

ais/soc 400

UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL  
FOR AREA DD – SOCIAL SCIENCES

Please Read Instructions on Next Page of This Form

Course Number: ais/soc 400 Course Title: Contemporary American Indian Health & Wellness

- This is a new course. A FORM C is being filed concurrently.
- This is an existing course not currently satisfying an UDGE requirement, which is not being changed.
- This is an existing course not currently satisfying an UDGE requirement, which is undergoing change. A FORM C-2 is being filed concurrently.
- This is an existing course currently satisfying an UDGE requirement which is being submitted for recertification. A FORM C-2 is required only if the course is being changed.

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? 3 (Upper-Division General Education courses are limited to 3 units.)
- 3.a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?

\_\_\_yes       x  no

- b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.

  x  yes     \_\_\_no

- c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed on the next page of this form, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.

This course will examine American Indian/Alaskan Native (AIAN) health and wellness from a contemporary public and community health/epidemiologic and sociologic perspective. Current AIAN health status, health behaviors related to physical, behavioral, emotional and sexual health, maintenance of a healthy environment, and theories of health behavior change will be studied. Tribal sovereignty and connectedness related to personal/community health and health care access will be evident throughout all aspects of the course. Native Studies and Sociology using the epidemiologic methods and measures used in current public and community health status assessment, prevention and intervention programs will provide course framework and structure. Various AIAN health care delivery systems including Indian Health Service and tribal compacting/contracting of care will be explored. Historical and contemporary perspectives will be included. Ethical standards for tribally appropriate health related research and associated historic issues will be discussed. While these elements of the course provide a valuable learning experience for non-majors, they also provide a solid foundation for Sociology and Criminology and Justice Studies majors who may wish to pursue further, more in depth course work in the areas of critical race studies or American Indian studies. This course will offer Nursing students and Public Health students an opportunity to examine American Indian/Alaskan Native (AIAN) health and wellness from a contemporary public and community health/epidemiologic, sociological and Native perspective.

Read Questions 4-8 in the instructions on the next page of this form and submit your answers as attachments. The instructions do not have to be printed or submitted.

\_\_\_\_\_  
 Originator Joey Brault/H  
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 Program Director Joey Brault/H  
 \_\_\_\_\_  
 General Education Coordinator  
 \_\_\_\_\_  
 General Education Committee Chair

Signatures  
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 Date 10/12/12  
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 Date



**FORM INSTRUCTIONS FOR UDGE-DD (WHITE)  
UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL  
FOR AREA DD – SOCIAL SCIENCES**

**The Definition of Upper Division GE Courses:**

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses shall be three-unit courses so that three such courses will exactly correspond with the 9-unit Upper Division General Education requirement of the CSU.

**Criteria for Upper Division Area DD Courses:**

**Questions 5-7 will help the General Education Committee decide if the course belongs in the Social Sciences category.**

Address the criteria implied by the following instructions. Courses satisfying the UDGE Social Science DD requirement focus on broad, unifying themes in the social sciences from cross-disciplinary perspectives. Social science courses should enhance student awareness of and comprehension of human, social, political and economic institutions and behavior and their historical background.

5. Please specify how this course enables students to do one or both of the following: (a) analyze problems using social scientific reasoning; and/or (b) understand the historical and/or social context of major political, intellectual, economic, scientific, technological, or cultural developments.

Epidemiologic methods and measures used in current public and community health status assessment, prevention and intervention programs will provide course framework and structure. Various AIAN health care delivery systems including Indian Health Service and tribal compacting/contracting of care will be explored. Historical and contemporary perspectives will be included. Ethical standards for tribally appropriate health related research and associated historic issues will be discussed.

The course will profile contemporary careers in public health, medicine, nursing, health care, health care access and health policy for tribal community members. Local AIAN leaders prominent in these fields will be invited guest lecturers to present information regarding health career qualifications, experiences and opportunities. Field trips to two Southern California tribally owned/operated full-service community health clinics will provide contemporary tribal context. Instructor has secured approval for the field trips from Rincon Indian Health.

The emphasis will be on learning how to apply a distinctively sociological perspective to both understanding and solving these problems.

6. Please specify how this course explores the ways in which society and culture are affected by two or more of the following: (a) gender; (b) ethnicity; (c) class; (d) regional identities; (e) global identities.

