


Course Syllabus

HLTH 3020: Health Disparities (Section 002) – Carol Belk Building, Room 1502

M W F: 12:00 - 12:50 p.m.

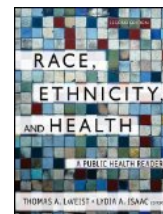
Term: Fall 2015

<p>Instructor: Joseph G. L. Lee, PhD, MPH Office: 3104 Carol Belk Building Office Hours: M: 2:00 - 5:00 p.m.; Tu: 9:00 a.m. – 12 noon (please schedule using Starfish) Office Phone: (252) 328-4661  Twitter: #HLTH3020</p>	<p>E-mail: LEEJOSE14@ecu.edu (I sometimes answer e-mails quickly, but I may be slower evenings and, especially, weekends. If you send me an e-mail on Friday evening, I may not be able to reply until Monday. Please plan ahead.)</p>
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Contacting Me: You are welcome to come to office hours (schedule ahead of time in Starfish, if possible), schedule a time to meet, call me, or e-mail me. E-mail is preferred, but I am happy to answer questions or talk in whichever way works best for you. *Note that I can only answer e-mails from official ECU e-mail addresses.*

Required Texts:

- **LaVeist, T. A., & Isaac, L. A. (Eds). (2012). *Race, Ethnicity, and Health: A Public Health Reader*. Hoboken, NJ: Jossey-Bass.** (Note that this is available from the library as an e-book, and while I would prefer that you purchase it...you can use the library's online version for free instead [but I cannot guarantee the Library will keep access available across the semester].)
- **Rutenbech, J. (2008). *Unnatural Causes*. San Francisco, CA: California Newsreel.** Do not purchase this; it's available free from ECU Libraries ([link](#)).



Course Description and Purpose: One of the defining characteristics of health in the United States is a wide gap in health outcomes between different communities of people. This course seeks to help you answer three questions: (1) What are health inequalities, disparities, and inequities? (2) Why do they exist? And, importantly, (3) how can we intervene against them? We first explore resources and strategies for documenting disparities. With this knowledge, we then turn to the question of how health disparities come into being via, among other things, injustice, policies, and power. Knowing disparities exist and how they came to be helps lead us to strategies to intervene against them. This course will be of use to you in a career in public health or in any career that cares about disparate impact, social justice, or the health of communities.

Your Instructor: I am from rural North Carolina. I was born in a trailer in a cow pasture in rural Buncombe County and grew up in rural Madison County. I went to Duke University (majoring in Spanish & Latin American Studies and studying abroad in La Paz, Bolivia). Then I was an intern in migrant health outreach in four NC counties with Student Action with Farmworkers. I taught English in the suburbs of Tokyo for a year, and I was a fellow with the Congressional Hunger Center. I then went to UNC-Chapel Hill for a master's in public health (MPH) in Maternal & Child Health and worked for



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three years on the evaluation of NC's comprehensive tobacco prevention efforts. Because I wanted more skills in research, I decided to get a PhD in health behavior at UNC-Chapel Hill. My research seeks to document health disparities for lesbian, gay, bisexual, and transgender (LGBT), understand their origins, and develop interventions. I specialize in tobacco control. I have a wonderful husband, two cats, and I am trying to perfect Kentucky-style lamb BBQ.

Course Objectives:

- Course competencies are documented in Appendix B (online syllabus only).
- **Course Objectives (Standardized Across All Sections)**
 - To successfully complete this course, the learner will be expected to:
 - Assess one's level of cultural competency.
 - Analyze current health issues common within various ethnic groups.
 - Define selected terms related to culture, such as ethnocentrism, ethnicity, race, stereotyping, acculturation, and biculturalism.
 - Discuss the meaning of health and illness from different cultural views.
 - Address the concept of healing in various cultural settings.
 - Recognize various types of cultural folk health practices that effect health-seeking behaviors.
 - Define strategies to eliminate racial and ethnic health disparities that are identified as a priority for respective populations.
 - Develop culturally appropriate strategies for promoting health among a selected cultural group, both nationally, and globally.
 - Explore effective strategies designed to eliminate health disparities among priority populations.

