SYLLABUS
Culture & Health
10:832:414:01
34:832:514:01
Rutgers, The State University of New Jersey
Edward J. Bloustein School of Planning and Public Policy
Semester: Fall 2017 on Tuesdays 6:10-8:40 in CSB-261
Instructor: Amy Henderson Riley, DrPH, MCHES
amy.riley@rutgers.edu
Office Hours: Tuesdays, 4:00-6:00 pm, PTL Office, 5th Floor, Room 556
or by appointment

COURSE DESCRIPTION:
10:832:414 CULTURE AND HEALTH (3) Analysis of belief and value systems rooted in families, along with perceptions and experiences of health/wellness and disease/illness. Discussion of traditional practitioners and alternative healers.

The term culture has increasingly been used in the discourse of public health, for example, with respect to issues of health disparities in the U.S., the development and implementation of “culturally competent” or “culturally appropriate” programs, and in many other ways. In this course we will introduce the concept of culture as one framework for understanding human behavior and examine the general relationship between culture and health. We will examine the ways in which culture intersects with health, how public health efforts (domestic and global) can benefit by understanding and working with cultural processes, and we will take a brief look at research methods that are useful in identifying relationships between culture and health. We will also study a few health issues in more depth regarding their cultural factors and implications, such as: obesity; mental health and other chronic conditions; and infectious conditions such as HIV/AIDS, HPV, and other outbreaks. Students will also examine issues of health disparities experienced by specific populations in the U.S. and the emerging world to address them through the development of promising and best practices.

We will examine course content through the perspective and role of public health and, to some degree, public policy in furthering the values and emerging efforts to increase culturally appropriate strategies in health care. Class sessions will be a combination of presentations by the instructor, class discussions, and student presentations. Specifically, this course will: Provide students an understanding about the cultural attitudes toward illness, death, and dying, as well as sexuality, pregnancy, and birth practices; Educate students on the importance of cultural, linguistic, sensitivity, and competency training for anyone working in health care; Advise students how to avoid cultural taboos in healthcare delivery; and Teach students how to ask future patients appropriate questions without making assumptions before taking into account patients’ cultural uniqueness.
PUBLIC HEALTH CORE COMPETENCIES:
Students Will:

1. Think critically in public health
2. Effectively communicate public health information
3. Understand culture and its influence in health
4. Utilize information literacy skills in public health
5. Understand and apply professional ethics

COURSE OBJECTIVES:
This course will enable students to:

1. Define the general relationship between culture and health.
2. Understand the role culture plays in health education/behavior and program planning & evaluation.
3. Gain knowledge of health disparities experienced by specific populations in the U.S. and examine barriers and underlying issues in accessing appropriate, quality health care experienced by specific cultural and/or racial/ethnic groups.
4. Explore the role of public policy and administration to further integrate culturally appropriate strategies in health care.
5. Understand health risk: illness and causation and treatment theories (ethnomedical and ethnopsychiatric systems); healing/curing traditions; the relationship between health risk (vulnerability) and sociocultural structures; gender and health; and the meaning of cultural sensitivity.
6. Improve skills in cultural competency, critical thinking, analysis, writing, and speaking.

STUDENT LEARNING OUTCOMES:
By the end of this course, you will be able to:

1. Critically discuss the relationship between culture and health behavior.
2. Demonstrate the application of culture and its influence on health behavior from a health education perspective.
3. Verbalize how an ethnocentric view of health behavior influences effective health education in a multicultural population.
4. Collect and summarize primary data from a representative of a specific culture.
5. Critically discuss the relationship between culture and health.

In addition to the above, the graduate students will be able to:
6. Discuss a specific culture’s health knowledge, attitudes, and behaviors as they relate to morbidity & mortality.
7. Examine research, offer analyses, and present findings on an emerging, promising, or best practice used for a specific cultural and/or racial/ethnic group in the US.
REQUIRED TEXTBOOKS:
4. Additional reading will be assigned each session (listed below) and will be provided on the class website on Sakai.
COURSE FORMAT:
The course will be presented in lecture and discussion format and will include case studies and group activities. Students are responsible for all information in class, including video and audio selections. Students are expected to read the required readings prior to the assigned class session and to be prepared to thoughtfully discuss the content.

