

Lesbian, Gay, Bisexual, and Transgender Health (Version 1)

HLTH 424/624 Spring 2020**
SECTION 0101

DAYS, TIMES, LOCATION **Thursdays** 4:00-6:45pm (Room SPH 0302)

INSTRUCTOR: Bradley O. Boekeloo, Ph.D., M.S.
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The instructor welcomes requests for appointments and questions at the email above.

COURSE DESCRIPTION

Preparation for students to be knowledgeable advocates for the health of lesbian, gay, bisexual, and transgender (LGBT) populations. Course focus is defined by the Healthy People 2020 federal health objectives for LGBT populations: data collection for research, culturally competent healthcare, bullying in schools, suicide, homelessness, and sexually transmitted diseases including HIV.

PREREQUISITES:

Although there are no required prerequisites for this course, this course is recommended for upperclassmen and graduate students who have some familiarity with basic psychology, sociology, epidemiology, and biostatistics.

REQUIRED AND SUGGESTED READING:

Students are expected to read the material identified in the course schedule before the class and other readings identified in lectures.

COURSE TEXTS:

Basic Readings:

Smalley, K. B., Warren, J. C., & Barefoot, K. N. (Eds.). (2018). *LGBT Health: Meeting the Needs of Gender and Sexual Minorities*. Springer Publishing Company.

Christina Richards, Meg-John Barker. *Sexuality and Gender for Mental Health Professionals: A Practical Guide*. First Edition, 2013. ISBN-13: 978-0857028433

Additional Resources:

(Free Online) The Health of Lesbian, Gay, Bisexual, and Transgender People: Building a Foundation for Better Understanding, **National Academy of Sciences (NAS)**, March 31, 2011

<http://www.nationalacademies.org/hmd/Reports/2011/The-Health-of-Lesbian-Gay-Bisexual-and-Transgender-People.aspx>

(Free Online) The Health of Sexual Minorities: Public Health Perspectives on Lesbian, Gay, Bisexual

and Transgender Populations 1st ed. 2007, by **Ilan H. Meyer (Editor)**, **Mary E. Northridge (Editor)**
<http://link.springer.com/book/10.1007%2F978-0-387-31334-4>

Porter, Christine M. "Revisiting Precede–Proceed: A leading model for ecological and ethical health promotion." *Health Education Journal* 75, no. 6 (2016): 753-764.

Fenway Guide to Lesbian, Gay, Bisexual, And Transgender Health, 2nd Edition 2015, by Various Authors (Author), Harvey J. Makadon (Editor), Kenneth H. Mayer (Editor), Jennifer Potter (Editor), Hilary Goldhammer (Editor)

Health Care Disparities and the LGBT Population, 2014, by Vickie L. Harvey (Editor), Teresa Heinz Housel (Editor)

The Psychology of Sex and Gender, 2018
 Author: Bosson
 ISBN: 978150633132

<http://www.lgbthealtheducation.org/lgbt-education/lgbt-health-resources/>

<https://www.cdc.gov/lgbthealth/>

<http://www.apa.org/advocacy/health/lgbtq-health.aspx>

Learning Objectives and Competencies:

Upon completion of this course, students will be able to support efforts to improve Healthy People 2020 objectives for the nation regarding LGBT health. Students will be able to:

1. Understand and articulate the many biopsychosocial and developmental factors that influence gender identity and sexual orientation, as well as related emotional, behavioral, and physical health and well-being.
2. Understand and articulate the common experiences of persons with different gender identities and sexual orientations, and health disparities among these groups.
3. Recognize health disparities burdening LGBT persons such as human immunodeficiency virus (HIV)/sexually transmitted infections (STIs), breast and cervical cancer, substance use, bullying, homelessness, mental health, and obesity among LGBT and sources of information about these disparities.
4. Design educational/advocacy interventions with the potential to improve LGBT health.
5. Design the collection of qualitative and quantitative data to understand LGBT health disparities.

REQUIRED GRADED WORK:

All assignments are due at the beginning of class on the due date unless otherwise specified or prearranged with the instructor. All assignments are to be uploaded to the course assignment page in ELMS.

Late work and incomplete assignments:

Work is due as assigned. Prior written (e-mail) approval from Dr. Boekeloo is needed for work to be accepted for full credit after the due date and time. Grades on late assignments will be reduced one letter grade immediately and then another letter grade every 24 hours.

The final presentation and final examination can only be provided during the class on the assigned date.

