

SYLLABUS
Multicultural Health Beliefs (CPH 535)
a.k.a. Culture and Health
Fall 2008

Time: Thursday, 9-11:50

Location: Tucson: Nursing 470
Phoenix: Medical School Campus, Building 2, 2309

Instructor: Kathryn Coe, PhD
kcoe@email.arizona.edu

Offices:

Tucson: Drachman Hall A250
Tucson Office: 520-626-6965

Phoenix: Medical School Office; Building 3, room 3253
Phoenix Office: 602-827-2205

Cell 520-237-3901

Office Hours: Monday afternoons, from 2-3. Please note that I will be available during this time to students in Phoenix and in Tucson. If in Tucson, go to my office (Drachman A250). If in Phoenix, I will be in the telemedicine office, building 2, room 2316 (the medical consultation room). The meeting will either be in person or via the telemedicine system. Either way you will see me and we can have a real-time conversation.

Monday Office Hours: (these will be teleconferenced)

Tucson 2-3, A250
Phoenix 2-3, Building 2, 2316

Catalog Course Description: This course provides learning opportunities for graduate students in the development of sensitivities and competencies related to public health practice among multicultural populations with varying health beliefs, values, behaviors and needs in American society. Such cultural sensitivities and competencies are basic to effective program planning, implementation, service delivery, program evaluation, and successful health outcomes through public health education and health promotion. There are special emphases on the ethnic and cultural characteristics of primary ethnic/racial populations in the state of Arizona.

Course Prerequisites: This class is open to all graduate students in the Arizona Graduate Program in Public Health who have completed CPH 531, CPH 577, CPH 532A, or to those who have obtained permission of instructor.

Course Objectives: By the end of this course, students will:

- (1) Be able to explain the biological underpinnings of culture and why, if we are to understand culture and its function, and be able to competently incorporate culture into programs, it is essential to understand these underpinnings.
- (2) Be able to provide a theoretical definition of culture that is useful in research and program planning, implementation and evaluation and in measurement.

- (3) Be able to explain that culture and traditions serve to guide all social behaviors and interactions and that they have a function and often impact on health and well-being. Important traditions include: (a) Kinship, families, and clans, (b) Religion, spirituality and faith, (c) the arts, (d) hierarchies--the elders, mothers, and men and political systems; (e) Health and Wellness practices -- traditional healers, herbal medicine, etc.), (f) moral & legal systems/policy & politics.
- (4) Be able to describe the possible effects of poorly designed programs, that failure to incorporate culture, and of any kind of rapid cultural change or loss of traditions.
- (5) Develop understanding and skill in incorporating culture into programs and assessments.
- (6) Understand concepts such as socialization, acculturation and traditionalism/ modernism.
- (7) Understand the meaning of diversity within and between cultures and the meaning of subcultures and bi-cultural individuals. Ethnocentrism and cultural relativism.
- (8) Be able to defend another cultural viewpoint; expand your comfort level of cultural understanding.
- (9) Have the basic skills to identify, in any community, the crucial cultural and traditional behaviors, beliefs, and knowledge that could be incorporated into program development, implementation, and evaluation to help ensure program acceptability and sustainability.
 - a. Understand the usefulness, function and conduct of windshield surveys in identifying crucial aspects of culture. Have the skills to conduct windshield survey techniques or rapid cultural assessment.
 - b. Understand the usefulness, function and conduct of observation (scan sampling and participant observation) in acquiring an understanding of culture. Be able to demonstrate skills in scan sampling and participation observation.
 - c. Understand the usefulness, function and conduct of focus groups in acquiring an understanding of culture.
 - d. Understand the usefulness, function and conduct of key informant interviews in developing an understanding of culture and be able to demonstrate and understanding of (1) the process for identifying and contacting key informants, (2) the development of questions to guide discussion with key informants, (c) conducting such interviews and analysis of data.
 - e. Understand the usefulness of Photo Voice and digital storytelling.

