

Office of Public Health Studies, University of Hawaii at Manoa
Department of Public Health Sciences
Syllabus for Public Health 792U: Cultural Competency in Health Care

Spring 2007 Course

Time: Thursdays, 4:00 – 6:50 p.m.---Three (3) credit core course

Meeting Place: Biomed C104

Instructor: Valerie J. Yontz, Ph.D, MPH, MA, MS, MSN, RN,BC

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Office Location: Biomed D 202

Office Hours: On Thursdays 1:30pm to 3:30pm

By appointment, made by calling or emailing

Drop-in—Monday through Friday 10:00am-4:00pm

PH 792U: Cultural Competency in Health Care—Course Overview

This course examines major domains of the cultural competency including cultural diversity, barriers, inequality, communication, and integration. The content is presented as both analytical and practical approach to the cultural competency concepts, models, frameworks, patterns, communication and relationships that occur in cross-cultural health care situations. The course will explore cultural competency through self-assessment, and distinction among other cultural groups.

Course Learning Objectives

By the end of the course, each student should be able to:

1. Identify, define, and discuss the importance of concepts of cultural diversity and cultural competency in the health care.
2. Distinguish and critique the various models and frameworks of cultural competency.
3. Critique and present a cultural assessment of one's own cultural base and values
4. Conduct and present a cultural/ethnic identity assessment on an assigned cultural group.
5. Compare, contrast and present the major domains of various cultural groups of people in order to strengthen the knowledge, acceptance cultural differences, and value cultural diversity.
6. Review and utilize tools that increase the open flow of cross cultural communication.
7. Analyze and evaluate the role that acculturation plays in dealing with cultural barriers and bridges.
8. Explore, adapt, and apply the use of approaches that foster cultural competency at personal, professional, and organizational levels especially in cross-cultural health care situations.

Assigned Text Books

Required Texts

1. Purnell, Larry D. & Paulanka, Betty J. (2003). *Transcultural Health Care*. Philadelphia, PA: F. A. Davis Company. **(Required)**
2. Well, Shirley A. & Black, Roxie M. (2003). *Cultural Competency for Health Professionals*. Albany, New York: Boyd Printing Company. **(Required)**

Course Assignments

All students are expected to read the assigned articles and chapters of the required textbooks. All students are expected to attend and participate in all class sessions. Assignments include five components as listed below. Grading will be based on a point system of 200 points. It is expected students will complete **all** assignments according to description and assigned guidelines in order to pass the course.

1. **Attendance, participation and reading assigned text/articles.** Total 30 points two point for each class attended with class participations.
2. **Cultural Self-Awareness Critique Paper and Presentation** that reviews, summarizes, and critiques one's own cultural base and values. This is a paper that is to be presented in class and class discussion to follow. Total 30 points
3. **Cross-Cultural/Ethnic Identity & Assessment Paper and Presentation** on selected cultural group. This is a paper that is to be presented in class and class discussion to follow. Total 50 points including the paper, presentation and class discussion. List of references and copies of the articles need to be turned in advance.
4. **Four Homework Assignments.** Each homework assignment is worth 15 points for total 60 points. The assignments will be handed out in class. Each assignment will cover a different topic including cross-cultural concepts, cultural competency models, cross-cultural communication, and cultural competency tools.
5. **Health Care Team presentation** to be done in health care settings and presented in-class. Small teams will go out to the health care settings and work with different cultural groups and report back to the class about their experiences. Total 30 points.

<u>Grading Points</u>	<u>Total Points</u>	<u>Percentages</u>
1. Class attendance/participation/reading	30	15%
2. Four Homework Assignments	60	30%
3. Cultural Self-Awareness Paper/Presentation	30	15%
4. Cross Cultural Assessment Paper/Presentation	50	25%
5. Team Presentation	30	15%
Total	200	100%

Grading Scale—Grades for this course will NOT use "+ or --" grading system.

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- A = 200 – 180 points ----- Excellent and distinctive work. Exceed the expectations of assignments.
B = 179 – 160 points ----- Above average work. Meets requirements of the assignments.
C = 159 – 140 points ----- Average work. May or may not meet all requirements.
D = 139 --120 points ----- Poor and insufficient work. Fails to meet requirements.
F = 119 – below----- Unacceptable work. Fails course.
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PH 792U Preliminary Course Schedule—Spring 2007--- (Revised as of January 10, 2007)

