



## **HHPH 430: Health Promotion with Special Populations**

COURSE SYLLABUS: SPRING 2019

### **INSTRUCTOR INFORMATION**

**Instructor: Rebecca Rouse, MS - Adjunct Instructor**

**Office Location: Field House 100C**

**Office Hours: Online (By Appointment)**

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**University Email Address: rebecca.rouse@tamuc.edu**

**Preferred Form of Communication: Email**

**Communication Response Time: 24-48 hours\*\***

### **COURSE INFORMATION**

#### **Materials – Textbooks, Readings, Supplementary Readings**

**Textbook Required:** Perez, M. & Luquis, R. (2013). *Cultural Competence in Health Education and Health Promotion* (2nd ed.). San Francisco, CA. Josey-Bass Publishers.

**Optional Texts and/or Materials:** All written assignments are to be submitted in APA format style unless otherwise noted in the assignment directions. All students are encouraged to have a current copy of the APA Publication Manual: ***Publication Manual of the American Psychological Association, (6th ed., 2nd printing)***.

#### **Course Description**

**Course Description:** “Cultural Competency” is one of public health’s primary tools to closing the disparities gap among populations. It encompasses behaviors, attitudes, and policies that are integrated in a system, agency, or group of professionals that enables effective work in cross-cultural settings and situations. While “culture” is commonly associated with race/ethnicity, it encompasses the language, thoughts, communications, actions, customs, beliefs, and values of any social group.

This course will examine both analytical and practical approaches to cultural competency in public health. Concepts, models, frameworks, and communication that

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occur in cross-cultural health situations will be discussed, but also the application of these concepts in real interventions and programs.

### Student Learning Outcomes

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

1. Define key terms and concepts relating to cultural competency, including key theoretical underpinnings of vulnerability and approaches to special populations.
2. Explain the role of cultural competency in addressing health disparities and the care of various racial/ethnic groups and vulnerable populations.
3. Demonstrate an understanding of the fundamentals of cross-cultural communication, and the planning and delivery of culturally competent health education programs.
4. Demonstrate an understanding of health literacy and discuss the relationship between health literacy and cultural competence.

# **COURSE REQUIREMENTS**

## **Minimal Technical Skills Needed**

Students should have a basic knowledge of computer and Internet skills in order to be successful in an online course. Here are some highlights:

1. Knowledge of terminology, such as browser, application, URL, etc.
2. Understanding of basic computer hardware and software; ability to perform computer operations, such as: managing files and folders: save, name, copy, move, backup, rename, delete, check properties
3. Ability to use the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, accessing and navigating sites like YouTube
4. Knowledge of copying and pasting, spell-checking, saving files in different formats and sending and downloading attachments
5. Internet skills (connecting, accessing, using browsers) and ability to perform online research using various search engines and library databases.
6. Ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), chats, etc.

## **Instructional Methods**

We will review the importance and benefits of importance of cultural and linguistic competence in health promotion and health education. Activities include discussions of timely topics, application of knowledge through quizzes and exams.

## **Student Responsibilities or Tips for Success in the Course**

### **Strong reading and writing skills:**

- Most of the material in the online environment will come from your textbooks, discussions, chapter PowerPoints, and videos; therefore, strong reading, writing and critical thinking skills are very important for success in an online course.
- Success in this class will come from independent reading of textbook chapters as well as other assigned material.

### **Self-motivated and independent learner:**

- While online courses can offer more flexibility in scheduling, they require more self-discipline and independence than on-campus courses.

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- In the online environment, you have to be able to start and to work on tasks on your own, without someone keeping you focused, and you have to be self-disciplined in order to follow the class schedule and meet deadlines.

### **Time commitment:**

- Online classes take as much time as regular on-campus classes. You need to set aside sufficient time for study. Plan to spend at least as much time working on the assignments and studying as you would with a traditional course.
- Even though you may not have to "be" in class on some specific day and time, you still have to follow the course schedule provided. Remember that online classes are not independent study courses; you are still required to "show up" and participate actively (e.g. regularly logging into the course website, actively participating and turning in assignments on time).

