



**HSCB 380: Culture, Inequities, and Social Justice in Health  
COURSE SYLLABUS**

|              |  |              |  |
|--------------|--|--------------|--|
| <b>Term:</b> |  | <b>Year:</b> |  |
|--------------|--|--------------|--|

**INSTRUCTOR INFORMATION**

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|--|--|
| <b>Instructor Name:</b>                |  |
| <b>Office Phone:</b>                   |  |
| <b>A&amp;M Commerce Email Address:</b> |  |
| <b>Instructor Notes:</b>               |  |

**Office Location:** Online/Remote

**Office Hours:** Email, Telephone, or Virtual by Appointment

**Preferred Form of Communication:** Email

**Communication Response Time:** 24 Hours or Less (Grading of assignments is typically not completed in 24 hours or less)

**COURSE INFORMATION**

**HEALTH SERVICES ADMINISTRATION PROGRAM DESCRIPTION**

The Bachelor of Applied Arts and Sciences in Health Services Administration (HSCB) degree is a competency-based program that prepares innovative leaders for employment in an increasingly technological and global society. This program provides opportunities for students to receive credit for what they know and can do already, allows them to accelerate completion of their degree, and — because it is fully online — students are able to plan their study schedule around the rest of their day to complete the coursework.

**COURSE DESCRIPTION**

This course exposes students to social justice challenges associated with race, ethnicity, social class, gender, migration status, and culture; all of which ultimately affect human health

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and create health disparities. Students will be introduced to the concept of health equity and a broad overview of health disparities.

## **STUDENT LEARNING OUTCOMES**

Completion of this course provides the student with the knowledge to:

- Examine the concept of culture and identity and how cultural beliefs influence an individual's approach to health, illness, and treatment.
  - Define culture and race/ethnicity
  - Understand how culture can shape health behaviors and outcomes
- Appreciate the impact of social and behavioral determinants of health and their interrelationships on health and healthcare delivery.
  - Define and discuss pathways to health disparities among diverse groups
  - Identify personal and professional tendencies toward bias and stereotyping through specific examples.
  - Understand the concepts of social justice and health equity in preventing health disparities
- Relate the roles of healthcare and public health in contributing to the health of a defined population.
- Understand terms and definitions related to cultural competence and cultural humility
  - Define cultural competence and humility
  - Understand their impact in shaping health outcomes
- Understand the importance of delivering culturally competent care through collaboration across multiple health services organizations and disciplines
  - Relate the achievement of cultural competence within an organization or system of care to the necessity of collaboration across multiple health service organizations and disciplines.
- Identify and utilize online resources to assist in building a culturally competent and humble workplace
- Adapt management strategies based on individual or group differences
- Demonstrate ability to make decisions that are ethical and socially responsible.

## **MATERIALS**

This course has been designed using Open Educational Resources (OER) and/or materials that are available through the [Waters Library](#). All materials are embedded within the course or are accessible via the internet or accessible through the Waters Library resource portal. After taking the pretest, students are encouraged to bookmark, download, or save materials provided via the internet for use with assignments and projects in this class.

## **REGULAR AND SUBSTANTIVE COURSE INTERACTION**

As a general guide, students enrolled in a three-semester hour course should spend one hour engaged in instructional activities and two to three hours on out-of-class work per week in a traditional semester. Students are expected to double this effort of engagement given that this course is being delivered in a seven-week term. Educational activities in this course are designed to ensure regular and substantive interaction between students and faculty to ensure that students are able to demonstrate competency.

## COURSE REQUIREMENTS

**Minimal Technical Skills Needed:** Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

**Instructional Methods:** This course is an online course. To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) must be completed. Please contact the instructor by email for any assistance.

Email your instructor as soon as you complete your pre-test so the instructor can access and grade your work.

**Student Responsibilities or Tips for Success in the Course:** To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) should be completed. Please contact the instructor by email for any assistance.

## ASSESSMENT

Students must achieve 80% or higher for the both the post-test or module project and culminating project to demonstrate competency and pass the course.

