Mel and Enid Zuckerman College of Public Health
University of Arizona
HPS 535 Multicultural Health Beliefs
FALL 2017

Time: Wednesdays, 3:30pm-6:00 pm
Location: Drachman Hall, Room A118

Instructor:

Laurie Krupski, PhD, CRC, CHES
Clinical Manager, ASHLine
Lecturer, Department of Health Promotion Sciences
Mel & Enid Zuckerman College of Public Health
University of Arizona
Phone: 716.860.1771
lkrupski@email.arizona.edu

Office Hours:
Wednesdays 2:30-3:15 pm prior to class

Teaching Assistant: None

Catalog 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 obtained permission of the instructor.

Course Learning Objectives:
By the end of this course, students will be able to:
1. 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.
2. 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.
3. Learn differences in outcomes among various populations and discuss the relationship between race/ethnicity, class and gender in producing health inequities.
4. 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.
5. Investigate health-related data and literature about ethnic, social, economic, political, and cultural factors impacting the health status of various cultural populations.
6. Provide culturally competent health education and health promotion advocacy that specific agencies may use to encourage positive changes in health behaviors within their organization.
7. Determine the possible outcomes of poorly designed programs and interventions that lack cultural sensitivity and competence in design, implementation, and evaluation.
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.

Course Notes: A D2L Website will provide the course syllabus, selected readings, handouts, all class assignments, and announcements of significant course changes and updates. To access the D2L website, go to: http://d2l.arizona.edu/index.asp. You must have a valid UANetID and Password (this is the same ID and password that you use for UA WebMail). Students enrolled in the class have automatically been added to the mailing list for this class. Course notes are the responsibility of the student.

Texts/Readings:
Journal articles and assigned readings will be required and disseminated electronically on D2L.


Course Requirements:

1. Class Discussion Leadership: Due dates assigned weekly from 9/6-11/15 100 Points

Teams will have the opportunity to lead one class session discussion (60 minutes) during the semester. Teams will (1) prepare and provide a brief summary of the main points of the assigned journal articles (2) facilitate a team building activity (10 minutes) that both introduces the topic to be explored and strengthens our understanding of each other as colleagues (3) Use participatory education techniques (See D2L folder Participatory Education) to facilitate an interactive discussion on the main points of the articles and ensures full participation among all students, and (4) provide a closing statement summarizing the major themes generated during the group discussion. Teams will sign up for pre-meetings with the professor 1-2 weeks before scheduled to present. Prior to the meeting teams email a word file to the professor describing (1) the team building activity, (2) introductory statement of main points of article (3) 3-5 discussion questions to be explored, (4) popular education technique to be used to engage colleagues in the discussion of the 3-5 discussion points. Teams should link questions to contemporary social, economic, policy issues and the broader socio-cultural political contexts of health. No PowerPoint presentations are necessary.

2. Grandparent/intergenerational Interview: Due Aug 30th 100 Points

On the first day of class (Aug 23), students will be divided into groups to develop interview questions to be conducted with a grandparent or family member of that generation. Interviews should consist of no more than 4 questions. The purpose of this activity is to explore multicultural health beliefs held among our families from the perspective of an older generation. Each group will determine what themes they want to explore. You will have one week to complete the interview. On the second week of class (Aug 30), bring the interview transcript, and in groups, you will compare and contrast the themes encountered in your interview. All groups will present their results to the class.

3. Group cultural online chats on chapters from Fadiman book: Due weekly 100 points

At the beginning of each week, students will contribute to an online discussion of the required reading
of the book, *The Spirit Catches You and You Fall Down*. Each student will contribute weekly to two assigned chapters of the book with questions and reflections that both initiate ideas and respond to other posts from students in the class. All online contributions will occur through D2L discussion sections. The professor will kick off chapter one by posting a set of reflective questions by September 2nd and responses are due before class on Wednesday September 6th. Each week following will consist of two assigned chapters that students will be assigned to either lead with reflective questions or respond to. Reflective questions must be posted by midnight the Saturday prior to your assigned class. All online responses are due before the following class. Ten points will be deducted each week there is no online contribution.

