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Fall 2017

## PUBH 3138 - Multicultural Factors & Social Determinants of Health

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**GEORGIA SOUTHERN UNIVERSITY**  
**JIANN-PING HSU COLLEGE OF PUBLIC HEALTH**  
**MULTICULTURAL FACTORS & SOCIAL DETERMINANTS OF HEALTH**  
**PUBH 3138**  
**Fall 2017 MWF 9:05-9:55 AM –Education 1127**

Instructor: Dr. Joanne Chopak-Foss  
Office: Hendricks Hall, Rm 1022  
Office Hours: OPEN  
Email: [jchopak@georgiasouthern.edu](mailto:jchopak@georgiasouthern.edu)

Teaching Assistant: Olivia Osaji  
Office: Hendricks Hall, Rm 2009  
Office Hours: Mondays, 10:00am-12:30pm, Wednesdays, 10:00am-12:30pm  
Also by appointment  
Email: [olivia\\_osaji@georgiasouthern.edu](mailto:olivia_osaji@georgiasouthern.edu)

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**Course Description:**

Introduction to the characteristics, causes, and effects of health disparities in the United States with emphasis in health care delivery, health status and public health services. Provides students with a foundation to develop the knowledge, attitudes, and skills to become culturally competent public health professionals. Explores how health education and promotion is shaped by the cultural, social and economic contexts in which individuals function.

**Student Performance Outcomes:**

By the end of the course the student will:

- Describe the meaning of culture and its relationship to health status
- Compare the health status of different ethnic/racial groups and specific etiology models.
- Explore the meaning of the terms, “culture,” “multiculturalism,” “ethnicity,” “race,” “cultural competence,” “linguistic competence,” as they apply to public health issues of ethnic/racial groups.
- Explain models, theories, and principles of health promotion with multicultural populations.
- Discuss the role of culture in public health initiatives, with special emphasis on Southeast region of U.S.
- Analyze preventive and curative health behaviors based on cultural interpretations of health and disease.
- Explain the program planning process for health promotion and disease prevention programs in multicultural populations.
- Review public health programs, projects and initiatives targeting each of the major US ethnic/racial groups.
- Discuss issues related to population and disease prevention among US ethnic/racial groups and explain their impact on personal, family, and community health.
- Explain the role of social determinants of health in health behaviors.
- Discuss the relationship between traditional customs within selected ethnic populations and health outcomes of the individual, family, and community.

**Required Texts:**

Perez, M.A. & Luquis, R.R (2014). *Cultural competence in health education and health promotion*. Jossey-Bass: San Francisco, CA. Second Edition

Skloot, R. (2011). *The immortal life of Henrietta Lacks*. Waterville: Gale Cengage Learning.  
ISBN: 9781594134326

**Recommended Text:**

APA. (2009). *Publication manual of the American Psychological Association*. (6<sup>th</sup> ed). Washington, D.C.: Author.

**BSPH Competencies:**

1. Identify and assess public health problems to develop appropriate public health education programs based on sound theoretical foundations of health behavior.
2. Design, implement and evaluate public health educational programs for identified health problems for at-risk populations and communities.
3. Analyze evidence-based and innovative best practices of healthy behaviors to appropriate audiences
4. Demonstrate effective communication and advocacy skills for populations.
5. Apply the basic methodology and research design, data collection and data analysis for identification of health trends and public health problems.

