

General Education Course Proposal

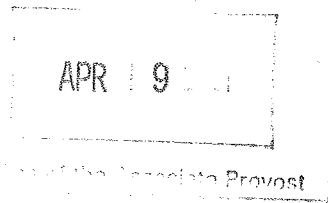
Interim

Proposed Course: HS 104 Global and Cultural Issues in Health Units 3
Prefix No. Title

Department: Health Science School: College of Health & Human Services California State University, Fresno

GE Category (Indicate one category only):

Foundation: A1 ___; A2 ___; A3 ___; B4 ___
Breadth: B1 ___; B2 ___; C1 ___; C2 ___; D ___; E ___
Integration: B ___; C ___; D ___; International/Multicultural XXX



Existing Course XXX; Revised Course ___; New Course ___
Course Included in Current GE Program ___

New courses require the Undergraduate Course Proposal form in addition to this form.
Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Global & Cultural Issues in Health:

Catalog Description: Influence of culture on health and disease; relevant health issues of cultural and ethnic groups; alternative healing and holistic health; role of international health organizations; health problems on a world scale (Former HS 104-International Health)

Enrollment limit per section: 50
Expected number of sections per semester - Year 1 1; Year 3 2

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Debbie D. Boy 4/17/01
Department Chair Date

Tommy Turner 4/18/01
School Curriculum Committee Date

Andrew Hoff 4/18/01
School Dean Date

Paula Amund 6/6/01
General Education Subcommittee Date

J. Schermer 6/6/01
Associate Provost Date

Forward Original and TWELVE copies to:
Associate Provost for Academic Affairs, M/S TA 54

ATTACHMENT 2

GENERAL SYLLABUS

Course Number: HS 104

Course Title: Global and Cultural Issues in Health

Department: Health Science

Course Goals: This course has been designed to (1) promote cultural understanding of the influence of culture on health and disease, and (2) promote understanding of the current world health status and the organizations that influence global health.

•HS 104 satisfies the 3 unit Integration requirement for upper division Area “Integration-International/Multicultural” only if a student has completed Foundations (A1, A2, A3 and B4), and all lower division Area D1, D2 and D3 courses.

•Integrative courses provide an integrative experience at the upper-division level in which the skills and knowledge developed in Foundation, Area A, and Breadth, Area D1, D2 and D3, are integrated, bringing their interrelationships into focus.

Statement of common elements, activities, grading, texts, schedule & Course Topics:

A.- Every section of HS 104 must require one of the following:

1. Provider Self-Awareness
2. Issues of Delivery and Acceptance of Health Care
3. Traditional Views of health and illness among ethnic and cultural groups around the world.
4. Health & Illness in Selected Populations
4. Health Issues on a World Scale

B.- Every section must cover the following basic issues:

1. Multicultural Health- Definitions
2. Alternative Healing/Holistic Health
3. Health & Illness in African-American, American-Indian, Asian/Pacific Islanders, White/Caucasian, Hispanic Latino, and Arab communities
4. Health & Illness in special populations: gay-lesbian-bisexual, the elderly, people with disabilities.
5. Socio-Political factors affecting global health
6. International Health Organizations and Agencies

Basic Issues:

HS 104- "Global and Cultural Issues in Health" is designed to: (1) reflect the fact that human social, political and economic institutions and behavior are inextricably interwoven; (2) Allow students to understand and analyze the basic principles underlying human social behavior within a cultural perspective, (3) Promote cultural understanding about the influence of culture on health and disease; and (4) Increase students' understanding of the current world health status and the organizations that influence global health.

Objectives:

Students in this class will:

- 1.- Recognize various cultural patterns of response to health and disease
- 2.- Identify the major causes of morbidity and mortality among the most commonly found cultural and ethnic groups in the world.
- 3.- Identify the scientific and cultural principles involved in the use of holistic health and alternative healing methods.
- 4.- Describe the current state of global health
- 5.- List the major agencies involved in world health issues

Tools:

Broad Issue I: PROVIDER SELF-AWARENESS

Introduction, Syllabus, Orientation

Multicultural Health: Definitions

Health and Illness

Culture and Ethnicity

Health care delivery: Issues, barriers, and alternatives

Broad Issue II: ISSUES OF DELIVERY AND ACCEPTANCE OF HEALTH CARE

Alternative Healing/Holistic Health

Healing: Natural Traditions

Healing: Magico-Religious traditions

The influence of demographics on health care

Broad Issue III: TRADITIONAL VIEWS OF HEALTH AND ILLNESS AMONG ETHNIC & CULTURAL GROUPS AROUND THE WORLD

Health and Illness in African communities

Health and Illness in the American-Indian, Aleut, and Eskimo communities

Health and Illness in the Asian/Pacific Islander communities

Health and Illness in European Communities

Health and Illness in Hispanic/Latino Communities

Health and Illness in Arab communities

Health & Illness in Selected Populations

Gay-Lesbian And Bisexual communities

The Elderly

People with disabilities

Broad Issue IV: HEALTH ISSUES ON A WORLD SCALE

Socio-Political Factors Affecting Global Health

International Health Organizations and Agencies

Poverty and Health- Literacy Issues

Healthy People 2000 & 2010

Applications:

