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PUBH 3138 - Multicultural Factors & Social Determinants of Health

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GEORGIA SOUTHERN UNIVERSITY
JIANN-PING HSU COLLEGE OF PUBLIC HEALTH
MULTICULTURAL & SOCIAL DETERMINANTS OF HEALTH
PUBH 3138
Spring 2018 MWF 10:10-11:00 AM –IT 2206

Instructor: Dr. Joanne Chopak-Foss
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Please allow 24-36 hours of response time to an email from the time it is sent.

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:

Ritter, L.A. & Graham, D.H. (2017). *Multicultural Health* (2nd ed.). Jones & Bartlett learning, Burlington, MA.

Fadiman, Anne (1998). *The spirit catches you and you fall down*. Farrar, Straus and Giroux, ISBN: 978-0-374-52564-4

Skloot, R. (2011). *The immortal life of Henrietta Lacks*. Waterville: Gale Cengage Learning.
ISBN: 978-1-594-13432-6

Recommended Text:

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

BSPH Program Competencies:

Students completing the BSPH should exhibit the following skills:

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 10:10 am 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 **Monday, April 30, 10 am-12 noon**, in the same classroom as class.
4. Late assignments will ONLY be accepted in two cases. Case #1-unanticipated circumstance occurs within one week of the assignment being due. The following are examples: natural weather situations in which the university is closed and classes cancelled; the unexpected death or significant emergency in the immediate family, or a personal emergency in which the student is injured or otherwise affected. Case #2 - the submitted did submit the assignment and the Folio system failed. The student must show "proof" of submission including time and date and have a written excuse from the Center for Academic Technology. The assignment must be submitted within a week of the original due date.
5. 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.
6. Cell phones usage is not permitted in class. All cell phones should be put on silent or turned off prior to entering the classroom. Note-this does not mean that although on silent that cell phone is visible on the desk or in the students lap.
7. The instructor(s) reserve the right to use samples of your work 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.
8. 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.

9. If you are receiving services from the Student Disability Resource Center (SDRC), please notify the instructor(s) as soon as possible, to schedule an appointment to present me with our accommodation letter.
10. **The last day to withdraw from class without academic penalty is March 5, 2018.**
11. 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.
12. 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 **(15 points)**.

Assessment of Student Learning

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)**.

Cultural Immersion Activity: The definition of culture is broad and can include a variety of terms with which a group identifies. The purpose of this activity is to expose and encourage students to become “immersed” in an activity or event that is different from their own traditions. This can include specific events such as a festival that celebrates a specific culture/cultural celebration; a religious service that is **DIFFERENT/OPPOSITE** from your personal religious affiliation; a program or talk that addresses specific issues that we are addressing in class. These events can be attended in the community (here or your hometown), place of worship, campus sponsored, community sponsored event etc., from a cultural group from their own. Choices of activity 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 and your own cultural traditions. 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.' (25 points).

Selected Out of class assignments: Activities under this heading are used occasionally in the place of face-to-face meetings. They are based on answering a set of questions related to watching a video segment, viewing a narrated slide presentation or other.

Book Quizzes: As a class will read two 'non-academic', but relevant books selected by the instructor. The selected books are listed above as required texts. Throughout the semester, there will in-class quizzes related to book content. The quizzes and chapters covered are listed in the course schedule. There will be a total of 10 quizzes (5 for each book) that will be given over the semester. Quizzes 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 10 points (**10 @ 10 pts= 100 pts**). Specific book content will be discussed as listed on the syllabus. Book discussions are intended to apply course content and solicit critical thinking about events described in the book. Both books are based on real-life situations.

Case Study Assignments: The purpose of the case study assignment is to demonstrate understanding of the course material and to discuss possible solutions using application of cultural competence concepts to the individual case study. Topics for the case studies are derived from course topics. This assignment is to be done individually. The written assignment should be between 2-2.5 pages. The case studies and dates are listed in the syllabus (See Tentative Schedule).