***Additional requirements for graduate and honors students are indicated below.

- I. **Participation:** To ensure that all students maximize opportunities for their own and others' learning from the course, the instructor will provide points for constructive participation in all course activities as generally defined below:
 - a. Be to class on-time and stay in class until its conclusion unless other arrangements have been pre-approved with the instructor (barring unforeseen emergency).
 - b. Complete all basic assigned readings (supplemental advanced readings are also encouraged but not required) in preparation for class lectures.
 - c. Listen attentively to lectures without unnecessary distractions *such as use of electronic devices for non-class related purposes.*
 - d. Participate in all class activities as an active contributor by respectfully asking and answering questions, and providing constructive comments.
 - e. Complete and submit all assigned work on-time.

Loss of a points will occur when the instructor observes behavior that is inconsistent with these best practices.

- II. **Self-Reflections A-D:** You will be asked to address about three questions in each self-reflection. The purpose of the self-reflection is for you to think about the class materials and activities and relate them to your own personal experience to enhance your own understanding. Please be aware that the instructor and teaching assistant will be reading your entries so confidentiality cannot be assured. Share only what you are comfortable sharing. Finally, if you share information suggesting that you or others are in danger, the instructor is obligated to inform appropriate authorities (eg. Suicidality, abuse, etc.). A specific grading rubric will be provided for the self-reflection in ELMS and completed assignments must be uploaded to ELMS. This assignment is to be a minimum of 1 double spaced page, Times Roman 12 font, 1 inch margins. (**Graduate and Honors students must add a minimum 200-word literature review with citation list to further their learning in assignments A-D)
- III. **Assignments E-G & J:** The assignments follow the progression of the related lectures and build on each other to allow students to design an educational/advocacy intervention for LGBTQ health using frameworks that are likely to make the intervention effective. Students will work during class in groups to discuss the assignments, and at home individually to complete individual assignments. A grading rubric will be provided in ELMS for each assignment and each assignment must be uploaded to ELMS.
- IV. **Needs Assessment H & I:**
 - a. **In Needs Assessment H—The Plan,** students will plan an approach to collecting

information about their target population and the predisposing, enabling, and reinforcing factors related to the targeted behaviors. Students will be given class time to work on this plan and get feedback from other students and the instructor. This plan will include the: 1) Research Questions, 2) Qualitative Method for Addressing the Questions, 3) Quantitative Method for Addressing the Questions, and 4) Data Analysis Plan. The plan is to be confined to what can be conducted in about 6-8 hours as part of the Needs Assessment I so the plan in Needs Assessment H should be productive but efficient.

b. **In Needs Assessment I—Implementation of the Plan**, students will be given an entire class period and a week to collect and analyze the data as per the methods in the Needs Assessment (H) plan. It is expected that each student will collect qualitative and quantitative data about the predisposing, enabling, and reinforcing factors related to the targeted behaviors of the targeted population. This data will be analyzed and interpreted for a brief report. A grading rubric for this brief report will be provided in ELMS. This report must be uploaded to ELMS.

V. **Poster K: "My Intervention to Improve LGBTQ Health"**: Each student will create a poster describing their approach to improving LGBTQ health. The poster will adhere to APHA "guidelines for better posters." The website below provides a description of such posters, helpful templates, and an instructional video. (<https://www.apha.org/events-and-meetings/annual/presenter-information/poster-session-guidelines>). A grading rubric for the poster will be provided in ELMS. A picture of the poster must be uploaded to ELMS by the due date and time.

VI. **Final L**: As an in-class final examination is required in undergraduate courses, one will be administered for this course. The final will cover information from throughout the semester. The final will consist of about 30 multiple-choice questions. The questions will be based on information addressed in the slide sets used in the course.

COURSE POLICIES

Email – The Official University Correspondence:

Verify your email address by going to www.my.umd.edu.

All enrolled students are provided access to the University's email system and an email account. *All official University email communication will be sent to this email address* (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices.

Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. 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 announcement, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building.

For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400.

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. All other absences will require written documentation from an appropriate health care provider/organization.

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>

Special needs:

If you follow religious observances, have a documented disability, or have some other important commitments for which you need special academic accommodations, contact the instructor **no later than the end of the second class period during the semester**. Accommodations must be prearranged. 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 (314-7782.). If you are ill or encountering personal difficulties, please let the instructor know as soon as possible as accommodations after the fact may not be allowed. You can also contact Learning Assistance Services (301-314-7693) and or the Counseling Center (301-314-7651) for assistance.

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 by the end of the second class period during 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.

