



University of Maryland School of Public Health

HLTH 460 MINORITY HEALTH

Semester: Fall 2019
Time and Wednesday: 4:00-6:45pm
Classroom: SPH, Room 1302
Instructor: Craig S. Fryer, DrPH, MPH
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Office Hours: By appointment only

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Office Hours: Tuesdays 1:30-3:30PM; by appointment only

COURSE DESCRIPTION:

This course will expose students to major health issues and health care needs of minority populations by critically examining the historical, political, social, economic, cultural, and environmental factors that have contributed to health disparities. Students will also consider strategies for eliminating health disparities using the Public Health approach and generation research.

COURSE PRE- AND CO-REQUISITES:

Required: HLTH 140 or HLTH230; or permission of SPHL-Behavioral & Community Health department.

Restriction: Must be in a major within SPHL-Behavioral & Community Health Department or obtain permission from Dr. Fryer.

Recommended: HLTH 200, HLTH 300, and HLTH 301.

COURSE LEARNING OBJECTIVES:

Upon completing this course, the student will be able to:

1. Describe the major health problems that affect specific minority populations.
2. Explain the changing demographic profile of the U.S.
3. Identify ways in which beliefs and attitudes held by members of minority groups may improve or impair health status and the effective use of medical services.
4. Describe how environmental and institutional injustices have contributed to poorer health status for minorities and the mistrust of systems.
5. Elucidate the myriad of factors that influence and/or contribute to health disparities of minority groups in the United States, including the intersection of these factors.
6. Understand the limitations of the health care system that create frustration for minorities and underserved populations in need of medical services.
7. Define cultural competency and understand what it means to be culturally confident.
8. Identify your personal biases concerning health, being a member of a minority or majority group, and learn to work with individuals who are culturally different from you.
9. Apply the public health approach to various solutions proposed to eliminate health disparities in the U.S., including specific intervention strategies, etc.
10. Discuss the role religion plays in minority health.
11. Describe the role of health literacy in decreasing health disparities.
12. Describe different types of studies (e.g., review/descriptive, correlational, intervention), and how they apply to generation research.

PROGRAM COMPETENCIES ADDRESSED IN THIS COURSE:

The following competencies for Behavioral and Community Health are addressed in this course:

1. Identify individual and community level needs for health promotion and disease prevention.

2. Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies.
3. Describe how to plan, implement and administer short- and long-term community health interventions.
4. Serve as a public, and community health education resource person.
5. Identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.
6. Demonstrate competency in planning, preparing and delivering effective community health presentations.

REQUIRED TEXTS AND OTHER READINGS: There is no required textbook for this course. See complete listing of required readings in the weekly class schedule starting on Page 8.

COURSE COMMUNICATION: Email – The Official University Correspondence

I will ONLY use email via CANVAS (ELMS) to communicate important and time-sensitive information regarding the class. In addition, we will only respond to email correspondence that is received through CANVAS and is sent to both Dr. Fryer and the TA, so either can respond.

Failure to check email, errors in forwarding email, and returned email (from “full mailbox” or “unknown user” errors for example) will not excuse a student from missing University announcements, messages, deadlines, etc.

COURSE REQUIREMENTS AND EXPECTATIONS:

Class Philosophy—Engaging with our Class Community is Key! You are expected to come to class! Your thoughts, ideas, questions, and comments will enrich our collective learning experience. If you must miss a class, talk with a fellow student about what was covered. If you are ill or encountering difficulties, please let Dr. Fryer know as soon as possible. It is more difficult to fix a problem after the fact—let Dr. Fryer know about a problem ahead of time. Primary prevention is helpful in many situations, not just when it comes to health!

All reading assignments **must be completed prior** to class to fully participate in discussions and activities. You are responsible for material covered in assigned readings regardless of whether it is discussed in class or if it was included in the lecture notes.

Major Graded Assignments:

All assignments are to be typed, single-spaced and must be submitted as both hard copies (i.e., paper copies) and electronically (via CANVAS) by the deadline. **Remember to include the honor code. (Included under Assignment Tab on Canvas).**

1. In-Class Activities (**30 points**)
2. Population Project (**50 points total**) - 2 Parts:
 - a. Individual Paper (30 points)
 - b. Group Presentation: (20 points)
3. Three Exams:
 - a. Exam 1 (**50 points**)
 - b. Exam 2 (**70 points**)
 - c. Exam 3 (**100 points**)
4. **Reflection Observation Paper (5 BONUS points)**
Total of 300 Points + 5 BONUS points

UNIVERSITY COURSE RELATED POLICIES:

All University of Maryland-approved course policies are provided at the following website:

<http://www.ugst.umd.edu/courserelatedpolicies.html>

Policy descriptions, resources, and links to official policy documents are provided for:

Academic Integrity: What is cheating? What is plagiarism? What is the Honor Pledge?

Code of Student Conduct: What behavior is prohibited?

Sexual Misconduct: What to do in case of sexual harassment or sexual assault.

Discrimination: Procedures to prohibit discrimination, complaints about discrimination, harassment, and retaliation.

Accessibility: Information about disability support services (DSS) and accommodations.

Attendance, Absences, or Missed Assignments: The student must notify the instructor in a timely manner (typically first week of class). Read this prior to Schedule Adjustment date.

