

HSP 4345

Healthcare Diverse Populations

Spring 2021



Archer College of Health and Human Services

Instructor: Ji' Lynda Brown, MPH, MEd

Email: jbrown122@angelo.edu

Phone: (325) 486-6136

Office: 318D

Office Hours: Tuesdays and Thursdays from 1:00 pm - 2:00 pm or by appointment via video conferencing using Blackboard Collaborate.

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 NUMBER

HSP 4345

COURSE TITLE

Healthcare for Diverse Populations

Prerequisite Courses

NONE

Co-requisites

NONE

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 Syllabus Statement on Required Use of Masks/Facial Coverings by Students in Class At Angelo State University

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy 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, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

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 students to 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

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

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](#)

Recommended Texts

None

Grading System

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

A = 750 - 675 points

B = 674 - 600 points

C = 599 - 525 points

D = 524 - 450 points

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

Evaluation and Grades

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

Self-Introduction Padlet	50 points
Assignments (10)	400 points
Midterm Exam	100 points
<u>Group Project Assignments (3)</u>	<u>200 points</u>
	Total 750 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** (50 points): Introduce 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). Upload the picture and provide a brief written explanation introducing yourself and explaining your picture.
- **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 [See

Other Required Materials for a list of needed equipment]. Respondus™ Monitor will also be required. Use of any written material, another electronic device or person is prohibited. There is one short practice quiz (5 questions) over the syllabus 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/ 2 x25) - 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 (format and citations).
 - 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 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.

- **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:
 - 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 complete completing, and tools used to collaborate.

➤ **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 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 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?
- 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, Google Hangouts 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 the following documents:

- Angelo State University Student Handbook located on the ASU website: [Angelo State University's Student Handbook](#)

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 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) 6th edition (2nd 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, Skype, Join.me, Google Hangouts, etc.

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

ji'lynda.brown@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

POLICY ON LATE OR MISSED ASSIGNMENTS LATE WORK 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 **Archer College of Health and Human Services** adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook: [Angelo State University's Academic Integrity Policy](#). 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](#).

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](tel:3259422047) or [\(325\) 942-2211](tel:3259422211)(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.

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

E-Mail: 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.

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 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.