

Health in Multicultural Populations - UGS 302

Unique Number: 61215

Fall 2015

TTH, 11:00 am-12:15 pm

PHR 2.208

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Office hours: Tuesday 10-11a and Thursday 2-3pm or by appointment

Writing Grader: Lindsey Gay, Assistant Instructor Email: lindseympgay@utexas.edu
Lindsey is a Ph.D. student in the Department of English at UT Austin. She teaches writing and English literature, serves as an Assistant Director of the Department of Rhetoric and Writing's lower-division writing program, and has consulted in the Undergraduate Writing Center. Office hours: Tuesdays 10-2 and Wednesdays 10-11 in PAR 3C (Parlin Hall basement), and by appointment.

Objectives: This seminar will focus on: 1) health-related cultural concepts and their effect on health behaviors and 2) issues of health promotion and disease prevention among ethnic-minority populations.

This is a flagged course and carries the following skills and experiences flags.

Cultural Diversity in the United States

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

Writing

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work.

(Source: <http://www.utexas.edu/ugs/ccc/teaching-resources/syllabus>)

Required Text: Kline, Michael V., Robert M. Huff, Darleen V. Peterson, eds. 2015. *Health Promotion in Multicultural Populations: A Handbook for Practitioners and Students*. Thousand Oaks, CA: Sage Publications, Inc. (Available at the Co-Op)

Other reading material: Additional readings will be handed out or uploaded to Canvas.

Required Writing:

1. A final paper on multicultural health which integrates the information learned in class — 8-10 pages in length (*a draft is also required*)
2. Summaries of five(5) assignments — ½ to 1 page in length

Required Speaking:

1. A group oral presentation of a multicultural group (team of 3 members) — 35 minutes for presentation and 5-10 minutes for Q&A
2. An individual oral presentation of your final paper — 10-12 minutes for presentation and 5 minutes for Q&A
3. Contributions to class discussions

Grading:

40 points = oral presentation of multicultural groups
10 points = final paper outline and references
25 points = final paper draft
30 points = oral presentation of final paper
45 points = final paper
20 points = active participation in class discussions
50 points = written summaries of homework assignments 5 X 10 points each
220 points = total

A	=	93% to 100%
A-	=	90% to 92%
B+	=	87% to 89%
B	=	83% to 86%
B-	=	80% to 82%
C+	=	77% to 79%
C	=	73% to 76%
C-	=	70% to 72%
D+	=	68% to 69%
D	=	66% to 67%
D-	=	65%
F	=	below 65%

Each minute you are late to class will result in a one-point deduction from your point total (up to 20 points per class). Unexcused absences will result in a 20-point deduction from your point total. There will be a 10% reduction in grades per day for late assignments or papers.

Schedule

Date	Main Topic	Work to do at home <i>Readings – to be completed before class</i>	Evaluation
Aug 27	Introduction: meet instructor and your classmates, review syllabus		
Sept 1	Class discussion of Part 1 : Foundations	Read Chapter 1	Choose multicultural group for group oral presentations
Sept 3	Class discussion of Part 1 : Foundations	Read Chapter 2	
Sept 8	Class discussion of Part 1 : Foundations	Read Chapter 3 Begin to research, reflect and decide on your final paper's topic	
Sept 10	Class discussion of Part 1 : Foundations Lindsey Gay (writing grader) – introduction to writing grader and expectations for writing assignments	Read Chapter 5	
Sept 15	Meet at 11am – PCL Learning Lab 3 (<i>bring your laptops</i>) Library workshop – to help prepare students for research, Michele Ostrow, PCL Librarian		Final paper topic due
Sept 17	University Writing Center (Writing in Process) – to introduce students to college writing		
Sept 22	Oral presentation of Part 2: Hispanics/Latinos	Read Chapter 9	Homework Assignment #1 due (library workshop)
Sept 24	Class discussion of Part 2: Hispanics/Latinos	Review Chapter 9	
Sept 29	Oral presentation of Part 2: Black Americans	Read Chapter 10	Homework Assignment #2 due
Oct 1	Class discussion of Part 2: Black Americans	Review Chapter 10	

