**UNIVERSITY OF MICHIGAN-FLINT**  
**COURSE CHANGE REQUEST for GenEd Distribution**

*** This change is not effective for registration or publication until this request has been reviewed by the Provost. ***

<table>
<thead>
<tr>
<th>Change Effective for Term: Fall 2010</th>
<th>School/College: School of Health Professions and Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject: HCR</td>
<td>Course Number: 362</td>
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- **INACTIVATE Course**
- **INACTIVATE Crosslisting(s)**

**INSTRUCTIONS:** Only where a change is requested, please complete the Requested Change column below; leave other lines blank. Add separate page(s) if space provided is not sufficient for your response.

### AS CURRENTLY OFFERED

1. **Title:** Cultural Competence in Health Care

2. **Credit Hours:** (3).

3. **Repeat Status:** (see CURRENT Course Description below)

4. **Crosslisting(s):**

5. **GE Distribution:**

### REQUESTED CHANGE

- **to:**
- **to:** Total ___ -or- Variable ___ to ___
- **to:** Max of ___ credits -or- ____________

- **to:** FYE First Year Experience  
  - **H** Humanities  
  - **S** Social Science  
  - **GB** Global Studies  
  - **F** Fine Arts  
  - **HW** Health&Well Being  
  - **FQ** Finance&Qnt Lit  
  - **N** Nat Science and / or  
  - **NL** Nat Sci Lab  
  - **T** Technology

6. **CURRENT Course Description:**

   The multi-dimensional nature of cultural competence and complexities in providing health service to culturally diverse populations. Students' self-awareness, knowledge and skills addressed through discussions of reading, videos and practice exercises.

7. **NEW Course Description (as it should appear in the Catalog):**

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**REQUESTED BY:**

Suzanne Dufy 10-24-09

Department Chair  
Date

Department Chair of Crosslist(s) or Prerequisite(s)  
Date

Dean  
Date

**REVIEWED BY:**

Catalog Editor  
Date

Provost  
Date

Catalog Coordinator (Registrar's Office)  
Date

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# REQUEST FOR GENERAL EDUCATION DISTRIBUTION DESIGNATION in Health and Well-Being

Directions: Please indicate which learning outcomes will be addressed in this course (place the corresponding number and outcome where indicated). A minimum of five learning outcomes must be addressed for a course to be eligible for general education distribution designation. Please provide a brief narrative as to how the course objectives/key concepts address each learning outcome selected, and indicate what tools for assessment will be used.

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Outcome:</th>
<th>Reflect on one's own learning processes</th>
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<tbody>
<tr>
<td></td>
<td>Narrative:</td>
<td>This course requires introspection about one's own identities and assumptions surrounding race, gender, class, and other forms of social identity within a context of learning from others’ standpoints and experiences. The course employs class discussions, films, small group work and texts to accommodate a variety of learning styles and present opportunities to explore topics from many perspectives. One of the important tools for reflecting on their own learning process is for students to keep a journal that allows them to synthesize what they are learning in class with what they experience in their lives, to chronicle their reactions and feelings, and document their own process of racial identity development over the course of the semester. Developing openness to new ideas is an important part of the course because students are faced with experiences of social realities that may be different from their own.</td>
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<tr>
<td></td>
<td>Assessment tools:</td>
<td>The journal is an important element for the course, and the final paper assignment requires students to draw on their journals to document how they have engaged with core themes over the course of the semester.</td>
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<tr>
<th>No.</th>
<th>Learning Outcome:</th>
<th>Demonstrate the ability to think critically</th>
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<tr>
<td></td>
<td>Narrative:</td>
<td>Students are asked to differentiate between assumptions, personal opinions, and facts. These distinctions are especially relevant in the class when examining the nature of health disparities and examining their underlying causes. A focus on examining outcomes helps students to dig beneath surface-level explanations. Students are prompted to re-evaluate their positions based on additional information and experiences that they gather or are exposed to through course materials. The spirit of the class is very interactive and students are encouraged to question the materials or their instructors and to be clear when they are expressing their person opinions. Discussions, journaling and small groups encourage students to acknowledge and process their feelings so they are able to continue building their understanding of how to provide culturally competent care.</td>
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<td></td>
<td>Assessment tools:</td>
<td>Written assignments ask students to back up their positions using concepts from the texts, films, and frameworks discussed in class.</td>
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<tr>
<th>No.</th>
<th>Learning Outcome:</th>
<th>Participate in dialogue that involves respectful and careful listening</th>
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<td>Narrative:</td>
<td>Towards the start of the semester, students develop shared guidelines for how they will participate during class discussions. These serve as a reference point for the rest of the term. Every week includes significant time for group discussion, both as a whole class and in small groups. Within small groups, the students employ roles of facilitator, recorder, spokesperson and timekeeper to help conversations stay constructive and to learn skills related to effective group processes.</td>
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<td></td>
<td>Assessment tools:</td>
<td>Student participation counts toward the grade. Verbal as well as non-verbal participation (such as body language that indicates attentiveness) is observed and respectful dialogue and careful listening are assessed.</td>
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<th>No.</th>
<th>Learning Outcome:</th>
<th>Use visual or non-verbal tools to enhance and decode messages</th>
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<td></td>
<td>Narrative:</td>
<td>Most weeks, the class involves use of a film, which presents multiple opportunities to observe and interpret non-verbal communication. This is especially important for a cultural competency class because different cultures have different</td>
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expectations of personal space, modesty, etc. Developing techniques to observe and learn from non-verbal signals is an important skill when interacting with people of different backgrounds so as to minimize tension, discomfort, or disrespect, and to improve cross-cultural communication. Role playing helps contrast effective and ineffective interactions and enables students to practice various skills.

