Syllabus
HPS535: Multicultural Health Beliefs
7 W2, Spring 2021

Time and Location:
This is an asynchronous online course intensive and does not meet in person or live sessions.

Instructors and Contact Information:
Robin Byler Thomas, LMT, MPH, DrPH, rbthomas@email.arizona.edu

Instructor Availability:
- Available by email M-F, 7am-5pm
- Meetings can also be scheduled through Zoom or by phone, as prearranged by email.

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 health assessments, 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.

Course Prerequisites:
This class is open to all graduate students in the Arizona Graduate Program in Public Health who have obtained the course requisites: HPS/CPH 531, HPS/CPH 577, HPS/CPH 532A.

Course Learning Objectives:
By the end of the course, students will be able to:
- Recognize the ethnic, cultural, social, historical, and political influences and biases of both health care providers and client populations that impact health status and health care interventions.
- Identify some of the major ethnic and cultural groups represented in the U.S. and Arizona, their health status, health needs, and the quality of life among these cultural groups.
- Examine the health beliefs that underlie the health behaviors among various cultural groups, distinguishing between those beliefs and behaviors that foster and those that hinder wellness.
- Investigate health-related sources of data and literature about ethnic, social, economic, political, historical, and cultural factors impacting the health status of and health services for various cultural populations.
• Recommend and design culturally competent health education and health promotion programs and strategies that health care professionals may use to encourage positive changes in health behaviors among various cultural populations.
• Apply health education/health promotion process and methods for cultural assessment, planning and evaluation.

**Expected Learning Outcomes and MEZCOPH MPH/HBHP Section Competencies Covered:**

1. Identify the causes of social and behavioral factors that affect health of individuals and populations.
2. Identify individual, organizational and community concerns, assets, resources and deficits for health behavior health promotion interventions.
3. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
4. Describe the role of social and community factors in both the onset and solution of public health problems.
5. Apply ethical principles to public health program planning, implementation and evaluation.
6. Specify multiple targets and levels of intervention for health behavior health promotion programs and/or policies.

**Learning Materials and Activities:**
A variety of learning activities are designed to accommodate diverse learning styles and build a community of learners. Learning activities for this course include the following:

• Assigned Readings
• Writing Assignments
• Discussions
• Quizzes
• Midterm and Final Exams

**Course Notes:**
A webpage has been created for this class using the Desire 2 Learn (D2L) interface. The course website contains the syllabus, lectures, lecture notes, and homework assignments.

**Textbooks and D2L Readings (all free, woot, woot!):**
Required:


  This is our main text. Free access is provided on D2L.


**Assignments:**
All written assignments for this course will follow APA Style. For further instruction on APA, visit the Purdue Writing Lab.

1. **Culture Chats (60 points)**

Each weekly ethics and culture chat during Weeks 1–6 centers on the cross-cultural experiences illustrated in *The Spirit Catches You and You Fall Down*. The experiences in this book emphasize the importance of cultural competence in effective and responsible health care and health promotion that improve the health and quality of life for the people served.

Students will be assigned to a small group. They will work in these same small groups throughout the semester to answer the discussion questions. Each week students must:

• Read the assigned chapters in *The Spirit Catches You and You Fall Down*.
• Select a different facilitator to lead the group discussions. The group facilitator will make sure that all group members are participating and that the questions have been answered thoughtfully and with support. Every group member should have the opportunity to serve as facilitator.
• Respond to the question(s) regarding the assigned reading.

2. **Weekly Discussions (70 points)**

These discussions are open to the whole class (not the small chat groups described above) and will address various topics to reinforce weekly concepts learned. For example, Discussion 1 addresses the public health ethics of a case study, following the framework provided of Tulchinsky et al. (2015). At other times, student materials will be shared, after previous assignment completion, in these discussions as well. There are seven discussions worth 10 points each. Detailed instructions are included on D2L in the weekly content.