Student Rights Regarding Undergraduate Courses: What should I find in the course syllabus? Am I allowed to see my exams after they are graded?

Official UMD Communication: Use of email, communication with faculty, communication about cancelled class meetings, and weather-related or other urgent notifications.

Mid-Term Grades: Provided for 100 and 200 level courses, and all student athletes.

Complaints About Course Final Grades: Questions about course grades should first be addressed to the course instructor.

Copyright and Intellectual Property: Who owns the work that I produce in class?

Final Exams: Final exams are scheduled by the University.

COURSE PROCEDURES AND POLICIES:

Classroom Etiquette: Arrive and depart from class at the appropriate time. It is disruptive and disrespectful to the class for students to pick up and leave during the session.

Show respect for yourself and others. It is extremely rude to talk in class when someone else, either the professor, guest speaker, or another student, is speaking. Listening attentively and respectfully to all class members and guest speakers is expected. We will provide a brief BREAK midway during the class session.

Personal Technology Use Policy: HLTH 460 permits and encourages the use of laptops and tablets to assist students in taking notes and seeking further clarification of course material during the lectures. However, if we notice you are searching the web, checking email, etc., you will be asked to close your laptop, and you no longer will have the privilege of using the laptop in class.

Classroom Rules:

1. Unless required for class content, wireless network adapters should be disabled.
2. Applications not relevant to the class discussion should not be open. This includes but is not limited to: surfing the web, responding to email, Facebook, Instagram, Twitter, Canvas sites of other classes, instant messaging, etc. (**See Personal Technology Use Policy above**).
3. All sounds must be muted before the start of class and for the duration of class.
4. Please turn your cell phones off before coming to class and do not keep them on your desktop-put them away.
5. Under no circumstances should personal, non-emergency calls be placed or answered from within a classroom while a class is in session.
6. Under no circumstances should students view or send personal, non-emergency text messages.
7. Individuals who are aware that they may receive notice of an emergency during a class session should speak with the instructor before class. If such a notification is received, either quietly leave the class or wait until a break before responding.
8. In the event that an emergency notification is sent via UMD's Emergency Notification System, notify the instructor and follow instructions accordingly.
9. Individuals who require video or audio recording devices to satisfy a DSS service should consult with the instructor to arrange for the placement and operation of these devices.
10. Individuals who wish to use audio or video recording devices, but are not doing so to satisfy a DSS service, must receive approval from the instructor before utilizing the equipment.

Absence Policy:

In accordance with University policy, if you are absent for a single (1) lecture due to illness or some form of personal or family emergency, this absence will be considered "excused" and the instructor will accept a note from you attesting to the date of the illness/incident, along with an acknowledgement that the information is true. **However, you will need to contact the instructor in advance.**

Multiple or prolonged absences, and absences that prevent attendance at a major scheduled grading event (like an exam or test) will require written documentation from an appropriate health care provider/organization and the professor must be informed prior to the absence. A link to pull information on the new policy covering absences from class can be found at <http://www.president.umd.edu/policies/v100g.html>

Late Work and Missed Assignments/Exams:

Late work or missed exams will not be accepted unless there are extenuating circumstances, which can be verified with appropriate documentation. Thus, make-up exams will be given **ONLY** if you discuss the need with me **prior to the scheduled date**, the **reason is acceptable**, and **you have proper documentation**. For late assignments (not submitted by the due date and time), **10% of the individual paper total score will be deducted and an additional 10% for each late day after the initial due date/time**. For in-class activities, one point of the total score will be deducted if submitted after the due date and time and an additional point for each late day. Please note: It is the student's responsibility to obtain notes, handouts, or other information missed during an absence from a classmate.

HONOR PLEDGE AND STATEMENT ON CHEATING:

The Honor Pledge is a statement undergraduate and graduate students should be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

Statement on Cheating:

The Department of Behavioral and Community Health has a zero tolerance policy on academic dishonesty of any kind. If a Departmental instructor believes that a student has been involved in academically dishonest activity, he or she will report it to the University's Office of Student Conduct, and is not obligated to disclose the report to the student in question. Once referred, the Office of Student Conduct will contact the student in writing to inform them of the charges.

Academic Integrity:

The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

- **CHEATING**: intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- **FABRICATION**: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **FACILITATING ACADEMIC DISHONESTY**: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- **PLAGIARISM**: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see: <http://www.shc.umd.edu/code.html>.

Inclement Weather / University Closings:

In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (<http://www.umd.edu>) and snow phone line (301-405-SNOW), as well as local radio and TV stations.

Religious Observances:

The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. **It is the student's responsibility to inform the instructor in advance (within two weeks of the start of the semester) of any intended absences for religious observance.**

Special Accommodations/Disability Support Services:

If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (301-314-7682). If you are ill or encountering personal difficulties, please let the instructor know as soon as possible. You can also contact Learning Assistance Services (301-314-7693) and/or the Counseling Center (301-314-7651) for assistance.

Names/Pronouns and Self-Identifications

The University of Maryland recognizes the importance of a diverse student body and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, or any other aspect of your identity, is your choice to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives accordingly). As a result, I ask you ensure the same right (choice) to all of your fellow Terps. For more information, please see: <https://lgbt.umd.edu/good-practices-inclusive-language>.