### Pre-test

The purpose of the pre-test is to provide a baseline understanding of your knowledge in this competency. Pre-tests are taken once and should be completed upon the first couple of days of a CBE academic term or entry into a course if a student is an accelerator. The pre-test is required before you begin studying course materials. If students do not make at least 80% on the pretest, they will be expected to complete assignments, quizzes, and other course content to prepare for the post-test and culminating project. Students are required to complete the post-test even if scoring 80% or higher on the pre-test. The grade on the pre-test does **not** count in the final grade for this course.

### Learning Objective Reflections or Projects or Essays

A brief assessment at the end of each module is intended to emphasize key concepts, theories, processes, etc., introduced in the Learning Objective Module. Depending on the course, that can be done through reflections, projects, or essays. Essays are submitted to the instructor and do not require comments or “discussion” with other students in the course.

### Post-test

The end-of-course/module comprehensive exam that assesses student knowledge and understanding of major concepts, theories, processes, etc., in the course/module. A **score of 80% or higher is required** to demonstrate competency. **DUE: Last day of week 7, Friday by 11:59 PM CST.**

If you score less than 80% on the post-test, you will have an opportunity to review the material and retake the post-test two additional times. Students who fail the post-test should review feedback from the instructor before reattempting the post-test. If the post-test score is less than 80% within three attempts, students will receive a grade of “F” in the course and will be required to retake the course in the new term.

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If you score less than 80% on the post-test, you will have an opportunity to review the material and retake the post-test two additional times. If the posttest score is less than 80% within three attempts, students will receive a grade of “F” in the course and will be required to retake the course in the new term. Students who fail the posttest should review feedback from the instructor before reattempting the posttest.

### **Culminating Project**

The project assesses your knowledge of terms and the application of concepts presented in this course. A **score of 80% or higher is required** to demonstrate competency. **DUE DATE if you want feedback for revisions: End of week 6. HARD DUE DATE: Last day of week 7, Friday by 11:59 PM CST.**

If students score less than 80% on the culminating project, they will have an opportunity to review the material and resubmit the project up to two additional times. If the culminating project is less than 80% within three attempts, students will receive a grade of F in the course and will be required to retake the course in the new term.

### **GRADING**

A score of 80% or higher on both the Culminating Project or Post-test is required to demonstrate competency and receive credit for the course. The following items will be used to calculate the final grade in the course.

| <b>Item</b>         | <b>Worth</b>      | <b>Weight towards Final Grade</b> |
|---------------------|-------------------|-----------------------------------|
| Module 1 Post test  | 100 points        | 10%                               |
| Module 2 Post test  | 100 points        | 10%                               |
| Module 3 Post test  | 100 points        | 10%                               |
| Module 4 Post test  | 100 points        | 10%                               |
| Module 5 Post test  | 100 points        | 10%                               |
| Culminating Project | 100 points        | 50%                               |
| <b>Total</b>        | <b>600 points</b> | <b>100%</b>                       |

#### **Grading Scale**

A = 90%-100%

B = 80%-89%

F = 79% or Below

### **Acceleration Process**

Students enrolled in competency-based education courses in the College of Innovation and Design are permitted to accelerate from one CBE course to another during a seven-week academic term under certain conditions. The request to accelerate from one course to another must be initiated by the student upon successful completion of currently enrolled CBE courses. Students are responsible for maintaining communication with faculty and their assigned advisor(s) throughout the acceleration process. Students who fail a course or who drop/withdraw from a CBE course are not eligible for acceleration. Student may only request

permission to accelerate in one course at a time. Request to accelerate is initiated and completed by 5:00 pm CST on the fifth Friday of a seven-week academic term.

### **Process**

1. Student successfully completes all required coursework in their CBE courses(s) with a grade of "A" or "B."
2. Student receives emailed verification from the assigned instructor that the course has been satisfactorily completed (Grade of A or B only).
3. Student contacts assigned advisor to provide proof of completion and discuss eligibility for acceleration into another course.