Conduct of the Course: I seek to create a classroom environment in which individuals can openly share their thoughts, viewpoints, and ideas. Classroom time represents a combination of lecture, class activities, video clips, and group discussions. Lecture segments will represent a synthesis of class readings, as well as supplemental materials from a variety of sources. Therefore some of the material addressed in class will not be covered in your text. Since most portions of the class are interactive, it is essential that you have performed the appropriate readings and are prepared to discuss them. By joining this course, you agree to participate and be a part of understanding -- and ultimately knowing how to address -- core issues of social injustice evident in health behaviors and health outcomes. Class members are expected to respect the diverse backgrounds of other class members. To this end, following appropriate notice, the instructor may remove students from the course who do not follow reasonable standards of behavior in the classroom or other academic setting. Students removed from a course under this policy will receive a grade of "drop" according to the university policy and are eligible for tuition refund as specified in the current tuition refund policy.

Statement of Compliance with Title IX: East Carolina University, the College of Health and Human Performance, and the Department of Health Education & Promotion seek to fully comply with Title IX of the Education Amendments of 1972. Title IX prohibits sexual assault, harassment, sexual misconduct

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and/or discrimination on the basis of sex in education programs or activities that receive Federal financial assistance. Title IX applies to all education programs, activities, and services at ECU. If you need help with a Title IX issue, please contact Dr. Lathan Turner, Deputy Title IX Coordinator for Students in the Dean of Student's Office (328-9297), ECU Cares (737-5555; <http://www.ecu.edu/ecucares>), or your course instructor. If the situation is an emergency or if you or someone else is in immediate danger, always call 911.

Course Attendance Policy: By joining this course, you agree to attend all of its classes except when illness, family, and other university responsibilities (i.e., official athletics) get in the way. Your attendance is essential to your success in this course and to the development of our classroom community. This means that you should contact me if circumstances arise that cause you to miss class. If you miss a class session, it is your responsibility to get information covered in that class from another student. If you are on an athletic team or involved in a campus organization that will require you to miss class, please make sure I receive those dates during the first two weeks of the semester. I recognize and honor university-excused absences as detailed in the Undergraduate Catalogue.

Assignments: My philosophy is that assignments should challenge you to think more deeply about the material and give you practical skills for health promotion. Thus, you should expect some non-traditional assignments that may challenge you in unexpected ways and that will build on previous assignments.

- Short quizzes highlight key pieces of the readings at the beginning of each class.
- An ungraded assignment asks you to select a health disparity topic that will be the focus of your subsequent assignments.
- Twitter Task: Create a Twitter account (or update your own, or create a separate one) for your *professional identity* as a health educator (or potential health care provider, etc.). Follow three to five organizations working on your health disparity topic. Follow three to five researchers, advocates, or leaders working on your topic. Ask questions to and about our class using the hash-tag #HLTH3020 in your tweets.
- The documenting disparity memo asks you to (in one to two pages) synthesize what we know about a given disparity (ideally but not necessarily one that affects Eastern North Carolina) for the Chairwoman of a Committee on Health in a state legislature. You should clearly communicate the evidence of this disparity, who it impacts, and why that matters. (Don't worry about what we should do to intervene; that comes later.)
- A media interview (recorded on your mobile phone [talk to me if you need access]) asks that you be interviewed about your selected health disparity topic and its origins in a short media interview. Get a friend to play the reporter. Practice your sound bites! Upload it to ECU Media Site.
- A final presentation asks you to present a three-minute talk about addressing the disparity to policymakers (e.g., a legislative committee). What are the most important things they need to know? How can you most effectively convey those things with data? You cannot go over time. You cannot use Powerpoint. Use notes but do not read a script.

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- A research-based memo to a policymaker makes recommendations based on what you have learned and the scientific literature on what we should be doing to address the disparity.

More detailed information and requirements will be provided in class and on Blackboard.

