

# IDS 2935: Culture & Health

## Quest 2

### I. General Information

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#### Class Meetings

- Fall, 2023
- 100% In-person 76 students+
- Monday – FLG 280
- Wednesday – FLG 230
- Friday – FLG 280

#### Instructor

- Ashlee Ossiboff, MA, MS, PhD, MCHES
- Office: FLG 20
- Office Hours: Monday/Wednesday 10:30am – 11:30am, 1:30pm – 2:30pm, or by appointment
- Email: ahoffmanossiboff@ufl.edu

#### Teaching Assistant(s) (TBD)

- Maribel Perez Rodriguez
- FLG 17
- TBD
- mrodriguezperez@ufl.edu

#### Course Description

How do one's culture and background influence how healthy we are and what health regimens work? Cultural consideration is crucial to reduce health disparities. Respectful and responsive healthcare must meet the needs of diverse patients. Culture influences behaviors, language, customs, beliefs, and perspectives and must be considered in terms of health communication. Cultural knowledge enables systems, agencies, and professionals to effectively understand health needs and improve health equity. Throughout this course, students will identify sociocultural roots of health issues, and how our upbringing influences our overall health. The concept of culture will be explored through associated constructs (beliefs, values, traditions, etc.) systems (politics, policy, education, etc.) and the physical world (biology, environment, etc.). This course will illustrate the need for personal, community, and global cultural awareness and competencies in health education practice. This course will synthesize cultural elements into health communication practice for how to appropriately disseminate health messages.

#### Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences
- International (N)

*This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.*

**Social and Behavioral Sciences (S)** – Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

**Diversity (D)** – this designation is always in conjunction with another program area. Courses with Diversity should demonstrate that a majority of the course addresses Diversity content and engagement and it should be a substantial, defining feature of the course.

In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

## Required Readings and Works

- Spector, R. E. (2017). *Cultural diversity in health and illness* (9<sup>th</sup> ed.). Pearson. ISBN: 978-0134413310
- Other readings/videos/films as assigned

## II. Graded Work

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### Description of Graded Work

**Photovoice** – Photovoice uses photography to communicate messages that transcend cultural and language boundaries. It offers students the chance to explore others' experiences, as well as their own through images with the intention to encourage social change and add depth to understanding oneself and others. In this course, students will respond to provided prompts in direction of culture. They will take a photograph or find a photograph through a public database of something that spoke to them about the topic. At least 50% of the images MUST be original and taken throughout the semester. The image will be embedded in assignment submission but not explained in the initial post. Students must then respond to a minimum of two peers, explaining how the image spoke to them. The last step in this task is for the initial student to explain how the image spoke to them. Once posting an image, students will see other classmates' posts. Responses are due the day after initial response due date to align with module content.

**Reflection Journal** – Throughout the course, students will keep a reflection journal of their personal cultural exploration, as well as their learning through the course. All grading is anonymous to offer opportunity for transparency and raw expression. Submissions are related to daily activities and in-class learning. Grading is done on extent of personal reflection, not accuracy.

**Quiz** – The course includes a course introduction quiz, one quiz for each module, and an overall course quiz. Quizzes review information presented in corresponding module (lectures, videos, readings, and/or

assignments). All quiz questions are in true/false, multiple choice, or matching format; and drawn at random (your questions will not be the same as others). These quizzes are to assess reading prior to attending lecture. **In-Class Activities** – Course will also include random, in-class assignments to enhance learning module material. Activities will engage information learned in class for hands-on experience and exploration.

**Culture Dossier** – Students complete reflection and photovoice assignments throughout the course to engage their cultural environment. This dossier synthesizes those assignments and provides direction on how to improve health through cultural consideration in health messaging. Students will complete information gathering throughout the semester (photovoice and reflection submissions), which will be included in the dossier submission and finalize this assignment the final week of course. This portfolio submission will also include a philosophy on the importance of cultural considerations in health.

