailing the meeting dates, times, what each person is responsible for completing, and tools used to collaborate.

➤ **Part 2 – Group Project Diversity Plan Paper: 100 points**

- Provides an APA style 4 – 5 page summary paper on your group project. The paper should have a cover page, 1” margins (top, bottom, left, and right). The paper should be written using Times New Roman (Body) Font size 12.
- Provide an overview of your research, and recommendations to meet diversity needs by answering the following questions:
  - Describe the diversity data related to professional training in college/graduate school for your chosen profession.
  - Describe the diversity of the patient population in the community you chose.

- Determine if a cultural competency tool should be introduced in school/professional training or at the professional level?
  - What cultural aspect of a profession did you learn about the healthcare profession that you did not know before?
  - Did your research change your perspective on that particular profession or patient population?
  - Did you find similarities between yourself and the healthcare professionals? What are the benefits of and areas to work on to ensure a culturally competent workplace and patient/client relationship?
  - Think back to when each of you or a parent has been a patient. Did the provider determine what your cultural needs were? Were your diverse needs met by the provider? What did you learn from the interaction which could be taught to a provider?
  - What did you learn overall from this project as it relates to cultural competency and diversity?
- Individually, each group member will complete a one-page summary of what they contributed to the assignment and how often they met/collaborated.

➤ **Part 3 – Group Project Diversity Plan Presentation:** 75 points

- Your group will record a presentation of the diversity plan. The presentation must address all questions outlined in part 2 of the group project. This presentation may be recorded using the Blackboard Collaborate (Collaborate Online) tool, Knowmia or PowerPoint. The presentation must be completed within the virtual environment using the tools listed above.
- The presentation should be at least 10 minutes and no longer than 15 minutes. This recording will be viewed by your classmates in other groups. The final video will be uploaded to Blackboard under the Discussion tab. This is also where all questions and comments will be made about the final presentations.
- Each group will be responsible for four (4) substantive comments or questions to another group. For any questions asked to the group, at least one member of the group must respond to answer the question or comment.

- Individually, each group member will complete a one-page summary of what they contributed to the assignment and how often they met/collaborated.

## General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook located on the ASU website:  
<https://www.angelo.edu/current-students/student-handbook/>
- Angelo State University Catalog<sup>i</sup>

## Student Responsibility and Attendance

ON-LINE: This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc.

Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

## COMMUNICATION

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

*Written communication via Blackboard*: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6<sup>th</sup> edition (2<sup>nd</sup> Printing or higher only) guidelines for referencing.

*Written communication via email*: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

*Virtual communication*: Office hours and/ or advising may be done with the assistance of the telephone, Collaborate Online, Zoom, Google Hangouts, et.

## Assignment Submission

All assignments **MUST** be submitted through the Assignments link in the Blackboard course site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at

[erin.hemmelgarn@angelo.edu](mailto:erin.hemmelgarn@angelo.edu) and attach a copy of what you are trying to submit. **Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue.** This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

## **Late Work or Missed Assignments Policy**

The course is set up on weekly modules. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. **Late assignments are not accepted without prior approval of faculty.** Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

## **ACADEMIC HONESTY**

Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The **Archer College of Health and Human Services** adheres to the academic honesty statement as set forth in the Angelo University Student Handbook: [Angelo State University's Academic Integrity Policy](https://www.angelo.edu/live/files/27603-student-handbook-2020-21#page=96) <https://www.angelo.edu/live/files/27603-student-handbook-2020-21#page=96>. The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

## **Plagiarism**

Plagiarism at ASU is a serious topic. The Angelo State University's Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the *APA Style Manual of the American Psychological Association* as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center: [Angelo State University's Writing Center Website](https://www.angelo.edu/current-students/writing-center/) (<https://www.angelo.edu/current-students/writing-center/>).

## **Accommodations for Students with Disabilities**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at [ADA@angelo.edu](mailto:ADA@angelo.edu). For more information about the application process and requirements, visit the Student Disability Services website.<sup>ii</sup> The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
[dallas.swafford@angelo.edu](mailto:dallas.swafford@angelo.edu)  
Houston Harte University Center, Room 112

## **Title IX at Angelo State University**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)  
Face to face: Mayer Administration Building, Room 210  
Phone: 325-942-2022  
Email: [michelle.boone@angelo.edu](mailto:michelle.boone@angelo.edu)

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center. (325-942-23710), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

*For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: [www.angelo.edu/titleix](http://www.angelo.edu/titleix)*

## **INCOMPLETE GARDE POLICY (OP 10.11 Grading Procedures)**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

### **STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS**

"A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence." Please see ASU Operating Policy 10.19.