With the focus on American Indian communities, race and ethnicity are central themes of this course. The course emphasizes understandings of the racialization of American Indians and its consequences for life in these communities as well as the broader society. Acknowledging the diversity of American Indian communities, the course provides a regional emphasis through an in depth exploration of themes related to American Indian communities in Southern California. To promote understanding and appreciation of the health and wellness experience of AIAN groups in history, culture and contemporary society from their own perspective in addition to the mainstream health picture. This course will provide students with a basis to stimulate further research and investigation into the many areas of AIAN health with a public health perspective; and will encourage students to think about their current and future roles as citizens and their individual and collective responsibilities.

7. Please specify how this course helps students to recognize the value of multidisciplinary explorations.

This course will draw upon a number of allied fields to instill a sociological understanding of American Indian communities. Students will learn how historical, political, and cultural, and economic forces have intersected over time to impact health and wellness of the AIAN population. This course will examine American Indian/Alaskan Native (AIAN) health and wellness from a contemporary public and community health/epidemiologic and sociologic perspective. Current AIAN health status, health behaviors related to physical, behavioral, emotional and sexual health, maintenance of a healthy environment, and theories of health behavior change will be studied. Tribal sovereignty and connectedness related to personal/community health and health care access will be evident throughout all aspects of the course. Native Studies and Sociology using the epidemiologic methods and measures used in current public and community health status assessment, prevention and intervention programs will provide course framework and structure. Various AIAN health care delivery systems including Indian Health Service and tribal compacting/contracting of care will be explored. Historical and contemporary perspectives will be included. Ethical standards for tribally appropriate health related research and associated historic issues will be discussed. While these elements of the course provide a valuable learning experience for non-majors, they also provide a

solid foundation for Sociology and Criminology and Justice Studies majors who may wish to pursue further, more in depth course work in the areas of critical race studies or American Indian studies. This course will offer Nursing students and Public Health students an opportunity to examine American Indian/Alaskan Native (AIAN) health and wellness from a contemporary public and community health/epidemiologic, sociological and Native perspective.

**Assessment for Upper Division Area DD Courses:**

**Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.**

8. a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.

Students will demonstrate their mastery of UDGE learning objectives through a number of assignments that include the following:

1. Research papers on an AIAN health issue incorporating at least one of the topics covered in class. Topics may focus on any specific disease, health condition or disease risk factor from any kind of exposure or any area of public health. Examples include (but not limited to) epidemiology, environmental or occupational health, maternal and child health, medicine, nursing, behavioral or mental health and substance abuse. You must have a minimum of five peer-reviewed recently published journal articles as sources for your paper. Biographies are acceptable as long as the majority of the paper deals with how the person was or is currently involved in public health/medicine focused on AIAN tribal people.
2. Write one three page typed Book Review. The book cannot be one of the required readings and content must be concerned with AIAN health issues.
3. Orally present peer-reviewed journal articles with a team in class as assigned.
4. Write a weekly one page summary of what you read for that class period. Include what surprised you, what you would like to investigate further, your personal knowledge about the topic and suggestions.
5. Participation in class and field trips.

b. If you use any course assessment activities (e.g., “pre” and “post” testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.

400 400

<b>NATV XXX/SOC XXX</b> <b>CONTEMPORARY AMERICAN INDIAN HEALTH and WELLNESS</b>
------------------------------------------------------------------------------------

Professor: DEBORAH J. MORTON, PhD, MA  
 Office:  
 Office#:  
 Office Hrs:  
 Email: [deb.don@cox.net](mailto:deb.don@cox.net); [dmorton@csusm.edu](mailto:dmorton@csusm.edu)

Semester: Spring 2013  
 Monday:  
 Meeting Room: SBSB

*Please turn off all electronic equipment before entering the classroom.*

### **Course Description**

This course will examine American Indian/Alaskan Native (AIAN) health and wellness from a contemporary public and community health/epidemiologic perspective. Current AIAN health status, health behaviors related to physical, behavioral, emotional and sexual health, maintenance of a healthy environment, and theories of health behavior change will be studied. Tribal sovereignty and connectedness related to personal/community health and health care access will be evident throughout all aspects of the course.

