

Course Information

Date Submitted: 2/26/2013

Current Prefix and Number: HHS - Human Health Sciences, HHS 453 - CULTURAL COMPETENCIES IN HEALTHCARE

Other Course:

Proposed Prefix and Number:

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: College of Health Sciences

b. Department/Division: Clinical Sciences

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Randa Remer

Email: Randa.Remer@uky.edu

Phone: 859-218-0545

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: spring 2013

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Already approved for DL*

b. Full Title: Cultural Competence in Healthcare

Proposed Title: Cultural Competence in Healthcare

c. Current Transcript Title: CULTURAL COMPETENCE IN HEALTHCARE

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 45

Proposed Meeting Patterns

LECTURE: 30

LABORATORY: 30

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: PropGradingSys

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: This course is designed to introduce the student to concepts of culture, race, ethnicity, and competence. Emphasis will be placed on identifying individual characteristics and their influence on bias. Factors related to culturally and linguistically appropriate health care will be reviewed.

Proposed Course Description for Bulletin: This course is designed to introduce the student to concepts of culture, race, ethnicity, and competence. Emphasis will be placed on identifying individual characteristics and their influence on bias. Factors related to culturally and linguistically appropriate health care will be reviewed.

2j. Current Prerequisites, if any: Prereq: Admission to HHS Program or consent of instructor.

Proposed Prerequisites, if any: Prereq: Admission to HHS Program or consent of instructor.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|KOSKAF0|Karen O Skaff|Dept approval for ZCOURSE_CHANGE HHS 453|20121113

SIGNATURE|PNASH|Phyllis J Nash|College approval for ZCOURSE_CHANGE HHS 453|20121113

SIGNATURE|JDLIND2|Jim D Lindsay|HCCC approval for ZCOURSE_CHANGE HHS 453|20121113

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_CHANGE HHS 453|20121219

SIGNATURE|JEL224|Janie S Ellis|Senate Council approval for ZCOURSE_CHANGE HHS 453|20130213

SIGNATURE|WF-BATCH|Batch User|Subworkflow for college notifications|20130221

SIGNATURE|PNASH|Phyllis J Nash|Approval resent to approvers for ZCOURSE_CHANGE HHS 453|20130221

**University of Kentucky
College of Health Sciences
Department of Clinical Sciences**

HHS 453: Cultural Competence in Healthcare
Course Credits: 3

Meeting Days and Times: lecture meets on Thursdays from 3:15-5:00pm
Lab sections meet on either Mondays from 3:15-5:00pm or Thursdays
from 5:30-7:15pm

Course Meeting Location: Lexington campus students will meet in room 102A in the Nursing Building for lecture, one of the Monday lab sections, and the Thursday lab section, and the Center for Rural Excellence students will meet in room TBA. Lexington campus students will meet in room TBA for the second Monday lab section.

Instructor Information:

Instructor: Randa Remer, PhD
Office Address: C.T. Wethington Building room 111
Office Phone: 859-218-0545
Email: randa.remer-eskridge@uky.edu
Preferred Method of Contact: email
Office Hours: TBA

Teaching Assistant: Allie Minieri
Office Address: C.T. Wethington Building room 111
Office Phone: 859-218-0573
Email: alexandra.minieri@uky.edu

Course Description: This course is designed to introduce the student to concepts of culture, race, ethnicity, and competence. Emphasis will be placed on identifying individual characteristics and their influence on bias. Factors related to culturally and linguistically appropriate health care will be reviewed. Prereq: Admission to HHS Program or consent of instructor.

Course Goals: The purpose of this course is to introduce issues of cultural competency in healthcare service delivery and explore ways to address them. Activities, readings, and discussions will be designed to heighten awareness of individual cultural beliefs, increase student knowledge of cultural and religious beliefs about healthcare in general, and help students consider strategies for ensuring the provision of culturally and linguistically sensitive interactions and healthcare practices.