TEACHING METHODS:
This is a discussion-based course, where class discussion and critical examination of key issues is absolutely necessary. As an upper-level elective (832:414) and graduate course (832:514), the classroom experience is heavily dependent on outside reading, although we will typically begin class with a short lecture.

- You should expect to spend at least 2-3 hours per week on the assigned reading.
- The success of this class (and your performance in this class) is directly related to your ability to complete the reading AND critically analyze it before coming to class.

In addition, Sakai is used for several important purposes in this class. Below is a list of each section of Sakai and the purpose for which it is used:

- **Syllabus**: The course syllabus is posted in .pdf format in this section.
- **Announcements**: From time to time, important course announcements will be posted in this section. You should check these announcements on a weekly basis. Note, since Sakai sends an e-mail automatically when an announcement is added, one cannot claim not to have known about a particular announcement.
- **Resources**: A variety of resources are found in this section, including (when appropriate) assignment instructions, course readings, study guides, etc. Specifically:
  - **Lecture Slides**: Lecture slides are posted in this section in .pdf format after the class in which they were presented.
  - **Readings**: All the readings for this course will be posted at the beginning of the semester; please make sure to have read the appropriate reading before coming to class.
- **Grade Book**: You may use this tool to check your course grades; it is your responsibility to make sure errors are not made on your grades. Do not wait until the end of the semester to come to the instructor with issues.
COURSE REQUIREMENTS

Attendance (5% of grade): Attendance will be taken at the beginning of each class. Please be on time and notify me if you intend to leave early. Irregular attendance, unexcused absences, and/or chronic tardiness will result in a lower grade. If an emergency arises that prevents you from coming to class, please contact me via email and use the university absence reporting website as outlined in the course policy section below.

Class Participation (10% of grade): Class participation is not desired; it is essential. In addition to the readings and course activities, much of what you will learn in the course will come from sharing our ideas, thoughts, and experiences. Come to class prepared to talk, stay on point, listen carefully to your peers, and challenge them and their views respectfully. Evaluation will be based on your level of class participation, which means that students are expected to complete weekly readings from chapters in the textbook and assigned journal articles and come to each lecture prepared for a discussion of the topic – not simply show up to lectures. Engagement with guest speakers is considered part of the class participation grade.

Short Weekly Quizzes (20% of grade): At the beginning of six class sessions, there will be a short weekly quiz. The exact days for the quizzes will not be announced. The purpose of these quizzes is to assess your level of understanding from the weekly readings. The 5 highest scored quizzes (out of 6) will count toward your final grade. There are no make-up quizzes. If you miss one quiz, you will take a zero. You may take that zero as your lowest quiz grade, and it will thus not be counted toward your final grade. Each quiz missed after one, however, will also be counted as a zero and cannot be made up.

The Purnell Model for Cultural Competence Interview (10% of grade): Due Week 3
Inter
ation an individual who is a member of a diverse population other than your own. This person could be from a different culture, ethnic, or religious group. This person can be someone you know, a friend, a neighbor, employee at the Bloustein School, etc. The purpose of this assignment is to assess the impact of culture on this individual’s health and to identify gaps or suggestions for health promotion and health education for members of this population using the Purnell Model for Cultural Competence (associated reading assigned Week 2). Summarize your findings in a 3-4 page, typed, double-spaced paper. Students will be specifically assessed on the following (% of grade):

- Introduction, including first name of the person interviewed and why this person was selected (5%)
- Summary of interview answers (not a transcript of the interview!) related to 4 of the 12 domains of the model (15 points per domain x 4 domains =
Example questions may include, but are not limited to:

