

HP420 2015
Syllabus

GENDER AND MINORITY HEALTH
Health Promotion and Disease Prevention Studies
University of Southern California
Monday & Wednesday, 12:00 – 1:50 PM
VKC 152

Faculty

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COURSE OVERVIEW

Certain groups in this country suffer a disproportionate burden of death and disability from infectious and chronic diseases, violence and other major health problems. This course will prepare students to identify and analyze the nature and roots of these health disparities among African Americans, Asian and Pacific Islander Americans, Latinos, and Native Americans, as well as gender differences within these populations. Part of the focus will be on health promotion methods to help students proactively work with communities and diverse cultures to address these disparities. Our concern will be the complex global, cultural and institutional factors that serve as sources of conflict, oppression, and inequalities in health; cultural strengths which can form part of the solution; the role of the health promotion specialist in helping communities reduce disparities, and strategies for prevention. Because of the multi-faceted nature of these problems, our course will draw upon readings and methods from the fields of public health, immigration, sociology, preventive medicine, psychology, anthropology, public policy and administration.

COURSE OBJECTIVES

By the conclusion of this course the student will be able to:

1. Identify major factors contributing to health status and health disparities among women and sexual minorities, immigrants, African Americans, Latinos, Asian-Pacific Islander Americans, and Native Americans in the U.S.;

2. Critically analyze historical, institutional, cultural and educational barriers that impede the effective use of health services and health promotion efforts by the focus populations;
3. Demonstrate an understanding of challenges encountered by the target populations when seeking services from health promotion/disease prevention providers and the health care system;
4. Integrate the needs, cultural values and strengths of the focus populations into health policy, community health promotion, and health service strategies;
5. Select methods for improving cross-cultural communication and health literacy in health promotion/disease prevention settings;
6. Identify and critically analyze relevant scientific literature on contributing factors and potential education, policy, and service solutions for an existing health problem in one of the focal populations.

REQUIRED READINGS

The textbook for this course is Health Promotion in Multicultural Populations: A Handbook for Practitioners and Students, eds. Robert M. Huff, Michael V. Kline, and Darleen V. Peterson, 3rd edition (2014).

The course readings will consist of chapters from the book as well as journal articles and reports. You should purchase the textbook. Articles and reports will be posted as pdf documents on Blackboard (the course website. Login to Blackboard is at <https://blackboard.usc.edu/> and requires your USC username and password. Readings need to be completed before class on the dates listed.

COURSE TOPICS AND WEEKLY READINGS

Date	Topic	Readings
M 8/23	Course Introduction and Overview What is a Health Disparity? Defining Race/Ethnicity and Gender	
W 8/25	Race, Class, Privilege and Blaming the Victim	Huff, Klein & Peterson, Ch 1. "Culture, Health Promotion, and Cultural Competence" by Huff, Kline, and Peterson McIntosh P. White Privilege: Unpacking the Invisible Knapsack, Peace & Freedom, 1989, pp 1 – 8.

Date	Topic	Readings
M 8/31	Immigration & Acculturation Introduction to photovoice project	Rhodes & Hergenrather. “Recently arrived immigrant Latino men identify community approaches to promote HIV prevention.” AJP, 2007. Brederson and Stevens. “Using photovoice methodology to give voice to the health care needs of homeless families.” American International Journal of Contemporary Research, 2013.
W 9/2	Overview of Inequalities in Health and Social Class Gradient Video: Unnatural Causes Episode 1: In Sickness and in Health by PBS (1 hour)	Huff, Klein & Peterson, Ch 5. “Health Disparities in Multicultural Populations: An Overview” by Stevens, Cousineau and Vane.
M 9/7	Labor Day	No Class
W 9/9	Hispanic/Latino History and Culture	Elder et al., “Health communication in the Latino community: Issues and Approaches.” 2009
M 9/14	Access to Care Guest Speaker	Huff, Klein & Peterson, Ch 9. “Hispanic/Latino Health, Cancer, and Disease” by Ramirez and Thompson.
W 9/16	Hispanic/Latino Epidemiology and Health Promotion Sign up for photovoice groups	Kim et al 2005 “Using Community-Partnered Participatory Research to Address Health Disparities in a Latino Community”
M 9/21	Obesity	Keller et al. “Madres Para la Salud: Design of a theory-based intervention for post-partum Latinas.” Contemporary Clinical Trials, 2011.
W 9/23	History and Culture Overview of Asian Americans and Pacific Islanders	Huff, Klein & Peterson, Ch 12. “Asian-American Health and Disease: An Overview” by Kagawa-Singer and Kho Huff, Klein & Peterson, Ch 13. “Pacific Islander Health and Disease: an Overview” by Palmer
M 9/28	Asian American/Pacific Islander Epidemiology and Health Promotion	Huff, Klein & Peterson, Ch 17. “Improving Pacific Islander Health Through Community Participation” by Palmer