**Experience Presentation** – Based on information collected for *Culture Dossier*, students will create a (brief) video presentation to describe their experience and provide a snapshot of their personal growth to their peers.

## Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	93 – 100%		C	73 – 76%
A-	90 – 92%		C-	70 – 72%
B+	87 – 89%		D+	67 – 69%
B	83 – 86%		D	64 – 66%
B-	80 – 82%		D-	60 – 63%
C+	77 – 79%		E	<60

## Point Breakdown

ASSIGNMENT	POINTS EACH	POINTS TOTAL
<b>Culture Photovoice</b> Modules, introduction	10 points each	140 points
<b>Quizzes</b> Modules/syllabus/overall	10 points each	140 points
<b>Reflection</b> Modules, introduction	10 points each	140 points
<b>Participation</b> In-class activities	varies	100 points
<b>Culture Dossier</b>		60 points
<b>Presentation</b>		20 points
<b>TOTAL POINTS</b>		<b>600 points</b>

## Grading Rubric(s)

### IN-CLASS ACTIVITIES RUBRIC

	Excellent 5 pts	Good 4 pts	Average 3 pts	Insufficient 2 pts	No Effort 1 pts
<b>Knowledgeable:</b> Shows evidence of having done the assigned work.					
<b>Thoughtful:</b> Evaluates carefully issues raised in assigned work.					
<b>Considerate:</b> Takes the perspective of others into account and listens attentively.					

### REFLECTION RUBRIC

Excellent 10 pts	Good 8 pts	Average 6 pts	Insufficient 4 pts	Unsatisfactory 2 pts	Incomplete 0 pts
Responded to prompt with depth, illustration/examples, and incorporated course concepts appropriately.	Responded to prompt with some depth, illustration/examples, and incorporated course concepts, though may have lacked support.	Responded to prompt with limited depth, illustration/examples, and incorporated course concepts, though may have lacked significant support.	Responded to prompt without depth, illustration/examples, or incorporated course concepts, though lacked significant support.	Responded to prompt without depth, illustration/examples, AND did not incorporate course concepts.	Did not respond to inquiry.

### PRESENTATION RUBRIC

	Complete	Incomplete
<b>Surprised:</b> Students described what surprised them most about their experience in the course.	.5 pts	0 pts
<b>Applicable:</b> Students described how the information was applicable in health settings.	.5 pts	0 pts
<b>Personal Growth:</b> Students described how they grew personally through the trip in thoughtful, complete response.	.5 pts	0 pts
<b>Educational Growth:</b> Students described how they grew academically through the trip in thoughtful, complete response.	.5 pts	0 pts
<b>Professional Growth:</b> Students described how they grew professionally through the trip in thoughtful, complete response.	.5 pts	0 pts
<b>Change:</b> Students described overall change through their participation in the course in a thoughtful, complete response.	.5 pts	0 pts
<b>Portfolio/Dossier Presentation:</b> Student presented (through video) all required elements of portfolio/dossier*	1 pts	0 pts
<b>Professionalism:</b> Presentation was professional and included all elements required*	1 pts	0 pts

