

APPROVED

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The University Of Toledo

New Graduate Course Proposal

JAN 16 2013

COLLEGE OF
GRADUATE STUDIES

* denotes required fields

1. College*: Department*: 2. Contact Person*: Phone: (xxx - xxxx) Email:3. Alpha/Numeric Code (Subject area - number)*: - 4. Proposed title*: Proposed effective term*: (e.g. 201140 for 2011 Fall)

5. Is the course cross-listed with another academic unit?

Yes

No

Approval of other academic unit (signature and title)

Is the course offered at more than one level?

Yes

No

If yes, an undergraduate course proposal form must also be submitted. If the undergraduate course is new, complete the New Undergraduate Course Proposal; if the undergraduate course is existing, submit an Undergraduate Course Modification Proposal.

6. Credit hours*: Fixed: or Variable: to

7. Delivery Mode:	Primary*	Secondary	Tertiary
a. Activity Type *	<input type="text" value="Lecture"/>	<input type="text" value="--SelectType--"/>	<input type="text" value="--SelectType--"/>
b. Minimum Credit Hours *	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>
Maximum Credit Hours *	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>
c. Weekly Contact Hours *	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>

8.

Terms offered: Fall Spring Summer

Years offered: Every Year Alternate Years

9. Are students permitted to register for more than one section during a term? No Yes

May the courses be repeated for credit? No Yes Maximum Hours

10. Grading System*: Normal Grading (A-F, PS/NC, PR, I)
 Passing Grade/No Credit (A-C, NC)
 Credit/No Credit
 Grade Only (A-F, PR, I)
 Audit Only
 No Grade

11. Prerequisites (must be taken **before**): i.e. C or higher in (BIOE 4500 or BIOE 5500) and C or higher in MATH 4200

C or higher in PHPR 4520 or admission in the Masters Program in Pharmacy and Healthcare Administration

PIN (Permission From Instructor) PDP (Permission From Department)

Co-requisites (must be taken **together**):

12. Catalog Description* (75 words Maximum)

Examination of the literature related to access and cultural competence in the US health care system. Various types of readings will be used to analyze the relationships that exist between access, cultural competence and positive healthcare outcomes.

13. Attach a syllabus and an electronic copy of a complete outline of the major topics covered. Click [here](#) for template.

File Type	View File
Syllabus	View

Course Approval:

Department Curriculum Authority:

Monica Holiday-Goodman
 Date 2012/07/27

Department Chairperson:

Steven Martin *SMartin*
 Date 2012/07/27

College Curriculum Authority or Chair:

Diane Cappelletty
 Diane Cappelletty
 Date 2012/07/27

College Dean:

Wayne Hoss *Wayne Pittman*
 Wayne Hoss
 Date 2012/07/27

Graduate Council:

PLH
 Date 2-5-2013

Dean of Graduate Studies:

PLH
 Date 2-5-2013

Office of the Provost :

Date

Administrative Use Only

Effective Date:

(YYYY/MM/DD)

CIP Code:

Subsidy Taxonomy:

Program Code:

Instructional Level:

PHPR 5590
Readings in Access and Cultural Competence
Monica Holiday-Goodman, RPh, PhD, Instructor

Course Description

This course examines the literature related to access and cultural competence in the US health care system. Various types of readings (texts, reports, scholarly articles, and novels) will be used to analyze the dynamic, interdependent relationships that exist between access, cultural competence and positive health care outcomes. Each topic will be introduced via didactic lecture. Related readings and class discussions will be used to generate a greater depth of understanding regarding the course topics. The course will culminate in a five-page paper based on the student's perspective of one of the assigned readings. Specific instructions regarding the required content and format of the paper will be provided.

Required Texts:

Spector, Rachel E., *Cultural Diversity in Health and Illness*, Fifth Edition, Upper Saddle River, New Jersey: Prentice Hall Health. 2000.

Abraham, Laurie K., *Mama Might Be Better Off Dead: The Failure of Health Care in Urban America*. Chicago: University of Chicago press. 1994.

Fadiman, Anne, *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Strauss & Giroux. 1997.

Other Readings

There will be an assigned reading for each week's discussion. Readings that do not come from the required textbooks will be either uploaded to the Blackboard site or will be available online. Please check the Blackboard site for weekly updates.

Course Outline

Module One: Access

- 1) Navigating the Health Care System: An Overview of Access
- 2) Insurance Coverage: Statistics, Comparisons, and Outcomes
- 3) The Federal Response to Access Needs
- 4) Access to Prescription Medications

Module Two: Cultural Competence

- 1) Cultural Competence: Why is it relevant?
- 2) Culture Bound Illnesses and Treatment of Disease
- 3) Health Beliefs and Barriers to Care in Hispanic American Communities
- 4) Health Beliefs and Barriers to Care in African American Communities
- 5) Health Beliefs and Barriers to Care in Asian/Pacific Islander Communities
- 6) Health Beliefs and Barriers to Care in American Indian/Alaska Native Communities

Module Three: Cumulative Readings and Discussions

- 1) Abraham, L., *Mama Might Be Better Off Dead*
 - a. Chapters 1 – 5
 - b. Chapters 6 – 10
 - c. Chapters 11 – Epilogue
- 2) Fadiman, A., *The Spirit Catches You and You Fall Down*
 - a. Chapters 1 – 6
 - b. Chapters 7 – 12
 - c. Chapters 13 - 19