

**New York City College of Technology**  
Humanities Department

**New York City College of Technology**

Humanities Department

Course Title: **Communicating in Multicultural Healthcare Settings**

COM 3402; Section \_\_\_\_\_

**Instructor's Name:**

Contact Email:

Office Hour:

Hours and Credits: 3 credits (3 hours)

Course Pre-requisite: COM 1332 or 1403, ENG 1121 or higher or department permission, or department permission

Writing Intensive (WI)

**Course Description:** This upper-division course focuses on multicultural health communication within the United States. Special emphasis is placed on the difficulties and challenges to multi-cultural health communication, and the importance of cultural competence for patient satisfaction, patient compliance, and other positive healthcare outcomes. Students examine cultural attitudes, beliefs, and practices integrated into U.S. healthcare policies and systems. Students apply analytical and practical approaches to investigate important issues across diverse healthcare contexts and platforms.

Minimum tech requirements are a working camera and microphone. Students are to switch both on as requested by instructors.

**Required Textbooks:**

1. Huff, R. M., Kline, M. V., & Peterson, D. V. (Eds.). (2015). Health promotion in multicultural populations: A handbook for practitioners and students (3rd ed.). Los Angeles: SAGE. ISBN-13: 978-1452276960; ISBN-10: 145227696X (\$35.79 used)

2. Fadiman, A. (1998). The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures. New York: Farrar, Straus and Giroux. ISBN-10: 0374533407 (\$10.20 new)

**Supplemental Readings:**

Journal of Health Communication; Health Communication; Journal of Communication in Healthcare; The American Journal of Public Health; Institute for Indigenous Knowledge & Development Organization

**Course Learning Outcomes**

Upon the successful completion of this course, students are expected to:

- Develop knowledge of the concepts and theories deployed by health communication educators and scholars in their analysis of cultural diversity as communication phenomena
- Gather, interpret, and assess health communication competencies in the United States from a variety of sources and points of view
- Develop an understanding of the causes and consequences of ineffective cultural communication competencies in public health settings
- Analyze and discuss current healthcare systems in U.S. society and how they influence, or are influenced by cultural diversity
- Identify how healthcare is structured in the state and city of New York

- Demonstrate an ability to discuss healthcare practices and processes as they apply to race, ethnic and indigenous groups, gender, age, religions, and class
- Identify the roles of culture and communication in advancing health equity and quality
- Examine health communication literature, topics, and current events for use in class discussions, as well as informal and formal writing assignments

### Assessment Methods

- Reading and discussion will be measured through grading of written responses and oral participation.
- Written analysis of texts will be measured through grading of essays
- Knowledge of texts will be measured through oral presentations and exams
- Development of effective and creative multicultural program assignment

### GENERAL EDUCATION LEARNING OUTCOMES

Upon the successful completion of this course, students are expected to:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

Learning Outcomes	Assessment Methods
To develop knowledge of the concepts and theories deployed by health communication educators and scholars in their analysis of cultural diversity as a communication phenomenon; and to identify models of communication between patient and provider, and key practices in multicultural healthcare settings.	1. Analytic Paper (inquiry, reasoning skills, and comprehension) 2. Book Response Essay (analytic, synthesis, comprehension, self-reflection) 3. Program Development Paper/Presentation (develop the ability to discuss ideas through writing and speaking; demonstrate inquiry, problem-solving, organizational and professional skills) 4. Midterm 5. Individual research report/presentation (develop and strengthen the ability to discuss concepts and ideas through writing and speaking)
To examine historical texts in order to understand emergent changes to U.S. and NY healthcare systems (aging and diverse populations, class stratification, Immigration, health reform); and to demonstrate an understanding of multi-cultural movements from western and non-western perspectives.	1. Analytic Paper (inquiry, reasoning skills, and comprehension) 2. Book Response Essay (analytic, synthesis, comprehension, self-reflection) 3. Program Development Paper/Presentation (develop the ability to discuss ideas through writing and speaking; demonstrate inquiry, problem-solving, organizational and professional skills) 4. Midterm 5. Individual research report/presentation (develop and strengthen the ability to discuss concepts and ideas through writing and speaking)
To analyze and discuss contemporary healthcare institutions, and how they influence, or are influenced by cultural diversity; to identify healthcare	1. Analytic Paper (inquiry, reasoning skills, and comprehension)

