

ORIGINATOR'S SECTION:														
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* HD351														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Health Disparities in Human Development														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Health Disparities in HD														
7. Number of Units: 3														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.) Focus on the factors associated with health disparities across various ethnic populations and several underserved non-ethnic populations in the U.S. Includes health policy, healthcare modalities, access to resources, structural inequality, and the socio-cultural factors associated with etiology, treatment and wellbeing. Prerequisites: ANTH 200, HD 101, HD 102, HD 220. Also, HD 230 or HD 231.														
9. Why is this course being proposed? An area of concentration for the B.A. degree in Human Development focuses on health services, yet the Human Development Department has only one health-related course (HD 350, Health and Human Development). Given that the Human Development Department is one of the largest programs at CSUSM, another course is needed to enrich the curriculum to prepare health and human service workers. This course will help students understand the factors associated with health disparities in the U.S., focusing on the various ethnic populations, plus the underserved non-ethnic populations. The course will highlight cultural beliefs and practices, historical patterns and current trends, structural inequality, and milestones in health and public policies, offering students a contextual perspective on health disparities. Students will also learn about underserved nonethnic populations, populations with the greatest need for health and human services support.														
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
	<table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>3</td> <td>C2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C2	Activity			Lab			
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Lecture	3	C2												
Activity														
Lab														
11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														

Faculty Credential Analyst Dean Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? Yes No
 If yes, how many times? (including first offering)

15. Is Course Crosslisted: Yes No
 If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s): Yes No ANTH 200, HD 101, HD 102, ~~HD 220, HD 230~~. Also, HD 230 or HD 231.

17. Corequisite(s): Yes No

18. Documentation attached:
 Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* n/a

20. How often will this course be offered once established?* Once a year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
 (Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:
 The course will be required for students who are enrolled in the Health Services Concentration in the Human Development Department. Course is restricted to Human Development majors.

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Anthropology Discipline	<u>see email</u> Signature	<u>2/26/16</u> Date	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose
<u>NURS</u> Discipline	<u>see email</u> Signature	<u>3/28/16</u> Date	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose

Rodney Beaulieu
 1. Originator (please print or type name) Date

Alice M. L. Zurro 2/22/16
 2. Program Director/Chair Date

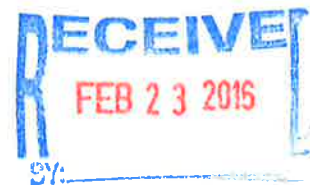
Jenny Anderson 2/19/16
 3. College Curriculum Committee Date

Denise Garcia 2/22/16
 4. College Dean (or Designee) Date

5. UCC Committee Chair Date

6. Vice President for Academic Affairs (or Designee) Date

7. President (or Designee) Date



* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

Virginia Mann

HD 351

Anth sign off

Subject: FW: Human Development Department

From: Bonnie Bade
Sent: Friday, February 26, 2016 9:49 AM
To: Rodney Beaulieu
Cc: Denise Garcia; Alice Quioco; Heidi Jones; Bonnie Bade
Subject: Re: Human Development Department

Hi Rodney, yes sorry I did not respond right away. I discussed it with the Anth faculty and we support your course. It looks sound and very interesting. Thanks for consulting us!

Respectfully,
Bonnie Bade, Ph.D.
Professor of Medical Anthropology
Chair, Anthropology Dept.
Faculty Director, National Latino Research Center
Cal State University San Marcos, San Marcos, CA 92096
www.csusm.edu/anthropology; www.csusm.edu/nlrc

If you smile at me I will understand 'cause that is something every body every where does in the same language—CSN

From: Rodney Beaulieu <rbeaulieu@csusm.edu>
Date: Thursday, February 25, 2016 at 9:45 AM
To: Bonnie Bade <bbade@csusm.edu>
Cc: Denise Garcia <dgarcia@csusm.edu>, Alice Quioco <aquicho@csusm.edu>, Heidi Jones <hejones@csusm.edu>
Subject: Re: Human Development Department

Hello, Dr. Bade.

