

GEORGIA STATE UNIVERSITY
Byrdine F. Lewis College of Nursing and Health Professions
CNHP 3050: Communication and Cultural Diversity in Health Care System
Summer 2022

Course Instructor & Coordinator: Yuping Chen, ScD, PT

Email: ypchen@gsu.edu

Phone: 404-413-1256

Credit Hours: 3

Class Time: 1-5 PM (see schedule for dates and time)

Location: PSC 451

Office hours: By appointment

Course Description: The purpose of this course is to increase awareness of diverse cultures in the framework of intercultural communication skills. Students will enhance their knowledge of culture and assess its impact on intercultural communication. Topics related to culture and communication will be explored from a global perspective with a focus on cultural competency and service delivery to diverse groups. Students will also observe the communication styles in health professionals in the US.

Learning Objectives and Outcome Measures:

1. Identify how cultural self-awareness influences professional intercultural communication.

Outcome Measures: *Cultural Self-Awareness Assessment.*

2. Define and apply the conceptual and theoretical frameworks to explain culture.

Outcome Measures: *Cultural Self-Awareness Assessment Reflection Essay.*

3. Describe intercultural communication and its application to interacting with diverse groups.

Outcome Measures: *Ethnographic Interview Paper, and Cultural Self-Awareness Reflection Essay.*

4. Describe cultural competency and its impact on service delivery systems.

Outcome Measures: *comparison of health care system.*

Suggested Readings:

- Fadiman, Anne (1997). *The spirit catches you and you fall down.* Farrar, Straus and Giroux.
- Jandt, Fred E. (2010). *An introduction to intercultural communication: Identities in a global community.* (7th ed.). Thousand Oaks, CA: Sage Publications.
- Spector, P.E. (2009). *Cultural diversity in health and illness.* (7th ed.). Pearson Prentice Hall, Upper Saddle River, NJ.
- Munoz, C. & Luckmann, J. (2005). *Transcultural communication in nursing.* (2nd ed.). Thomson Learning Inc.
- Extra articles will be provided in class.

Course Format: This course will be conducted in a discussion format. Course materials may include: (1) assigned readings; (2) group activities/exercises that illustrate the content being examined; (3) movies/videos that provide another dimension to the content; (4) responsive essays and other writing assignments; (5) guest speakers who address special topic areas.

STUDENT EVALUATION: Student evaluation will consist of one ethnographic interview essay, two cultural self-assessment papers, one group project in comparison of health care systems and class participation.

- Ethnographic interview 30%

- Cultural self-assessment 30%
- Comparison of health care systems 30%
- Class participation 10%
- Total 100%

Grading System:

Letter grades will be determined as follows:

A	90-100%
B+	85-89%
B	80-84%
C+	77-79%
C	70-76%
D	60-69%
F	< 60%

Course Expectations:

Class attendance: Class attendance and participation are required. If you notify the course instructor that you will not be present for an **acceptable** reason every effort will be made to assist you in your make-up efforts. If the course instructor is not notified properly or your absence is unexcused, you will be responsible for obtaining the material independently and proper persons will be informed.

Classroom Mission Statement: The mission of our classroom is to collaborate as a team to facilitate the active learning and integration of material in a professional, non-threatening, non-intimidating environment.

Note Taking: Note taking is essential to reinforce knowledge and comprehension of lecture material being presented and to supplement class handouts. Power point presentations may or may not be available for each class session; therefore, it is essential to pay attention and to take appropriate notes. Notes should then be compared to assigned readings to fill in the gaps of knowledge and comprehension to facilitate application, analysis, synthesis and evaluation of lecture and lab material.

Prerequisites: None. For students register in GSU Summer Institute/Program only

ACADEMIC CONDUCT AND POLICIES:

The code of academic conduct is outlined in the departmental and university student handbooks. Violations of academic honesty policies include plagiarism, cheating on examinations, unauthorized collaboration, falsification and multiple submissions. Students, who have any questions or need further clarification on these policies, should see the instructor prior to turning in an exam or project.

Academic Honesty: All students at this University are expected to engage in academic pursuits on their own with complete honesty and integrity. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Students should read the current Georgia State University Graduate Catalog to review policies on Academic Honesty.

Teaching Methods and Learning Experiences: This is a course utilizing a variety of learning experiences including lecture, discussions, case study projects, and case-based problem solving. Learning experiences include presentations of related applications, presentations and projects.