Late Work Policy: I will accept late work (except quizzes) up until the final day of class (12/7), but I will not be able to provide feedback on work that is turned in late.

Academic Dishonesty: You are expected to do your own work. In this class, cheating is defined as copying someone else's work either through direct quotation or paraphrasing without giving that person credit. Cheating is also paying someone to do your work. Please refer to the ECU Student Handbook for further information on ECU's policy on academic honesty. This policy will be strictly enforced. Failure to abide by this policy will result in having to re-do the assignment, failing the assignment, or failing the course at the discretion of the instructor based on the severity of the academic dishonesty.

Grading:

Assignment	Points	Your Score
Short Quizzes (must be in attendance)	15	_____
Selection of Topic	0	_____
Twitter Task	10	_____
Documenting Disparity Memo	15	_____
Media Interview	15	_____
Final Presentation	15	_____
Memo Recommending Interventions to Address Disparities	15	_____
Classroom Community	15	_____
Total Points	100	_____

You are responsible for the grade you earn in this class. The number of points you earn determines your grade. If at any time you would like to discuss your progress in the course, please feel free to contact me. I will post grades in Blackboard.

A, ≥92%	C+, ≥78%	F = less than 60%
A-, ≥90%	C, ≥72%	
	C-, ≥70%	
B+, ≥88%	D+, ≥68%	
B, ≥82%	D, ≥62%	
B-, ≥80%	D-, ≥60%	

Special Assistance: If you have any special needs that you feel I should be aware of to assist you in your learning process, please make an appointment for a conference with me during my office hours or at another time. Also, please note that ECU seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department of Disability Support Services located in Slay 138 (252)-737-1016 (Voice/TTY).

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Tobacco-Derived Products: Electronic cigarettes and other tobacco-derived products not intended for cessation purposes (i.e., not regulated by the FDA as such) may not be used in class.

Emergency Weather or Other Interference with Delivery of This Course: In the event of a weather emergency, information can be accessed through the following sources: ECU emergency notices www.ecu.edu/alert or the ECU emergency information hotline at 252-328-0062.

Continuity of Instruction: In the event that ECU classes are suspended due to a pandemic, inclement weather conditions, or other catastrophe I will strive to continue to provide instruction to those who are able to participate. In the case of suspension of face-to-face classes, you will receive an email from me as well as a Blackboard Announcement that details how we will communicate, where you can locate course information, and what you can expect during this time period. I realize that some of you who are directly affected by the event will not be able to participate, but I will continue to provide instruction to those who are able to receive information via the internet if I am able.

Caveat: This syllabus represents a written agreement between us. Occasionally, it may be necessary to revise this syllabus to meet students' or university needs. I reserve the right to revise this syllabus if the need arises. Advance notification will be provided to you.

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Appendix A – Tentative Course Calendar HLTH 3020.002, Fall 2015

Assignments are to be read before class on the day they are listed.

Class 1. (8/24): **Welcome: What do we know about health disparities and what will you learn in this course? (And why you want to learn it.)**

Reading(s):

- Syllabus

Activities:

- Course introduction, ground rules, introduction, journal activity, creation of writing review groups

Class 2. (8/26): **What are health disparities, inequities, and inequalities?**

Reading(s):

- Mansfield, C.J., Kirk, D., Curry, M.D., Bobbitt-Cooke, M. (2001). The challenge of eliminating health disparities in North Carolina. *North Carolina Medical Journal*, Jan-Feb;62(1), 19-25.
- Textbook: Chapter 1: Defining healthcare disparities and examining disparities across the life span.

Activities:

- **Bring all syllabi (or at least due dates for big projects)** so we can look at due dates of assignments in this class.

Key Concepts in the Study of Health Disparities
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Class 3. (8/28): **Does inequality make us sick?**

Reading(s):

- Watch Episode 1 of *Unnatural Causes* available from ECU Libraries ([link](#)), minutes 1 - 55.

Activities:

- How does inequality make us sick?