Ask for Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visit <http://www.counseling.umd.edu> and schedule an appointment for academic services.

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit <http://go.umd.edu/basic-needs> for information about resources the campus offers you and let me know if I can help in any way.

Available Support Services:

UMD Writing Center: <http://www.english.umd.edu/academics/writingcenter>

UMD Learning Assistance Service: <http://www.counseling.umd.edu/las/>

Course Evaluations:

The University, the School of Public Health, and the Department of Behavioral and Community Health are committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction. Your evaluations help instructors improve their courses; help deans and department chairs decide on merit pay for faculty, renewal of contracts, and support tenure and promotion decisions; and help current and future students decide on classes. **The system (www.CourseEvalUM.umd.edu) will open toward the last two weeks of the semester** for course evaluations. You will receive an email and we will also announce it in class.

GRADING PROCEDURES:

The total number of points students can earn in this course is **300**. ***Final Grades will NOT be changed.** Below are the corresponding grades for the number of points earned. It is a departmental policy that extra credit is not provided in any HLTH course; therefore, **the instructor will not provide extra points to place you in the next grade level. All half points have already been accounted for in the calculation below.**

Grade	Point Total	Grade	Point Total	Grade	Point Total	Grade	Point Total	Grade	Point Total
A+	300-291	B+	269-261	C+	239-231	D+	209-201	F	≤ 179
A	290-279	B	260-249	C	230-219	D	200-189		
A-	278-270	B-	248-240	C-	218-210	D-	188-180		

In-Class Activities and Homework (30 points): There will be a variety of in-class activities throughout the semester. The point value of these activities will vary and they **CANNOT** be made up. **Any disputes regarding in-class activities grades must be resolved within TWO WEEKS from the date the grade was posted. No changes will be made after two weeks.**

Reflection Observation Paper (5 BONUS points): During the semester you will have one opportunity to earn 5 BONUS points. Please register and attend a university/school/center event that focuses on a minority health population and/or issue. Write a one-page, single-spaced, 11-point font reflection on what you learned and how it relates to the course content. You can earn between one and five points, depending on the comprehensiveness of your reflection. Please include a copy of your registration of the event. You will have 2-weeks after the event to submit your reflection. All bonus points reflection papers should be submitted by **November 20th, 12noon.**

Summary and Intervention Analysis (50 points): 2 Parts: Individual Paper (30 points); Group Presentation: (20 points). The purpose of this exercise is two-fold: 1) to conduct a critical analysis of the empirical literature, apply the public health approach and present to a lay community audience; and 2) to assess writing skill by understanding and integrating course topics in the context of the selected population and health topic. Your individual paper and group presentation must be **original material developed by you and your group members.**

Group Presentation Critique/Format: The class will be divided into groups of students. For each group, a priority population will be selected. The group will decide on an important public health problem for their population and will be tasked with determining the most effective potential solution (e.g., interventions) to address the health problem.

- **Step 1:** Members become familiar with the assigned priority population by conducting a literature review (ON THEIR OWN TIME and come prepared for group activity) to identify relevant public health problems within the population.
- **Step 2:** Discussion and selection of one public health problem to be addressed within the assigned population (In class group activity (Finalize public health problem).
- **Step 3:** All members conduct a 2nd literature review on the selected public health problem among the target population. Each member should identify a different intervention study that addresses the selected public health problem among the assigned target population. (Select at least two intervention studies and print them-come prepared to discuss in-class group activity). Finalize selection of intervention articles for the group.
- **Step 4:** Reconvene as a group to discuss the interventions selected and analyze them using the public health approach, as discussed in class. I will provide some class time; however, you are expected to meet outside of class. You will be expected to document this activity.

The goal of the project is to utilize the failures and successes of the selected interventions, using the public health approach and then to create your own potential solution for the public health problem among the target population. I challenge you to be innovative and creative in this process (You will be graded on innovation and creativity). Please note this assignment should involve critical analysis of the selected interventions. Simply reproducing what is already written in the articles is not acceptable. If there is any question regarding the article selection, please consult Dr. Fryer. Please make sure you review “How to develop a presentation” under Library Module on CANVAS. Make sure you use the **“notes”** section under the slide to communicate your thought process, ideas, and key points you want to emphasize. I will use the “notes” section to assist in grading.

Presentations will be given in class, but the class will act as an audience that represents the community of the target population. Therefore, it is imperative that your presentation use vocabulary that a member of that community would

understand and words are defined if necessary. MORE IMPORTANTLY, THE PRESENTATION MUST BE ENGAGING WITH THE COMMUNITY AUDIENCE. Additionally, articles must be **peer-reviewed intervention articles, published within the past six years, and ONLY studies conducted in the USA (domestic)** that appropriately address the gap you have identified in the literature. In order to ensure the article(s) are suitable, articles must be submitted and approved by **October 9, 2019, 12noon**; however, I encourage you to submit your selected intervention article earlier for approval.