## DOSSIER RUBRIC

	Complete	Incomplete
<b>Homepage:</b> <ol style="list-style-type: none"> <li>1. Aligned/easily viewable</li> <li>2. Represent dossier/portfolio as whole</li> <li>3. Brief information of what is contained in the dossier and how to navigate</li> <li>4. Illustrate importance of a cultural perspective</li> <li>5. Clear and concise</li> </ol>	5 pts	0 pts
<b>Health Communication:</b> <ol style="list-style-type: none"> <li>1. Included landing page with health communication methods</li> <li>2. Included drop-down menu of items</li> <li>3. Culturally relevant considerations</li> <li>4. Clear and concise</li> <li>5. Communication strategies were clear</li> </ol>	10 pts	0 pts
<b>Culture &amp; Health Philosophy:</b> <ol style="list-style-type: none"> <li>1. Introduction included importance</li> <li>2. Introduction defined focus of philosophy</li> <li>3. Introduction presented three areas of support</li> <li>4. Described ONE area of support well (at least three concepts to describe)</li> <li>5. Described TWO areas of support well (at least three concepts to describe)</li> <li>6. Described THREE areas of support well (at least three concepts to describe)</li> <li>7. Conclusion wrapped up support items</li> <li>8. Conclusion emphasized future direction</li> <li>9. Conclusion described applicability to profession</li> </ol>	18 pts	0 pts
<b>Blog Pages:</b> <ol style="list-style-type: none"> <li>1. Included reflection about experience in course</li> <li>2. Clearly organized</li> <li>3. Easy to navigate</li> <li>4. Accessible (no broken links, missing audio, etc.)</li> <li>5. Items titled</li> </ol>	3 to 5 pts Full Marks	0 pts No pts Marks
<b>Photovoice Pages:</b> <ol style="list-style-type: none"> <li>1. Included all photovoice images presented in course</li> <li>2. Clearly organized</li> <li>3. Easy to navigate</li> <li>4. Accessible (no broken links, missing audio, etc.)</li> <li>5. Items titled</li> <li>6. Included Alt Text or explanation (when applicable)</li> </ol>	6 pts	0 pts
<b>Conclusion:</b> <ol style="list-style-type: none"> <li>1. Wrapped up information included in site</li> <li>2. Organized in linear writing</li> <li>3. Written in multiple paragraphs</li> <li>4. Described growth throughout experience with course</li> <li>5. Emphasized professional development</li> <li>6. Described future significance of culture moving forward</li> </ol>	6 pts	0 pts
<b>Overall Design:</b> <ol style="list-style-type: none"> <li>1. Font between 10- and 12-point size</li> <li>2. Font that is clean and easy to read like Arial or Helvetica; avoid stylized fonts</li> <li>3. 1-to-1.5-inch margins</li> <li>4. Section headers bold or slightly bigger in font size (no more than 14 points)</li> <li>5. Bullet points when listing where applicable</li> <li>6. Overall color scheme</li> <li>7. Each pages matches others</li> <li>8. Overall presentation is clear and clean</li> <li>9. Site is easy to navigate</li> <li>10. Pages are limited in information</li> <li>11. Excessive wordiness not used</li> </ol>	5.5 pts	0 pts

<b>Accessibility:</b> <ol style="list-style-type: none"><li>1. Contrast</li><li>2. Font size</li><li>3. Selected font</li><li>4. Image size</li><li>5. Adequate spacing</li><li>6. Navigation ease</li><li>7. Navigation clarity</li><li>8. Titles on all items</li><li>9. Alt text when needed</li><li>10. Color choice</li></ol>	5 pts	0 pts
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## PHOTOVOICE RUBRIC