Date	Topic	Assignment Area
01/11/07	Introduction and Review of Syllabus including Learning Objectives, Course Requirements & MPH Competencies.	Introduction, Review of syllabus and discussion. Select cultural groups and collect references for that group. Start cultural self-awareness critique. Read.
01/18/07	Introduction to and establish need for Cultural Competency, Health Disparities and Inequalities, Pacific Islanders' cultural competency	Presentation and discussion, group exercises Guest Speaker: Nia Aitaota about Micronesian Culture Assigned readings- Chapter. 1-P/P & Ch. 1, 2-W/B Article reading Chapter 2 from Lecca et all Homework #1 assignment due-definitions
01/25/07	Culture & Research Database Searching for Cultural Competency Information Cultural Competency Process Review Assessment Model	Presentation and discussion. Guest Speaker: Lee Adams about finding ethnic references Meet in Computer Lab 4:00-5:30pm first then back to class Assigned readings-- Chapters 3, 4, 5-W/B & Ch 2 P/P Article reading Chapter 1 from Loustaunan and Sobo
02/01/07	Cultural Self-Awareness Process	Cultural Self-Awareness Papers/Presentations due
02/08/07	Culture, Ethnicity, and Values	Presentation and discussion. Assigned readings—Chapters 6, 7, & 8-W/B
02/15/07	Global Perspective, sociocultural power, and inequality	Presentation and discussion, group exercises Assigned readings-Chapters 9,10, 11, &12-W/B Article reading Chapter 3 from Lecca et al & Article reading Chapter 1 from Locke Homework #2 assignment due-Compare values table and presentation
02/22/07	Biomedicine: History, Culture, and Change Examining the Power of Photos: Photovoice	Presentation and discussion. Photos review exercises. Assigned readings—Chapters 7 & 9—P/P. Article reading Chapter 5 from Loustaunan and Sobo
03/01/07	Photovoice Methodology applied to photos presentation	Presentation and discussion Assigned readings- Chapter 15—P/P Article readings-Chapter from Homework #3 assignment due—Photos presentation
03/08/07	Frameworks and Models for Cultural Competency	Guest Speaker-TBA. Presentation and discussion. Interactive exercises. Assigned readings—Chapters. 14 &16—P/P
03/15/07	Cross Cultural Communication, tips and tools. Navajo Indians: Key Cultural points Prepare for Assessment presentation	Presentation and discussion. Assigned readings—Chapter 3 & 18—P/P Homework #4 assignment due-Reference list for cross assessment paper
03/22/07	Cross Cultural Assessment and Cultural Patterns	Cross Cultural Assessment Presentations due Assigned readings-Chapters 17, & 21—P/P
03/29/07	Spring Break	No class
04/05/07	Cross Cultural Assessment and Cultural Patterns	Cross Cultural Assessment Presentations due
04/12/07	Integrating Culture; Cultural Competency Implementation by Health Professionals	Presentation and discussion, group exercises Assigned Readings—Chapters 13, 14, 15—W/B
04/19/07	Application Approaches for the Future	Presentation and discussion. Cross Cultural Assessment Papers due Assigned readings—Chapters 16, &17—W/B
04/26/07	Health Care Team Approaches	Team Presentations due

P/P =Purnell and Purnell Text Book; W/B= Wells and black Text Book

Lecca et al = *Cultural Competency in Health, Social, & Human Services* by Pedro Lecca, Ivan Quervalu, Joao Nunes, & Hector Gonzales, 1998 Garland Publishing, Inc. New York.

Lustaunau, Martha & Sobo, Elisa 1997. *The Cultural Context of Health, Illness, and Medicine*. Bergin & Garvey, Westport, Connecticut.

Locke, Don. 1992. *Increasing Multicultural Understanding*. Sage Publications. Newbury Park, California

Course Guidelines/Policies for Assignments

General Guidelines:

1. All students are expected to read the assigned chapters of the specified textbooks and other reading assignments plus complete all course assignment at graduate-level proficiency.
2. All students are expected to attend all classes since so much "in-class" learning and participation will be occurring. There will a required make-up work for class sessions that are missed due to the important class content that occurs each class session.
3. All written assignments must be typed with student's names, course number, and date all listed at the beginning of the assignment. The font size should be between 10-12 in size. The margins should be between half inch to one inch. The text should 11/2 to double spacing between typed lines (so comments can be written in between by the instructor). Page numbers needs to be on each page. Handwritten assignments are not acceptable.
4. Final grades are based on completed assignments, class attendance, and participation. All assignments must be completed for a passing grade. There will be no extra credit assignments.
5. Original written work is expected with appropriate citation of references. All references need to have author, title, year, publishers and place of publishers, Any reference style is acceptable.
6. Plagiarism is unacceptable and will result in a failing grade for assignment and possibly for the course, depending on the extent of the violation. Please be familiar with the University of Hawaii Student Conduct Code, available at the Office of Student Affairs at the Student Services Center.
7. The course schedule may need to revise and some topics re-scheduled depending on the availability of guest speakers and needs of the students.
8. Students are welcomed and encouraged to meet with me, the course instructor, to review their progress or clarify course assignments and expectations. Please contact the instructor before or after class, by phone, or by email to set up appointments.

