

Cultural Perceptions About Health and Disease
UCSD School of Medicine
FPM 270
Spring 2013

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Day/Time: Wednesdays 9:45 am-12:45 pm
Location: Medical Education-Telemedicine (MET) Building, Room 221
Office Hrs: Mondays 1:30-3pm or by appointment

Credits: 4 Credits

A. Course Objectives

The course is intended to provide students with an opportunity for dialogue and interaction on the relationship between culture and health as they pertain to diverse populations in the U.S. and internationally. Relevant historic examples with related cultural theory will be introduced to examine cultural impact on health status and health behaviors. Readings will also address the measurement of culture in research.

This course has the following primary objectives:

- 1) To examine the roles of culture and context in health-related beliefs and behaviors as well as the influence of macro-level factors (i.e., community; public policy) on health status and behaviors. We will also highlight theoretical issues to better understand course topics.
- 2) To develop skills to assess the significance of cultural factors on public health research and clinical practice.
- 3) To conduct research on a topic related to culture and health by analyzing public health data.
- 4) To develop scientific (i.e., data analysis) and professional skills (i.e., publishing and presentation) that integrate cultural context and are relevant to requirements for successful completion of the Joint Doctoral Program in Global Health.

Overview. To accomplish these objectives, the class will consist of one session weekly conducted for 3 hours with pre-class activities and homework. The class sessions will include student presentations of readings, instructor or invited guest lectures and class discussions. A written, critical review of a scientific journal article will be required as the midterm examination. A brief journal-quality manuscript will be required as the final assignment. Students are also expected to present findings of their research orally at the end of the term.

B. Teaching Methods

- Each week, the course instructor and/or guest lecturer will give a brief lecture and facilitate discussion.
- Students are expected to read the assigned articles and to be prepared to discuss this material in class. Each student will select a week in which to read, review and present articles for class discussion.
- Students will prepare a written critical review of a journal style manuscript.

- Students will prepare an original journal style manuscript.
- Students are expected to orally present their research findings the last week of class following a conference style presentation format.

C. Readings

- Assigned articles will be made available at the beginning of the term and will be assigned at that time. Guest speakers' readings will be available prior to the lecture.

Additional Resources

- Day, Robert A; Gastel, Barbara. How to Write and Publish a Scientific Paper (6th edition)
- A good dictionary (electronic version: m-w.com)
- A good thesaurus (electronic version: m-w.com)
- [The Elements of Style: 50th Anniversary Edition](#) by [William Strunk](#) and [E. B. White](#)
- Grammar tips: Subscribe for free to: www.dailywritingtips.com
- UCSD Biomed Library offers many useful classes (e.g., Pubmed, Endnote, Googling) To register and see the full schedule of workshops please go to: <http://biomed.ucsd.edu/services/instruc.htm> or call 858-822-4760.
- *UCSD Extension* offers writing and grammar courses, including courses designed for non-native English speakers.

Interesting Readings (optional)

- [The Illness Narratives: Suffering, Healing, And The Human Condition](#) by [Arthur Kleinman](#)
- [The Spirit Catches You and You Fall Down](#) by [Anne Fadiman](#)
- The Immortal Life of Henrietta Lacks by Rebecca Skloot
- [Race, Ethnicity, and Health: A Public Health Reader](#) by [Thomas Alexis LaVeist](#)
- [Neighborhoods and Health \(Medicine\)](#) by Ichiro Kawachi and Lisa F. Berkman

D. Expectations, Grading and Assignments

- Timely arrival to the class is expected.
- A 10 minute break will be provided; please refrain from eating full meals during class as it can be distracting to students and guests.
- Use of laptops as it relates to course activities is permitted; otherwise, multitasking is distracting to students and classmates—please refrain from doing so.
- Any use of cell phones during class is not permitted; please turn cell phones off or on quiet mode.
- UCSD Guidelines regarding academic integrity are applicable to this course and can be found at: <http://senate.ucsd.edu/manual/appendices/app2.htm>
 - UCSD notes: *"Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind."*

Grades are based on the quality of and on-time submission/presentation of the following deliverables:

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|---|-----|
| 1) Attendance, preparedness & participation in class discussions | 10% |
| 2) Prepare and lead discussion topic | 10% |
| 3) Manuscript interim deliverables and group discussions/feedback | 15% |
| 4) Critical Review of Scientific Article | 20% |
| 3) Final Manuscript | 30% |
| 4) Oral presentation | 15% |

Final letter grades will be assigned using a standard scale as follows:

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|----|---------|
| A | 94-100% |
| A- | 90-93% |
| B+ | 87-89% |
| B | 84-86% |
| B- | 80-83% |
| C | 70-79% |
| F | 0-69% |

E1. Participation

- Class participation is critical and student involvement will help create a dynamic and stimulating environment.
- Students are expected to actively provide feedback to their peers during group discussions.
- Students are expected to attend every session; please consult with the instructor regarding absences. More than 2 absences are not permitted due to the loss of material/information associated with such absences; students missing more than 2 class sessions will be asked to withdraw from the course. Note: An exception is made with respect to medical conditions. Please consult with classmates for notes or other materials provided during the absence.
 - Note-- Students missing class due to presentations at upcoming conferences are expected to present to the class the week prior to the absence. Speakers will receive feedback regarding the structure and content of their presentation by classmates and the instructor.