Use of Course Assistance Websites and Online Group Forums: Course assistance websites, such as CourseHero and others, are not permitted resources for SPH courses, unless the professor explicitly gives permission for you to use one of these sites. Material pulled from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and more generally stifle the learning process. In addition, it is understandable that students may use one of a variety of online or virtual forums for course-wide discussion (e.g., GroupME, WeChat, etc.). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly prohibited. Examples include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Additional information on academic integrity is found in **University Course Related Policies**, below.

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>.

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>.

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.

Course Evaluations

The University, the School of Public Health is 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.

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.

Copyright Notice

INTELLECTUAL PROPERTY IS PROTECTED BY FEDERAL LAW THROUGH COPYRIGHT. Class lectures and other materials are copyrighted by the course instructor. This includes all tangible course materials, including but not limited to written or recorded lecture, PowerPoint presentations, handouts, tests, and other assignments. **These materials may not be reproduced (e.g. students may not record or copy and/or distribute these materials) for anything other than personal use without the instructors explicit written permission. None of these materials may be uploaded for any type of digital access for anyone except for one's own personal use during or after the course.** Penalty for violation of copyright will be pursued to the extent permissible under the law.

Evaluated Assignments		Grading	
<u>Assignment Points</u>		<u>Approximate Grading- Interpretation Subject to Change</u>	
Participation	10 pts	97% A+	
Reflections A-D, 5 points each	20 pts	93% A	
Assignments E-G & J, 5 points each	20 pts	90% A-	
Needs Assessment H-I, 10 points each	20 pts.	87% B+	
Poster K	15 pts	83% B	
Final L	15 pts	80% B-	
TOTAL	100 pts	77% C+	
		73% C	
		70% C-	
		67% D+	
		63% D	
		60% D-	
		Below 60% F	

COURSE SCHEDULE (Subject to change. Assignment changes will be announced through student email accounts registered with the University):

***Required Readings**

Date Topic	Readings	Due at Class Time	Class Activities
Class 1, 1/30: What we are going to do			--Review syllabus --Identify class expertise in SGM --Identify what attracts us to

and learn this semester			others, whether the cues are always correct, how we feel when we are learning about/revealing ourselves to others, how we feel when expectations are correct/incorrect --Identify the importance of trust, respect, open-mindedness, and empathy when learning about others and oneself
Class 2, 2/6: The biology and language of sexual and gender minority (SGM) status	<p><u>Basic Reading</u> *TEXT--Smalley et al., Chapter 1 Gender and Sexual Minority Health: History, Current State, and Terminology *TEXT--Richards and Barker, Chapter 3, Intersex/Diversity of Sexual Development</p> <p><u>Advanced Reading</u> ** Bashamboo A., Eozenou C., Rojo S., McElreavey K.. Anomalies in human sex determination provide unique insights into the complex genetic interactions of early gonad development. Clin Genet 2017: 91: 143–156. **Abreu, A. P., & Kaiser, U. B. (2016). Pubertal development and regulation. <i>The Lancet Diabetes & Endocrinology</i>, 4(3), 254-264. **Turano, A., Osborne, B. F., & Schwarz, J. M. (2018). Sexual Differentiation and Sex Differences in Neural Development. **Fisher, A. D., Ristori, J., Morelli, G., & Maggi, M. (2018). The molecular mechanisms of sexual orientation and gender identity. <i>Molecular and cellular endocrinology</i>, 467, 3-13.</p>		<p>--Identify normal biological SGM variation and characteristics --Identify stages of sex and gender identity fetal and brain development --Identify stages of sexual orientation and brain development --Explore language regarding sex, gender identity, and sexual orientation --Identify who decides what is “healthy” and “normal”</p>
Class 3, 2/13: The sociology and measurement of SGM status	<p><u>Basic Reading</u> *TEXT--Richards and Barker, Chapter 1: Introduction *TEXT--Richards and Barker, Chapter 7, Asexual; Chapter 8, Bisexual; Chapter 9, Lesbian/Gay; Chapter 10, Heterosexual *Arnold, A. P. (2017). A general theory of sexual differentiation. <i>Journal of neuroscience research</i>, 95(1-2), 291-300.</p> <p><u>Advanced Reading</u> **Patterson, J. G., Jabson, J. M., & Bowen, D. J. (2017). Measuring Sexual and Gender Minority Populations in Health Surveillance. <i>LGBT health</i>, 4(2), 82–105.</p>	A Reflection	<p>--Identify social influences on SGM brain development and physical, behavioral, affective, and identity characteristics --Identify social stages of SGM development --Identify who decides what is “healthy” and “normal” --Examine how SGM status is measured</p>
Class 4, 2/20: Family and	<p><u>Basic Reading</u> *Mills-Koonce, W. R., Rehder, P. D.,</p>	B Reflection	--Identify the role of family support and rejection in SGM mental