Date	Main Topic	Work to do at home <i>Readings – to be completed before class</i>	Evaluation
Oct 6	Oral presentation of Part 2: American Indians and Alaska Natives	Read Chapter 11	Homework Assignment #3 due
Oct 8	Class discussion of Part 2: American Indians and Alaska Natives	Review Chapter 11	
Oct 13	Oral presentation of Part 2: Asian Americans	Read Chapter 12	Final paper outline and references due
Oct 15	Class discussion of Part 2: Asian Americans	Review Chapter 12	Homework Assignment #4 due
Oct 20	Oral presentation of Part 2: Pacific Islanders	Read Chapter 13	
Oct 22	Class discussion of Part 2: Pacific Islanders	Review Chapter 13	Final paper <u>draft</u> due
Oct 27	Oral presentation of Part 2: Arab-American	Read Chapter 14	
Oct 29	Class discussion of Part 2: Arab-American	Review Chapter 14	Homework Assignment #5 due
Nov 3	Class discussion of Part 4: Conclusions	Chapter 20	
Nov 5	Mental health services (Stress management)		
Nov 10	Final paper presentations	Develop presentation and prepare to present final papers – Presenters will be randomly chosen each day	Final paper due
Nov 12	Final paper presentations		
Nov 17	Final paper presentations		
Nov 19	Final paper presentations		
Nov 24	Class discussion of University Lectures		
Nov 26	Thanksgiving Holiday – No class		
Dec 1	Current topic discussion: Health care reform http://healthreform.kff.org/en/the-animation.aspx?source=FS	Read articles posted on Canvas	
Dec 3	Class discussion of University Gems		

Group Presentations (40 points)

The following list represents groups discussed in Chapters 9 through 14 in Huff, Kline and Peterson's (2015) book. Each chapter represents pertinent information regarding health issues of six ethnically and culturally diverse populations: Hispanics/Latinos, Black Americans, American Indians and Alaska Natives, Asian Americans, Pacific Islanders, and Arab-Americans. A group (2-3) of students will work on each chapter and develop a presentation about health with respect to the corresponding ethnic minority group. Group members will be randomly assigned to groups. Note the due dates of your oral presentations of Chapters 9 through 14.

Chapter 9: Hispanics/Latinos

Group members' names and contact information:

Chapter 10: Black Americans

Group members' names and contact information:

Chapter 11: American Indians and Alaska Natives

Group members' names and contact information:

Chapter 12: Asian Americans

Group members' names and contact information:

Chapter 13: Pacific Islanders

Group members' names and contact information:

Chapter 14: Arab-Americans

Group members' names and
contact information:

Guidelines for Group Presentations

Each presentation will be 35 minutes in length with each group member having approximately 10 minutes of presentation time. Groups with four (4) members should present 40 minutes. Please leave 5 or 10 minutes at the end of each presentation for questions/answers.

You are encouraged to be creative but be professional. Below are some suggested issues about the ethnic groups that you might cover in your presentation. I don't expect you to cover all of these issues; I suggest choosing issues in which you are most interested.

- Demographic data (e.g., population statistics, subgroups, where they live in U.S.)
- Prevalent diseases
- Health beliefs and behaviors
- Interesting/Unusual treatment practices (e.g., spiritual healers)
- Example HPDP used in that group

I encourage you to do additional research regarding some aspect of the group and NOT just a regurgitation of the information in the respective chapters. You might find a video clip or picture of a talking circle, a spiritual healing session, etc. Take this opportunity to share information that was not covered (or not covered in detail) in required readings. Have fun!

Evaluation of Group Presentations

Each Group Presentation will be evaluated using the following categories.
Each category is worth 5 points for a total of 40 points.

1. QUALITY OF VISUAL AIDS (slides readable, not too busy, good color)
2. CLARITY (spoke clearly, easy to follow)
3. DELIVERY (eye contact, vocal inflection, good pace, enthusiasm)
4. GOOD KNOWLEDGE OF ISSUES
5. ABSENCE OF FILLERS (e.g., uhm, like, etc.)
6. EFFECTIVE USE OF TIME (too long/short)
7. ABILITY TO KEEP AUDIENCE INTERESTED
8. PARTICIPATION IN QUESTION & ANSWER SESSION

Final Paper

This paper should focus on multicultural health and integrate the information learned in class. Your paper should contain an introduction, body and conclusion(s).

Final Paper Outline with References (10 points)

At least five references and an outline concerning your topic should be uploaded to Canvas by **October 13, 2015 at 11am**. More than half of your references should come from a library source.