practices and processes as they apply to race, ethnic and indigenous groups, gender, sexual orientation, age, religions, and class, etc.	<p>2. Program Development Paper/Presentation (develop the ability to discuss ideas through writing and speaking; demonstrate inquiry, problem-solving, organizational and professional skills)</p> <p>3. Individual research report/presentation (develop and strengthen the ability to discuss concepts and ideas through writing and speaking).</p>
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## TEACHING AND LEARNING METHODS

- Discussions and lectures
- Readings and research
- Multimedia text and communication
- Design-based assignments
- Individual and collaborative projects
- Student presentations
- Online-learning

**GRADING PROCEDURE:** One exam, one analytical paper, one program development paper, one research paper, two presentations

Assignments	Points and Percentage
Analytical Paper	20 points (5%)
Book Response Essay	20 points (5%)
Program Development Paper	50 points (12.5%)
Presentation about the Program Development Paper	40 points (10%)
Mid-Term Exam	100 points (25%)
Final Research Paper	80 points (20%)
Final Paper Presentation	50 points (12.5%)
Class Participation	40 points (10%)
Total Points	400 (100%)

## OVERVIEW OF ASSIGNMENTS

### 1, Analytical Paper (20 points)

Students conduct research on a current incident or event that occurred in a healthcare setting. The incident or event needs to be example of how a cross-cultural issue affects the communication, working or personal relationship between individuals or groups at a specific healthcare environment. Students need to explain how that particular incident was handled by the administration or the department responsible for handling such incident, what should have done to prevent such incident from occurring, and what needs to be done in the future to improve the overall cross-cultural communication experience in similar healthcare organizations. The paper must be written in academic format structured in APA style.

### 2, Book Response (20 points)

Students construct a 4-5-page critical response essay for the book, *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*, by Anne Fadiman. Students will review the book as it relates to issues or themes discussed in the course. For example, what is the main topic or problem addressed? How does the work relate to a health communication and the biomedical model? What is your critical evaluation of the situation (your thesis)? Why have you taken that position? What has changed in U.S. healthcare? What did you learn from this book? Would you assign blame for Lia's tragedy? If so, to whom? What do you think Anne Fadiman feels about this question? The paper must be written in academic format structured in APA style.

### 3, Program Development Paper (50 points)

Students outline and design a multicultural communication program that serves to support, improve, or transform the existing environment of a particular type of healthcare organization. Students must provide a strong rationale for creating the program, identify the target audience they intend to tailor the program to, and include a list of events or activities that are going to help the participants develop or strengthen their cultural competence. The paper must be written in academic format following APA style

### 4, Presentation on Program Development Paper (40 points)

Students present their multicultural communication program paper (project) in class. The presentation will be assessed for the following criteria: content, structure, time management (6-8 minutes), eye contact, use of voice, language, body movement/posture, emotional appeal, and visual aid design (PowerPoint). There will be questions from the instructor and students about the program design. The presenters should be prepared for answering these questions.

### 5, Mid-Term Exam (100 points)

The mid-term exam covers the assigned book chapters and additional journal articles. Mid-term exam will be structured in the format of multiple-choice questions.

### 6, Final Research Paper (80 points)

Students conduct research on a larger, current, and sensitive healthcare issue involving cross-cultural communication. Students will need to develop a theoretical framework using literature central to multicultural health communication, identify research question(s), collect data, and produce findings. This research paper must be written in academic format structured in APA style.