Students in this class will be required to engage in individual and group activities such as:

- 1.- Article Review (Individual Activity): Students will select a newspaper or magazine article related to global health issues, present it to the class, and submit a written report of 1-2 pages with a summary of the article and a discussion of what the student learned from it. This activity intends to help students develop critical thinking towards media portrayals of health events.
- 2.- Multicultural Activity Presentation (Group Activity): Students will present to the class an activity that involves knowledge of cultural elements (e.g. food, music, traditions) and will identify the importance of culture in the development of health behaviors.
- 3.- Research paper on Health and Illness among selected populations (Individual Activity): Students will select a special population and write a 10 page research paper on the major causes of disease and death in the selected population and the role of health professionals in health promotion activities for this population.
- 4.- Visit to Web-Sites for International Health Organizations (Individual Activity): Students will select a web-site from an International Health Organization and will provide a description of the site and the use of this site for their professional life.

This course will be offered for the first time during the Spring, 2001 and will continue to be offered every semester. One section will be offered every semester during years 1 and 2. For the third year it is expected that the Department of Health Sciences will be able to offer two sections depending upon previous enrollment.

Class Schedule:

The tentative class schedule for this course is:

Weeks 1 & 2

UNIT I: PROVIDER SELF-AWARENESS

Introduction, Syllabus, Orientation

Multicultural Health: Definitions

Health and Illness

Culture and Ethnicity

Health care delivery: Issues, barriers, and alternatives

Weeks 3& 4

UNIT II: ISSUES OF DELIVERY AND ACCEPTANCE OF HEALTH CARE

Alternative Healing/Holistic Health

Healing: Natural Traditions

Healing: Magico-Religious traditions

The influence of demographics on health care

Weeks 5,6,7,8 & 9

***UNIT III: TRADITIONAL VIEWS OF HEALTH AND ILLNESS AMONG
ETHNIC & CULTURAL GROUPS AROUND THE WORLD***

Health and Illness in African communities

Health and Illness in the American-Indian, Aleut, and Eskimo communities

Health and Illness in the Asian/Pacific Islander communities

Health and Illness in European Communities

Health and Illness in Hispanic/Latino Communities

Health and Illness in Arab communities

Weeks 10, 11 & 12

UNIT IV: HEALTH AND ILLNESS IN SELECTED POPULATIONS

Gay-Lesbian And Bisexual communities

The Elderly

People with disabilities

Weeks 13,14 & 15

UNIT V: HEALTH ISSUES ON A WORLD SCALE

Socio-Political Factors Affecting Global Health

International Health Organizations and Agencies

Poverty and Health- Literacy Issues

Healthy People 2000 & 2010

Textbooks for Basic Issues:

Various texts address global and cultural issues in health. Based upon my on experience in teaching this class in the past, the textbooks that present in the most appropriate way a comprehensive view of health issues from a cultural and global perspective are:

Spector, R.E. (2000). Cultural Diversity in Health and Illness (5th ed). Stanford, CT: Appleton & Lange.

Julia, M. (1996). Multicultural Awareness in the Health Care Professions. Boston, Mass: Allyn & Bacon.

Required Student Activities (Assignments):

Article Review: (100 points). Each student will select a newspaper or magazine article related to global health issues. Each student will present a written report (1-2 pages) with a summary of the article and an explanation of what she/he learned from the article. Students will present their

articles during class time. Presentations should last no more than 5 minutes. Please select the day for your presentation from the options available and described in the sign-up sheet distributed during the first two weeks of class.

Assignment for Health and Illness in Selected Populations: (200 points). Each student will be assigned by the instructor one of the following populations. Students should prepare a written report with relevant findings from the literature review on the selected population (10 pages).

- Health Issues for Gay, Lesbian & Bisexual Communities
- Health Issues for The Elderly
- Health Issues for People with Disabilities
- Health Issues for Economically-Disadvantaged Populations (Poverty & Health)

Multicultural Activity Presentation (150 points). The same groups formed for the group assignment on selected populations (no more than five members) will conduct a practical activity that relates to multicultural issues in health. This activity will be presented to the entire class on the selected day (choose a day from the sign-up list) and should motivate the participation of students present in the class. Examples of Multicultural Activities are for instance, presenting a “typical dish” from a particular cultural group, explaining a type of “dance” characteristic of a particular cultural group, presenting music from a cultural group, etc. Groups should meet with the instructor prior to the day of their presentation to receive more information and suggestions about this particular assignment.

