



Syllabus
HPM 965: Cultural Competence for 21st Century Health Leaders
Spring 2019
(1 credit hour-Online/Residential)

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Course Overview

Course Description	Executive Doctoral Program in Health Leadership (DrPH). We will examine the ways in which culture, cultural competency and cultural humility intersects with health, and how public health efforts can benefit by understanding relationships between culture and health. Class sessions will be a combination of presentations by the instructor, class discussions, and student presentations. Two papers are required. Spring.
Prerequisites	None
Instructor(s)	Kauline Cipriani, PhD Associate Professor Department of XXXXX 266 Rosenau Hall Phone: 919-843-0038 Email: cipriank@unc.edu
Course Website	https://sakai.unc.edu/welcome/ . Use your ONYEN and password.
Class Days, Times, Location	This course is a hybrid course that is consists of two in-person, on-campus, sessions and five remote sessions. You are expected to complete all readings and assignments prior to class sessions and be prepared to fully participate in discussions.
Office Hours	There are no set office hours for this course. Students may request an appointment by email. Virtual office hours may be conducted via phone or Zoom.
Course Texts	There is no required textbook. Suggested readings are listed below. Required Readings will be noted in the Course Schedule. Science of Equality Vol. 1: http://perception.org/wp-content/uploads/2014/11/Science-of-Equality.pdf The Diversity Bonus: http://blog.press.princeton.edu/2017/10/02/scott-e-page-on-the-diversity-bonus/
Course Format	The course format will consist of a seminar-style class that meets seven times during the semester. The first and last sessions will be in-person, the other 5 will be online. Students are expected to complete the readings/video viewings before class and come to each class prepared to discuss.

Course Policies and Resources

Recognizing, Valuing and Encouraging Inclusion and Diversity in the Classroom

We share the School's [commitment to diversity](#). We are committed to ensuring that the School is a diverse, inclusive, civil and welcoming community. Diversity and inclusion are central to our mission — to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world. Diversity and inclusion are assets that contribute to our strength, excellence and individual and institutional success. We welcome, value and learn from individual differences and perspectives. These include but are not limited to: cultural and racial/ethnic background; country of origin; gender; age; socioeconomic status; physical and learning abilities; physical appearance; religion; political perspective; sexual identity and veteran status. Diversity, inclusiveness and civility are core values we hold, as well as characteristics of the School that we intend to strengthen.

We are committed to expanding diversity and inclusiveness across the School— among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty and staff members perceive the School's environment as welcoming, valuing all individuals and supporting their development."

In this class, we practice these commitments in the following ways:

- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of *all* students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.

As a student in the class, you are also expected to understand and uphold the following UNC policies:

- **Diversity and Inclusion at the Gillings School of Global Public Health:** <http://sph.unc.edu/resource-pages/diversity/>
- **UNC Non-Discrimination Policies:** <http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf>
- **Prohibited Discrimination, Harassment, and Related Misconduct at UNC:** <https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct>

Accessibility

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), <https://ars.unc.edu/>; phone 919-962-8300; email ars@unc.edu. Students must document/register their need for accommodations with ARS before accommodations can be implemented.

UNC Honor Code

As a student at UNC-Chapel Hill, you are bound by the university's [Honor Code](#), through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory. To ensure effective functioning of the [Honor System](#) at UNC, students are expected to:

- a. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
- b. Learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
- c. **Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.**
- d. Report any instance in which reasonable grounds exist to believe that a fellow student has violated the Honor Code.

Instructors are required to report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions can include receiving a zero for the assignment, failing the course and/or suspension from the university. If you have any questions about [your rights and responsibilities](#), please consult the Office of Student Conduct at <https://studentconduct.unc.edu/>, or consult these other resources:

- Honor system [module](#).
- UNC library's [plagiarism tutorial](#).
- UNC Writing Center [handout on plagiarism](#).

Instructor Expectations

Email

The instructor will typically respond to email within 24 hours or less if sent Monday through Friday. The instructor may respond to weekend emails, but it is not required of them. If you receive an out of office reply when emailing, it may take longer to receive a reply.