3. **Individual Assignments (10 + 50 points each)**

*Becoming culturally and ethically competent:* The way to cultural and ethical competency is
complex and involves many steps and the development and application of knowledge in many areas. Countless resources have been developed to achieve this goal. For this assignment, and to prepare for the assignments of ethical and cultural assessment of needs and plan for design, implementation and evaluation of health promotion programs, you will select and review one of the resources on ethical principles/framework for public health. You will prepare a bulleted outline of how you might apply the three ethical principles of autonomy, beneficence and justice in the planning, implementation, and evaluation of a public health program of your choice. You will also complete a 10-question worksheet which explores the process of becoming culturally competent. These assignments, covering how to become culturally and ethically competent, are worth 10 points.

My cross-cultural experiences is designed to help you identify your own cultural background and heritage, which influence your beliefs, practices, and perspectives. You will complete a survey and then write two double spaced pages describing your experience. Detailed instructions are included on D2L. This assignment is worth 50 points.

4. Midterm Exam (100 points)

Students will complete the midterm examination by downloading the Word document provided in the course, answering the questions, and submitting the document. Provide a written response to each question as a short essay and provide complete responses to each item. The midterm is available on Monday, in Week 4 and is due by Sunday Week 4 at 11:59 p.m. MST.

5. Culturally tailored ethical health needs assessment (APPLIED) (200 points)

This semester each student will work on two projects: the ethical and culturally tailored health needs assessment and the ethical and culturally tailored health education/promotion program plan. The needs assessment for a given cultural group or population is completed first, and the program plan builds on it to meet a specific health need.

Students will use a framework/principle for ethical needs assessment in public health (Tulchinsky et al. 2015) to assess and submit a written culturally tailored, ethical health needs assessment on the health status and needs of a specific ethnic/cultural population in a selected community. The program plan will build on the completion of the needs assessment, which is applied (not hypothetical), so start early making choices about methods you will use (surveys, interviews, focus groups, etc.) and sources to contact to assess your target population’s needs. Read through the assignment details for the culturally tailored ethical health needs assessment in Week 1.

6. Ethical and culturally tailored health education/promotion program plan (205 points)

In this assignment, you will use the framework for integrating ethics in public health education developed by Tulchinsky et al. (2015) in designing and developing an ethical and culturally tailored health education/promotion program plan (theoretical) for the selected ethnic or cultural group in a given community that addresses one specific health need as identified in the health assessment. Students will use data from the needs assessment, as well as a variety of peer-reviewed, evidence-based, and professional literature to develop a relevant health education program. Each program plan requires a minimum of ten (10) peer-reviewed and professional sources. Read through the assignment details for the ethical and culturally tailored health education/promotion program plan.
7. Final Exam 100 points

Students will complete the final examination by downloading the Word document provided in the course, answering the questions, and submitting the document. Provide a written response to each question as a short essay and provide complete responses to each item. The final is available on Monday in the last week and is due by the last day of class, at 11:59 p.m., MST.

Grading Scale/Student Evaluation and Policies:

Grading categories contribute to your final grade as follows:

| Discussions | 08% |
| Culture Chats | 08% |
| Assignments | 60% |
| Midterm | 12% |
| Final | 12% |

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<thead>
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<th>Assignments and Assessments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Discussions (7)</td>
<td>70</td>
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<tr>
<td>Culture and Ethics Chats (6)</td>
<td>60</td>
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<tr>
<td>Becoming Culturally and Ethically Competent</td>
<td>10</td>
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<tr>
<td>My Cross-Cultural Experiences</td>
<td>50</td>
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<tr>
<td>Ethical and culturally tailored health education needs assessment – Drafts of Sections A and B</td>
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<tr>
<td>Ethical and culturally tailored health education needs assessment</td>
<td>150</td>
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<tr>
<td>The problem map/diagram and hypothesis for your program plan</td>
<td>05</td>
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<tr>
<td>Ethical and culturally tailored health education/promotion program plan – Drafts of Sections A, B, and C</td>
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<td>Midterm</td>
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<td>Final</td>
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Table 1: Evaluation Criteria