Evaluation of Final Paper Outline (10 points)

1. TITLE (1) – Clear and pertinent to material
2. THESIS (2) – Clear and proposes an arguable point
3. ORGANIZATION (2) – Proper headings (general) and subheadings (specific)
4. INFORMATION IN OUTLINE FOR ENTIRE RESEARCH PAPER (3) – Topics presented with supporting detail
5. CONCLUSION (2) – Conclusion in relation to thesis – restated

Final Paper Draft (25 points)

A draft (25 points) of your final paper is due **October 22, 2015 at 11am** and should be uploaded to Canvas. The final paper should be typed double-spaced with normal one inch margins (font size of 12) and should **not exceed 10 pages total (total does not include references, graphs or tables)**. Also, headings and subheadings (based on your outline) and page numbers are required. The final paper (45 points) is due on or before **November 10, 2015 at 11am** and should be uploaded to Canvas.

Evaluation of Final Paper *Draft* (25 points)

1. TITLE (1) – Clear and pertinent to material
2. THESIS (5) – Clear and proposes an arguable point
3. ORGANIZATION (4) – Proper headings (general) and subheadings (specific)
4. INFORMATION IN BODY (8) – Topics presented with supporting detail
5. CONCLUSION (5) – Conclusion in relation to thesis – restated
6. FORMAT (2) – Line spacing, margins, font and page limit

Final Paper (45 points)

Your final paper should address comments from the evaluation of your draft. The final paper should be typed double-spaced with normal one inch margins (font size of 12) and should **not exceed 10 pages total** (*total does not include references, graphs or tables*). Also, headings and subheadings (based on your outline) and page numbers are required. The final paper (45 points) is due on or before **November 10, 2015 at 11am** and should be uploaded to Canvas.

Evaluation of Final Paper (45 points)

1. TITLE (1) – Clear and pertinent to material
2. THESIS (8) – Clear and proposes an arguable point
3. ORGANIZATION (8) – Proper headings (general) and subheadings (specific)
4. INFORMATION IN BODY (15) – Topics presented with supporting detail
5. CONCLUSION (10) – Conclusion in relation to thesis – restated
6. FORMAT (3) – Line spacing, margins, font and page limit

NOTE: Writing issues such as grammar, sentence structure and spelling will be evaluated within each of the primary areas above.

Oral Presentation of Final Paper (30 points)

Each presentation will be 10-12 minutes in length 5 for questions/answers. Present the main ideas of your paper along with conclusions drawn/summary.

Evaluation of Oral Presentation of Final Paper

Each Final Paper presentation will be evaluated using the following categories. *Each category is worth 5 points for a total of 30 points.*

1. QUALITY OF VISUAL AIDS (slides readable, not too busy, good color)
2. CLARITY (spoke clearly, easy to follow, no fillers such as uhms, like)
3. DELIVERY (eye contact, vocal inflection, good pace, enthusiasm)
4. GOOD KNOWLEDGE OF ISSUES
5. EFFECTIVE USE OF TIME (too long/short)
6. QUALITY OF RESPONSES TO QUESTIONS in Q&A

“Homework” Assignments (50 points)

For this class, students are required to become familiar with **at least two** of the university’s special resources (or “gems of the university”) (e.g., libraries, museums, and

research facilities) and to attend **at least one** University Lecture. Each of these activities requires a short write-up about what you learned or experienced from the activity. For the “Gems of the University” as well as other information, please visit the Signature Courses web site at http://www.utexas.edu/ugs/signature_courses/index.html. The university lectures information can be found at <http://www.utexas.edu/ugs/uls>. In addition, you are required to write a summary of the library workshop.

In summary, you will complete a total of five (5) written homework assignments. The required activities are: 1) two “gems of the university,” 2) one University Lecture, 3) one library workshop and 4) one activity of your choice (e.g., sports event, other lecture, concert, visit to the health center, etc.).

Evaluation of five (5) Homework Assignments (10 points each – total 50 points)

Each written homework assignment should convey a main idea along with supporting information. Although these assignments are not as “formal” as the research paper, they should be well-written with attention to writing details such as grammar, sentence structure and spelling in 11 or 12 font, double-spaced. **All assignments are due at 11am** on their due dates (see schedule) and should be uploaded to Canvas.

1. TITLE (1) – Clear and pertinent to material
2. INFORMATION IN BODY (3) – Main idea along with supporting information
3. CONCLUSION/SUMMARY STATEMENT (3)
4. WRITING (3) – Clear grammar, sentence structure and spelling

University Writing Center

Although you can contact the writing grader for assistance, I strongly encourage you to also use the University Writing Center, FAC 211, 471-6222: (<http://uwc.utexas.edu/home>).

The University Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with “problems.” Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant’s

advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work. (Source: <http://uwc.utexas.edu/home>)

Student Honor Code

The new Student Honor Code states: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity."

Class Policies

Please read the following course policies and procedures. It is extremely important that you understand this information before the course begins.