Class 4. (8/31): **If there is a health disparity but no data, does anyone know?
Guest Speaker: Ms. Jeanne Hoover, MLIS, Joyner Library, ECU**

Reading(s):

- Bauer, U. E., & Plescia, M. (2014). Addressing disparities in the health of American Indian and Alaska Native people: The importance of improved public health data. *American Journal of Public Health*. 104(S3):S255-S257.
- Sell, R.L., Holliday, M.L. (2014). Sexual orientation data collection policy in the United States: public health malpractice. *American Journal of Public Health*, 104(6), 967-9.
- Review NC SCHS Data Sources - <http://www.schs.state.nc.us/data/minority.cfm>

Activities:

- Finding data
- Finding *good* data

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- **DUE:** Selection of health disparities topic to focus on. For ideas, see: http://www.cdc.gov/mmwr/preview/ind2013_su.html#HealthDisparities2013

Class 5. (9/2): How does racism create health disparities?

Reading(s):

- Textbook: Chapter 2: The Color Line: Race Matters in the Elimination of Health Disparities
- Textbook Chapter 15: Jones CP. Levels of racism: A theoretic framework and a gardener's tale.
- Watch Episode 2 of *Unnatural Causes* available from ECU Libraries ([link](#)), time 0:57 - 1:25.

Activities:

- Reflection Exercise

Class 6. (9/4): What is environmental [in]justice and how does it relate to health disparities?

Reading(s):

- McGurty, E. M. (1997). From NIMBY to Civil Rights: The origins of the environmental justice movement. *Environmental History*, 2(3), 301-323.

Activities:

- In your communities...

Class 7. (9/9): How are sex and gender related to health disparities?

Reading(s):

- Williams, D. R. (2003). The health of men: structured inequalities and opportunities. *American Journal of Public Health*, 93(5), 724-731.
- Tavris, C. (1992). The 70-kilogram man and the pregnant person (pp. 93-130). In: *The Mismeasure of Woman*. New York, NY: Touchstone.
- View webinar on writing memos: Ruderman, M. (2012). Writing briefing memos. Available from: <http://mchnavigator.org/trainings/1205-writing-briefing-memos/>

Activities:

- Outline your first memo in class.

Class 8. (9/11): How are sexual orientation and gender identity related to health disparities?

Reading(s):

- Laumann, E. O., Gagnon, J. H., Michael, R. T., & Michaels, S. (1994). Homosexuality. In: *The Social Organization of Sexuality: Sexual Practices in the United States* (pp. 283-301). Chicago: University of Chicago Press.
- Visit: <http://www.healthypeople.gov/2020/topics-objectives/topic/lesbian-gay-bisexual-and-transgender-health>
- Grant, J., Mottet, L., JTanis, J., Herman, J., Harrison, J., & Keisling, M. (2010). National transgender discrimination survey: report on health and health care. Washington, DC: National Center for Transgender Equality and the National Gay and Lesbian Task Force.

Activities:

- Examine A+ memos from Dr. Lee's UNC graduate students (what makes them good?)

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Class 9. (9/14): What is intersectionality (and why does it matter to our work)?

Reading(s):

- Bowleg, L. (2012). The problem with the phrase women and minorities: intersectionality-an important theoretical framework for public health. *American Journal of Public Health, 102*(7), 1267-1273.
- Cavender, A. (2003). Contemporary perspectives on folk medicine in Southern Appalachia (Chapter 6). In: Author. *Folk medicine in Southern Appalachia*. Chapel Hill, NC: UNC Press, pp. 175-188.

Activities:

Class 10. (9/16): What is the role of disability in health disparities?

Reading(s):

- Krahn, G. L., Walker, D. K., and Correa-De-Araujo, R. (2015). Persons With Disabilities as an Unrecognized Health Disparity Population. *American Journal of Public Health, 105*(S2), S198-S206.

Activities:

- Universal design and ADA

Class 11. (9/18): Are disparities really just about genetics?