- **Overview and Heritage**: Where were you born? How many years have you lived in the United States? What brought you to the United States?
- **Communications**: What is your primary language? How do you wish to be greeted?
- **Family Roles and Organization**: Who is the head of your household? Who is primarily in charge of childcare? Who oversees health decisions?
- **Workforce Issues**: What kind of work do you do? How long do you expect to remain in your position? What difficulties do you experience at work?
- **Biocultural Ecology**: Are you aware of any genetic diseases in your family? What are the major health problems in the country from which you come?
- **High-risk Health Behaviors**: Do you smoke cigarettes? Do you use seat belts?
- **Nutrition**: Which foods do you eat to maintain your health? Which foods do you eat that are part of your cultural heritage? What foods do you avoid?
- **Pregnancy and Childbearing Practices**: How many children do you have? What does it mean to you and your family when someone is pregnant? What are the traditional methods for family planning in your culture?
- **Death Rituals**: What special activities need to be performed to prepare for death? Are children included in death rituals?
- **Spirituality**: What is your religion? What gives strength and meaning to your life?
- **Health Care Practices**: In what prevention activities do you engage to maintain your health? How do you express your pain? Is organ donation acceptable to you?
- **Health Care Practitioners**: Do you prefer a same-sex health care provider for routine health problems? For intimate care? What healers do you use besides physicians and nurses?

- Application to public health practice and research, what suggestions can you make for health promotion and health education practitioners and researchers based on this interview (25%)
- Follows **guidelines for written assignments**, including: followed specific page requirements, APA, spelling and grammar, etc. (10%)
Culture & Health Traditions Show and Tell (5% of grade): Due Week 5

For this assignment, each student will bring in a physical object that relates to his or her personal and cultural health traditions. For example, a student may bring in an amulet, prayer beads, candles, herbs, a garment, a drum, fertility doll, prescription bottle, etc. If an object is too large, it is acceptable to bring a photo or printed image. The purpose of this assignment is to learn about specific health objects and cultural practices from your peers. There is no written portion of this assignment, but each student will present his or her object to the class for 1-2 minutes, describe the object, and explain its purpose in relation to health.

Students will be specifically assessed on the following:

- Description of the object and its purpose in relation to personal health (70%)
- Use of allotted time and public speaking principles (e.g. eye contact, preparation, speaking clearly and loudly enough for all to hear, etc.) (30%)

Journal Group Note Taker (10% of grade):

At the beginning of the semester, each student will be assigned to a journal group consisting of approximately 8-10 students. The journal groups will meet during most of the class sessions to discuss the assigned readings via a list of prepared discussion questions distributed by the professor. Each student will be assigned one class session where he or she will take notes on the group discussion and summarize the discussion from the group in a 2-page paper. The paper is due via email by 5:00 pm on the Thursday following the journal group session (i.e. approximately 48 hours after class). Students will be specifically assessed on the following:

- Overview/summary of each discussion question (50%)
- New questions or topic areas that emerged from the group discussion (20%)
- Paragraph describing student participation – did every student participate, did the discussion flow, etc. (20%)
- Follows guidelines for written assignments, including: followed specific page requirements, APA, spelling and grammar, etc. (10%)

Assessment #1 (20% of grade):

This assessment will be held in class on October 24, 2017 and is closed book. The assessment will cover material from assigned readings, lectures, and class discussions from lectures 1 through 7. The assessment format will include multiple choice, short answer, and essay questions. Unless the University authenticates an absence, no make-ups will be provided.

Assessment #2 (20% of grade, 832:414 students ONLY):

This assessment will be held in class on December 12, 2017 and is closed book. The assessment will cover material from assigned readings, lectures, and class discussions from lectures 1 through 13. The assessment format will include
multiple choice, short answer, and essay questions. Unless the University authenticates an absence, no make-ups will be provided. Answer sheets for assessment #2 will not be returned.

The Spirit Catches You and You Fall Down Book Critique (20% of grade, 832:514 students ONLY):
Graduate students enrolled in the course will not complete the final assessment and, instead, will write a 10-page critique of The Spirit Catches You and You Fall Down. The paper is due via email to the professor at 6:10 pm on Tuesday, December 12, 2017. Students will be specifically assessed on the following five items (each worth 20% of paper grade):

- Rich description of the Hmong culture’s health knowledge, attitudes, and behaviors as they relate to morbidity & mortality.
- Examination and use of secondary sources and research (references page should have at least 5 secondary sources)
- Presentation of current, emerging, or promising practices for working with the Hmong population in the United States.
- Relevance (or irrelevance) of this story to current public health practice and research
- Follows guidelines for written assignments, including: followed specific page requirements, APA, spelling and grammar, etc.
### 10:832:414 COURSE ASSIGNMENTS & EVALUATION

