Carroll University – MSPAS Program  
PHA523: Foundations of Cultural Competence and Health Disparities I  
Summer 2017

Course number: PHA 523  
Course title: Foundations of Cultural Competence and Health Disparities I  
Number of credits: 1 credit hour  
Day/time: Thursday, 1:30 – 2:50pm with additional sessions per Google Calendar  
Prerequisites: Successful completion of Year I Summer Courses  
Faculty: Barbra Beck, PhD  
Office: Charles House, Room 304  
Office Hours: By appointment  
Telephone: 262-951-3110  
E-mail: bbeck@carrollu.edu

Course description

This course is a 1-credit semester course intended to build upon basic interviewing skills that are introduced to PHA 502. It will consist of a series of patient encounters, classroom discussions and reading relevant to working constructively with problems in clinician/patient communications. Common types of difficult patient interactions will be addressed. Self-awareness is emphasized as the basis upon which clinicians develop an enhanced capacity for empathic listening and responsiveness. This course helps students to develop the competencies necessary for current and evolving clinical practice in a variety of practice settings including primary care, disease prevention, health promotion, and cultural competence with an emphasis on Hispanic health care.

Course Content

This course is designed to provide in-depth exposure and training to aid physician assistant students in becoming culturally competent healthcare providers. Through various lectures, presentations, simulations, and trainings, the students will focus on self-awareness through the exploration of values, experiences, perceptions, stereotypes, and biases. The course will specifically address student’s values, experiences, perceptions, stereotypes, and biases utilizing a variety of activities and exercises. Additionally, this course will look at culture and being a culturally competent health care professional through the lens of being self-aware and how that affects the provider/patient relationship and the treatment of the patient. The students will also actively engage in the application of being culturally self-aware within the community and through simulations. Upon completion of this course, students should feel they have gained cultural self-awareness.

Student Expectations

- demonstrates a positive attitude toward learning
- is on time for all scheduled classes, including timely return from breaks
- completes readings and assignments prior to class
- asks relevant and understandable questions
- takes full responsibility for learning and self-directed learning activities
- shows respect for self, other students, and faculty
• refrains from revealing negative feelings through tone of voice or body language
• refrains from disruptive activities during class including eating, talking, getting up and down, use of cell phone, etc.
• relies on personal resources before approaching others for help
• demonstrates cooperation with and mutual respect for peers
• responds to faculty, staff and peers readily and appropriately

**Instructor Expectations**

• demonstrates a positive attitude towards the facilitation of learning
• is on time for all scheduled classes
• should the need arise, reschedules class time with appropriate and timely notification to students, faculty, and staff
• provides appropriate course materials for class preparation prior to class
• is available for office hours or appointments to assist with questions; responds to faculty, staff, and students readily and appropriately
• listens attentively and initiates communication which is appropriate and timely
• identifies limitations in knowledge and provides appropriate resources for student learning
• provides timely and constructive feedback for assignments and assessments
• shows respect for self, students, and other faculty
• refrains from revealing negative feelings through tone of voice or body language
• demonstrates cooperation with and mutual respect for students, faculty, and staff

**Required Text and Reading**

There is no required text for this course, however some supplemental readings may be required.

**Grading**

The course grade for the fall semester will be based upon the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Dates*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stereotype Reflection</td>
<td>25</td>
<td>June 22</td>
</tr>
<tr>
<td>BaFa BaFa Reflection</td>
<td>25</td>
<td>July 13</td>
</tr>
<tr>
<td>Cultural Character</td>
<td>25</td>
<td>July 20</td>
</tr>
<tr>
<td>Cultural Identity Inventory</td>
<td>50</td>
<td>August 3</td>
</tr>
</tbody>
</table>

*All assignments are due at noon unless otherwise specified by instructor.

Students must pass each component of these requirements to pass the course.

**Letter Conversion scale**

<table>
<thead>
<tr>
<th>Letter</th>
<th>Conversion scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93</td>
</tr>
<tr>
<td>AB</td>
<td>92.99-90</td>
</tr>
<tr>
<td>B</td>
<td>89.99-83</td>
</tr>
<tr>
<td>BC</td>
<td>82.99-80</td>
</tr>
<tr>
<td>C</td>
<td>79.99-70</td>
</tr>
<tr>
<td>D</td>
<td>69.99-60</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
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</tbody>
</table>
**Attendance and Professionalism**

Attendance at all class periods, laboratories, and practical experiences are mandatory unless otherwise indicated. Poor attendance (unexcused absences, tardiness, and unauthorized early departures), lack of preparation, and unprofessional behavior may result in a lower or failing grade and/or be reported to the program progression committee. If you will be absent, tardy, or need to be excused early you must notify the course director via e-mail or phone prior to the scheduled meeting time. Tardiness and unauthorized early departures will be considered unexcused absences unless prior notification is submitted. Unexcused absences of more than 10% of class time may result in a failing grade. Absences are excused only at the discretion of the course director and/or the PA Program Director. Students may be required to make up missed laboratory time (excused or unexcused) at the discretion of the course director.

**Examinations**

There will be no exams in this course.

**Assignments**

Assignments will be required and will be outlined on the LMS course site.