## **TECHNOLOGY REQUIREMENTS**

### **LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace (D2L), please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

This is an online course; therefore, expect most communication to be online as well. If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your "myLeo" mail) and

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announcements in myLeo online (D2L). The instructor will make every effort to respond to emails within 24 provided the correspondence follows the requirements listed below. Students are encouraged to check university email daily.

**All emails from students should include:**

- **Course name and subject in the subject line (ex. EDCB 517 – Posttest)**
- **Salutation**
- **Proper email etiquette (no “text” emails – use proper grammar and punctuation)**
- **Student name and CWID after the body of the email**

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

[Graduate Student Academic Dishonesty Form](#)

### **CID Policy on Academic Integrity**

Academic dishonesty includes cheating, complicity in cheating, multiple submissions (or substantial portions) of the same work for credit without authorization, submitting another’s work, plagiarism, submitting algorithmically (AI) plagiarized work, and other acts that may reasonably be called academic dishonesty.

- Students who commit academic dishonesty will receive a grade of 0 for the assignment in the course and be issued a Written Warning that is reported to the CID Assistant Dean’s office and listed in a database.

- If the student does NOT have a previous Written Warning for academic dishonesty reported in CID courses and has additional attempts available for the assignment, the student may resubmit the assignment (this applies to CBE courses only).
- If the student has a Written Warning of academic dishonesty reported in CID courses, the student may NOT resubmit the assignment, and the instructor will follow the procedure detailed in [Policy 13.99.99.R0.03](#) for Undergraduate Academic Dishonesty and report the incident to the Provost Office.

### **Use of Artificial Intelligence**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

### **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## A&M-Commerce Supports Students' Mental Health – Counseling Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### COURSE OUTLINE / CALENDAR

| Learning Objectives and Competencies  | Materials to Read or Review        | Assignments   |
|---|------------------------------------|---|
| <p><b><u>Module 1: How diverse are we?</u></b></p> <p><b>Competency:</b> Appreciate the impact of social and behavioral determinants of health and their interrelationships on health and healthcare delivery.</p> <p>Relate the roles of healthcare and public health in contributing to the health of a defined population.</p> | <p>Module 1 learning materials</p> | <p>Complete Pretest</p> <p>Read all material for Module 1</p> <p>Complete Post Test</p> |
| <p><b><u>Module 2: Health Disparities and their causes</u></b></p>  | <p>Module 2 learning materials</p> | <p>Complete Pretest</p> <p>Read all material for Module 2</p>                           |

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| <b>Learning Objectives and Competencies</b>  | <b>Materials to Read or Review</b>              | <b>Assignments</b>  |
|--|---|---|
| <p><b>Competency:</b> Exhibit the ability to take a world view while working effectively within local communities</p>  |   | Complete Post Test  |
| <p><b><u>Module 3: What shapes the clinical encounter?</u></b></p> <p><b>Competency:</b> Appreciate the impact of social and behavioral determinants of health and their interrelationships on health and healthcare delivery</p> <p>Demonstrate ability to make decisions that are ethical and socially responsible</p> | Module 3 learning materials                     | <p>Complete Pretest</p> <p>Read all material for Module 3</p> <p>Complete Post Test</p> |
| <p><b><u>Module 4: Cultural diversity and health</u></b></p> <p><b>Competency:</b> Adapt management strategies based on individual or group differences</p> <p>Relate the roles of healthcare and public health in contributing to the health of a defined population.</p>   | Module 4 learning materials                     | <p>Complete Pretest</p> <p>Read all material for Module 4</p> <p>Complete Post Test</p> |
| <p><b><u>Module 5: Equitable and Culturally Relevant Healthcare</u></b></p> <p><b>Competency:</b> Adapt management strategies based on individual or group differences</p>   | Module 5 learning materials                     | <p>Complete Pretest</p> <p>Read all material for Module 5</p> <p>Complete Post Test</p> |
| <p><b>Culminating Project</b></p>  | Review directions, examples, and grading rubric | Submit Culminating Project.   |