

Minority Health Issues

Health Promotion for Priority Populations

HSC 4950/6629

Fall 2011

Professor: Delores. James, Ph.D., R.D., L.D., FASHA
Meeting Period: Thursdays: Periods 9-11 (4:05-7:05)
Office Hours: T 10:45-noon & 1:30-2:30; R 9:30-11:00; 2-3:30
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COURSE OVERVIEW

This course addresses health issues confronting politically and socioeconomically disadvantaged groups and ethnic minority groups (African Americans, Hispanic/Latino Americans, Asian Americans/Pacific Islanders, and Native Americans/Alaskan Natives) in America. The course is not intended to be a comprehensive treatment of all pertinent health problems affecting minorities, but will address some of the more salient health concerns.

The purposes of the course are: 1) to identify selected health problems affecting specific target groups and suggest possible strategies for alleviating them; 2) to provide a forum to discuss the social, economic, and political factors that impact health, health status, and health care; 3) to discuss culturally relevant and sensitive strategies and models to prevent and minimize diseases in minority communities; and 4) to develop policy recommendations that may positively impact the health of minority communities.

By the end of the course, the students will be able to:

1. Identify the historical, social, political, and economic factors that impact the health status of ethnic minority groups in the U.S.
2. Determine the distribution, nature, and contributory causes of major health problems among ethnic minority groups.
3. Determine the distribution, nature, and contributory causes of major health problems among rural populations and immigrant populations.
4. Work more effectively with different population groups.
5. Identify issues in developing, implementing, and evaluating community health programs for priority populations.

TEXTBOOKS/READINGS:

1. Ritter, L. & Hoffman, N. (2010). Multicultural Health. Jones and Bartlett.
2. Articles available on class website in Sakai.

Elearning (WebCT)

Course information and grades are available on eLearning (formerly known as WebCT) at <http://lss.at.ufl.edu/>. You must have a Gatorlink account to log on. All exams are taken online. **All course correspondence (email, discussion postings, etc.) must be done in eLearning.** Announcements

and class updates are placed online regularly so please check the site a few times a week. To use the system, please make sure to:

- Disable pop-up blockers. Elearning takes advantage of pop-up windows to deliver content and your exams.
- Make sure that the Java system on your computer is from Sun Microsystems. Vista does not use Java from Microsoft. Without Java, certain tools in Vista will not function correctly. You can do a check on your Java status from the main page under “Elearning Resources.”

Have Adobe Acrobat Reader installed

CLASS POLICIES

- Attendance and arriving to class on time is mandatory. Attendance is linked to overall performance student and positive interaction with group members. **Students who leave class early will forfeit attendance. Students who miss the first period of class will forfeit attendance.** You will be counted late or tardy if you come after the first 5 minutes of class.
- Since the class meets only once a week only one absence is allowed during the semester. **10 points will be deducted from the total points for each day’s absence.** Partial points will be taken off for habitual lateness. Missed classes require documentation.
- No eating or drinking in the classrooms (UF policy).
- Turn off cell phones. Texting and making or receiving calls is not acceptable behavior in class. Students who do these activities and ignore warnings will be considered disruptive.
- Students are required to bring a laptop to class to take in-class online exams.
- Since students often use their laptops to surf the Internet during class time, laptop use for any reason is not allowed during lectures. The course notes are online and you can supplement those with hand-written notes. **Please do not have any electronic devices on your desks.**
- Students will be responsible for all assigned readings and course materials in the syllabus as well as any readings added afterwards. If you are absent, ask a classmate about missed information and materials. It is not the instructor’s responsibility to update you on these.
- Class lectures are the property of the professor and may not be audio or video taped.
- Any evidence of cheating, plagiarism, academic misconduct, or other unethical behavior shall be treated in accordance with the University of Florida’s Student Conduct Code.
- Student athletes are required to provide the instructor with written documentation of away games that are in conflict with exams by the second week of the semester.
- Students who are registered with the Disability Student Center are asked to bring their accommodation letter as early in the semester as possible, but ideally by the second week. This will allow the instructor and student to have an action plan as soon as possible.

