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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 2018

<u>Instructor:</u>	Joanne Chopak-Foss, Ph.D.
<u>Office:</u>	1022 Hendricks Hall
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<u>Office Hours:</u>	MW 1:00-3:00; Tuesday 12:00-3:00
<u>Class Meets:</u>	MWF 10:10-11:00; Education Building 1130

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 Learning Outcomes:

By the end of the course the student will be able to:

- Explain and discuss the meaning of the terms, “culture,” “multiculturalism,” “ethnicity,” “race,” “cultural competence,” “linguistic competence,” as they apply to public health issues of ethnic/racial groups.
- Distinguish between diversity and inclusion as a foundations for culturally competent public health practice
- Describe the relationship of culture to health status of different racial and ethnic groups
- 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.
- 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 Textbook & Reading books:

Edberg, M. (2013). *Essentials of Health, Culture, and Diversity: Understanding people, reducing disparities*

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.

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.

Student Expectations and Course Policies:

1. Students are expected to be in class on time. At 10:10 am when class begins, the door will be closed. If you are MORE than 5 minutes past the class time (10:15), PLEASE do NOT enter. Students are responsible for all notes, classroom discussion, announcements, etc that was covered on the day of your absence.
2. Cell phones usage is not permitted in class. All cell phones should be put on silent, turned off and PLACED in the student's backpack or other carrying bag, prior to entering the classroom. ANY student refusing to comply with this policy will be asked to leave class that day.
3. Late assignments will NOT be accepted. Plan ahead so as to avoid missing due dates.
4. **Exam Policy.** We will have ONE in-class exam and 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 professor, will be given reasonable opportunities to complete the exam 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". The **Final Exam** for the course will be **Monday, December 3 10:00-12:00 noon**
5. Please consult the STUDENT CONDUCT CODE 2018-19 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. 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.
7. 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.
8. If you are receiving services from the Student Disability Resource Center (SDRC), please notify me as soon as possible, to present me with our accommodation letter.
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.
11. **The last day to withdraw from class without academic penalty is October 8, 2018.**

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 get to know your fellow students so that IF a class is missed, you will be able to get any missed information. It is the practice of the professor to circulate an attendance sheet each class for the purpose of learning names noting trends in class absence.

Assignments & Assessments

Attendance- Points will be awarded as an incentive for regular attendance. Students will receive 10 points for <5 absences. For students with more than 5 absences, points will be earned at the professor's discretion. **(1-10 points)**

Exams: There will be two 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 **(150 points)**.

Discussions/Assignments: Activities under this heading may be used occasionally in the place of face-to-face meetings. Some will be discussions and posted on the discussion board, others will be individual assignment. All content will be related to class topics. **(70 points)**

Discussion boards allow the student to demonstrate their understanding of the readings and class materials. The discussion boards also give students the opportunity to explore the health literature to find a few extra resources. Though discussion boards are used as a forum, the student should use good writing skills including use of APA reference style, good sentence structure and minimal grammar/spelling mistakes. Each discussion response should be at least **250 words** in length and the use of valid, credible resources/references is required (**a 2 reference minimum**). The student will also be required to respond to at least one other peer's discussion board post. The response should be thought provoking, and not merely "Good job" or "I agree."

Case Studies: 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 derived from class topics. This assignment is to be done individually. Guidelines for the assignment are on Folio under the dropbox tab. The case study topics and dates are listed in the syllabus (See Tentative Course Schedule). **(3 @ 10 pts=30 pts)**.

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.

The spirit catches you and you fall down

Book Quiz 1: Chapters 1-5
 Book Quiz 2: Chapters 6-10
 Book Quiz 3: Chapters 11-13
 Book Quiz 4: Chapters 14-16
 Book Quiz 5: Chapters 17-19

The immortal life of Henrietta Lacks.

