

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

HLTH 623

CULTURAL ASPECTS OF HEALTH BEHAVIOR

COURSE DESCRIPTION

This course examines cultural perspectives on beliefs and health risk perception in relationship to health behavior. The cultural aspects of healthcare use through “healers” and health systems are also examined.

RATIONALE

Culture plays a significant role in health care utilization. It determines the frequency and types of services accessed. It also contributes to health disparities by producing barriers to care. Healthcare workers must be sensitive to the belief systems and cultural practices of others regardless of the setting. When working internationally, however, workers are likely to find themselves in an unfamiliar cultural setting. This situation requires a much greater level of cultural competency to be able to successfully work around and within the cultural traditions of the host nation.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. RECOMMENDED RESOURCE

Morbidity and Mortality Weekly Report (Available free www.cdc.gov/mmwr)

IV. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Office

V. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Reflect on personal cultural background and related biases.
- B. Discuss differences in various cultures as they pertain to health and health care.
- C. Assess the impact of culture on health disparities (both positive and negative).
- D. Describe methodologies for working in a cross-cultural setting to improve communication and health advocacy.
- E. Distinguish between cultural sensitivity and cultural competence.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (2)

Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for each forum. Each thread must be at least 400 words and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 other classmates' threads. Each reply must be at least 250 words.

- D. Reflection Paper

The student will write a 4–5-page assessment of his/her own culture. In the paper, the student will describe his/her familial cultural background. The paper must address similarities and differences between the student's own culture and other major cultural groups studied in the course. Particular attention must be given to sources of bias toward people of other cultures. The student must also investigate ways to minimize the impact of his/her cultural biases when providing public health services to others.

E. Wikis (2)

The student will choose a term from the given list and provide a detailed description of the term using material from the texts and reliable research publications. After providing an original wiki, the student must seek out the wikis of other classmates and provide edits to raise the quality and reliability of the entry. The student will be evaluated on the quantity and quality of his/her contributions.

F. Cultural Anthropology Paper

The student will choose a geographic cultural group from a selection offered in the course. The student will research the chosen culture and identify culturally related health barriers and risks. The written paper must be 7–10 pages and include a minimum of 5 scholarly resources. All information must be properly cited using current AMA style. A $\frac{3}{4}$ –1-page bulleted talking paper must be attached as an appendix to the document.

G. Group Project

The student will be placed into a group by the instructor. The group will evaluate a current public health issue (topic provided by the instructor) within its cultural context and work together to design methodologies to address the issue and create a workable solution that would be acceptable to the target population. The final solution will be presented as a 12–15-slide PowerPoint presentation with presentation notes. Each notes section at the bottom of each slide must be 250–350 words. This assignment will be a true test of the group's ability to demonstrate competence on all course outcomes. The grade will be determined by a combination of instructor and peer evaluations.

H. Midterm Exam

The Midterm Exam will cover the Reading & Study material for Modules/Weeks 1–4. The exam will: be open-book/open-notes; contain 32 multiple-choice and true/false, 2 matching, and 3 short-answer questions; and have a 2-hour time limit.

I. Final Exam

The Final Exam will cover the Reading & Study material for Modules/Weeks 5–8. The exam will: be open-book/open-notes; contain 27 multiple-choice and true/false, 3 matching, and 3 short-answer questions; and have a 2-hour time limit.

VII. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist		10
Discussion Board Forums (2 at 50 pts ea)		100
Reflection Paper		100
Wikis (2 at 50 pts ea)		100
Cultural Anthropology Paper		200
Group Project		200
Midterm Exam	(Modules 1–4)	150
Final Exam	(Modules 5–8)	150
	Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. Exams

Our department policy for exams is to treat a test that is over the time limit as a late assignment. If you go over the 10-minute grace period on a test, it will result in a 10% deduction. If you go over 30 minutes on a test, it will result in a 20% deduction.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

HLTH 623

Textbook: Michael Winkleman, *Culture and Health: Applying Medical Anthropology* (2009).

Workbooks: Peace Corps Information Collection and Exchange, *Culture Matters*.

Alberta Health Services, *Health Care and Religious Beliefs* (2009).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Winkleman: ch. 1 Workbook: Culture Matters: chs. 1–4 1 presentation	Course Requirements Checklist Class Introductions Reflection Paper	10 0 100
2	Winkleman: chs. 2–3 Workbook: Culture Matters: ch. 5 1 presentation	DB Forum 1	50
3	Winkleman: chs. 4–5 Workbook: Culture Matters: ch. 6 2 presentations	Wiki 1	50
4	Winkleman: ch. 6 2 presentations	Cultural Anthropology Paper Country Selection Midterm Exam	0 150
5	Winkleman: ch. 7 1 presentation 1 website	Cultural Anthropology Paper	200
6	Winkleman: ch. 8 1 presentation	Wiki 2	50
7	Winkleman: ch. 9 Workbook: Health Care and Religious Beliefs (entire) 1 presentation	Group Project	200
8	Winkleman: ch. 10 3 presentations	DB Forum 2 Final Exam	50 150
TOTAL			1010

DB = Discussion Board

NOTE: Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.