### **Active Learner:**

- Online students must be active learners, self-starters who are not shy or afraid to ask questions when they do not understand. Remember that you are in control of your learning process.
- Since I cannot see you, you need to "speak up" right away if you have problems and be as explicit as possible; otherwise there is no way I will know that something is wrong.

## **GRADING**

Final grades in this course will be based on the following scale:

A	900 - 1020 points
B	800 - 899 points
C	700 - 799 points
D	600 - 699 points
F	0 - 599 and below

## **ASSESSMENTS**



**NOTE:** Weekly modules open on each Monday at 12:00am, and close, Sunday at 11:59pm of the course module! The only exception to this rule is the due date for the **final section exam discussed below!** All module requirements are due at the close of the course module. Please pay close attention to these dates and times as late assignments are not accepted.

**Introduction Week Graded Content (Syllabus Quiz & Introduction Discussion at 10 points each = 20 points):** During the introduction week, students will read over the syllabus and complete a syllabus quiz in addition to introducing themselves to the class.

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**Chapter Readings:** Students are expected to read the assigned chapters in the required text for that module.

**Section Assignments (5 x 40 points = 200 points):** Students will complete five **(5)** assignments consisting of chapter case studies and/or written assignments over chapter material. Guidelines for completing each specific assignment are given in the module.

**Health Organization w/ Website Power Point (1 x 100 = 100 points):**

Students will be assigned in groups to research a health organization w/website and develop a power point presentation over their chosen organization and health disparity (See **Appendix A**). **Additional details are available under the course content module.**

1. Choice of health organization is first come, first serve.
2. First choice and alternate are due in **Module 2**.
3. One member from each group will submit the power point presentation regarding the topic in **Module 11**.
4. Each student shall participate in a discussion forum by commenting on another group presentation (other than their own) in **Module 11**. "Your presentation was cool or good" will not count. Something more profound such as "I was not aware that.....I will attempt to use this technique in the future."

**Multi-Cultural Brochure (1 x 100 = 100 points):**

Students will develop an educational tri-fold brochure with their choice of one health disparity from **Appendix B**. This brochure must be in color and submitted to the course in **Module 15**. **Additional details are available under the course content module.**

**Multicultural Event or Activity (1 x 100 = 100 points):**

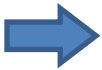
Attend one activity that relates to a cultural, ethnic, value, or identity issue. You should spend at least 2 hours engaged in the activity/event. You are encouraged to attend an event with a group about which you have the MOST preconceived ideas, and a primary purpose is to experience noticeably being in the minority. **Past experiences may not be used for this assignment.**

1. Provide a **single spaced** 2-page paper in APA format that discusses why you chose this activity, when it took place, your expectations before the event, your experience through the event, and your reflections of the experience following the event.
2. A portion of the paper should include ways this experience might influence your work and ways in which you can better prepare for interaction within the public health field.
3. Activities may include, but are not limited to, attending a religious service, attending a funeral of another religion, attending a meeting for a campus multicultural organization, or participation in any other activity that may be related to a cultural, ethnic, value, or identity issue different from your own. **Please note that you must receive prior instructor approval for the event you choose.**

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**Section Discussions (4 x 25 = 100 points)** Students will participate in four **(4)** section discussion forums. Students will post a minimum of **2** posts per discussion thread: one initial post and one response posts to your fellow classmates that further the discussion. Responses should go beyond “I agree” or “I disagree.” In your responses, I am looking to see how well you can add to the “conversation.” This can be accomplished by offering your interpretation of the course readings and/or from your personal experiences. Specific posting guidelines are provided within the module.

**Section Exam (4 x 100 points each = 400 points)** Students will take four **(4)** section quizzes over material presented in assigned readings (i.e. websites and articles); and textbook chapters. Each section exam will consist of multiple choice questions, true and false matching and/or short answer/essay. Each exam will be timed and must be completed within the assigned time frame.