Did you get my earlier message about the C-Form for HD 351, Health Disparities in Human Development? The Human Development Department is eager to hear from you.

Rodney Beaulieu

Rodney Beaulieu, Ph.D.

Human Development Department | California State University San Marcos
333 S. Twin Oaks Valley Road San Marcos, CA 92096-0001
Office: University Hall 302 | 760.750.8251 | http://www.csusm.edu/human_development/



Virginia Mann

Nurs Support

Subject: FW: NURS Comment?

From: Denise Boren
Sent: Monday, March 28, 2016 3:29 PM
To: Virginia Mann <vmann@csusm.edu>
Cc: Suzanne Moineau <smoineau@csusm.edu>; Regina Eisenbach <regina@csusm.edu>
Subject: RE: NURS Comment?

Hi Virginia – course looks great. Nursing approves.

Thank you!
Denise

From: Virginia Mann
Sent: Tuesday, March 08, 2016 9:39 AM
To: Denise Boren <dboren@csusm.edu>
Cc: Suzanne Moineau <smoineau@csusm.edu>; Regina Eisenbach <regina@csusm.edu>
Subject: NURS Comment?

Hello Denise,

UCC is currently reviewing changes to the HD program, and would like NURS to review HD 351 – link below. Please let us know if Nursing has any comments or concerns regarding this course. Thanks so much.

[HD 351](#) - Health
18 Disparities in Human C
Development

Virginia

Virginia Peters Mann
Curriculum Specialist
Academic Programs
CRA 5201-B
(760) 750-8887



HD 351, Health Disparities in Human Development
CRN: TBA
Credit Hours: 3
Time: TBA
Location: TBA

Instructor: Rodney Beaulieu, Ph.D.
Phone: (760) 750-8251
Email: rbeaulieu@csusm.edu
Office hours: TBA
Office location: UNIV 302

Department of Human Development: Mission Statement

The mission of the Human Development Department is to promote a holistic and lifespan understanding of human development from multidisciplinary and interdisciplinary perspectives. We:

- Explore the complex interplay of body, mind, culture, and environment that shapes developmental processes and outcomes
- Emphasize the integration of complementary and interdependent disciplines
- Employ the use of multiple perspectives and theoretical frameworks
- Advance evidence-based practices
- Promote social responsibility, civic engagement, and service to the greater community

Course Description:

Focuses on the factors associated with health disparities across various populations in the U.S. Includes health policy, healthcare modalities, access to resources, education, structural inequality, and the socio-cultural factors associated with etiology, treatment and wellbeing. Restricted to Human Development majors.

Course Prerequisites: ANTH 200, HD 101, HD 102, HD 220. Also, HD 230 or HD 231.

Mode of Instruction:

This course is designed to be taken “in person” during the scheduled classroom sessions, although special arrangements can be made for those who have unusual scheduling constraints. Classroom sessions will involve lectures, films and classroom discussions regarding, requiring active classroom participation. (See the schedule below for a list of topics.) For your convenience, articles, PowerPoint presentations, notes and films are provided for each weekly session on Cougar Courses. Students are expected to spend a minimum of six hours outside the classroom to read the textbook chapters, complete take-home exams, and write the three sets of essays.

Course Objectives and Expected Learning Outcomes:

Of the five Human Development Department Programmatic Student Learning Outcomes (PSLOs), this course contributes to the first two:

PSLO 1: Demonstrate understanding of developmental theories and how biological, psychological, social, historical and cultural dynamics influence developmental processes, and use theory as a framework to address real-world problems relating to lifespan development in applied settings such as counseling, healthcare, and education.

PSLO 2: Demonstrate understanding of how social categories such as gender, race, ethnicity, class, age, ability, sexuality, and religion—and the intersections of these identities—relate to diverse experiences across the lifespan.

