

MULTICULTURAL HEALTH

HCSV & MCGS 328-01 Fall 2009
Tuesdays/Thursdays 12:30-1:45 pm
Butte 229

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I. Course Description

This course will focus on the impact of cultural variables on health and illness. Further, this course will focus on those problems that affect African Americans, Latinos, American Indians, and Asian Americans. The effects of history, health beliefs and practices, and socioeconomic status on the health of different ethnic populations will be addressed. The emphasis in the reading collections is on changing perceptions, giving voice, and addressing issues of racial discrimination. Current and potential strategies to improve health care delivery to these groups will be explored. ***We will often discuss topics that are sensitive, but critical, to cogent discussions about race, ethnicity and health. Each of you is asked to be mindful that we are a diverse group and that each person deserves your respect.***

II. Texts & resources

Required Text: Kline, M. V. & Huff, R. M. (2008). Promoting Health in Multicultural Populations: A Handbook for Practitioners. 2nd Edition. Sage Publications

Required: Functional VISTA access for reading and submitting assignments.

The CRAAP Test (a way to analyze the appropriateness of website for use in academic papers):

<http://www.csuchico.edu/lins/handouts/evalsites.html>

III. Objectives

- A. The student will discuss the effects of history, cultural assimilation patterns, and health beliefs and practices upon the health status of underrepresented ethnic groups in the U.S.
- B. The student will evaluate the effectiveness of the health delivery system in meeting the health needs of major ethnic groups in the U.S.
- C. The student will describe the nature and extent of health disparities between U.S. Whites and non-Whites.
- D. The student will examine health agencies and organizations that are responsive to the needs of multicultural groups in the U.S.
- E. The student will analyze the various cultural, social, political, environmental and economic forces with impact the health of U.S. communities of color.
- F. The student will compare the effects of several major health concerns common to ethnic groups in the U.S: infant mortality, AIDS, heart disease, cancer, drug abuse, etc.
- G. The student will assess the effect of prejudice and discrimination upon the health and the delivery of health care services to underrepresented groups in the U.S.
- H. The student will identify personal stereotypical thinking, common prejudices, and ethnocentrism and its negative impact upon the health and delivery of services to ethnic groups in the U.S.
- I. The student will examine one's own cultural backgrounds and world view as related to communication with others.
- J. The student will identify assets and strengths within U.S. populations of color which serve to buffer life events, enhance quality of life and maintain a positive health status.
- K. The student will develop cultural sensitivity (awareness of differences) and become culturally competent (skillfully interact with other ethnic/cultural groups). The student will articulate a personal vision for improving or enhancing the health status of communities of color in the U.S.

IV. Student Responsibilities

A. Attendance

Attend each class, contribute to class discussions, and participate in planned activities. Attendance will be recorded. **More than 2 absences will result in a penalty of a reduction of 1/3 final letter grade for each class period missed.**

Our academic schedule is based on Western Christian religious/cultural traditions, for example we do not meet on Sundays, Christmas, Easter, etc. This can create an additional burden on those students who practice other religious/cultural traditions because they must either miss class, ask permission to miss class, or miss important religious/cultural ceremonies and events. Please do not hesitate to inform me of an expected absence required to follow the tenets of your faith &/or culture. This absence will not be officially recorded as such. However, any required academic work should be submitted in advance and will be considered late if not submitted by the due date.

B. Weekly Article Readings and Discussion Questions (10 points each)

There are articles assigned per week. For each article there are questions that must be answered. The articles and questions are on VISTA. Prepare for classroom discussion by reading, answering questions and reflecting on article assignments. Article answers and reflections are due at the beginning of the class period noted in the syllabus. Each submission should include:

1. Your name, article #s & titles
2. Typed, single-spaced answers to the assigned article questions.
3. Your **reflection** regarding **ONE** article per weekly assignment (especially how it affects your previous opinions or professional life).
4. Assignments must be submitted via VISTA assignment tool no later than the beginning of the class period they are due. **NO LATE SUBMISSIONS WILL BE ACCEPTED.**
5. It is strongly suggested that you print and bring your readings to class during the first half of the semester (up to Exam 1). We will be discussing them in class and you will want to make notes on them for your exam.
6. You may submit ONE printed assignment ('off VISTA') during the semester. The papers submitted 'off VISTA' must be turned in during class on the day it is due or into Butte 607 prior to class time and get time-stamped. NO paper will be accepted if slipped under my door. Each 'off VISTA' assignment submission after the one (free 'lifeline') will be penalized 5 points.
7. You must be able to save and send a .doc or .rtf document. If you are using "2007" Microsoft Word software, save your document as a 1997 or 2004 version. This also means you cannot use Microsoft Works or Word Perfect software for assignments unless you can save your documents as a .rtf or .doc