Web-sites for International Health Organizations: (150 points) Visit the web-site of one of the following health-related organizations : World Health Organization (WHO), Panamerican Health Organization (PAHO), or UNICEF. Present a 1-2 page report describing the major components of the selected site and explaining how can you use this web-site in your professional work .

Mid-term Exam: (150 points). The mid-term exam will cover chapters 1-7 from the textbook, class notes and guest lectures.

Final Exam (150 points). The final exam will cover chapters 7-14, health and illness in selected populations and Health issues on a world scale.

Attendance: (100 points). Attendance will count for 100 points of the total grade. Throughout the semester, the instructor will randomly pass an attendance sign-up sheet. Students are expected to complete the assigned readings on time and to come to class prepared to ask questions and discuss issues related to the corresponding topic.

Extra-Credit Opportunities: (50 points). For those students who would like to obtain extra-credit points, here there are some possible topics. Each student can only obtain 50 extra-credit points during the semester. For the selected topic, a student should prepare a 10 minutes presentation for the class and present on the selected day.

- A- Attend a traditional, ethnic or cultural event such as a special celebration, community meeting, church service, wedding, etc. Note similarities and differences between the event your group attended and your own culture (50 points).

- B- Interview a health professional working with a specific ethnic or cultural group. Be sure to explore and discuss issues faced by health professionals working with that ethnic or cultural group. Finally, discuss what issues appear relevant from your interview (50 points).

Evaluation:

Grading in this class is compliant with CSUF standards.

900- 1000 points	=	A
800- 899 points	=	B
700- 799 points	=	C
600- 699 points	=	D
Less than 600 points	=	F

Grades:

Mid-Term Exam	=	150 points
Final Exam	=	150 points
Multicultural Activity Presentation	=	150 points
Web-Site Visit	=	150 points
Group Assign-selected populations	=	200 points
Article Review	=	100 points
Attendance	=	100 points
Total	=	1000 points

General Information included in each syllabus:

Attendance Policy: Whenever a student has to miss a class, please inform the instructor before the day of the class. Students must provide written proof (e.g. doctor's letter, etc) attesting to the serious and compelling nature of the circumstances for the absence.

Make-up Exams: Make-up exams will be arranged with students who miss an exam during the scheduled day. Students should contact the instructor as soon as possible and must provide written proof (e.g. doctor's letter, etc) attesting to the serious and compelling nature of the circumstances which prevented them from taking the examination on the scheduled date. Make-up exams should be taken no later than two weeks after the day scheduled for the original exam.

Policy on Cheating and Plagiarism: This course will comply with the University Policy for cheating and Plagiarism. University policy defines cheating "as the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term "cheating" not be limited to examination situations only but that it include any and all actions by a student which are intended to gain an unearned academic advantage by fraudulent and deceptive means." University policy defines "plagiarism" as "a specific form of cheating which consists of the

misuse of the published and/or unpublished works of another by representing the material so used as one's own work.." Cheating or plagiarism will not be tolerated in this course. Depending upon the seriousness of the action, the student may be penalized by an "F" on the assignment to an "F" in the course and the filing of a Cheating/Plagiarism Report to be placed in the students' permanent academic record.

Policy on Disruptive Classroom Behavior: This course will follow the policy on Disruptive Classroom Behavior at CSUF presented on the CSUF Schedule of courses. "At CSUF, students enjoy the rights and privileges of adults in our society. Nevertheless, as in society at large, rights and freedoms are supported by a framework of responsible conduct, without which the rights and freedoms of all may suffer."

Non Discrimination Policy: This course will follow the "Nondiscrimination Policy" presented on the CSUF Schedule of Courses. "CSUF is committed to a program of equal opportunity for all and prohibits discrimination based on race, color, religion, gender, sexual orientation, marital status, pregnancy, age, national origin, disability, disabled veterans or Vietnam-era veterans status."

Students with Disabilities: The Department of Health Science cooperates with the Office of Services for Students with Disabilities (SSD) to make reasonable accommodations for qualified students with disabilities (cf. Americans with Disabilities Act and Section 504, Rehabilitation Act). Individuals with physical, perceptual, or learning disabilities, should contact the Dept. Chair Dr. Vickie Krenz (278-4014) or Services for Students with Disabilities for information regarding accommodations such as: disability verification and management, testing accommodations, note-taking, sign language interpreting, reading services, and other appropriate services. Contact the Services for Students with Disabilities at (559)278-2811 or TDD (559)278-3084 . The student should also talk with the instructor during the first week to let her know of her/his particular needs.

