HPM 965
Culture Awareness, Cultural Competence, and Health
(1 credit hour)

Department of Health Policy and Management
Gillings School of Global Public Health

Spring 2018
Adobe Connect sessions
4:00-5:25 PM and 5:35-7:00pm-Tuesday Evenings

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Phone: 919 843 2494
Office hours: Monday 11am-1:00pm or by appointment

Course Overview

The course will enable students to:
- Define the general relationship between culture, cultural competency, and health.
- Understand the role culture plays in health education/behavior and program planning and evaluation.
- Examine barriers and underlying issues in accessing appropriate, quality health care experienced by specific cultural and/or racial/ethnic groups.
- Improve skills in cultural competency, critical thinking, analysis, writing, and speaking.
This course has been developed based on the CEPH\(^1\) Competency Model. Course objectives below and associated DrPH competencies are listed below.

<table>
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<tr>
<th>Course Objectives</th>
<th>CEPH Competencies</th>
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<tr>
<td>1. Critically discuss the relationship between culture, cultural competency and health.</td>
<td>▪ Propose strategies to promote inclusion and equity within public health programs, policies and systems.</td>
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<td>▪ Assess one’s own strengths and weaknesses in leadership capacities including cultural proficiency.</td>
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<td>2. Understand the role culture plays in health education/behavior and program planning and evaluation.</td>
<td>▪ Propose strategies to promote inclusion and equity within public health programs, policies and systems.</td>
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<td>▪ Integrate knowledge of cultural values and practices in the design of public health policies and programs</td>
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<td>3. Gain knowledge on how to discuss a specific culture’s health knowledge, attitudes, and behaviors as they relate to the morbidity &amp; mortality.</td>
<td>▪ Propose strategies to promote inclusion and equity within public health programs, policies and systems.</td>
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\(^1\) Council on Education for Public Health

**Resources for Course:** (e.g., website, text, articles, web sources, other resources, etc.)

**Suggested Readings**


*Bringing together leading experts and scholars from around the world, this Handbook provides a comprehensive overview of the latest theories and research on intercultural*
competence. It will be a useful and invaluable resource to administrators, faculty, researchers, and students.

Web links:
https://www.thinkculturalhealth.hhs.gov/ How to Think Culturally
http://culturalq.com/benefitscq.html Cultural Quotient
https://npin.cdc.gov/pages/cultural-competence Understanding Cultural Competence

Requirements and Expectations for Course:

- Students are expected to participate in all class discussions.
- Paper 1 - submit 5 pages, excluding references
- Orally identify/present integrating 4 learned culturally competencies in your work and research
- Paper 2 - submit 5 pages, excluding references, based on oral presentation

Paper 1 will focus on the integration and intersection of concepts and terms on culture and cultural competency that helps shape and better informs health related research, practice and/or policy. APA format of paper is required. Submit 5 paper, excluding references.

Paper 2 will focus on each student identifying 4 culturally competencies learned/identified in the course that can inform and help shape each student’s work and research interest. Submit a 5 paper, excluding references.

Evaluation / Grading: (e.g., grade components, grading scale, exams, evaluation criteria, etc.)

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<tr>
<th>Component</th>
<th>% of Grade</th>
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<tr>
<td>Class discussion</td>
<td>40</td>
</tr>
<tr>
<td>Paper</td>
<td>30</td>
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<tr>
<td>Reflections Oral &amp; Written</td>
<td>30</td>
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Required Reading and Discussion Schedule:

January 9  Time: 4:00-5:25PM  
Week 1: Concepts and Definitions of Culture, Cultural Competence, and Health  
Overall introduction about the class and intersection between Culture & Health  
Laurence J. Kirmayer (2012). Rethinking cultural competence, *Transcultural Psychiatry* 49(2) 149–164

January 30  Time: 4:00-5:25PM  
Week 2: Concepts and Definitions on Culture, Cultural Competence and Health  

February 20  Time: 5:35-7:00PM  
Week 3: Culture and Interventions  
Asad L. Asad and Tamara Kay (2015). Toward a multidimensional understanding of culture for health  
*Social Science & Medicine*, 144, 79-87.  

March 6  Time: 4:00-5:25PM  
Week 4: Cultural Context and Cultural Experiences- Macro and Micro Levels  
Building Cultural and Linguistic Competency in Mental Health Care  

**Paper 1 Due**
March 27  
Time: 5:35-7:00PM 
Week 5: Becoming Culturally Competent


Paper 2 Due

Recognizing, Valuing, and Encouraging Diversity

Promoting and valuing diversity in the classroom enriches learning and broadens everyone’s perspectives. Inclusion and tolerance can lead to respect for others and their opinions and is critical to maximizing the learning that we expect in this program. This may challenge our own closely held ideas and personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment.

Diversity includes consideration of (1) the variety of life experiences others have had, and (2) factors related to “diversity of presence,” including, among others, age, economic circumstances, ethnic identification, disability, gender, geographic origin, race, religion, sexual orientation, social position.

This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

Disability Accommodation

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), http://accessibility.unc.edu; phone 919-962-8300 or email accessibility@unc.edu. Students must document/register their need for accommodations with ARS before any accommodations can be implemented.

UNC Honor Code:

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct
and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Read “The Instrument of Student Judicial Governance” (http://instrument.unc.edu).

**Course Evaluation:**

HPM participates in the UNC-CH's online course evaluation system, enabled at the end of the semester by Scantron Class Climate. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment. Students are notified when the evaluation is available online, towards the end of each semester.