Specific Assignments Guidelines:

1. Homework Assignments:

- a) Homework 1- Define key terms relative to the course materials. **Due January 18, 2007**
- b) Homework 2-Comparison of values between American and selected cultural groups **Due Feb 15**
- c) Homework 3- Photo sharing and explanations-take pictures about cultural symbols. **Due March 01, 2007**
- d) Homework 4- References and reference list for cross cultural assessment paper **Due March 15**

2. Cultural Self-Awareness Paper and Presentation- **due Feb 1, 2007**

- a) Write a paper incorporating your answers to the 8 questions into a narrative
- b) Prepare oral presentation with outline handout

3. Cross Cultural Assessment Paper and Presentation **Due April 5**

- a) Select two cultural groups to assess, compare, and contrast.
- b) Interview at least one person from each cultural group to strengthen and verify the various written information about the cultural group.
- c) According to the 12 main domains of culture, make a cultural assessment of each cultural group and then comparison and contrast the similarities and differences between the cultural groups' aspects of each domain.
- d) Write paper incorporating all the 12 domains of cultural assessment, comparison and contrast for both cultural groups
- e) Present a summary of the paper in class through oral, power point presentation. Prepare a handout, probably a table comparing items of 12 domains for both cultural groups.

4. Team Presentation

In-class exercises on **April 26th**.

****For HDSL distribution only****

UH's MPH Competencies:

As stated in the Student Handbook: "To ensure that students are able to integrate their classroom experiences with the realities of the practice of public health in the field, there are specific competencies to be achieved in the MPH degree program and within their specialization."

By graduation, MPH students must demonstrate ability to apply public health perspectives, knowledge, and skill in the areas of cultural understanding, communication, policy development, program planning, critical analysis and public health practice. The table below lists all the competencies and the ones that be addressed in PH 792U: Cultural Competency for Health Professionals are checked.

PH 792U-Cultural Competencies in Health Care -Course's MPH Competencies		
All of the MPH Competencies	Competencies to be Achieved in PH 792U	Methods/Learning Objectives use for Achievement of Competencies
<i>Analytic Skills</i>		
<ul style="list-style-type: none"> Define a public health problem. 	Yes	Learning Objective (LO) # 1, 5, 7 & 9 Self Awareness Critique
<i>Communication Skills</i>		
<ul style="list-style-type: none"> Communicate effectively to professional and lay audiences both in writing and orally. 	Yes	Learning Objectives 1,3,4,5,6,and 7, Self Awareness Critique and Cross-Cultural Identity Paper and Team Presentation
<ul style="list-style-type: none"> Solicit input from individuals and organizations. 	Yes	Learning Objectives 5,8,and 9, Self Awareness Critique and Cross-Cultural Identity Paper and Team Presentation
<ul style="list-style-type: none"> Advocate for public health program and resources. 	Yes	Learning Objectives 8,and 9, Self Awareness Critique and Cross-cultural Identity paper
<i>Cultural Skills</i>		
<ul style="list-style-type: none"> Interact sensitively, effectively, and professionally with persons form diverse cultural, socioeconomic, and professional backgrounds. 	Yes	Learning Objectives 1,2,3,4,5,6,and 7,8,9 Self Awareness Critique, Cross-Cultural Identity Paper, and Team Presentation
<ul style="list-style-type: none"> Identify the role of cultural, social, and behavioral factors in determining disease, disease prevention, health promotion behavior, and medical services organization and delivery. 	Yes	Learning Objectives 1,2,3,4,5,6,and 7,8,9 Self Awareness Critique, Cross-Cultural Identity Paper, Team Presentation
<ul style="list-style-type: none"> Develop and adapt approaches to problems that take into account cultural differences. 	Yes	Learning Objectives 1,2,3,4,5,6,and 7,8,9 Self Awareness Critique, Cross-Cultural Identity Paper, and Team Presentation
<i>Basic Public Health Skills</i>		
<ul style="list-style-type: none"> Define, assess, and describe the health status of populations, determinants of health and illness, factors contributes to health promotion and disease prevention, and factors influencing the use of health services. 	Yes	Learning Objectives ,3,5,and 6, Self Awareness Critique and Cross-cultural Identity paper and Team Presentation
<ul style="list-style-type: none"> Apply the basic public health skills from behavioral and social sciences, biostatistics, epidemiology, and environmental health to improve health status. 	Yes	Learning Objectives 2,3,4,5,6,and 7,8,9 Self Awareness Critique and Cross-cultural Identity paper, Team Presentation