

# Culture, Communication & Ethics in Healthcare

## Deaf & Disability Studies Approaches

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Spring 2022

Consortium for Culture and Medicine

<p>3 credit hours</p> <p><b>Wednesday:</b> remote instruction, asynchronous</p> <p><b>Friday:</b> 1 to 2:30 pm, real-time via Zoom (see Course Overview on Blackboard for link)</p> <p>Classes run Jan. 26 to May 4</p> <p>Learning platform: Upstate's Blackboard</p>	<p><b>Rebecca Garden, PhD</b></p> <p>Associate Professor Public Health &amp; Preventive Medicine Office: 3171 Weiskotten Hall SUNY Upstate Medical University <a href="mailto:gardenr@upstate.edu">gardenr@upstate.edu</a></p> <p>Office hours by (email) request and as assigned by instructor</p>
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Ethical, empathic, and effective public health and healthcare involves good communication, reflection, and social and cultural knowledge and skills. This course provides a model for collaborative and culturally sensitive and skilled communication in healthcare and public health. Through the study of theories and methods, narratives, and literature, students will analyze disparities and discrimination in healthcare, with an emphasis on people who are deaf and disabled. Students will explore solutions through deaf studies, disability studies, and narrative approaches to ethics, public health, and healthcare. Guest speakers will include members of the Deaf community, disability studies scholars and advocates, sign language interpreters, and healthcare professionals. Community Educators will meet with students during the semester, as experts and educators.

Students will learn to:

- **Explain inequalities in health and healthcare**, particularly for Deaf and disabled people
- **Implement arts-based research methods** for data collection, analysis, and to enhance observation and communication skills
- **Apply methodologies and tools** to analyses of inequalities, health, and ability
- **Create a cultural production** that integrates research, analysis, and reflection



## Course Materials

### **Course materials:**

You are expected to complete the assigned materials prior to class. Readings and videos are located on Blackboard under “Learning Modules,” made available on a week-by-week basis. Some of the readings are under the Keywords or Methods tabs on the Blackboard site. You may be required to view a few documentary videos that require small rental fees. You will also need to download Otter.ai or a similar captioning/transcription app on a phone or other device.

**Management of Course Materials:** This course will be managed on Blackboard through Upstate. All course documents will be available on Blackboard for students to view and print.

### **CHECK EMAIL AND BLACKBOARD REGULARLY:**

While the provisions of this syllabus are as accurate and complete as possible, the instructor may make changes to assignments and scheduled lectures, etc., if circumstances require it. Every effort will be made to keep students advised of such changes and information about such changes will be available via a Blackboard announcement posting. **It is the responsibility of each student to check email and Blackboard regularly and know what changes, if any, have been made to the syllabus and to successfully complete the requirements of the course.**



## Evaluation and Assessment

### **1) Participation and attendance: 20%**

**Mid-semester 10%**

**End of semester 10%**

Students are expected to participate regularly and substantively through **participation**. Participation can include in-person class sessions and/or emails to or one-on-one meetings with professor. There will be flexibility about when and how, but students must participate consistently.

**Attendance** is required. (See “Attendance” below.)

### **2) Presentation on Research Method: 10%**

Students will create a flash presentation on a research method.

### **3) Research Project Proposal: 10%**

Students will complete one Research Project (see below) and must submit and discuss with the professor a proposal (including an outline and a timeline for completion).

#### 4) Research Project: 50% total

##### **Draft of Research Project 20%**

##### **Final Project 30%**

Students will design and conduct an arts-based research project, analyze the material, and create a cultural production that represents what was learned and reflects on the process. The format and other specifications of the Research Project will be determined through the Proposal as approved by the professor (see above).

- a.) **Draft** includes detailed summary of data collection and analysis.
- b.) **Final Project** presents data, analysis, and reflection as a cultural production

#### 5) Reflection Presentation: 10%

Students will create a flash presentation on their Reflection on the Research Project Process.

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#### **A note about graduate versus undergraduate students:**

**Undergraduate students** should focus on clarity and creativity in communication, whether presenting the knowledge and insights of interviews and research or developing an original argument, and are welcome to incorporate research beyond the course texts into their analyses and presentations.