Epidemiologic methods and measures used in current public and community health status assessment, prevention and intervention programs will provide course framework and structure. Various AIAN health care delivery systems including Indian Health Service and tribal compacting/contracting of care will be explored. Historical and contemporary perspectives will be included. Ethical standards for tribally appropriate health related research and associated historic issues will be discussed.

The course will profile contemporary careers in public health, medicine, nursing, health care, health care access and health policy for tribal community members. Local AIAN leaders prominent in these fields will be invited guest lecturers to present information regarding health career qualifications, experiences and opportunities. Field trips to two Southern California tribally owned/operated full-service community health clinics will provide contemporary tribal context.

### **Course Objectives/Learning Outcomes**

**At the end of the semester, each student will be able to:**

1. Understand an overview and history of health, wellness and health disparities in Indian Country with an emphasis on contemporary issues.
2. Examine trends and regional differences in morbidity and mortality in AIANs including an introduction to Epidemiology and associated methodology applied to measures of health status and health risk.
3. Gain an in-depth understanding of cardiovascular disease and diabetes, their complications, preventive measures and standards of care specific to AIAN culture.
4. Identify AIAN specific risk factors for chronic and infectious disease and understand cultural influences on health behaviors including tobacco use, obesity, risky sexual behavior, stress, alcohol and drug abuse, and exposure to violence and youth suicide.

5. Profile the impact of AIAN health promotion and wellness programs in Indian Country, with an introduction to the ethics of health research.
6. Identify strategies to reduce AIAN health disparities at the personal and tribal community level.
7. Explore two main theories of health behavior and their application to health research, prevention and intervention programs.
8. Understand the U.S. Public Health Service/Indian Health Service and the Centers for Disease Control (CDC) and how they protect and provide surveillance for the health of the U.S. including an introduction to Healthy People 2020.
9. Understand the role of Indian Health Service and contrast with AIAN health care in California.
10. Gain a better understanding of career opportunities in medicine, nursing, public health, health care, health research and other allied health care opportunities for AIANs.

### **Course Philosophy**

To promote understanding and appreciation of the health and wellness experience of AIAN groups in history, culture and contemporary society from their own perspective in addition to the mainstream health picture. This course will provide students with a basis to stimulate further research and investigation into the many areas of AIAN health with a public health perspective; and will encourage students to think about their current and future roles as citizens and their individual and collective responsibilities.

Course emphasis is on participation and cooperative learning. The syllabus serves as a guide to the only minimal requirements for the course. You ***must*** do all the readings and other preparation in advance of the class for which it is assigned. Come to class prepared to participate actively.

Course focus will include critical analysis skills applied to a) understanding AIAN health status, conditions, research, policy and practice, b) evaluation and synthesis of health research literature with an emphasis on peer-reviewed journal articles and c) improving research and writing skills.

### **REQUIREMENTS**

1. Read all the assignments. Bring at least three discussion issues to each class. This class is both lecture and discussion-oriented and everyone must participate. We will have guest speakers and your attendance is mandatory. For participation credit, you must attend class and participate in class discussions as well as share current health news. You also must be on time and stay for the entire class period.
2. Write one 10 paged typed Research Paper on an AIAN health issue incorporating at least one of the topics covered in class. Topics may focus on any specific disease, health condition or disease risk factor from any kind of exposure or any area of public health. Examples include (but not limited to) epidemiology, environmental or occupational health, maternal and child health, medicine, nursing, behavioral or mental health and substance abuse. You **must have a minimum** of five peer-reviewed recently published journal articles as sources for your paper.

Biographies are acceptable as long as the majority of the paper deals with how the person was or is currently involved in public health/medicine focused on AIAN tribal people.

3. Write one three page typed Book Review. The book cannot be one of the required readings and content must be concerned with AIAN health issues.
4. Orally present peer-reviewed journal articles with a team in class as assigned.
5. Write a weekly one page summary of what you read for that class period. Include what surprised you, what you would like to investigate further, your personal knowledge about the topic and suggestions.

**\*\*\*Assignments are due at the beginning of each class or as stated on Cougar Courses. For each day the assignment is late, the grade is lowered one letter.**

## GRADING

The final grade will be based on the following distribution:

Research Paper	30%
Research Paper Presentation	20%
Journal Article Presentations	20%
Participation/Class Discussion	15%
Book Review	5%
Weekly Summaries	5%
Field Trip	5%

## REQUIRED READINGS

### Books

Deloria, V Jr. (2006) *The World We Used to Live In*. Golden, Co; Fulcrum Publishing.

