COURSE NUMBER
HSP 4345

COURSE TITLE
Healthcare for Diverse Populations

CREDITS
(3-0-0) Meets completely online using Blackboard

PREREQUISITE COURSES
None

CO-REQUISITES
None

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Health Science Professions Program. Computer access requirements are further delineated in the Undergraduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Undergraduate/Graduate Student Handbook should be reviewed before taking this course. Angelo State University's Student Handbook

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 http://blackboard.angelo.edu

FACULTY
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Phone: (325) 486-6179
Email: kristi.white@angelo.edu

OFFICE HOURS
By Appointment

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
Upon completion of the program of study for health science professions, the graduate will be prepared to:
**STUDENT LEARNING OUTCOMES**

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


**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 OS X 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](#)

**GRADING SYSTEM**

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

The following grading scale is in use for this course:

- **A** = 700.00 - 630 points
- **B** = 629.99 - 560 points
- **C** = 559.99 - 490 points
- **D** = 489.99 - 420 points
- **F** = 419.99 points and below (Grades are not rounded up)

**EVALUATION AND GRADES**

Graded assignments, activities and percent of the overall course grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Self-Introduction Video</td>
<td>30</td>
</tr>
<tr>
<td>Journal Assignments</td>
<td>250</td>
</tr>
<tr>
<td>Team Project Outline</td>
<td>25</td>
</tr>
<tr>
<td>Cultural Comp Assessment Survey</td>
<td>20</td>
</tr>
<tr>
<td>Video of Interviews</td>
<td>100</td>
</tr>
<tr>
<td>Transcripts of the 2 Interviews</td>
<td>75</td>
</tr>
<tr>
<td>Team Project Member Evaluation</td>
<td>100</td>
</tr>
<tr>
<td>Team Project Summary</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>700</td>
</tr>
</tbody>
</table>

**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
*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

• Self Introduction Video 30 points
  o Introduce yourself to your classmates. Where are you from? What is your major? What are your career goals? What do you hope to accomplish/learn in this class? Do you have any hobbies or what do you like to do in your free time? What is the best vacation or trip you have ever taken?

• Team Project
  o Students will work in teams of 2-3.
  o Each team must interview a healthcare professional who works in a field similar to the group members’ career aspirations. Each team must video the interview and post the interview on the team’s group discussion board.
    ▪ This healthcare professional must differ from the group members culturally (ethnically, racially, gender, etc).
    ▪ The interview questions should explore the following topics (but follow-up questions and additional topics can be addressed):
      • Describe the healthcare professional’s personal and professional background
      • Why did they choose their profession?
      • If they could go back in time, would they choose the same profession or would they do anything differently?
      • What are the biggest challenges they face on a regular basis in their workplace?
      • Describe the diversity they experienced while in college/graduate school
      • Describe the diversity of their patients/co-workers
      • Did they have any cultural competency coursework in school?
      • What are the biggest challenges they face related to diversity and cultural differences?
      • Has the healthcare professional ever experienced any type of discrimination based on their ethnicity, race, gender, age, etc? If so, explain the situation and how it was handled.

  o Each team must interview a coworker of the healthcare professional being interviewed. Each team must video the interview and post the interview on the team’s group discussion board.
    ▪ This coworker must differ from the group members culturally (ethnically, racially, gender, age, etc).
The interview questions should explore the following topics (but follow-up questions and additional topics can be addressed):

- Describe the healthcare professional’s personal and professional background
- Why did they choose their profession?
- If they could go back in time, would they choose the same profession or would they do anything differently?
- What are the biggest challenges they face on a regular basis in their workplace?
- Describe the diversity they experienced while in college/graduate school
- Describe the diversity of their patients/co-workers
- Did they have any cultural competency coursework in school?
- What are the biggest challenges they face related to diversity and cultural differences?
- Has the healthcare professional ever experienced any type of discrimination based on their ethnicity, race, gender, age, etc? If so, explain the situation and how it was handled.

- Outline for Team Project Submitted on Group Discussion Board: 25 points
  - Write an outline for your team project. Address the following questions:
    - Who are the members of your team?
    - What type of healthcare professionals do you intend to interview?
    - What are the names of the healthcare professionals and where do they work?
    - How do these individuals differ culturally from the members in your group?
    - What role will each person in your group be responsible for in the completion of the interviews?