Criteria	Points/Criteria Explanation					
<b>Embedded Image</b>	<b>1 pts Embedded</b> Image was embedded and viewable without download.		<b>.5 pts Not embedded</b> Image was attached as a .png or .jpeg, but not embedded in post.		<b>0 pts Not Viewable</b> Image was not embedded or attached in viewable (.png or .jpeg) format.	
<b>Initial Image</b> (3 criteria) Posted original (taken by student) initial image, taken on trip, and represented assignment prompt	<b>4 pts Superior</b> Posted original (taken by student) initial image, taken throughout term, and represented assignment prompt.	<b>3 pts Good</b> Posted original (taken by student) initial image, taken throughout the term, but may have not completely represented assignment prompt.	<b>2 pts Fair</b> Posted original (taken by student) initial image, taken throughout term, but may have not represented assignment prompt accurately.	<b>1 pts Needs</b> improvement Posted original (taken by student) initial image, not taken throughout term, though represented assignment prompt.	<b>0.5 pts Inaccurate</b> Posted initial image that was not taken by student, though represented assignment prompt.	<b>0 pts No Submission</b>
<b>Peer Reply 1</b> Respond to peer in comprehensive response with an item of interest their peers' post provoked.	<b>2 pts Superior</b> Post was appropriate in response to peer-used course concepts/terms accurately and demonstrated understanding of module material. Presented specific information of initial post, synthesized through review.	<b>1.5 pts Average</b> Posted follow-up response, which addressed all parts of peer post. May have some errors in course terms or concepts or not included specific information about initial post.	<b>1 pts Needs Improvement</b> Posted follow-up response that may not address all parts of post. May have been errors in course terms and concepts. Grammar/spelling may have been problematic and take away from response.	<b>0.5 pts Incomplete</b> Posted basic follow-up response. May have contained obvious grammar or spelling mistakes. No course concepts integrated.	<b>0 pts No Response</b> Did not reply to peer's post.	
<b>Peer Reply 2</b> Respond to peer in a comprehensive response with an item of interest their peers' post provoked.	<b>2 pts Superior</b> Post was appropriate in response to peer-used course concepts/terms accurately and demonstrated understanding of module material. Presented specific information of initial post, synthesized through review.	<b>1.5 pts Average</b> Posted follow-up response, which addressed all parts of peer post. May have some errors in course terms or concepts or not included specific information about initial post.	<b>1 pts Needs Improvement</b> Posted follow-up response that may not address all parts of post. May have been errors in course terms and concepts. Grammar/spelling may have been problematic and take away from response.	<b>0.5 pts Incomplete</b> Posted basic follow-up response. May have contained obvious grammar or spelling mistakes. No course concepts integrated.	<b>0 pts No Response</b> Did not reply to peer's post.	
<b>Initial Image Interpretation</b> Student responded to initial image post, which described how the image spoke to them about assignment prompt (must submit initial image post to receive points)	<b>1 pts Superior</b> Post was appropriate description, was described fully, used course concepts/terms accurately, and demonstrated an understanding of concept.	<b>0.75 pts Average</b> Response addressed all parts task. May have been some errors in use of course terms, concepts, or description was not described fully.	<b>0.5 pts Needs Improvement</b> Response may not have addressed all parts of post. May have been errors in use of course terms and concepts. Grammar/spelling may have been problematic and take away from response.	<b>0.25 pts Incomplete</b> Posted basic follow-up response. May have contained obvious grammar or spelling mistakes. No course concepts integrated.	<b>0 pts No Response</b> Did not explain initial image (must submit initial image) as a follow-up post.	