**Graduate students** will serve as educators as well as students, presenting to the class on topics in which they have advanced knowledge (whether of public health, clinical practice, or theoretical issues, such as topics from Keywords or the law or ethics). **Grad students will be expected to incorporate relevant research beyond the course readings into their Research Project.** These assignments will be graded in part on the aptness of the sources cited and the way that the students integrate them into their line of questioning, argument, or analysis. Resources must shape the way that questions are asked and arguments are made. Papers and presentations must cite resources as evidence for claims. The emphasis is on the usefulness of the material cited, rather than on the number of citations.

## Access and Inclusion

Upstate Medical University is committed to meeting the needs of a diverse student body. If you anticipate or experience any barriers to learning in this class, please feel welcome to discuss this with me.

## Disability Access

**Upstate** is committed to providing equal access to learning opportunities for students with documented disabilities. To ensure access to this class, and your program, please contact Disability Support Services at 315-464-8855 or [stuserve@upstate.edu](mailto:stuserve@upstate.edu) to engage in a confidential conversation about the process for requesting accommodations in the classroom and clinical settings. Disability Support Services is located in the Health Science Library, Room 130, Hours: 8:30 am – 4:30 pm. More information can be found at: <https://www.upstate.edu/currentstudents/support/disabilities/index.php>.

**For Syracuse University students**, please contact the Center for Disability Resources: <https://disabilityresources.syr.edu/>



## COURSE SCHEDULE

Date	Module/Topic	Assessment: Assignments & Activities
1/26 Week 1	<u>Intro to Course Part 1</u>  <i>Wednesdays are remote and asynchronous. Go to Blackboard, <b>Learning Modules</b> for online class session, including assignments that are <b>due by 9 am on 1/28</b>.</i>	<b>Readings/Media:</b> <ul style="list-style-type: none"><li>• Syllabus (actually read, carefully)</li><li>• Intro to Course (VoiceThread slideshow)</li><li>• Shire, “Home” (short poem)</li><li>• Clare, “Home” (1-pg excerpt from memoir)</li><li>• Review Blackboard, especially Course Overview, Keywords, and Methods folders</li></ul> <b>Work on Assignments due by 1/28</b> Questions at end of Clare/Home prepare for Fri. discussion
1/28	<u>Intro to Course Part 2: Keywords</u>  <i>Fridays take place over Zoom. Go to Course Overview in Blackboard for Zoom link.</i>	<b>Readings/Media—Keywords:</b> <ul style="list-style-type: none"><li>• Cultural Humility (short article and 30-min video)</li><li>• Disability Justice (short readings)</li><li>• Mingus, Access Intimacy, Interdependence and Disability Justice (blog post)</li><li>• Listen (5-min video)</li><li>• Kate Davies video (15-min video)</li></ul> <b>Assignments:</b> <ul style="list-style-type: none"><li>• Intro Survey</li><li>• What’s Your Story?</li></ul> <b>In-person discussion:</b> Introductions, Home assignment, syllabus & logistics of class, and Readings/Media and Keywords
2/2 Week 2	<u>Intro to Methods and Disparities</u>  <i>Zoom office hours by appointment: <a href="mailto:gardenr@upstate.edu">gardenr@upstate.edu</a></i>	<b>Readings:</b> <ul style="list-style-type: none"><li>• Explore Methods in Blackboard folder, focus on Graphic Medicine</li><li>• Callendar et al. Graphic Medicine article</li><li>• Garden, Methods (voicethread)</li><li>• Ali, “Covid-19 Through the Eyes of a Black Medical Student”</li><li>• Podcast Interview with Iezzoni on Disability and Healthcare</li></ul> <b>Assignments:</b> <ul style="list-style-type: none"><li>• Autoethnography Reading &amp; Mapping/Writing Exercise (email by 9 am 2/4)</li></ul>