Dixon M, Roubideaux Y (eds.) (2001) *Promises To Keep*. Washington DC: American Public Health Association. (Chapters 1, 2, 5, 7-11).

Trafzer C, Weiner D (eds.) (2001) *Medicine Ways: Disease, Health and Survival Among Native Americans*, Walnut Creek: AltaMira Press, A Division of Rowman and Littlefield Publishers, Inc. (Chapters 3, 4, 6, 11, 12)

### Journal Articles/Book Chapters

Albright K, LaFromboise TD (2010) Hopelessness Among White- and Indian-Identified American Indian Adolescents. *Cultural Diversity and Ethnic Minority Psychology* 16:437-442.

Hodge FS, Weinmann S, Roubideaux Y (2000). Recruitment of American Indians and Alaska Natives Into Clinical Trials. *Annals of Epidemiology* 10:S41-S48.

James C, Schwartz K, Berndt J (2009). A Profile of American Indian and Alaska Native and Their Health Coverage. *Race, Ethnicity and Health Care: Issue Brief*: 1-12. The Henry J Kaiser Family Foundation.

- Jiang L, Beals J, Whitesell NR, Roubideaux Y, Manson SM, The AI-SUPPERPPF Team (2009). Health-related Quality of Life and Help Seeking Among American Indians with Diabetes and Hypertension. *Quality of Life Research* 18:709-718.
- Johansson P, Jacobsen C, Buchwald D (2006) Perceived Discrimination in Health Care Among American Indians/Alaskan Natives, *Ethnicity and Disease* 16:766-771.
- Morton DJ**, Garrett MD, Reid J, Wingard DL (2009). Letter to the Editor. *Amer J Pub Health*, 99(1):5.
- Morton DJ**, Garrett MD, Reid J, Wingard DL (2008). Current Smoking and Type 2 Diabetes in Selected Indian Health Service Clinics 1998-2003. *Amer J Pub Health*, 98:560-565.
- O'Connell JM, Wilson C, Manson SP, Acton KJ (2012). The Costs of Treating American Indian Adults with Diabetes within Indian Health Service. *Amer J of Pub Health* 102:301-308.
- Pearson JD (2003). Lewis and Clark and the Politics of Disease: The Indian Vaccination Act of 1832. *Wicazo Sa Review* 18:9-35.
- Reid JL, **Morton DJ**, Wingard DL, Garrett MD, von Muhlen D, Slymen D, Field M. (2010) Sex and Age Differences in the Association of Obesity and Smoking with Hypertension and Type 2 Diabetes in Southern California American Indians, 2002-2006, *Ethnicity and Disease* 20:232-238.
- Reid JL, **Morton DJ**, Wingard DL, Garrett MD, von Muhlen D, Slymen D, Field M. (2010) Obesity and Other Cardiovascular Disease Risk Factors and Their Association with Osteoarthritis in Southern California American Indians, 2002-2006, *Ethnicity and Disease* 20:416-422.
- Schweigman K, Soto C, Wright S, Unger J (2011). The Relevance of Cultural Activities in Ethnic Identity Among California Native American Youth. *Journal of Psychoactive Drugs* 43:342-348.
- Simonds VW, Christopher S, Sequist TD, Colditz G (2011). Exploring Patient-Provider Interactions in a Native American Community, *Journal of Health Care for the Poor and Underserved* 22:836-852.
- Snipp CM "An Overview of Indian Populations" (2007). In *American Indian Nations: yesterday, today and tomorrow*, ed. George Horse Capture et al., Chapter 6 pp.38-48, Lanham: Altamira Press.
- Snipp CM "American Indians" (2006). In *Historical Statistics of the United States: earliest times to the present*, ed. Susan B. Carter, et al., Millennial Edition, Volume One, Part A, Population, Chapter Ag 715-766. Cambridge: Cambridge University Press.
- Wolfe B, Jakubowski, Haveman R, Courey M (2012). The Income and Health Effects of Tribal Casino Gaming on American Indians. *Demography* 49:499-524.

