APPLICATION FOR NEW COURSE

1. Submitted by College of ___________________________ Date ___________________
   Department/Division offering course ___________________________ ___________________
   Health Behavior

2. Proposed designation and Bulletin description of this course
   a. Prefix and Number ___________
   b. Title* ___________
      *NOTE: If the title is longer than 24 characters (including spaces), write
      A sensible title (not exceeding 24 characters) for use on transcripts
   c. Lecture/Discussion hours per week ___________
   d. Laboratory hours per week ___________
   e. Studio hours per week ___________
   f. Credits ___________

   g. Course description
      This course will help the learner understand differences in minority populations in order to help build and lobby
      for the infrastructure needed to prevent excess disease and death among underserved populations.
      A special emphasis in this class will be placed on understanding the role of culture in influencing the
      adaptation of health attitudes, practices, and behaviors. An additional focus will be placed on health status,
      current trends, and health indicators for special populations.

   h. Prerequisites (if any)
      Graduate student in Public Health and others by instructor permission

   i. May be repeated to a maximum of ___________
      (if applicable)

4. To be cross-listed as
   N/A
   Prefix and Number
   Signature, Chairman, cross-listing department

5. Effective Date ___________
   (semester and year)

6. Course to be offered X Fall □ Spring □ Summer

7. Will the course be offered each year?
   (Explain if not annually) X Yes □ No

8. Why is this course needed?
   There is no graduate course that focuses specifically on health and culture. There is a gap in the curriculum in this
   area; student demand was high when taught as an experimental course. The department wishes to make this a
   requirement for students concentrating in health behavior.

9. a. By whom will the course be taught? Linda A. Alexander, EdD

    b. Are facilities for teaching the course now available? X Yes □ No
       If not, what plans have been made for providing them?
10. What enrollment may be reasonably anticipated? ____________ 12-15

11. Will this course serve students in the Department primarily?  ☐ Yes  ☒ No
   Will it be of service to a significant number of students outside the Department?  ☒ Yes  ☐ No
   If so, explain.
   Any student in public health could have an interest in taking this course; additionally, students in other health professions could potentially take this course to fulfill a specific interest in this area.
   Will the course serve as a University Studies Program course?  ☐ Yes  ☐ No
   If yes, under what Area? ___________________________________________________________________

12. Check the category most applicable to this course
   ☐ traditional; offered in corresponding departments elsewhere;
   ☒ relatively new, now being widely established
   ☐ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?  ☒ Yes  ☐ No

14. Is this course part of a proposed new program: If yes, which?  ☐ Yes  ☒ No

15. Will adding this course change the degree requirements in one or more programs?*  ☒ Yes  ☐ No
   If yes, explain the change(s) below
   The Department of Health Behavior would like it to be a required course for students concentrating in this area.

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.
   See attached syllabus.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

18. Within the Department, who should be contacted for further information about the proposed course?
   Name  Linda A. Alexander ___________________________ Phone  257-5678 ext 82033

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
APPLICATION FOR NEW COURSE

Signatures of Approval:

Richard R. Clay
Department Chair

Linda M. Alexander
Dean of the College

Academic Affairs Committee

Faculty Council

18 Oct 2005
10-5-05 Date
10-19-05 Date

Date of Notice to the Faculty

*Undergraduate Council

*University Studies

*Graduate Council

*Academic Council for the Medical Center

11-16-05 Date

*Senate Council (Chair)

Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

Rev 8/02
Syllabus
CPH 646-001
(CPH 648)
Special Topics in Behavioral Health:
Health and Culture
Mondays, 3:00-5:30 pm
CPH 115

Instructor: Dr. Linda Jouridine Alexander
Department of Health Behavior
College of Public Health

Office: 121 Washington Ave, Suite 110C
Lexington KY 40536-0003

Phone: (859) 257-5678 ext 80920
Email: ljouri@uky.edu

Office Hours: Mondays 10 am-12pm CPH Room 110, or By Appointment

Administrative Assistant: Mrs. Becki Flanagan

Course Rationale and Background

Health educators involved in advocacy, policy, prevention, or promotion should be trained to understand differences in minority populations in order to help build and lobby for the infrastructure needed to prevent excess disease and death among underserved populations. A special emphasis in this class will be placed on understanding the role of culture in influencing the adaptation of health attitudes, practices, and behaviors. An additional focus will be placed on health status, current trends, and health indicators for special populations identified through the Kentucky Health Objectives for the year 2003, as reported by the Kentucky Department for Public Health.