### 7, Final Paper Presentation (50 points)

Students present their final papers in class. The presentation will be graded on the following criteria: content, structure, time management (6-8 minutes), eye contact, use of voice, language, body movement/posture, emotional appeal, and visual aid design (PowerPoint). There will be questions from the instructor and students about the program design. The presenters should be prepared for answering these questions.

### 8, Class Participation (40 points)

Students are expected to attend classes punctually and regularly, and actively contribute to the in-class discussions and various activities organized by the professor.

## **RECOMMENDED ATTENDANCE AND CURRICULUM STANDARDS**

It is the conviction of the Humanities Department that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also latenesses, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

Course procedures and expectations: Students are expected to turn in original work of high standard. Papers will be graded on given criteria as well as on spelling, grammar, and appearance. Students are expected to have read assigned material before coming to class. Assignments must be turned in on time. Late work can be penalized up to 10%. No make-up exams allowed unless a) students miss an exam due to an emergency that is documented and verifiable; b) students contact the professor as soon as possible. Late assignments will not be accepted during finals week.

## **SCHOOL OF ARTS AND SCIENCES ATTENDANCE STATEMENT**

When students miss class, they do not receive the full benefit of their education. Missing class includes absence, lateness, early departure and stepping out for prolonged periods during the session. Students must attend class consistently and on time: Failure to do so will negatively affect the final grade and could lead to an 'F' in the course.

## **CAMPUS POLICIES AND SERVICES**

Understanding Plagiarism: The New York City College of Technology Academic Integrity Policy states, "Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion." (See pp. 73-76 in the student handbook). The following are some examples of plagiarism:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet Plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

**WRITING CENTER** (located in the basement level of the Library Building): The Writing Center offers free interactive tutorial services for students who need help with writing, grammar, organization, APA/MLA, etc.

**ACCESSIBILITY STATEMENT:** City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state and city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility or would like to seek accommodation services or academic adjustments, you can leave a voicemail at 718 260 5143, send an email to [Accessibility@citytech.cuny.edu](mailto:Accessibility@citytech.cuny.edu) or visit the Center's website <http://www.citytech.cuny.edu/accessibility/> for more information.

**Humanities Department Commitment to Student Diversity:** The Humanities Department complies with the college wide nondiscrimination policy and seeks to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students' ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

### **Communication Discipline-Specific Policies & Guidelines for Generative Artificial Intelligence (GenAI)**

Analytical and critical thinking skills are part of the learning outcomes of this course and the Communication discipline; therefore, all written and oral assignments must be prepared by the student. The instructor may allow for the limited use of generative artificial intelligence (GenAI). Students will learn both when and how these tools may be used, and when and how to provide attribution. Generative AI can produce inaccurate or biased information, based on limited knowledge or citing fake references, and resulting in copyright and confidentiality infringement. Therefore, you will be held accountable for work that includes

- Incorrect, fake, and fabricated sources, or information misattributed to sources
- AI-generated work presented as original work (including essays, research papers, speech outlines, discussion boards, PowerPoints, etc.)
- Any AI generated text copied/pasted without attribution.
- Assessments, quizzes, and exams completed using AI
- AI generated imagery or multimedia without acknowledgement and citation of AI platform as creator
- AI-generated misinformation, including incorrect, biased, misinformed, or misleading claims

Any use of generative AI tools as described above will be treated as academic dishonesty and/or plagiarism and will be reported to the College Academic Integrity Committee. While understanding *how* and *when* to use generative AI tools may be emerging as a professional job skill, ethics still matter and being careful not to spread misinformation is foremost. Developing strong ethics and a sense of responsibility in this area will prepare you for graduation and a competitive workplace. If you allow AI to think for you, then you may not be able to do the kind of thinking that leads to success.

### **Course Schedule, Topics, and Assignments**

Week 1 – Culture, Health Promotion, and Cultural Competence & Cross-Cultural Concepts of Health and Disease: Reading due – chapter 1 and 2. Professor provides lectures on both chapters and holds discussion. Professor provides instruction for writing the book response essay.