### **Government Publications**

- U.S. Department of Health and Human Services, Indian Health Service (2010), *Life Expectancy AIANs: Data Years 2003-2005*, Washington: Government Printing Office, October.
- U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (SAMHSA) (2010), *To Live To See The Great Day That Dawns: Preventing Suicide by ALAN Youth and Young Adults*, Government Printing Office.
- U.S. Department of Health and Human Services, Indian Health Service (2009), *Trends in Indian Health, 2003-2003 Edition*, Washington: Government Printing Office, October.

U.S. Department of Health and Human Services, Indian Health Service (2008), *Regional Differences in Indian Health, 2002-2003 Edition*, Washing: Government Printing Office, March.

### **Reading & Writing**

Regular reading of Health Sections in newspapers such as the New York Times and Los Angeles Times, watching CSPAN, listening to NPR (National Public Radio) and reading weekly or monthly health reports from the CDC, WHO, NIH, and Indian Health Service is expected. Sharing "Health News" in class will be part of your grade for participation. Additional readings and media materials may be assigned and the syllabus may be updated regularly with new journal articles.

All assignments must be typed with your name, date, course # and section, assignment title and professor's name on the Title Page. Use no larger than 12-point font. *All assignments are due on time.*

You must carefully PROOFREAD your papers before submission. If your papers have errors which could be simply fixed by proofreading, you will lose points.

### **Participation & Attendance**

Students are expected to attend all class meetings and be prepared to participate and discuss the subject material. It is important you attend class and be **on time**. Attendance is necessary for an understanding of current discussion topics and reading assignments. Part of your final evaluation will focus on your ability to work collaboratively and participate in the field trip. It is essential you attend class regularly.

Occasionally during the semester you will be asked to write a formal response to a question or issue chosen by the professor. The response need not be long (about a half to one page typed) but it should be reflective of the material read and discussed in class and your comprehension of the material and various issues. These papers will be graded as part of your participation grade and class assignments and used to generate discussion. The frequency in which these papers will be assigned will depend on how well you respond during discussion without them. Therefore, if you are adequately prepared to discuss relevant issues without them, this extra will not be assigned. Your attendance and participation in class discussions will be taken into consideration if your final average is on the margin.

### **Electronic Devices**

While cell phones have in many ways made our lives more convenient, they can also serve as incredible distractions in a group setting. *Unless a student has a documented medical justification for using a cell phone in class, these devices cannot be turned on in class or in the field.* You will need to supply a physician's written prescription for any exceptions.

### **Academic Honesty/Integrity**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly. Academic dishonesty cases will be referred to the Dean of Students Office and may result in suspension or expulsion from CSU San Marcos and the CSU system.

### **Disabilities**

A disability of any kind should not prevent anyone from successfully completing this course. However, I request that anyone with special needs contact me immediately. Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent



documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall, Room 4300, and can be contacted by phone at (760) 750-4905, or TDD (760) 750-4909. Students authorized by DSS to receive accommodations should meet with me during my office hours or in a more private setting in order to ensure your confidentiality.

### **Incomplete Grades**

Incompletes or "I" letter grades will NOT be given except in the case of illness, and a physician's written prescription will be required — no exceptions.

## **COURSE SCHEDULE**

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENTS DUE</b>
<b>Week 1 &amp; 2</b>	Introductions, Assignments, Class Etiquette, AIAN Health Status and Health History.	
<b>Week 3 &amp; 4</b>	Introduction to Epidemiology, Morbidity and Mortality Rates, and Measures of Health Status/Risk	
<b>Weeks 5 &amp; 6</b>	AIAN Specific Risk Factors for Chronic and Infectious Diseases, AIAN Health Disparities	
<b>Week 7 &amp; 8</b>	Diabetes and Cardiovascular Disease, Complications, Prevention and Cultural Standards of Care	
<b>Week 9</b>	AIAN Health Promotion and Wellness, Ethics of Health Research	
<b>Week 10</b>	Theories of Health Behavior (two only), Application to Risk Factors	
<b>Week 11</b>	AIAN Suicide, Youth Risky Behaviors	
<b>Week 12</b>	Understanding Indian Health Service, CDC, Surveillance, Health People 2020	
<b>Week 13</b>	Indian Health Service vs. California AIAN Healthcare	
<b>Week 14</b>	Field Trip – Local AIAN Health Clinic	
<b>Week 15</b>	Careers in Medicine, Nursing, Public Health and Allied Health Care Professionals, Begin Student Presentations	
<b>Week 16</b>	Student Presentations	