2/4	Intro to Methods	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Wang et al., “Overview of Arts-based Research” in Methods/Blackboard and close reading of a Method of your choice</li> <li>Instructions/Rubric for Research Methods Presentation</li> </ul> <p><b>Class discussion:</b> Readings (especially Graphic Medicine), writing exercise, discuss a Method of interest to you</p> <p><b>Guest Presenter, Jennifer Sullivan (1:30)</b> Health Science Librarian, “Intro to Graphic Medicine”</p> <p><b>Tracking:</b> Research Method Presentation due 2/11</p>
2/9 Week 3	Disparities: Disability and Healthcare	<p><b>Readings/Media:</b></p> <ul style="list-style-type: none"> <li>Garden slideshow (intro to Social Model)</li> <li>Krahn et al., “Persons w/Disabilities: Health Disparity Population” (7 pages)</li> <li>Clare, <i>Brilliant Imperfection</i> excerpt (23 pages)</li> <li><i>Examined Life</i> (14-min video)</li> </ul> <p><b>Assignment:</b> Review questions from Research Project Proposal instructions for class discussion</p> <p><b>Tracking:</b> Research Method Presentation due 2/11</p>
2/11	Disparities and Keywords	<p><b>Readings/Media—Keywords:</b></p> <ul style="list-style-type: none"> <li><b>Review readings from 1/28 class</b> (see Week 1 module): Cultural Humility, Disability Justice, Mingus, Creating Collective Access, Listen video, Kate Davies video.</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><b>Research Method Presentation due by class time.</b></li> <li>Schedule meeting with Dr. Garden for next week.</li> </ul> <p><b>Class discussion:</b> Readings, Presentations, Project Proposal</p>
2/16 Week 4	Research Projects & Disparities	<p><b>Dr. Garden’s Office Hours:</b> Zoom 1-2:30 or by app’t</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Health disparities (CDC and KFF)</li> <li>See Readings for 2/18</li> </ul> <p><b>Assignment:</b> Meet with Dr. Garden during office hours (or schedule another time) to discuss Research Project Proposal</p> <p><b>Tracking:</b> Research Project Proposal due 2/23</p>
2/18	Disparities and Keywords: Refugees and Structural Violence	<p><b>Reading/Media:</b></p> <ul style="list-style-type: none"> <li>Yang, <i>Song Poet</i> (excerpts, 57 pages)</li> <li>Nguyen, Intro to <i>The Displaced</i> (10 pages)</li> <li>Farmer et al., “Structural Violence” (5 pages)</li> <li>Readings relevant to your Project Proposal</li> </ul>

		<b>Class discussion:</b> Readings and Research Project Proposals
2/23 Week 5	Methods & Keywords: Structural Vulnerability and Embodiment	<b>Dr. Garden's Office Hours:</b> 1-2:30 via Zoom <b>Reading/Media:</b> <ul style="list-style-type: none"> <li>Body Mapping/Occupational Health presentation by Jeanette Zoeckler, PhD (75-min video)</li> <li>Embodiment/Ecosocial Theory and Structural Violence</li> </ul> <b>Assignments: Research Project Proposal Due</b>
2/25	Keywords: Structural Ableism and the Political/Relational Model	<b>Readings/Media:</b> <ul style="list-style-type: none"> <li>Structural Ableism &amp; the Political/Relational Model</li> <li>The Long Wait (6-min video)</li> <li>Mapping the Disability Trap (14 min video)</li> </ul> <b>Class discussion:</b> Readings/Media <b>Tracking:</b> Research Project Draft due 3/23
3/2 Week 6	Keyword: Narrative Identity and Counterstories	<b>Readings/Media:</b> <ul style="list-style-type: none"> <li>Keyword: (Scully and Clare)</li> <li>Garden VoiceThread on Narrative Identity</li> </ul> <b>Tracking:</b> Research Project Draft due 3/23
3/4	Narrative Identity and Counterstories	<b>Reading:</b> <ul style="list-style-type: none"> <li>Cejas, "Taking Charge of My Story" (short essay)</li> <li>Hayward, "Comfort Levels" (graphic narrative)</li> </ul> <b>Tracking:</b> Project draft due 3/23 <b>Discussion:</b> Readings/media
3/9 Week 7	Health Disparities: Structural Violence and Health Disparities	<b>Readings/Media:</b> <ul style="list-style-type: none"> <li><i>Our America</i> Equity Report for Syracuse</li> <li>Taylor and Kindred's "African-Americans Distrust of the Medical System"</li> <li>"Desmond's The Rent Eats First"</li> <li>"Redlined" comics</li> </ul> <b>Tracking:</b> Research Project Draft due 3/23
3/11	Keywords: Food Security & Food Sovereignty	<b>Readings/Media:</b> <ul style="list-style-type: none"> <li>Food security/sovereignty Keyword folder</li> </ul> <b>Guest presenter:</b> Mable Wilson, community activist and community gardener <b>Assignment:</b> Questions for Miss Mable <b>Midterm participation grade</b>
3/16 Week 8		<b>SPRING BREAK</b>
3/18		<b>SPRING BREAK</b>
3/23 Week 9	Health Disparities: Refugee Identity and Experience	<b>Reading/Media:</b> Interviews with Monu Chhetri, Ayan Mohamed, and Andi Shaw (1 hour video)