There are several Course Student Learning Outcomes (CSLOs) for this course. Upon successful completion of the course, students will be able to:

CSLO1: Discuss lifespan theories in the context of health promotion and illness prevention

CSLO2: Identify and describe key factors associated with health disparities in the U.S.

CSLO3: Explain health promotion and risks among diverse populations, including gender, culture, ethnicity, socioeconomic status, sexual orientation, and age.

CSLO4: Describe social dynamics that contribute to structural inequality

CSLO5: Identify and describe historical milestones that promote public health.

CSLO6: Discuss moral and ethical implications of healthcare practice.

Required Text:

No textbook is required for this course. Instead, we will rely on special reports, lecture notes, videos, and other learning resources provided on Cougar Courses. Please see the course schedule below for indicated readings.

Course Requirements: 1) Mid-Exam; 2) Final Exam; and 3) Essays (Each worth 1/3 of your grade)

Your grade for this course will be determined by the following requirements. See the course schedule for the related due dates.

Mid-Exam The mid-exam is worth 1/3 of your final grade, is composed of multiple-choice questions related to the lectures and supplementary learning materials. It will be automated on Cougar Courses and administered during the eighth week in class.

Final Exam The final exam is worth 1/3 of your final grade, is composed of multiple-choice questions related to topics from the second half of the course. It will be automated on Cougar Courses and will be administered during the last week of this academic session.

Essays Following the CSUSM requirement for building writing skills, for this course you are expected to produce two essays that are collectively worth 1/3 of your grade. Each essay can be about any health topic that interests you. You can choose one or multiple topics for each essay.

Each essay must be at least five pages long, double-spaced, conform to APA formatting guidelines, and be submitted through Turnitin on Cougar Courses on the dates indicated below. Each essay will be assessed on the basis of how well you addressed the Course Student Learning Outcomes (CSLOs). Please see the attached rubric for the assessment measures. Note: the cover page and reference page of your essays do not count in the five-page writing requirement.

Extra Credit:

If you are doing volunteer work on or off campus, you can potentially earn extra credit points for your civic engagement. To qualify, please show evidence of your volunteer work and write a one-page reflection paper that summarizes what you are learning. Historic or future volunteerism does not qualify; the work must be current. Volunteer work is worth between 2 to 4 points, depending on your level of engagement as a volunteer and the quality of your reflection statement.

Extra credit points can also be earned for supplemental papers. In other words, in addition to writing two five-page essays, you can submit additional papers to be considered for extra credit. Generally, each page you produce will be credited 1 extra credit point. Thus, a 4-page paper would be awarded 4 points.

Extra credit points will be awarded if you participate in research studies on campus. The studies are conducted by students in HD 497, Applied Research in Human Development. One point will be awarded for each study, with a maximum of 10 points. Details on how to participate will be posted on Cougar Courses in a few weeks.

Assigned Letter Grades:	95 - 100% = A	70 - 74% = C+
	90 - 94% = A-	65 - 69% = C
	85 - 89% = B+	60 - 64% = C-
	80 - 84% = B	55 - 60% = D
	75 - 79% = B-	0 - 54% = F

Credit Hour Policy:

According to the “Study Time Required Outside of Class Per University” policy, you are expected to devote 2 hours of study outside of class for every unit of class. This is a 3 unit course, so you are expected to devote a minimum of 6 hours of study time per week outside the classroom. This class will meet the University Credit Hour Policy.

Writing Requirement:

In accordance with the University’s “All-University Writing Requirement” students will be required to have a writing component for the class, which is to meet or surpass the minimum of 10 pages or 2,500 word requirement. Students will meet the 10-page writing requirement for this course by composing 2 essays, each 5 pages long, and the essays will be evaluated on the basis of the attached rubric.

Specialized Accommodations:

Students who require reasonable accommodations must be approved for services by the Office of Disable Student Services (DSS), located in Craven Hall 4300 and can be contacted by phone at (760) 750-4905 or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with the instructor during office hours for private consultation.