Presentations will be 10 minutes and consist of no more than 8 slides. Slides may be arranged to your liking, however be CREATIVE, you will be graded on creative content, format, and delivery. **Presentation slides must be submitted electronically on CANVAS the day before your presentation by 12noon (November 6th, November 13th, November 20th, or December 4th).** If you are absent on your scheduled date to present, 15 points will be deducted from the total points. A grading rubric will be posted on CANVAS. In addition, the list of groups with assigned presentation dates will also be posted on CANVAS.

Individual Paper Critique/Format (Your selected Population and Health Topic): Length of paper between 2 to 3 pages, single-spaced with 11-point font. A separate title page with the appropriate information should be included, using APA style (recommend <https://owl.english.purdue.edu/owl/resource/560/01/>). Using the same selected population of your group assignment, the focus of this paper is an analysis of the health topic in relation to the various topics discussed in class. Within the paper, there should be a clear link to readings, videos, discussions, guest speakers, and/or lectures, which will all serve as references for the paper. The paper should consider the historical, political, social, economic, cultural, and/or environmental factors that have contributed to health disparities as discussed in class. You must discuss between 5 - 7 different topics from our in-class discussions and readings that are relevant to your article. This is a scholarly written paper with at least seven references required. All references and paper **MUST BE IN APA FORMAT**. A rubric will be posted on CANVAS. **Papers are DUE November 15, 2019 by 12noon (electronic-uploaded on CANVAS – under the Assignment Tab).**

To assist and prepare you with the skills needed for your paper critique and presentation, Ms. Nedelina (Librarian) will present on **September 4, 2019** and she will provide Library Resources to assist you.

Exams: There will be three exams, each worth a different point value (see below). Each exam will consist of multiple choice, true-and-false, fill-in and short answer/essay questions. Questions will be derived from all aspects of class, including lecture, assignments, readings, discussions, guest speakers, videos, and any other supplemental materials. Although exams are NOT cumulative, new material will build on previous topics and broader concepts will be included on all exams, including: the public health approach, generation research concepts, determinants of health, etc.

Exam 1 (September 25, 2019): Exam 1 is worth 50 points and will cover Sessions #1 - #4.

Exam 2 (October 30, 2019): Exam 2 is worth 70 points and will cover Sessions #6 - #9.

Exam 3 (TBA): Exam 3 is worth 100 points and will cover Sessions #11 - #14.

COURSE SCHEDULE SUMMARY			
Session	Date	Topic	Assignments
# 1	8/28	Introductions, Review of the Syllabus, Introduction to Minority Health and Video: Race Power of an Illusion (Part 1)	Handout #1 Due FRI, 8/30
# 2	9/4	Library Science Presentation (<i>Guest Speaker: Nedelina Tchangalova</i>), Why Minority Health & Public Health Approach and Video: Race Power of an Illusion (Part 2)	Handout #2 Due FRI, 9/6
# 3	9/11	Understanding Generation Research Framework and Social Determinants, and Video: Race Power of an Illusion (Part 3)	Handout #3 Due FRI, 9/13
# 4	9/18	Social Justice and Public Health (<i>Guest Speaker: Dr. Stephen Thomas</i>) and Exam Review	Contract Due FRI, 9/20
# 5	9/25	EXAM 1	

# 6	10/2	Understanding Specific Cultural Groups: LGBT Communities (<i>Guest Speaker: Taylor Morris, PhD Student</i>) and Disadvantaged White Communities	Handout #4 Due 10/4
# 7	10/9	Health Literacy: A Social Justice Issue (<i>Guest Speaker: Dr. Cynthia Baur</i>)	Submit Intervention Articles for Approval by October 9 th by 12noon
# 8	10/16	Understanding Specific Cultural Groups: Asian Americans/Asian Immigrant Communities and the Role Religion Plays in Minority Health	Handout #5 Due FRI, 10/18
# 9	10/23	Understanding Specific Cultural Groups: Homeless Communities (<i>Guest Speaker: Dr. Marian Moser Jones</i>), Building Trust with Underrepresented Communities in Research, and Exam Review	Handout #6 Due FRI, 10/25
# 10	10/30	EXAM 2	
# 11	11/6	Understanding Specific Cultural Groups: Hispanics/Latino Communities, and Video: “Becoming an American” and the Role of ACA and the Uninsured in Minority Health (<i>Guest Speaker: Dr. Christopher King</i>) and Group Presentations	Handout #7 Due FRI, 11/8
# 12	11/13	Understanding Specific Cultural Groups: Native American Communities (<i>Guest Speaker: Dr. Around Him</i>) and Group Presentations	Individual Papers DUE November 15 th by 12noon Group Presentation slides DUE November 12 th by 12noon
# 13	11/20	Understanding Specific Cultural Groups: African Americans and African Immigrant Communities and Video: “When the Bough Breaks” and Group Presentations	Group Presentation Slides DUE November 19 th by 12noon Handout #8 Due 11/22
	11/27	THANKSGIVING BREAK	
# 14	12/4	Group Presentations and Exam Review	Group Presentation Slides DUE December 3 rd by 12noon
#15	TBA	EXAM 3	

Required Session Outline

Session 1

Wednesday/8.28.19

Topics: Introductions, Review of the Syllabus & Intro to Minority Health and Video: Race Power of an Illusion (Part 1)

In-Class Activities:

Student Information Form

Priority Group Selection

Video: Race – The Power of an Illusion: Episode 1-The Difference Between Us.