Course Notes: Course notes are the responsibility of the student.

Required Texts

Hahn, Robert A. (1999). *Anthropology in Public Health: Bridging Differences in Culture and Society* (Paperback) by
 Fadiman, A. (1997). *The Spirit Catches You and You Fall Down*. New York: Farrar, Straus and Giroux.
 Available in library on reserve or for purchase in book store.

Course Requirements:

- Come with a non-judgmental attitude.
- Participate actively and enthusiastically in class discussions
- Complete assignments (see below)

Grading/Student Evaluation:

Discussion as participant 10 points per week, 10 week	100
Leads discussion on readings (2 times, 50 points)	100
<ul style="list-style-type: none"> • Remember and sign up for date to lead discussion 	
Windshield Surveys & observations, 4 short reports 30 points each	120
<ul style="list-style-type: none"> • Positive factors identified in the community • Factors that influence health 	

• Community spirit (attend event and record observations)	
• Identify appropriate place for a health promotion program	
Quizzes (take home) 5 at 20 points	100
Midterm Examination (in class exam; open book)	200
Final Presentation on community (PowerPoint)	140
Written Community Report	140
TOTAL:	900

Grade Breakdown:

810-900	A
720-809	B
630-719	C
540-629	D
Less than 540	F

Grade based on accomplishments/level of achievement

If you wish to get an A	If you want a B	If you want a C	• D or below
<ul style="list-style-type: none"> • Accumulates between 1020 and 920 points. • Class attendance 100% • Any absence is excused • Completes all assignments in a timely and exceptional manner. • Participates in a substantive way (see table below) • Frequently argues points succinctly and thoughtfully • No cell phone use • Only uses computer during class to take notes and look for information needed for discussions; does not use computer during class to check or send email 	<ul style="list-style-type: none"> • Accumulates between 919 and 820 points. • Class attendance is not 100%; missed 1 Class with an unexcused absence • Completes all assignments in a timely manner, but without evidence of deep thought and pulling together of disparate ideas. • Rarely will disagree or present alternative ways of thinking. • Uses computer on occasion during class for entertainment purposes. • Does not use cell phone in class. • Participates in discussions but not argued succinctly or thoughtfully. 	<ul style="list-style-type: none"> • Accumulates between 819 and 720points. • Class attendance – misses 2 Class es or more unexcused absences • Completes all assignments; however, not all are completed on time and most show no evidence of deep or substantive thought. • Is not obviously present mentally in Class ; plays with computer • Uses cell phone in class • Rarely participates in discussions (level 0, drifting • Does not disagree; rarely presents alternative ways of thinking 	<ul style="list-style-type: none"> • Accumulates 719 points or less. • Sporadic Class attendance. • Does not participate in discussions; adds nothing at all, substantive or otherwise • Does not present own viewpoint, does not disagree or present alternative ways of thinking. • Keeps laptop computer open during class and works on it constantly. • Receives calls and text messages on cell phone

Assessing Effectiveness of Student Participation in Discussions

Category	Drifting	Moving in the Right Direction	Valuable Performance	Goal
Relevance of reflections	Posts do not relate to the discussion topic; makes irrelevant remarks; makes no connections with readings.	Occasionally participates off topic; most comments offer no further insight into the topic; connects to the readings but only minimally	Points raised regularly and related to discussion topic; makes some connections with readings.	Comments are consistently related to discussion topic; brings readings into discussion; cites additional references related to topic.
Expression Within the Post	Does not express opinions or ideas; no connection to topic.	Minimal expression of opinions or ideas on topic.	Expresses opinions and ideas. Occasional lack of connection to topic and analysis of material.	Expresses opinions and ideas in a clear and concise manner with obvious connection and analysis of topic.