<table>
<thead>
<tr>
<th>Assignment</th>
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<td>Attendance</td>
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<tr>
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<td>Assignments</td>
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<tr>
<td>1. Short Weekly Quizzes (best 5 out of 6)</td>
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<tr>
<td>2. Purnell Model for Cultural Competence Interview (Week 3)</td>
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<td>4. Journal Group Note Taker</td>
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<td>2. Assessment #2</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>100%</strong></td>
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GUIDELINES FOR WRITTEN ASSIGNMENTS:
Unless otherwise instructed, all writing assignments must be:

1. Double-spaced,
2. Typed,
3. Use 12-point font,
4. Single sided,
5. Formatted with 1 inch margins on all sides,
6. Include page numbers on each page,
7. Follow specific page requirements (see above),
8. Stapled,
9. Be well written and use principles of American English. Check punctuation, spelling, composition, syntax, and grammar. Up to 10% of the grade for the assignment may be deducted for these errors. Please proofread several times carefully.
10. Correctly cite all information that is not general knowledge using the most current version of APA style. Using someone else’s words in a quote/paraphrase without giving proper credit is plagiarism.
11. Be submitted in hard copy. **No electronic submissions.**
12. Be submitted at the beginning of class on the due date.
   - Assignments handed in after the beginning of class on the due date will only be accepted if there is a legitimate reason satisfactory to the instructor.
   - All late assignments will receive a grade deduction of one half of a letter grade for each day it is late.

USE THIS AS A CHECKLIST BEFORE SUBMITTING ALL ASSIGNMENTS
COURSE POLICIES

COMMUNICATION WITH PROFESSOR:
I hold office hours on Tuesdays from 4:00 to 6:00 pm or by appointment. I will respond to emails regarding course issues/questions within 24 hours of receiving them. If you have not received a reply after 24 hours, please send a reminder email. Emails sent after 5 pm on Friday will receive a reply on Monday.

ACADEMIC INTEGRITY:
Academic Integrity is vital to the mission of Rutgers, to education at Rutgers and membership in the Rutgers community. It is a core value that supports trust among students, and between students and teachers. It is also a shared value; administration, faculty and students each play a vital part in promoting, securing and nurturing it.

Academic dishonesty is not an individual act that affects only the students involved. It violates communal trust, impacts other members of the community, and is an offense against scholarship. For this reason, any instance of cheating or plagiarism will be dealt with harshly.

Honesty matters. As a shared value, administration, faculty and students each play a vital part in promoting, securing and nurturing it. See the Rutgers Academic Code and Academic Oath at: http://academicintegrity.rutgers.edu/

ATTENDANCE:
Per Rutgers policy, if you expect to miss one or two classes, please use the University absence reporting website https://sims.rutgers.edu/ssra/ to indicate the date and reason for your absence. An email will automatically be sent to the instructor from this system. Note that if you must miss classes for longer than one week, you should contact a dean of students to help verify your circumstances. Further information on Rutgers attendance policy is found at http://catalogs.rutgers.edu/generated/nb-ug_current/pg1368.html

ASSIGNMENT DUE DATES & LATE ASSIGNMENT POLICY:
Unless otherwise noted, scheduled readings and assignments are due on the dates assigned. Unless negotiated in advance (at least 2 days before the due date) - or a result of an emergency - late assignments will result in a deduction of one-half of a letter grade for each day that your assignment is late.
ELECTRONIC DEVICES:
Cell phones **MUST** be turned off when you come to class and put away (i.e. not placed on the desk). (In case of university wide emergencies, I will have my phone on.) Laptops and tablets may be used for class purposes only (e.g. taking notes or reviewing a course reading). Students found using their phones, laptops, tablets, etc. for non-class purposes will be issued one verbal warning, then points will be deducted from the class participation grade for each subsequent offense.

