

CD 200
Cross Cultural Health Care Encounters
Spring 2011
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Office Hours: To determine.

Synchronous Chat Time: To determine.

Texts:

- Goleman, Daniel. Social Intelligence. Random House Publishing Group 391 pp, August 2006 **ISBN 978-0-553-38449-9**

Recommended Texts:

- The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures. New York: Farrar, Strauss, and Giroux. (ISBN: 0-74-52564-1)
- Axner, M., & Dupraw, M. (1997). Working on common cross-cultural communication challenges.
<http://www.wgcd.org/action/ampu/crosscult.html>
- CLAS Standards Executive Summary
<http://minorityhealth.hhs.gov/assets/pdf/checked/executive.pdf>

Catalogue Course Description:

This course will provide the opportunity to understand and analyze cross-cultural issues related to communication that emerge in health care settings, particularly during a patient-provider encounter. Students will review case studies, cross cultural care and social marketing strategies, readings as well as research studies focusing on the health care experiences of culturally diverse populations, miscommunication leading to disparities in health care, health literacy, health care providers' training in effective communication, and patient-focused explanations of illness.

Modes of Instruction and Communication:

This course entirely provided via online lectures, cooperative learning groups, internet exploration, independent learning activities and assigned readings. Your WKU email address is the **ONLY** one to which class correspondence will be sent. You are responsible for checking your email and Blackboard regularly.

Learning Objectives:

Upon completion of this course, students will be able to:

1. Explain and understand culture and cultural differences from a broad, comprehensive and dynamic perspective
2. Explain how communication is influenced by culture.
3. Understand how cultural differences can pose a barrier to effective communication.
4. Understand the role of health literacy in the context of cross-cultural patient-provider communication.
5. Understand cross-cultural communication from a health care provider perspective.
6. Understand how ineffective cross-cultural communication can affect access and outcomes, leading to disparities in health care.
7. Learn and apply different models for resolving cultural barriers to health care communication.
8. Develop and practice cultural brokering skills.

The following is a tentative itinerary and topic schedule. Week	TOPIC	READING
Jan 24 th - 28	Introduction to Culture and Cross Cultural communication.	Betancourt Article, Prologue Social Intelligence
January 31 st – February 4 th	Assumptions, bias and stereotypes. Class and Literacy	Dr. Camara Jones' Interview Emotional Intelligence Summary Social Intelligence Chapters 1- 2- 21
February 7 th – 11 th	Cultural Competence and Social Intelligence. Self Management, Social Awareness and Relationship Management.	Social Intelligence Chapter 3-4 Cultural Intelligence (Plum)
February 14 th – 18 th	The Neuroanatomy of Human Relations	Social Intelligence Chapter 5 Movie: The Human Face (parts 1 and 2).
February 21 st – 25 th	Social Intelligence Applied to Cross-Cultural Interactions.	Social Intelligence Chapter 6 Appendix C
February 28 th – March 4 th	Strategies for Cross Effective Cultural Communication	CLAS Standards Executive Summary
March 7 th – 11 th	The CLAS Mandates and The Cultural Broker Role	CLAS Standards Executive Summary NCCC Bridging the Cultural Divide
March 14 th – 18 th	<i>Final Reports</i>	
March 21 st	<i>FINAL EXAM</i>	Online

Evaluation of Student Achievement:*Attendance and Discussion Board (20%)*

Students are expected to attend and participate in online discussions as well as access lectures and assignments posted on Blackboard. Students are expected to make one post per week using the Discussion Board feature of Blackboard. Posts may be either original posts or they may be response posts. Questions and or comments posted should be relevant to the topic and contribute to the discussion at hand. Students are expected to focus on the quality and relevance of their posts.

Blackboard Assignments (25%)

Students will complete various assignments throughout the semester for a total 25% of the possible points.

Final Exam (25%)

Students will take a final exam online, consisting on multiple choice and short essay questions, based on simulated cross cultural health care scenarios.

Final Report (30%)

Students will be assigned an individual case-study where they are expected to identify cultural barriers to communication and discuss how to overcome them.

Grading Scale:

Grades are based on the total percentage of points earned. This means that your grade equals earned points/total points. There are 500 total points possible. Grading is as follows:

A 90-100 (450-500)

B 80-89 (400-449)

C 70-79 (350-399)

D 60-69 (300-349)

F below 60 (below 300)

Technology Management:

This course will be presented using Blackboard software. Managing student technology is the sole responsibility of the student. The student is responsible for making sure that: (a) student ***word processing software is compatible with that used by the University***; (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor); (c) Internet service providers' equipment and software are installed and working properly in conjunction with student computers; (d) in the event that a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and (e) any other student technology problem or issue gets successfully resolved; this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course. Please familiarize yourself with the business hours of WKU's IT help desk as well as the website and alternative means of communication with the IT department.

The IT Help Desk can be reached at 270-745-7000.

Policies:*Attendance and Classroom Participation*

Attendance and classroom participation are essential for the successful completion of this course. Feel free to ask questions or express concerns outside of the class structure. However remember that if you have questions, others may have similar concerns so please post to the discussion board when applicable. Asking questions on discussion board will help facilitate your learning and often stimulate discussion. Collaboration with each other is encouraged outside of class times. There will be point deductions for tardiness. There is no opportunity for make-up work.

Plagiarism: *From the Faculty Handbook:* To represent ideas or interpretations taken

from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Student Disability Services:

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Contact David Coffey at 270 745 5004 or david.coffey@wku.edu.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Grievance: The Department of Communication Disorders is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology.

Complaints about programs must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech Language-Hearing Association, 2200 Research Boulevard, Rockville, MD 20850-3289. The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by email or facsimile. The University's Grievance Policy is specified at the following URL:

<http://www.wku.edu/StuAffairs/StuLife/handbook/2004pdf/16%20Student%20Grievance%20Procedure.pdf> *"It's not what is poured into a student that counts, but what is planted."* Linda Conway

***Resources:**

- Video: "A World of Differences" U.C. Berkeley.
- Michelle Roppe "Defining Competency in Medical Interpreting".
- Josepha Campinha-Bacote "Inventory For Assessing The Process of Cultural Competence Among Healthcare Professionals - Revised (IAPCC-R)"
- <http://www.danielgoleman.info/2009/05/02/empathy-whos-got-it-who-does-not/>
- http://www.youtube.com/watch?v=nZskNGdP_zM
- <http://www.youtube.com/watch?v=TrgNKGjSyxA&feature=related>