HSP 4345
Healthcare for Diverse Populations
SUMMER 2020
June 1st- July 1st

ASU

Archer College of Health and Human Services

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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 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.

Course Credits

(3-0-0)

Prerequisite and Co-requisite Courses

None

Program Outcomes

Upon completion of the program of study for the Health Science Professions Program, the graduate will be prepared to:

Student Learning Outcomes

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

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

Required Texts and Materials

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

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

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 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

Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Points of Total Grade
Self-Introduction VIDEO	50 points
Assignments (10)	500 points
Midterm Exam (open-book)	100 points
Group Project Assignments	200 points
Total	850 points

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 = 850-765 points

      B = 764.99-680 points

      C = 679.99-595 points

      D = 594.99-510 points

      F = 509.99-0 points (Grades are not rounded up)

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 and Activity Descriptions

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

Self-Introduction Video (50 points)
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? What experience do you have working with or communicating with people of different ethnicities or from other cultures? Do you have any hobbies or what do you like to do in your free time?
-Be sure to respond to 2 of your peers before the end of week 1.

Assignments: (500 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) (100 points/ 2 x50) - each student will be required to select a peer-reviewed journal article (subsequent to instructor approval) 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.
- Cultural Competence Assessment Survey and Self-Reflection (individual) 75 points - Complete the Survey found in Appendix II on pages 193-195.
- Group Project Member Evaluation (Individual) (75 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 points) – With your group members you will complete the questions at the end of selected chapters of the Rose Text. Each group will submit one journal assignment per group. Use APA style when answering all questions.

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 exam will be through Respondus™ Lockdown Browser. You may utilize your hand written notes and book, but no additional electronic devices should be used. 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.

Group Project: The three group project activities are outlined below:

➢ **Part 1 - Outline for Team Project Submitted on Group Discussion Board: 25 points**
  -Write an outline for your team project. Address the following questions:
  o Who are the members of your team?
  o What healthcare profession do you intend to research?
  o What geographic region are you targeting (i.e. Albuquerque, NM or El Paso, TX)? Provide the demographics of the area.
  o What role will each person in your group be responsible for in the completion of the research, paper and presentation?

➢ **Part 2 - Group Project Diversity Plan Paper: 100 points**
  -Provide an APA style 4-5 page summary paper on your group project. The paper should be completed using *Google Docs*. The group paper should have a cover page and 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 and answer 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 and 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?

➢ **Part 3 - Group Project Diversity Plan Presentation: 75 points**
  o 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 or *Google Hangouts*. 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.
  o Each group will be responsible for four 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.

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 *cprocter@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. 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.

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[1]
- Angelo State University Catalog[2]

Student Responsibility and Attendance

Online: 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.

Academic Integrity

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

The College of Health and Human Services adheres to the university's Statement of Academic Integrity.[3]

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. For more information about the application process and requirements, visit the Student Disability Services website.[4] 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
Houston Harte University Center, Room 112

Incomplete Grade Policy

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. See ASU Operating Policy 10.11 Grading Procedures[5] for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's Academic Integrity policy[6] in the Student Handbook. 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. 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. Resources to help you understand this policy better are available at the ASU Writing Center.[7]

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. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day[8] for more information.

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.

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
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: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 (325-942-2371), 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/title-ix.

Course Schedule

Date	Wk.	Reminders	Assignments/Activities/DUE Dates
Welcome! Getting Started Module & Unit 1			

June 1- June 7	**1**	**Course Orientation**
		
		Rose:
		Chapters 1-2
		Chapter 3-4
		
		You should be working on Part 1 of your Group Project!
			To Begin:
			• Review START HERE page
			
			DUE Tuesday, June 2nd @ 11:59pm
			• **Post to Video Self-Introduction Discussion Board**
			
			Due Thursday, June 4th @ 11:59pm
			• **Post Two Written Responses to Video Self-Introduction Board**
			• Related to Rose Chapters 1-2:
			    ○ Group Journal #1
			
			DUE Sunday, June 7th @ 11:59pm
			• Related to Rose Chapter 3 & 4:
			    ○ Group Journal #2

Unit 2			

June 8- June 14	**2**	**Rose:**
		Chapters 5-6
		Chapters 7-8
		
		You should be working on Part 2 of your Group Project!
			DUE Tuesday, June 9th @ 11:59pm
			• Group Journal #3 (Chapters 5 & 6)
			• Group Project- Part 1 (Project Outline)
			
			DUE Friday, June 12th @ 11:59pm
			• Related to Rose Chapter 4
			    ○ Journal Article Summary #1
			
			DUE Sunday, June 14th @ 11:59pm
			• Related to Rose Chapters 7 & 8:
			    ○ Group Journal #4

Date	Wk.	Reminders	Assignments/Activities/DUE Dates
Unit 3			

June 15-June 21	**3**	**Rose:** Chapters 9-10
		
		 You should be working on Part 3 of your Group Project!
			DUE Monday, June 15th @ 11:59pm
			 • Related to Rose Chapters 1-8:
			    o Midterm Exam Opens Monday, June 15th at 12:01am and closes at 11:59pm.
			
