Syllabus
HPS535: Multicultural Health Beliefs
Spring 2020, Session B

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 schedule 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 permission of the instructor. Completion of HPS 532A, Applied Aspects of Program Plan, Implementation & Evaluation I, is recommended but not required.

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 Resources:
Required:

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 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. At 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 Competent*: The way to cultural 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 you will complete a 10-question worksheet which explores the process of becoming culturally competent. This assignment is 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. The Culturally Tailored Health Needs Assessment (200 points)

This semester each student will work on two projects: The Culturally Tailored Health Needs Assessment and the 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.

For the Culturally Tailored Health Needs Assessment, students will assess and submit a written culturally tailored health needs assessment on the health status and needs of a specific ethnic/cultural population in a selected community. Read through the assignment details of the Culturally Tailored Health Needs Assessment in Week 1.

6. Culturally Tailored Health Education/Promotion Program Plan (205 points)

This semester students will design and develop a Culturally Tailored Health Education/Promotion Program Plan 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 of the 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 Week 7.5 and is due by the last day of class, Wednesday in Week 7.5 at 11:59 p.m. MST.

Grading Scale/Student Evaluation and Policies:

Grading categories contribute to your final grade as follows:

<table>
<thead>
<tr>
<th>Assignments and Assessments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion1: Introductions</td>
<td>Ungraded</td>
</tr>
<tr>
<td>Discussions (7)</td>
<td>70</td>
</tr>
<tr>
<td>Culture Chats (6)</td>
<td>60</td>
</tr>
<tr>
<td>Becoming Culturally Competent</td>
<td>10</td>
</tr>
<tr>
<td>My Cross-Cultural Experiences</td>
<td>50</td>
</tr>
<tr>
<td>Culturally Tailored Health Education Needs Assessment – Drafts of Sections A and B</td>
<td>50</td>
</tr>
</tbody>
</table>
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 a documented 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.

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.