C. Exam 1 (120 pts)

Exam 1 is multiple choice and essay. Make up exams will only be given under dire emergencies with prior approval and with documentation and are administered during finals week at your professor's convenience.

D. Exam 2 (100 pts)

Exam 2 is an essay and case study analysis. *Any student who is not in attendance for any panel presentation for any reason will be *required* to take the final. Those students with full attendance at ALL panel presentations – and you *must* be in your seat by 12:30 pm and not leave before 1:45 pm – will *not* be required to take the final.*

E. Panel Project (120 pts)

Students will be assigned to panel groups to understand peoples of diverse cultures and to find ways health educators/administrators/health care professionals can most effectively serve their clients.

- o Panel groups will present a 60-minute presentation on one assigned ethnic group. Everyone must participate equally to the overall presentation. The panel should consider itself as a whole and not as segmented parts to insure completeness and avoid duplication in the oral presentation. The focus of your research relates to health professionals and how we may best serve. Consequently, what information makes this culture different from the dominant culture? What are the experiences and assets of this culture relative to the dominant culture? Determine what exceptional data we need to know. **IMPORTANT! See more detailed instructions in Section II of this syllabus.**

Course Evaluation

| | |
|---------------|------|
| Panel project | 120 |
| Articles | 260 |
| Exam #1 | 120 |
| Total | 500 |
| <hr/> | |
| + (Exam #2 | 100) |
| Total | 600 |

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|---------------|---------------|----------------|-----------------|
| | B+ = 88 - 89% | C+ = 78 - 79% | D+ = 67 - 69% |
| A = 94 - 100% | B = 84 - 87% | C = 74 - 77% | D = 64 - 66% |
| A- = 90 - 93% | B- = 80 - 83% | C - = 70 - 73% | F = 63% or less |

Remember: each absence after two will lower your final grade 2/3 a letter grade. For example, if you earned a B for the course and missed 3 class periods your final grade will be reduced to a B- (3rd absence = B>B-).

IMPORTANT: All grading and attendance discrepancies must be resolved on or before the last week of classes to be considered. Scores are posted on VISTA throughout the semester.

328 COURSE SCHEDULE

| Date | TOPIC | ASSIGNMENTS | READINGS |
|---------------------------|--|-------------|------------|
| 8/25 | Introductory Concepts | | |
| 8/27 | <i>faculty furlough day – no class</i> | | |
| 9/1 | Health status & health care in US | RP* 1-2 | Chapter 5 |
| 9/3 | Health inequities: <i>Unnatural Causes</i> | | |
| 9/8 | <i>faculty furlough day – no class</i> | | Chapter 1 |
| 9/10 | Race & Ethnicity | RP 3-4 | |
| 9/15 | Race & Ethnicity: <i>The power of a Myth</i> | | Chapter 2 |
| 9/17 | Concepts of Culture | RP 5-6 | |
| 9/22 | Concepts of Culture | | |
| 9/24 | Cultural Power & Privilege | RP 7-8 | Chapter 3 |
| 9/29 | Panel Assignment Orientation | | |
| 10/1 | Culture and Health | RP 9-10 | |
| 10/6 | Culture and Health | | |
| 10/8 | Culture and Health: <i>Community Voices</i> | | |
| 10/13 | Exam 1 | | |
| 10/15 | <i>faculty furlough day – no class</i> | | |
| 10/20 | Cultural Competency | RP 11-12 | |
| 10/22 | Religious Minorities in the US | | |
| 10/27 | American Indian health issues panel | RP 13-15 | Chapter 17 |
| 10/29 | Native Hawaiian health issues panel | | Chapter 25 |
| 11/3 | African-American health issues panel | RP 16-17 | Chapter 13 |
| 11/5 | Latino health issues panel | RP 18-19 | Chapter 9 |
| 11/10 | People with Disabilities | | |
| 11/12 | Pilipino American health issues panel | RP 20-21 | Chapter 21 |
| 11/17 | Chinese American health issues panel | | |
| 11/19 | Japanese American health issues panel | RP 22-23 | |
| THANKSGIVING BREAK | | | |
| 11/30 | Asian Indian health issues panel | | |
| 12/3 | Southeast Asian health issues panel | RP 24-25 | |
| 12/8 | Gender & Sexual Minorities health issues | RP 26 | |
| 12/10 | <i>Commitments to Cultural Competence</i> | | |
| 12/15 | (Exam 2: 2 – 3:50 pm) | | |