			 DUE Wednesday, June 17th @11:59pm
			 • Cultural Competence Assessment and Self-Reflection
			
			 DUE Friday June 19th @ 11:59pm
			 • Related to Rose Chapters 9-10:
			    o Journal Article Summary #2
			 • Draft Group Project -Part 2 (Diversity Plan Paper)

Unit 4			

June 22-June 28	**4**	**Rose:** Chapters 11-12 Chapters 13-15	**DUE Monday, June 22nd @ 11:59pm**
			 • Related to Rose Chapter 11-12
			    o Group Journal #5
			
			 DUE Thursday, June 25th @ 11:59pm
			 • Related to Rose Chapter 13 & 14
			    o Group Journal #6
			
			 DUE Sunday, June 28th @ 11:59pm
			 • Group Project- Part 2 (Diversity Plan Paper)
			 • Group Project- Part 3 (Video Presentation Upload)

Unit 5			
June 29-July 1	**5**	**Rose:** All chapters and supplemental material	**DUE Monday, June 29th @ 11:59pm** • Group Project- Part 3 (Presentation comments and questions) **DUE Tuesday, June 30th @ 11:59pm** • Group Project – Part 3 (Responses to comments and questions) • Group Project Member Evaluation

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.

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
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. Acquiring skills in working with others as a member of a team

Grading Rubrics

Group Project Paper Rubric

As a group, create a diversity plan based on your research of a region and profession that you chose. Think about how your diverse population will be effectively served by the professionals in the region and are the professionals sufficiently prepared to serve the current population. Things to ponder: the diversity of the region, diversity of the persons in the profession, cultural competency training within the profession (i.e. for those in school and those working in the field), are current professionals prepared to serve the population. Remember you are creating a plan to meet any needs or gaps you determine.

As you research, you will be able to provide a detailed plan, recommendations and answer the questions provided.

Glossary
-Diversity: differences arising from (but not limited to): class, race, ethnicity, gender, sexual orientation, religion, and physical/mental ability.

-Group/social identity: person's sense of who they are based on their group membership(s)

Category	Poor (0-9)	Minimally Acceptable (10-14)	Good (15-17)	Excellent (18-20)
Knowledge (1)Demonstrates understanding of the diversity issues relating to the healthcare profession and patients. (2)Demonstrates knowledge of the impact of cultural competency within the healthcare profession. (3)Plan demonstrates your ability to communicate and engage in difficult dialogues related to diversity and inclusion as it relates to the healthcare field.	1) Plan does not demonstrate understanding of the diversity issues relating to the healthcare profession and patients. (2)Plan does not demonstrate knowledge of the impact of cultural competency within the healthcare profession. (3)Plan does not demonstrate your ability to communicate and engage in difficult dialogues related to diversity and inclusion as it relates to the healthcare field.	(1)Plan partially demonstrates understanding of the diversity issues relating to the healthcare profession and patients. (2)Plan partially demonstrates knowledge of the impact of cultural competency within the healthcare profession. (3)Plan partially demonstrate your ability to communicate and engage in difficult dialogues related to diversity and inclusion as it relates to the healthcare field.	(1)Plan adequately demonstrates understanding of the diversity issues relating to the healthcare profession and patients. (2)Plan adequately demonstrates knowledge of the impact of cultural competency within the healthcare profession. (3)Plan adequately demonstrate your ability to communicate and engage in difficult dialogues related to diversity and inclusion as it relates to the healthcare field.	(1)Plan fully demonstrates understanding of the diversity issues relating to the healthcare profession and patients. (2)Plan fully demonstrates knowledge of the impact of cultural competency within the healthcare profession. (3)Plan fully demonstrates your ability to communicate and engage in difficult dialogues related to diversity and inclusion as it relates to the healthcare field.
Completeness	Analysis of questions are missing; no support for your evaluation; missing analysis and recommendations Content is not organized Length requirements is not met; poor content Incomplete summary Evidence of plagiarism	Analysis of questions are not very clear; very little support for your evaluation; little analysis and recommendations Content is minimally organized Length requirement is not met; minimal content Below Standard Plan	Analysis of questions are clear; solid, specific support for your evaluation; analysis and recommendations drawn are clear Content is adequately organized and comprehensive Length requirement is met with adequate content Adequate Plan	Analysis of questions are clear; solid, specific support for your evaluation; analysis and recommendations drawn are clear and well supported In-depth and well-organized content Meets length requirement with quality content Excellent Plan
Analysis	Response does not provide analysis to the larger concepts of the lesson	Response partially provides analysis to the larger concepts of the lesson.	Response mostly provides analysis to the larger concepts of the lesson.	Response provides analysis to the larger concepts of the
Writing/Organization	Not well-organized; weak transitions; summary confusing to follow	Somewhat well-organized or good transitions (not both); summary somewhat confusing	Mostly well-organized with good transitions; summary easily followed	Very well-organized with solid transitions; summary easily followed
Editing/Formatting	Missing one or more of the following: Cover page, correct use of APA; not double-spaced, 1 inch margins, 12 point font, with many grammatical errors or typos	Cover page; mostly correct use of APA; double-spaced, 1 inch margins, 12 point font, with some grammatical errors or typos	Cover page; correct use of APA; 12 point font, some grammatical errors or typos - 2 direct quotes	Cover page; correct use of APA; double- spaced, 1 inch margins, 12 point font, few grammatical errors or typos - 1 or fewer direct quotes (1 sentence or less)

