Welcome!
All healthcare occupations stress the importance of cultural competency among practitioners as a mechanism to avoid cultural misunderstandings, to promote better communication and to develop a strong patient-centered practice.

Click HERE to watch a short video that illustrates how many of our taken-for-granted expectations in life are based on our individual and group cultural perspectives. These understandings are not always shared or even understood by others, and this can cause problems…

Intentionality Statement
The focus of the course content is first and foremost on creating cultural self-awareness. The next intended purpose is on “the people you meet” as opposed to “the illnesses you treat.” We do include health disparity data, but any health statistic that points to differences in subpopulations is simply to highlight the disparities between groups. The data and examples themselves are not intended to send messages concerning the groups or causes for the differences. This phenomenon of unintended learning is known as the hidden curriculum, which can serve to support a stereotype and create unfounded judgments. We have, therefore, chosen to explicitly bring this to your attention so as not to undermine our stated purpose of building cultural competency.

You will learn more about stereotypes and biases over the next few weeks, but most importantly, you will begin to appreciate the influence of cultural perspectives on your ability to communicate with others and reach the common goal of better health.
You come to this course as diverse, cultural beings with unique life histories. Given the nature of this course topic, it is nearly impossible to separate yourself from the course material. In fact, it is expected that your developmental history informs your current worldviews. How you have been shaped as a human being cannot be ignored. As a result of this, you may notice yourself experiencing some discomfort when the material may seem to differ from your current knowledge, attitudes, and beliefs. Know that this potential discomfort is expected and it simply means that you are doing the important work that is required for being a culturally competent provider.

Fall 2016 Course Overview

<table>
<thead>
<tr>
<th>Format</th>
<th>Online (D2L)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FOUR ~30-minute modules, opened sequentially over four weeks</td>
</tr>
<tr>
<td>Assessment</td>
<td>Pass/Fail</td>
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<td></td>
<td>One week to complete assessments linked to modules</td>
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<tr>
<td></td>
<td>TWO embedded quizzes, TWO 10-item quizzes in D2L</td>
</tr>
<tr>
<td>Participants</td>
<td>First year students in the Colleges of Allied Health Sciences, Dental Medicine, Nursing and Medicine</td>
</tr>
<tr>
<td>Instructors</td>
<td>Dr. Lindsey West</td>
</tr>
<tr>
<td>Office</td>
<td>Room 2026E, Office of Diversity &amp; Inclusion, Administration Building</td>
</tr>
<tr>
<td>Hours</td>
<td>Office Hours: By appointment</td>
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</tbody>
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HP Course Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>MODULE CONTENT</th>
<th>ASSESSMENT DUE AT MIDNIGHT</th>
<th>ASSESSMENT DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUG 24 – 31</td>
<td>*Pre-Test</td>
<td>Discussion post(^1) in D2L</td>
<td>WED 8/31</td>
</tr>
<tr>
<td>AUG 31 – SEPT 7</td>
<td>Introduction (QI)</td>
<td>Quiz IN MODULE</td>
<td>WED 9/7</td>
</tr>
<tr>
<td>SEPT 7 – 14</td>
<td>Cultural Awareness</td>
<td>Quiz in D2L</td>
<td>WED 9/14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion post(^1)</td>
<td></td>
</tr>
<tr>
<td>SEPT 14 – SEPT 21</td>
<td>Cultural Perspectives and Health Disparities</td>
<td>Quiz in D2L</td>
<td>WED 9/21</td>
</tr>
<tr>
<td>SEPT 21 – SEPT 28</td>
<td>Communication and VINSIM</td>
<td>Quiz in SIMULATION</td>
<td>WED 9/28</td>
</tr>
<tr>
<td>OCT 5 – OCT 12</td>
<td>*Post-Test and Course Evaluation</td>
<td></td>
<td>WED 10/12</td>
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</tbody>
</table>

*THE PRE- AND POST-TESTS ARE IMPORTANT, SO PLEASE COMPLETE THEM!*

PLEASE CONTACT HP FACULTY IF YOU HAVE ANY QUESTIONS ABOUT DUE DATES OR THE SCHEDULE.