Group Discussion

Session 2

Wednesday/9.4.19

Topics: Library Science Presentation, Why Minority Health & Public Health Approach and Video: Race Power of an Illusion (Part 2)

Learning Objectives for Session

- Describe the major health problems that affect specific minority populations.
- Explain changing demographic profile of the U.S.
- Elucidate the myriad of factors that influence and/or contribute to health disparities of minority groups in the United States, including the intersection of these factors
- Apply the public health approach to various solutions proposed to eliminate health disparities in the U.S., including national health care, specific intervention strategies

Guest Speaker: Ms. Nedelina Tchangelova, Physical Sciences and Public Health Librarian
Engineering & Physical Sciences Library, University of Maryland.

Required Readings:

1. Satcher, D. & Higginbotham, E. J. (2008). The public health approach to eliminating disparities in health. *American Journal of Public Health*, 98 (Supplement_1), S8-S11. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2253560/>
2. Eisenhower, A., Suyemoto, K., Lucchese, F., & Canenguez, K. (2014). "Which Box Should I Check?": Examining standard check box approaches to measuring race and ethnicity. *Health Services Research*, 49(3), 1034-1055. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4231584/pdf/hesr0049-1034.pdf>

Recommended Reading:

1. Centers for Disease Control and Prevention. (2013). CDC health and disparities and inequalities report - U.S. 2013. Morbidity and Mortality Weekly Report. <https://www.cdc.gov/mmwr/pdf/other/su6203.pdf>

In-Class Activities:

Video: Race – The Power of an Illusion: Episode 2-The Story We Tell.

Group Discussion

Session 3

Wednesday/9.11.19

Topics: Understanding Generation Research Framework and Social Determinants, *and* Video: Race Power of an Illusion (Part 3)

Learning Objectives for Session

1. Describe different types of studies (e.g., review/descriptive, correlational, intervention) and how they apply to generation research.
2. Identify ways in which beliefs and attitudes held by members of minority groups may improve or impair health status and the effective use of medical services
3. Define cultural competency and understand what it means to be culturally confident.
4. Elucidate the myriad of factors that influence and/or contribute to health disparities of minority groups in the United States, including the intersection of these factors
5. Apply the public health approach to various solutions proposed to eliminate health disparities in the U.S., including national health care, specific intervention strategies

Required Reading:

1. Braithwaite, K. (2008). Health is a human right, right? *American Journal of Public Health*, 98(Supplement_1), S5. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2518591/>
2. Thomas, S. B., Quinn, S. C., Butler, J., Fryer, C. S., & Garza, M. A. (2011). Toward a fourth generation of disparities research to achieve health equity. *Annual Review of Public Health*, 32, 399. <http://www.annualreviews.org.proxy-um.researchport.umd.edu/doi/abs/10.1146/annurev-publhealth-031210-101136>
3. Healthy People 2020: <https://www.healthypeople.gov/2020/about/foundation-health-measures/Determinants-of-Health>

In-Class Activities:

Video: Race the Power of an Illusion: Episode 3-The House We Live In

Group Discussion

Session 4

Wednesday/9.18.19

Topics: Social Justice and Public Health and Exam Review

Learning Objectives for Session

- Describe the major health problems that affect specific minority populations.
- Identify ways in which beliefs and attitudes held by members of minority groups may improve or impair health status and the effective use of medical services
- Elucidate the myriad of factors that influence and/or contribute to health disparities of minority groups in the United

States, including the intersection of these factors

- Apply the public health approach to various solutions proposed to eliminate health disparities in the U.S., including national health care, specific intervention strategies

Guest Speaker: Dr. Stephen Thomas – Professor of Health Services Administration and Director of the University of Maryland Center for Health Equity, School of Public Health, University of Maryland

In-Class Activities:

Group Discussion
Exam Review

Session 5

Wednesday/9.25.19

EXAM 1

Session 6

Wednesday/10.2.19

Topics: Understanding Specific Cultural Groups: the LGBT Community and Disadvantaged White Populations

Learning Objectives for Session

- Describe the major health problems that affect specific minority populations.
- Describe how environmental and institutional injustices have contributed to poorer health status for minorities and the mistrust of systems
- Elucidate the myriad of factors that influence and/or contribute to health disparities of minority groups in the United States, including the intersection of these factors
- Apply the public health approach to various solutions proposed to eliminate health disparities in the U.S., including national health care, specific intervention strategies

Guest Speaker: Taylor Morris, Counseling Psychology Graduate Researcher on LGBT Mental Health, University of Maryland, College Park