Rubric for Presentation and Discussion

Criteria	Unsatisfactory (0-5)	Below Standard (6-8)	Meets Expectations (9-10)
OVERALL Presentation Effectiveness			
Quality of information and organization: Presentation main points of diversity plan are clear and well developed; information is linked to presentation topic; information is organized.	Presentation main points are not clear and developed; information is not linked to presentation topic; information is not well-organized.	Presentation main points are somewhat clear and developed; information is semi- linked to presentation topic; information is not well-organized.	Presentation main points are clear and well developed; information is linked to presentation topic; information is organized.
Quality of teamwork during presentation: All group members took a turn presenting, transitions were smooth and at least one key point was presented by each member.	One or two group members took a turn presenting; transitions were not smooth; at least one key point was not presented by each member.	A few group members took a turn presenting; and/or transitions were not smooth; at least one key point was not presented by each member.	All group members took a turn presenting, transitions were smooth and at least one key point was presented by each member.
Visual tools: Visual aids are creative, clear and easy to read; tools enhance the effectiveness of the presentation.	Visual aids are not creative, clear and easy to read; tools enhance the effectiveness of the presentation.	Visual aids are somewhat creative, clear and easy to read; tools enhance the effectiveness of the presentation.	Visual aids are creative, clear and easy to read; tools enhance the effectiveness of the presentation.
Appropriate use of terminology: All terms are included in the presentation; terms are used in unique and creative ways; terms are used in context.	Few terms are included in the presentation; terms are mostly used out of context.	Some terms are included in the presentation; terms are mostly used in context.	All terms are included in the presentation; terms are used in context.
Precision and detail in documents and presentation produced: Documents are clear, well - constructed, accurate and show attention to detail; care has been taken in the production.	Presentation and documents are not clear, well-constructed, accurate or show attention to detail; care has not been taken in the production.		Presentation and documents are clear, well-constructed, accurate and show attention to detail; care has been taken in the production.
Discussion	**Unsatisfactory (0)**	**Below Standard (15)**	**Meets Expectations (25)**
Adequately responses to all questions and comments from other group members. Asks other groups substantive questions that further discussion and analysis of topic.	No or inadequate response to all questions and comments from other group members. Group provided 0-2 non-substantive questions or comments that do not further discussion and analysis of topic (i.e. "I like" or "I agree").	Partially responses to all questions and comments from other group members. Group provided 3 substantive questions or comments that further discussion and analysis of topic.	Adequately responses to all questions and comments from other groups. Group provided 4 substantive questions or comments that further discussion and analysis of topic.

End of Syllabus

1 https://www.angelo.edu/student-handbook/

2 https://www.angelo.edu/catalogs/

3 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php

4 https://www.angelo.edu/services/disability-services/

5 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures

6 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php

7 https://www.angelo.edu/dept/writing_center/academic_honesty.php

8 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of