HLTH 4320: Cultural Diversity and Cultural Competence
Credits: 3 hours
Spring 2023
Department of Kinesiology & Health Science

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Muswamba Mwamba, DrPH, MPH, IBCLC, RLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email Address</td>
<td><a href="mailto:Muswamba.mwamba@sfasu.edu">Muswamba.mwamba@sfasu.edu</a></td>
</tr>
<tr>
<td></td>
<td>Emails will be responded to in 24-48 hours, Monday through Friday.</td>
</tr>
<tr>
<td>Office &amp; Phone</td>
<td>HPE 217 &amp; 936-468-2353</td>
</tr>
<tr>
<td>Other Contact</td>
<td>936-468-3503 (Main Office)</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Mondays and Wednesdays, 9 am to 12 pm or by appointment</td>
</tr>
<tr>
<td>Course Time &amp; Location</td>
<td>Mondays and Wednesdays: 12:00 - 12:50 PM HPEC 224</td>
</tr>
<tr>
<td>Course description</td>
<td>The term culture has increasingly been used in the discourse of public health, for example, with respect to issues of health disparities in the United States and the development and implementation of culturally competent or culturally appropriate programs, to name a few. What exactly is culture, however? The term is easily applied to all kinds of phenomena without a critical look at the nature of and role of culture as an aspect of human behavior. In this course, we will examine what is meant by culture, how culture intersects with health issues, how public health efforts—especially efforts to reduce health disparities in both domestic and global settings—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. During the course, we will examine several health issues in more depth regarding their cultural factors and implications: HIV/AIDS, youth violence (now viewed as a public health problem), obesity, and the COVID-19 pandemic.</td>
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</tbody>
</table>

HLTH 4320 “Cultural Diversity and Cultural Competence” Course Justification (3 credits): This course will meet 150 minutes of hybrid classroom time/direct instruction per week for 16 weeks. There will be online quizzes, discussion boards, book reports, and a three-part Cultural Identity Project. Students will also upload various “class participation” assignments to enhance their in-depth knowledge and application of Cultural Diversity and Cultural Competence. These activities average at least six weekly work hours to prepare outside classroom hours.

Prerequisites: N/A
I. **Intended Learning Outcomes/Goals/Objectives:**

- This course links with SFA Initiative #4: Develop a learner-centered environment.
- This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.
- This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
- This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

**Program Learning Outcomes (Public Health):**

1. The student will design and implement a health behavior change plan (NESPA I, II, IV)
2. The student will be able to communicate health information (NESPA VI)
3. The student will be able to deliver health information (NCHEC I, III, VI, VII)
4. The student will apply principles of cultural competence in selecting and/or designing strategies/interventions (NCHEC I, II, VI, VII)
5. The student will demonstrate the knowledge and skills to develop a health proposal for a specific health issue (NCHEC I, II, V)

**Specific Learning Outcomes:** The student will be able to:

- Acknowledge the differences between cultural health and being healthy (HESPA V)
- Develop cultural skills to engage diversity successfully (HESPA V)
- Describe the historical process that supported cultural identity (NESPA I, II, V)
- Influence the policies to support cultural competence and cultural humility (NESPA VIII)

II. **Course Assignments, Activities, Instructional Strategies, Use of Technology**

**Cultural Identity Project** – The Cultural Identity Project is a three-part assignment that will be refined by studying two books on the impact and trap of identity.

**Part 1 – How do you Identify Yourself? What is your culture? (worth 50 points) - NESPA I, II, III, V, VII**

In 1-2 pages (double-spaced with 1” margins), answer the following questions (due date Week 2, January 28)

- Introduction paragraph
- Who I am?
- My trees, roots, personal growth
- Making sense of my world today
- Shaping my life
- What does it mean to be “healthy” in your culture?
- Conclusions

**Part 2 – The Impact of My Identity (worth 100 points) - NESPA I, IV, V**

Review your identity assignment of Part 1 through the light of the course and assignment book, The Impact of Identity by Irina Nevzlin. Provide a thorough review of your Cultural identity in at least three pages. Include required justifying references on APA formatting. The last page will be your citation page. (due date Week 8, March 10)

- Introduction paragraph
  - Written first person.
  - Why is this cultural identity issue important to you?
- Description of the cultural identity issue
o Written third person.
  o Why is understanding your identity important in a growing diversity context (background, current data/statistics)?

- Identification of decision makers (what agencies/associations/people were involved in your identification formation)
  o Written third person.