Promptness and Initiative	Does not respond assignments or does not complete projects, postings, or project tasks on time.	Responds to most postings or project tasks several days after initial discussion.	Responds promptly to most postings and completes project tasks on time.	Responds promptly to postings and or project task on time.
Contribution to Group Project	Does not participate in group project discussions and planning.	Occasionally makes reflection on group's efforts; marginal effort to become involved with group. Occasionally posts a meaningful comment. Limited contributed to project outcome. Occasionally participates in group project, discussions and planning or presents or posts meaningful comments or ideas.	Often presents reflections that become central to the group project and discussion; interacts freely, participates as an active interdisciplinary team member and encourages others.	Consistently presents creative reflections on topic; aware of needs of community; frequently prompts further discussion of topic. Presents innovative ideas to group. Provides leadership and enthusiasm for project goals. Applies readings to project.

Adapted from "If You Build IT, They Will Come: Building Learning Communities through Threaded Discussions" by Susan Edelstein and Jason Edward [<http://www.westga.edu/~distance/ojdl/spring51/edelstein51.html>] and comes from California State university at Hayward (EDUI 6707).

Class Attendance/Participation: Students are expected to attend all classes, to actively participate in discussions, and to complete assignments on the date due.

Course Schedule:

Week Date	Readings, Assignments, and Activities
Week 1: Aug 28	<ol style="list-style-type: none"> 1. Introductions 2. Overview of syllabus, readings, assignments, and expectations. 3. Selection of a community you will get to know. Form teams of 2 people who will stay together throughout semester 4. Initiate discussion of windshield surveys. Selection of community by next week and health condition 5. Brief discussion of culture Critical Thinking/Application Process: View CD on Candomble and discuss public health issues. 6. Fundamentals of Culture: co-evolution of culture and modern human anatomy and physiology. 7. Review of reading assignments for next week.
Week 2: Sept 4 Take Home exam #1	<p>Hahn Ch. 4-5 & Discussion question guide, Chapters 1-2 <i>Spirit Catches You.</i></p> <ol style="list-style-type: none"> 1. Continue discussion of windshield surveys and plan its implementation 2. View Hawaii Windshield Survey & Respond to Questions 3. Discuss positive aspects of community we might look for in our windshield survey. 4. Discussion of <i>The Spirit Catches You.</i> Chapter 1 Questions 5. Critical Thinking Hahn Chapter 4, Engaging Traditional Healers; Chapter 5 <i>Engaging Indigenous African Healers in the Prevention of AIDS and STDS</i> 6. 1st take home quiz due today 7. Application: Cervical Cancer Campaign in Mongolia. <p>Windshield Survey: The aim of this exercise is to get to know a section of town or a neighborhood and its culture. There will be four of these activities involving observation. The first, which is due next week, involves identifying positive aspects of and factors in the community</p>
Week 3:	Continue reading <i>The Spirit Catches You</i>, Chapter 3-4, Read Hahn Chapter 3,