CSUSM Academic Honesty Policy:

Please adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. Students are responsible for honest completion of their work including examinations. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university, including lowering grades and/or assigning a failing grade for an exam, assignment, or the class as a whole. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Expectations About Class Behavior:

I prefer that you use my first name, unless you prefer otherwise. Please feel free to add to the discussion without raising your hand; I prefer free-flowing discourse and input from students on an ongoing basis. Feel free to use any technology during classroom sessions, however, please do not take photographs or videotape anyone without written informed consent. Please demonstrate respect toward others, promote a healthy, supportive and safe environment.

Being Successful in This Course:

Each week a new topic will be introduced that corresponds to the schedule below. Most of the classes will be led with a PowerPoint presentation, and some of the sessions will require students to work in a small group to discuss the assigned readings. To be successful, please read the assigned readings, attend the classroom sessions, and be prepared to discuss the topics in a group. Two essays are required for the course and to be successful, please attend to the rubric that is at the end of this syllabus. Two take-home exams will be administered in this course, requiring you to complete each within a week. You are encouraged to work with others to complete the exams, however, keep in mind that getting answers from other students might generate wrong answers. Before answering any of the exam questions, make sure you have evidence from the assigned readings to support your answer. Late exams will be deducted by 10 points, so plan accordingly. A minimum of 6 hours of weekly time is expected for the readings, exams and essays.

UPDATES AND SYLLABUS CHANGES:

Please note that the syllabus is subject to change. Please refer to Cougar Courses for actual weekly topics, assignments and due dates.

Week 1: Course Orientation

Foundational Sources:

- *CDC Health Disparities and Inequalities Report - United States, 2013*. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention.
- *Births: Final Data for 2013*, National Vital Statistics Reports, U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System.
- *Deaths: Leading Causes for 2010*, National Vital Statistics Reports, U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System.
- *Housing: Before, During, and After the Great Recession - Spotlight on Statistics (2014)*, U.S. Department of Labor Statistics
- *Poverty Rates for Selected Detailed Race and Hispanic Groups by State and Place: American Community Survey Briefs (2013)* U.S. Department of Commerce, Economics and Statistics Administration, U.S. Census Bureau.
- *Education and Health, Policy Brief #9 (2007)*, National Policy Center.

Week 2: Prejudice, Racial Discrimination, and Privilege

Reading:

- Pager, D. & Shepherd, H. (2008) *The Sociology of Discrimination: Racial Discrimination in Employment, Housing, Credit, and Consumer Markets*, *Annual Review of Sociology*, 34, 181-209.
- *Teacher Antiracism: College Students' Emotional and Cognitive Reactions to Learning About White Privilege*, *Journal of Black Studies*, 43(8) 893-911.
- Mullainathan, S., Bertrand, M. (2014). *Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination*, *The American Economic Review*, 94, 4, 991-1013.
- Noble, C., Pease, B. (2011). *Interrogating Male Privilege in the Human Services and Social Work Education*, *Women in Welfare Education*, 10, 29-38.
- *Social Determinants of Health, CDC Health Disparities and Inequalities Report, United States, 2013*, Centers for Disease Control, pages 7-27.

Films:

- *Brown Eyes vs. Blue Eyes: An Experiment by Jane Elliott*
- *True Colors: Racial Discrimination in Everyday Life* by Primetime, Parts 1 & 2
- *What Would You Do? Stealing a Bike*, documented by Jon Quiñones
- *Place Matters*, documentary series from *Unnatural Causes: Is Inequality Making Us Sick?*

Week 3: Religion, Rituals and Health: Behaviors, Outcomes and Decisions

Readings:

- Aldwin, Park, Yu-Jin & Nath (2014). *Differing Pathways Between Religiousness, Spirituality, and Health: A Self-Regulation Perspective*, *Psychology of Religion and Spirituality*, 6, 1, 9-21.
- *Pew Forum on Religion & Public Life / U.S. Religious Landscape Survey: Summary of Key Findings, 2007*, Pew Research Center.
- *Health Care and Religious Beliefs*, Loma Linda University Medical Center, booklet.
- Strayhorn & Strayhorn (2009). *Religiosity and Teen Pregnancy*, *Reproductive Health*, 6, 14, 1-7.
- Weber, Pargament, Kunik, Lomax & Stanley (2011). *Psychological Distress Among Religious Nonbelievers: A System Review*, *Journal of Religion and Health*, 15, 72-86.
- Donahue, J., Levitt, S. (2001). *The Impact of Legalized Abortion on Crime*, *The Quarterly Journal of Economics*, 116, 2, 379-420.

