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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 FACTORS & SOCIAL DETERMINANTS OF HEALTH
PUBH 3138
Fall 2016 MWF 9:00-9:50 PM -Hollis Hall 2103

Instructor: Professor Telfair and others
Office: Hendricks Hall, Rm 1029
Office Hours: OPEN
Email: jtelfair@geogiasouthern.edu

Course Description:

Introduction to the characteristics, causes, and effects of health disparities in the U.S. health care system. Provides students with a foundation to develop the knowledge, attitudes, and skills to become culturally competent health care providers. 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 competency,” “linguistic competency,” 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 Text:

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

Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York: Farrar, Straus, & Giroux.

Recommended Text:

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

BSPH Competencies:

Graduating students in the Health Education and Promotion program will be able to demonstrate effective communication by using credible and valid health information and resources to demonstrate argumentation, analysis, and synthesis skills writing through the development of comprehensive health promotion program plans and materials by:

- Communicating a clearly defined purpose
- Gathering appropriate primary and secondary data to support a rationale for addressing public health problems
- Identifying, evaluating and selecting credible evidence or practice based public health programs and information
- Organizing ideas and information consistent with the purpose
- Demonstrate the ability to relay public health ideas to lay audiences and other key stakeholders.
- Adhering to acceptable and mechanical, structural, and format style guidelines appropriate to the public health discipline and purpose (i.e. APA style)

Student Expectations and Course Policies:

1. Students are to be in class on time. After 5 minutes 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. There will be no make-up exams given. Exams are the property of the professor; any exams removed from the classroom by students will result in the score of a “0” assigned for that exam, and an “F” for the entire course. You must notify the professor IN ADVANCE if you have a university excused absence or a make-up test will not be offered. Any person not showing up for an exam without prior notification automatically receives an “F”.

No make-up tests are given except for **a university excused absence with full documentation**. If you miss a test, you have one week to make the exam up. If it is not made up **within one week**, you will receive 0 points for the exam. **You have 24 hours** after a test is taken by the class to contact me via email to schedule your make-up exam.

3. The final exam is mandatory. The final exam must be completed by the last day of the course.
4. Late assignments are not accepted.
5. Please consult the STUDENT CONDUCT CODE 2016-17 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.
7. 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.
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 to do so.
9. 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.
10. **This last day to withdrawal from class without academic penalty is October 10, 2016**
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.

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. Students are the most important people at Georgia Southern University. I am honored that you entrust your education to me. Please feel free to visit my office, call, or e-mail me at any time.

Assignments

Exams: There will be one exam given in this class at the end of this semester term. Please see course schedule for test date. The exam will include multiple choice, matching, true/false, and essay questions **(150 points)**.

Individual 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. Note similarities and differences between these and events held within your own culture. The students also have the choice to do a different activity as long as it is approved by the instructor. After completing the assignment, they will submit a written report of the experience (2-3 pages, double spaced); including a narrative of what they did, information they gathered/observed, and description on what they learned from the experience and how does this experience influence their own behaviors toward other racial/ethnic groups/cultural competence **(55 points)**. **Ms. Thorne must approve the activity. 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.’**

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. 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 25 points **(5 @ 25 pts= 125 pts)**.

Selected Book

Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York: Farrar, Straus, & Giroux.

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 types and maximum 3 pages. The case studies and dates are listed in the syllabus (See Tentative Schedule). **(Total=120 pts)**.

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

Exam	150 pts
Individual activity	55 pts
Book Review	125 pts
Individual Case Studies	120 pts
Total Points	450 pts

A=405-450	90-100%
B=360-404	80-89%
C=315- 403	70-79%
D=270-314	60-69%
F=Below 269	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. Correct all errors neatly. 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. 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

Week 1: 8/15-8/19	Course Introduction and Syllabus Review
Week 2: 8/22-8/26	Topic: Defining Cultural Competence Read Chapters 1-2
Week 3: 8/29-9/2	Topic: Understanding Cultural Context and the Impact of Social Circumstances Read Chapters 3 &12 Quiz #1 Chapters 1-5 (The Spirit Catches You)-Wednesday, 8/31

Week 4: 9/5-9/09	Topic: Understanding Cultural Context and the Impact of Social Circumstances NO CLASS Monday 9/5 Labor Day
Week 5: 9/12-9/16	Topic: Understanding Cultural Context, cont. Class Case Study Activity- Wednesday 9/14
Week 6: 9/19-9/23	Topic: Theoretical Models and Multicultural Populations Read Chapter 6 Case Study #1 page 166-167, Wednesday 9/21
Week 7: 9/26- 09/30	Topic: Theory, cont. Quiz #2 Chapter 6-10 (The Spirit Catches You)-Wednesday, 9/28
Week 8: 10/3-10/7	Topic: Developing Culturally Appropriate Health Promotion Programs Read Chapter 7
Week 9: 10/10-10/14	Topic: Culturally Appropriate Programs, cont. Quiz #3 Chapters 11-13 (The Spirit Catches You), Wednesday, 10/12
Week 10: 10/17-10/21	Topic: Delivering Culturally Appropriate Health Promotion Programs Read Chapters 8-9 Case Study #2 page 214 Wednesday 10/19
Week 11: 10/24-10/28	Topic: Delivery and Communication, cont. Read Chapter 10
Week 12: 10/31-11/4	Professor Thorne out, APHA in Denver, CO Quiz #4 Chapters 14-16 (The Spirit Catches You), Wednesday, 11/2
Week 13: 11/7-11/11	Topic: Cultural Competent Practice Case Study #3 page 261-262, Wednesday 11/16
Week 14: 11/14-11/18	Topic: Cultural Competent Practice, cont. Quiz #5 Chapters 17-19 (The Spirit Catches You), Wednesday, 11/16
Week 15: 11/21-11/25	NO CLASS Thanksgiving Break
Week 16: 11/28-12/2	Book Discussion in Class Individual Activity Due Monday, 12/2 Review for Final Exam
Final Exams Week	Final Exam Wednesday, December 9 12:30-2:30 PM