**Student Expectations and Course Policies:**

1. Students are to be in class on time. At 9:05am when class begins, the door will be closed. If you are late, please do not enter. You are responsible for all notes, classroom discussion, announcements, etc of what was covered on the day of your absence. If you miss dates or other assignments because of a missed class, then you will receive a "0".
2. **Exam Policy.** Examinations are expected to be taken on the scheduled day. Exams are the property of the professor; any exam removed from the classroom by a student(s) will result in the score of a "0" assigned for that exam, and an "F" for the entire course. A student who arrives more than 15 minutes late, or after the first exam is handed in, will receive a ZERO (0) recorded for the grade.  
**Makeup exams** will only be given in the event of a family emergency (immediate family), OR in the case of a sanctioned university excused absence. Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. In the case of a family emergency, evidence of proof to be provided will be determined by the specific emergency. Any person not showing up for an exam without prior notification automatically receives a grade of "F".
3. The **Final Exam** for the course will be **Wednesday, December 6 7:30-9:30 AM**
4. Late assignments are not accepted.
3. Please consult the STUDENT CONDUCT CODE 2017-18 for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to GSU's Judicial Board, and be assigned an "F" for the course.
4. Cell phones usage is not permitted in class. All cell phones should be put on silent or turned off prior to entering the classroom.
5. Samples of your work may or may not be reproduced for research purposes and/or inclusion in the professor's teaching portfolio. You have a right to review anything selected for use, and subsequently ask for its removal.
6. This syllabus, my lectures, and all materials distributed and presented by me during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.
7. If you are receiving services from the Student Disability Resource Center (SDRC), please notify me as soon as possible, to schedule an appointment to present me with our accommodation letter.
8. **The last day to withdraw from class without academic penalty is October 9, 2017.**

9. This course will use Folio as an online supplement. You are responsible for all material uploaded online. You must check Folio regularly for any messages that I might have for you. If you have not done so already, please be sure that the folio email is forwarded to your georgiasouthern.edu email.
10. Read communication rules, technology requirements, netiquette requirements and other materials posted in the Course Information module. This module provides you important information regarding course requirements and course management.

### **Instructor Objective**

As a student in my class, you are important to me. I am committed to your continued learning and college experience. You are never an interruption of my work. You are the purpose of it. Please feel free to visit my office, call, or e-mail me at any time.

### **Class Attendance**

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Attendance is expected at all class meetings. You are responsible for any missed content, announcements, due dates, homework assignments, date changes, etc. when you miss a class. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the Instructor before the deadline. *Please note* that the extensions are not guaranteed and will be granted solely at the discretion of the Instructor.

**PLEASE NOTE: ATTENDANCE WILL BE TAKEN DURING MOST CLASS MEETINGS.** This is to assist the instructors in learning names as well as for the attendance/participation requirement **(25 points)**.

### **Assignments & Assessments**

**Exams:** There will be three exams given in this class, two in-class exams and a comprehensive final exam at the end of this semester term. Please see course schedule for test dates. The exams will include multiple choice, matching, true/false, and essay questions **(200 points)**.

**View Unnatural Causes (In-Class):** The class will watch the Unnatural Causes video and answer questions that will be submitted the following class period **(5 points)**.

**Cultural Immersion Activity:** Students will have the opportunity to attend a traditionally ethnic event such as a special celebration, community meeting, church service, campus sponsored, community sponsored event etc., from a cultural group **DIFFERENT** from their own. Choices of activity other than the above are flexible, but **MUST** be approved by the instructor. There are two parts to this activity: Attending the event and a reflection paper noting similarities and differences between these and events held within your own culture. The reflection paper will be submitted via FOLIO dropbox Cultural Immersion Activity. The reflection paper will include the following elements; a narrative describing the cultural immersion activity, information that was gathered/observed, a description on what was learned from the experience and how this experience will influence their own behaviors toward other racial/ethnic groups/cultural competence in the future (2-3 pages, double spaced). Reminder, if you choose or need clarification over and above what was explained in class, please speak to either **Dr. Chopak-Foss** or **Ms. Osaji** **BEFORE** completing the activity. **An event approval sheet will be distributed the second week of classes. This is considered a written assignment and should follow the guidelines listed under ‘Requirements for Written Work.’ (35 points)**.

