Carroll University – MSPAS Program  
PHA524: Foundations of Cultural Competence and Health Disparities II  
Fall 2017

Course number: PHA 524  
Course title: Foundations of Cultural Competence and Health Disparities II  
Number of credits: 1 credit hour  
Day/time: Tuesdays, 9:30 – 11:00am; with additional sessions per Google Calendar  
Prerequisites: Successful completion of Year I Summer Courses  
Faculty:  
Barbra Beck, PhD  
Office: Charles Street Hall, Room 304  
Office Hours: Mondays 12:30 – 3:30pm and by appointment  
Telephone: 262-951-3110  
E-mail: bbeck@carrollu.edu

Course description

Consistent with the Mission Statement, Goals, and Objectives, Foundations of Cultural Competence and Health Disparities II provides Master of Science in Physician Assistant Studies students with practice-based, hands-on skills and experience, which parallel didactic instruction during the semester. This course helps students to develop the competencies necessary for current and evolving clinical practice in a variety of practice settings with focuses on 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 a variety of cultural categories and begin to acquire knowledge on these different cultural categories. The course will specifically address a variety of cultural categories and social determinants of health including race/ethnicity, religion, socioeconomic status, sexual orientation, and disabilities through 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 that specific cultural category being studied and how that affects the provider/patient relationship and the treatment of the patient. The students will also actively engage in the application of this material within the community through shadowing, health education, and practical experiences. Upon completion of this course, students should feel they have gained knowledge on a variety of cultural categories.
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, supplemental readings may be provided electronically during the course.
Grading

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

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Foundations in Integrative Health Unites 4 &amp; 5</td>
<td>30</td>
<td>October 10, 2017</td>
</tr>
<tr>
<td>worksheets (2 x 15 pts)</td>
<td></td>
<td></td>
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<tr>
<td>Attendance and participation at UCC on-site visits (6 x 10pts)</td>
<td>60</td>
<td>December 17, 2017</td>
</tr>
<tr>
<td>Attendance and participation CU team meetings (6 x 10pts)</td>
<td>60</td>
<td>December 17, 2017</td>
</tr>
<tr>
<td>Reflection paper one</td>
<td>25</td>
<td>One week after last presentation</td>
</tr>
<tr>
<td>Reflection paper two</td>
<td>25</td>
<td>One week after last presentation</td>
</tr>
<tr>
<td>Summary of UCC case study</td>
<td>50</td>
<td>December 17, 2017</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>250</strong></td>
<td></td>
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</table>

**Letter Conversion scale**

- A  100-93
- AB  92.99-90
- B  89.99-83
- BC  82.99-80
- C  79.99-70
- D  69.99-60
- F  59 and below

**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. Absences are excused only at the discretion of the course director and/or the PA Program Director. Unexcused absences of more than 10% of class time may result in a failing grade. For this class, you may not miss more than one (1) class. Participation in ALL community experiences is MANDATORY.

**Examinations**

There will be no exams in this course.

**Assignments**

Assignments will be required and will be outlined on the CANVAS 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 right 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 aware of social determinants of health and different cultural categories.
2. Expose students to a variety of simulations, exercises, presentations, and applied activities to aid in their
understanding of the different social determinants of health and cultural categories.
3. Provide opportunities for continued development of effective skills and attitudes for working with
diverse, medically underserved, and vulnerable populations.
4. Provide opportunities for students to work interprofessionally with other health care disciplines and
enhance working knowledge of different professions.

**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 an understanding of diverse groups and patient care from diverse populations including
   social determinants of health and health disparities.
4. Demonstrate application of self-awareness and knowledge of the different cultural categories within the
   community.

**Learning Objectives**

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

1. Demonstrate a working knowledge of different healthcare professions through IPE and Community
   Reflection Assignment.
2. Recognize and demonstrate how to communicate and work effectively interprofessionally with Physical
   Therapy and Occupational Therapy students through IPE and Community Reflection Assignments.
3. Demonstrate an understanding of diverse groups and patient care for diverse populations through the
   following assignments: social determinants of health and health disparities reflection paper; religion
   interview and presentation; LGBTQ and refugee health reflection paper; cultural character case; health
   education plan for UCC AODA program; and three community-based experiences.
4. Demonstrate application of self-awareness and knowledge of the different cultural categories within the
   community through the following assignments: social determinants of health and health disparities
   reflection paper; religion interview and presentation; LGBTQ and refugee health reflection paper;
   cultural character case; health education plan for UCC AODA program; and three community-based
   experiences.
**Course Schedule**

*Schedule is subject to change*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/System</th>
<th>Presenter</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Sept. 12</td>
<td>Review of course; Health and Income</td>
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<tr>
<td>Sept. 19</td>
<td>Time for Modules</td>
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<td>Sept. 26</td>
<td>Time for Modules</td>
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<td>Oct. 3</td>
<td>Time for Modules</td>
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<td>Oct. 10</td>
<td>Health and age</td>
<td>Kathy Gale, Director, Interfaith Senior Program</td>
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<td>Oct. 17</td>
<td>No Class: Fall Break</td>
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<td>Oct. 24</td>
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<td>Module worksheets due</td>
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<td>Oct. 31</td>
<td>Health and physical/mental ability</td>
<td>Milwaukee Center for Independence</td>
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<td>Nov. 7</td>
<td>Health and sexual orientation</td>
<td>Anthony Harris and James Groh, Diverse and Resilient</td>
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<td>Nov. 14</td>
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<tr>
<td>Nov. 21</td>
<td>Health and religion/spirituality</td>
<td>Andy Thundercloud, PA</td>
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<td>Nov. 28</td>
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<td>Dec. 5</td>
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<tr>
<td>Dec. 12</td>
<td>HRSA grant assessments</td>
<td>Amy Vega</td>
<td></td>
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<tr>
<td>Fri. Dec. 17</td>
<td>NO CLASS</td>
<td></td>
<td>UCC Case summary due</td>
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