### III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<p><b>Topic:</b> Course Introduction</p> <p><b>Summary:</b> Familiarize students with course materials and expectations of the course. Students will engage in introductory tasks to ensure complete understanding of course requirements and how to succeed in the course.</p> <p><b>Required Readings/Works:</b></p> <ul style="list-style-type: none"> <li>• Syllabus</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Quiz – <i>Course Introduction</i> (over syllabus and introduction lecture)</li> <li>• Discussion – <i>Student Introduction</i> (students will introduce themselves to peers through a discussion post)</li> <li>• Reflection – <i>What is Culture?</i></li> </ul>
Week 2	<p><b>Topic:</b> Building Cultural &amp; Linguistic Competence</p> <p><b>Summary:</b> How does the language we use reduce or improve health equity? How can we create a healthier society by understanding the cultural background of others? To improve health access and literacy, professionals must understand how to communicate health information and offer accessible guidance. This topic is designed to address compelling need for development of cultural and linguistic competency. We will review cultural and linguistic competence vs. cultural and linguistic barriers and misunderstandings. This will be an introduction to the challenges involved in development of cultural competency, such as personal cultural background – heritage and language.</p> <p><b>Required Readings/Works:</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 – <i>Building Cultural &amp; Linguistic Competence</i> (pp. 3 – 16)</li> <li>• Jones, N. L. (2021). Making culture a verb: Implications for health equity. <i>The American Journal of Bioethics</i>, 21(9), 11-13, doi: 10.1080/15265161.2021.1952351</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Quiz – <i>Cultural Competency</i> (Textbook – Chapter 1)</li> <li>• Photovoice – <i>Your Culture</i></li> <li>• Reflection – <i>Cultural Influence on Health Behavior</i></li> </ul>
Week 3	<p><b>Topic:</b> Cultural Heritage &amp; History</p> <p><b>Summary:</b> How does your family heritage influence your health and how you perceive illness in others? This module focuses on concepts of heritage, one’s intangible cultural heritage—culture, ethnicity, religion, and socialization acculturation, life trajectory, and cultural phenomena that affect health beliefs and practices. These variables establish health behaviors and are critical to improving health. We will review background theory related to “heritage”—a given person’s intangible cultural heritage. Heritage is comprised of four facets—socialization, culture, religion, and ethnicity—woven together in each person’s heritage.</p> <p><b>Required Readings/Works:</b></p> <ul style="list-style-type: none"> <li>• Chapter 2 – <i>Cultural Heritage &amp; History</i> (pp. 17 – 33)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Quiz – <i>Heritage &amp; History</i> (Textbook – Chapter 2)</li> <li>• Photovoice – <i>Personal Heritage</i></li> <li>• Reflection – <i>Health Behaviors &amp; Heritage</i></li> </ul>
Week 4	<p><b>Topic:</b> Diversity</p> <p><b>Summary:</b> How does expanding knowledge of diversity broaden your health lens and offer a greater understanding of meeting the health needs of others? It is important to understand populations to understand the needs of individuals we will engage. Having a baseline of information of variables that impact health behavior establishes a foundation of health access. This topic explores the population of the United States as revealed in the Census conducted on April 1, 2010, and updated in 2014, as well immigration challenges and poverty. We will review perceptions associated with poverty and homelessness and gather, analyze, and compare population statistics. This topic will also examine immigration history and the Cycle of Poverty.</p> <p><b>Required Readings/Works:</b></p> <ul style="list-style-type: none"> <li>• Chapter 3 – <i>Diversity</i> (pp. 34 – 47)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Quiz – <i>Diversity</i> (Textbook – Chapter 3)</li> <li>• Photovoice – <i>Diversity</i></li> <li>• Reflection – <i>Diversity &amp; Health</i></li> </ul>



