

Course Syllabus

Communication Studies 330 | Intercultural Health Communication

Spring 2020 | Online

Instructor: Jen Anderson

Office: R230I (inside the Arts and Humanities Office)

Phone: (425) 564-4185

Email: jen.anderson@bellevuecollege.edu (<mailto:jeanders@bellevuecollege.edu>) and in Canvas

Virtual Student Visit Hours:

Zoom Student Visit Hours: Mondays and Fridays| 10:30 AM - 12:30 PM and by appointment

Zoom Meeting Invite:

<https://bellevuecollege.zoom.us/j/127106390?pwd=VWhLWTVYUjRISXR1eUVR0sybUs5UT09>

Meeting ID: 127 106 390

Password: 330663

Required Text: Fadiman, A. (2012). *The Spirit Catches You and You Fall Down*. ISBN: 978-0374533403

Class During Covid-19

We are living in unprecedented times amid the coronavirus pandemic. The uncertainty and the possibility of loved ones being sickened by the virus are stressful, not to mention the social isolation and economic turbulence. I want you to know that we are in this together. I will do my best to make this class engaging and relevant during these trying times. I know that many of you work in the health care field and I am so thankful for what you do. Some of you may have kids at home which makes school more difficult (I have 2 at home myself). Please know that I will be flexible if that is what you need - just ask. Please take care of yourselves and of each other.

Course Introduction

“Human beings draw close to one another by their common nature, but habits and customs keep them apart.”
-Confucius

This course, Intercultural Health Communication, aims to increase cultural awareness and competency by examining the effects of communication and culture on health care interactions. We will explore health communication and culture, health messages, how culture affects one's health identity, health literacy, patient and provider perspectives in regard to the provision of care and expectations thereof, and how to improve one's intercultural communication flexibility. We will be active participants in

increasing our intercultural communication competence by discussing the many facets that influence health communication.

Course Outcomes

- Define culture and identify various health belief systems.
- Analyze one's own cultural identity in relationship to the organizational culture.
- Describe the characteristics of intercultural competence and the methods for improving language, nonverbal communication, and listening skills.
- Discuss the influence of culture on conflict and explain the various approaches to effective conflict management in the health care setting.
- Identify the components of collaborative communication in a diverse health care setting

Course Format

“I hear and I forget. I see and I remember. I do and I understand.” -Confucian Idea about Learning

This statement encompasses my thoughts about teaching and is the foundation of my teaching philosophy. This course is designed to provide multiple ways for you to enhance your intercultural health communication skills and develop a more comprehensive understanding of the communication processes therein. The objectives will be met through the use of recorded lectures, readings, personal reflection, online discussions, and a quarter-long project. Three quizzes will be administered this quarter, assessing your understanding of, and ability to apply, concepts covered in the readings and in class. Given this format, students need to commit to being **active participants online**. In addition, this area of study contains complex theories and difficult social science jargon. I will do my best to assist you, but a college reading level and college writing level in English is needed to succeed in this course.

Grading and Major Assignment Descriptions

In order to allow for flexibility, I may omit some assignments and add others during the quarter. I will keep you posted if changes occur and how those changes will alter the following:

Discussion Board Posts (6 @ 50)	300 points
Quizzes (3 @ 100 pts/ea)	300 points
Culminating Project Assignments	400 points

Total **1,000 points**

Grading Scale: A = 930-1000; A- = 900-929; B+ = 870-899; B = 830-869; B- = 800-829; C+ = 770-799; C = 740-769; C- = 700-729; D+ = 670-699; D = 630-669; D- = 600-629; F = 0-599

Assigned Reading: You will be assigned reading each week and it is your responsibility to complete the reading in order to fully participate in online discussions. The reading is posted in each module - be sure to keep up with the reading posted in the modules and our novel, *The Spirit Catches You and You*

Fall Down. All concepts covered in the readings are fair game for the quizzes, so it is imperative that you keep up with the reading and have an understanding of the communication concepts therein.

Quizzes: We will take three quizzes online this quarter. It is imperative that you keep up with the reading and coursework in order to be prepared for these quizzes. Quizzes will be open for 4 days and you will have 75 minutes to complete the quiz in that 4-day period. A review sheet will be provided for quizzes.