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

In-Class Exam-(50 pts. each x 2)	100 pts
Final Exam	100 pts
Book Review Quizzes (10 pts. x 10)	100 pts
Case Studies	30 pts
In-class activities	30 pts
Cultural Immersion Activity	25 pts
Class Attendance/Participation	15 pts
Total Points	400 pts

A= 360 - 400	90-100%
B= 320 - 359	80-89%
C= 280 - 319	70-79%
D= 240 - 279	60-69%
F= Below 240	0-59%

Requirements for Written Work

1. Papers must be typed. 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 (6th 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. If indicated, attach a separate reference list including all works cited in the paper. Refer to the APA Publication Manual (6th edition) if you have any questions regarding citations or preparation of a reference list.

Tentative Course Schedule

Book Abbreviations:

Multicultural Health-MCH ; Immortal Life of Henrietta Lacks- ILOHL; The Spirit Catches You and You Fall Down – TSCY

Week	Topic	Required Reading/Activity/Assignment
Week 1 1/8-1/12	Course Introduction, Instructor Introduction Everyone has a story, what's yours? Changing demographics and the impact on health outcomes Unnatural Causes	Folio Module 1 Chap. 1-MCH ILOHL-Chaps. 1-4 Friday-Out of Class assignment-Folio
Week 2 1/15-1/19	MLK Holiday – 1/15 Introduction to Cultural Awareness-Diversity & HE Activity-Cultural labels	ILOHL-Chaps.5-9 Quiz #1-Friday Ch.1-9
Week 3 1/22-1/26	Health Disparities and Social Determinants of Health Identifying root causes of health disparities Class Discussion – ILOHL-Chap. 1-9	Folio M2
Week 4 1/29-2/2	Theories and Models of Multicultural Health Worldview and Health Decisions	Folio M3 Chap. 2,3 - MCH Case Study #1 due 1/31 Quiz #2 Ch. 11-14, 17, 18 (ILOHL)
Week 5 2/5-2/9	Wellness Week Class Discussion – ILOHL-Chap: 20-25 Attend Live Well Fair-Wednesday-CLASS WILL NOT MEET	Exam 1-Friday 2/9 Cultural Immersion Activity Form Due-Friday 2/9
Week 6 2/12-2/16	Complementary and Alternative Medicine Myths & Facts Cultural practices Activity	Folio M4 Chap. 4- MCH Quiz #3 Chapters 20-25 (ILOHL) – Friday 2/16
Week 7 2/19-2/23	Religion, Rituals and Health Guest lecture: Dr. Stacy Smallwood-2/21	Folio M5 Chap. 5- MCH Quiz #4 Chapters 26-28, 31 (ILOHL)
Week 8 2/26-3/2	ILOHL-Discussion-Chap.26-28, 31 Culturally Appropriate Communication in Diverse Societies	Folio M6 Chap. 6- MCH Quiz #5 Ch 33-34, 36-38 (ILOHL)
Week 9 3/5-3/9	Monday - ILOHL-Discussion: Chap. 33-34, 36-38 Wed-Fri-TBA	Case Study #2 due 3/9
3/12-3/16	SPRING BREAK-ENJOY THE WEEK	
Week 10 3/19-3/23	Cultural Competence-Health Education and Promotion in Diverse Populations	Folio M7 Chap.7 & 8 Quiz #1- Ch 1-5 TSCY
Week 11 3/26-3/30	Cultural Competence-Health Education and Promotion in Diverse Populations	Folio M7 Chap. 9

	TSCY discussion Chap. 1-5	Quiz #2- Ch 6-10-TSCY
Week 12 4/2-4/6	Cultural Competence-Health Education and Promotion in Diverse Populations TSCY discussion Chap.6-10	Folio M7 Chap. 10, 11 Quiz #3- Ch 11-13-TSCY
Week 13 4/9-4/13	Non-ethnic Cultures TSCY discussion Chap.11-13	Folio M7 Chap.12-MCH Quiz #4-Ch 14-16-TSCY
Week 14 4/16-4/20	Closing the Gap: Strategies for Reducing Health Disparities TSCY discussion Chap. 14-16	Folio M7 Chap. 13- MCH Quiz #5 -- Ch17-19-TSCY Case Study #3 due 4/18
Week 15 4/23-4/27	MOVIE: The Immortal Life of Henrietta Lacks Cultural Immersion Activity Due-Wed., 4/25	Review for Final Exam