**Statement on Academic Integrity**

The Carroll University Academic Integrity Policy is located in the Carroll University Student Handbook. Students are encouraged to familiarize themselves with it. If a student violates this policy in any way, the instructor(s) reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask your instructor.

**Accommodation for Disabilities**

Any requests for accommodation for physical or cognitive disability must be made through the Walter Young Disability Services Coordinator at Carroll University. Appropriate accommodations will be evaluated based on the program technical standards once notification has been received from the Walter Young coordinator. If an individual student has special needs or concerns about course requirements related to religious beliefs, cultural issues, or other issues, the student must contact the Program Director with a request for accommodation.

**Modifications to the syllabus**

The instructor and the University reserves the rights to modify, amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum and/or program require(s)

**Remediation**

Students who receive a D or an F in this or any physician assistant year 1 course will be placed on academic probation.

During the course, a student who scores more than 2 SD below the mean on an exam/assessment may be required to complete additional work. The student will be contacted by the course instructor and asked to meet to discuss the remediation requirements for that particular assessment. Remediation requirements will be determined by the course instructor. When an instructor requires remediation of a student it does not affect the exam/assessment grade, nor does it improve the semester or course grade. Remediation is required to ensure that course objectives are met.
It is expected that assigned work for the purpose of remediation be completed in a thorough, professional and timely manner. Satisfactory completion of remediated work will be determined by the course instructor. Students may be required to complete additional work if the original remediation is deemed unsatisfactory.

Students should make every effort to resolve remediation issues with the course director. If a student is unable to resolve such issues s/he may request a review by the Didactic Subcommittee. All decisions made by the subcommittee are final. If remediation is not successfully completed by the end of the course/semester a grade of “Incomplete” will be given until the work is successfully completed. Please note that an incomplete course grade may delay program progression and/or graduation. Information regarding incomplete grades is available in the Graduate Catalog.

Course Goals

1. Support ongoing cultural competency student development and mastery of being culturally self-aware.
2. Expose students to a variety of simulations, exercises, presentations, and applied activities to aid in their understanding of being culturally self-aware.
3. Provide continuous opportunities for self-reflection and identification of limitations related to providing culturally competent healthcare.
4. Continue to increase awareness, sensitivity, and competence with diverse and vulnerable populations.
5. Provide opportunities for students to work interprofessionally with other health care disciplines.

Learning Outcomes

1. Demonstrate a working knowledge of different healthcare professions.
2. Recognize and demonstrate how to communicate and work effectively interprofessionally with Physical Therapy students.
3. Demonstrate the ability to accurately assess one’s own values, assumptions, biases, and stereotypes.
4. Demonstrate understanding of the different models, tools, and techniques used to elicit patient’s values, assumptions, and experiences through the literature.
5. Understand how one’s cultural background can influence the care he or she will provide as a future PA.

Learning Objectives

At the end of this course, students will be able to:

1. Demonstrate a working knowledge of different healthcare professions through Reflection Journal Entries.
2. Recognize and demonstrate how to communicate and work effectively interprofessionally with Physical Therapy students through Reflection Journal Entries.
3. Demonstrate the ability to accurately assess one’s own values, assumptions, biases, and stereotypes through the Cultural Autobiography, Community Education Part 1 and Part 2, and Medical Culture Annotated Bibliography.
4. Demonstrate understanding of the different models, tools, and techniques used to elicit patient’s values, assumptions, and experiences through the literature through the Cultural Competency Literature Review.
5. Understand how one’s cultural background can influence the care he or she will provide as a future PA through the Medical Cultural Annotated Bibliography and Cultural Autobiography.
## Course Schedule (6-01-17)

*Schedule is subject to change*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/System</th>
<th>Presenter</th>
<th>Assignment/Exam</th>
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<tbody>
<tr>
<td>June 1</td>
<td>Review syllabus; What is cultural competency and why is it important?</td>
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<tr>
<td>June 8</td>
<td>Values, perceptions, assumptions and stereotypes</td>
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<tr>
<td>June 15</td>
<td>HRSA grant work time</td>
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<tr>
<td>June 22</td>
<td>HRSA grant work time</td>
<td></td>
<td>Stereotype reflection due</td>
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<tr>
<td>June 29</td>
<td>HRSA grant work time</td>
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<tr>
<td><strong>June 30 1:30 – 4:30pm</strong></td>
<td><strong>BaFa BaFa simulation</strong></td>
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<tr>
<td>July 6</td>
<td>White privilege</td>
<td></td>
<td></td>
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<tr>
<td>July 13</td>
<td>Cultural competency</td>
<td>Nicole Lucket</td>
<td>BaFa BaFa reflection due</td>
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<tr>
<td>July 20</td>
<td>Health literacy</td>
<td></td>
<td>Cultural Character due</td>
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<tr>
<td>July 27</td>
<td>Fall health education prep</td>
<td></td>
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<tr>
<td>August 3</td>
<td></td>
<td></td>
<td>Cultural Identity Inventory due</td>
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<tr>
<td>August 10</td>
<td>NO CLASS</td>
<td></td>
<td></td>
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<tr>
<td>August 17</td>
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<td>August 24</td>
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