

9-2013

PUBH 595.50: Multicultural and Native American Public Health

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Recommended Citation

Belcourt, Annie, "PUBH 595.50: Multicultural and Native American Public Health" (2013). *Syllabi*. 126.
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Multicultural and Native American Public Health
Public Health 595
3 credits

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Course Overview: This course is designed to provide general overview of multicultural issues within the United States and specifically within Montana. The course will provide overview information about health disparities within the nation and how these disparities disproportionately impact ethnic minority populations. Montana's largest minority population is Native American tribal communities. As a result, much of the course will incorporate advanced knowledge and topics relating to regional health disparities facing Native American communities.

The overall course goals are to increase awareness of the unique considerations that Native American and other culturally diverse populations experience in regard to the provision of healthcare, health disparities, and policy factors. An overview of the history and structure of the Indian Health Service will be given along with the development of Federal Indian health policy. Unlike other populations in the Nation, the Federal government established treaty negotiations with Native American Nations that established the basis of unique obligations to provide health, educational, law enforcement, and other services to tribal communities. Students will learn about major health concerns among Native American and other culturally diverse populations through a survey of historical and contemporary health issues as well as the historical and contemporary status of healthcare provision.

Specific health topics will include disparities including diabetes, cardiovascular disease, mental health, urban versus rural population issues, environmental health, oral health, barriers to accessing care, and current research trends. Mental health, substance use disorders, trauma, and early developmental issues will also be discussed. Western and traditional medicine as well as innovative approaches to integrating holistic healthcare for communities will be examined. Health disparities between Native American and other ethnic groups will be explored with an emphasis on providing students with an appreciation of both risk and protective factors facing Native populations. Students will be expected to actively participate in the course material and to develop an integrated understanding of significant factors shaping the health of American Indian individuals and communities.

Course Objectives: Upon completion of this course students should be able to:

1. Describe the history of health disparities in the United States and identify how underlying social determinants of health influence these disparities.

2. Understand how Native American healthcare is historically tied to policy and historical factors within the United States Indian.
3. Describe general health trends among diverse cultural groups and identify major health concerns within minority populations.
4. Describe important considerations among Native Americans such as in-group cultural diversity, traditional ways of life/traditional medicine, and how these factors can influence health care.
5. Develop a more meaningful understanding of the risk and protective factors influencing the health status and health care provision to Native American individuals and communities
6. Students interested in health care professions will also become better equipped to understand the needs of culturally diverse individuals and communities through the acquisition of critical knowledge regarding diverse cultural groups

Required Texts: (Each text available on Amazon.com)

Rhoades, E. R. (2000) *American Indian Health: Innovations in health care, promotion, and policy*. Johns Hopkins

Dixon, M. & Roubideaux, Y. (2001) *Promises to Keep: Public Health Policy for American Indians and Alaska Natives in the 21st Century*, APHA.

Alexie, S. (1993) *The Lone Ranger and Tonto Fistfight in Heaven*. Grove Press.

Fadiman, A. (1997). *The Spirit Catches you and you fall down*. Farrar, Straus, and Giroux.

Selected additional readings will be provided.

Grading Methods: A total of 500 points are available in this course and will be based on the following criteria:

1. **Journal:** This is an interactive course and weekly journal submissions will help to provide you with opportunities to demonstrate your insights and summaries of the week's lectures and readings. You will be required to submit journal response issues each week. These responses will be designed to briefly address or respond to questions and topics given during each week's topics class. Each entry response is worth 10 points.

200 points for journal entries and on-line class participation: Students will be graded on the journal entry content as well as for class participation in discussion or Moodle. **(200 possible points)**

2. **Essays:** Two essays will be assigned during class, each worth 100 points. The essays are to be typewritten consisting of approximately two-three pages of double spaced text regarding an assigned topic. **(200 possible points)**

3. Health disparity educational project: Students will develop and create a community outreach project or educational presentation and proposal that communities could partner with to help address or define a health issue affecting a specific Native American community or region. The goal of these projects would be to create a brief summary of a health disparity topic that would provide basic definitions of the health issue or concern and available resources. Students will be asked to provide a preliminary outline mid-semester and to make a brief PowerPoint presentation and a brief proposal of the completed project to the class during the final weeks of class.
(200 possible points)

Project Descriptions:

Essay One Due October 1

A brief (5 page double-spaced, excluding references) essay summarizing a topic selected by the student concerning a Native American health-related issue or disparity-related topic. This paper will ideally be used as your starting point for the final educational project. This is not required, but it would help focus your efforts to choose a topic that could be used for both assignments.