Reading(s):

- Textbook: Chapter 4: Why genes don't count

Activities:

- Resume talk and professional development preparation

Class 12. (9/21): Professional Development for Health Promotion Professionals

Reading(s):

- Bernhardt, J. M., Alber, J., & Gold, R. S. (2014). A social media primer for professionals: digital dos and don'ts. *Health Promotion Practice, 15*(2), 168-172.
- Review Government and Non-Profits sections: <https://media.twitter.com/best-practices>

Activities:

- **Bring a copy of your resume to class.**

Understanding the Origins of Health Disparities
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Class 13. (9/23): Key Theories in Health Disparities: Stress before Birth

Reading(s):

- Textbook: Chapter 10: Epigenetics and the embodiment of race: Developmental origins of U.S. racial disparities in cardiovascular health

Activities:

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- **BRING DRAFT OF YOUR MEMO**
- Memo drafts consultations and peer feedback

Class 14. (9/25): Key Theories in Health Disparities: John Henryism

Reading(s):

- Textbook: Chapter 8: Stress, coping, and health outcomes among African-Americans: A review of the John Henryism hypothesis

Activities:

- Drawing theory

Class 15. (9/28): Key Theories in Health Disparities: Cumulative Dis/advantage and Weathering Hypothesis

Reading(s):

- Textbook: Chapter 17: Life course theories of race disparities: A comparison of the cumulative dis/advantage theory perspective and the weathering hypothesis

Activities:

- Theory talking points

Class 16. (9/30): Key Theories in Health Disparities: Minority Stress Model

Reading(s):

- Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: conceptual issues and research evidence. *Psychological Bulletin*, 129(5), 674-697.

Activities:

- Explanations for a grandparent
- **DUE: Memo #1 briefing public health leader on your health disparities topic.**

Class 17. (10/2): Key Theories in Health Disparities: Indigenist Stress-Coping Model

Reading(s):

- Walters, K.L., Simoni, J.M. (2002). Reconceptualizing native women's health: an "indigenist" stress-coping model. *American Journal of Public Health*, 92(4), 520-4.
- Watch Episode 4 ("Bad Sugar") of *Unnatural Causes* available from ECU Libraries ([link](#)), time 1:58 - 2:25.

Activities:

- Implications for health promotion

Class 18. (10/5): What is the role of residential segregation in health disparities?

Reading(s):

- Textbook: Chapter 16: Residential segregation: A fundamental cause of racial disparities in health

Activities:

- Implications for health promotion

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Class 19. (10/7): How and why does place matter?

Reading(s):

- Cromley EK, McLafferty SL. (2012). Health disparities (pp. 377-406). In: *GIS and Public Health*. New York, NY: Guilford Press.
- Watch Episode 5 ("Place Matters") of *Unnatural Causes* available from ECU Libraries ([link](#)), time 2:28 - 2:55.
- View this YouTube Video by CounterTobacco.org:
<https://www.youtube.com/watch?v=HS7BlffTb4c>

Activities:

- Understanding the origins of your chosen disparity

Class 20. (10/9): Why do recent immigrants fare well in health indicators? (Unstructured research time for how media covers your disparity)

Reading(s):

- Watch Episode 3 ("Becoming American") of *Unnatural Causes* available from ECU Libraries ([link](#)), time 1:28 - 1:56.

Activities:

- Search for media coverage
- **DUE:** TwitterTask.

Class 21. (10/14): What is the role of healthcare and healthcare systems?

Reading(s):

- Textbook Chapter 32: Advancing health disparities research within the health care systems: A conceptual framework.

Activities:

- Identifying fundamental causes of your disparity

Class 22. (10/16): What is the role of racism?

Reading(s):

- Textbook Chapter 30: Ethnicity and analgesic practice
- Myers, V. (2014). How to overcome our biases? Walk boldly toward them [video]. Available from:
https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them
- Take an implicit bias test: <https://implicit.harvard.edu/implicit/takeatest.html> (you can pick the topic)

Activities:

- Implicit associations -- Herald-Sun Op-Ed

Class 23. (10/19): What is stigma and what does it mean for our work?