Syllabus Changes

The instructor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

Student Expectations

Appropriate Use of Course Resources:	The materials used in this class, including, but not limited to, syllabus, exams, quizzes, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.
Assignments	Submit all assignments through Sakai or assignment links located in the weekly modules, syllabus link, or assignments link (if made available by your instructor). Emailing assignments is not acceptable unless prior arrangements have been made. If you are having issues submitting assignments, try a different web browser first. If switching browsers does not work email the instructor for guidance.
Attendance/ Participation	Your attendance and active participation are an integral part of your learning experience in this course. If you are unavoidably absent, please notify the course instructor immediately.
Communication	You are expected to follow common courtesy in all communication to include email, discussion boards, and face-to-face. All electronic communications sent should follow proper English grammar rules to include complete sentences. <i>This is a professional course, and you are expected to communicate as a professional.</i>
Late Work	Late work will not be accepted.
Readings	Readings for a particular class should be completed before the class session and before completing associated activities.
Technical support	The UNC Information Technology Services (ITS) department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (919-962-4357), or by email at help@unc.edu , or by visiting their website at http://help.unc.edu , or by UNC Live Chat at http://its.unc.edu/itrc/chat .

Competencies, Learning Objectives, and Assessment

Map

Competencies taught in this course, learning objectives mapped to these competencies, and assignments that assess attainment of these competencies.

Competency	Learning Objectives	Assessment Assignment
DPH10. Propose strategies to promote inclusion and equity within public health programs, policies and systems.	<ol style="list-style-type: none"> 1. Define key terms (including but not limited to cultural competence, cultural humility, inclusion, equity, implicit bias, stereotype threat, identity threat, intersectionality, educational/ workplace climates, and inclusive excellence). 2. Compare and contrast cultural competence and cultural humility. 3. Recognize the importance of inclusion and equity within health programs and systems. 4. Identify ways to promote inclusive excellence in health systems. 	Final Paper
DPH11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.	<ol style="list-style-type: none"> 1. Identify individual cultural proficiencies. 2. Determine ways to improve individual cultural competence and humility. 3. Correlate individual cultural proficiencies with health workplace climates, programs/initiatives and systems. 	<p>Successfully complete 3 Harvard Implicit Association Tests (IATs)</p> <p>Self-Reflection Paper</p>

Course Assignments and Assessments

This course will include graded assignments and/or exams.

Assignments	Points/ Percentages	Due Dates
1. Course Discussions	10	All
2. Harvard Implicit Association Tests (IATs)	15	Session 2
3. Harvard Implicit Association Test Self-Reflection Paper	15	Session 3
4. Final Paper Topic rationale	5	Session 3
5. Final Paper outline	25	Session 4
6. Final Paper	30	April 23, 2019
TOTAL	100	

Grading Scale

Final course grades will be determined using the following [UNC Graduate School grading scale](#). The relative weight of each course component is shown in the table above.

Letter	Description	Points Range
H	High Pass: Clearly excellent graduate work	≥ 92
P	Pass: Entirely satisfactory graduate work	≥ 75
L	Low Pass: Inadequate graduate work	≥ 60
F	Fail	< 60

Assignment Descriptions

Descriptions of the assignments follow.

1. Course Discussions (10%)

Vigorous, honest, open, thoughtful, civil, and respectful dialogue is required. To foster an inclusive academic environment, a truly safe space for constructive dialogue, we will agree to “rules of engagement” in Session 1 and everyone will adhere to these rules throughout the semester. The topics discussed may trigger wide-ranging levels of discomfort, so everyone will be expected to practice an appropriate level of self-care.

2. Harvard Implicit Association Test (IATs): 3 Tests (15%)

Select and complete three Implicit Association Tests (IATs) modules from Harvard’s Project Implicit located at <https://implicit.harvard.edu>. Choose any three IATs from the following six options: Sexuality IAT, Age IAT, Gender-Science IAT, Weight IAT, Gender-Career IAT and Race IAT. Demonstrate completion by uploading three certificates of completion to Sakai.

3. Harvard Implicit Association Test Self-Reflection (15%)

The self-reflection paper describes what you have learned about yourself from the results of the 3 IATs you previously completed. The IAT results should be critically self-examined, in view of your past experiences and cultural upbringing. Where applicable, opportunities for growth should be identified, and should also include relevance to the health impact you are currently making, or that you seek to make in the future.

4. Final Paper Topic and Rationale (5%)

The topic for the final paper is a paragraph which describes the health problem you are trying to solve, or health program or system to you want to improve, by specifically incorporating equity-minded and inclusive strategies such as the ones we are discussing in class. Provide the reasoning behind your choice.