The **FINAL** section exam is due **Wednesday, May 8, 2019** by 11:59 pm

Assignment	Points	Total
Intro Discussion	1 x 10 points	10
Syllabus Quiz	1 x 10 points	10
Section Discussion	4 x 25 points	100
Section Exam	4 x 100 points	400
Chapter Assignments	5 x 40 points	200
Multicultural Brochure	1 x 100 points	100
Multicultural Event	1 x 100 points	100
Health Website	1 x 100 points	100
<b>Total Points</b>		<b>1020</b>

## TECHNOLOGY REQUIREMENTS

### Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

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Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of

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Device	Operating System	Browser	Supported Browser Version(s)
			June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
  - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
  - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)

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- [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

### **Brightspace Support**

#### **Need Help?**

#### **Student Support**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

#### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



#### **System Maintenance**

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

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## Interaction with Instructor Statement

**E-mail strategy:** You are welcome to email your questions or concerns to me. There are, however, some caveats associated with email that you must remember:

- Do not expect an immediate response to your questions. A reasonable response time to emailed questions is 24 - 48 hours. \*\*
- Questions emailed on weekends may not receive a response until the work week begins.
- As the instructor, I reserve the right to answer emailed questions regarding assignments, tests, discussion boards, etc., in a direct email to everyone for the benefit of all students.
- Please be courteous and professional in all your interactions with me and fellow students.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

#### How is the Course Organized?

- The course is organized by weekly modules. Each module will be formatted similarly including chapter learning objectives, printable power point slides, discussion boards/ assignments and section exams.

#### What Should Students Do First?

Students should begin by:

- Thoroughly reviewing the syllabus
- Obtain materials (textbooks)
- Familiarizing oneself with the course layout
- Take the syllabus quiz
- Introduce yourself in the Module 1 introduction discussion

#### How Should Students Proceed Each Week for Class Activities?

- The student will access and follow all course instructions found in the weekly module content areas. The weekly module content area of our course is found on the left navigation bar.
- The student will read chapters and review Power Point section of each week.
- The student will complete all assignments, quizzes, respond to posted online course discussion questions and exams.

#### Attendance, Late or Missing Course and Extra Credit

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1. Attendance in class is **required**. If you are unable to attend a class (actively logged in and participating in the online class), please notify me through email.
2. It will be very difficult for you to do well in this class if you miss submitting coursework. Please be aware that class participation goes beyond simply logging into this class. Just because you are logged in to the class, does not mean you are participating. It means active involvement in class discussions, assignments, quizzes and active participation in group activities.
3. Make-up of coursework will only be given in very rare circumstances: serious illness with a note from your physician, a death in your family or if you have an officially excused absence while representing the university. If any of these situations occur, you **MUST** email me prior to the module end date.
4. Make-ups will only be given if I have been notified prior to the end of the course module to verify your reason for missing coursework. All missed coursework not meeting the criteria for a make-up will be given a grade of 0.
5. Extra credit is **NOT** available.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).  
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)  
<http://www.albion.com/netiquette/corerules.html>

#### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).  
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

### **ADA Statement**

#### **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 have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

#### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or

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veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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## COURSE OUTLINE / CALENDAR

Spring 2019

Modules	Topics to Cover	Assignments	Due Dates
1	Class Orientation	Introduction	Sun, 1/20
2	Chapter 1:	Case Study	Sun, 1/27
3	Chapter 2:	Pop Culture	Sun, 2/3
4	Chapter 3:	Discussion	Sun, 2/10
5	<b>Section Exam Covers Chapters 1- 3</b>	<b>Section 1 Exam</b>	Sun, 2/17
6	Chapter 4:	Case Study	Sun, 2/24
7	Chapter 5:	Cultural Self-Analysis	Sun, 3/3
8	Chapter 6:	Discussion	Sun, 3/10
9	<b>Section Exam Covers Chapters 5-6</b>	<b>Section 2 Exam</b>	Sun, 3/17
10	Enjoy Spring Break!		Sun, 3/24
11	Chapter 7: Chapter 8:	Health Website w/ Presentation and Discussion	Sun, 3/31 Sun, 3/31
12	Chapter 9:	Discussion	Sun 4/7
13	<b>Section Exam Covers Chapters 7-9</b>	<b>Section 3 Exam</b>	Sun, 4/14
14	Chapter 10:	Case Study	Sun, 4/21
15	Chapter 11:	Multicultural Brochure	Sun, 4/28
16	Chapter 12:	Multicultural Event Report Discussion	Sun, 5/5 Sun, 5/5
17	<b>Section Exam Covers Chapters 10-12</b>	<b>Section 4 Exam</b>	Wed, 5/8

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