Date	Topic	Readings
W 9/30	Mental Health	Huff, Klein & Peterson, Ch 18. "Access to Mental Health Services for Low-Income Immigrant and Refugee Arab-Americans: A Case Study" by Ahmed and Mahmood
M 10/5	African American History and Culture	Huff, Klein & Peterson, Ch 10. "Promoting Health Among Black Americans: An Overview" by Hopp and Herring
W 10/7	African American Epidemiology and Health Promotion Groups each provide brief verbal update on photovoice topic and plans	Becker et al., "Self-care among chronically ill African Americans: Culture, Health Disparities, and Health Insurance Status." 2004.
M 10/12	Reducing Tobacco's Toll	Cruz, Wright and Campbell. "The menthol marketing mix: targeted promotions for focus communities in the US." Nicotine and Tobacco Research, 2010.
W 10/14	Exam 1	Exam 1 on material through 10/12
M 10/19	Heart Disease, Hypertension and Stroke	Will & Loo. "The WISEWOMAN Program: Reflection and Forecast." Preventing Chronic Disease, 2008.
W 10/21	American Indian and Alaska Native Health History and Culture	Huff, Klein & Peterson, Ch 11. "Health and Disease of American Indian and Alaska Native Populations in the United States: An Overview" by Hodge and Hodge
M 10/26	American Indian/Alaska Native Epidemiology and Health Promotion Tentative guest: Claradina Soto	Huff, Klein & Peterson, Ch 16. "Tribal-Based Participatory Research: The Wellness Circles Project" by Hodge, Hodge, and Palacios
W 10/28	Diabetes Unnatural Causes "Bad Sugar" (30 mins)	Satterfield et al. "The 'In-between people': participation of community health representatives in diabetes prevention and care in AIAN communities, 2002.

Date	Topic	Readings
M 11/2	Cultural Tailoring	Huff, Klein & Peterson, Ch 7. "Planning Health Promotion and Disease Prevention Programs in Multicultural Populations" by Kline
W 11/4	Cancer Disparities Tentative: guest speaker	Wilkin et al. "Does entertainment education work with Latinos in the US? Identification and the effects of a telenovela breast cancer storyline." 2007.
M 11/9	Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Health Issues Peer Review of Photovoice Projects	Mayer et al. "Sexual and gender minority health: what we know and what needs to be done." 2008.
W 11/11	HIV/AIDS	Rotheram, Swendeman & Chovnick. "The past, present, and future of HIV prevention: integrating behavioral, biomedical, and structural intervention strategies for the next generation of HIV prevention." Ann Rev Clin Psych, 2009.
M 11/16	Sexual Assault, Domestic Violence	Wathen & MacMillan. "Interventions for violence against women: scientific review," 2003.
W 11/18	Cross Cultural Communication and Health Literacy Readability Testing Skill Builder	Huff, Klein & Peterson, Ch 8. "Cross-Cultural Communication and Health Literacy in Multicultural Populations" by Baezconde-Garbanati and Cruz
M 11/23	Birth Outcomes	Lu et al. "Closing the Black-White Gap in Birth Outcomes: A Lifecourse Perspective," 2010.
W 11/25	Thanksgiving Holiday	No Class
M 11/31	Final Project Presentations	
W 12/2	Final Project Presentations Course Summary	
F 12/11	Exam, Friday, 11 am – 1 pm	Exam 2 on material 10/15-12/2

REQUIREMENTS

Graded Course Work:

The course will use a lecture/discussion/presentation format. Students are expected to complete all readings prior to the class for which the readings are assigned, and to come prepared for

critical discussion, reflection, and debate. Class participation grade will be based on preparedness for class and insightful participation especially during discussion of readings.