		<b>Research Project Draft due today</b>
3/25	Seminar: Refugee Identity and Experience	<b>Reading:</b> <ul style="list-style-type: none"> <li>Refugee Data Fact Sheet</li> <li>Nguyen, "Introduction" to <i>The Displaced</i></li> <li>Nayeri, "The Ungrateful Refugee"</li> <li>Bui, Perspective</li> </ul> <b>Assignments:</b> Prepare questions for Refugee Identity and Experience seminar <b>Seminar: Refugee Identity and Experience</b> <ul style="list-style-type: none"> <li>Zora Osiv, MBA, and Saboor Sakhizada, EMPA</li> </ul> <b>Tracking:</b> Final Research Project due on 4/15
3/30 Week 10	Keywords: Ethics and Representation	<b>Readings:</b> <ul style="list-style-type: none"> <li>Keyword readings (Linton and Garden)</li> </ul>
4/1	Ethics and Representation: Deaf Culture and Deaf Art	<b>Readings:</b> <ul style="list-style-type: none"> <li>Hoglund, "Healthcare Language Barriers Affect Deaf People Too"</li> </ul> <b>Discussion:</b> Garden presentation <b>Tracking:</b> Final Research Project due 4/15
4/6 Week 11	Keywords: Systemic Racism and Racial Disparities	<b>Readings/Media:</b> <ul style="list-style-type: none"> <li>Roberts (video)</li> <li>Kendi (video)</li> <li>Coates (essay or audio)</li> </ul>
4/8	History of Medical Racism	<b>Reading:</b> <ul style="list-style-type: none"> <li>Willberg, <i>Silverwire</i></li> </ul> <b>Assignment:</b> What do you hold in your hand? (draw/write) <b>Tracking:</b> Final Research Project due 4/15
4/13 Week 12	Health Disparities and Disability	<b>Readings/Media:</b> <ul style="list-style-type: none"> <li>Shapiro radio story on disability and access during the pandemic</li> <li>video on Truesdell</li> </ul> <b>Tracking:</b> Final Research Project due 4/15
4/15	Tools for Access and Health Justice: Adaptive Design and Inclusive Recreation	<b>Guest presenter:</b> <b>Peyton Sefick</b> , powerchair athlete and coordinator for adaptive design, adaptive sports, and inclusive recreation <b>Assignment: Final Research Project Due</b>
4/20 Week 13	Health Disparities and Access Strategies for People with Intellectual and Developmental Disabilities	<b>Reading/Media:</b> <ul style="list-style-type: none"> <li>12-min video interview: Circles of Support</li> <li>10-minutes video: Interdependent 6-minute diary</li> </ul> Work on Reflection Presentation

4/22	Health Disparities and Access Strategies for People with Intellectual and Developmental Disabilities	<b>Guest presenter:</b> <b>Micah Fialka-Feldman</b> , self-advocate and disability rights activist <b>Assignment: Reflection Presentation Due</b>
4/27 Week 14	Designing for Food Access	<b>Reading/Media:</b> <ul style="list-style-type: none"> <li>Potteiger lecture on food security, food systems, and food sovereignty in CNY (video)</li> </ul>
4/29	LAST IN-PERSON CLASS	<b>Group discussion</b>
5/4	Make Up Day	See "Attendance" in syllabus.