Culminating Project: The goal behind this quarter-long, multi-step assignment is to apply what we are learning in class to your real-world experience in the field of health care. You have the opportunity to develop a driving question regarding intercultural health communication, research that problem, and then create a product or a health care media campaign that targets an issue or problem to rectify in the world of intercultural health care delivery.

Online Discussion Posts: You will be evaluated on the quality and substance of your contributions to online discussions. You are expected to complete all required reading and watch TedTalks/other media by the designated due date and share in a relevant, constructive and meaningful manner with their classmates via online discussions. Please do not attach a file to the discussion board containing your post. Each online discussion will be evaluated based on the following:

- **Completeness:**

- First, your initial response should be fully developed addressing the question with adequate examples from your life experience and thoughtful explanation of why or how. (A complete initial response is typically a minimum of 200 words in length).
- Next, after you complete your initial response to an online question, you should read through several of your classmates' responses and choose at least two on which to provide comments. Often a student will choose to comment on a response that was most helpful to him/her in understanding the course material better or one that he/she found interesting or intriguing.
- Any comment to a classmate should adequately explain why you found your classmate's response helpful, interesting or intriguing. (A complete comment to a colleague is typically 100 words in length.)
- Each online discussion response has two parts; a.) your initial response and, b.) your comments to two of your classmates' responses.

- **Appropriate Integration of Course Terms:** assignments should appropriately integrate course terminology and concepts from the assigned reading that is relevant to the video, reading or research.
- **Format:** course terms (key terms from the reading) should be typed in bold, or in all CAPITAL letters so that they stand out on the screen. In addition, course terms should have page references to the readings.
- **College Level Writing:** length, organization, grammar and spelling count for all assignments.

Course Policies

The following outlines what you may expect of your instructor:

- A **sincere effort** to help you learn the course material. Since my goal is to help you succeed, I intend to spend enough time and effort on class preparation to make the material as understandable and as interesting as possible. We will engage in a variety of learning activities to meet your learning needs.
- **Responsiveness.** I will respond to your work in a meaningful manner; that is, you will receive prompt feedback that is useful and helpful. If you would like more feedback, please let me know!
- **Accessibility.** I am available to you outside of class should you desire help. I will host virtual student visit hours via Zoom each week and can set up one-on-one meetings at other times if needed. I am more than happy to help!
- **Fairness/ Equity.** Your grade will be based upon what I detect that you have learned and how I assess your performance. It will not be based upon any purely personal consideration.

The following outlines what we expect from you as a student in this class:

- A **sincere effort** to learn the course material.
- **Preparation.** Please complete the assigned reading and listen to the lectures and other media during the week it is assigned.
- **Contribution.** Learning about each other's experiences and perspectives is an integral part of the learning process in this course. To work effectively in this course, you are expected to be an **active** participant in our learning environment. You should do your best to engage in a spirited intellectual dialogue online with all of the members of our class.
- **Respect, courtesy, and tolerance.** It is of the utmost importance that you respect your classmates' experiences, differences, and opinions and are an engaged member of our learning community.
- **Honesty.** Your work must be your own, except when asked to work with other students. Please acknowledge in your written work if you have borrowed any ideas, terms, or phrases, even if you have borrowed from a classmate. If you are in doubt about one of these issues, feel free to ask.

Online Participation: Your participation is an integral part of making this class work effectively. As stated previously, most of the work that makes up this class involves group discussions and assignments that emphasize lecture material. If you are not active online, you are unable to participate in these discussions and exercises.

We are living in uncertain times and have several things on our plates. I am sensitive to these issues and will do all that I can to assist with scheduling conflicts as they relate to class activities. I ask that you let me know **ahead of time** of any conflict you might have with due dates, and we will try to work things out.

Course Expectations Regarding Late Work: All work should be turned in on the day it is due. If you are unable to meet the assignment deadline, it is your responsibility to let me know ahead of time and make alternate arrangements for completion. If arrangements are not made with me before the due date, late assignments are assessed as follows:

- Deduction of a letter grade for each day late.
- After one week late, the assignment will receive a 0.

No late work is accepted after the last day of class.