**Book Quizzes:** Each student will read the ‘non-academic’ book selected by the instructor. The selected book is listed below and as a required text. Throughout the semester, students will take in-class quizzes related to book content and lecture material. The quizzes and chapters covered are listed in the course schedule. Five quizzes will be administered throughout the semester. Each quiz will be given at the beginning of class on its scheduled day. After each quiz, if time allows, the instructor will discuss and review the questions in class. Each quiz is worth 15 points **(5 @ 15 pts= 75 pts)**.

### **Selected Book**

Skloot, R. (2011). *The immortal life of Henrietta Lacks*. Waterville: Gale Cengage Learning.

**Case Study Assignment:** The purpose of the case study assignment is to demonstrate understanding of the course material and to discuss solutions to the problems presented in each case study. The case studies are from the textbook. This assignment is to be done individually and the class will discuss the solutions provided as a group. The written assignment must be at least 2 pages typed and maximum 3 pages. The case studies and dates are listed in the syllabus (See Tentative Schedule). **(3 @ 30 pts=90 pts).**

**Student Evaluation and Grading:** Each student will be evaluated on his/her performance based on the following:

In-Class Exam x 2	100 pts
Final Exam	100 pts
Cultural Immersion Activity	35 pts
Book Review Quizzes	75 pts
Case Studies	90 pts
Unnatural Causes (In-Class)	5 pts
Out of Class Assignment	20 pts
Class Attendance/Participation	<u>25 pts</u>
<b>Total Points</b>	<b>450 pts</b>

A= 405 - 450	90-100%
B= 360 - 404	80-89%
C= 315 - 359	70-79%
D= 270 - 314	60-69%
F= Below 270	0-59%

### **Requirements for Written Work**

1. Papers must be typed. Papers will be unacceptable if the text is difficult to read. Please use 12-point font (Arial or Times New Roman), set all margins to one inch and double space.
2. Written work is expected to be free from errors that would be detected in a careful proofreading, i.e., a word omitted, a word inserted twice, or out of place, a typographical error, omission of the "s" from plural word, etc. Do not rely on the spell-checking utility of your word processing program to detect all spelling errors. The program cannot detect the inappropriate use of correctly spelled words. If you have the paper in final form and you detect any omission errors, you do not have to reprint the page. Simply make the correction neatly in ink.
3. Grammar, spelling, and punctuation are expected to meet the same standard as are required in English classes. There is never any excuse for spelling errors. Use a dictionary. If you have the slightest doubt about the use of grammar, punctuation, or capital letters consult a good reference book.
4. Written work is expected to be organized to read smoothly and fluently without skipping from point to point and back. The use of appropriate introductory and concluding statements or paragraphs is a necessary part of this organization.
5. You are expected to be able to use terms encountered in class or in your readings in appropriate contexts, thus demonstrating that you understand them. If you are using other highly specific terms, explain or define them the first time you use them, and after that, use them in the proper way.
6. Use non-sexist language in all papers. Consult the APA Publication Manual (6<sup>th</sup> edition) for guidance in the use of non-sexist language.
7. Use quotation marks when quoting directly from written works of others, use reference notes when you discuss information or ideas that have been expressed by others. Plagiarism is unethical and illegal. Any form of

plagiarism will result in a grade of “0” for the assignment for the entire group if it is a group project and may result in a failure for the course. Refer to Georgia Southern’s Student Handbook for information about Academic Dishonesty.

8. Attach a separate reference list including all works cited in the paper. Refer to the APA Publication Manual (6<sup>th</sup> edition) if you have any questions regarding citations or preparation of a reference list.