Assessment tools:
Observation of class discussions and role plays provides ample opportunities to assess students’ effective use of non-verbal skills, while writing assignments and quizzes help evaluate their ability to be sensitive to cross cultural cues.

No. 8  Learning Outcome: Demonstrate knowledge of culture and the arts, social structure and process, and the physical and natural world

Narrative:
The focus of the course is developing the skills needed to provide culturally competent care to people of all backgrounds. This is different from providing the same care to everyone, since what is comfortable and appropriate in one culture may be uncomfortable in another. In addition, one’s own culture, values, attitudes, and identities filter how we engage with other people and how we perceive the world. Therefore, the class begins from an awareness of self-identity first and then builds towards understanding people from other cultures. This includes looking at race, religion, class, sexual orientation, gender, age, physical ability, and national origin.

Assessment tools:
Students are assessed on their self-awareness of their own culture and experiences and the culture and experiences of other groups through discussions, written assignments, quizzes, and the final paper.

No. 10  Learning Outcome: Use multiple perspectives and methodologies to analyze real or hypothetical problems

Narrative:
Students examine social dynamics and their impact on health and health care on personal, interpersonal, and societal levels. They explore opportunity structures and cultural patterns and their impact on outcomes for different groups. By studying racial identity development theory, students are encouraged to employ new frameworks for understanding social phenomena. They learn to spot and question conventional explanations for racial, class and gender disparities, as well as to identify how stereotypes influence how issues are portrayed in a variety of settings. Writings from authors of different backgrounds help contextualize issues from multiple lenses, while films help trace how social norms have shifted over time and how historical perceptions continue to shape present realities.

Assessment tools:
Writing assignments and the final paper are used to assess how students analyze and synthesize course materials. Several of the assignments ask students to transfer concepts between the personal, interpersonal, and social levels.

No. 11  Learning Outcome: Investigate the nature of citizenship

Narrative:
The process of becoming culturally competent is framed by critical analysis of oppressive structures. By learning about racism in its institutional forms (as opposed to looking at it purely as a problem of individual bias), students begin to see connections between historical injustices, cultural attitudes, and present-day inequities. From the outset, the course builds common language around concepts such as racism, sexism, homophobia, bias, prejudice, and so on. This sets the stage for a deeper understanding of the power dynamics within our society and how they impact health and wellbeing for social groups. Another important concept, allyship, explores how members of a dominant social group can use that status collectively, individually, and within institutions to support opportunities for members of marginalized groups. Students reflect on their own identities, including in which areas they are part of the dominant group and hold privilege, and in which areas they are not.

Assessment tools:
As students begin from many different places in terms of their understanding of structural oppression, instructors look for movement over the course of the semester rather than attainment of a pre-defined level of understanding. Journals, discussions, classroom participation, and written assignments all contribute to this composite assessment.
No. 12 Learning Outcome: Apply knowledge to complex issues such as social justice, globalization, economic growth and distribution, environmental sustainability, public health, etc., in increasingly broad spheres of influence.

Narrative:
More than any other, this learning objective sums up the purpose of this course. Students are expected to grow as much in terms of their personal resolve to act for social justice as they are in their theoretical understanding of underlying principles. Weekly “check-ins” at the start of class give students space to talk about what has been happening in their lives, as developing a heightened awareness of oppression in our society can be an uncomfortable awakening for many. Since students are encouraged to apply what they are learning, they are prompted to interrupt racist jokes and challenge policies that exclude. For some, this may be the first time they have “gone against the grain” in this way, so ample time is given for processing the emotional and cognitive aspects of this growth process. Keeping a journal, which is required, along with utilizing small groups for support and co-learning further help students navigate through the course content as it relates to their personal commitment to work for justice on all levels. The personal experiences that students bring to class provide real-world case studies for what someone can do in those situations, and the collective support of the class provides space for people to reflect on strategies they employed and how they could be more effective in the future. As students deepen their awareness of how power and privilege operate on societal levels, they simultaneously develop practices they can use to model cultural competence and promote justice.

Assessment tools:
The final paper and writing assignments look for both understanding of core concepts and how those concepts can be applied in the student’s real life. Throughout the course, class discussions and journals prompt students to reflect on their level of personal commitment.