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Reading(s):

- Link BG, Phelan JC. (2001). Conceptualizing stigma. *Annual Review of Sociology*, 27, 363-85.

Activities:

- Role of stigma in creation of your disparity of interest
- Midterm course evaluations

Class 24. (10/21): Can public health interventions make disparities worse?

Reading(s):

- Frohlich, K. L., & Potvin, L. (2008). Transcending the known in public health practice: the inequality paradox: the population approach and vulnerable populations. *American Journal of Public Health*, 98(2), 216-221.
- Hill, S., Amos, A., Clifford, D., & Platt, S. (2014). Impact of tobacco control interventions on socioeconomic inequalities in smoking: review of the evidence. *Tobacco Control*, 23(e2), e89-e97.

Activities:

- How could common interventions create or exacerbate disparities? What to do about it?

Class 25. (10/23): Case Study: The Origins of Sports Injury Disparities Guest Speaker: Dr. Zack Y. Kerr, Director, NCAA Injury Surveillance Program Datalysis Center, Indianapolis, IN

Reading(s):

- Kerr, Z. Y., Dompier, T. P., Snook, E. M., Marshall, S. W., Klossner, D., Hainline, B., & Corlette, J. (2014). National collegiate athletic association injury surveillance system: review of methods for 2004-2005 through 2013-2014 data collection. *Journal of Athletic Training*, 49(4), 552-560. Available from: <http://natajournals.org/doi/pdf/10.4085/1062-6050-49.3.58>

Activities:

- TBD

Class 26. (10/26): What is the role of workplace in health disparities?

Reading(s):

- Textbook Chapter 24: Sick and Tired of Being Sick and Tired
- Keim-Malpass, J., Spears Johnson, C.R., Quandt, S.A., Arcury, T.A. (2015). Perceptions of housing conditions among migrant farmworkers and their families: implications for health, safety and social policy. *Rural and remote health*, 15(1), 3076. Available from: <http://www.rrh.org.au/articles/subviewnew.asp?ArticleID=3076>

Activities:

- Creating talking points

Class 27. (10/28): How do health communications campaigns contribute to disparities? (And: Is your agency speaking the right language?)

Reading(s):

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- Niederdeppe, J., Bigman, C. A., Gonzales, A. L., & Gollust, S. E. (2013). Communication about health disparities in the mass media. *Journal of Communication*, 63(1), 8-30.
- U.S. Department of Justice. (nd). Breaking down the language barrier. Available from: <http://www.justice.gov/crt/pressroom/videos.php?group=2>

Activities:

- Finding examples of things not to do.

Intervening To Reduce or Eliminate Health Disparities
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Class 28. (10/30): What is the role of public health in reducing and eliminating health disparities?

Reading(s):

- McGavran, E.G. (1976). What is public health? *Canadian Journal of Public Health*. 1953;44(12):441-51.
- Beauchamp DE. Public health as social justice. *Inquiry*, 13(1), 3-14.
- National Center for Cultural Competence at George Washington University. (2008). Chapter 3: Cultural & Linguistic Competence Framework Part 1 and Part 2 [videos]. Available from: <https://www.youtube.com/watch?v=wJZsMPFLdzs> and <https://www.youtube.com/watch?v=9aA1rBEX0c0>

Activities:

- How do you explain the role of public health?
- What does cultural competency look like in your work?

Class 29. (11/2): How do we change policies?

Reading(s):

- Smith, K.E., Katikireddi, S.V. (2013). A glossary of theories for understanding policymaking. *Journal of Epidemiology and Community Health*, 67(2), 198-202.
- Jilcott Pitts, S.B., Smith, T.W., Thayer, L.M., Drobka, S., Miller, C., Keyserling, T.C., Ammerman, A.S. (2013). Addressing rural health disparities through policy change in the stroke belt. *Journal of Public Health Management and Practice*, 19(6), 503-10.