ASSIGNMENTS:

A. Cultural Self-Awareness Assessment and Reflection Essay (30%): First essay due (7/8); Second essay due (7/29)

Students will engage in a discussion about the importance of cultural self-awareness and its influence on their intercultural communication skills. Students will use the **Personal Report of Intercultural Communication Apprehension (PRICA)**, an instrument which measures one's feelings about communication with people from other cultures to assess their cultural self-awareness. The **PRICA** will serve as a pre and post assessment and therefore will be completed at the beginning and end of the semester. In addition, to completing the self-awareness instrument, students will write a reflection essay (double-spaced pages, **2 pages maximum**). **Separate reflection essays will be written for the pre and post assessment.** In **Essay #1** students will reflect on where they are in terms of their own cultural self-awareness. Students must also reflect on their score from the **PRICA** and discuss whether their score was a "surprise" and why they believe they feel that way. All of the possible factors caused the result need to be analyzed. Students will use **Essay #2** to reflect on whether any of their perceptions and assumptions about cultural self-awareness and intercultural communication has changed since the beginning of the course and discuss how they will use what they learned in their future career or profession. Students will retake the **PRICA** and integrate their score into this essay.

B. Comparison of health care systems between special groups (30%): Oral Presentation; **due 7/28**

Students will work in small groups (3 students in each group) to create a culturally competent agency based on course content and cultural competency articles. Each group will choose a health-related problem (i.e. homelessness, substance abuse/addiction, chronic health conditions) that impacts the functioning of a diverse or marginalized group (i.e. women, mentally challenged, physically challenged, race/ethnicity, low income, gay, lesbian transgender).

The main objective of this assignment is to design a mechanism for service delivery that will help alleviate the impacted group's health-related problem and improve human functioning. You should highlight the agency's type (i.e. community-based, non-profit, government), mission, organizational structure, ethics, service delivery policies (how will clients be referred to agency, assessed for services and terminated), payment structure, and model of cultural competency. Students will use power point and other creative tools to showcase their agency in a maximum of 40 minutes class presentation (at least 20 minutes). More information about the format of the presentation will be provided during class sessions.

1. The student will have **40 minutes** to present (instructor will call "time" when the 40 minutes is reached and presenters should be seated).
2. Students are expected to be as **creative and interesting** as possible with this assignment.
3. **Handouts** are not required but would be helpful for your classmates and the instructor.
4. Be sure to outline, designate, and plan accordingly for the assignment. This is a significant portion of your grade.
7. The final grade for the project will be derived by: Professor's rating of the presentation (40%), self-rating (30%), and peers rating of the presentation (30%).

C. Ethnographic interview presentation (30%): due 7/19

Ethnography is the direct observation, reporting, and evaluation of the customary behavior of a culture. As the preferred research method of cultural anthropologist, ethnography allows the researcher to learn directly from the individuals they are studying. The objective of this assignment is threefold: (1) to develop an understanding of ethnography and its relationship to culture and communication (2) to develop a comprehensive insight of another culture and (3) to develop intercultural communication skills.

Procedures

1. Select and interview a person (also known as an informant) who is from a different ethnic or cultural group than you. It is suggested that students select an informant who has been in this country no more than ten years (this allows for a rich and in-depth interview). **Do not select a relative or family member.**
2. Research the informant's culture before your initial meeting. Plan how you will attempt to establish rapport. Sharing a homemade food item is often effective. Be creative and imaginative.
3. Explain to your informant that this is a class assignment.
4. Review the interview questions. Prepare both formal and informal types of questions.
5. Record your feelings, expectations, and attitudes about this assignment before you begin the actual interview.
6. Remember to treat your informant with respect. They are doing you a favor. One way to show respect is to avoid controversial topics.
7. Determine how you will compensate your informant. Seek out a culturally acceptable form such as buying them a soft drink or cup of coffee.
8. Proceed with the interview. Record questions and responses. You can take written notes, tape or video record the experience – but develop a strategy after consulting with the informant.

Pre-interview and Post-interview Questions (to be integrated into the final paper)

1. **BEFORE** you meet the informant, record your feelings, expectations, and attitudes about the pending interview and describe how you prepared for the experience.
2. **AFTER** the interview, report how the interview went:
 - a. Describe how you explained yourself. Describe the general tenor of the experience from the beginning to the end. Did the conversation flow smoothly? Be candid and specific.
 - b. Describe how the informant responded to you.
 - c. Describe how you compensated the informant.
 - d. Describe what lessons this interview taught you and what lessons you would share with others about interviewing someone from another culture.