Final grades are based on the following point system:
- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- E = 59% or less

Tips for Succeeding in the Course:
- Log in to class daily. Stay up-to-date on course assignments, readings, discussions, and activities.
- Check the dropbox for feedback after every assignment.
- Avoid procrastinating. This course is demanding. Course projects cannot be put off until the last minute. Timely participation is critical to comprehension and application of the information.
- Read all assigned materials before completing the assignments.

Success in HPS 535 will depend on the student’s familiarity with the health education and health promotion process that includes assessment, planning, implementation and evaluation.

University Course Policies: (please see the following URL):
https://academicaffairs.arizona.edu/syllabus-policies

Absence and Class Attendance/Participation:
The Class Attendance Policy, participation, and administrative drops are available in the University catalog.

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable. For more information, review the Religious Accommodation Policy.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored.

Late Policy:
Late assignments (discussion posts and written work) will not be accepted in this course. You may request an extension ahead of the due date ONLY if you have an extreme illness or documented family emergency. You must email the instructor as soon as you are aware of either of these situations. Students have five business days after grades are posted to inquire about grades on individual assignments. After five days have passed, grading will not be revisited.

Communications:
You are responsible for reading emails sent to your UA account from your professor and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course-related topics will be communicated to you with these electronic methods. The Official Student Email Policy can be found at the Office of the Registrar.

Disability Accommodation:
It is the University’s goal that learning experiences be as accessible as possible. Please contact the Disability Resource Center (520-621-3268; drc.arizona.edu) to establish reasonable accommodations (as it is very important that you be registered with the DRC).
**Code of Academic Integrity:**
All students are expected to do their own work. For homework, feel free to ask each other questions about concepts and procedures. However, when it comes time to complete the homework to turn in, do that on your own. Duplicate homework will be considered a breach of academic integrity. No communication between students is allowed during exams.

**Plagiarism:**
What counts as plagiarism?
- Copying and pasting information from a website or another source, and then revising it so that it sounds like your original idea.
- Doing an assignment with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Paraphrasing a passage without citing it, so that it looks like your own.
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.

All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the UA Dean of Students.

**Classroom Behavior:**
Students are expected to be respectful of the instructor and other students at all times. Students are expected to be familiar with the UA Policy on Disruptive Student Behavior in an Instructional Setting.

**Threatening Behavior Policy:**
The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one’s self.

**Nondiscrimination and Anti-harassment Policy:**
The University of Arizona is committed to creating and maintaining an environment free of discrimination, view the Nondiscrimination and Anti-Harassment Policy for more information.

**UA Smoking and Tobacco Policy:**
The purpose of the Smoking and Tobacco Policy is to establish the University of Arizona’s (University) commitment to protect the health of University faculty, staff, students, and visitors on its campuses and in its vehicles.

**COVID-19**
- In general, if you feel sick:
  - Stay home. Except for seeking medical care, avoid contact with others and do not travel.
  - Notify your instructors if you will be missing an online course.
  - Campus Health is testing for COVID-19 - please call (520) 621-9202 before you come in.
    - Campus Health is testing individuals who are concerned that they are infected with or have been exposed to COVID-19.
    - They continue to test only students, staff, and faculty of the University at this time.
    - Campus Health providers will evaluate patients and order testing if appropriate.
    - Visit the Campus Health website for more information.
  - Visit the UArizona COVID-19 page for regular updates

If you are experiencing unexpected barriers to your success in your courses, please note the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office can be reached at 520-621-2057 or DOS-deanofstudents@email.arizona.edu.

**Syllabus Changes:**
Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate.

**Reading Days:**
- Friday, April 2, 2021
- Wednesday, April 21, 2021

**Last day of class:**
- May 5th