Week	Topics, Homework, and Assignments
Week 5	<p><b>Topic:</b> Health &amp; Illness</p> <p><b>Summary:</b> Does your background impact what you view as an illness or what you view as healthy? What individuals and communities consider health symptoms or concerns varies. Understanding cultural perspective and prioritization is necessary to target health needs of communities. Health professionals must identify areas of focus to communicate prevention and treatment strategies to reduce impact of chronic illness. This topic explores states of health and illness, as healthcare professionals commonly understand them. We will review the specific modalities for maintaining and protecting health, the history and goals of <i>Healthy People 2020</i>, health disparities, variances in health beliefs, and the Illness Experience.</p> <p><b>Required Readings/Works:</b></p> <ul style="list-style-type: none"> <li>• Chapter 4 – <i>Health &amp; Illness</i> (pp. 48 – 66)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Quiz – <i>Health &amp; Illness</i> (Textbook – Chapter 4)</li> <li>• Photovoice</li> <li>• Reflection – <i>Population Similarities &amp; Differences</i></li> </ul>
Week 6	<p><b>Topic:</b> Health Traditions</p> <p><b>Summary:</b> Do health practices vary based on cultural influence? Our initial health traditions are established through our culture, such as what we eat and how we maintain health. This is an important variable for health professionals to establish trust and offer health recommendations and direction comfortable for all. This topic presents a brief overview of health traditions. This topic will provide an overview of community resources that are available for traditional methods of maintaining, protecting, and restoring physical, mental, and spiritual health. We will discuss health protection, healthcare choices, folk medicine, healthcare philosophies, and National Center for Complementary and Integrative Health.</p> <p><b>Required Readings/Works:</b></p> <ul style="list-style-type: none"> <li>• Chapter 5 – <i>Health Traditions</i> (pp. 72 – 96)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Quiz – <i>Health Traditions</i> (Textbook – Chapter 5)</li> <li>• Photovoice – <i>Health Protection Item</i></li> <li>• Reflection – <i>Population Similarities &amp; Differences</i></li> </ul>
Week 7	<p><b>Topic:</b> Healing Traditions</p> <p><b>Summary:</b> What methods do individuals prefer when treating illness? ? Our initial health practices are established through our families, such as home remedies when not feeling well. This is an important variable for health professionals to establish trust and offer health solutions comfortable for all. Students will explore varying concepts of healing traditions. The information offers a segway into health and illness beliefs and practices that exist within a family. We will review types of healing, rituals, intersections of health, healing, and religion, and your own familial health traditions.</p> <p><b>Required Readings/Works:</b></p> <ul style="list-style-type: none"> <li>• Chapter 6 – <i>Healing Traditions</i> (pp. 97 – 116)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Quiz – <i>Healing Traditions</i> (Textbook – Chapter 6)</li> <li>• Photovoice - <i>Healing</i></li> <li>• Reflection – <i>Population Similarities &amp; Differences</i></li> </ul>
Week 8	<p><b>Topic:</b> Familial Health Traditions</p> <p><b>Summary:</b> What family traditions influence our health? Health adherence and maintenance can be inhibited or encouraged through families. This is an important variable for health professionals to establish trust within communities and families to improve cohesive health communities to improve health outcomes and medical adherence. Students will consider their own family histories and practices, then learn from peers about their health practices.</p> <p><b>Required Readings/Works:</b></p> <ul style="list-style-type: none"> <li>• Chapter 7 – <i>Familial Health Traditions</i> (pp. 117 – 129)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Quiz – <i>Familial Health Traditions</i> (Textbook – Chapter 7)</li> <li>• Photovoice – <i>Familial Health Practices</i></li> <li>• Reflection – <i>Population Similarities &amp; Differences</i></li> </ul>