Required Readings: LGBT Health

1. Ranji, U., Beamesderfer, A., Kates, J., Salganicoff, A. (2014). Health and access to care and coverage for lesbian, gay, bisexual, and transgender individuals in the U.S. The Henri J. Kaiser Family Foundation. <http://kff.org/disparities-policy/issue-brief/health-and-access-to-care-and-coverage-for-lesbian-gay-bisexual-and-transgender-individuals-in-the-u-s/>
2. Fredriksen-Goldsen, K. I., Kim, H. J., Barkan, S. E., Muraco, A., & Hoy-Ellis, C. P. (2013). Health disparities among lesbian, gay, and bisexual older adults: Results from a population-based study. *American Journal of Public Health*, 103(10), 1802-1809. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3770805/>
3. Garbers, S., Friedman, A., Martinez, O., Scheinmann, R., Bermudez, D., Silva, M., ... Chiasson, M. A. (2016). Adapting the *Get Yourself Tested* Campaign to Reach Black and Latino Sexual-Minority Youth. *Health Promotion Practice*, 17(5), 739–750. <https://www.ncbi.nlm.nih.gov/pmc/articles/pmid/27225216/>

Required Reading: Disadvantaged Whites

1. Bower, K. M., Thorpe, R. J., & LaVeist, T. A. (2013). Perceived racial discrimination and mental health in low income, urban-dwelling Whites. *International Journal of Health Services*, 43(2), 267-280. <http://journals.sagepub.com.proxy-um.researchport.umd.edu/doi/pdf/10.2190/HS.43.2.e>
2. Martínez-Donate, A. P., Riggall, A. J., Meinen, A. M., Malecki, K., Escaron, A. L., Hall, B., ... Nitzke, S. (2015). Evaluation of a pilot healthy eating intervention in restaurants and food stores of a rural community: a randomized community trial. *BMC Public Health*, 15, 136. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4331304/>
3. Robinson, W. R., Kershaw, K. N., Mezuk, B., Rafferty, J., Lee, H., Johnson-Lawrence, V., ... & Jackson, J. S. (2015). Coming unmoored: Disproportionate increases in obesity prevalence among young, disadvantaged white women. *Obesity*, 23(1), 213-219. <http://onlinelibrary.wiley.com/doi/10.1002/oby.20913/epdf>

In-Class Activity:

Group Discussion

Topics: Health Literacy: A Social Justice Issue *and* The Role Religion Plays in Minority Health

Learning Objectives for Session

- Describe the major health problems that affect specific minority populations.
- Elucidate the myriad of factors that influence and/or contribute to health disparities of minority groups in the United States, including the intersection of these factors
- Discuss the role health literacy in decreasing health disparities

Guest Speaker: Dr. Cynthia Baur, Director, Horowitz Center for Health Literacy

Required Readings: Health Literacy

1. Vanderbilt, A. A., Wright, M. S., Brewer, A. E., Murithi, L. K., & Coney, P. (2016). Increasing knowledge and health literacy about preterm births in underserved communities: An approach to decrease health disparities, a pilot study. *Global Journal of Health Science*, 8(1), 83.
<http://www.ccsenet.org/journal/index.php/gjhs/article/view/48940/26275>
2. Horowitz, A. M., Kleinman, D. V., Goodman, H. S., & Welby, J. (2016). A Multi-level, multi-sector oral health literacy initiative to reduce oral health disparities and achieve health equity: Early lessons from the Maryland model. *Current Oral Health Reports*, 1-9. <https://link-springer-com.proxy-um.researchport.umd.edu/content/pdf/10.1007%2Fs40496-016-0092-0.pdf>

Recommended Reading: Health Literacy

1. IOM (Institute of Medicine). 2011. *Promoting Health Literacy to Encourage Prevention and Wellness: Workshop Summary*. Washington, DC: The National Academies Press. Read complete summary. <http://proxy-um.researchport.umd.edu/login?url=http://site.ebrary.com/lib/umd/detail.action?docID=10520737>

Required Readings: Role of Religion and Health

1. Leyva, B., Nguyen, A. B., Allen, J. D., Taplin, S. H., & Moser, R. P. (2015). Is religiosity associated with cancer screening? Results from a national survey. *Journal of Religion and Health*, 54(3), 998-1013. <https://link-springer-com.proxy-um.researchport.umd.edu/content/pdf/10.1007%2Fs10943-014-9843-1.pdf>
2. Sattin, R. W., Williams, L. B., Dias, J., Garvin, J. T., Marion, L., Joshua, T. V., ... Narayan, K. M. V. (2016). Community Trial of a Faith-Based Lifestyle Intervention to Prevent Diabetes among African-Americans. *Journal of Community Health*, 41(1), 87-96. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4715566/>

In-Class Activity:

Group Discussion

Topic: Understanding Specific Cultural Group: Asian Americans/Asian Immigrants

Learning Objectives for Session

1. Describe the major health problems that affect specific minority populations.
2. Identify ways in which beliefs and attitudes held by members of minority groups may improve or impair health status and the effective use of medical services
3. Elucidate the myriad of factors that influence and/or contribute to health disparities of minority groups in the United States, including the intersection of these factors
4. Apply the public health approach to various solutions proposed to eliminate health disparities in the U.S., including national health care, specific intervention strategies

Required Readings: Asian Americans/Asian Immigrants

1. Clough, J., Lee, S., & Chae, D. H. (2013). Barriers to health care among Asian immigrants in the United States: A traditional review. *Journal of health care for the poor and underserved*, 24(1), 384-403.
https://myelms.umd.edu/courses/1242399/files/48606333?module_item_id=9114349
2. Juon, H., Lee, S., Strong, C., Rimal, R., Kirk, G.D., & Bowie, J. (2014). Effect of a liver cancer education

program on Hepatitis B screening among Asian Americans in the Baltimore-Washington Metropolitan Area. *Preventing Chronic Disease*, 11. http://www.cdc.gov/pcd/issues/2014/13_0258.htm