Sept 11	<ol style="list-style-type: none"> 1. Brief 3 minute update presentations on 1st windshield survey, open discussion of discoveries 2. Development of Questions to guide 2nd Windshield Survey. The second windshield 3. survey will involve answering the resource questions identified in d2l. 4. Student Guided Discussion of Hahn. 5. Application: View and discuss the 1918 Flu Pandemic 6. Discussion on learning about culture from Former Peace Corps Volunteers
Week 4: Sept 18 Take Home exam #2	<ol style="list-style-type: none"> 1. Continue reading <i>The Spirit Catches You</i>, Chapter 5-6, Hahn ch. 6. 2. Brief 3 minute update presentations on 2nd windshield survey, open discussion of discoveries 3. Development of questions for 3rd observation, which is on evidence of community spirit, or community solidarity (or lack thereof). 4. Discussion of readings 5. Application: View and discuss, water, the Pima and diabetes 6. Discussion of Participant Observation, Observation and Scan sampling 7. Turn in take home exam #2 8. Guest speaker, Henry Walden, Director of Health Resources Department, Gila River
Week 5: Sept 25	<ol style="list-style-type: none"> 1. Discussion of Hahn Ch. 9; <i>The Spirit Catches You</i>, Chapters 7-8 2. BRIEF reports on third windshield survey, 3 minutes each. 3. Development of final observation Questions #4. Place to offer health promotion classes. 4. Application: View and discuss women's health in Uganda. 5. Discussion of focus groups: what they are and how to do them
Week 6: Oct 2 Take Home exam #3	<ol style="list-style-type: none"> 1. Discuss readings: Hahn Ch. 10; <i>The Spirit Catches You</i>, Chapters 9-10 2. BRIEF reports on final observation, 3 minutes each. 3. Application: View and Discuss Mixed tobacco messages to Aboriginal Youth in Calgary. 4. Turn in take home exam #3 5. Discussion of focus groups (continued) and key informant interviews
Week 7: Oct 9 MIDTERM EXAM	<p>MIDTERM EXAM IN CLASS, open book.</p>
Week 8: Oct. 16 Take Home	<ol style="list-style-type: none"> 1. Discuss readings: Hahn Ch. 11; <i>The Spirit Catches You</i>, Chapters 11-12 2. Brief discussion of midterm 3. Application: View and Discuss Cultural Practices and HIV in Africa. 4. Discussion and planning of next steps in observing our communities. What else could we observe and should we? 5. Continued discussion of key informant interviews.
Week 9: Oct 23 Take Home exam #4	<ol style="list-style-type: none"> 1. Discuss readings: Hahn Ch 14; <i>The Spirit Catches You; Chapters 13-14</i> 2. Application: View and discuss <i>Tobacco messages through time</i>. 3. Hand in take home quiz #4 4. Discussion of Photovoice, a methodology that combines photography with grassroots social action. Subjects are asked to represent their community point of view by taking photographs. It is most often used among hard-to-reach or marginalized populations and it is intended to give insight into their conceptualization of their situation.
Week 10: Oct 30	<ol style="list-style-type: none"> 1. Discuss Readings: Hahn Ch. 15; <i>The Spirit Catches You; Finish book</i> 2. Development of plan for Photovoice project: 3. Application: View and discuss <i>HIV AIDS Anthem in Africa: art and health promotion</i>

Week 11: Nov 6 Take Home exam #5	<ol style="list-style-type: none"> 1. Discuss readings: Hahn Ch. 12, 16 2. Updates on PhotoVoice projects 3. Application: View and discuss: Reaching men with culture-based messages 4. Hand in take home exam #5
Week 12: Nov 13	<ol style="list-style-type: none"> 1. Readings: Hahn Ch. 8 2. Application: View and Discuss TB and Photovoice Project http://www.tbphotovoice.org/tbvp2/tbvp_mapApp/appMap.html 3. Application: Photovoice and youth violence http://www.sph.umich.edu/yvpc/projects/photovoice/freewrites.shtml 4. Hand in take home exam #10
Week 13: Nov 20	Presentation of PowerPoint Reports
Week 14: Nov 27 No Class	No Class, Thanksgiving Break
Dec 4th Final class	Presentation of PowerPoint Reports (Continued) Final Papers are due during Finals Week at the time scheduled for the exam for this class.

Academic Integrity: Students are expected to abide by the University of Arizona Code of Academic Integrity found at <http://w3.arizona.edu/~studpubs/policies/cacaint.htm>.

Classroom Behavior: (Statement of expected behavior and respectful exchange of ideas)
Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at http://hr2.hr.arizona.edu/dos/pol_disrupt.htm and the Policy on Threatening Behavior by Students found at http://hr2.hr.arizona.edu/dos/pol_threat.htm.

COPH Grievance Policy: College of Public Health students who believe they have been subjected to unfair treatment in the administration of academic policies may seek resolution of their complaints through the College of Public Health Grievance Process found at http://w3.publichealth.arizona.edu/newcoph/students/3_greivance.htm