Films:

- *When Healthcare and Religion Collide: A Healthcare Worker's Guide in Respecting Religious Practices*, Parts 1 & 2, by anonymous

Week 4: African American Populations

Readings:

- Jackson, F., Phillips, M., Hogue, C. & Curry-Owens, T (2001). *Examining the Burdens of Gendered Racism: Implications for Pregnancy Outcomes Among College-Educated African American Women*, *Maternal and Child Health Journal*, 5,2, 95-107.
- Kwate, N. & Meyer, I. (2010). *The Myth of Meritocracy and African American Health*, *American Journal of Public Health*, 100, 10, 1831-1834Pew.
- Pager, D. (2003). *The Mark of a Criminal Record*, *American Journal of Sociology*, 108, 5, 937-975.
- David, R. & Collins, J. (2007). *Disparities in Infant Mortality: What's Genetics Got to Do with It?*, *American Journal of Public Health*, 97, 7, 1191-1197.

Films:

- *The African Americans: Many Rivers to Cross, Episode 1 with Henry Louis Gates, Jr.*
- *The African Americans: Many Rivers to Cross, Episode 2, The Age of Slavery 1800 - 1860 with Henry Louis Gates, Jr.*
- *The African Americans: Many Rivers to Cross, Episode 3, Into the Fire 1861 - 1896 with Henry Louis Gates, Jr.*
- *The African Americans: Many Rivers to Cross, Episode 4, Making a Way out of No Way, 1892 - 1940 with Henry Louis Gates, Jr.*
- *The African Americans: Many Rivers to Cross, Episode 5, Rise 1940 - 1968 with Henry Louis Gates, Jr.*
- *The African Americans: Many Rivers to Cross, Episode 6, A Perfect Union 1968 -2013 with Henry Louis Gates, Jr.*
- *The Tuskegee Syphilis Experiment: Deprivation of Rights and Failed Responsibility by Allie Baker.*

Week 5: Hispanic and Latino Populations

Readings:

- Molina, K., Algria, M. & Mahalingam, R. (2013). *A Multi-Group Path Analysis of the Role of Everyday Discrimination on Self-Rated Physical Health Among Latina/os in the USA*, *Annals of Behavioral Medicine*, 45, 33-44.
- Hipolito-Delgado, C. (2010). *Exploring the Etiology of Ethnic Self-Hatred: Internalized Racism in Chicana/o and Latina/o College Students*, *Journal of College Student Development*, 51, 3, 319-331.

Films:

- *Latino Americans: Foreigners in Their Own Land (Episode 1)*
- *Latino Americans: Empire of Dreams (Episode 2)*
- *Latino Americans: War and Peace (Episode 3)*
- *Latino Americans: Prejudice and Pride (Episode 5)*

Week 6: American Indian and Alaska Native Populations

Readings:

- *2014 Native Youth Report, Executive Office of President.*
- *The American Indian and Alaska Native Population: 2010, U.S. Census Bureau.*
- *Tribal Nations of the United State: An Introduction by National Congress of American Indians.*
- Holm, J., Vogeltanz-Holm, N., Poltavski, D., McDonald, L. (2014). *Assessing Health Status, Behavioral Risks, and Health Disparities in American Indians Living on the Northern Plains of the U.S.*, *Public Health Reports*, 125, 1, 68-78.
- Geana, M., Greiner, A., Cully, A., Talawyma, M., Daley, C. (2012). *Improving Health Promotion to American Indians in the Midwest United States: Preferred Sources of Health Information and Its Use for the Medical Encounter*, *Journal of Community Health*, 37, 1253-1263.
- Grossman, D., Bladwin, L., Casey, S., Nixon, B., Hollow, W., Hart, G. (2002). *Disparities in Infant Health Among American Indians and Alaska Natives in US Metropolitan Areas*, *Pediatrics*, 109, 4, 627-633.