E2. Discussion Topic (In-Class Review of Articles)

Each student is responsible for signing up to lead a discussion on an assigned reading for a specific lecture topic. Each student will have a **maximum of 15 minutes** to present the article. The discussion should answer the following questions:

1. Who: describe population
2. What: was done? (summarize research methods; & theoretical framework guiding study)
3. Where: was the study conducted
4. When: was the study conducted
5. Major Findings
6. Strengths?
7. Fatal flaws?
8. Implications for our understanding of culture and health relationships

E3. Manuscript Development

TOPIC: The manuscript must focus on some aspect of culture and health or behavior. Manuscripts are **not limited to** issues of race/ethnicity, acculturation, and disparities. Please consult with the instructor regarding the suitability of the topic.

Students may not use a paper/analysis that has been prepared or submitted to any other course.

LENGTH AND FORMAT: The manuscript should be composed of *up to 4000 words* and follow the author guidelines for the preferred journal. (Suggestion: Aim for a top tier journal in your field)

GRADING: Manuscripts will be graded based on incorporation of theoretical concepts (as necessary), logical support of the study hypothesis, critical examination of the data, and quality of the overall manuscript (i.e., grammar, organization, legibility and comprehensiveness of exhibits, etc). Interim deliverable due dates are discussed in Table 1- Assignments. (see below)

DATA: Manuscripts based on qualitative or quantitative data (or both) are permitted.

- **Students may analyze a data set of their choice, but must obtain written permission from the study's Principal Investigator by Friday of week 1 and must submit evidence of such permission to the instructor if the data are not publicly available.**

Examples of publicly available datasets include:

- The California Health Interview Survey: <http://www.chis.ucla.edu/>
- The National Health Interview Survey (NHIS)
- The National Survey on Drug Use and Health
- National Longitudinal Study of Adolescent Health (Add Health)
- The National Comorbidity Survey-Replication (NCS-R)
- The National Latino and Asian American Survey (NLAAS)
- The National Assessment of Adult Literacy <http://nces.ed.gov/naal/>
- Many others can be found at the Univ. of Michigan's data repository <http://www.icpsr.umich.edu/icpsrweb/ICPSR/access/index.jsp>

READ THE FOLLOWING ARTICLE IF USING CHIS DATA:

Ponce NA, Lavarreda SA, Yen W, Brown ER, DiSogra C, Satter DE. The California Health Interview Survey 2001: translation of a major survey for California's multiethnic population. *Public Health Rep.* 2004 Jul-Aug;119(4):388-95. (PMID: 15219795)

GROUP DISCUSSION AND FEEDBACK:

Each student will be assigned to a group by Week 2. Group discussions (in-class activities) will occur throughout the term and serve as a method to review progress related to manuscript assignments and development (refer to the Manuscript Assignments table for a detailed description of the in-class activities). Groups will have time during class to meet, provide progress, and receive feedback on drafted sections of manuscripts. *The STROBE Statement – Checklist* of items that should be included in publications will be used as a guide to facilitate group discussions. This Checklist will be provided to all students at the beginning of the term. All students are expected to participate in these sessions.

MANUSCRIPT ASSIGNMENTS- Late assignments are not accepted

| ASSIGNMENTS | SUGGESTED WORD COUNT & NOTES | DUE DATES |
|--|--|--|
| Draft a brief description of research topic/study question or objectives and submit description of dataset | ➤ get instructor and PI approval (as needed; submit permission document to Instructor) | Due by email to Dr. Stockman: Noon PST Friday: April 6 |
| Draft: --research question -- hypothesis(es) -- study significance *Identify theoretical and/or conceptual framework guiding study- include visuals as appropriate -Conduct literature review -Select target journal | <=1000 words ➤ identify 3 possible journals (select top/medium tier journals) ➤ select the target journal to which the manuscript will adhere to in style (note: aim for top tier first) | Recommended by Week 2 |
| | Brief in class activity: circulate research question and hypotheses (if quantitative paper) to assigned group for review and discussion- comments provided in class STROBE Guide – Item #3 | Week 3: Due by noon Friday April 20, by email to Dr. Stockman: research question; hypothesis; study significance; theoretical framework |
| -Conduct descriptive data analyses and prepare data tables | 2 Tables maximum; adopt simple formatting (i.e., grid format, similar to this table) In class activity: review methods with a focus on data sources, study population, independent and dependent variables, and descriptive analyses STROBE Guide – Items #4-8, 11-12, 14 | Recommended by Week 4 |
| -Draft “Methods” -Conduct multivariate analyses if preparing a quantitative paper | ~500 words **For quantitative papers: conduct multivariate analyses, describe statistical analyses, regression models used, independent variable(s), dependent variable(s), control variables (i.e., indicate whether variables are continuous, categorical, etc) In class activity (Week 5 and 6): review and troubleshoot problems related to analyses STROBE Guide – Item #16 | Recommended by Weeks 5-6 |
| -Draft “Results” and -“Conclusions” | ~1500 words total between both sections; ** Students conducting multivariate analyses should only present <u>final models</u> (1 Table maximum) In class activity: review key results and troubleshoot problems related to summarizing results and linking results to prior research STROBE Guide – Items #18 and 20 | Recommended by Week 7 |
| Draft “Introduction” | ~500 words | Week 8: Due by noon Friday, May 25, by email to Dr. Stockman: draft of Methods and results and data tables |
| | In class activity: Students will individually meet with Dr. Stockman to discuss progress on manuscripts and troubleshoot any lingering issues related to the completion of manuscripts. | Week 8 and 9, May 22/29: Individual meetings with Dr. Stockman |