Student Learning Outcomes: At the completion of the course, students will be able to

- Define terms related to cultural competence, including race, ethnicity, gender, sexual orientation, religion, class, custom, and culture, and describe their implications in healthcare.
- Consider students' own cultural heritage, gender, class, ethnic/racial identity, etc. and be able to reflect on how it may impact future work as a healthcare provider.
- Describe the importance of diversity in health and recognize the challenges for culturally competent patient care.
 - GWR Outcome – Reflect on bias, disparity, and culturally and linguistically appropriate strategies through the norms paper.
- Discuss national data on health, disparities, and healthcare quality and their implications.
- Describe the impact of health beliefs, customs, and practices on healthcare.

- GWR Outcome – Research and write a paper about cultural norms within a community different from your own and explore implications for the provision of culturally competent healthcare. Students will have the opportunity to review a peer’s paper and revise their papers based on feedback from both peers and the instructor.
- Recognize individuals’ own potential for bias and stereotyping through identification and reflection about individual biases and stereotypes.
- Articulate strategies for dealing with biases in healthcare encounters.
- Describe appropriate use of resources, including other healthcare professionals and interpreters in healthcare encounters.
- Identify advocacy strategies for dealing with diverse populations in healthcare setting.

Required Texts, Readings, and Materials:

Rundle, A., Carvalho, M., & Robinson, M. (Eds.). (2002). *Cultural competence in healthcare: A practical guide* (2nd ed.). San Francisco, CA: Jossey-Bass.

Students will be assigned readings and review media dealing with cultural competence in healthcare. Examples include:

National Standards on Culturally & Linguistically Appropriate Services (CLAS). The Department of Health & Human Services, Office of Minority Health.

Committee on Understanding and Eliminating Racial and Ethnic Disparities in Health Care. (2002). *Unequal treatment: Confronting racial and ethnic disparities in care*. Washington, DC: The National Academies Press.

Worlds Apart. Fanlight Production, 2003 (four videos)

Course Content: Issues pertaining to delivering culturally competent healthcare will address the general topics listed below. Specific readings and activities are found in the syllabus. Topics include:

Culture and Cultural Competence

Cultural Competence in Healthcare

Health and Healthcare Disparities

Bias, Stereotyping, and Culture

Cultural Competence and Patient Advocacy

Grading:

Evaluation Components

Requirement	Point Value	Percent of Course
Participation: Class attendance (15 weeks X 10 points)	150	18.5%
Participation: lab attendance (14 weeks X 10 points)	140	17%
Reflection Journal (4 journals X 5 points)	20	2.5%
Ethical Topics Debate	40	5%
Midterm Exam	100	12.25%
Interaction Norms presentation	40	5%
Interaction Norms paper draft to peer (GWR)	30	4%
Peer Review of Interaction Norms paper (GWR)	20	2.5%
Interaction Norms paper draft to instructor (GWR)	40	5%
Interaction Norms paper final version (GWR)	60	7.5%
Service Project	50	6%
Presentation about Service Project	20	2.5%
Final Exam	100	12.25%
	810	100%

Lab Participation. All students will be assigned to a lab, which will meet starting the second week of classes during the lab sections of the class for one hour and forty-five minutes. Labs will meet each week with the exception of final exam week. The purpose of these labs is to provide an opportunity to explore the lecture topics in more depth with classmates and lab leaders. Each lab is worth 10 points toward attendance and is part of your participation grade.

Reflection Journal. This course is designed to move students toward awareness of their cultural norms, stereotypes, and biases. Students will be required to make entries into a reflection journal four times during the semester based on a prompt relevant to the topic discussed provided by the instructor at the conclusion of each class the journal is assigned. Journal entries **MUST** be typed in 12pt Times New Roman font. Students should address their reaction to the class material and consider specifically how it influences their future work in their profession. This journal will be reviewed for integration of course concepts, and students will revise when necessary. The first journal will be written based on the course topic Culture and Cultural Competence, should be at least one-page double spaced in length, and will be due **February 7**. The second journal will be written based on the course topic Cultural Competence in Healthcare, should be at least one-page double spaced in length, and will be due **February 21**. The third journal will be written based on the course topic Health and Healthcare Disparities, should be at least one-page double spaced in length, and will be due **March 28**. The fourth journal will be a reflection of students experience with their service project, should be at least two pages double-spaced in length, and will be due **April 18**.