<p>partner relationship influences on SGM health</p>	<p>& McCurdy, A. L. (2018). The significance of parenting and parent–child relationships for sexual and gender minority adolescents. <i>Journal of Research on Adolescence</i>, 28(3), 637-649. *TEXT--Richards and Barker, Section 3, Relationship Structures. Chapter 13, Monogamy; Chapter 14, Non-monogamy</p> <p><u>Advanced Reading</u> **Rasmussen, K. (2016). A historical and empirical review of pornography and romantic relationships: Implications for family researchers. <i>Journal of Family Theory & Review</i>, 8(2), 173-191. **Kwon, M., & Han, Y. (2017). How love and lust influence self-control. <i>Social Behavior and Personality: An international journal</i>, 45(2), 177-189.</p>		<p>health --Identify what is a healthy and unhealthy partner relationship --Identify the difference between lust and love --Identify the health benefits and risks of monogamy and non-monogamy</p>
<p>Class 5, 2/27: Systems-level stigma [Organization (faith, work, school, healthcare), community, culture, media, government] and intersectional stigma influence on SGM health</p>	<p><u>Basic Reading</u> *TEXT--Smalley et al., Chapter 2 Sociocultural and Systemic Barriers to Health for Gender and Sexual Minority Populations *TEXT— Smalley et al., Chapter 15 The Health of Racial and Ethnic Minority Gender and Sexual Minority Populations *TEXT--Smalley et al., Chapter 17, Advances in Research With Gender and Sexual Minority Youth in the 21st Century *TEXT--Smalley et al., Chapter 21, Evidence-Based Approaches for Improving Gender and Sexual Minority Health by Reducing Minority Stress</p> <p><u>Advanced Reading</u> **Cikara, M., Van Bavel, J. J., Ingbretsen, Z. A., & Lau, T. (2017). Decoding “us” and “them”: Neural representations of generalized group concepts. <i>Journal of Experimental Psychology: General</i>, 146(5), 621. **Hosek, Sybil G., et al. "An ecological model of stressors experienced by youth newly diagnosed with HIV." <i>Journal of HIV/AIDS prevention in children & youth</i> 9.2 (2008): 192-218. *Mohr, Jonathan J., and Elissa L. Sarno. "The ups and downs of being lesbian, gay, and bisexual: A daily experience perspective on minority stress and support processes." <i>Journal of Counseling Psychology</i>, 63.1 (2016): 106.</p>	<p>C Reflection</p>	<p>--Identify sources of stigma and marginalization toward SGM --Identify the impact of stigma and marginalization on SGM health --Identify sources of social support toward SGM and the impact of social support on SGM health --Identify tendencies to stigmatize and how this is learned --Identify which SGM suffer the most from social stigma</p>
<p>Class 6, 3/5:</p>	<p><u>Basic Reading</u></p>	<p>D</p>	<p>--Identify health disparities</p>