4. **Peer Coaching Practice and Reflections** Due Sept 20th 100 points

Students will join in groups of three with classmates from a different cultural background by the end of the first class and have in-class time the second through the fourth week of class to practice coaching and observing each other on a specific health behavior change or health concern. A coach, client and observer will meet together and provide each other with 20-30 minutes of coaching on behavior change that reveals health beliefs and practices. Students will be provided with sample questions to guide their coaching. All students will get practice as a coach offering guidance and asking open ended questions, as a client receiving feedback, and an observer sharing feedback. Each group will share lessons learned around asking, answering and observing questions that involve sensitivity to health beliefs. A 2–page (not more than 3 page) reflection paper (1.5 spacing) is due from each student by September 20th.

5. **Multicultural Health Belief Needs Assessment Project** Due Dec 6th total 500 points

Over the course of the semester students (individually or in pairs) will engage in a series of activities to explore health beliefs among one racial/ethnic/cultural minority group that meets the following two criteria: 1) the chosen group constitutes a unique “culture” or clear value system, 2) the chosen group experiences disproportionate health disparities. This can include racial/cultural, sexual identity, religious/spiritual, economic, or ability diversity. **You must email this choice to the professor before beginning the immersion to determine whether the group fits the criteria of the assignment** The culmination of these activities will result in producing a needs assessment report that will be presented to the chosen group (or agency), and will represent the groundwork for an appropriate grant application.

5a. **Cultural Immersion Experience and Reflection:** Due by October 4th 50 points

Each student individual/team is required to contact and attend at least one gathering of people of their chosen organization/agency, observing and interacting as appropriate. Upon completion of the Cultural immersion experience, each student will individually develop a 2---page (not more than 3 page) reflection paper (1.5 spacing) answering the reflection questions outlined below. Students are also invited to ground their reflection in relevant course readings from this class and others if applicable, as well as relevant personal and professional experiences.

1. Describe where you went and what you observed as it relates to your health topic and population of interest.
2. What personal beliefs and/or perceptions that you've held about this group or health topic were challenged today?
3. Reflect on any issues you observed that you think has strengthened or challenged the health and wellness among this group?
4. Discuss any social justice issues you encountered.

5b. **Key Informant Interview:** Due October 11th 2017 50 Points

Each student(s)* will select a key informant directly linked to an organization/entity/group that serves the racial/ethnic/cultural minority group of interest. Students will identify the key Informant and make contact and set a time for a face-to-face interview. The interview will explore some of the cultural health beliefs that impact health/specific health issue within the target population.
Be sure to plan your interview well in advance, as it may be very challenging to coordinate your schedule with busy professionals. Write up your results in a 3—page report following the headings of the interview guide. *Students may choose to work alone, OR with 1 or 2 other students.

- The overall goals of the agency/program
- How do they endeavor to achieve these goals (ie: how does the program work/run; how is the program funded, who do they serve, how many people do they reach; what are eligibility criteria, how do they advertise/recruit/distribute services)
- What factors do they think are the main contributors to the health disparity they are trying to improve
- What is their programs guiding conceptual framework
- How do they measure program success presently
- What suggestions do they have for program measurement in the future
- When do they expect to see results
- What are some of the successes to date
- What do they think are some limiting factors in achieving their goals
- Include where you went for the group gathering, and what you observed as it relates to your health topic. Incorporate any personal beliefs or perceptions about this group or health topic that were challenged or reinforced.

5c. Needs Assessment Report 400 total points

The purpose of this assignment is to: (1) Understand a public health issue from the perspective of a specific ethnic/cultural population, and (2) Provide that population with a tangible document to support advocacy and/or grant funding. The report must include the results of a needs—assessment conducted with representatives of the particular population (may be organized as focus groups). You will be responsible for identifying and scheduling face---to---face (and in extreme cases over the phone) interviews and meetings with your population of interest. Your initial cultural immersion experience (5a) and the key informant interview (5b) will form the groundwork of your needs assessment assignment. Components of the assessment include

(1) Abstract 20
(2) Introduction/Background and Annotated Bibliography 75
(3) Methods Section 50
(4) Results /Focus Group Summaries 75
(5) Discussion/ Key Findings 75
(6) Recommendations, 75
(7) Appendices/Organization . 30

Abstract, Introduction and Annotated Bibliography  Due Oct 18th

Once you complete your key informant interview and have a better understanding of the health disparity, the population of focus and the promising approaches and challenges to addressing health equity you will work with your team members to review the academic literature and prepare an annotated bibliography. Directions for developing an annotated bibliography are found in D2L. The abstract should succinctly introduce the background, objectives, methods, expected results, conclusion and recommendations of what your team hopes will accomplish through your needs assessment report.