Service Project. Students will be expected to volunteer for at least 10 hours in an environment that serves diverse patients or that provides some form of patient advocacy after receiving approval for their desired placement from the instructor. Students are to submit their project decision and approval from the site to the instructor no later than **January 24** to begin their service project no later than **January 31**. Students should consult with the instructor if they have difficulty securing a placement.

Interaction Norms Presentation and Paper. Students will be assigned a group with whom to work on an Interaction Norms presentation and paper and will research cultural norms for a community different from their own with their group. Students will present the information to the class as a group and write a 15-page paper individually, focusing on the background of the culture, cultural views of healthcare and medicine, interaction-styles of the culture, and implications for culturally competent healthcare for members of this group. Students will submit a draft of their paper for peer review due **February 14**. Students will review a peer's paper and provide feedback in class on **February 21**. Students will complete the feedback following instructions provided by the instructor during the class period the peer review is assigned. Students will be expected to provide a copy of their peer review to the instructor and to the peer whose paper they reviewed. Once students have updated their initial draft, they will submit a second draft to the instructor for review on **March 21**. A final version as well as the draft versions with peer and instructor comments will be submitted after the initial two reviews on **April 18**. Class presentations will be held on **March 28** and **April 4**.

- ***Students desiring Graduation Writing Requirement credit for this course must complete all work using APA style. Further, the final paper must be relatively free of grammatical and mechanical errors. The final grade in the course received must be a "C" or better.***

Midterm Exam. The midterm exam will cover course content during the first half of the semester, including readings, videos, and class discussions. Examination format will include multiple-choice, short answer, and essay items.

Ethical Topics Debates. Students will participate in a group ethical topics debate on **February 7** or **February 14** related to cultural competency in healthcare. Groups and topics will be assigned during the first class meeting based on topics of interest generated by students.

Service Project Presentation. Students will present their service project experience to the class and will be assigned a time to present on **April 11** or **April 18**. These presentations should focus on what students learned about cultural competency in healthcare from the experience and ways students grew personally and professionally as a future healthcare employee, with a focus on self-reflection.

Final Exam. The cumulative final exam will cover course content presented throughout the semester, including readings, videos, and class discussions. Examination format will include multiple-choice, short answer, and essay items. The final exam day and time is scheduled is based on the University of Kentucky final exam schedule.

Grading Scale

Points	Percent	Grade
423-470	90-100%	A
376-422	80-89%	B
329-375	70-79%	C
282-328	60-69%	D
< 282	< 60%	E

Course Policies:

Academic accommodations due to disability

If you have a documented disability that requires academic accommodations, please see the instructor as soon as possible. In order to receive accommodations in this course, you must provide the instructor with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym) for coordination of campus disability services available to students with disabilities. Contact information for the Disability Resource Center is 859-257-2754 or jkarnes@email.uky.edu.

Attendance

Attendance in this course is mandatory. For each unexcused absence, the final points awarded in the course will be lowered by 8.1 points (1%). Tardiness of more than 5 minutes or leaving class early without prior arrangement with the instructor will lower the final average by 1 point for each infraction.

Excused absences

Senate Rule 5.2.4.2 defines the follow as acceptable reasons for excused absences: serious illness, illness or death of a family member, University-related trips, major religious holidays, and other circumstances the instructor may find to be "reasonable cause for nonattendance."

Make-up opportunity

When there is an excused absence, you will be given the opportunity to make-up missed work and/or exams. It is your responsibility to inform the instructor of the absence and make arrangements for making up missed work or exams, preferably in advance, but no later than one week after it.

Verification of absences

Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. The University Health Services (UHS) provides a printed statement that specifies that the University Health Services does not give excuses for absences from class due to illness or injury. At the discretion of the instructor, you may be asked to sign a release of information that will give permission for the staff to talk with the instructor to verify that you kept an appointment with University Health Services, especially when

there has been multiple or prolonged absences from class. This form is available on the University Health Services Web Page: <http://www.uky.eduStudentAffairs/UHS/>.