ATTACHMENT 3

SAMPLE SYLLABUS

INSTRUCTOR: Dr. Helda Pinzon-Perez

CLASSROOM: To be determined

MEETING DAYS: To be determined

OFFICE HOURS: To be determined

OFFICE: San Ramon 2 # 6

TELEPHONE NUMBER: Office: (559)278-5329 **Health Sciences:** (559)278-4014

E-MAIL ADDRESS: hpinzonp@csufresno.edu

REQUIRED TEXTBOOK: Spector, R.E. (1996). Cultural Diversity in Health and Illness (5th ed). Stanford, CT: Appleton & Lange.

COURSE DESCRIPTION: This course will examine (1) the influence of culture on health and disease, (2) the relevant health issues for cultural and ethnic groups in the world, (3) principles of alternative healing and holistic methods used around the world, (4) the role of international health organizations, and (5) health problems on a world scale.

COURSE GOALS: This course has been designed to:

- 1.- Promote cultural understanding about the influence of culture on health and disease.
- 2.- Promote understanding of the current world health status and the organizations that influence global health.

TOOLS- STUDENT LEARNING OUTCOMES:

The student in this class will be able to:

- 1.- Recognize various cultural patterns of response to health and disease
- 2.- Identify the major causes of morbidity and mortality among the most commonly found cultural and ethnic groups in the world.
- 3.- Identify the scientific and cultural principles involved in the use of holistic health and alternative healing methods.
- 4.- Describe the current state of global health
- 5.- List the major agencies involved in world health issues

TENTATIVE COURSE SCHEDULE

TOPIC	DATE
<i>UNIT I: PROVIDER SELF-AWARENESS</i>	
Introduction, Syllabus, Orientation	
Multicultural Health: Definitions -chapter 1	
Health and Illness- chapter 2	
Culture and Ethnicity- chapter 4	
Health care delivery: Issues, barriers, and alternatives- chapter 5	
<i>UNIT II: ISSUES OF DELIVERY AND ACCEPTANCE OF HEALTH CARE</i>	
Alternative Healing/Holistic Health- chapter 3	
Healing: Natural Traditions- chapter 6	
Healing: Magico-Religious traditions -chapter 7	
The influence of demographics on health care - chapter 8	
<i>UNIT III: TRADITIONAL VIEWS OF HEALTH AND ILLNESS AMONG ETHNIC & CULTURAL GROUPS AROUND THE WORLD</i>	
Health and Illness in African communities- chapter 9	
Health and Illness in the American-Indian, Aleut, and Eskimo communities- chapter 10	

Health and Illness in the Asian/Pacific Islander communities- chapter 11

Health and Illness in European Communities - chapter 12

Health and Illness in Hispanic/Latino Communities- chapt 13

Health and Illness in Arab communities- chapter 14

UNIT IV: HEALTH AND ILLNESS IN SELECTED POPULATIONS

Gay-Lesbian And Bisexual communities

The Elderly

People with disabilities

UNIT V: HEALTH ISSUES ON A WORLD SCALE

Socio-Political Factors Affecting Global Health

International Health Organizations and Agencies

Poverty and Health- Literacy Issues

Healthy People 2000 & 2010

APPLICATIONS - ASSIGNMENTS:

Mid-term Exam: (150 points). The mid-term exam will cover chapters 1-7 from the textbook, class notes and guest lectures.

Final Exam (150 points). The final exam will cover chapters 7-14, health and illness in selected populations and health issues on a world scale.

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Multicultural Activity Presentation (150 points). Groups of no more than five members will conduct a practical activity that relates to multicultural issues in health (e.g. presenting a “typical dance”, presenting “music” from a specific cultural group, etc). This activity will be presented to the entire class on the selected day (choose a day from the sign-up list) and should motivate the participation of students present in the class. Groups should meet with the instructor prior to the day of their presentation to receive more information and suggestions about this particular assignment.

Web-sites for International Health Organizations: (150 points) Visit the web-site for one of the following international health organizations: World Health Organization (WHO), Panamerican Health Organization (PAHO), or UNICEF. Submit a written report of 2-3 pages describing the major components of the selected site and explain how can you use this web-site in your professional work .

Attendance: (100 points). Attendance will count for 100 points of your total grade. Throughout the semester, the instructor will randomly pass an attendance sign-up sheet. Students are expected to complete the assigned readings on time and to come to class prepared to ask questions and discuss issues related to the corresponding topic.

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GRADING:

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NOTE: I am very glad to have you in my class and I hope you have a positive learning experience!