Films:

- *Bad Sugar, Unnatural Causes: Is Inequality Making us Sick? (29 minutes)*
- *Hidden America: Children of the Plains*

Week 7: Asian American Populations

First Essay is Due This Today

Readings:

- *The Rise of Asian Americans, Pew Research Center, 2013.*
- *The Asian Population, 2010, U.S. Census Bureau.*

- Ghosh, C. (2010). *A National Health Agenda for Asian Americans and Pacific Islanders*, *Journal of the American Medical Association*, 304, 12, 1381-1382.
- Park, M., Chesla, C., Rehm, R., Chun, K. (2011). *Working with Culture: Culturally Appropriate Mental Health Care for Asian Americans*, *Journal of Advanced Nursing*, 67, 11, 2373-2382.
- John, D., de Castro, A., Martin, D., Takeuchi, D. (2012). *Does an Immigrant Health Paradox Exist Among Asian Americans? Associations of Nativity and Occupational Class with Self-Rated Health and Mental Disorders*, *Social Science and Medicine*, 75, 2085-2098.
- Kim, G., Chirboga, D., Jang, Y., Lee, S., Huang, C., Parmelee, P. (2010). *Health Status of Older Asian Americans in California*, *Journal of American Geriatrics Society*, 58, 10, 2003-2008.

Week 8 (First Session): Hawaiian and Pacific Island Populations

Week 8 (Second Session): Mid-Exam

Week 9: Middle Eastern American Populations

Readings:

- Salari, S., (2002). *Invisible in Aging Research: Arab Americans, Middle Eastern Immigrants, and Muslims in the United States*, *The Gerontologist*, 42, 5, 580-588.
- Kakoti, S. (2012). *Arab American Women, Mental Health, and Feminism*, *Journal of Women and Social Work*, 27, 1, 60-70.
- Padea, A., Curline, F. (2013). *Religion and Disparities: Considering the Influences of Islam on the Health of American Muslims*, *Journal of Religion and Health*, 52, 1333-1345.
- *Arab Households in the United States, 2006-2010*, *American Community Survey Briefs*, U.S. Census Bureau, 2013..

Film:

- *PBS America at a Crossroads: The Muslim Americans*, A News Hour Special, 2014 (58:14 minutes)

Week 10: Migrant Worker Populations

Readings:

- *National Agricultural Workers Survey*, U.S. Department of Labor, 2005.
- Bauer, S. & Kantayya, V. (2010). *Improving Access to Primary Care and Health Outcomes in Migrant Farm Worker Populations: Challenges and Opportunities*, *Disease-a-Month*, 56, 12, 706-718.
- Nichols, M., Stein, A., Wold, J. (2014). *Health Status of Children of Migrant Farm Workers*, *American Journal of Public Health*, 104, 2, 365-370.

Films:

- *Invisible America: The Migrant Story* (7:55 minutes)
- *Fingers to the Bone: Child Farmworkers in the United States* (5:41)
- *US: Farmworkers Face Sexual Abuse* (2:53)

Week 11: European American Populations

Readings:

- *Inequality for All: Graphical Look at Economic Inequality* by Robert Reich (2012)
- *Projections of the Size and Composition of the U.S. Population, 2014 to 2060*, U.S. Census Bureau
- *Poverty by the Numbers: By Race, White Children Make up the Biggest Percentage of America's Poor*, National Center for Children in Poverty, 2007
- *Income and Poverty in the United States: 2013 Current Population Reports*, United States Census Bureau, 2014
- *The Lost Decade of the Middle Class: Fewer, Poorer, Gloomier*, Pew Research Center, 2012.