Cultural Sensitivity Expectations: We will address a variety of communication topics this quarter, many involving concepts that touch upon personal values and beliefs. I encourage you to share your thoughts, concerns, and opinions in class – we will have a stimulating learning environment and a richer learning experience if we can discuss a wide range of perspectives. At the same time, the issues we will address can be highly emotional and we will not always agree with each other. It is vital that everyone feels safe to share his/her ideas and opinions. *Please be sensitive and respectful to other viewpoints when making comments and contributing to the discussion.*

Instructor Availability: I will reply to emails within 24 hours. I will be available Monday – Friday, but will not regularly check the site on weekends. If you email me late on Friday or on the weekend, you can expect to hear back from me on Monday. Please visit me during my virtual student hours or make an appointment.

Grade Appeals: You have the opportunity to appeal any grade that you are given in this class. All grade appeals must be typed, stating your reason for appeal. If you so choose, I will accept appeals via e-mail. Grade appeals must be submitted no sooner than 24 hours after the grade has been issued...I will not discuss any grade on the day the grade is administered. All grade appeals must be submitted within 2 weeks of me handing back the assignment.

Arts and Humanities Division Policies

Should you have concerns about any aspect of the class, we encourage you to come to us with them. If for any reason you don't feel comfortable raising your concerns with us, the usual next step would be to speak with the CMST Program Chair (Katherine Oleson, koleson@bellevuecollege.edu (<mailto:koleson@bellevuecollege.edu>)). You can also refer concerns about this class to the Arts and Humanities Division Dean, Ellen Nichols (ellen.nichols@bellevuecollege.edu) in the Arts and Humanities division office (R230). An additional resource for concerns you find aren't being addressed by faculty or administration is the **Ombuds Office** (<http://www.bellevuecollege.edu/ombuds/default.html>) (<http://www.bellevuecollege.edu/ombuds/default.html>).

Student Procedures and Expectations (<http://www.bellevuecollege.edu/wp-content/uploads/sites/59/2018/06/Student-Procedures-and-Expectations-REV-2018.pdf>)

Arts and Humanities Commitment to Student Growth and Development (<http://www.bellevuecollege.edu/wp-content/uploads/sites/59/2013/11/Arts-and-Humanities-Commitment-to-Student-Growth-and-Development1.pdf>)

College Policies

Add/ Drop Policy

If you are struggling in this course, please come talk to us as we will do whatever we can (within reason!) to assist you with your understanding of class content and assignments. If you decide this class is not for you, it is **your responsibility to drop the course by week seven**. If you just stop coming to class, but do not officially drop the course, you will receive a 0.0 on your permanent college transcript. Refer to your [BC Student Handbook](#) for further information.

Affirmation of Inclusion: Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. [Affirmation of Inclusion](https://www.bellevuecollege.edu/inclusion/) (<https://www.bellevuecollege.edu/inclusion/>)

Reasons of Faith and Conscience: Reasonable Accommodations for Reasons of Faith and Conscience: Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see [Bellevue College Policy 2950](https://www.bellevuecollege.edu/policies/id2950/) (<https://www.bellevuecollege.edu/policies/id2950/>)). In the event you feel you are being discriminated against based on faith or conscience, you may refer to the procedures outlined in the college's [Discrimination, Harassment and Retaliation Policy 1440P](https://www.bellevuecollege.edu/policies/id-1440p/) (<https://www.bellevuecollege.edu/policies/id-1440p/>).

College Anti-Discrimination Statement (Title IX): Bellevue College does not discriminate on the basis of race or ethnicity; creed; color; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; or veteran status in educational programs and activities which it operates. Bellevue College is prohibited from discriminating in such a manner by college policy and by state and federal law. All college personnel and persons, vendors, and organizations with whom the college does business are required to comply with applicable federal and state statutes and regulations designed to promote affirmative action and equal opportunity.

Reports of gender and sex-based based discrimination, sexual misconduct, or retaliation by a student should be raised with the Title IX office (see 1440P2 for contact information). In cases where the impacted party is a student and the responding party is a college employee, the Title IX coordinator will direct the matter to the Office of Human Resources (HR). All other reports, including all reports where the impacted party is an employee, should be raised with the HR. If a report is against personnel in the Title IX office or HR, it should be submitted to the president's office for referral to an alternate designee. [Equal Opportunity](http://www.bellevuecollege.edu/equal/) (<http://www.bellevuecollege.edu/equal/>)

Student Code of Conduct and Academic Integrity

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to, talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Success for investigation. Specific rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at: **Student Code** [\(http://www.bellevuecollege.edu/policies/id-2050/\)](http://www.bellevuecollege.edu/policies/id-2050/).