COURSE ENDS BEFORE MID-TERM AND FALL PAUSE

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\(^1\) Discussion posts for this course are optional. In order to optimize your learning experience, we recommend participation.
Student Learning Outcomes
SLO 1: Recognize the importance of understanding self and personal biases, assumptions and own cultural backgrounds and practices.
SLO 2: Appreciate the differences that exist within and across cultural groups and the need to avoid overgeneralization and negative stereotyping.
SLO 3: Demonstrate knowledge about varying cultural beliefs about health, disease and treatment that influence health care practice.
SLO 4: Recognize changing demographics and health disparities in the United States and discuss strategies to reduce the disparities and improve quality of health care.
SLO 5: Demonstrate culturally sensitive verbal and non-verbal communication skills with respect to age, disability, gender, sexual orientation, socioeconomic status, race, ethnicity, nationality and religion.
SLO 6: Develop skills necessary to work with an interpreter and take a cultural profile.

Assessment
Each quiz is pass/fail, with 80% as the passing score. TWO Quizzes embedded in the activity, one in the Introduction (the QI) and the other in the Communication (interactive VINSIM), and TWO regular 10 question quizzes housed in D2L. You will have three opportunities to pass the quizzes. In the very unlikely event that you fail the quiz on your third attempt, you would need to contact the HP faculty no later than the day after the module closes.

Engagement
There are three discussion boards set up to share your thoughts and ideas with your colleagues across the disciplines. The topic questions are designed to encourage critical thinking rather than memorization and allow you to engage with classmates in a constructive and respectful manner. Please use the appropriate guidelines and expectations for professional behavior, defined by your college and/or department, during the online discussions.

NETIQUETTE
- Please make a commitment to use the discussion site for learning and professional growth.
- Be courteous to other students; assume the best of them and expect the best from yourself.
- Be prepared to share ideas and perspectives and be willing to change as we learn and progress.
- You might find it helpful to read your posting out loud before you submit it: the "tone" is a very important part of electronic communication. When you read your message out loud, does it sound the way you would speak to another student in the classroom? You can add emoticons to show your feelings if you would like.

Academic Honesty
Academic honesty requires doing your own work. Academic honesty precludes cheating and plagiarism, giving or receiving, offering or soliciting information on any of the quizzes, substituting for another person during a quiz and posting or allowing such substitution for yourself. For more information, visit: http://catalog.augusta.edu/content.php?catoid=13&navoid=1711#Academic_Honesty

Faculty Responsibility: It is the duty of the faculty to practice and preserve academic honesty and to encourage it among students. The instructor should clarify any situation peculiar to the course that may differ from the generally stated policy. S/he should furthermore endeavor to make explicit the intent and
purpose of each assignment so that the student may complete the assignment without unintentionally compromising academic honesty.

Student Responsibility: It is the duty of the student to practice and preserve academic honesty. If the student has any doubt about a situation, he or she should consult with the HP faculty.

Disability Services

The Office of Disability Services (ODS) provides assistance to students who have some type of impairment, which substantially limits one or more major life activity. Examples of disabilities include, but are not limited to:

- Hearing, visual or physical impairments
- Psychological disorders
- Learning disorders
- Attention Deficit Disorder

Students must register and request services from the Director of Testing and Disability Services. In order to receive services, students must provide current documentation of their disability from a qualified health professional (Click Documentation Criteria for specific types of disabilities). Appointments can be made by calling Testing and Disability Services at (706) 737-1468 or by visiting the ODS located in Galloway Hall. Office hours are Monday through Friday, 8:00 a.m. - 4:30 p.m. For new student appointments, please note that the appointments are scheduled for one hour.

For more information, visit [http://www.augusta.edu/admin/tds/disabilityservices.php](http://www.augusta.edu/admin/tds/disabilityservices.php)

Overall Expectations

HP will adhere to the guidelines and expectations for professional behavior, as defined by your college and/or department.

We encourage you to complete the modules in a timely manner to receive full credit for the accomplished work. Do not work with others on quizzes.

Please do not hesitate to ask questions, express your concerns or seek help, if needed, and notify us as soon as possible of any circumstance(s) that would prevent you from meeting the requirements for the completion of the course.

The permission to complete all or any part(s) of the course after the scheduled time will be considered on an individual basis.

FAQ: Frequently Asked Questions

Where is the Healthy Perspectives course? I can’t find it!

