

University of Maryland, College Park
Department of Public and Community Health

HLTH 460 - Minority Health

Instructor:	Sharon M. Desmond, Associate Professor	<u>OFFICE HOURS</u>
Office/Phone:	HHP 2376 / 301-405-2526	Tuesday – 1:00-3:00 PM
Email:	desmond@umd.edu	Thursday – 1:00-3:00 PM
Semester:	Summer Session II 2007	And by Appointment
Classroom/Time:	HHP 1301 / T-Th 5:00-8:45 PM	

**Required
Textbooks
&
Other
Readings**

Required

Satcher, D. and Pamies, R.J. (Eds.). (2006). *Multicultural medicine and health disparities*. New York: McGraw-Hill.

Recommended

Hofrichter, R. (Ed.). (2003). *Health and social justice: Politics, ideology and inequity in the distribution of disease*. San Francisco: Jossey-Bass.

Institute of Medicine. (2003). *Unequal treatment*. Washington D.C.: The National Academies Press.

**Course
Description**

Health concerns of U.S. ethnic minority groups and factors placing them at elevated risk for disease and injury will be studied. Public and community health concepts and strategies to reduce disparities between the health status of minority groups and the general population will be examined.

**Course
Objectives**

At the conclusion of this course, the student will be able to:

1. Explain how the U.S. government categorizes ethnic/racial minorities and issues and concerns associated with this system of categorization.
2. Describe major health problems that affect specific minority communities.
3. Identify ways in which beliefs and attitudes held by members of minority groups may improve or impair health status and or the effective utilization of allopathic medical services.
4. Describe how environmental and institutional injustice has contributed to poorer health for minorities and mistrust of systems dominated by whites.
5. Elucidate the various social, provider and patient factors that influence the health status of minority groups in the United States
6. Understand the limitations of the health care system that create frustration for minorities and underserved populations in need of medical services.
7. Define cultural competency and understand what it means to be culturally competent.
8. Discuss potential policy and health care delivery solutions that may eliminate the disparate health status between minority and majority populations in the United States
9. Identify her/his own ideas and biases about maintaining health, being a member of a minority or majority group, and working with/for individuals who are different.

Course Missed Exams or other assignments:

Policies Because this is a summer session class, and we are covering 15 weeks of material in six weeks time, class participation is critical! In-class experiences and activities cannot be made up. Come to class! Your thoughts, ideas and questions will enrich everyone's learning experience! If you miss a class it is your responsibility to contact a fellow student to find out what was covered. If you are ill or encountering personal difficulties, please talk with me right away. You can also contact Learning Assistance Services (301-314-7693) or the Counseling Center (301-314-7651).

Please complete reading assignments prior to the class meeting, as you will be able to more fully participate in class discussions and activities. Please do not fall behind in your reading! All assignments must be turned in on time. However, if you need an extension on an assignment, talk with me prior to the due date. A make-up final will be given only if it has been pre-arranged and/or you have a written valid excuse.

Accommodations for students with disabilities:

If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, please talk to me as soon as possible. You will need documentation from Disability Support Service (314-7682.) If you intend to take the exam at DSS it is your responsibility to notify me as soon as possible.

Academic Integrity:

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

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

For more information go to www.president.umd.edu/policies/iii100a.html and download the PDF file.

Religious Observances:

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

- S y l l a b u s -

- 7-17-07** Introductions, welcome and syllabus review
Video Race—The Power of an Illusion (Episode 1: The Difference Between Us)
- 7-19-07** Health disparities in the U.S.: An overview; Race: A social construct
Read Satcher and Pamies pgs. 3-31
Video Race—The Power of an Illusion (Episode 2: The Story We Tell)
Reaction paper 1 due
- 7-24-07** Measurement issues; Mortality disparities in racial and ethnic subgroups
Read Satcher and Pamies pgs. 33-104
Video Race—The Power of an Illusion (Episode 3: The House We Live In)
Reaction paper 2 due
- 7-26-07** Cultural competency; Health and Social Justice
Read Satcher and Pamies pgs. 371-403
Reaction paper 3 due
- 7-31-07** Diversity in the health care workforce; Trust and patient provider relationships
Read Satcher and Pamies pgs. 405-426 and 437-448
- 8-02-07** Racial and ethnic minorities: clinical trials, patient safety and medical genetics
Read Satcher and Pamies pgs. 449-484
Personal Interview paper due
- 8-07-07** Community health centers and faith based initiatives
Read Satcher and Pamies pgs. 485-507
- 8-09-07** Bioterrorism preparedness and disparate populations; complimentary and alternative medicine use among racial and ethnic minorities
Read Satcher and Pamies pgs. 533-540 and 509-532
- 8-14-07** Diabetes and Obesity
Read Satcher and Pamies pgs. 181-196 and 251-263
- 8-16-07** Injury and violence prevention and mental health issues
Read Satcher and Pamies pgs. 331-341 and 295-303
- 8-21-07** Health disparities in children and women
Read Satcher and Pamies pgs. 105-152
- 8-23-07** **Final and Farewell Party!**