- Journal Assignment 1: 25 points
  - Complete Chapter 3 Problems Questions 1-5 on pages 18-19 of the Rose Text.

- Journal Assignment 2: 50 points
  - Complete Chapter 3 Problems Questions 1-5 on page 39 of the Rose Text.
  - Complete Chapter 4 Problems Questions 1-5 on page 58 of the Rose Text.

- Journal Assignment 3: 25 points
  - Complete Chapter 5 Problems Questions 1-5 on pages 72-73 of the Rose Text.

- Journal Assignment 4: 50 points
  - Complete Chapter 7 Problems Questions 1-5 on page 97 of the Rose Text.
  - Complete Chapter 8 Problems Questions 1-5 on pages 107-108 of the Rose Text.
• Journal Assignment 5: 50 points
  o Complete Chapter 11 Problems Questions 1-5 on pages 152-153 of the Rose Text.
  o Complete Chapter 12 Problems Questions 1-5 on page 166 of the Rose Text.

• Journal Assignment 6: 50 points
  o Complete Chapter 13 Problems Questions 1-5 on page 177 of the Rose Text.
  o Complete Chapter 14 Problems Questions 1-5 on pages 186-187 of the Rose Text.

• Cultural Competence Assessment Survey: 20 points
  o Complete the Survey found in Appendix II on pages 193-195.

• Video of Healthcare Professional and Patient Interviews posted on Group Discussion Board (100 points)

• Transcripts of the 2 Interviews Posted on Group Discussion Board (75 points)

• Group Project Member Evaluation – 100 points
  o In the table provided, please list your group members (including yourself) and assign the appropriate amount of participation in the completion of the project.

• Group Project Summary – 100 points
  o Provide a 3-4 page reflection paper on your group project. The paper should have 1” margins (top, bottom, left, and right). The paper should be written using Calibri (Body) Font size 11.
  o Some topics to address include but are not limited to:
  ▪ What did you learn about the two healthcare practitioners’ professions that you did not know before?
  ▪ Did the interview change your perspective on those particular professions?
  ▪ Did the interview change your perspective on the cultural differences between you and the healthcare practitioners?
  ▪ Did you find similarities between yourself and the healthcare professionals?
  ▪ Is there anything you wish you could go back and ask the healthcare professionals now that you didn’t in the interview?
  ▪ What did you learn overall from this project as it relates to cultural competency and diversity?

GENERAL POLICIES RELATED TO THIS COURSE
All students are required to follow the policies and procedures presented in the following documents:
• Angelo State University Student Handbook located on the ASU website http://www.angelo.edu/student-handbook/
• ASU Undergraduate Catalog located on the ASU website https://www.angelo.edu/content/files/16795-201213-undergraduate-catalog
STUDENT RESPONSIBILITY & ATTENDANCE

ON-LINE: This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings that 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 that 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 48 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 AMA 10th edition 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.

Use Good "Netiquette":
• Check the discussion frequently and respond appropriately and on subject.
• Focus on one subject per message and use pertinent subject titles.
• Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
• Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
• Cite all quotes, references, and sources.
• When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
• It is extremely rude to forward someone else’s messages without their permission.
• It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

ASSIGNMENT SUBMISSION
In this class, all assignments need to be submitted through the Assignments link in the Blackboard course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at
kristi.white@angelo.edu and attach a copy of what you are trying to submit. 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. The week begins on Monday and ends on Sunday. 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 Department of Health Science Professions adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook http://www.angelo.edu/student-handbook/code-of-student-conduct/misconduct.php. 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 http://www.angelo.edu/dept/writing_center/academic_honesty.php.

STUDENTS WITH DISABILITIES
1. “Angelo State University 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 Act of 2008 (ADAAA), and subsequent legislation.”

2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

INCOMPLETE GRADE 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.

COURSE EVALUATION
Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at the end of the semester. Areas on the IDEA evaluation include:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Developing skill in expressing oneself orally or in writing
6. Learning to analyze and critically evaluate ideas, arguments, and points of view

End of syllabus.