All written work submitted through Canvas will be assessed using a plagiarism checking service. Please ensure that all work turned in for this class is your original work. Any plagiarism case will be forwarded to the Dean of Student Success for investigation.

Important Links

Bellevue College E-mail and access to MyBC

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to MyBC. To create your account, go to: **Create Email** [\(https://www.bellevuecollege.edu/netid/\)](https://www.bellevuecollege.edu/netid/).

This course makes extensive use of Canvas as a supplement to face-to-face class time. Canvas will be used for communication, downloading materials, submitting assignments, and so forth. Plan to check it regularly. Our course homepage can be accessed from the Courses dropdown menu on the left side of the page.

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the **Technology Help Desk** [\(http://depts.bellevuecollege.edu/helpdesk/students/\)](http://depts.bellevuecollege.edu/helpdesk/students/).

Disability Resource Center (DRC)

The Disability Resource Center serves students with disabilities. Common disabilities include physical, neurological (e.g. Autism, ADD/ADHD), and mental health (e.g. depression, anxiety). If you are a student who has a disability or if you think you may need accommodations in order to have equal access in your classes, programs, activities, and any other services, please contact the DRC.

If you require assistance in an emergency, please meet with your individual instructors to develop a safety plan for while in class and contact the DRC to develop a safety plan for while you are elsewhere on campus.

The DRC office is located in building B Room 132. You can contact the DRC by stopping by the office at B132, calling our front desk phone number (425) 564-2498, emailing drc@bellevuecollege.edu. Deaf students can reach us by calling TTY: (425) 564-6189, or by Skype (account name DRCatBC). For more information about the services we offer, including our Initial Access Application, visit our website

at [Disability Resource Center](http://www.bellevuecollege.edu/drc) (<http://www.bellevuecollege.edu/drc>)

(<http://www.bellevuecollege.edu/drc>).

Service Animals are allowed in this classroom. Emotional Support Animals need to be approved through the DRC. All other animals will be asked to leave. If you believe you need your animal with you, please connect with the DRC and refrain from bringing your animal until a decision has been made.

Public Safety

Public Safety is located in the D building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at [RAVE Alert Registration](http://www.bellevuecollege.edu/alerts/?ref=footer) (<http://www.bellevuecollege.edu/alerts/?ref=footer>).

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

If a major emergency occurs, please follow these three rules:

- **Take directions from those in charge of the response** - We all need to be working together.
- **Do not get in your car and leave campus (unless directed to)** - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.
- **In an emergency, call 911 first, then Public Safety.**

Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the [Public Safety](http://www.bellevuecollege.edu/publicsafety/) (<http://www.bellevuecollege.edu/publicsafety/>) web page for answers to your questions.

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. relationship violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-

2212. The Title IX Office can be contacted at 425-564-2641 and more information can be found at [Title IX](http://www.bellevuecollege.edu/titleix/) (<http://www.bellevuecollege.edu/titleix/>). If you have any concerns, you may report to: [Report Concerns](https://www.bellevuecollege.edu/reportconcerns/) (<https://www.bellevuecollege.edu/reportconcerns/>).

Academic Calendar

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- [Enrollment Calendar](http://www.bellevuecollege.edu/enrollment/deadlines/) (<http://www.bellevuecollege.edu/enrollment/deadlines/>) On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- [College Calendar](http://www.bellevuecollege.edu/enrollment/holidays/) (<http://www.bellevuecollege.edu/enrollment/holidays/>) This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

















Final Note










The influence of culture on health communication is a rich and exciting phenomenon to examine. Its very nature also makes it an emotional and sensitive topic. Due to its sensitive and personal nature, it is required that all students consider the impact of their words and opinions on their classmates. This does not mean that we are expected to avoid difficult topics – instead it means that we will be respectful when examining those topics, understanding that many views exist in regard to culture, cultural identity, and interaction. In short, please remember to keep others' feelings and dignity in mind when choosing to comment on an issue or prior statement made by one of your classmates or me. Any comments that denigrate the worth of an individual because of his/her race, religion, background, lifestyle, or gender are inappropriate and unacceptable in my class.
