Types of Specific Questions

1. Find out how the informant's first impressions of this culture (and its people) were shaped.
 - a. Inquire whether friends (or family) preceded the informant to this culture.
 - b. Ask whether the media (for example, TV, movies) influenced the informant's perceptions of this culture before and after his or her arrival.
 - c. Ask about the role of the advertising media in the decision to immigrate.
 - d. Explore how the informant's views were shaped by her or his experiences at the port of entry (airport, train or bus stations).
2. Ask about what the informant misses most from her or his original culture.
3. Ask the informant what intercultural communication barrier(s) have had the greatest impact on her or his move to this country. For example, have they experienced anxiety, racism, discrimination, ethnocentrism, language, verbal /non-verbal communication (attempt to elicit specific examples).
4. Explore cultural attitudes and cultural customs with your informant.

Guidelines for Conducting the Interview

1. Be as objective as possible and continually check your own cultural bias. Avoid ethnocentrism.
2. Do not challenge the informant's "correctness of thinking", especially when she or he is making observations about aspects of your culture.
3. Avoid questions of personal nature.
4. Frequently ask for clarification if you do not understand a point being made.
5. Be willing to ask for a second meeting to clarify and follow up on specific points.

Make-Up Policy:

There will be no make-up examinations. If you miss an exam you will lose those points toward your final grade. Missing the final exam will result in a failing grade for this course. The instructor may override this policy if a catastrophic event should occur.

Course Changes:

This course syllabus provides a general plan for the course. Deviations from the schedule are subject to occur and will occur as deemed necessary by the instructor.

Academic Integrity:

Students are responsible for the information contained in the Student handbook.

Accommodation For Students With Disabilities:

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought.” [Office of Disability Services is located in the Student Center, Suite 230]

Class Schedule

	Date	Topic	Reading assignments and activities
Week 1 (7/6-7/8)	7/6 Wed 2:30PM	Welcome reception	
	7/7 Thu 1:00-4:00PM	Course overview. Communication and culture: cultural influence on perceptions. U.S. cultural patterns (Dr. Anita Nucci, Interim Associate Dean 2:00-2:30PM Welcome and experience sharing)	Questions and answers Class notes Working on PRICA – 1 st assignment 1st Cultural self-awareness assessment essay Due (7/8/21 11:59PM)
Week 2 (7/11-7/15)	7/11 Mon 1:00-4:00PM	Experience ‘American students’ class lecture (1:00-2:00PM) Communication barriers: verbal and nonverbal communication. (2:00-4:00PM - Dr. Kimberly Morelli)	
	7/12 Tue 1:00-5:00PM	Dimension of culture and its influences on health care system. 1:00-2:00PM Dr. Joan Cranford and Dr. Terri Hendry Experience sharing 3:00-5:00PM Data searching workshop in library (Mr. Joel Glogowski) – Library Classroom 1 (Bring your Panther id)	Class notes Group discussion Working on Ethnographic interview Working on determining topic for group presentation and conducting research
	7/14 Thu 1:00-5:00PM	Dr. Lisa Bruce-Cranwell 1:00-2:00 for DNP program 2:00-4:00PM Simulation Lab (Dr. Terri Hendry)	
Week 3 (7/18-7/22)	7/18 Mon 10:00-noon 1:00-3:00PM	Experience ‘American students’ presentations on cultural diversity’ (10:00-noon) [meet in PSC 439 by 9:50AM] Communication for the specific cultural groups Communication examples (Dr. Michelle Nelson for nursing experience)	Ethnographic interview presentation (7/19) Class notes Group discussion Working on group presentation
	7/19 Tue 1:00-5:00PM	Communication for the specific cultural groups Communication examples	

		Ethnographic interview presentation	
	7/21 Thu 1:00-4:00PM	CDC Museum Tour	
Week 4 (7/25- 7/29)	7/26 Tue 1:00-5:00PM	Cultures within cultures. Identity and subgroups. (Dr. Blake McGee 1:00-2:00 Nursing PhD program)	PRICA – 2nd assignment Due (7/29 11:59PM)
	7/27 Wed 10:00-noon	Health-related system tours: Circle of Life Elderly Daycare Center (7/28: 10AM-12) *Meet at MARTA Doraville Park and Ride area by 9:45AM"	Comparison of health care system presentation between special groups (7/28) Class notes Group discussion
	7/28 Thu 1:00-4:00PM	Group presentations - Healthcare System Comparisons	