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| Compile manuscript, cover letter, and complete checklist | ≤4500 word manuscript, up to 3 data tables located within the narrative ≤250 word cover letter | EXAM WEEK: Due WEDNESDAY June 12 by noon by email to Dr. Stockman: Final manuscript + cover letter+checklist |
| In-Class Oral Presentations | 12 minute presentation w/ 5 minutes of discussion See Section G of syllabus for presentation formatting details | EXAM WEEK: Due WEDNESDAY June 12 by noon by email to Dr. Stockman: Final powerpoint presentation |

E4. Midterm: Critical Review of Scientific Article

Each student will be required to provide a critical review of a journal article. Students will select one of two options presented by Dr. Stockman. The goal of this assignment is to gain experience at providing critical feedback on a manuscript submitted to a journal for publication. Guidelines to facilitate completion of the critical review will be provided at the beginning of the term and will be similar to the guidelines used for discussion topics and *The STROBE Statement – Checklist*. This is a take-home midterm and will be due by **noon on May 8, 2013**.

E5. Final Oral Presentation

Presentations should utilize a maximum of **12 slides** (for a **12 minute presentation**) and be structured as follows:

1. Title slide: Title of talk, name and degrees/contact information, affiliation, date, venue;
Acknowledgements [i.e, study participants, co-authors, funders] [1 slide]
2. Introduction/background [1 slide]
3. Research question and hypothesis [1 slide]
4. Methods (data source, study population, independent and dependent variables, statistical analyses) [2 slides max]
5. Results: display findings in appropriate manner [~4 slides]
6. Limitations and Strengths [1 slide]
7. Conclusions [1 slide]
8. Implications: for policy, programs, research or theory [1 slide]

*** Please practice your talk and ensure that it does not exceed 12 minutes***
*****up to 5 minutes of discussion will follow each talk****

Spring 2013 Course Schedule

| Week | Date | Topic | Lecturer |
|-------------------------------|--------|---|--|
| 1 | Apr 3 | Overview of the Course Introduction to Cultural Perceptions about Health and Disease Consultations regarding paper topics | Dr. Jamila K. Stockman |
| 2 | Apr 10 | Couple-based Dynamics in the Mexico-US Border Region 9:45: Concurrency and female-initiated prevention methods 11: Couples-based research | Dr. Angela Robertson Dr. Jennifer Syvertsen |
| 3 | Apr 17 | The Culture of Sex Work and its Impact on Health and Disease 9:45: Perspectives from the United States 11: Perspectives from the Philippines In-Class Activity | Dr. Alexis Roth Dr. Lianne Urada |
| 4 | Apr 24 | Mexico Clinical Practices Women and Children In-Class Activity | Dr. Argentina Servin |
| 5 | May 1 | Medical Mistrust, Discrimination, and Stigma 9:45: Stigma as a Barrier to Healthcare Seeking in South Africa 11: Heterogeneity of the Black Race and its Influence on Health In-Class Activity | Dr. Eileen Piptipan Dr. Jamila K. Stockman |
| 6 | May 8 | The Culture of Native Americans as it Relates to Health Care In-Class Activity MIDTERM Due by noon | Dr. Tommi Gaines |
| SPECIAL SESSION 1pm | May 14 | Strangers in a Strange Land: Patient-Provider Communication 1pm: The Refugee's Healthcare Journey: Endpoint San Diego | Dr. Timothy Rodwell |
| 7 | May 15 | Ethical Considerations 9:45: Perspectives among Injection Drug Users in the US | Dr. Peter Davidson |
| 8 | May 22 | Intimate Partner Violence Individual Meetings with Dr. Stockman | Dr. Jamila K. Stockman |
| 9 | May 29 | Technology 9:45: VDOT Individual Meetings with Dr. Stockman | Dr. Fatima Munoz |
| 10 | Jun 5 | Health Literacy | Dr. Jamila K. Stockman |
| 11 | Jun 12 | Oral Presentations | |