MY EXPECTATIONS OF YOU

- Read your syllabus
- Attend class
- Participate in class discussions
- Visit the course website several times a week
- Visit the course website several times a week
- Respond to emails in a timely manner
- Give your best at all times
- Make excellence your goal
- Make good choices
- Accept the consequences of your poor choices
- Take responsibility for your learning
- Manage your time well
- Develop discipline and good study habits



- Do it right the first time
- Show initiative
- Don't make assumptions
- Ask if you don't understand
- Have integrity—don't cheat, plagiarize, or lie

COURSE REQUIREMENT

Online Discussion Postings (2 @ 15 points = 30 possible points). The purpose of this assignment is to facilitate discussion on contemporary health issues addressed in the readings and/or the media. Questions will be posted online during the semester for discussion and students are expected to provide thoughtful, researched responses. The postings will be graded based on the application of relevant concepts, linkage to professional, personal, or other real-world experiences; creativity; and original insights. Postings should be at least 500 words. **You will have 48 hours from the time the question is posted.** Please check the course website regularly to see when questions are posted.

Exams (2 @ 125 points each= 250). Students are expected to synthesize and integrate the information presented in the lectures, readings, class discussions, and videos. Exams will consist of multiple choice, true/false, matching, short answers, and essays. Students are required to bring a laptop to class to take the online exams.

Exam Questions (25 possible points). Each student must turn in 2 multiple choice questions for each book chapter and 2 questions from each article. Please provide 4 choices (A, B, C, D). The correct answer and the reference for each question must be given. **Questions for the week's reading must be emailed to the professor by 3 p.m. on Thursday.** Questions can always be submitted but credit will not be given for late questions. **Credit will not be given for poor quality questions.** Points will be distributed at the end of the semester. About 25%-30% of the exam will be from questions submitted by students. Making up sample questions is a way to help you study and retain the information.

Undergraduate Students Only

Create a Blog and Post Events to the Blog (undergraduates only). Undergraduate students are required to create a blog on the Internet. I recommend Google's blogspot, which is available at <https://www.blogger.com/start>, but you can use any other blog site. Your address for your blog should be posted for the class to see. Please post the link to your blog on the discussion link on the class website. Photos of the activities should be posted on the blog. All blog postings are due by 3 pm on the date indicated.

- **Meals at an Ethnic Restaurant (undergraduates only; 2 events at 25 points each=50 possible points).** Undergraduate students are required to visit 2 area ethnic restaurants for breakfast, lunch, or dinner. Documentation of attendance is required (menu, receipt showing the date, as well as photos of the activity). This is not a group activity so please do not plan to the same activity with a classmate. At least 500 words should be posted on the blog about the event. It is OK to not like the restaurant or the food, but it is not acceptable to write rude, mean, or nasty comments. It is OK to not like the restaurant or the food and for you to say so, but it is not acceptable to write rude, mean, or nasty comments.
- **Attendance at Cultural Events (undergraduates only; 3 events at 25 points each=75 possible points).** Undergraduate students are required to attend 2 ethnic cultural events on campus or in the community. The event can be a play, arts festival, dance performance, museum exhibit, religious service that is different to your own, etc. This is not a group activity so please do not plan to the same activity with a classmate. Documentation of attendance is required (ticket stubs and/or program with the date as well as photos of the activity). At least 500 words should be posted on the blog about the event. It is OK to not like the event, but it is not acceptable to write rude, mean, or nasty comments.

Graduate Students Only

Case Study of a Minority Family (Graduate Students Only). 125 possible points. This project is designed to take you from the classroom into the community. You may choose the family from the larger Gainesville community, the St. Francis House Homeless Shelter, or from the University of Florida's Division of Housing. This family must be very different from yours and be one of the groups discussed in the class. Identify the family as early as possible. **You are required to audio tape the interviews and to have pictures of your family. If the family does not want to be taped, find another family!! You are not allowed to use your friends or students in the college.**

The writing and referencing guidelines of the American Psychological Association (APA) must be used in writing all aspects of the paper. The paper should be about 30 double spaced pages, not including appendices, charts, graphs, etc. A table of contents should be provided. A sample paper written in APA can be found at <http://valencia.cc.fl.us/lrcwest/apapaper.html>. The paper should be printed on an inkjet or laser printer and be professionally bound with an attractive cover.