* RP = Reading Packet (On VISTA)

Section II: Expanded Panel Project Instructions

Panel Project (120 pts)

Students will be assigned to panel groups to understand peoples of diverse cultures and to find ways health educators/administrators/health care professionals can most effectively serve their clients. Panel groups will plan a 60 minute presentation on assigned ethnic groups. Everyone must participate equally to the overall presentation. The panel should consider itself as a whole and not as segmented parts to insure completeness and avoid duplication in the oral presentation. The focus of your research relates to health professionals and how we may best serve. Consequently, what information makes this culture different from the dominant culture? What are the experiences and assets of this culture relative to the dominant culture? Determine what exceptional data we need to know. The groups follow:

- | | | |
|--|-------------------------------|-----------------------|
| 1. Black Americans | 4. Asian Indian Americans | 7. Japanese Americans |
| 2. Latino/Mexican Americans | 5. South East Asian Americans | 8. Chinese Americans |
| 3. American Indians or Alaskan Natives | 6. Native Hawaiians | 9. Filipino Americans |

Panel project content:

1. **Identify ethnic groups and sub-groups:** history (when, why and how they come to the US – if appropriate), experience of racism, genocide, etc. Current population, geographic distribution, and demography (incl. marital status, employment, education, income, etc). Most important is now, their current status. Data should be summarized and synthesized for your audience.
2. **Evaluate general health data by age groups (children, adults, elders):** provide a SYNTHESIS of epidemiological characteristics, general health, morbidity and mortality (e.g. leading causes of death, or areas where there are significant differences across ethnicities). Be sure to provide COMPARISON data between your minority group and other ethnic groups/general population.
3. **Analyze a specific health problem AND one culturally focused health care/education program that addresses this problem/group.** Each group member must choose a different health issue to research and present. The emphasis should on **WHY** this is a problem must be addressed, NOT on the disease process. DO NOT just provide generic disease etiology and prevention information
4. **Identify beliefs and practices of health, disease and illness, both traditional and adaptations.** Are cultural healers available? Are they used? What belief system is used in healing? How has acculturation affected these practices?
5. **Describe the current health care delivery:** encounters with the mainstream, barriers to treatment and services. Is Western medicine and treatment accepted? To what extent? When is Western treatment sought (if at all)? Are services available? Is there self treatment in this community? Are there fears, barriers, miscommunication surrounding Western medicine? How can these barriers be overcome or reduced?
6. **Describe the traditional family lifestyle including roles of women and men, and the role of elders.** Are traditions changing in this country? What are the effects of acculturation? What intergenerational changes are taking place? What is the effect of their traditions (especially female/male roles) regarding health treatment and education? How can health professionals adjust to reach this community?
7. **Ethnic interview:** Each person must interview an individual representing your selected ethnic group. If you are of the ethnic group, interview someone of your ethnicity that you suspect may have had different life experiences than you. As a minimum, ask them questions regarding the following: their ethnic background, country of origin, what they do to maintain health, what remedies are used for common health problems, and their views of physicians, hospitals, and medicines. Share with them what you learned in your research and ask them what they think should be presented. How does their background affect their beliefs concerning health and illness? Which beliefs and practices are health preserving? Which may be harmful? Write up a summary of your results and add how their beliefs have influenced your health beliefs and behaviors. Which beliefs are similar to yours? Where do your beliefs differ from theirs and why? **Submit a thank you note** (addressed and stamped) with your presentation.