3. Katigbak, C., Foley, M., Robert, L., & Hutchinson, M. K. (2016). Experiences and lessons learned in using community-based participatory research to recruit Asian American immigrant research participants. *Journal of Nursing Scholarship*, 48(2), 210-218. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5296612/>

In-class Activity:
Group Discussion

Session 9

Wednesday/10.23.19

Topics: Understanding Specific Cultural Group: Homeless Community, Building Trust, and Exam Review

Learning Objectives for Session

- Describe the major health problems that affect specific minority populations.
- Describe how environmental and institutional injustices have contributed to poorer health status for minorities and the mistrust of systems
- Elucidate the myriad of factors that influence and/or contribute to health disparities of minority groups in the United States, including the intersection of these factors
- Apply the public health approach to various solutions proposed to eliminate health disparities in the U.S., including national health care, specific intervention strategies
- Discuss the role religion/spirituality plays in minority health

Guest Speaker: Dr. Marian Moser Jones, Assistant Professor, Department of Family Science, University of Maryland School of Public Health

Required Reading: Building Trust

1. University of Maryland, Center for Health Equity, Building Trust <http://buildingtrustumd.org/>, Module “Informed Decision Making.”

Required Readings: Homelessness

1. Magazine *Street Sense*, 2016, vol 14, issue, 3 (Available to download on Canvas). https://myelms.umd.edu/courses/1242399/files/search?preview=48467126&search_term=street+sense
2. Rodriguez, J., Applebaum, J., Stephenson-Hunter, C., Tinio, A., & Shapiro, A. (2013). Cooking, Healthy Eating, Fitness and Fun (CHEFFs): Qualitative Evaluation of a Nutrition Education Program for Children Living at Urban Family Homeless Shelters. *American Journal of Public Health*, 103(Suppl 2), S361–S367. <https://www.ncbi.nlm.nih.gov/pmc/articles/pmid/24148062/>
3. Fryling, L. R., Mazanec, P., & Rodriguez, R. M. (2015). Barriers to homeless persons acquiring health insurance through the Affordable Care Act. *The Journal of Emergency Medicine*, 49(5), 755-762. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4633336/>

Recommended Reading: Homelessness

1. Zlotnick, C., Zenger, S., & Wolfe, P. B. (2013). Health care for the homeless: What we have learned in the past 30 years and what’s next. *American Journal of Public Health*, 103(S2), S199-S205. <https://www.ncbi.nlm.nih.gov.proxy-um.researchport.umd.edu/pmc/articles/PMC3969140/>

In-class Activity:
Exam Review

Session 10

Wednesday/10.30.19

EXAM 2

Session 11

Wednesday/11.6.19

Topics: Understanding Specific Cultural Groups: Hispanics/Latinos/Immigrants/Farmworkers and Video: “Becoming an American” and the Role of the ACA and the Uninsured in Minority Health

Learning Objectives for Session

- Describe the major health problems that affect specific minority populations.
- Describe how environmental and institutional injustices have contributed to poorer health status for minorities and the mistrust of systems
- Elucidate the myriad of factors that influence and/or contribute to health disparities of minority groups in the United States, including the intersection of these factors
- Apply the public health approach to various solutions proposed to eliminate health disparities in the U.S., including national health care, specific intervention strategies

Required Readings: Hispanics/Latinos

1. Byrd, T. L., Wilson, K. M., Smith, J. L., Coronado, G., Vernon, S. W., Fernandez-Esquer, M. E., ... Fernandez, M. E. (2013). AMIGAS: A Multicity, Multicomponent Cervical Cancer Prevention Trial Among Mexican American Women. *Cancer*, 119(7), 1365–1372. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4603549/>
2. Ortega, A. N., Rodriguez, H. P., & Bustamante, A. V. (2015). Policy dilemmas in Latino health care and implementation of the Affordable Care Act. *Annual Review of Public Health*, 36, 525. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4890541/>

Recommended Reading: Hispanics/Latinos

1. Dinwiddie, G. Y., Zambrana, R. E., & Garza, M. A. (2013). Exploring risk factors in Latino cardiovascular disease: The role of education, nativity, and gender. *American Journal of Public Health*, (0), e1-e9. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4133304/>

Guest Speaker: Dr. Christopher King, Director and Assistant Professor, Master of Science in Health Systems Administration Program, Georgetown University School of Nursing and Health Studies

Required Reading: ACA

1. Chen, J., Vargas-Bustamante, A., Mortensen, K., & Ortega, A. N. (2016). Racial and Ethnic Disparities in Health Care Access and Utilization Under the Affordable Care Act. *Medical Care*, 54(2), 140–146. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4711386/>
2. Sealy-Jefferson, S., Vickers, J., Elam, A., & Wilson, M. R. (2015). Racial and Ethnic Health Disparities and the Affordable Care Act: a Status Update. *Journal of Racial and Ethnic Health Disparities*, 2(4), 583–588. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4676760/>

In-class Activities:

Video: “Becoming an American”