Evaluation

Grading

Final	100	215-209 points A+
		208-201 points A
Reaction Papers (10 pts. each)	30	200-194 points A-
		193-187 points B+
In-class activities (2 pts. each)	12	186-179 points B
		178-172 points B-
Personal Interview	23	171-165 points C+
		164-157 points C
In-class presentation	50	156-150 points C-
		149-143 points D+
Total	215	142-135 points D
		134-128 points D-
		127 & below F

**Presentation Schedule
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7-26-07 Thursday	<u>Jennifer, Seyi and Joy</u> —Sickle cell anemia
7-31-07 Tuesday	<u>Cintya, Vera and Rashida</u> —breast cancer in African American 35-45 year old women living in DC
8-02-07 Thursday	<u>Chandni, Pamela, and Mark</u> —palliative care and minorities <u>Leticia, Felicia J and Hooman</u> —Alcoholism and Native Americans
8-07-07 Tuesday	NATIONAL NIGHT OUT IN SEAT PLEASANT MD 6-8 PM
8-09-07 Thursday	<u>Karen, Felicia A and Tiffany</u> —dental care and low SES individuals
8-14-07 Tuesday	<u>Jessica</u> --PTSD <u>Yolanda and Cory</u> —CAD in blacks and whites: unequal treatment
8-16-07 Thursday	<u>Tim and Fernanda</u> —Obesity and Fitness/Exercise in African Americans and Latinos
8-21-07 Tuesday	<u>Nathaly, Carlos and Tehani</u> —Immunization rates in African Americans and Latinos <u>Regina, Jimeka and Christian</u> -NIH Office on Minority Health

Potential Presentation Topics
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Health care for immigrant populations

Patient factors affecting care (must be specific about factor chosen and population group)

Provider factors affecting care (must be specific about factor)

Social factors affecting care (must be specific about factor)

Access to health care for a specific population group

Quality of health care for a specific population group

Racism

Discrimination

Prejudice

A specific health issue and its effect on a particular subgroup

- Cardiovascular disease (CVD)
- Cerebral Vascular Accident (CVA or stroke)
- Oncology (cancer)
- Organ donation
- Immunizations
- Preventive care
- Obesity and nutrition
- HIV infection and AIDS
- Sickle cell disease
- Depression
- Other mental health issue
- Dentistry and oral health
- Tobacco, alcohol and other drugs
- Pain management

Federal programs and agencies that focus on minority health issues

- Office of Minority Health (DHHS)
- Offices within NIH
- Health Resources and Services Administration (DHHS)
- Maternal and Child Health Bureau
- **Eliminating Racial and Ethnic Health Disparities (CDC)**
- **MD Minority Health & Health Disparities**
- The Office of Minority Health and Health Disparities (CDC)
- Office for Civil Rights (DOE and DHHS)

In addition to a racial and ethnic population, you could focus on

- The poor
- Gays, lesbians, bisexual and transgender populations
- Those living in rural areas
- Those living with a disability
- Veterans

Personal Interview Items
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1. Please describe your family background.
 - a. How many brothers and sisters do you have, where do you fall in the birth order, are your parents still together, have you always lived with just one parent, etc.?
 - b. How would you describe your family relationships today (i.e. rarely see each other, live far away, close, see one another on holidays, etc.)
2. What religion were you a part of growing up, if any?
 - a. If they were not part of a religion, ask if they consider themselves spiritual in any way (i.e. spirituality vs. religiosity).
 - b. If they were, ask if they still practice that religion today—why or why not?
3. What type of community did you grow up in (rural, urban, close neighbors, etc.)?
 - a. In general can you tell me what your childhood was like?
 - b. Did you like growing up there?
 - c. Were there any specific childhood experiences you feel especially shaped your adult life? If yes, what were they?
4. What is your cultural background?
 - a. What are some of your favorite cultural traditions? (You may want to ask “what were some of your favorite times growing up and why?”)
5. If you could change being (fill in race, ethnicity, sexual orientation, etc.), would you? Why or why not?
 - a. What is it like being _____ in the U.S. today?
 - b. What are the pros and cons of being part of this group?
 - c. Do you experience active and or passive discrimination? Please describe.
 - d. Do you think being _____ has affected your health status? If yes, in what way?
 - e. Are there any recommendations would you make to health care professionals to better serve others who are _____?
6. Do you have a regular health care provider?
 - a. Are you (would you be) more comfortable if your health care provider was the same as you in terms of (race, gender, sexual orientation, etc.)?
7. How do you define “quality of life?”
 - a. How would you rate your current quality of life?
 - b. Has being _____ enhanced your quality of life? Why or why not?
8. Are you satisfied with your life thus far?
 - a. Are you on track for meeting your personal goals? Why or why not?
 - b. If there is one specific thing you could change about your life, what would it be and why?
9. Personal background variables
 - a. How would you describe your health? (Excellent, good, fair, poor)
 - b. What is the highest educational level you’ve achieved?
 - c. What is your socioeconomic status (in general, i.e. poor, near poor, middle class, upper middle class, wealthy?)
 - d. Do you currently have health insurance?