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| --- | --- |
|   |  Articulate a comprehensive definition of culture(s).1. Recognize that culture is a dynamic system that changes across time, place and space and not just a static system of beliefs and practices and the implications of cultural change for physical therapy practice as measured by exams and Life spans paper.
2. Recognize that all health care systems are cultural and political systems. As a political system, systemic and fundamental changes in the health care system require practitioner and patient advocacy as measured by Advocacy Project For Mandated Court Reporting on Violence.
3. Evaluate how the processes of enculturation, acculturation, assimilation, and resistance affect health and healthcare (especially physical therapy) as measured by exams and group work on Health Analysis Paradigms.
 |
| .  | 1. Analyze the body as ‘inscriptive surface’, and how it’s constructed and contested by culture and the implications for health, illness, and physical therapy practice as measured by Life spans paper.
2. Evaluate the impact of and intersection between gender, race, socio-economic status, class, sexual orientation, disability, spirituality/religiousity with health, illness, and physical therapy practice as measured by exams, papers, and classroom discussion.

**Learning activities and outcome measures for all objective.**It is difficult to determine how these objectives are realized or even measured once students graduate. However, during their last clinical and even after they graduate I send out global emails asking them to send me situations or real-life scenarios that reflect or represent patient interactions in respect to the above mentioned objectives. |
|  |   |
|  | 1. Critique the role that Western/Biomedical Hegemony plays in the construction of Health,

 Illness, and Disability.  |
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**Teaching Methods AND LEARNING EXPERIENCES**

Seminar format, lecture, readings, projects

**COURSE REQUIREMENTS**

**\*\*\*\*Attendance and class Participation are required. You will be expected to actively engage in all class discussions. Readings should be done before each class. No additional points will awarded for class discussion, but points could be taken away for the failure to participate. Due dates are strictly enforced.**

**Methods of Evaluating Student Performance:**

**all the above stated Objectives of the course will be measureD through the following requirements**

**1. Advocacy Project. For Mandated Court Reporting on Violence. 25 pts**

 **Students in groups of 3 will develop an advocacy project that will include;**

**rationale, history, need, talking points, and a written document that will be presented**

**to local senators and members of the assembly (see rubric)**

 **2. Lifespans Paper 25 pts.**

**You will pick one biological episode from human development and will describe/discuss**

 **(compare and contrast)the cultural aspects from two different non-western cultural groups.**

**2 pages, typed, double spaced. 2-3 peer reviewed articles for each culture.(see rubric)**

 **\*\*graduate level writing is expected**

 **. \*\* graduate level writing means that you’ve addressed sentence structure, grammar, spelling, idea development, logical flow of paper, appropriate use of references, etc.**

**3. Midterm Exam 50 pts.**

**4. Social Determinants of Health or Health and Climate Change Presentation 25 pts**

 **Section 30 will do Health and Climate Change**

 **Section 31 will do Social Determinants of Health**

**You will be assigned a partner. You will pick a topic from the categories listed above**

 **(based upon the class section in which you are enrolled). The topic needs to be**

**approved by the instructor. You will use a minimum of 5 peer reviewed journal articles.**

**From the articles, class notes, discussion, etc. You will create a 5-6 minute power point presentation that has 4 slides. (one of the slides has to be on the “implications for**

 **physical therapy practice.**

**5. Final exam (Opioid Crisis) 50 pts**

 **TOTAL 175 PTS**

**PARTICIPATION IS EXPECTED !!!!!**