- What is the result of the impact on your identity?
  o How successful are you in navigating other cultures?

- Conclusions
  o Can be written in first and third person.

Part 3 – Identity Trap Paper and Presentation (worth 150 points) - NESPA I, V, VI
Building on the identity narrative of Part 1 and Part 2, write a book report on The Identity Trap by Yasha Mounk and prepare a 5-minute presentation discussing the origin of a set of ideas about identity and social justice that is rapidly transforming America. (Due date Week 13, April 21)

“In-Class” Assignments – There will be various required assignments throughout the semester for a total of 50 points (5 points each). To earn the assignment points, the student must be present in class (unless documented school-sponsored event/s.) NESPA I-VI & VIII

Extra Credit Participation Points (ECPs) – You are eligible for a maximum of 5 ECP points. All must be typed (check Section V for DUE date). It can and will be used for attendance purposes. If you have more than two weeks of absences and/or tardies, you are not eligible for ECP points (unless documented school-sponsored event/s). If you are not eligible or you are eligible but do not upload the ECPs by the due date, no rounding of the final grade will occur. ECPs will be uploaded to D2L. NESPA I-VI & VIII

Exams (NCHEC I) - There will be three online quizzes. Exams may include various question types, including multiple choice, true/false, short answer, and essay. Proper spelling, grammar, and punctuation are expected. If unable to take a quiz on a scheduled date and time, the students must notify me before test time to make up the quiz; if not notified before the quiz date and time, the student will earn a “0.” They are worth 100 points each. NESPA I-VIII.

III. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Quizzes (10)</th>
<th>100 points</th>
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<tbody>
<tr>
<td>Cultural Identity Project</td>
<td></td>
</tr>
<tr>
<td>Part 1</td>
<td>50</td>
</tr>
<tr>
<td>Part 2</td>
<td>100</td>
</tr>
<tr>
<td>Part 3</td>
<td>150</td>
</tr>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
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<tr>
<td>In Class Assignments 10 @ 5 pts each</td>
<td>50</td>
</tr>
<tr>
<td>FINAL POINT TOTAL</td>
<td>650 points</td>
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</tbody>
</table>

The grading Scale is as follows
A = 90%+        585+ pts
B = 80-89%      520-584
C = 70-79%      455-519
D = 60-69%      390-454
F = Below 59%   Below 389
Extra Credit Participation = 5 points maximum. (Attendance (see VII for attendance policy)

IV. **Tentative Course Outline/Calendar** - Dates may change at the instructor's discretion. Should a date change be required, it will be announced through D2L email, D2L course news, and on the D2L calendar. All assignments are due (uploaded into D2L) by 11.59 p.m. on the below-mentioned date.