GRADING POLICY:
There are no extra credit opportunities offered in this course. Instead there are multiple ways to maximize your performance. Grading is based on attendance and participation, the timely and correct submission of assignments, as well as grades attained on quizzes and assessments. Please refer to assignment guidelines.

FINAL GRADES/CLASS SCALES:

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<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<td>B+</td>
<td>87-89</td>
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<td>C+</td>
<td>77-79</td>
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<td>D</td>
<td>60-69</td>
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<tr>
<td>B</td>
<td>80-86</td>
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<td>C</td>
<td>70-76</td>
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<td>F</td>
<td>59 and lower</td>
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CLASSROOM ATMOSPHERE:
Rutgers University encourages the free exchange of ideas in a safe, supportive, and productive classroom environment. To facilitate such an environment, students and faculty must act with mutual respect and common courtesy. Thus, behavior that distracts students and faculty is not acceptable. Such behavior includes cell phone use, surfing the internet, checking email, text messaging, listening to music, leaving and returning, leaving early without permission, discourteous remarks, and other behaviors specified by individual instructors. Courteous and lawful expression of disagreement with the ideas of the instructor or fellow students is, of course, permitted.

CODE OF CONDUCT:
If a student engages in disruptive behavior, I may, following the University Code of Student Conduct, direct the student to leave class for the remainder of the class period. Serious verbal assaults, harassment, or defamation of the instructor or other students can lead to university disciplinary proceedings. Please refer to The University Code of Student Conduct at: [http://studentconduct.rutgers.edu/university-code-of-student-conduct/](http://studentconduct.rutgers.edu/university-code-of-student-conduct/)
STUDENTS WITH DISABILITIES:
University policy states that it is the responsibility of students with documented disabilities to contact instructors during the first week of the semester to discuss appropriate accommodations to ensure equity in grading, classroom experiences, and outside assignments. I will happily work with the student and the staff of the Office of Disability Services to provide accommodations. See http://catalogs.rutgers.edu/generated/nb-uq_current/pg1380.html for more information.
## COURSE CONTENT AND TOPICAL OUTLINE SCHEDULE:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE (Tues)</th>
<th>CONTENT</th>
<th>READINGS</th>
<th>ASSIGNMENTS DUE/CLASS DETAILS</th>
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<tbody>
<tr>
<td>4</td>
<td>Sept. 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Health &amp; Illness</td>
<td>Spector – Chapters 5 &amp; 6</td>
<td>Journal Groups #3 (note taker summary due Thursday by 5:00 pm)</td>
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<td>5</td>
<td>Oct. 3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Health &amp; Healing Traditions</td>
<td>Spector – Chapters 5 &amp; 6</td>
<td>Culture &amp; Health Traditions Show and Tell</td>
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<td>Oct. 10&lt;sup&gt;th&lt;/sup&gt;</td>
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<p>| 7 | Oct. 17&lt;sup&gt;th&lt;/sup&gt; | Health and Illness in Modern Health Care | Spector – Chapter 8 | Anderson et al. (2003). Culturally competent healthcare systems: A systematic review. <em>American Journal of Preventive Medicine</em>, 24(3S), 68-79. | Watch episode of <em>Unnatural Causes</em> in class (30 min) | Journal Groups #5 (note taker summary due Thursday by 5:00 pm) |</p>
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
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<tbody>
<tr>
<td>9 Oct. 31st</td>
<td>Health and Illness in Selected U.S. Populations</td>
<td>Spector – Chapters 9 – 13</td>
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<tr>
<td>10 Nov. 7th</td>
<td>Cultural Competency Continued</td>
<td>Spector – Chapter 14</td>
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<td>Guest Speaker: Megan Reed, DrPHc, MPH</td>
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<td>Nov. 21 (^\text{st})</td>
<td>NO CLASS – THANKSGIVING</td>
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<tr>
<td>12 Nov. 28 (^\text{th})</td>
<td>Cultural Competence when working with Immigrant and Refugee Populations</td>
<td>Education Development Center. (2011). Strategies for engaging immigrant and refugee families. National Center for Mental Health Promotion and Youth Violence Prevention.</td>
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<td>14 Dec. 12 (^\text{th})</td>
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