### **Tentative Course Schedule**

<b>Week 1:</b> 8/14-8/18	<b>Course Introduction, Syllabus Review, &amp; Classroom Expectations</b> Implications of Changing US Demographics Read Chapter 1
<b>Week 2:</b> 8/21-8/25	<b>Diversity and Health Education</b> Read Chapter 2 <b>In-Class Activity- Friday 8/25</b>
<b>Week 3:</b> 8/28-9/1	<b>Health Disparities and Social Determinants of Health</b> Watch Unnatural Causes Read Chapter 3 <b>In-Class Activity- Friday 9/1</b> <b>Unnatural Causes Assignment due Friday 9/1</b>
<b>Week 4:</b> 9/4-9/8	<b>NO CLASS Monday 9/4 Labor Day</b> A Window of Opportunity Read Chapter 12 <b>Quiz #1 Chapters 1-9 (The Immortal Life of Henrietta Lacks)</b>
<b>Week 5:</b> 9/11-9/15	<b>Cultural Humility</b> <b>Class Case Study Activity- Wednesday 9/13</b>
<b>Week 6:</b> 9/18-9/22	<b>Culture and Sexual Orientation</b> Read Chapter 11 The Immortal Life of Henrietta Lacks Class Discussion: Chapters 1-9 <b>Case Study #1 due Wednesday 9/20</b> <b>**In-Class Exam: Friday 9/22**</b>
<b>Week 7:</b> 9/25- 09/29	<b>Health Education Theoretical Models and Multicultural Populations Part 1</b> The Immortal Life of Henrietta Lacks Class Discussion: Chapters 1-9 (Continued) Read Chapter 6 <b>Quiz #2 Chapters 11-14, 17, 18 (The Immortal Life of Henrietta Lacks)</b>
<b>Week 8:</b> 10/2-10/6	<b>Health Education Theoretical Models and Multicultural Populations Part 2</b> Read Chapter 6 <b>Cultural Immersion Activity Form Due 10/2</b>
<b>Week 9:</b> 10/9-10/13	<b>Planning, Implementing, and Evaluating Culturally Appropriate Programs</b> Read Chapter 7 <b>Quiz #3 Chapters 20-25 (The Immortal Life of Henrietta Lacks)- Friday 10/13</b>

<b>Week 10:</b> 10/16-10/20	<b>Culturally Appropriate Communication</b> Read Chapter 8 The Immortal Life of Henrietta Lacks Class Discussion: Chapters 11-14,17,18 <b>In-Class Activity- Friday 10/20</b>
<b>Week 11:</b> 10/23-10/27	<b>Foundations for Health Literacy</b> Read Chapter 9 The Immortal Life of Henrietta Lacks Class Discussion: Chapters 20-25 <b>Case Study #2 due Wednesday 10/25</b> <b>**In-Class Exam: Friday 10/27**</b>
<b>Week 12:</b> 10/30-11/3	<b>Teen Maze</b> <b>Culturally Appropriate Program: Women's Health</b> <b>Quiz #4 Chapters 26-28, 31 (The Immortal Life of Henrietta Lacks)-Wednesday</b>
11/1	
<b>Week 13:</b> 11/6-11/10	<b>Dr. Chopak-Foss/Ms. Osaji out, APHA in Atlanta, GA: Out of Class Assignment</b> <b>Spirituality and Cultural Diversity Part 1</b> Read Chapter 5
<b>Week 14:</b> 11/13-11/17	<b>Spirituality and Cultural Diversity Part 2</b> Read Chapter 5 Dr. Smallwood Guest Lecture** The Immortal Life of Henrietta Lacks Class Discussion: Chapters 26-28,31 Part 1 <b>Quiz #5 Chapters 33-34, 36-38 (The Immortal Life of Henrietta Lacks)</b> <b>Case Study #3 due Wednesday 11/15</b> <b>In-Class Activity- Friday 11/17</b>
<b>Week 15:</b> 11/20-11/24	<b>NO CLASS Thanksgiving Break and Happy Thanksgiving!!!</b>
<b>Week 16:</b> 11/27-12/1	<b>Health Disparities Summary</b> The Immortal Life of Henrietta Lacks Class Discussion: Chapters 26-28, 31 (Part 2) & Chapters 33-34, 36-38 <b>Cultural Immersion Activity Due Friday 12/1</b> Review for Final Exam
<b>Final Exams Week</b>	<b>Final Exam Wednesday, December 6 7:30-9:30 AM</b>