The Healthy People 2010 objectives suggest that although we have made some progress, the gap between the health of minorities and non-minority groups has not closed and continues to reflect disproportionately higher levels of death and disability. Furthermore, the combination of low levels of formal education, low income, and limited community resources among disadvantaged minority populations continue to represent formidable barriers to the implementation of successful health care promotion and disease prevention programs. This course will examine specific areas of health that account for more than 80 percent of all excess morbidity and mortality for minority populations. Some of these areas have been identified as:

- Cardiovascular disease
- Cancer
- Diabetes
- Unintentional injury
- Infant mortality
- Chemical dependency
- Homicide and suicide
- HIV/AIDS, particularly among heterosexual populations which has taken its toll on minority groups as well
Required Text

ISBN# 0-7879-6451-4

Resource Texts

ISBN# 0-7506-4786-8

ISBN# 0-309-07271-9

ISBN# 0-13-142234-0

ISBN# 0-205-29012-4

Website for Minority Health Information: www.omhrc.gov

Course Objectives

At the end of the semester, the student will be able to:

- define the concept of multicultural health
- articulate the need for understanding health practices of minority populations
- describe personal biases or a world view that might impede progress in minority health promotion and disease prevention
- understand and identify the components for conducting research in diverse populations (including data collection, needs assessment, goal development, and evaluation of outcomes)
- describe the influence and role of culture on health attitudes, behaviors, and practices
- understand and differentiate the western paradigm of health and medicine with the Native American concept of harmony, the Asian concept of yin-yang, the African-American concept of spirituality, the Mexican concept of curanderismo, and the Hispanic concepts of machismo and marinismo.
- identify and describe the leading causes of morbidity and mortality for minority populations versus non-minority populations in the United States and in Kentucky
- describe the role that gender, race, and social class play in the utilization of health care resources
- describe the role of communication in effective health promotion and disease prevention
- develop a health project for a specific underrepresented and/or underserved minority population or community in the form of a grant proposal
- orally explain and defend the rationale, methodology, and program design of a grant proposal designed to further our understanding of the impact of culture and health behavior

Course Requirements

The course requirements reflect the amount of work adequate for a graduate-level class as determined by the instructor. Students must have a general understanding of community health and a willingness to engage in an ongoing interactive role as a student in order to successfully
complete this course. It will be critical to attend each class meeting to get the most out of the course. To facilitate this style of class we will rely on student presentations, organized lectures, videos, guest speakers, and small discussion groups. Readings are to be completed prior to class.

In addition, students will be required to complete the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Discussion(s)</td>
<td>100 (t)</td>
<td>No later than the beginning of Class</td>
</tr>
<tr>
<td>Mid-term examination</td>
<td>100</td>
<td>October 17</td>
</tr>
<tr>
<td>Book Review</td>
<td>25</td>
<td>November 14</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>25</td>
<td>November 28</td>
</tr>
<tr>
<td>Grant proposal</td>
<td>100</td>
<td>Due no later than December 5</td>
</tr>
</tbody>
</table>

Guidelines for each of these requirements, except for mid-term, will be distributed as an addendum to the syllabus no later than September 19th.