Panel Project Format:

There are several components to this project:

- a) A one-hour group oral presentation using Power Point, plus poetry, music, artifacts, etc. As a group you will divide up the required demographic and cultural content (see 1-7 above), plus each group member will write/present on a health topic (#3 above). Use music, examples of clothing, food (keep it simple – no buffet lines!), to enhance our experience of your ethnic group's culture. These could include: poetry, music, or visual art. Be sure to have brief biographical information about the artist (name, year created &/or years artist lived, country of origin).
- b) An individually written extended, detailed outline (paper) of your portion of the group presentation. **Minimum 4 pages single-spaced typed from each group member.** This must be referenced thoroughly and accurately using at least 4 professional (peer-reviewed or governmental agency) sources **IN ADDITION TO** class sources. Wikipedia is NOT allowed! **Please also submit an electronic copy of your paper via VISTA**
- c) Ethnic interview – individually conducted and evaluated interview. Submit with paper and include in your presentation where appropriate.
- d) A group-developed informational handout accompanying your presentation for all class members on the day of your presentation (make 38 copies). This should be a **one page (2 sided) condensed version** of your entire panel project which is distributed at the beginning of your presentation. Make these as dense and thorough as possible – these are to be used as exam study notes/guidelines on your panel.
- e) A presentation timeline/outline submitted to instructor on day of presentation.
- f) A group-developed attractive, organized binder that includes all detailed outlines, Power Point slides, interviews, and any other materials associated with your project/presentation.
- g) Member contribution and participation evaluation. This is due on the day of your presentation. Please submit in individual envelopes or stapled/taped shut to ensure confidentiality

Your panel presentation should be a Celebration of Culture!

Bring this culture into the classroom; surround us with the colors, music, spirituality, scents, food, history, experiences, clothing, and pride of this culture. Some ideas:

- YOU MUST integrate poetry, music/lyrics, traditional stories, famous speeches, or video clips. (Bring your own portable CD player – the classroom systems are not reliable!). The idea is to get away from a purely data based presentation and highlight the experiences and voices of the ethnic group.
- Other ideas to bring your presentation to life:
 - Food – keep it simple, though – no buffet lines!
 - Visit an ethnic community, attend a celebration, church, etc. and tell us what you saw. Take some pictures (ask permission!);
 - Describe of holidays and ways they are celebrated.
 - Accomplishments of a person(s) of this ethnicity who has become well-known.
 - Teach us (or invite a guest presenter to) a traditional healing practice (yoga, etc.), or a traditional dance, game or prayer.

Panel Project Grading

- 60 points: Oral Presentation Criteria: Adequate group coverage of objectives, material well organized, student appeared to have good knowledge of subject, topics selected were relevant to ethnic group, presentation made sense, questions satisfactorily answered, student showed interest in topic, student made subject interesting, contribution will improve knowledge base in HCSV 328, content was new information, creativity, use of overheads, films, music, art, healthy food, etc. Quality of classroom handout. Quality of and adherence to timeline.
- 40 points: Detailed outline (paper): had good content and was well written, **referenced correctly and adequately**, use APA documentation style quality of sources.
- 10 points: Individual contributions to panel as measured by confidential peer evaluations: member was organized, member was motivated, a good participant, attended all group meetings, contributed to your work, was dependable, contributed equally to the panel
- 10 points: Quality of Interview and quality of interview summary. Thank you note & stamped envelope.

NOTE: presentation grades will not be recorded until all evaluation forms are received.

Reading and Testing Guide for Kline and Huff Text

EXAM 1

Chapter 1: Health Promotion in the Context of Culture

1. Understand the concept of “culture” in general – what is it, how does it develop, what is it composed of, how does it act on individuals, what institutions comprise culture, what is the relationship between the individual, institutions, and ‘culture’.
2. Know Slonim’s 5 basic criteria for defining a culture.
3. Understand the concepts of “ethnicity” and its relationship to culture and what has been known as “race” and “minority”.
4. Understand the concepts of acculturation, bicultural, assimilation. Understand the relationship between acculturation and assimilation.
5. Understand “ethnocentrism” and how it affects health promotion.
6. Know the differences between cultural awareness, cultural knowledge, cultural skill, cultural encounter.
7. Understand the concepts related to ethnosensitivity, including cultural relativism.
8. Understand the differences in communication styles and how they impact interpersonal communication.
9. What process do Kreps and Kunimoto recommend?