Submission of assignments

Unless prior arrangements are made between the student and instructor, assignments submitted late will be penalized 10% for each day beyond the due date. Assignments submitted electronically are due by 5:00pm on the date specified; assignments to be submitted in class are due at the beginning of class.

Academic integrity, cheating, and plagiarism

Academic honesty is expected in this course, and any kind of plagiarism or other forms of cheating will not be tolerated. Policies related to cheating and/or plagiarism can be found in the University Senate Rules 6.3.0. If it is determined that a student has engaged in cheating, the minimum resulting penalty is a "0" for the assignments, and penalties may be much more severe.

For more information on what constitutes plagiarism, you should read: "Plagiarism: What is it?" at <http://www.uky.edu/Ombud/Plagiarism/ped>. The Ombud website also includes a link to a Prentice Hall companion Website "Understanding Plagiarism" http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html. The site includes brief quizzes on related topics.

Classroom behavior, decorum, and civility

In addition to cheating and plagiarism, classroom demeanor is an increasingly significant problem on campus (and nationally). You are expected to respect the dignity of all and to value differences among members of our academic community. Students clearly have the right to take reasoned exception and to voice opinions to the contrary to those offered by the instructor and/or other students (S.R. 6.1.2), but this should be done with respect. Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility does not include attacks of a personal nature of statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin, or other such factors.

Cell Phones and iPods:

- Cell phones and iPods are a major disruption to the classroom environment. Therefore, please place your cell phones on silent or vibrate. If your phone rings or you are caught listening to your iPod during class, the instructor will confiscate the phone or iPod and it can be retrieved after class.

Classroom Expectations of the instructor:

- Respect all student ideas and perspectives.
- Actively participate in all classroom activities and discussions.
- Come to class prepared.
- Own your opinions and express them respectfully.
- Remain open-minded.
- Be a responsible and conscientious group member. Volunteer for tasks, ask for help when needed, and complete all commitments.
- Arrive promptly for all activities and class meetings.

Overview of Course Etiquette:

Students are expected to have conduct and manners consistent with those expected in healthcare Interaction. This expectation is particularly true when we have guest speakers. Such conduct includes:

- Respecting the views of other students.
- Behaving in a way that does not make others uncomfortable.
- Asking for clarification or commenting on assignments in a courteous manner.
- Not interrupting others and not speaking while others are speaking.
- Arriving on time to class.
- Leaving class on time (not early).
- Acting interested in material.
- Not sleeping during class.
- Not reading the paper or working on other class assignments during class.

Professional preparation

Students are expected to demonstrate professional behavior that is ethical, respectful of the healthcare and other professions, demonstrates sensitivity to individuals regardless of their gender, religion, race, ethnicity, or other identity factors. For specific information about behavioral expectations, students should refer to guidelines provided by their profession.

Group work and student collaborations

Students will be assigned to small groups to prepare the Interaction norms presentation and paper and the ethical topics debates. All students are expected to participate equally and contribute to the project. This means that students must be sensitive to the need for frequent and prompt communication and must be available to meet outside of class time. Students are expected to abide by the principles of behavior, decorum, and civility notes above.

For Distance Learning Students (Center for Excellence in Rural Health):

Distance learning: Formal educational process in which the majority of instruction in a course occurs when students and instructors are not in the same place.