I look forward to getting to know you this quarter! I look forward to learning from you as I believe that you have a great deal to teach your classmates and me. You can count on me to put a great deal of time into making this class both educational and enjoyable. I will rely on you to assist in making the class fun and educational and firmly believe that you will get out of this class as much as you put into it. Good luck!

Course Summary:

Date	Details	Due
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Date	Details	Due
Wed Apr 8, 2020	 Welcome/Syllabus	12am
Thu Apr 9, 2020	 Listen to Lectures in WK1 Module	12am
Sun Apr 12, 2020	 Discussion One Health Communication	due by 11:59pm
Sun Apr 12, 2020	 Orientation Quiz - Extra Credit	due by 11:59pm
Sun Apr 12, 2020	 Tell Me More... Extra Credit	due by 11:59pm
Mon Apr 13, 2020	 Begin reading The Spirit Catches You and You Fall Down	12am
Tue Apr 14, 2020	 Discussion One Responses Due	12am
Tue Apr 14, 2020	 Listen to Lectures in WK2 Module	12am
Sun Apr 19, 2020	 Discussion Two Danger of a Single Story	due by 11:59pm
Tue Apr 21, 2020	 Discussion Two Responses Due	12am
Tue Apr 21, 2020	 Listen to Lectures in WK3 Module	12am
Sun Apr 26, 2020	 Discussion Three Culminating Project Part One: Driving Question	due by 11:59pm
Tue Apr 28, 2020	 Discussion Three Responses Due	12am
Tue Apr 28, 2020	 Listen to Lectures in WK4 Module	12am
Fri May 1, 2020	 Quiz One Available	12am
Sat May 2, 2020	 Quiz One Available	12am

Date	Details	Due
	 Quiz One Available	12am
Sun May 3, 2020	 Discussion Four The Spirit Catches You and You Fall Down Chapters 1-5	due by 11:59pm
Mon May 4, 2020	 Quiz One	due by 11:59pm
	 Discussion Four Responses Due	12am
Tue May 5, 2020	 Listen to Lectures in WK5 Module	12am
Sun May 10, 2020	 Culminating Project Part Two: Revised Driving Question, Goals, and Action Plan	due by 11:59pm
	 Listen to Lectures in WK6 Module	12am
Tue May 12, 2020	 Mid-Quarter Eval Extra Credit	due by 11:59pm
Sun May 17, 2020	 Discussion Five CH1-10 The Spirit Catches You and You Fall Down	due by 11:59pm
	 Discussion Five Responses Due	12am
Tue May 19, 2020	 Listen to Lectures in WK7 Module	12am
Sun May 24, 2020	 Culminating Project Part Three: Mini-Research Report	due by 11:59pm
Tue May 26, 2020	 Listen to Lectures in WK8 Module	12am
Fri May 29, 2020	 Quiz Two Available	12am
Sat May 30, 2020	 Quiz Two Available	12am

Date	Details	Due
Sun May 31, 2020	 Quiz Two Available	12am
Mon Jun 1, 2020	 Culminating Project Part Four: Ethnography or Interview	due by 11:59pm
Tue Jun 2, 2020	 Listen to Lectures in WK9 Module	12am
Wed Jun 3, 2020	 Quiz Two	due by 11:59pm
Sun Jun 7, 2020	 Discussion Six The Spirit Catches You and You Fall Down	due by 11:59pm
Tue Jun 9, 2020	 Discussion Six Responses Due	12am
Fri Jun 12, 2020	 Quiz Three Available	12am
Sat Jun 13, 2020	 Quiz Three Available	12am
Sun Jun 14, 2020	 Quiz Three Available	12am
Mon Jun 15, 2020	 Quiz Three Available	12am
Mon Jun 15, 2020	 Course Evaluation Extra Credit	due by 11:59pm
Mon Jun 15, 2020	 Culminating Project Part Five: Overview Summary and Final Deliverable	due by 11:59pm
Tue Jun 16, 2020	 Quiz Three Available	12am
Wed Jun 17, 2020	 Quiz Three	due by 11:59pm
Wed Jun 17, 2020	 Culminating Project Part Six: Final Reflection	due by 11:59pm