Week	Topics, Homework, and Assignments
Week 9	<p><b>Topic:</b> Health &amp; Illness in Modern Healthcare</p> <p><b>Summary:</b> How are healthcare systems and culture related? Students will evaluate the healthcare delivery system, as well as its history and problems. Some populations and individuals may have reservations and limitations of trust in the healthcare system. Through this module, we will explore those reasons and how confidence can be regained to ensure all receive healthcare needed. We will discuss the healthcare provider's culture, healthcare costs, healthcare system trends, and barriers to healthcare. In this section, we will also review medicine as an institution of social control.</p> <p><b>Required Readings/Works:</b></p> <ul style="list-style-type: none"> <li>• Chapter 8 – <i>Health &amp; Illness in Modern Healthcare</i> (pp. 129 – 146)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Quiz – <i>Health &amp; Illness in Modern Healthcare</i> (Textbook – Chapter 8)</li> <li>• Photovoice – <i>Health Communication</i></li> <li>• Reflection – <i>Population Similarities &amp; Differences</i></li> </ul>
Week 10	<p><b>Topic:</b> Health &amp; Illness in the American Indian &amp; Alaskan Native Population</p> <p><b>Summary:</b> How does health vary among populations and communities? Having comprehensive knowledge of populations allows specific messaging and prioritization of health needs. Students will explore health traditions and health issues within the American Indian and Alaska Native Populations and draw solutions on how to offer appropriate health communication.</p> <p><b>Required Readings/Works:</b></p> <ul style="list-style-type: none"> <li>• Chapter 9 – <i>Health &amp; Illness in the American Indian and Alaska Native Population</i> (pp. 150 – 170)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Quiz – <i>Health &amp; Illness in the American Indian and Alaska Native Population</i> (Textbook – Chapter 9)</li> <li>• Photovoice – <i>American Indian &amp; Alaskan Native Cultural Influence in Health</i></li> <li>• Reflection – <i>Population Similarities &amp; Differences</i></li> </ul>
Week 11	<p><b>Topic:</b> Health &amp; Illness in the Asian Population</p> <p><b>Summary:</b> How does health vary among populations and communities? Having comprehensive knowledge of populations allows specific messaging and prioritization of health needs. Students will explore health traditions and health issues within the Chinese and other Asian American Populations and draw solutions on how to offer appropriate health communication.</p> <p><b>Required Readings/Works:</b></p> <ul style="list-style-type: none"> <li>• Chapter 10 – <i>Health &amp; Illness in the Asian Population</i> (pp. 171 – 189)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Quiz – <i>Health &amp; Illness in the Asian Population</i> (Textbook – Chapter 10)</li> <li>• Photovoice – <i>Asian Cultural Influence in Health</i></li> <li>• Reflection – <i>Population Similarities &amp; Differences</i></li> </ul>
Week 12	<p><b>Topic:</b> Health &amp; Illness in the Black Population</p> <p><b>Summary:</b> How does health vary among populations and communities? Having comprehensive knowledge of populations allows specific messaging and prioritization of health needs. Students will explore health traditions and health issues within the Black and African American Populations and draw solutions on how to offer appropriate health communication.</p> <p><b>Required Readings/Works:</b></p> <ul style="list-style-type: none"> <li>• Chapter 11 – <i>Health &amp; Illness in the Black Population</i> (pp. 190 – 212)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Quiz – <i>Health &amp; Illness in Black Populations</i> (Textbook – Chapter 11)</li> <li>• Photovoice – <i>Black or African American Cultural Influence in Health</i></li> <li>• Reflection – <i>Population Similarities &amp; Differences</i></li> </ul>
Week 13	<p><b>Topic:</b> Health &amp; Illness in the Hispanic Populations</p> <p><b>Summary:</b> How does health vary among populations and communities? Having comprehensive knowledge of populations allows specific messaging and prioritization of health needs. Students will explore health traditions and health issues within the Hispanic communities and draw solutions on how to offer appropriate health communication.</p> <p><b>Required Readings/Works:</b></p> <ul style="list-style-type: none"> <li>• Chapter 12 – <i>Health &amp; Illness in Hispanic Population</i> (pp. 213 – 236)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Quiz – <i>Health &amp; Illness in Hispanic Populations</i> (Textbook – Chapter 12)</li> </ul>

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> <li>• Photovoice – <i>Hispanic Cultural Influence in Health</i></li> <li>• Reflection – <i>Population Similarities &amp; Differences</i></li> </ul>
Week 14	<p><b>Topic:</b> Health &amp; Illness in the White Populations  <b>Summary:</b> How does health vary among populations and communities? Having comprehensive knowledge of populations allows specific messaging and prioritization of health needs. Students will explore health traditions and health issues within the White communities and draw solutions on how to offer appropriate health communication.</p> <p><b>Required Readings/Works:</b></p> <ul style="list-style-type: none"> <li>• Chapter 13 – <i>Health &amp; Illness in White Population</i> (pp. 213 – 236)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Quiz – <i>Health &amp; Illness in White Populations</i> (Textbook – Chapter 13)</li> <li>• Photovoice – <i>White Cultural Influence in Health</i></li> <li>• Reflection – <i>Population Similarities &amp; Differences</i></li> </ul>
Week 15	<p><b>Topic:</b> Cultural Competency  <b>Summary:</b> How is cultural competency defined? Health messages must be designed to attract individuals and communities from different backgrounds. Information must be conveyed by means that attract and engage all populations. Students will evaluate all information learned throughout the course and synthesize it into effective health education and communication efforts.</p> <p><b>Required Readings/Works:</b></p> <ul style="list-style-type: none"> <li>• Chapter 14 – <i>Cultural Competency</i> (pp. 254 – 262)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Quiz – <i>Cultural Competency</i> (Textbook – Chapter 14)</li> <li>• Photovoice – <i>Representation of Cultural Competency</i></li> <li>• Reflection – <i>Changes in Cultural Competency from the Beginning of the Course</i></li> </ul>
Week 16	<p><b>Topic:</b> Complete Culture &amp; Health Dossier  <b>Summary:</b> Time for students to work on the course project</p> <p><b>Required Readings/Works:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Quiz – Overall (all textbook chapters)</li> <li>• Culture Dossier</li> <li>• Brief Presentation</li> </ul>

## IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the Quest and General Education learning outcomes as follows:

**Content:** *Students demonstrate competence in terminology, concepts, theories, and methodologies used within the discipline(s)*

*International: Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.*

*Social & Behavioral Sciences: Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.*

- **Describe historical, social, political, and economic factors that influence health throughout the globe** (Quest, General Education – N)
  - Assessed through module quizzes, reflection, and photovoice

**Critical Thinking:** *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

*International: Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.*

*Social & Behavioral Sciences: Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.*

- **Examine the role of culturally appropriate language and methods to improve overall health and apply strategies learned** (Quest, General Education – N)
  - Assessed through module reflection and photovoice
- **Review health policy and health communication among various nations and create messages to reach various populations** (Quest, General Education – N)
  - Assessed through the culture and health dossier
- **Synthesize cultural variation and application between one’s own culture and the culture of others to improve health among all populations** (Quest, General Education – N)
  - Assessed through the culture and health dossier, module reflections, and photovoice

**Communication:** *Student communicate knowledge, ideas, and reasoning clearly and effectively in written and oral form appropriate to the discipline(s).*

*Social & Behavioral Sciences: Communicate knowledge, thoughts and reasoning clearly and effectively.*

- **Communicate group variance in how individuals and communities understand health and illness** (Quest)
  - Assessed through module reflection and photovoice
- **Create appropriate health communication strategies for various populations** (Quest)
  - Assessed through the culture and health dossier

**Connection:** *Student connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- **Reflect on various health behaviors, practices, and preferences for different areas around the globe** (Quest, General Education – N)
  - Assessed through the module reflections and photovoice
- **Demonstrate cultural competency in health initiatives** (Quest, General Education – N)
  - Assessed through the culture and health dossier

## V. Quest Learning Experiences

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### 1. Details of Experiential Learning Component

- Each module includes a photovoice assignment designed to communicate personal and societal culture. Students will use this modality to express culture in which they identify as well as select images to represent other cultures, based on information learned throughout the course. Students will visit various cultural experiences, such as the Harn Art Museum and the Florida Museum of Natural History to experience culture firsthand.

\* Online exhibit offerings if class day is missed

- At the end of the course, students will compile a cultural dossier of their cultural learning throughout the semester. This element will include their photovoice assignments and reflection elements of their choice to create a website to showcase the significance of cultural considerations in health.

## 2. Details of Self-Reflection Component

- Each module includes reflection on information learned through the course. Students are offered a prompt or question about information contained within the module and they are to explore personal thoughts and ideas.
- At the end of the course, students will compile a cultural dossier of their cultural learning throughout the semester. This element will include their photovoice assignments and reflection elements of their choice to create a website to showcase the significance of cultural considerations in health.

# VI. Required Policies

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## Attendance Policy

Attendance expected and required to receive participation credit in the course. Participation points are earned through in-class activities and exercises.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

## Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/> , 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

## In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.