## Attendance

Attendance is mandatory for this course. Students are required to notify the professor of any absence in advance (if a planned absence), or as soon as possible (if the absence is due to illness or emergency). Missing a class without contacting the professor may result in a reduction of your final grade. If you miss an in-person class earlier in the semester you can make it up on "Make Up Day" during class time on May 4.

## Late Assignments and Extension Requests

Plan on submitting work on time. Contact the professor when you think you are going to be late with an assignment. Unless you receive permission to turn an assignment in late, your grade will receive a 10% grade point deduction for each day following the due date/time. If you think you are going to be late with an assignment, contact the professor and explain the problem and propose a solution.

## Technology During Class

- Cell phones or equivalent are strictly prohibited during class. Cell phone or equivalent may be on the table in front of you, ringer off, for monitoring family or work concerns. If you need to respond to a message or answer a call, please mute your audio and briefly turn off your video. Using your cell phone or equivalent during the class is grounds for dismissal from the class period.
- Recording devices are strictly prohibited during class time.
- Laptops are permitted for each class. Use of Laptops for non-class activity is grounds for dismissal from the class period.

## Grade of "Incomplete"

An incomplete grade is only given if a student has successfully passed the first half of the class and is unable to successfully complete the second half due to a documented illness or other extenuating circumstances that the instructor genuinely believes will not permit the student to go on and successfully complete the course at this time. Those who take incompletes are responsible for completing the course.

## Religious Observance

Religious observance is supported through policies at Upstate. The policies recognize the diversity of faiths represented among the campus community and protect the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the



policies, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes. If your religious obligations will preclude your attendance in class during the semester or necessitate an adjustment to an assignment or exam due date, you must discuss with the professor before the end of the second week of class.

## Academic Integrity

Upstate Medical University holds students accountable for the integrity of the work they submit. Students should be familiar with the Policy and know that it is their responsibility to learn about instructor and general academic expectations with regard to proper citation of sources in written work. The policy also governs the integrity of work submitted in exams and assignments as well as the veracity of signatures on attendance sheets and other verifications of participation in class activities. Serious sanctions can result from academic dishonesty of any sort. For more information and the complete policy, see <http://www.upstate.edu/student-handbook/conduct.php>

## Plagiarism

Plagiarism is a form of academic dishonesty where one presents ideas of another as his/her own. Material submitted by a student is expected to consist of the student's original thought and writing. In the event that another's work is used to support the argument or discussion presented, it is expected that appropriate citation (quotation marks, internal reference, footnotes or endnotes, etc.) will be supplied. Additionally, if students collaborate on a project or write-up, all collaborating students should be clearly identified (e.g., \*Work prepared with student XYZ, MS1\*). The program in public health also follows the Upstate Medical University medical school policies on this matter, and students may find detailed guidelines for this policy in the Student Handbook. For information about proper citation, refer to the SUNY Upstate Library Writing and Publishing Guide at <http://upstate.libguides.com/writing>

## Mistreatment Policy

An appropriate student learning environment should foster professional growth, support academic achievement, and encourage the attainment of educational goals. Upstate's learning environment should model professionalism and civility and be characterized by professional behaviors. All members of the Upstate community, including faculty, staff and learners attest to the Upstate Code of Conduct and should demonstrate the values prescribed therein. Breaches in professional behavior threaten the learning environment and will not be tolerated. The Upstate Code of Conduct can be found on the website at: <http://upstate.edu/student-handbook/conduct.php>

## UMU Policies and Procedures

The policies and procedures for the College of Medicine at SUNY Upstate can be found at the following link: <http://www.upstate.edu/curriculum/procedures.php>