

## **SPHSC 308-Examination Study Guide**

The final examination gives you a chance to reflect your knowledge other than through writing assignments.

Review the major concepts we have discussed in class. **Below are some** terms/concepts you should know. I have **not** listed all terms, but these are ones that are core. I trust that you will be reading/studying your notes. Don't just learn definitions—you will need to apply the information.

### **Context as it Influences Communication**

#### **Three levels/or aspects of context:**

Situational

Social/Interpersonal

Cultural

### **Definition of Communication**

Components: form (different types), content, use

Communicative Intentions: greeting, requesting, acknowledging, answering, commenting, protesting, etc.

Communicative Forces: perlocutionary force, illocutionary force, locutionary force

### **Ethnography and Phenomenology**

Quantitative vs. qualitative data – How are they different? Similar?

How is ethnography different from phenomenology? What's the purpose of each?

What forms of data collection are used for each?

Elements of Ethnography – What are the four core elements of ethnography?

What does each one mean?

-----Participant Observer

-----Field Notes / Thick description

-----Interpretation

-----Conclusion

Bracketing

Characteristics of phenomenological interview – Describe questions that are used in a good interview.

In regards to context, why did we study ethnography and phenomenology?

### **Systems Theory**

Why did we study systems theory?

What are the 5 defining properties of a system (list and be able to define each)

-----Organization

-----Mutual Causality

-----Constancy

-----Spatiality

-----Boundaries

Homeostasis  
Change (sources of change; types of change)  
Adaptation vs. Adjustment  
Hierarchical constraints  
Emergent properties

### **Culture: Cultural Practices**

Defining characteristics/qualifiers of cultural practice – what are they?  
Cultural philosophies – what are they?  
Personal culture vs. social culture – how are they different?  
Cultural Change  
    Within cultures:  
        Modernization  
    Between cultures:  
        Enculturation  
        Assimilation  
        Acculturation  
Social Cultural Learning  
    Shared Activity (more knowledgeable and less knowledgeable person) – what does each person bring?  
    Zone of Proximal Development (actual vs. potential)  
    Guided Participation  
    Moments of Learning  
    Levels of Learning (individual, interpersonal, cultural)  
    Cultural Universals  
    Cultural Differences  
    Learning Styles

### **Disablement: WHO/ICF Model**

Knowledge of the WHO (World Health Organization)  
Knowledge of ICF (International Classification of Functioning) – what are the three elements of the ICF used to define disablement?  
Application of ICF  
Link of ICF to situational, social, and cultural context  
Knowledge of your assumptions regarding health/illness, disablement, assessment & treatment

### **Form of the test:**

Multiple choice, true false, matching, short answer  
Short Answer to include:

- a. Application of concepts from our discussion of situational context, social context (systems theory), cultural context (cultural practices), and the WHO/ICF model.
- b. You will be responsible for information in readings.

E-mail me with any question that comes to mind.