A Word about Conduct: Every student has the **right** to learn as well as the **responsibility** not to deprive others of their right to learn.

1. Please attend all scheduled class meetings and arrive on time. Late arrivals and early departures are very disruptive. If you are not able to attend class due to illness, let me know at least 30 minutes before class starts (my voice mail and email work 24 hours a day).
2. If you have trouble hearing the lecture because of distractions around you, quietly ask those responsible for the distractions to stop. If the distraction continues, please let me know.
3. Please let me know immediately if you have any problem that is preventing you from performing satisfactorily in this class. The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259 (voice), or 232-2937 (video phone), or <http://www.utexas.edu/diversity/ddce/ssd/>.
4. No assignment grades will be dropped. For every day that an assignment is late, 10% will be deducted from the grade on that assignment.
5. Policies on plagiarism and referencing can be found at http://deanofstudents.utexas.edu/sjs/acint_student.php. A tutorial on plagiarism can be found at <http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism>. If any assignment is found to be plagiarized, the student will fail the course. This is a form of cheating and will not be tolerated. If you do not understand the definitions of plagiarism after reading the information referenced above, please set up an appointment to talk with me before you turn in an assignment.

6. By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.
7. Cell phones must be put away during class and computers may be used only for note-taking or for class activities. Students who use any electronics for non-class related activities will be marked absent (unexcused) and asked to leave for the remainder of that class.
8. E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently—I recommend daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-critical. You can find UT Austin's policies and instructions for updating your e-mail address at <http://www.utexas.edu/its/help/utmail/1564>.
9. In this class, I use Canvas—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to communicate online, to post grades, and to submit assignments. You can find support in using Canvas <http://canvas.utexas.edu/> at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.

Instructions for Individual and Group Assignments

Collaboration vs. Collusion

"Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty. See

http://deanofstudents.utexas.edu/sjs/scholdis_collaboration.php for more details.

(Source: http://deanofstudents.utexas.edu/sjs/scholdis_collaboration.php)

Collaboration is unlimited with your own group members for group assignments (e.g., group presentations) and with all other students for discussion of readings. All written assignments are to be done on an individual basis.

Plagiarism

"Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit. Details are found in the Policy Statement on Ethical Conduct and Scholastic Integrity

http://deanofstudents.utexas.edu/sjs/acadint_plagiarism.php. (Source: http://deanofstudents.utexas.edu/sjs/acadint_plagiarism.php)

Plagiarism is unacceptable in all writings.

Scholastic Dishonesty Statement

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, fellow students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. Please refer to the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty. (Source: <http://deanofstudents.utexas.edu/sjs/>)

SUPPLEMENTAL INFORMATION

Gems of the University

The University of Texas has a wide array of world-class resources available to students. From the Harry Ransom Center to Waller Creek, these resources are incorporated into the Signature Course as a means of informing course content and student research. Below is a listing of some of the many resources around campus. Check <http://www.utexas.edu/ugs/sig/essentials/gems> for more information. (Source: <http://www.utexas.edu/ugs/sig/essentials/gems>)

[B. Iden Payne Theater](#)
[The Nettie Lee Benson Latin American Collection](#)
[Blanton Museum of Art](#)
[Dolph Briscoe Center for American History](#)
[The Fine Arts Library](#)
[Harry Ransom Center](#)

[Lyndon Baines Johnson Library and Museum](#)
[The Performing Arts Center](#)
[Texas Natural Science Center](#)
[UT Campus Telescopes](#) and [the Department of Astronomy's Star Parties](#)
[UT Press](#)
[Waller Creek](#)

Fall 2015 University Lecture Series

******Fall semester [Signature Course](#) students are required to attend one of the University Lectures.******

Designed to create a campus-wide conversation, the University Lecture Series gives first-year students an opportunity to interact with leading members of our faculty—scholars, scientists, and civic leaders who are nationally and internationally renowned. All students, faculty, alumni, staff and community guests are invited, but the events will be aimed at entering first-year students. The University Lecture Series is generously brought to UT Austin by the Audre and Bernard Rapoport Excellence Fund for Undergraduate Studies. <http://www.utexas.edu/ugs/uls>

Fall 2015 Lectures

Monday, September 21

7-8 p.m.

Bass Concert Hall

“Two Guys On Your Head”

Speakers: Bob Duke & Art Markman

Tuesday, September 22

7-8 p.m.

Bass Concert Hall

Lessons in Leadership

Speakers: Andrea Gore, Richard Reddick, & Daron Roberts