

ISIS4V89  
Syllabus

Health Strategy for Multicultural Population  
Special Topic Interdisciplinary Studies  
University of Texas at Dallas  
Friday 11:30 a.m. – 2:15 p.m.  
CR 1.212

**Professor Contact Information**

*Professor: Dr. Lea Aubrey*

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*Office Hours: Wednesday and Friday 10:00-11:00, and after class as needed*

**Course Description**

Certain groups in this country suffer a disproportionate burden of death and disability from infectious and chronic diseases, violence and other major health problems. This course will prepare students to identify and analyze the nature and roots of these health disparities among African Americans, Asian and Pacific Islander Americans, Latinos, and Native Americans, as well as gender differences within these populations. Part of the focus will be on health promotion methods to help students proactively work with communities and diverse cultures to address these disparities. Our concern will be the complex global, cultural and institutional factors that serve as sources of conflict, oppression, and inequalities in health; cultural strengths which can form part of the solution; the role of the health promotion specialist in helping communities reduce disparities, and strategies for prevention. Because of the multi-faceted nature of these problems, our course will draw upon readings and methods from the fields of public health, immigration, sociology, preventive medicine, psychology, and anthropology, public policy and administration.

**Student Learning Objectives/Outcomes**

By the conclusion of this course the student will be able to:

1. Identify major factors contributing to health status and health disparities among women and sexual minorities, immigrants, African Americans, Latinos, Asian-Pacific Islander Americans, and Native Americans in the U.S.;
2. Critically analyze historical, institutional, cultural and educational barriers that impede the effective use of health services and health promotion efforts by the focus populations;
3. Demonstrate an understanding of challenges encountered by the target populations when seeking services from health promotion/disease prevention providers and the health care system;
4. Integrate the needs, cultural values and strengths of the focus populations into health policy, community health promotion, and health service strategies;
5. Select methods for improving cross-cultural communication and health literacy in health promotion/disease prevention settings;

6. Identify and critically analyze relevant scientific literature on contributing factors and potential education, policy, and service solutions for an existing health problem in one of the focal populations.

### Required Textbooks and Materials

The textbook for this course is Multicultural Health, Donald H. Graham, Lois Ritter, 2<sup>nd</sup> edition (2017).

The course readings will consist of chapters from the book as well as journal articles and reports. You should purchase the textbook. Articles and reports will be posted as pdf documents on Blackboard(the course website. Login to Blackboard is at <https://elearning.utdallas.edu> and requires your UTD username and password. Readings need to be completed before class on the dates listed.

### Assignments & Academic Calendar

Date	Topic	Readings
1/17	Course Introduction and Overview	
1/24	Race, Class, Privilege, and Blaming the Victim	Graham and Ritter, Ch 1. "Introduction to Multicultural Health
1/31	Overview of Inequalities in Health and Social Class Gradient  Video: Unnatural Causes Episode 1: In Sickness and in Health by PBS (1 hour)	Graham and Ritter, Ch 2. "Theories and Models Related to Multicultural Health.
2/07	Mental Health  Guest Speaker	Huff, Klein & Peterson, Ch 18. "Access to Mental Health Services for Low-Income Immigrant and Refugee Arab-Americans: A Case Study" by Ahmed and Mahmood
2/14	Immigration & Acculturation  Introduction to photovoice project	Rhodes & Hergenrather. "Recently arrived immigrant Latino men identify community approaches to promote HIV prevention." AJP, 2007.  Brederson and Stevens. "Using Photovoice methodology to give voice to the health care needs of homeless families. " American International Journal

		of Contemporary Research, 2013.
2/21	Groups	Meet to discuss projects. Work on outline for project and assign tasks.
2/28	Exam 1	
3/6	Cross Cultural Communication and Health Literacy	Huff, Klein & Peterson, Ch 8. "Cross-Cultural Communication and Health Literacy in Multicultural Populations" by Baezconde-Garbanati and Cruz
3/13	Cultural Tailoring	Graham and Ritter, Ch 5. "Religion, Rituals, and Health.
3/20	No Class- Spring Break	
3/27	Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Health Issues  Guest Speaker  HIV/AIDS    Sexual Assault, Domestic Violence	Mayer et al. "Sexual and gender minority health: what we know and what needs to be done." 2008.  "High Stakes for the Health of Sexual and Gender Minority Patients of Color." 2017.  Rotheram, Swendeman & Chovnick. "The past, present, and future of HIV prevention: integrating behavioral, biomedical, and structural intervention strategies for the next generation of HIV prevention." Ann Rev Clin Psych, 2009.  Wathen & MacMillan. "Interventions for violence against women: scientific review," 2003
4/3	Health Disparities	Wathen & MacMillan. "Interventions for violence against women: scientific review," 2003.
4/10	Exam 2-( multiple choice/True-False questions and paper)	Groups to meet and finalize projects

4/17	Meet to discuss and prepare for Presentations	Blackboard Collaborate
4/24	Meet to discuss and Presentations	Blackboard Collaborate
5/1	Final presentations are due	Blackboard Collaborate

**Grading Policy**

The course will use a lecture/discussion/presentation format. Students are expected to complete all readings prior to the class for which the readings are assigned, and to come prepared for critical discussion, reflection, and debate. Class participation grade will be based on preparedness for class and insightful participation especially during discussion of readings.