Instructor Information

Virtual Office Hours: TBA

Preferred Method of Contact: email (found in Instructor Information at the beginning of the syllabus)

Maximum Timeframe for Responding to Student Communication: 48 hours (2 working days)

Technological Requirements

- Access to a computer with Internet capabilities (DSL or Cable modems are highly recommended)
- System requirements for Blackboard see <http://wiki.uky.edu/ibackboard/Wiki%20Pages/FAZS.aspx>

Technology Support

- Contact information for Center for Teaching and Learning
Website: <http://www.uky.edu/TASC>; phone: 859-257-8272
- Contact information for Information Technology Customer Service Center (ITSC)
Website: <http://www.uky.edu/UKIT>; phone: 859-218-HELP
- Procedure for resolving difficulties: Contact TASC or ITSC first, then contact instructor

Distance Learning Library Services

- Contact information for Distance Learning Library Services:
Website: <http://www.uky.edu/Libraries/DLLS>
DL Librarian: Carla Cantagallo
Email: dllservice@email.uky.edu; phone: 859-257-0500 ext.2171 or 800-828-0439 (option #6)

DL Interlibrary Loan Service:

http://www.uky.edu/Libraries/libpage.php?1web_id=253&11ib_id=16

Course Schedule: This schedule reflects the assignments and topics discussed during weekly lecture meetings. Homework is assigned on the day it is listed and due at the beginning of the following class period. Students should plan to attend their lab meetings each week unless informed otherwise and be prepared to discuss the lecture topic in more depth.

Schedule	Lecture Topics & Activities	Lab Topics and Activities	Assignments
Week 1	Review syllabus, Establish group norms, Introduce key terms <i>assignment of Interaction Norms paper and presentation groups</i> <i>assignment of ethical topics debate groups and topics</i>	**no lab meetings this week	service project decision
Week 2	Culture and Cultural Competence: What is Culture and how am I a Cultural Being?	continued discussion of key terms from lecture, self-assessment about self as a cultural being	
Week 3	Culture and Cultural Competence: Worlds Apart videos <i>service project decision due to instructor</i>	perspective-taking experiential activities	prepare questions for religion panel – email questions to instructor by Monday
Week 4	Culture and Cultural Competence: Religion and Healthcare panel <i>students should start their service project by today</i>	religion and healthcare experiential activities	ethics debates reflection journal about culture and cultural competence
Week 5	Cultural Competence in Healthcare: ethics debates <i>be prepared for ethics debate</i> <i>reflection journal about culture and cultural competence due</i>	cultural competence as an ethical issue experiential activities	ethics debates Interaction Norms draft
Week 6	Cultural Competence in Healthcare: ethics debates <i>be prepared for ethics debate</i> <i>draft of Interaction Norms paper for peer review due</i>	cultural competence as an ethical issue experiential activities	reflection journal about bias, stereotyping, and culture peer review of Interaction Norms paper
Week 7	Review for Midterm Examination Peer Review of Interaction Norms <i>peer review of Interaction</i>	experiential activities related to specific social identities: ability	

	<i>Norms paper due</i> <i>reflection journal about cultural competence in healthcare due</i>		
Week 8	Midterm Examination	experiential activities related to specific social identities: nationality	read two articles in preparation for class discussion
Week 9	Health and Healthcare Disparities: health disparities and immigration	experiential activities related to specific social identities: class	finish revising Interaction Norms paper based on peer feedback
Week 10	Health and Healthcare Disparities: health disparities and immigration <i>revised version of Interaction Norms paper due to instructor</i>	experiential activities related to specific social identities: race	reflection journal about health and healthcare disparities
Week 11	Bias, Stereotyping, and Culture: Interaction Norms Presentations <i>reflection journal about health and healthcare disparities due</i>	experiential activities related to specific social identities: gender	
Week 12	Bias, Stereotyping, and Culture: Interaction Norms Presentations <i>will receive feedback from instructor on Interaction Norms paper</i>	experiential activities related to specific social identities: sexual identity	prepare for service project presentation
Week 13	Cultural Competence in Healthcare: Service Project Presentations	applying knowledge of different communities to specific healthcare fields through experiential activities	finish revising Interaction Norms paper based on instructor feedback reflection journal about service project
Week 14	Cultural Competence in Healthcare: Service Project Presentations <i>final version of Interaction Norms Paper due</i> <i>reflection journal about service project due</i>	applying knowledge of different communities to specific healthcare fields through experiential activities	
Week 15	Cultural Competence and Patient Advocacy	ally development experiential activities	
Week 16	Final Examination	<i>**no lab lecture meetings this week</i>	