Film:

- *Inequality for All* by Robert Reich (1:43:43 minutes)

Week 12: Lesbian, Gay, Bisexual and Transgender (LGBT) Populations

Readings:

- Fredriksen-Goldsen, K., Simoni, J., Hyun-Jun, K., Walters, K., Yang, K., Hoy-Ellis, C., Lehavot, K., Muraco, A. (2014). *The Health Equity Promotion Model: Reconceptualization of Lesbian, Gay, Bisexual, and Transgender (LGBT) Health Disparities*, *American Journal of Orthopsychiatry*, 84, 6, 653-663.
- Lim, F., Brown, D., Kim, S. (2014). *Addressing Health Care Disparities in the Lesbian, Gay, Bisexual, and*

Transgender Population: A Review of Best Practices, *American Journal of Nursing*, 114, 6, 24-34.

- *Implementing Curricular and Institutional Climate Changes to Improve Health Care for Individuals Who are LGBT, Gender Nonconforming, or Born with DSD: A Resource for Medical Educators*, Association of American Medical Colleges, 2014.

Films:

- *Invisible: The State of LGBT Health* by One Colorado (9:57 minutes)
- *To Treat Me, You Have to Know Who I Am*, LGBT Healthcare Training Video by New York Health and Hospitals Corporation (10:18 minutes)

Week 13 (First Session): Single-Parent Households

Readings:

- *America's Families and Living Arrangements: 2012, Population Characteristics*, U.S. Census Bureau, 2012
- *Single Parenthood in the United States: A Snapshot* (2014 edition) by The Women's Legal Defense and Education Fund

Film:

- *Jeff and Chad: Social Determinants of Health* (2:52 minutes)

Week 13 (Second Session): Run Away Children, No Parent Present and Foster Care Populations

Readings:

- Sanchez, R., Waller, M., Greene, J. (2006). *Who Runs? A Demographic Profile of Runaway Youth in the United States*, *Journal of Adolescent Health*, 39, 778-781.
- Thrane, L., Hoyt, D., Whitbeck, L., Yoder, K. (2006). *Impact of Family Abuse on Running Away, Deviance, and Street Victimization Among Homeless Rural and Urban Youth*, *Child Abuse & Neglect*, 30, 1117-1128.
- Meltzer, H., Ford, T., Bebbington, P., Vostanis, P. (2012). *Children Who Run Away From Home: Risks for Suicidal Behavior and Substance Misuse*, *Journal of Adolescent Health*, 51, 5, 415-421
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- *Serving Our Youth: Findings From a National Survey of Services Providers Working with Lesbian, Gay, Bisexual and Transgender Youth Who are Homeless or At Risk of Becoming Homeless*, The Williams Institute..
- Bavier, R. (2011). *Children Residing With No Parent Present*, *Children and Youth Services Review*, 33, 1891-1901.
- *Foster Care Statistics 2013*, Children's Bureau, Administration on Children Youth and Families, Department of Health and Human Services, April 2015.
- *Recent Demographic Trends in Foster Care, 2013: Data Brief*, Office of Data, Analysis, Research, and Evaluation, Department of Health and Human Services.
- Bernardo, I., Salas, M., Garcia-Martin, M., Fuentes, M. (2012) *Teacher Assessment of Behavior Problems in Foster Care Children*, *Children and Youth Services Review*, 34, 615-621
- Lin, C., (2012). *Children Who Run Away From Foster Care: Who are the Children and What are the Risk Factors?*, *Children and Youth Services Review*, 34, 807-813.