Methods, Results, Focus Group Summaries  Due Nov 1st

Your team can choose to conduct a series of 5 interviews with representatives of the particular population or one focus group that consist of 5-8 people. Your team will develop an interview instrument of no more than 5-7 questions to be explored and will document basic demographics (age, gender, etc) of interview participants. You will be responsible for identifying and scheduling face-to-face interviews and focus groups with your population of interest.
6. Final Presentation or Digital Story  
Due Nov 29/Dec 6  
100 points

For the final presentation of your multicultural needs assessment project you may choose to prepare a (1) traditional 15-minute PowerPoint presentation inclusive of the major sections of the paper (background, objectives, methods, results, discussion, recommendations) or a (2) 5-10 minute digital story presentation of the major or most compelling findings of the qualitative research project. For both presentations your team must prepare a brief discussion guide that supports the interpretation and reflection on the issue presented in your digital story. The goal of the digital story is to:

1. Raise awareness around health and social justice issues at play
2. Increase visibility of marginalized populations
3. Advance dialogue toward solutions
4. Highlight initiatives that are making a difference
5. Mobilize people to action

On the day of the final presentations all students should include a final personal reflection in which you describe what/how you personally and professionally gained/changed/grew from the experience of conducting your qualitative research project. PowerPoint and or Video will be returned to the partnering program and agency. It is highly encouraged that you link this project to ongoing research interests, planned or current internship or professional work. Please meet with your advisor about your specific plans if internship or dissertation related.

<table>
<thead>
<tr>
<th>Total Course Assignments</th>
<th>Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grandparent Intergenerational Interview</td>
<td>August 30th</td>
<td>100</td>
</tr>
<tr>
<td>Class Discussion Leadership</td>
<td>Upon Assigned Date</td>
<td>100</td>
</tr>
<tr>
<td>Group Cultural Online Chats</td>
<td>Weekly (lead/respond)</td>
<td>100</td>
</tr>
<tr>
<td>Peer Coaching and Reflections</td>
<td>September 20th</td>
<td>100</td>
</tr>
<tr>
<td>Needs Assessment Project Components</td>
<td>Complete Report Dec. 6</td>
<td>500</td>
</tr>
<tr>
<td>Cultural Immersion Experience/Key Informant Interview</td>
<td>October 4th/11th</td>
<td>100</td>
</tr>
<tr>
<td>Abstract, Introduction, Annotated Bibliography</td>
<td>October 18th</td>
<td>95</td>
</tr>
<tr>
<td>Methods, Results, Focus Group Summaries</td>
<td>November 1st</td>
<td>125</td>
</tr>
<tr>
<td>Final Presentation or Digital Story Project</td>
<td>Nov 29th/December 6th</td>
<td>100</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td></td>
<td>1000</td>
</tr>
</tbody>
</table>