Activities:

- Applying policy theories to your disparity
- Pisani E. (2010). Sex, drugs, and HIV -- let's get rational [video]. Available from: http://www.ted.com/talks/elizabeth_pisani_sex_drugs_and_hiv_let_s_get_rational_1

Class 30. (11/4): What is the role of advocacy in addressing health disparities?

Reading(s):

- Christoffel KK. (2000). Public health advocacy: process and product. *American Journal of Public Health*, 90(5), 722-6.

Activities:

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- What are advocates pushing for in your area of disparities?

Class 31. (11/6): Can we reduce racism (and the effects of racism)?

Reading(s):

- Kwate NO. (2014). "Racism still exists": a public health intervention using racism "countermarketing" outdoor advertising in a Black neighborhood. *Journal of Urban Health*, 91(5), 851-72.
- Ponterotto, J. G., Utsey, S. O., Pedersen, P. B. (2006). European American (White) racial identity development, mental health, and prejudice (Chapter 5). In: Authors. *Preventing prejudice: A guide for counselors, educators, and parents*. Thousand Oaks, CA: SAGE: 88-108.

Activities:

- Thinking about diversity in our own public health organizations and lives: Hobson, M. (2014). Color blind or color brave? Ted Talk. Available from: https://www.ted.com/talks/melody_hobson_color_blind_or_color_brave

Class 32. (11/9): Case Study: Farmworker Health Advocacy Guest Speaker: TBD Representative from Student Action with Farmworkers

Reading(s):

- Examine the web site of Student Action with Farmworkers: <http://www.saf-unite.org>
- Wiggins, M.F. (2009). Farm labor and the struggle for justice in the Eastern United States (Chapter 9). In: Arcury, T.A., Quandt, S.A., Eds. *Latino farmworkers in the Eastern United States: Health, safety, and justice*. Springer, 211-220.

Activities:

- TBD

Class 33. (11/11): How can public health link with city planning and neighborhood revitalization efforts?

Reading(s):

- Henderson P, Thomas, D. (2013). Chapter 4 "Getting to Know the Neighborhood." In: *Skills in Neighbourhood Work*, pp. 52-75.
- McKee-Hunger, B., Loosemore, L. (2012). Using housing code enforcement to improve healthy homes. *North Carolina Medical Journal*, 73(5), 377-378.
- Ted Talks. (2007). Greening the Ghetto. Available from: <https://www.youtube.com/watch?v=gQ-cZRmHfs4>

Activities:

- Watch: Reinvestment Partners. (2013). Zombie Foreclosure Shake. Available from: <https://www.youtube.com/watch?v=bTxryUzNQU0>
- Policy briefing practice

Class 34. (11/13): How do we change the retail environment?

Reading(s):

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- Drabble, L., Herd, D. (2014). Strategies employed by inner-city activists to reduce alcohol-related problems and advance social justice. *Journal of Ethnicity and Substance Abuse*, 13(4), 362-84.
- Mayo ML, Pitts SB, Chriqui JF. (2013). Associations between county and municipality zoning ordinances and access to fruit and vegetable outlets in rural North Carolina, 2012. *Preventing Chronic Disease*, Dec 5;10, E203.
- Pitts, S.B., Bringolf, K.R., Lloyd, C.L., McGuirt, J.T., Lawton, K.K., Morgan, J (2013). Formative evaluation for a healthy corner store initiative in Pitt County, North Carolina: engaging stakeholders for a healthy corner store initiative, part 2. *Preventing Chronic Disease*, 18;10, E120.

Activities:

- Policy briefing practice

Class 35. (11/16): Case Study: NC Lesbian & Gay Health Project

Reading(s):

- Lekus, I. K. (2001). Health care, the AIDS crisis, and the politics of community: The North Carolina Lesbian and Gay Health Project, 1982-1996. In A. M. Black (Ed.), *Modern American Queer History* (pp. 227-252). Philadelphia, PA: Temple University Press.