- Develop a list of interview questions and review them with the instructor.
- Develop an informed consent form and have it signed.
- Conduct 3 formal interviews. Audio-tape each interview and transcribe each tape. Your transcripts will be part of your appendix.
- Participate in at least 2 activities with the family (dinner, festival, church, etc.) Going to a movie is not acceptable. **Your activities and interviews should be separate.**
- Compile detailed field notes of each interview and activity and include them in the appendices.
- Develop a case study of the family. Profile each family member.
- Write a detailed methodology section (family recruitment and selection, data collection procedures, etc.)
- Use direct quotes, as needed, to capture the respondent's experience.
- Include tables, graphs, figures, photos, etc.
- Provide a detailed assessment of the family at the end of the case study.
- Make specific recommendations for health and wellness for each member of the family.
- Your questions and case study data should include but not be limited to the following items below.

NOTE: organize your information so that it flows logically:

- i. Demographic and personal data (place of birth, home town, siblings, age, income, education, occupation, work history, religion, etc.)
- ii. Background on parents
- iii. Immigration experience
- iv. Insurance coverage (ever not been insured?)
- v. Government assistance (local, state, federal)
- vi. Housing and transportation (adequacy, \$\$)
- vii. Health status and past health problems
- viii. Social network
- ix. Experience and perception of the health care, social service, education, and legal/justice systems
- x. Views on health care reform
- xi. Social experience in America and Gainesville in particular
- xii. Status of racism in America
- xiii. Experience with racism and discrimination
- xiv. Etc.

Families

- Homeless family
- Ethnic minority family
- Gay or lesbian couple/family
- Rural (lives and works)
- Extended family/multi-generational family



- New immigrant family (less than 5 years)
- Single, female-headed household
- Single, male-headed household

COURSE GRADING SYSTEM

95%-100%=A	90-94%.99%=A-	87%-89.99%=B+	83%-86.99%=B
80%-82.99%=B-	77%-79.99%=C+	73%-76.99%=C	70%-72.99%=C-
67%-69.99%=D+	67%-69.99%=D	60%-62.99%=D-	0%-59.99%=E

UF Grade Points Effective Summer A 2009

A=4.0	A-=3.67	B+=3.33	B=3.0	B-=2.67	C+=2.33
C=2.0	D+=1.33	D=1.0	D=0.67	E=0	

UF's grading policy can be found at <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

TENTATIVE COURSE SCHEDULE

August 25 Course Introduction Health Disparities

September 1 Ethnic Issues; Health Illness and Culture Video: "Race: Power of an Illusion—The Differences Between Us, Episode 1 Undergraduate Blog Created ([post link](#))

Readings

- Ritter & Hoffman (2010). Multicultural Health. Ch 1.
- Henderson, GH. (2000). Race in America. The Phi Kappa Phi Journal, Spring, 12-15.
- Ruiz, VL. (2000). Color coded. The Phi Kappa Phi Journal, Spring, 16-20.
- Kaiser Family Foundation. (2006). Who are the uninsured? A consistent profile across national surveys. Available at <http://www.kff.org/uninsured/upload/7553.pdf>.
- Clark, P. (2009). Prejudice and the Medical Profession: A Five-Year Update. Journal of Law, Medicine, and Ethics, Spring, 118-133.

September 8 Priority Populations; Homeless; Discrimination, Economics, Health

Readings

- Ritter & Hoffman (2010). Multicultural Health. Ch 2.
- National Coalition for the Homeless. (2008). Why Are People Homeless.
- National Coalition for the Homeless. (2008). Who is homeless?
- National Coalition for the Homeless. (2007). Homeless families with children.
- World Health Organization (1978). Alma Ata Declaration (**primarily for your files**).

September 15 Children and Adolescent Health Issues

Video: "A Class Divided"

<http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html>

Undergraduates: **Blog1 Post Due**

Readings

- Wade, T.J. et. al. (2008). Access and Utilization Patterns of School-Based Health Centers at Urban and Rural Elementary and Middle Schools. Public Health Reports, 123, 739-750.
- Lohrmann, D. (2008). A Complementary Ecological Model of the Coordinated School Health Program.
- Public Health Reports, 695-703.