**Course Outline and Schedule**

Reading assignments are to be done before the class period.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
</table>
| August 29 | Introduction to Syllabus  
Why study the relationship between culture and health? | LaVeist Chapter 1, 2, 3  
Page Article from Urban Health |
| September 5 | **No Class – Academic Holiday**                                          | LaVeist Chapters 4 & 16  
Reading-Abraido-Lanza et al. |
| 12        | History and Politics and Cultural Impact                                | LaVeist Chapters 10 & 11  
Reading A & B |
| 19        | The Hispanic Paradox                                                   | LaVeist Chapter 22 & 32  
Reading C & D |
| 26        | Racial and Ethnic Disparities in Health Care                           | LaVeist Chapter 24  
Reading E |
| October 3 | Proposal Development                                                   | LaVeist Chapter 25 |
| 10        | Pain & Culture                                                         | LaVeist Chapter 33  
Reading F |
| 17        | **Mid-Term Examination (turn in to Becki Flanagan)**                   | LaVeist Chapter 35  
Reading H |
| 24        | Cultural Aspects of Stress                                             | Riolo, Et al Article |
| 31        | Culture & Pharmacology                                                 |                    |
| November 7 | APHA No Class – Assignment Due 11/14                                  |                    |
| 14        | Patient-Provider Interactions                                          |                    |
| 21        | Provider-Patient Interactions                                          |                    |
| 28        | Mental Health & Cultural Groups in the United States                   |                    |
Reading Key


Important Note about Absences

All students are expected to attend class regularly. Since this class only meets once per week for a total of 13 class sessions and depends on group dynamics and interaction with your peers, attendance is critical. If you have a unique circumstance that makes missing more than two class periods unavoidable, you will not be eligible for an A grade. If your attendance is sporadic you will be advised to either drop the course or take an incomplete grade - reading the texts and taking the examinations will not be enough. Attendance will be taken for each class period and I will encourage you to monitor and prioritize your time so that you are not faced with a major conflict during this course.
Statement on Plagiarism

The faculty of the Health Behavior Division and the Kentucky School of Public Health will enforce and administer rules concerning plagiarism as set forth in Student Rights and Responsibilities.

6.3.1 PLAGIARISM

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else’s work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student’s assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Resource Center, Room 2, Alumni Gym, 257-2754.

Classroom Guidelines and Hints to Exceptional Performance in this Class

- C grades are not permitted in graduate-level courses. If earning a C grade drops your GPA to less than 3.0, you will be placed on academic probation. If you cannot bring your GPA up to a 3.0 by the following semester, you will be placed on academic suspension.
- All work will be graded and evaluated according to the final product and your performance in the class. Exceptions will not be calculated into the equation to inflate your actual effort and performance.
• All papers and assignments must be typed.
• Guidelines for each assignment must be fully adhered to in order for you to expect full credit. Any exceptions must be discussed with the instructor.
• You are responsible for any material or lectures given in your absence.
• If you need assistance regarding class materials or your performance, make an appointment to see me during non-class time.
• The class begins at 3:00 pm. Students who are consistently late will be asked to discuss their tardiness with the instructor. Students who miss more than two full classes will not be able to earn a grade higher than a B.

**Department of Health Behavior Terminal Objectives**

For MPH Students **NOT** Concentrating in Health Behavior:

1. Provide examples of how changes in health behavior can translate into reductions in morbidity and mortality
2. Explain inter-relationships between each of the nine steps in the Precede-Proceed framework
3. Select effective approaches to achieving behavior change across a wide range of diseases or conditions and among various populations
4. Illustrate how health behavior integrates with the other core disciplines in public health (biostatistics, environmental health, epidemiology, health services management) and gerontology at the University of Kentucky
5. Appraise theory-based strategies used to change and measure changes in health behavior
6. Explain how a public health practitioner can most effectively provide leadership in organizing and implementing activities to influence change in health behavior
7. Provide multiple strategies that can be applied to the evaluation of health promotion programs

For MPH Students **Concentrating** in Health Behavior*

*MPH Students concentrating in Health Behavior will be expected to meet the terminal objectives listed above for those not concentrating in health behavior.