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Topic</th>
<th>Activities</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Jan 15 - 21</td>
<td>Course Introduction and Overview &amp; What is culture? What is your Identity</td>
<td>Reflection on Self-Identity</td>
<td>Sunday, 11:59 PM</td>
</tr>
<tr>
<td>Week 2: Jan 22 - 28</td>
<td>Culture &amp; Health Chapter 1 &amp; 2 + Readings</td>
<td>Reflection on Self-identity Due (Part 1) Quiz</td>
<td>Sunday, 11:59 PM</td>
</tr>
<tr>
<td>Week 3: Jan 29 – Feb 4</td>
<td>Ethnomedical Systems (Culture-Health Lens # 1) Text Chapter 3 + Readings</td>
<td>Quiz</td>
<td>Sunday, 11:59 PM</td>
</tr>
<tr>
<td>Week 4: Feb 5 - 11</td>
<td>Ethno-psychiatric Systems Text Chapter 4 + Readings</td>
<td>Quiz</td>
<td>Sunday, 11:59 PM</td>
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<tr>
<td>Week 5: Feb 12 - 18</td>
<td>Moral Dimension – Culture and the Meaning of Illness (Culture-Health Lens # 2) Chapter 5 + Readings</td>
<td>Quiz</td>
<td>Sunday, 11:59 PM</td>
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<tr>
<td>Week 6: Feb 19 - 25</td>
<td>Culture, Healing, and Healers (Culture–Health Lens # 3) Chapter 6 + Readings</td>
<td>Quiz</td>
<td>Sunday, 11:59 PM</td>
</tr>
<tr>
<td>Week 7: Feb 26 – Mar 3</td>
<td>Socio-cultural Ecologies of Disease and Illness (Culture-Health Lens # 4) Chapter 7 + readings</td>
<td>Quiz</td>
<td>Sunday, 11:59 PM</td>
</tr>
<tr>
<td>Week 8: Mar 4 - 10</td>
<td>Culture, subculture, and Constructions of Health Risk (Culture-Health Lens # 5) Chapter 8 + Readings</td>
<td>Quiz Reflection/Book Report – Impact of Identity (Part 2)</td>
<td>Sunday, 11:59 PM EXAM</td>
</tr>
<tr>
<td>Week 10: Mar 25 – 31</td>
<td>Research Strategies to Obtain Cultural Information Chapter 10</td>
<td>Quiz In Class Exercise</td>
<td>Sunday, 11:59 PM</td>
</tr>
<tr>
<td>Week 11: Apr 1 - 7</td>
<td>Incorporating Cultural Knowledge in Health Promotion Interventions Text Chapter 11 + Readings</td>
<td>Quiz Guest Speaker</td>
<td>Sunday, 11:59 PM</td>
</tr>
<tr>
<td>Week 12: Apr 8 - 14</td>
<td>Being Culturally Competent Chapter 12 + Readings</td>
<td>Quiz</td>
<td>Sunday, 11:59 PM</td>
</tr>
<tr>
<td>Week 13: Apr 15 - 21</td>
<td>Cultural Humility and Cultural Intelligence</td>
<td>Book Report – Identity Trap (Part 3)</td>
<td>EXAM</td>
</tr>
<tr>
<td>Week 14: Apr 22 – 28</td>
<td>Cultural Identity</td>
<td>Presentation</td>
<td></td>
</tr>
<tr>
<td>Week 15: Apr 29 – May 5</td>
<td>Cultural Identity</td>
<td>Presentation</td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td>Final Week</td>
<td>EXAM</td>
<td></td>
</tr>
</tbody>
</table>
V. Readings (Required and recommended – including texts, websites, articles, etc.):

- D2L/BrightSpace

VI. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes, including:

1. Course and program improvement, planning, and accreditation.
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement.

In the PCOE, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VII. Student Ethics and Other Policy Information: Found at [http://www.sfasu.edu/policies/](http://www.sfasu.edu/policies/)

**Institutional Absences (HOP 04-110)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.
More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Code of Student Conduct and Academic Integrity (In addition, you may include your guidelines for academic integrity as appropriate).**

The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

**Students with Disabilities**
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and
outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**Other important course-related policies:**

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**Other SFA policy information is found in the Handbook of Operating Procedures (HOP)**

VIII: Resources

- **On-campus Resources:**
  - The Dean of Students Office (Rusk Building, 3rd floor lobby)
    - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
    - 936.468.7249
dos@sfasu.edu
  - SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
    - Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  - SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
    - Human Services Room 202 • 936-468-1041
  - The Health and Wellness Hub “The Hub”
    - Location: corner of E. College and Raguet St.

§ To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
  - Health Services
  - Counseling Services
  - Student Outreach and Support
  - Food Pantry
  - Wellness Coaching
  - Alcohol and Other Drug Education
    - [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
    - 936.468.4008
    - thehub@sfasu.edu

§ Crisis Resources:
  - Burke 24-hour crisis line 1(800) 392-8343
  - National Suicide Crisis Prevention: 9-8-8
  - Suicide Prevention Lifeline 1(800) 273-TALK (8255)
  - Crisis Text Line: Text HELLO to 741-741

XI. **Other Relevant Course Information:**

- **Late Work:** I do not accept late work. Please read that sentence again – I do not accept late work. Late assignments turned in or posted after a deadline will not be accepted unless I have granted you an official extension prior to the deadline.
Email etiquette (adapted from Dr. John Janowiak at UNC Chapel Hill) and Professionalism: When you e-mail friends, you can be as informal as you wish. However, when you write to your employer, professor, or supervisor, you should use proper and polite language. By training yourself to write properly, you develop the skills necessary to deal with future clients and supervisors, who are unlikely to tolerate bad e-mail manners. Please use the following guidelines when e-mailing me and other professors.

- Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, please use a formal salutation when e-mailing professors, such as: “Dear Dr. Mwamba” or “Professor Mwamba.”
- When e-mailing faculty, remember that you are not communicating with a friend or relative; therefore, do not use informal language in your e-mails.
- If you have a request, say it politely. You can start with “I would like to ...”, “I wonder if you can ...,” “May I ...,” “Is it possible to ...,” “Do you mind ....” DO NOT WRITE: “I want to know ...,” “I want you to,” “Send this to me,” “Tell me when ....” Just adding the word “please” does not mean that you are being polite.
- Your identity is an important clue to the context of the message. Every semester I teach hundreds of students in numerous classes; therefore, identify yourself as a student in your enrolled class, such as: “Dear Dr. Rust, I am a student enrolled in your online HLTH 4350 course.” Also, please include a brief description of your email’s subject line in the email’s subject line.
- Be concise.
- Always re-read your e-mails and check for spelling and grammatical mistakes before sending them. (Also, recommended for the assignments you submit).
- When scheduling an appointment outside of my office hours, please suggest a few time slots, but always say, “If these times do not suit you, please feel free to let me know any other time that you prefer / that is convenient to you.” If you cannot make the date suggested, say, “I am sorry, but I cannot come to see you on [Monday].” Do not say, “I am unavailable on [Monday].”
- In conclusion, if you do not use a formal salutation and my name (Dr./Professor Rust) or establish who you are and in what class you are enrolled, your e-mail message will not be read or responded to.
I. How do you Identify Yourself? What is your culture?
II. The Impact of My Identity
III. Identity Trap Paper and Presentation
## Paper Grading Rubric

<table>
<thead>
<tr>
<th>Format</th>
<th>Below Expectation</th>
<th>Satisfactory</th>
<th>Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The paper contains multiple mistakes in English, grammar, or personal expression. (0-2)</td>
<td>The paper contains a variety of English and grammar errors but is able to articulate personal ideas on the content matter. (3-4)</td>
<td>The paper should be well organized and demonstrate appropriate use of English and grammar usage. (5)</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>The paper is reflective of previous personal cultural identity and never refers to the critical need for diversity transformation. (0-2)</td>
<td>The paper includes information to support cultural identity and competency views but lacks the depth of subject matter complexity. (5-7)</td>
<td>The paper is reflective of personal growth based on student course expectations. Reflection includes a discussion of the value of culture public health. (8-10)</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>The paper lacks in-depth research or is based on inappropriate public health advocacy organization questions. (0-2)</td>
<td>Information is limited to basic information without personal assessment. (3-4)</td>
<td>Advocacy and policy research reflecting appropriate cross-public health and decision-making questions. (5)</td>
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</tbody>
</table>

### Total Score

<table>
<thead>
<tr>
<th>Presentation Grading Rubric</th>
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</thead>
<tbody>
<tr>
<td><strong>Below Expectation</strong></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td><strong>Content</strong></td>
</tr>
<tr>
<td><strong>Style</strong></td>
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</tbody>
</table>

### Total Score
**Discussion Posts.** Each student will comment on at least one discussion post in the weekly modules. Discussion post comments must meet this course's “high quality” standard. This means that comments must be 50-100 words, reflect the course's learning goals, and demonstrate a clear, in-depth understanding of the subject matter. Comments will be assigned a grade for originality and constructiveness based on the following rubric. You will need three full-credit comments: an original initial post for each chapter and two comments on other student’s posts.

**Discussion Board Grading Rubric**

<table>
<thead>
<tr>
<th>Points</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Demonstrates mastery of key concepts; constructively critiques work of others in a manner that stimulates discussion; provides ample citations for support of opinions; readily offers new interpretations of discussion material. Ideas are expressed clearly and concisely; uses appropriate vocabulary. Exceeds standards in terms of quality and quantity of comments by posting more than 1 “high quality” comment to 2 or more students.</td>
</tr>
<tr>
<td>8</td>
<td>Demonstrates sufficient grasp of key concepts; critiques work of others, offering a divergent viewpoint or challenge; shows sufficient skill in support for opinions—some sufficient organization with expression.</td>
</tr>
<tr>
<td>4</td>
<td>Shows evidence of understanding most major concepts; will offer an occasional divergent viewpoint or challenge; shows some skill in support for opinions. Some signs of disorganization with expression; transition wording may be faulty.</td>
</tr>
<tr>
<td>2</td>
<td>Has a mostly shallow grasp of the material; rarely takes a stand on issues; offers inadequate levels of support. Poor language use garbles much of the message; only an occasional idea surfaces clearly; expression seems disjointed; overuse of the simple sentence and redundancy with words and commentary; paragraphs often appear unrelated to each other. This student requires constant prompting for contributions.</td>
</tr>
<tr>
<td>0</td>
<td>No posting.</td>
</tr>
</tbody>
</table>