Students will be evaluated on the basis of the following:

Class Participation (10%)

Photovoice Group Project Presentation & Written Assignment (40%)

Exams 1&2 (25% each, 50% total)

Grades will be determined in accord with the following scale:

A+	97 -100%	B-	80 - 82.99	D+	67 - 69.99
A	94 - 96.999	C+	77 - 79.99	D	63 - 66.99
A-	90 - 93.99	C	73 - 76.99	D-	60 - 62.99
B+	87 - 89.99	C-	70 - 72.99	F	59 or below
B	83 - 86.99				

**Class Participation 10%:** There will be discussions of the readings, case studies, and problem- solving situations in each class. Active engagement with the material, speakers, videos and discussions, etc., will be graded on a range of 0 to 2 points for each class. In order to get full credit for participation, you need to be in class, prepared, understand the readings for that day, and make substantive and informed contributions to the small and large group discussions.

**Educational Video Project (40%):**

Groups of 3-4students will identify one public health disparity that affects at least one of them, their families, friends, or communities. They will develop a problem statement, take photographs and find archival photos to document the issue and illustrate how it affects people or communities. Please visit an agency and conduct at least one interview with a person who personally experiences this disparity and at least one interview with someone working to help reduce this disparity, as data to document this problem and its effects. Conduct a literature search to identify one possible policy or community intervention recommended in the scientific literature to prevent or mitigate the problem.

There will be periodic updates requested in class. Then organize this material into a PowerPoint presentation, approximately 25 mins in length. Please allow at least 5 minutes following your presentation for questions. There will also be a brief written assignment of 2 to 3 pages to be completed individually to address possible interventions to reduce the disparity, based on peer-reviewed research and/or evaluation report literature. Project details will be provided in class session 3. There will be a group grade for each project (30% of total course grade), and individual student involvement (based on periodic peer reviews and updates in class) and the individual paper each receive grades (5% of total course grade each). Presentations in class will be Friday, April 27, 2018.

**Exams (25% each X 2 exams = 50%):**

There will be two exams, each about 1.5 hours, covering one half of the semester material. A set of possible exam essay questions will be circulated approximately 5 days before the exam. Exams are essay-based and closed book.

**Course Policies**

- ✓ The class participation grade is based on active, thoughtful participation in class. If you are not present, or not informed about the readings and discussing them, then you will not receive credit for participation that day.
- ✓ Missed exams and assignments can be made up, with written documentation of the required reason for missing the date, as soon as the emergency is resolved. If approved by the instructor, then an alternative due date will be scheduled within the week.
- ✓ Unexcused late assignments will lose one letter grade (eg., B+ goes down to B, etc.) for each day they are late.
- ✓ Lecture slides will be posted online on Blackboard the day of class.
- ✓ While class is in session, please do not use cell phones, MP3 players, check messages, use e-mail or the Internet, disrupt other students, work on outside materials or prepare for another class. This is a strict policy. You may be asked to stop, or leave class or turn in your electronic device; and after class you will be assigned a participation grade of "0" for that day. Students checking the Internet or cell phones will be not be permitted to use that device in class again.

**Academic Integrity:**

Students of UTD are expected to complete all readings and assignments, do their own work, turn in work that has not been used in other courses, and contribute equally to group projects that carry a group grade, and carefully cite all work that is drawn from sources outside the student. Violation of academic integrity will be reported to the university and can result in serious consequences such as, but not limited to, receiving an "F" in the assignment in which academic dishonesty occurred or receiving an "F" in the final grade for the course. The instructors may use TurnItIn to review written work. For further information on academic integrity please visit your student guidebook or the

University Student Conduct Code website at [http:// http://policy.utdallas.edu/utdsp5003](http://policy.utdallas.edu/utdsp5003) and section 49.10 “Student Standards of Conduct”.

#### Students With Disabilities:

Any student requesting academic accommodations based on a disability will need to register with the Office of Student Accessibility (SSB 3.200), 972-883-2098, and alert the instructors. Please let me know at least 2 to 3 weeks before an exam if accommodations are needed.

#### Electronic Course Management:

Blackboard is the online learning portal through which we will provide electronic copies of course materials and post grades. Students may login at <https://elearning.utdallas.edu>. Please check your grades regularly and inform us as soon as possible of any grading inconsistencies or problems. Final grades will be posted around May 9, 2018 so any grading inconsistencies should be reported well before that date.

#### Comet Creed

*This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:*

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

#### UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

***The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.***