Group Discussion

Group Presentations

Session 12

Wednesday/11.13.19

Topic: Understanding Specific Cultural Groups: Native Americans

Learning Objectives for Session

- Describe the major health problems that affect specific minority populations.
- Describe how environmental and institutional injustices have contributed to poorer health status for minorities and the mistrust of systems
- Elucidate the myriad of factors that influence and/or contribute to health disparities of minority groups in the United States, including the intersection of these factors
- Apply the public health approach to various solutions proposed to eliminate health disparities in the U.S., including national health care, specific intervention strategies

Guest Speaker: Dr. Deana M. Around Him, Cherokee Nation, CRCAIH Fellow, Policy Research Center, National Congress of American Indians

Required Readings: Native Americans

1. Fleischhacker, S., Byrd, R. R., Hertel, A. L. (2014). Advancing Native health in North Carolina through tribally led community changes. *N C Med J*, 75(6), 409-411. <http://www.ncmedicaljournal.com/content/75/6/409.long>
2. Sequist, T. D., Cullen, T., & Acton, K. J. (2011). Indian health service innovations have helped reduce health disparities affecting American Indian and Alaska Native people. *Health Affairs*, 30(10), 1965-1973. <https://www.healthaffairs.org/doi/full/10.1377/hlthaff.2011.0630>
3. Shah, V. O., Carroll, C., Mals, R., Ghahate, D., Bobelu, J., Sandy, P., ... & Burge, M. R. (2015). A home-based educational intervention improves patient activation measures and diabetes health indicators among Zuni Indians. *PloS one*, 10(5), e0125820. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4425648/pdf/pone.0125820.pdf>

In-class Activity:

Group Discussion

Group Presentations

Session 13

Wednesday/11.20.19

Topics: Understanding Specific Cultural Groups: African Americans/African Immigrants plus Social Justice and Public Health *and* Video: When the Bough Breaks

Learning Objectives for Session

- Describe the major health problems that affect specific minority populations.
- Describe how environmental and institutional injustices have contributed to poorer health status for minorities and the mistrust of systems
- Identify your personal biases concerning health, being a member of a minority or majority group, and learn to work with individuals who are culturally different from you.
- Identify ways in which beliefs and attitudes held by members of minority groups may improve or impair health status and the effective use of medical services
- Elucidate the myriad of factors that influence and/or contribute to health disparities of minority groups in the United States, including the intersection of these factors
- Apply the public health approach to various solutions proposed to eliminate health disparities in the U.S., including national health care, specific intervention strategies

Required Readings: African Americans/African Immigrants

1. Braveman, P. A., Heck, K., Egerter, S., Marchi, K. S., Dominguez, T. P., Cubbin, C., ... & Curtis, M. (2015). The role of socioeconomic factors in black–white disparities in preterm birth. *American Journal of Public Health*, 105(4), 694-702. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4358162/>
2. Kwakwa, H. A., Wahome, R., Goines, D. S., Jabateh, V., Green, A., Bessias, S., & Flanigan, T. P. (2016). Engaging African and Caribbean immigrants in HIV testing and care in a large US City: Lessons learned from the African diaspora health initiative. *Journal of Immigrant and Minority Health*, 1-7. <https://link-springer-com.proxy-um.researchport.umd.edu/content/pdf/10.1007%2Fs10903-016-0431-1.pdf>

In-Class Activities:

Video: When the Bough Breaks

Group Discussion

Group Presentations

THANKSGIVING BREAK

Wednesday/11.27.19

Session 14

Wednesday/12.4.19

Group Presentations

Exam Review

Session 15

TBA

EXAM 3

Depending on how guest speakers or activities may occur, some adaptations to the syllabus may have to be made. I will always make sure to inform you beforehand and update the changes on CANVAS.

TEN TIPS FOR SUCCESS IN HLTH 460

You already possess the intellectual capacity to succeed in college or you would not be here. However, successful students must exhibit a combination of successful attitudes as well as being smart. To be a successful student in this course you must:

1. **...learn that student and professor make a team.** I want exactly the same thing you want: I want you to learn meaningful and relevant material in this class and earn a good grade.
2. **...have educational goals.** Successful students have legitimate goals and are motivated by what they represent in terms of career aspirations and life's desires.
3. **...be responsible and active.** Successful students get involved in their studies, accept responsibility for their own education, and are active participants in it!
4. **...have a positive attitude.** Successful students know their personal behavior affects their feelings and emotions, which in turn can affect learning. Act as if you are disinterested and you will become disinterested.
5. **...be a good time manager.** Successful students do not procrastinate. They have learned that time control is life control and have consciously chosen to be in control of their life.
6. **...ask questions.** Successful students ask questions to provide the quickest route between confusion and understanding.
7. **...take good notes.** Successful students take notes that are understandable and organized, and review them often.
8. **...know how to study.** Successful students do not cram for exams. They know that divided periods of study are more effective than cram sessions, and they practice it.
9. **...talk about what they are learning.** Successful students get to know something well enough that they can put it into words.
10. **...be considerate of others.** Successful students recognize that everyone in the class have invested time, money, and effort into completing this course. They do not talk or socialize inappropriately during class or engage in other classroom distractions that interfere with learning.