Students will be evaluated on the basis of the following:

Class Participation (10%)

Photovoice Group Project Presentation & Written Assignment (40%)

Exams 1 & 2 (25% each, 50% total)

Please note, graduate students will be asked to complete approximately 4-6 additional readings agreed upon with instructors and complete two brief reaction papers on them due at the time of the quizzes. These grades will be weighted as part of the “quiz” grade.

Grades will be determined in accord with the following scale:

A	94-100%	B-	80-82.99	D+	67-69.99
A-	90-93.99	C+	77-79.99	D	63-66.99
B+	87-89.99	C	73-76.99	D-	60-62.99
B	83-86.99	C-	70-72.99	F	59 or below

Class Participation (10%): There will be discussions of the readings, case studies, and problem-solving situations in each class. Active engagement with the material, speakers, videos, and discussions, etc., will be graded on a range of 0 to 2 points for each class. In order to get full credit for participation, you need to be in class, prepared, understand the readings for that day, and make substantive and informed contributions to the small and large group discussions.

Photovoice Project (40%): Groups of 3-4 students will identify one public health disparity that affects at least one of them, their families, friends, or communities. They will develop a problem statement, take photographs and find archival photos to document the issue and illustrate how it affects people or communities. Please visit an agency and conduct at least one interview with a person who personally experiences this disparity and at least one interview with someone working to help reduce this disparity, as data to document this problem and its effects. Conduct a literature search to identify one possible policy or community intervention recommended in the scientific literature to prevent or mitigate the problem. There will be periodic updates requested in class. Then organize this material into a PowerPoint presentation, approximately 15 mins in length. There will also be a brief written assignment of 2 to 3 pages to be completed individually to address possible interventions to reduce the disparity, based on peer-reviewed research and/or evaluation report literature. Project details will be provided in class session 3. There will be a group grade for each project (30% of total course grade), and individual student involvement (based on periodic peer reviews and updates in class) and the individual paper each receive grades (5% of total course grade each). Final presentations are due by 8 am Monday 11/31 via email/upload to course website. Presentations in class will be Mon & Wed during Week 15. Reflective writing assignment will be due at the end of Week 15.

Exams (25% each X 2 exams = 50%): There will be two exams, each about 1.5 hours, covering one half of the semester material. A set of possible exam essay questions will be circulated approximately 5 days before the exam. Exams are essay-based and closed book.

Course Policies:

- ✓ The class participation grade is based on active, thoughtful participation in class. If you are not present, or not informed about the readings and discussing them, then you will not receive credit for participation that day.
- ✓ Missed exams and assignments can be made up, with written documentation of the required reason for missing the date, as soon as the emergency is resolved. If approved by the instructor, then an alternative due date will be scheduled within the week.
- ✓ Unexcused late assignments will lose one letter grade (eg., B+ goes down to B, etc.) for each day they are late.
- ✓ Lecture slides will be posted online on Blackboard the morning of class by 10 am.
- ✓ While class is in session, please do not use cell phones, MP3 players, check messages, use e-mail or the Internet, disrupt other students, work on outside materials or prepare for another class. This is a strict policy. You may be asked to stop, or leave class or turn in your electronic device; and after class you will be assigned a participation grade of “0” for that day. Students checking the Internet or cell phones will be not be permitted to use that device in class again.

Academic Integrity: Students of USC are expected to complete all readings and assignments, do their own work, turn in work that has not been used in other courses, contribute equally to group projects that carry a group grade, and carefully cite all work that is drawn from sources outside the student. Violation of academic integrity will be reported to the university and can result in serious consequences such as, but not limited to, receiving an “F” in the assignment in which academic dishonesty occurred or receiving an “F” in the final grade for the course. The instructors may use TurnItIn to review written work. For further information on academic integrity please visit your student guidebook or the University Student Conduct Code website at <http://web-app.usc.edu/scampus/university-student-conduct-code/> and section 11.00 “Behavior Violating University Standards and Appropriate Sanctions”.

Students With Disabilities: Any student requesting academic accommodations based on a disability will need to register with Disability Services and Programs (DSP) and alert the instructors. Please let us know at least 2 to 3 weeks before an exam if accommodations are needed.

Electronic Course Management: Blackboard is the online learning portal through which we will provide electronic copies of course materials and post grades. Students may login at <https://blackboard.usc.edu/>. Please check your grades regularly and inform us as soon as possible of any grading inconsistencies or problems. Final grades will be posted around December 20 so any grading inconsistencies should be reported well before that date. Grades will not be changed due to a mistake that could have been identified by the student before December 16th.