

STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK



MASTER SYLLABUS

COURSE NUMBER – COURSE NAME

HSMB 316 – Equity, Diversity, and Cultural Competence in Healthcare

CIP Code: 51.0701

For assistance determining CIP Code, please refer to this webpage

<https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55>

or reach out to Sarah Todd at todds@canton.edu

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Updated by: Vicki Perrine

School of Business and Liberal Arts

Department: Healthcare Management

Semester/Year: Fall, 2023

- A. TITLE: Equity, Diversity, and Cultural Competence in Healthcare
- B. COURSE NUMBER: HSMB 316
- C. CREDIT HOURS: (Hours of Lecture, Laboratory, Recitation, Tutorial, Activity)

Credit Hours: 3
 # Lecture Hours: 3 per week
 # Lab Hours: 0 per week
 Other: 0 per week

Course Length: 15 Weeks

- D. WRITING INTENSIVE COURSE: Yes No

- E. GER CATEGORY: None: Yes: GER 3 Social Sciences
If course satisfies more than one: GER

- F. SEMESTER(S) OFFERED: Fall Spring Fall & Spring

G. COURSE DESCRIPTION:

The course is designed to provide students with an understanding of socioeconomic factors, which are contributing to health disparities, healthcare access, and lack of sufficient diversity in health care. The students will analyze key social justice issues relevant to health disparities with an eye to cultivating greater health equity.

- H. PRE-REQUISITES: None Yes If yes, list below:

Junior level status or permission of the instructor

CO-REQUISITES: None Yes If yes, list below:

I. STUDENT LEARNING OUTCOMES: (*see key below*)

By the end of this course, the student will be able to:

<u>Course Student Learning Outcome</u> <u>[SLO]</u>	<u>Program Student Learning Outcome</u> <u>[PSLO]</u>	<u>GER</u> <i>[If Applicable]</i>	<u>ISLO & SUBSETS</u>	
1. Explain the factors that influence the health behavior and wellness of individuals and populations.	Describe the framework in which healthcare services are produced,	3	1-Comm Skills ISLO ISLO	W Subsets Subsets Subsets

	coordinated, consumed, and reimbursed.			
2. Interpret the disparities in health care that exist across population groups.	Discuss how global health issues affect the US healthcare system.	3	4-Soc Respons ISLO ISLO	GL Subsets Subsets Subsets
3. Explain the factors that reduce healthcare access issues for vulnerable populations.	Describe the framework in which healthcare services are produced, coordinated, consumed, and reimbursed.	3	1-Comm Skills ISLO ISLO	W Subsets Subsets Subsets
4. Identify the factors that help healthcare professionals reduce health care disparities.	Demonstrate cultural competence in healthcare through collaboration and teamwork.	3	5-Ind, Prof, Disc, Know Skills ISLO ISLO	None Subsets Subsets Subsets
5. Analyze health disparities attributable to diverse cultural and behavioral factors and their implications for healthcare policy.	Demonstrate cultural competence in healthcare through collaboration and teamwork.	3	5-Ind, Prof, Disc, Know Skills ISLO ISLO	None Subsets Subsets Subsets
6. Interpret the cultural and behavioral factors that influence the management and delivery of healthcare services.	Demonstrate cultural competence in healthcare through collaboration and teamwork.	3	5-Ind, Prof, Disc, Know Skills ISLO ISLO	None Subsets Subsets Subsets
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KEY	<u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills

	<i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

*Include program objectives if applicable. Please consult with Program Coordinator

J. **APPLIED LEARNING COMPONENT:** Yes No

If YES, select one or more of the following categories:

- | | |
|---|--|
| <input type="checkbox"/> Classroom/Lab | <input type="checkbox"/> Civic Engagement |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Creative Works/Senior Project |
| <input type="checkbox"/> Clinical Placement | <input type="checkbox"/> Research |
| <input type="checkbox"/> Practicum | <input type="checkbox"/> Entrepreneurship |
| <input type="checkbox"/> Service Learning | (program, class, project) |
| <input type="checkbox"/> Community Service | |

K. **TEXTS:**

Edberg, M. (2023). *Essentials of Health, Culture, and Diversity*. Jones and Bartlett Publishing.

Rose, P. (2021). *Health Equity, Diversity, and Inclusion: Context, Controversies, and Solutions*. Jones and Bartlett Publishing.

Liu, D. Burston, B., Stewart, S., and Mulligan, H. (2019). *The Challenges of Health Disparities*. Jones and Bartlett Publishing.

L. **REFERENCES:**

Dreachslin, J., Gilbert, J., and Malone, B. (2013). *Diversity and Cultural Competence in Health Care: A Systems Approach*. Jossey-Bass, San Francisco, CA.

M. **EQUIPMENT:** None **Needed:**

N. **GRADING METHOD:** A-F

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**

Discussion Boards
Assignments
Quizzes
Final Exam

P. DETAILED COURSE OUTLINE:

- I. Healthcare Disparities in Diverse Communities**
- II. Workforce Demographics**
- III. Diversity in Healthcare**
- IV. Cultural Competence vs. Diversity in Healthcare**
- V. Systems approach to Cultural Competence**
- VI. Closing the Health Status Gap**
- VII. The future of Diversity and Cultural Competence in Healthcare**

Q. LABORATORY OUTLINE: None Yes