Grading/Student Evaluation:
Total Points Available 1000
A= 900-1000 (90%-100%)  
B= 800-899 (80%-89%)  
C= 700-799 (70%-79%)  
D= <700 (<79%)  
Extra credit: None
Missed Assignments: 0 points
Late Assignments: 10% deduction on the assignment per day late.
**Course Schedule**: (see separate document for schedule of themes and readings)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
</table>
| Class 1 – Aug 23 | **Course Introduction and Overview, Theories Influencing Health** (Health Belief Model, Illness/Wellness Continuum, Eastern vs. Western medicine, Health Disparities)  
  Grandparent Interview preparation, Sign up for assignments (Lead topics, cultural chats, pre-meeting 8/30-11/8, needs assessment groups, presentations, peer coaching group, etc.) |
| Class 2 – Aug 30 | **Theoretical Foundations to Engage Multicultural Health Beliefs: Critical Race Theory, Intersectionality and Cultural Humility**  
  **Guest Speaker**: Jesus Trevino: Continuing exploring worldviews, Impact of Sustained Oppression  
  Due: Grandparent/Intergenerational Interview/ Present to class  
  Peer Coaching practice |
| Class 3 – Sept 6 | **Community Health Workers as Cultural Bridges and Community Mobilizers**  
  **Guest Speaker**: Lorena Verdugo, Community Health Advisor (CHA), El Rio Community Health Center, Co-President, Arizona Community Health Outreach Network (AzCHOW)  
  Class Leads  
  *Key Informant Interviews and Focus Group Analyses, Review of Online “Spirit Catches You…”*  
  Peer Coaching practice |
| Class 4 – Sept 13 | **Historical Trauma and Resilience**  
  **Guest Speaker**: Stephanie Carroll Rainie, Dr.P.H, M.P.H. (Ahtna Athabascan), Assistant Research Professor, Udall Center and Public Health Policy and Management, Associate Director, Native Nations Institute and Assistant Director, Center for Indigenous Environmental Health Research  
  Class Leads  
  Peer coaching practice |
| Class 5 – Sep 20 | **Ethnographic approach to qualitative research**  
  **Guest Speaker**: Dr. Julie Armin will share an example using her research as a case study  
  *Introduction to Health Disparities*  
  *Peer coaching report due* |
| Class 6 – Sept 27 | **Social Determinents Affecting Health Disparities: Race/Ethnicity, Gender, Income, Place**  
  **Guest Speaker**: Elizabeth Calhoun PhD, Med Center for Population Science & Discovery  
  Class Leads: |
| Class 7 – Oct 4 | **Ethnic Notions and Healthy Paranoias: Racism and Health**  
  **Guest Speaker**: TBD (tentative: Colette Sims PhD)  
  *Due Cultural Immersion Experience*  
  Class Leads: |
| Class 8 – Oct 11 | **Migration, Immigration and Health (Refugees), Transnationalism**  
  **Guest Speaker**: Marge Pellegrino, “Owl and The Panther”  
  *Due Key informant Interview*  
  Class Leads: |
| Class 9 – Oct 18 | **Our Mental Health Worldviews** |

Dates are tentative and subject to change as needed – all required readings located in D2L

* Dates of student lead discussion Themes in **bold**, Activities in italics, Assignments due in **bold red**
Class Attendance/Participation:
Students are expected to attend all classes, read course materials, actively participate in discussions, and to complete assignments, and submit them on the dates due. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored.

Telephone and Computer Use: You are not allowed to have your cell phone on during class. Turn your cell phones to silent or vibrate in order to not disrupt the class and disturb your fellow students and professor.

Required Statements: 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 policy can be found at:
http://www.registrar.arizona.edu/emailpolicy.htm

Disability Accommodation: If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. The official policy can be found at:
http://catalog.arizona.edu/2014%2D15/policies/disability.htm

Academic Integrity: All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the Dean of Students and online: The official policy found at: http://deanofstudents.arizona.edu/codeofacademicintegrity
Classroom Behavior: (Statement of expected behavior and respectful exchange of ideas)
The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. This information is available at: http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines
Students are expected to be familiar with the UA Policy on Disruptive and Threatening Student Behavior in an Instructional Setting found at: http://policy.arizona.edu/disruptive-behavior-instructional and the Policy on Threatening Behavior by students found at http://deanofstudents.arizona.edu/sites/deanofstudents.arizona.edu/files/Disruptive_threat_bklt_2012.pdf

Grievance Policy: Should a student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance using the Graduate College Grievance Policy found at: http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy

Grade Appeal Policy: http://catalog.arizona.edu/2014-15/policies/gradappeal.htm

UA Smoking and Tobacco Policy:
The University's "Smoking and Tobacco Policy" is designed to promote the health and wellness of all members of the University community, including visitors to campus, and it will prohibit the use of tobacco- and nicotine-containing products on property owned or controlled by the UA. This includes the main campus, the Arizona Health Sciences Center, the Phoenix Biomedical Campus, UA South, all satellite campuses, University vehicles, and any property leased by the UA. Smoking cessation aids, such as nicotine gum, patches, and nasal sprays, will be permitted, but all other forms of tobacco or nicotine - including pipes, cigars, cigarettes and e-cigarettes, all types of smokeless tobacco, and water pipes - will be prohibited. The latest version of the policy is available at: http://policy.arizona.edu/sites/default/files/Tobacco-Free.pdf

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.

Plagiarism: What counts as plagiarism?
• Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
• Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
• Quoting a passage without quotation marks or citations, so that it looks like your own.
• 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.