Book Quiz 1: Chapters 1-9
 Book Quiz 2: Chapters 11-18
 Book Quiz 3: Chapters 20-25
 Book Quiz 4: Chapters 26-31
 Book Quiz 5: Chapters 33-38

Extra Credit opportunity

Cultural Immersion Activity: Students have the opportunity to earn extra credit by attending or participating in an activity that The activity may be a traditionally ethnic event such as an international festival, community meeting, church service of a religion DIFFERENT from their own (ex. Student is a member of the Catholic faith or Protestant churches-Baptist, Methodist, Lutheran etc. and attends a worship service at a mosque, Jewish synagogue, b'hai temple) 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 Extra credit. 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 **Dr. Chopak-Foss completing the activity. An event approval is available on Folio for any student who wishes to complete this extra credit. This is considered a written assignment and should follow the guidelines listed under 'Requirements for Written Work.' (10 points).**

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 (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.

Student Evaluation and Grading:		Grading Scale	
In-Class exam	50 pts	A= 360 - 400	90-100%
Final Exam	100 pts	B= 320 - 359	80-89%
Book Quizzes	100 pts	C= 280 - 319	70-79%
Book review	40 pts	D= 240 - 279	60-69%
Case Studies	30 pts	F= Below 240	0-59%
Selected In/out of class assignments	70 pts		
Class Attendance	<u>1-10 pts</u>		
Total Points	391-400 pts		

Here is what I expect from you.....

Professional Dispositions

BSPH students are expected to graduate the program with competent professional skills. Professional skills and dispositions are also expected while completing the internship experience. As a student in this course, you are expected to exhibit professionalism at all times. The following is a list of skills BSPH majors are expected to demonstrate:

- Written communication skills: Student uses appropriate professional title, grammar, structure, punctuation, spelling, tone, etc.
 - Email and other media communication: Student uses appropriate professional title, grammar, structure, punctuation, tone, etc. To write a professional email, please include the following:
 - a salutation,
 - identify who you are,
 - what the contact is in reference to (i.e. PUBH 3232), and
 - what you would like me to do.

At the bottom of the email, please type out your name.

- Oral and non-verbal communication skills:
 - In interpersonal communication, student uses or maintains appropriate tone, language, attitude, interpersonal space, etc.
 - In public speaking, student uses or displays appropriate volume, speed, enunciation, eye contact, structure, etc.
- Organization: Student keeps track of assignments and materials, is prepared for presentations, etc.
- Initiative: Student can begin tasks and work independently, initiate tasks/projects, etc.
- Reliability: Student is punctual, completes assignments, meets deadlines, and is prepared for class etc.
- Collegiality: Student exhibits appropriate exhibits appropriate, positive, helpful interactions with others
- Collaboration: Student collaborates with others on tasks or projects accepts others' suggestions and criticisms, participates in and provides constructive inputs to discussion and debate, etc.
- Judgment: Student considers options and their implications when making decisions, does not act impulsively, etc.
- Respectful: Student respects confidentiality, treats others with respect, etc.
- Self-Presentation: Student is well groomed, dressed appropriately, well rested, etc.
- Interpersonal interactions: Students will practice civility when interacting with faculty and fellow students; in cases of disagreement or conflict, students will make every effort to resolve such matters in a respectful manner with a goal towards mutual resolution.

Academic Misconduct

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Plagiarism:

"According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.

D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH faculty member, the following policy, as per the Judicial Affairs website (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website:

<http://students.georgiasouthern.edu/judicial/faculty.htm>

2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**

a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.

b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).

c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

First Offense - Not In Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.

b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

a. Suspension for a minimum of one semester or expulsion.

b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

Important Dates to Remember

August 13	First Day of Class
August 31	On-line discussion opens/closes on September 3
September 3	Labor Day Holiday
September 14	Case Study #1 due
September 21	Exam 1
October 17	Case Study #2 due
October 26	Exam 2
November 14	Case Study #3 due
November 16	Assignment/Discussion due
November 30	Extra credit-Cultural Immersion activity due
December 3	Final Exam 10:00-12:00 pm