Sexual Orientation Health disparities (Epi Diagnosis)	<p>* TEXT--Smalley et al, Section II Outcomes And Conditions. Chapters 4-12</p> <p><u>Advanced Reading</u></p> <p>* TEXT--Smalley et al., Chapter 16 Bisexual Health</p> <p>* TEXT--Smalley et al., Chapter 18 Rural Gender and Sexual Minority Health</p> <p>* TEXT--Smalley et al., Chapter 19 Gender and Sexual Minority Military Personnel and Veterans</p> <p>* TEXT--Smalley et al., Chapter 20 Aging, Resilience, and Health in Gender and Sexual Minority Populations</p>	Reflection	affecting sexual orientation minority persons relative to heterosexual persons --Identify how the health indicators of straight and Lesbian, Gay men, Bisexuals, Queer, Asexual, and Other sexual orientation populations differ
Class 7, 3/12: Health disparities among sex and gender identity minorities (Epi Diagnosis)	<p><u>Basic Reading</u></p> <p>*TEXT--Smalley et al., Chapter 14 Gender Minority Health: Affirmative Care for the Community</p> <p>*TEXT--Richards and Barker, Chapter 2, Transgender; Chapter 4, Cisgender</p> <p><u>Advanced Reading</u></p> <p>**Version 7 of the Standards of Care (SOC) for the Health of Transsexual, Transgender, and Gender Nonconforming People (https://wpath.org/publications/soc)</p>		<p>--Examine gender as a social construct, historical influences, and health implications</p> <p>--Examine physical, behavioral, and identity aspects of sex and gender and the health implications of discordance</p> <p>--Identify the health care needs of transgender persons</p> <p>--Identify how the health indicators of cisgender and transgender populations differ</p> <p>--Identify how the health indicators of transgender men, transgender women, and gender queer populations differ</p>
Spring Break, No Class, 3/19			
Class 8, 3/26: Socio-ecological diagnosis of SGM health disparities	<p><u>Basic Reading</u></p> <p>*Boekeloo, B. O. (2014). Will you ask? Will they tell you? Are you ready to hear and respond?: barriers to physician-adolescent discussion about sexuality. <i>JAMA pediatrics</i>, 168(2), 111-113.</p> <p>*Porter, C. M. (2016). Revisiting Precede–Proceed: A leading model for ecological and ethical health promotion. <i>Health Education Journal</i>, 75(6), 753-764.</p> <p><u>Advanced Reading</u></p> <p>**Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. <i>Annual review of clinical psychology</i>, 12, 465-487.</p>	E SGM Population and Health Outcome	<p>--Identify which individual psycho-behavioral, family and organizational social, community cultural, media, and governmental persons and actions impact your chosen SGM population and health outcome</p> <p>--Identify the importance and changeability of these persons and their actions</p> <p>--Choose the population and their actions you will target for change to reduce your chosen health outcome in your chosen SGM population</p>
Class 9, 4/2: Behavioral diagnosis of your target population and its actions	<p><u>Basic Reading</u></p> <p>*Fredriksen-Goldsen, K. I., Simoni, J. M., Kim, H. J., Lehavot, K., Walters, K. L., Yang, J., ... & Muraco, A. (2014). The health equity promotion model: Reconceptualization of</p>	F Target Persons and Actions to Address	<p>----Identify which specific behaviors of your target population contributes to SGM health problems</p> <p>--Identify the importance and changeability of these behaviors</p>

	lesbian, gay, bisexual, and transgender (LGBT) health disparities. <i>American Journal of Orthopsychiatry</i> , 84(6), 653.	SGM	--Choose the specific behaviors of your target population that you will target to reduce your chosen health outcome in your chosen SGM population
Class 10, 4/9: Developing an intimate understanding of your target population and its actions, and presenting what you learn	<u>Basic Reading</u> *Soriano, F. I. (2012). <i>Conducting needs assessments: A multidisciplinary approach</i> (Vol. 68). Sage.	G Specific behaviors of target population to be changed	--Develop an approach (observation, interview, literature review, media, secondary data, documentary and/or key informant interview) to better understand why your target population acts the way it does and/or what it would take for them to change their actions to help your SGM population and address their health problem
Class 11, 4/16: Conduct your data collection regarding your target population and its actions			--Conduct your approach to better understand your target population and its actions
Class 12, 4/23: Educational diagnosis of your target population and its behavior	<u>Basic Reading</u> *French, S. D., Green, S. E., O'Connor, D. A., McKenzie, J. E., Francis, J. J., Michie, S., ... & Grimshaw, J. M. (2012). Developing theory-informed behaviour change interventions to implement evidence into practice: a systematic approach using the Theoretical Domains Framework. <i>Implementation Science</i> , 7(1), 38.	H Needs Assessment Plan I Findings from your needs assessment	--Identify the predisposing, enabling, and reinforcing factors that influence the population and its behavior. --Identify the importance and changability of these persons and their actions --Identify the predisposing, enabling, and reinforcing factors that you want to target in your target population
Class 13, 4/30: Developing your intervention	<u>Basic Reading</u> *Michie, S., Richardson, M., Johnston, M., Abraham, C., Francis, J., Hardeman, W., ... & Wood, C. E. (2013). The behavior change technique taxonomy (v1) of 93 hierarchically clustered techniques: building an international consensus for the reporting of behavior change interventions. <i>Annals of behavioral medicine</i> , 46(1), 81-95. Intervention mapping *TEXT-- Smalley et al., Chapter 21 Evidence-Based Approaches for Improving Gender and Sexual Minority Health by Reducing Minority Stress *TEXT-- Smalley et al., Chapter 22 Recommendations for Practitioners for Providing Competent Care to Gender and Sexual Minority Individuals	J Predisposing, Enabling, and Reinforcing Factors	--Develop an intervention/program to change your targeted predisposing, enabling, and reinforcing factors in your target population
Class 14, 5/7: Poster Presentations	Students will review each other's posters about "My Intervention to Improve LGBTQ Health"	K Poster	
Final: Time and		L Multiple	

Location to be determined		Choice Final	
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