5. Final Paper Outline (25%)

The outline should clearly state the health problem/program/initiative/system to be addressed, the inclusive strategies proposed, and the expected outcomes, with associated barriers and interventions, where applicable.

6. Final Paper (30%)

The final paper will demonstrate your ability to utilize the knowledge you have gained about individual and institutional equity and inclusion to develop culturally-nuanced interventions to public health problems and/or to incorporate inclusive strategies to expand health knowledge, access to health programs, or improve health systems. Implications for use in similar health systems should be

Course Schedule

The instructor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

TBD (Session 1): Introduction, Overview, Definitions

Session 1	
Topic	Introduction/Overview/Definitions
Competency Addressed	DPH10. Propose strategies to promote inclusion and equity within public health programs, policies and systems.
Learning Objective(s)	1. Define cultural competence, cultural humility, inclusion, equity, implicit bias, stereotype threat, identity threat, intersectionality, educational/ workplace climates, and inclusive excellence. 2. Compare and contrast cultural competence and cultural humility.
Required Readings	Defining Cultural Competence: https://npin.cdc.gov/pages/cultural-competence#what Cultural Humility: https://www.youtube.com/watch?v=Mbu8bvKb_U Cultural competence vs cultural humility: https://facweb.northseattle.edu/ccummings/Medical%20Anthropology/cultural%20humility%20versus%20cultural%20competence.pdf

TBD (Session 2): Harvard Implicit Association Tests

Session 2	
Topic	Harvard Implicit Association Tests (IATs)
Competency Addressed	DPH11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.
Learning Objective(s)	1. Identify individual cultural proficiencies. 2. Determine ways to improve individual cultural competence and humility.

Required Readings	Go to https://implicit.harvard.edu . Choose and complete any three IATs from the following six options: Sexuality IAT, Age IAT, Gender-Science IAT, Weight IAT, Gender-Career IAT and Race IAT. Upload certificate of completion to Sakai site.
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TBD (Session 3): Promoting Inclusive Excellence in Systems I

Session 3	
Topic	Promoting inclusive excellence in systems I
Competency Addressed	DPH10. Propose strategies to promote inclusion and equity within public health programs, policies and systems.
Learning Objective(s)	3. Recognize the importance of inclusion and equity within health programs and systems. 4. Identify ways to promote inclusive excellence in health systems.
Required Readings	Thinking Culturally about Health: https://thinkculturalhealth.hhs.gov Adopting an Anti-Racism Public Health Curriculum Competency: The University of Washington Experience: http://journals.sagepub.com/doi/abs/10.1177/0033354918774791?journalCode=phrg

TBD (Session 4): Promoting Inclusive Excellence in Systems II

Session 4	
Topic	Promoting inclusive excellence in systems II
Competency Addressed	DPH10. Propose strategies to promote inclusion and equity within public health programs, policies and systems.
Learning Objective(s)	3. Recognize the importance of inclusion and equity within health programs and systems. 4. Identify ways to promote inclusive excellence in health systems.
Competency Addressed	DPH11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.
Learning Objective(s)	3. Correlate individual cultural proficiencies with health workplace climates, programs/initiatives and systems.
Required Readings	Inclusion, Exclusion, Illusion and Collusion: https://www.youtube.com/watch?v=zdV8OpXhl2g The Danger of a Single Story: https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story Color blind or Color brave: https://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave

TBD (Session 5): Courageous Conversations: Access, Equity and Inclusion in the US

Session 5	
Topic	A Courageous Conversation: Access, Equity and Inclusion in the U. S.
Competency Addressed	DPH10. Propose strategies to promote inclusion and equity within public health programs, policies and systems.
Learning Objective(s)	3. Recognize the importance of inclusion and equity within health programs and systems. 4. Identify ways to promote inclusive excellence in health systems.
Required Readings	Glenn Singleton: https://www.youtube.com/watch?v=KLsm8h9gSuQ&t=816s

TBD (Session 6): Inclusive Leadership

Session 6	
Topic	Inclusive Leadership
Competency Addressed	DPH10. Propose strategies to promote inclusion and equity within public health programs, policies and systems.
Learning Objective(s)	3. Recognize the importance of inclusion and equity within health programs and systems. 4. Identify ways to promote inclusive excellence in health systems.
Required Readings	NA

Appendix: Grading Rubrics
Harvard Implicit Association Self-Reflection Paper (15%)