Activities:

- **DUE: Media interview** ([upload link to Media Site's Shared Class Folder](#))

Class 36. (11/18): How can we use the media to advocate for reductions in health disparities? Guest Speaker: Ms. Ann Staples, MA,* MCHES, Director of Public Education & Communication, Tobacco Prevention & Control Branch, NC Division of Public Health, Raleigh, NC

Reading(s):

- Dorfman, L., & Krasnow, I. D. (2014). Public health and media advocacy. *Annual Review of Public Health*, 35, 293-306.

Activities:

- TBD

Class 37. (11/20): How do we talk about health disparities and determinants so that people care?

Reading(s):

- RWJF. (2010). A new way to talk about the social determinants of health. Princeton, NJ: Author. Available from: <http://www.rwjf.org/content/dam/farm/reports/reports/2010/rwjf63023>
- Wong JP, Poon MK. (2013). Challenging homophobia and heterosexism through storytelling and critical dialogue among Hong Kong Chinese immigrant parents in Toronto. *Culture, Health & Sexuality*, 15(1), 15-28.

* And ECU alum!

Course Syllabus

- Schmidt, A. M., Ranney, L. M., & Goldstein, A. O. (2014). Communicating program outcomes to encourage policymaker support for evidence-based state tobacco control. *International Journal of Environmental Research and Public Health*, 11(12), 12562-12574. Available from: <http://www.mdpi.com/1660-4601/11/12/12562>

Activities:

- Making messages activity
- Talking points activity

Class 38. (11/23): Case Study: Project Silk, an intervention to reduce HIV/STIs
Guest Speaker: Derrick D. Matthews, PhD, MPH, Assistant Professor,
Department of Infectious Diseases and Microbiology, University of Pittsburgh

Readings

- Arnold, E. A., & Bailey, M. M. (2009). Constructing home and family: How the ballroom community supports African American GLBTQ youth in the face of HIV/AIDS. *Journal of Gay & Lesbian Social Services*, 21(2-3), 171-188.

Activities:

- TBD

Class 39. (11/30): Fundamentally, what did we learn in this class?

Readings

- Phelan, J. C., Link, B. G., & Tehranifar, P. (2010). Social conditions as fundamental causes of health inequalities: theory, evidence, and policy implications. *Journal of Health & Social Behavior*, 51 Suppl, S28-40.

Activities

- Final memo outlines, peer feedback
- **BRING YOUR LAPTOP IF YOU HAVE ONE (for course evaluations)**

Class 40. (12/2): Class Presentations: Policy Briefing

Class 41. (12/4): Class Presentations: Policy Briefing

Class 42. (12/7): Class Presentations: Policy Briefing

Final Exam: Wednesday, December 16th from 11 a.m. to 1:30 p.m.

- Course reflections
- **DUE:** Policy intervention memo
- Per University and College of Health and Human Performance Policy, I cannot change the date of the final exam.

Course Syllabus

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	Exam									
a health issue using a variety of academic and public resources.																																																				
2.8 Assess the source and quality of health information and data, as related to individual and community health.			X																																																	
2.9 Appreciate the multiple determinants of health.		X		X	X	X	X	X	X	X	X																																									
2.10 Recognize the impact of policies, laws, and legislation on both individual and population health.							X											X																																		
CEPH Standalone Baccalaureate Degree Programs (http://ceph.org/assets/SBP-Criteria.pdf), Section 4.2																																																				
Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society																																																				
Core PH Concepts (C)		X																																																		
Global Functions of Public Health (C)		X																																																		
Societal Functions of Public Health (C)		X																																																		
Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice																																																				
Basic Concepts of Data Collection (C)																																																				
Basic Methods of Data Collection (C)																																																				
Basic Tools of Data Collection (C)		X	X																X																																	
Data Analysis (C)			X																																																	
Evidence-based Approaches (C)																																																				
Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations																																																				
Population Health Concepts (C)																																																				
Introduction to Processes and Approaches to Identify Needs and Concerns of Populations (C)			X																																																	
Introduction to Approaches and Interventions to Address Needs and Concerns of Populations (C)																																																				