- Brown, L.K., et al. (2008). Condom Use Among High-Risk Adolescents: Anticipation of Partner Disapproval and Less Pleasure Associated with Not Using Condoms. Public Health Reports, 123, 601-613.
- Mitchell, K.S., et. Al. (2009). Adolescents with nonresident fathers: are daughters more disadvantaged than sons? Journal of Marriage and the Family, 71(3), 650-662.
- National Coalition for the Homeless. (2007). Education of homeless children and youth.
- Villegas, A., Lucas, T. (2007). The Culturally Responsive Teacher. Education Leadership, March 28-33.

September 22 Women's Health; Men's Health; Health Literacy

Readings

- Cowan et al. (2009). Promoting fathers' engagement with children: Preventive Intervention for Low-income families. Journal of Marriage and Family, 71(3), 663-679.
- Galdas, P.M., Cheater, F., Narshall, P. (2005). Men and help-seeking behavior: Literature review. Journal of Advanced Nursing, 49(6), 616-623.
- Palmer, L. Cook, A. (2009). Providing maternity care to the underserved. The Urban Institute. Available at http://www.urban.org/UploadedPDF/411818_maternity_care.pdf.
- Jacob's Institute of Women's Health. (2009). Women's Health and Health Care Reform: The Economic Burden of Diseases in Women. Available at <http://www.wellwoman09.org/materials/GWReport-CostBurdenofChronicIllnessFINAL.pdf>. (primarily for your files)
- Jacob's Institute of Women's Health. (2009). Women's Health and Health Care Reform: The Key Role of Comprehensive Reproductive Health Care. Available at http://www.wellwoman09.org/materials/WHHCR_FINAL.pdf. (primarily for your files)

September 29 Gay, Lesbian, Bisexual, & Transgendered Individuals

Video: "Race: Power of an Illusion—The Story We Tell, Episode 2"

Undergraduates: Blog 2 Due

Readings

- Ritter & Hoffman (2010). Multicultural Health. Ch 11, 12 (LGBT).
- Sorenson S.S., Thomas, K.A. (2009). Views of intimate partner violence in same- and opposite-sex relationships. Journal of Marriage and Family, 71(2), 337-352.
- Bjorkman, M., Malterud, K. (2009). Lesbian women's experience with health care. Scandinavian Journal of Primary Health Care, 27(4), 238-243.
- Addis, S., Davies, M., Greene, G., MacBride-Stewart, S., Shepherd, M. (2009). The health, social care, and housing needs of lesbian, gay, bisexual and transgendered older people: a review of the literature. Health & Social Care in the Community, 17(6), p647-658.

October 6 Elderly Issues; Religion and Health; Religious Groups

Video: "Aging"

ASHA/ESG Conference (Instructor Away)

Readings

- Ritter & Hoffman (2010). Multicultural Health. Ch 3,4.
- CDC. (2008). HIV/AIDS among persons aged 50 and over. Available at <http://www.cdc.gov/hiv/topics/over50/resources/factsheets/pdf/over50.pdf>.
- Campbell, R.J., (2009). Internet-Based Health Information Seeking Among Low-Income, Minority Seniors Living in Urban Residential Centers. Home Health Care Management & Practice, 21, 195-202
- Johnson, R.W., Mommaerts, C. (2009). Are Health Care Costs a Burden for Older Americans? The Urban Institute. Available at http://www.urban.org/UploadedPDF/411924_health_care_burden.pdf.
- Gillum, F., Griffith, D.M. (2009). Prayer and Spiritual Practices for Health Reasons among American Adults: The Role of Race and Ethnicity, Journal of Religion and Health. Available at <http://www.springerlink.com/content/06w665m4573v2651/fulltext.pdf>.