Criteria	Fully Met/High Pass: Clearly excellent graduate work (5)	Mostly Met/Pass: Entirely satisfactory graduate work (4)	Partially Met/Low Pass: Inadequate graduate work (3)	Not Met/Fail (≤2)
1. Identify individual cultural proficiencies.	The paper demonstrated evidence of ability to critically examine individual IAT results, and to explain the connection between those results and cultural experiences.	The paper partially demonstrated evidence of ability to critically examine individual IAT results, and to explain the connection between those results and cultural experiences.	The paper demonstrated very little evidence of ability to critically examine individual IAT results, and to explain the connection between those results and cultural experiences.	The paper demonstrated no evidence of ability to critically examine individual IAT results, and to explain the connection between those results and cultural experiences.
2. Determine ways to improve individual cultural competence and humility.	The paper demonstrated evidence of ability to critically examine individual cultural competence, to identify opportunities for growth and to develop a plan to pursue those opportunities.	The paper partially demonstrated evidence of ability to critically examine individual cultural competence, to identify opportunities for growth and to develop a plan to pursue those opportunities.	The paper demonstrated very little evidence of ability to critically examine individual cultural competence, to identify opportunities for growth and to develop a plan to pursue those opportunities.	The paper demonstrated no evidence of ability to critically examine individual cultural competence, to identify opportunities for growth and to develop a plan to pursue those opportunities.
3. Correlate individual cultural proficiencies with climates and cultures of health workplaces, programs/initiatives and systems.	The paper demonstrated evidence of the ability to explain how individual cultural proficiencies affect the climate and culture of workplaces and systems, and the success of programs/initiatives.	The paper partially demonstrated evidence of the ability to explain how individual cultural proficiencies affect the climate and culture of workplaces and systems, and the success of programs/initiatives.	The paper demonstrated very little evidence of the ability to explain how individual cultural proficiencies affect the climate and culture of workplaces and systems, and the success of programs/initiatives.	The paper demonstrated no evidence of the ability to explain how individual cultural proficiencies affect the climate and culture of workplaces and systems, and the success of programs/initiatives.

Final Paper (30%)

Criteria	Fully Met/High Pass: Clearly excellent graduate work (6)	Mostly Met/Pass: Entirely satisfactory graduate work (5)	Partially Met/Low Pass: Inadequate graduate work (4)	Not Met/Fail (≤3)
1. Define key terms . 2. Compare and contrast cultural competence and cultural humility.	The paper demonstrated evidence of understanding key definitions, and the connection between cultural competence and cultural humility.	The paper partially demonstrated evidence of understanding key definitions, and the connection between cultural competence and cultural humility.	The paper demonstrated very little evidence of understanding key definitions, and the connection between cultural competence and cultural humility.	The paper failed to demonstrate any evidence of understanding key definitions, and the connection between cultural competence and cultural humility.
3. Recognize the importance of inclusion and equity within health programs and systems.	The paper demonstrated evidence of ability to critically examine and discuss ways inclusive excellence benefits health programs/systems.	The paper partially demonstrated evidence of ability to critically examine and discuss ways inclusive excellence benefits health programs/systems.	The paper demonstrated very little evidence of ability to critically examine and discuss ways inclusive excellence benefits health programs/systems.	The paper failed to demonstrate any evidence of ability to critically examine and discuss ways inclusive excellence benefits health programs/systems.
4. Identify ways to promote inclusive excellence in health systems.	The paper demonstrated evidence of ability to design a plan which uses climate and culture change to impact health.	The paper partially demonstrated evidence of ability to design a plan which uses climate and culture change to impact health.	The paper demonstrated very little evidence of ability to design a plan which uses climate and culture change to impact health.	The paper failed to demonstrate any evidence of ability to design a plan which uses climate and culture change to impact health.
Synthesis of competency, research, and critical thinking.	The paper demonstrated evidence of extensive research effort and critical thinking.	The paper partially demonstrated evidence of extensive research effort and critical thinking.	The paper demonstrated very little evidence of research effort and critical thinking.	The paper demonstrated no evidence of research effort or critical thinking.
Documentation of Sources, Quality of Sources	Cites all data obtained from other sources. Citation style is accurate.	Cites most data obtained from other sources. Citation style is accurate.	Cites only some data obtained from other sources. Citation style is either inconsistent or incorrect.	Does not cite sources. Citation style is either inconsistent or incorrect.