Essay will be graded according to the following criteria:

1. Grammar and spelling—25 points
2. Organization (Does the essay flow logically? Is information given in a structured and logical way? Are references properly used**?)—25 points
3. Description of health issue—30 points
4. Description of potential ways of addressing problem—20 points

****A minimum of four written academic reference and one on-line reference must be used and cited in appropriate manner (APA, JAMA, or MLA)**

Essay Two

A brief (5-page double-spaced, excluding references) creative essay/proposal addressing a prevention or intervention proposal concept aimed at addressing a health disparity within a tribal/Native American population. Essentially, you will be asked to briefly describe the health concern/issue and a project idea that would provide possible scientific or service innovations to address or prevent the identified health condition.

Examples include: Descriptions of community-based participatory strategies to engage tribal communities in suicide prevention; Telemedicine in Indian Country to improve nutrition education; Policy innovations to improve Native Health funding; a school-based obesity prevention project; digital storytelling to improve health knowledge; and/or community-based project to improve environmental health conditions.

Essay will be graded according to the following criteria:

1. Description of the health concern/problem-30 points
2. Grammar and spelling—20 points
3. Organization—10 points
4. Originality and Creativity—20 points
5. Descriptions of how Tribal or scientific communities can be supported in efforts to improve community health—20 points

Educational Service Project (100 points)

Detailed information regarding Educational Service Project will be given out. You will be asked to select a health concern/disparity you identified in either Essay 1 or 2 to develop community outreach educational project/presentation suitable for sharing with a tribal community. You will be asked to provide a short summary proposal to accompany this presentation (5 double-spaced pages) with a brief budget and budget justification.

A 5-8 minute presentation (power point) will be presented during the last week of class (and finals time if necessary). A written outline will be due and students are encouraged to find original or innovative aspects or factors related to health disparities facing Native American communities (i.e. avoid duplication of topics). A final outline and any supplemental material (brochure, curriculum outline, or proposal) will be collected during your scheduled presentation.

The information you develop should briefly summarize a health disparity facing Native Communities and provide clear, concise, and non-technical language appropriate for community settings. Grading will be based on whether the information you present is accurate and presented in a culturally appropriate manner suitable for general audience/tribal communities.

Class Expectations:

1. **Late assignments will result in point deductions. The instructor must be contacted prior to missing class or handing in late assignments. Failure to contact instructor can result in significant grade reduction.**
2. Please complete assigned readings in a timely manner.
3. Students with disabilities will receive reasonable modifications in this course. Your responsibility as a student is to request modifications from the instructor with sufficient advance notice, and to be prepared to provide verification of any documented disability, and requested modifications from Disability Services. Please speak with me after class or during my office hours to discuss the details. For more information, visit the Disability Services for Students website at <http://life.umt.edu/dss>.

Academic Honesty: Plagiarism is the representing of another's work as one's own. Such academic misconduct is subject to academic penalty by instructor and The University of Montana. Students who plagiarize will fail the assignment and be referred to University disciplinary procedures. Student Conduct Code is available at www.umt.edu

Course Outline (Dates and title subject to revision)

DATE	TOPIC
Week 1 August 27-31	Introduction to course and expectations
Week 2 Sept 4-7	Health Disparities in the US
Week 3 Sept 10-14	Montana's Indian Country an Overview: Health disparities and access to health care
Week 4 Sept 17-21	Social Determinants of Health among diverse populations: Socioeconomic, education, and access to care (Trauma, Poverty, and Health Disparities)
Week 5 Sept 24-28	Traditional Medicine Integrative Healthcare
Week 6 Oct 1-5 <u>ESSAY 1 Due</u>	Obesity and Chronic Disease Prevention Video: Unnatural Causes-Place Matters (Where you live can impact your health)
Week 7 Oct 8-12	Mental Health Disparities: Traumatic events, Suicide, PTSD, Depression, Substance Use Disorders
Week 8 Oct 15-19	Research in Native Communities: Ethics, needs, and future directions
Week 9 Oct 22-26 <u>ESSAY Due</u>	Environmental Issues and American Indian Health
Week 10 Oct 29-Nov2	Trauma and resiliency in diverse communities: Historical and contemporary issues
Week 11 Nov 5-9	Access to care and Poverty
Week 12 Nov 12-16	Sexual Health: Prevalence of issues, treatment, and Prevention
Week 13 Nov 19-21	Oral Health Video: Unnatural Causes-Bad Sugar (Diabetes in Native Communities)
Week 14 Nov 26-30	Policy, Prevention and Intervention
Week 15 Dec 3-7	Final presentation/project development
Week 16 Dec 10-14	<i>Final Presentations and final paper due</i>

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Education Project Outlines Due	