Upon completion of the MPH at the University of Kentucky, students concentrating in Health Behavior should be able to:

1. Apply the dominant approaches and theories regarding health promotion and health behavior change to specific domains of health behavior
2. Plan, implement, and evaluate a health promotion program that can address identified needs of a specified population with community participation
3. Critically review the literature on health promotion and health behavior change
4. Distinguish the appropriate study designs to understand health promotion and health behavior change
5. Collect, manage, analyze, and interpret data on health behavior change using appropriate statistical and other analytic methods
6. Communicate research findings to various kinds of audiences, verbally and in writing
7. Apply ethical principles that confront health promotion and health behavior change interventions for various audiences

CPH 646
Health and Culture
Fall 2005
Integrate principles of health promotion and health behavior change into the practice of public health.
Engage in health promotion planning that effectively reduces barriers to achieving lasting and substantial behavior change among at-risk populations. Understand how to achieve substantial and lasting behavior change.
Articulate the process of changing behavior through interventions aimed at selected psychosocial mechanisms and processes.
Plan, conduct, and evaluate the impact of health promotion programs on outcomes at individual and community levels.
MEMORANDUM

TO: Health Care Colleges Council

FROM: Richard A. Crosby, PhD
       Chair, Academic Affairs Committee

Pamela Teaster, PhD
Chair, Faculty Council

Linda J. Alexander, EdD
Associate Dean for Academic Affairs

SUBJECT: Proposal for CPH 648 Health and Culture

DATE: October 18, 2005

It is the intention of the Department of Health Behavior in the College of Public Health to formally establish a course to teach students in the MPH degree program about the effect of culture on health and health care, specifically students who are concentrating in the area of health behavior, and for other students whose public health interests involve a health behavior component. The course has been taught on two previous occasions, Fall 2003 and Fall 2004, and is being taught this semester under a special topics course number.

The Association of Schools of Public Health is proposing an increase in the minimum number of credit hours for MPH degree programs from 36 to 42, effective Fall 2007. ASPH is the only national organization representing the deans, faculty, and students of the accredited member schools of public health and other programs seeking accreditation as schools of public health. They also provide a focus and a platform for the enhancement of existing and emerging academic public health programs and assist in meeting national goals of disease prevention and health promotion. This new course will help the college fulfill the new minimum requirement of 42 credit hours and will be proposed at a later date as a requirement for students concentrating in health behavior.

This course proposal has been reviewed and approved by the Academic Affairs Committee and the Faculty Council, according to our college’s established bylaws.

Further information about this course can be obtained by contacting the course director, Dr. Linda Alexander, via phone at 7-5678 ext 82033 or via email at linda.jouridine@uky.edu.
**UNIVERSITY SENATE REVIEW AND CONSULTATION SUMMARY SHEET**

**Proposal Title:** CPH 648 Health and Culture (MPH Degree - College of Public Health)

Name/email/phone for proposal contact: **Dr. Richard Crosby 7-5678 ext 82039**

**Instruction:** To facilitate the processing of this proposal please identify the groups or individuals reviewing the proposal, identify a contact person for each entry, provide the consequences of the review (specifically, approval, rejection, no decision and vote outcome, if any) and please attach a copy of any report or memorandum developed with comments on this proposal.

<table>
<thead>
<tr>
<th>Reviewed by: (Chairs, Directors, Faculty Groups, Faculty Councils, Committees, etc)</th>
<th>Contact person Name (phone/email)</th>
<th>Consequences of Review:</th>
<th>Date of Proposal Review</th>
<th>Review Summary Attached? (yes or no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Health Behavior</td>
<td>Richard Clayton, Chair 7-5678 ext 82037</td>
<td>Approved</td>
<td>10/5/05</td>
<td>Yes</td>
</tr>
<tr>
<td>Academic Affairs Committee</td>
<td>Richard Crosby, Chair 7-5678 ext 82039</td>
<td>Approved</td>
<td>10/11/05</td>
<td>Yes</td>
</tr>
<tr>
<td>Faculty Council</td>
<td>Pamela Teaster, Chair 7-1450 ext 80240</td>
<td>Approved</td>
<td>10/18/05</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Grading Scale for Graduate Students

100-90% = A
89.9-80% = B
79.9-70% = C
<69.9% = E