Week 2 – The Ethics of Health Promotion Intervention in Culturally Diverse Populations: Reading due – chapter 3 and additional materials from Journal of Health Communication and Health Communication. Professor provides lecture on the assigned reading materials and holds discussion.

Week 3 – Models, Theories, and Principles of Health Promotion and Their Use with Multicultural Populations: Reading due – chapter 4 and additional material(s) from Journal of Communication in Healthcare. Professor provides lecture on the assigned reading materials and holds discussion. Book response essay is due in class. Students confirm their analytical papers' topics with professor.

Week 4 – Cross-Cultural Communication and Health Literacy in Multicultural Populations: Reading due – chapter 8 and additional materials from Journal of Health Communication and The American Journal of Public Health. The analytical paper is due in class.

Week 5 - Special Topic 1 - Religion, Rituals, and Health: Reading due – assigned materials from Journal of Health Communication and The American Journal of Public Health. Professor provides lecture on the assigned journal articles. The discussion will be focused on how the different religious beliefs and

practices affect communication in healthcare settings, including doctor-patient communication, and how providers communicate with family members. Professor provides guidance for writing and presenting the program development paper.

Week 6 – Special Topic 2 - Ethnic Identities and Healthcare Experience: Reading due – chapters 9 and 11, and additional materials from Health Communication, Journal of Communication in Healthcare, and The American Journal of Public Health. Professor provides lecture on both chapters and holds discussion about the assigned journal articles. The discussion will be centered on the Hispanic and Latino American, American Indians, and Alaskan Native populations' healthcare experiences. Professor provides study guide for the mid-term exam.

Week 7 – Mid-Term Exam

Week 8 – Program Development Paper and Presentation are due in class

Week 9 – Continued Special Topic 2 - Ethnic Identities and Healthcare Experience: Reading due – chapters 10 and 12, and additional materials from Journal of Health Communication and Journal of Communication in Healthcare. Professor provides lecture on both chapters and holds discussion about the assigned journal articles. The discussion will be centered on the African American and Asian American populations' healthcare experiences.

Week 10 – Continued Special Topic 2 - Ethnic Identities and Healthcare Experience: Reading due – chapters 13 and 14, and additional materials from Health Communication and The American Journal of Public Health. Professor provides lecture on both chapters and holds discussion about the assigned journal articles. The discussion will be focused on the Pacific Islander and Arab American populations' healthcare experiences.

Week 11 – Special Topic 3 - Gender, Sexuality, and Healthcare Experience: Reading due – assigned materials from Journal of Health Communication and Journal of Communication in Healthcare. Professor provides lecture on the assigned journal articles and holds discussion about how gender identities, performances, and sexual orientations are being positioned by the healthcare system, with a specific focus on the sexual minorities and transgender groups' interactions with healthcare professionals.

Week 12 – Special Topic 4 - Ageism in Healthcare: Reading due – assigned materials from Journal of Communication in Healthcare and The American Journal of Public Health. Professor provides lecture on the assigned journal articles and holds discussion about senior citizens' healthcare experiences, with a specific focus on their common struggles with ageist stereotypes and treatments. Professor provides guidance on how to write and present the final research paper.

Week 13 – Special Topic 5 - Illegal Immigration and Changing Healthcare System: Reading due – assigned materials from The American Journal of Public Health, Journal of Health Communication, and Health Communication. Professor provides lecture on the assigned journal articles and holds discussion about undocumented immigrants' healthcare experiences, with a specific focus on how the changing political climate shapes those experiences.

Week 14 – Special Topic 6 on Multicultural Health: Power Hierarchy and Class Stratification: Reading due – assigned materials from Journal of Communication in Healthcare and Health Communication. Professor provides lecture on the assigned journal articles and holds discussion about various ways the rank differences affect the work productivity and day-to-day interpersonal relationships between the healthcare professionals and personnel. The discussion will be also centered on the class stratification in our society, with a specific focus on how class stratification leads to power inequality and unequal treatments at the healthcare settings.

Week 15 – Final Paper and Presentation are due in class.