October 13 African American Health Issues; Ethical Issues
Undergraduates: Blog 3 Due

Readings

- Ritter & Hoffman (2010). Multicultural Health. Ch 9.
- Kennedy, B.R. (2009). Psychosocial model: Racism as a predictor of adherence and compliance to treatment outcomes among African Americans. The Journal of Theory Constructing and Testing, 13(1), 20-26.
- Samuels, G. (2009). “Being raised by white people:” Navigating racial differences among adopted multiracial adults. Journal of Marriage and Family, 71(1), 80-94.
- Bradby, H. (2003). Ethnicity in health research. Ethnicity and Health, 8(1), 5-13.
- President Clinton. Apology for the Tuskegee Study.
<http://clinton4.nara.gov/textonly/New/Remarks/Fri/19970516-898.html>

October 20 Hispanic/Latino Health Issues; Food and Culture
Video: “Race: Power of an Illusion—The House We Live In, Episode 3

Readings

- Ritter & Hoffman (2010). Multicultural Health. Ch 7.
- Johnson, R. (2009). 50+ Hispanic Workers: A growing segment of the U.S. workforce. Urban Institute. Available at http://assets.aarp.org/rgcenter/econ/hispanic_workers_09.pdf.

October 27 Exam 1

November 3 Asian American Health Issues; Pacific Islander Health Issues; Migrant Immigrant and Refugee Health Issues
Graduate Students Case Study Due
Undergraduates: Blog 4 Due

Readings

- Ritter & Hoffman (2010). Multicultural Health. Ch 10, 12 (migrant farm workers).
- Yu, S., Huang, Z., Singh, G. (2010). Health status and health services access and utilization among Chinese, Filipino, Japanese, Korean, South Asian, and Vietnamese Children in California. American Journal of Public Health, 100 (5)823-830.
- Lee, H., Ju, E., Der Vang, P., Melissa, M. (2010). Breast and cervical cancer screening among Asian American and Latina: Does race/ethnicity matter. Journal of Women's Health, 19 (10)1877-1884.

November 10 American Indian and Alaska Native Health Issues; Cultural Competence

Readings

- Ritter & Hoffman (2010). Multicultural Health. Ch 8.
- Schneider, A. (2005). Reforming Native American Health Care: The Role of Medicaid. American Journal of Public Health, 95, 766-768.
- Juckett, G. (2005). Cross-cultural medicine. (2005). American Journal of Family Physicians, 72:226-2274.
- Camphina-Bacote, J. (2009). A Culturally Competent Model of Care for African Americans. Urologic Nursing, 29(1), 49-54.
- Garretta, P.W., Dicksonb, Lis-Youngb, H.G., Whelanc, A.K., et. al. (2008). What do non-English-speaking patients value in acute care? Cultural competency from the patient’s perspective: a qualitative study. Ethnicity and Health, 13(5): 479-496.

November 17 Health Research; Program Planning & Implementation
Undergraduates: Blog 5 Due

Readings

- Ritter & Hoffman (2010). Multicultural Health. Ch 5, 6, 13.

November 24 Thanksgiving

December 1 Exam 2

December 8 Reading Days

December 14 Course Debriefing

HOW TO IMPROVE YOUR GRADE AND UNDERSTANDING OF COURSE MATERIAL

- A. Read and study class materials every day. If you stay current in your studies, you will improve your chances of success in this course. You are expected to put in 3 hours outside the classroom for every hour of credit you take. If you are taking 12 credit hours, then you should be putting in at least 36 hours a week in preparing for class.
- B. Take notes about the articles. Put your notes on a note card (1 card per article).
- C. While you study, several techniques may improve your efficiency.
 - a. If you have many subjects to study, work on the most difficult one first. Find a quiet place to study.
 - b. If you have many difficult subjects, rotate your studies. Work on one until you feel you need a break from the subject. Then switch to the next subject. When you are tired of it, go to the next subject or back to the original one.
 - c. Take a break after about an hour and relax for about 10 minutes. Then return to your studies. Watch the time so that you don't end up with prolonged breaks and shortened study periods.
 - d. In a day, several shorter study sessions are more beneficial than one lone one. Two or three hours in the afternoon and two or three hours in the evening will result in better learning than a single four or six hour period.
- D. Taking an Exam.
 - a. Be well prepared for the exam and you will find your anxiety level reduced.
 - b. Take your time and read the questions carefully.
 - c. Concentrate on the questions you know how to answer; skip the questions you can't solve quickly. Come back to them later.
 - d. Keep an eye on the time; save a little time for looking over the entire test.

Try not to change your answer.