Films:

- *Homeless Teens* (10:01 minutes)
- *Kicked Out: LGBT Youth Experience Homelessness* by In The Life Media (5:45 minutes)

Week 14 (First Session): Homeless Population

Readings:

- *The 2014 Annual Homeless Assessment Report (AHAR) to Congress*, U.S. Department of Housing and Urban Development
- *Homeless in New York City, 2015*, Coalition for the Homeless
- *Senseless Violence: A Survey of Hate Crimes/Violence Against the Homeless in 2012*, National Coalition for the Homeless.
- *Food-Sharing Report: The Criminalization of Efforts to Feed People in Need, 2014 Report*, National Coalition for the Homeless.
- Perlman, S., Gewirtz, A., Cowan, B., Haskett, M., Stokes, L. (2012). *Promoting Positive Parenting in the Context of Homelessness*, *American Journal of Orthopsychiatry*, 82, 3, 402-412.

Week 14 (Second Session): Veteran Populations

Second Essay is Due This Today

Readings:

- Eisen et al., (2012). *Mental and Physical Health of Iraq and Afghanistan Veterans*, American Journal of Public Health, 102, 1 66-73.
- *Suicide Data Report, 2012*, U.S. Department of Veterans Affairs.
- *FAQ About Homeless Veterans (2015)*, National Coalition for Homeless Veterans.
- *Employment Situation of Veterans 2014*, Bureau of Labor Statistics.
- *Understanding Post-Traumatic Stress Disorder*, U.S. Department of Veterans Affairs.
- *Invisible Wounds of War (2008)*, RAND Corporation.
- *Depression and Veterans (2009)*, National Alliance on Mental Illness.
- *2015 Military Pay Scale and Benefits*, U.S. Department of Defense.
- *Military Education Benefits User's Guide (2015)* U.S. Department of Veterans Affairs.

Week 15: Affordable Care Act

Readings:

- *Focus on Health Reform: Summary of the Affordable Care Act*, The Henry J. Kaiser Family Foundation (2013).
- *Health Insurance Coverage in the United States: 2013*, U.S. Census Bureau.
- *States Implement Health Reform, The Affordable Care Act: A Brief Summary*, National Conference of State Legislatures (2011).

Film:

- *Obama Care for Dummies: The Affordable Care Act Explained*, Keith Hughes (17:39 minutes)

Week 16: Final Exam

Assessment Rubric for the Essays

1. **Discuss how lifespan theories in the context of biological, psychological, social, historical, and cultural dynamics are applied in healthcare. (PSLO1, CSLO1, CSLO2):**

- Excellent (10 points)
- Satisfactory (5 points)
- Unsatisfactory (0 points)

2. **Explain health promotion and risks among diverse populations, including gender, culture, ethnicity, socioeconomic status, sexual orientation, ability and age. (PSLO2, CSLO1, CSLO2, CSLO 3, CSLO4):**

- Excellent (10 points)
- Satisfactory (5 points)
- Unsatisfactory (0 points)

3. **Discuss lifespan theories in the context of health promotion and illness prevention (PSLO1, CSLOs 1-6):**

- Excellent (10 points)
- Satisfactory (5 points)
- Unsatisfactory (0 points)

4. **Identify and describe key factors associated with health disparities in the U.S. (PSLO2, CSLO1, CSLO2):**

- Excellent (10 points)
- Satisfactory (5 points)
- Unsatisfactory (0 points)

5. **Describe social dynamics that contribute to structural inequality (CSLO3, CSLO4):**

- Excellent (10 points)
- Satisfactory (5 points)
- Unsatisfactory (0 points)

6. **Identify and describe historical milestones that promote public health (CSLO5):**

- Excellent (10 points)
- Satisfactory (5 points)
- Unsatisfactory (0 points)

7. **Discuss moral and ethical implications of healthcare practice (CSLO6):**

- Excellent (10 points)
- Satisfactory (5 points)
- Unsatisfactory (0 points)

8. Writing Quality:

- Excellent (10 points)
- Satisfactory (5 points)
- Unsatisfactory (0 points)

9. Use of Evidence to Support Arguments and Use of Examples:

- Excellent (10 points)
- Satisfactory (5 points)
- Unsatisfactory (0 points)

10. Organization of the Essay:

- Excellent (10 points)
- Satisfactory (5 points)
- Unsatisfactory (0 points)