



## Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Waialae Avenue - Honolulu, HI 96816

[www.chaminade.edu](http://www.chaminade.edu)

<b>Course Number:</b>	HC 100
<b>Course Title:</b>	Determinants of Health Across Cultures
<b>Department Name:</b>	Nursing and Health Professions
<b>College/School/Division:</b>	Nursing and Health Professions
<b>Term:</b>	Fall 2020
<b>Course Credits:</b>	3 (Synchronized Online didactic)
<b>Class Meeting Days &amp; Hours:</b>	Monday 2pm-5pm
<b>Class Location:</b>	Online
<b>Instructor Name:</b>	Eurina Yujin Cha, Ph.D., MSN, RN, PHNA-BC, CRRN
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<b>Office Hours:</b>	Monday 9am-12 noon via Virtual office (appointment only)

### University Course Catalog Description

#### **HC 100 Determinants of Health Across Cultures (3 credits, Online)**

This course explores social determinants of health including socioeconomic status, education, physical environment, employment, access to health care, health literacy, and social support. The focus is on understanding ways to improve health in vulnerable populations.

#### **Course Overview**

This course uses a historical and cultural perspective to explore multicultural models and beliefs of health, illness, and treatments or therapies. The intent is to deepen the students' understanding of the scientific, sociocultural, philosophical, psychological, and spiritual foundations of conventional and unconventional healing systems and the various approaches to prevention, health promotion, healing, and maintenance of well-being. The impact of cultural values and ethnicity on understanding health and illness, and the utilization of health care services will be explored to identify various factors of the determinants of health.

#### **Course Learning Outcomes**

By the end of our course, students will be able to:

1. Explain how historical factors, behaviors, and belief systems within a culture influence a person's views of health, illness, treatments, and health care.
2. Describe cultural factors influencing health, the manifestation of illnesses, and the therapeutic approaches.
3. Describe health disparities in related to cultural background.
4. Explain the health disparities among culturally diverse population in Hawaii

### **Program Learning Outcomes (PLOs)**

1. Describe behavioral and non-behavioral variables contributing to morbidity and mortality, particularly the medical basis of health and disease, and social determinants of physical and behavioral health, and the connections between health and environment.
2. Apply the core principles, measurements and methodologies of public health to address healthcare needs and mitigate health inequity across specific groups, communities, and societies, especially in the Hawaiian and Pacific Island context.
3. Integrate diverse and transcultural perspectives into the practice of public and community health.
4. Describe and develop strategies to mitigate health disparities in specific groups, communities, and societies, especially in the Hawaiian and Pacific Island context.
5. Analyze healthcare data using statistical, epidemiological and data visualization techniques, generating data products that support decision-making and inform resource allocation and the design of health promotion interventions.
6. Plan, implement, monitor and evaluate culturally-responsive health promotion programs in a variety of settings to influence behavioral, environmental, and public policy change to address the health needs in a given community.
7. Perform community health assessment and health coaching activities.
8. Articulate understanding of the complex healthcare financial, economic, regulatory and political landscape, integrating diverse perspectives including those of patients, providers, insurers from the public, private and non-profit sectors.

### **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

### **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'ēau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'ēau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'ēau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'ēau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship

4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430)  
Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) All knowledge is not taught in the same school

### Alignment of Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Native Hawaiian Values	1, 4	1, 3, 5	4, 5	1, 2, 5
Marianist Values	2, 4	1, 2, 3, 5	1, 3, 4	2, 3, 4, 5
Program Learning Outcomes	1, 2, 6, 7	1, 3, 5	3, 6, 7	2, 4, 5, 6, 7

### Course Prerequisites

A laptop computer or iPad with Microsoft Word, Google application, and Zoom are required programs for efficiently running a virtual format of lecture and virtual meeting. It is essential you maintain your updates on your computer programs and application tools. There are multiple online modules, e-texts, and we will be doing many things in class using google drive which will require computer access. Most exams are via computer.

### Required Learning Materials

Ritter, L.A., and Graham, D.H. (2017). Multicultural Health. Jones & Bartlett Learning.

### Resources regarding Health and Multi-cultures

Please check “Resource” tab on Canvas course shell

### Technical Assistance for Canvas Users:

- Search for help on specific topics at [help.instructure.com](http://help.instructure.com)
- [Chat live with Canvas Support 24/7/365](#)
- Watch this [video to get you started](#) with online guides and tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu), or call (808) 735-4855

### Assessment

Grades of this course will be based on the following:

- **Multiple-choice exams:** Exams will be created to reflect both the Program Learning Outcomes (PLO) and Course Learning Outcomes. Questions will require recall and critical thinking to incorporate application of the nursing process (assessment, diagnosis, outcome identification and planning, implementation and evaluation). There will be 30 questions on every content exam. The final exam will be cumulative and have 50 questions. No bonus points or extra credit is given in this course. Please do not request these.
- **Health Disparity Assessment (HDA) Project:** Small group project to prepare a health disparity of a focused medically underserved population

### Course Grading Percentage Equivalents:

Assignments	Points	%/ Equivalent
Exam 1	25	15
Exam 2	25	15
Exam 3	25	15
Discussion Thread #1	10	10
Discussion Thread #2	10	10
Health Disparity Assessment Project	35	35
<b>TOTAL</b>	<b>130 points</b>	<b>100%</b>