## **COPYRIGHT POLICY**

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

## **SYLLABUS CHANGES**

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

**See course calendar below.**

**Course Calendar**  
**HSP 4345, Fall 2021**

Date	Wk.	Topic	Assignments/Activities/DUE Dates
<b>Welcome! Getting Started Module &amp; Unit 1</b>			
October 18 – October 24	1	<b>Course Orientation</b>  <b>Rose:</b> Chapters 1 -2	To Begin: <ul style="list-style-type: none"> <li>Review <a href="#">START HERE</a> page</li> </ul> <b><u>DUE October 20<sup>th</sup> @ 11:59pm</u></b> <ul style="list-style-type: none"> <li><b>Post Self-Introduction to <a href="#">Padlet Board</a></b></li> <li><b>Complete and Submit:</b> Read the Syllabus Assignment</li> <li><b>Complete and Submit</b> the Practice Quiz for Respondus Lockdown Browser</li> </ul> <b><u>DUE October 24<sup>th</sup> @ 11:59pm</u></b> Related to Rose Chapters 1 – 2: <ul style="list-style-type: none"> <li><a href="#">Group Journal #1</a> (Chapter 2)</li> </ul>
<b>Unit 2</b>			
October 25 – October 31	2	<b>Rose:</b> Chapter 3 - 4	<b><u>DUE October 31<sup>st</sup> @ 11:59pm</u></b> Related to Rose Chapter 3: <ul style="list-style-type: none"> <li><a href="#">Group Journal #2</a> (Chapters 3 &amp; 4)</li> </ul>
<b>Unit 3</b>			
November 1 – November 7	3	<b>Rose:</b> Chapters 5-6	<b><u>DUE November 6<sup>th</sup> @ 11:59 pm</u></b> <ul style="list-style-type: none"> <li><a href="#">Group Journal #3</a> (Chapter 5)</li> <li><a href="#">Group Project - Part 1</a> (Project Outline)</li> </ul> <b><u>DUE November 12<sup>th</sup> @ 11:59pm</u></b> Related to Rose Chapter 4: <ul style="list-style-type: none"> <li><a href="#">Journal Article Summary #1</a></li> </ul>
<b>Unit 4</b>			
November 8 – November 14	4	<b>Rose:</b> Chapters 7-8	<b><u>DUE November 12<sup>th</sup> @ 11:59pm</u></b> <b>Midterm Exam opens Friday, November 12<sup>th</sup> at 6:00 am and closes at 11:59pm.</b>  <b><u>Due November 14<sup>th</sup> at 11:59 pm</u></b> <ul style="list-style-type: none"> <li><a href="#">Group Journal #4</a> (Chapters 7 &amp; 8)</li> </ul>

Unit 5			
November 15 – November 21	5	Rose: Chapters 9-10	<b><u>DUE November 21<sup>st</sup> @ 11:59pm</u></b> Related to Rose Chapters 9-10: <ul style="list-style-type: none"> <li>• <a href="#">Journal Article Summary #2</a></li> </ul>
Unit 6			
November 22 – November 28	6	Rose: Chapters 11-12	<b><u>Due November 27<sup>th</sup> @ 11:59pm</u></b> <ul style="list-style-type: none"> <li>• <a href="#">Cultural Competence Assessment and Self-Reflection</a></li> </ul> <b><u>DUE November 28<sup>th</sup> @ 11:59pm</u></b> Related to Rose Chapter 7-8: <ul style="list-style-type: none"> <li>• <a href="#">Group Journal #5</a> (Chapters 11 &amp; 12)</li> </ul>
Unit 7			
November 29 – December 5	7	Rose: Chapters 13 -15	<b><u>Due December 4<sup>th</sup> @ 11:59pm</u></b> <ul style="list-style-type: none"> <li>• <a href="#">Group Journal #6</a> (Chapters 13 &amp; 14)</li> </ul> <b><u>DUE December 5<sup>th</sup> @ 11:59pm</u></b> <ul style="list-style-type: none"> <li>• <a href="#">Group Project – Part 2</a> (Diversity Plan Paper)</li> </ul>
Unit 8			
December 6 – December 12	8	Rose: All chapters and supplemental material	<b><u>Due December 6<sup>th</sup> @11:59 pm</u></b> <ul style="list-style-type: none"> <li>• <a href="#">Group Project – Part 3</a> (Video Presentation Upload)</li> </ul> <b><u>Due December 10<sup>th</sup> @11:59 pm</u></b> <ul style="list-style-type: none"> <li>• <a href="#">Group Project – Part 3</a> (Presentation comments and questions)</li> </ul> <b><u>DUE December 11<sup>th</sup> @ 11:59 pm</u></b> <ul style="list-style-type: none"> <li>• <a href="#">Group Project - Part 3</a> (Responses to comments and questions)</li> <li>• <a href="#">Group Project Member Evaluation</a></li> </ul>

\* all due times are 11:59 pm CST, unless otherwise specified

**\*\*\*Please pay attention to due dates.**

### Recommended Use of Masks/Facial Coverings by Students in Class At ASU

As a member of the Texas Tech University System, Angelo State University strongly recommends the use of masks/facial coverings to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, we strongly recommend that students in this class wear a

mask/facial covering before, during, and after class. Faculty members will also ask you to display your daily screening badge as a prerequisite to enter the classroom.

## Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

### Student Learning Outcomes

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) **Important**
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures. **Important**
3. Learning to apply course material (to improve thinking, problem solving and decisions). **Essential**

### End of Syllabus

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<sup>i</sup><https://www.angelo.edu/catalogs/>

<sup>ii</sup><https://www.angelo.edu/services/disability-services/>