Chapter 2: Cross-Cultural Concepts of health and Disease

Understand the western bio-medical model of disease and be able to compare (in general) other models of disease. This includes concepts of explanatory models, what causes disease (Illness causality), different (general) methods of healing. Study the traditional models of health care delivery of the different ethnic groups presented in this chapter.

Chapter 3: Ethics of Health Promotion Intervention in Culturally Diverse Populations

1. Understand the concepts of ethics, morality, bioethics, ethical traditional, ethical competency.
2. How have various health organizations incorporated the concept of culture in their codes of ethics?
3. Understand the Kachingwe-Huff model of culturally proficient and ethical practice. How does “conviction” play a role?
4. What is the first thing practitioners must understand?

Chapter 5: Health Disparities in Multicultural Populations: An Overview

1. Understand the social roots and determinants of health disparities.
2. How do the authors argue that we are compelled to address health disparities?
3. Understand (basics) the Model of vulnerability
4. Know the spectrum of infant mortality across ethnicity.
5. Know the spectrum of self-reported general health status by ethnicity
6. Know the spectrum of obesity across ethnicity
7. Understand the “inverse care law”
8. Know the spectrum of health insurance coverage and having a regular source of care across ethnicity.
9. Understand how health education contributes to and also has the potential to reduce health disparities.

Chapter 6: Cultural Assessment Framework

This chapter provides a framework for assessing the culture of a community. It is a little overwhelming. I don't want you to get bogged down in the details, but you do need to have a vision of what these components are and how they might impact the individual and health and seeking healing. You need to know and understand the factors involved (e.g. demographic variables of age, gender, etc.; cultural characteristics of ethnic identity, cosmology, time orientation, etc.; Health beliefs such as explanatory models, etc). I would create a dense outline to understand these various components – these are critical to becoming a culturally competent practitioner, educator, administrator, therapist, etc.

Chapter 8: Tips for the practitioner: health promotion in the context of culture

This chapter is a review and synthesis of the concepts of culture and cultural competency from previous chapters. Use it as a review for these issues. For example, how does culture effect how people interpret the source (and therefore treatment) of disease? How does this effect health care seeking behavior? What do you need to know about cross-cultural communication to be culturally competent?

Student Outcome Assessment (based on the *Competency-Based Framework for the Professional Development of Certified Health Education Specialists, The National Commission for Health Education Certification, Inc.*)

- 1 . Assess individual and community needs for health education (Resp I).
 - Research health of selected ethnic group by completing a panel project.
 - Interview member of selected ethnic group and complete a summary.
- 2 . Implement health education programs (Resp III).
 - Present a group panel project and exhibit competence.
- 3 . Act as a resource person in health education (Resp VI).
 - Use the computer and data bases effectively to meet research requirements.
 - Establish a consultative relationship with a health agency and prepare a culturally relevant brochure/pamphlet for that agency and their clients.
- 4 . Communicate health education needs, concerns, and resources (Resp VII).
 - Present effectively to a group using multiple audio-visual aids and culturally relevant tools or icons.
 - Be prepared to discuss the selected readings by preparing notecards.
 - Identify local, regional, and national agencies that serve communities of color to be presented on your brochure/pamphlet.
 - Evaluate effective ways to bridge services and communication between providers and consumers of health care.
- 5 . Have knowledge, skills, and beliefs related to the health care delivery system.
 - Discuss, describe, and analyze the impact of politics and economics on the health care delivery system and be able to participate in influencing political decisions. Emphasis will be on undocumented immigrants, the impact of current demographics, and the historical discontent of communities of color.
 - Be able to apply laws and regulations that impact health care organizations.
 - Discuss the major ethical issues that are affecting health care and be able to articulate your own beliefs.
- 6 . Describe the roles, responsibilities and functions of various services within healthcare organizations and their quality of services.
 - Identify creative ways to provide services to underserved populations.
 - Identify effective health services.
- 7 . Be able to develop program plans, including defining problems in appropriate terms, setting goals and objectives, using statistical data, interpreting published data, researching issues, developing alternatives, and evaluating results and impacts. Describe research limitations and biases of ethnic data.
Be able to work in a team and conduct peer evaluations.

Portfolio Items for Health Education Majors

- 1 . Panel project (keep YOUR OWN copy of the full presentation on a CD!)
-