### Grading Scale

- A 90-100%
- B 80-89.99%
- C 70-79.99%
- D 60-69.99%
- F below 60%

\*\* No round off

## Course Policies

### Late Work Policy

Late assignments in this course will receive a **10% deduction each day the assignment is missing**. Students are encouraged to work ahead in case issues arise, so work is not late. Students are responsible to ensure that assignments are submitted in the correct folder or drop-box in the correct format or the assignment is considered late. Assignments are due Saturday at 11:59pm. Assignments posted at 00:01am on Sunday are considered late. A zero grade will be given if submission is made after Tuesday 11:59pm unless prior arrangement is made with instructor.

### Grades of "Incomplete"

Grades of Incomplete must be reviewed and approved by both the Course Coordinator and the Dean of Nursing and Health Professions. See the university "Grade of Incomplete" policy in the student handbook.

### Writing Policy

All written assignments, unless otherwise stated in the directions or a template is provided, must be submitted in Word docx with a cover page and using APA format. Documents submitted in incorrect format will be considered late. Please review late work policy.

### Instructor and Student Communication

Questions for this course can be emailed to the instructor at [eurina.cha@chaminade.edu](mailto:eurina.cha@chaminade.edu). Online, in-person and phone conferences can be arranged. Response time may take place up to 24-48 hours Monday-Friday during business hours only. For immediate response, you can send me a text

message via (808)990-9955 for any emergency. Please specify your full name and a course info.

### **Cell phones, tablets, and laptops**

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

### **Disability Access**

Statement from CUH [website](#) (retrieved June 16, 2019): In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008), Chaminade University of Honolulu offers accommodations for individuals with disabilities. If you would like to determine if you qualify for ADA accommodations, please contact the Counseling Center at (808) 735-4845 e-mail at [jyasuhar@chaminade.edu](mailto:jyasuhar@chaminade.edu). The Counseling Center will notify faculty to inform them of the accommodations a student is to receive. However, the nature of your disability is confidential.

### **Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **Attendance Policy**

The following attendance policy is from the 2018-2019 Academic Catalog (p. 57-58). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade. Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades. Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the

instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### **Academic Conduct Policy**

From the 2018-2019 Undergraduate Academic Catalog (p. 42):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values. Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website. For further information, please refer to the Student Handbook:

### **PLEASE NOTE:**

*While every attempt has been made to prepare this syllabus and class schedule in final form, it will be the course coordinator's prerogative to make any changes as may be deemed necessary in order to meet the learning outcomes of the course. Students will be notified in writing via Chaminade email of any changes. It is recommended that you check Chaminade email and course site including the clinical hub for students in Canvas frequently for announcements. A syllabus is a contract between the university and the students. All students will be held responsible to read, understand, and clarify the content within this document.*

# HC 100 Determinants of Health Across Cultures

Concepts, Exemplars, and Topics Calendar

8/24/20-11/25/20

Week	Topics	Exemplars
<b>WEEK ONE (8/24)</b> <b>Course Orientation</b>	Orientation to course and expectations	Self-intro
<b>WEEK TWO (8/31)</b> <b>Multicultural Health</b> Chapter 1	Cultural considerations in health care Cultural diversity and adaptation Health disparities Determinants of health	
<b>WEEK THREE (9/7)</b> <b>Health Theories</b> Chapter 2, 3	Theories of health and illness Cultural competence and Promotion Assessment and worldview of culture Impact of health decision and communication	Discussion Thread #1
<b>WEEK FOUR (9/14)</b> <b>Exam 1</b>		Chapter 1-3
<b>WEEK FIVE (9/21)</b> <b>CAM</b> Chapter 4, 5	Complementary and alternative medicine (CAM) CAM usage in the US Health behaviors and practice	
<b>WEEK SIX (9/28)</b> <b>Health Promotion Planning</b> Chapter 6	Effective communication Planning models Implementation and evaluation plans	HDA outline due by Friday 5pm
<b>WEEK SEVEN (10/5)</b> <b>Diverse Populations</b> Chapter 7, 8, 9	Hispanic and Latino population Native American & Alaskan Native population African American population	Discussion Thread #2
<b>WEEK EIGHT (10/12)</b> <b>Exam 2</b>		Chapter 4-9
<b>WEEK NINE (10/19)</b> <b>Diverse Populations</b> Chapter 10, 11, 12	Asian American population Euro-Mediterranean population Nonethnic cultures	HDA draft due by Friday 5pm
<b>WEEK TEN (10/26)</b> <b>Eliminating Health Disparities</b> Chapter 13	Strategies for reducing health disparities Impact of the ACA	
<b>WEEK ELEVEN (11/2)</b> <b>Exam 3</b>		Chapter 10-13
<b>WEEK TWELVE &amp; THIRTEEN (11/9, 11/16)</b> <b>HDA presentation</b>	Health disparity Assessment Group Presentation Peer Q &A	HDA final due by Friday 5pm
<b>WEEK FOURTEEN (11/23)</b> <b>Course Evaluation</b>	Canvas Course evaluation	