Log into your D2L page (looks the icon on the left). Healthy Perspectives should be in “My Courses” menu. If you can’t see it there, open the drop-down menu at the top of the page titled “Select a course.” If you still cannot locate it, contact the HP faculty.
How long will it take to finish a module?
Each module should take less than 30 minutes to complete. The modules will be opened sequentially on Wednesday, 8 a.m. and closed the following Wednesday at 12:00 midnight.

What is an ‘embedded quiz’ and why is it not included in the assessment?
A quiz is embedded in the QI (Quality Interactions) and VINSIM (Virtual Interpreter Simulation) that are part of Introduction and Communication modules respectively. The embedded quiz scores will not show up in grade book right away but will appear later.

Do I have to watch ALL the videos?
The videos and web links are important elements of the course and questions on their content will be included in the quizzes. You are advised to watch the full segment if there is no time span allotted or focus on the specific time-frame identified in the text. All video clips are intended to illustrate the concepts and provide information.

What is the purpose of the optional discussion postings?
Postings should revolve around topics covered in the learning modules. The purpose is to learn perspectives from your peers in other professional programs concerning issues of culture, diversity, health disparities and access to healthcare in the United States.

What if I have questions about the content or other issues?
Contact one of the HP faculty members. It goes without saying that if you have issues on Wednesday evening, as you try to complete the module at the last minute, there will be no guarantees of help. We strongly encourage you to complete the modules in a timely manner.
This is an online class and consequently, some people may encounter technical difficulties at some point in the course. The following are based on previous student experiences and questions:
The modules are open on a mid-week schedule, rather than the traditional Monday-to-Sunday, to allow access to IT services if computer problems arise.
- Use Firefox as your browser, not Internet Explorer.
- If the wireless network is not working try plugging into the net or using an Augustan University computer at the library.

If you encounter technical difficulties, please contact the ITS (Information Technology Services) by visiting http://www.augusta.edu/its/ or calling 706-721-4000. You will need to input your Augustan University login ID and password. The help desk at the back of Greenblatt Library is open Monday-Thursday, 7am – 9pm; Friday, 7am – 7pm, and; closed on weekends.

VINSIM: Virtual Interpreter SIMulation

Part II of the communication module is VINSIM, a virtual simulation to practice working with an interpreter in a cross-cultural context. The simulation is straight-forward but, as you might imagine, the technology required to create a learning interaction is complex and consequently, there can be an occasional hiccup in the system. Based on our experiences from last year, we recommend these OPERATING TIPS for VINSIM:

1. Use Firefox or Internet Explorer, NOT Safari.
2. For a fast and strong connection, complete the simulation ON CAMPUS. Home connections are often weaker, which can affect the speed of the simulation.
3. Select “CONTINUE” when the security warning about unencrypted information pops up.
4. Click the “Begin Simulation” in the middle of the screen to enter.
5. The mailbox at the bottom right (AIMEE) will color according to your selection and provide INSTANT FEEDBACK on your choice.
6. You CANNOT go back, only forwards.
7. *Important* You need to click the EXIT tab at the end in order to have your score dropped into gradebook.

SCORING IS as follows: green or yellow responses = 1; orange or blue responses = 0; A red response will end the simulation but you can reenter and try again.

***Passing requires 20/25***
Healthy Perspectives 2016

Healthy Perspectives Faculty

Lindsey West, PhD; phone 706-721-7789 or email liwest@augusta.edu Dr. West is an Assistant Professor in the Office of Diversity and Inclusion and the Department of Psychiatry and Health Behavior. West graduated from Brown University with an A.B. in Psychology and received her M.A. and PhD. in Clinical Psychology from the University of Massachusetts Boston in Boston, MA. Dr. West completed her predoctoral internship training at Emory University School of Medicine in Atlanta, GA. She completed her postdoctoral training in educational research and health psychology at Georgia Regents University. Her research has focused primarily on enhancing the mental health and quality of life of individuals from diverse backgrounds. In addition, West is interested in teaching large-scale diversity trainings and workshops to all levels of learners in order to enhance individual knowledge, attitudes, comfort, and behaviors. Dr. West is also a licensed psychologist in Georgia and South Carolina.