Syllabus Disclaimer: *This syllabus serves as a contract between the instructor and student. The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material. The instructor will make every effort to inform you of changes as they occur. It is the responsibility of the student to remain apprised of any changes to the syllabus in order to successfully complete the requirements of the course.*

Tentative Course Schedule

Date	Topic(s)	Readings	Assessment
Week1 8/13-8/17	Course Introduction, Syllabus Review, & Classroom Expectations Everybody has a story, what is yours? Culture and the Human condition Defining health & culture cultural competence, linguistic competence	Folio Module 1- Culture and the Human condition Print Overview page Chap.1	Activity: Family culture & traditions - student stories
Week 2 8/20-8/24	Culture and the Human condition Changing demographics in race/ethnicity in the US-implications for public health practice Introduction to Cultural Diversity, Social Justice & Public Health	Folio Module 2 Chap. 2	Video: What kind of Asian are you? Activity-Cultural stereotypes
Week 3 8/27-8/31	Ethnomedicine Part 1-Cultural Health Systems of Related Knowledge and Practice Relationship of culture to health outcomes & health status UnNatural causes: In Sickness & In Wealth	Folio Module 3 Chap. 3	On-line discussion 1 due Monday 9/3
Week 4 9/3-9/7	Cultural beliefs and practices related to health; Complementary and Alternative Medicine	Folio Module 3 Chap. 5, 6	Quiz #1- Ch 1-5 TSCY
Week 5 9/10-9/14	Complementary and Alternative Medicine; Traditional Healers TSCY discussion Chap. 1-5	Folio Module 3 Chap 6	Quiz #2- Ch 6-10-TSCY Case Study #1 due 9/14
Week 6 9/17-9/21	Sociocultural Ecologies of Disease and Illness UnNatural Causes: Bad Sugar TSCY discussion Chap.6-10	Folio Module 3 Chap. 7	Quiz #3- Ch 11-13-TSCY Exam 1-Friday 9/21
Week 7 9/24-9/28	Culture and Constructions of Health Risk TSCY discussion Chap.11-13	Folio Module 3 Chap. 8	Quiz #4- Ch 14-16-TSCY
Week 8 10/1-10/5	Culture and Public Health TSCY discussion Chap. 14-16	Folio Module 3 Chap. 9	Quiz #5- Ch 17-19-TSCY
Week 9 10/8-10/12	CLAS standards & Kleinman-Benson approach TSCY discussion Chap. 17-19	Folio Module 3	
Week 10 10/15-10/19	Health Disparities and Social Determinants of Health The relationship of zipcode to health outcomes-UnNatural causes-Place Matters	Folio Module 4	Quiz #1-Friday Ch.1-9 Case Study #2 due 10/17
Week 11 10/22-10/26	Identifying root causes of health disparities UnNatural causes-When the Bough Breaks ILOHL-Discussion Chaps.1-9	Folio Module 4	In-class activity-What is going on in my neighborhood? Quiz #2 Ch. 11-14, 17, 18 (ILOHL)

Week 12 10/29-11/2	Identifying root causes of health disparities ILOHL-Discussion Chaps. 11-14, 17, 18	Folio Module 4	Quiz #3 Ch. 20-25 (ILOHL)
Week 13 11/5-11/9	Strategies for reducing health disparities ILOHL-Discussion Chaps. 20-25	Folio Module 6	Quiz #4 Ch. 26-28, 31-ILOHL
Week 14 11/12-11/16	Incorporating Cultural Knowledge in Health Promotion Intervention ILOHL-Discussion-Chap.26-28, 31	Folio Module 6 Chap. 11, 12	Quiz #5 Chap. 33-38 (ILOHL) Case Study #3-due 11/14 Assignment/Discussion due 11/16
Week 15 11/26-11/30	Closing the Gap: Strategies for Reducing Health Disparities HBO MOVIE: The Immortal Life of Henrietta Lacks	Folio Module 6	Book Review due 11/28 Final review - 11/30