Course Title: Health Promotion Interventions for Racially and Ethnically Diverse Populations

Course Number: 57318 HEBS 0670J

Course Location: School of Public Health, Piscataway

Course Date & Time: Wednesdays, 3:00PM - 6:00 PM

Course Instructor: Diane R. Brown, PhD, Professor
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Office Hours: By Appointment

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Course Description:
This course focuses on enabling students to apply health education and behavioral science theories and strategies to the assessment of health promotion interventions designed to reduce health disparities in racially and ethnically diverse populations. The course will enable students to identify patterns of health disparities, to understand contributing factors and causes and to develop skills in the application of health education and behavioral strategies for interventions designed to reduce health disparities in racially and ethnically diverse populations. **Prerequisite: PHCP 0505**

Selected Department Competencies Addressed:
Each Department identifies competencies for each degree offered. The competencies addressed in this course provide competences for the MPH and the doctoral degrees in the Department of Health Education and Behavioral Science. These competences are to:

- Assess and delineate health education and promotion needs of minority and other populations using various strategies
- Evaluate health education and promotions programs designed to address the needs of diverse populations in various settings
- Evaluate health education and promotion materials designed to address the needs of diverse populations
- Describe and apply health education models and theories to address the needs of minority and other diverse populations

Please visit the Department webpages on the School of Public Health’s website at [http://sph.rutgers.edu/](http://sph.rutgers.edu/) for additional competencies addressed by this course for other degrees and departments.
Course Objectives: By the end of the course, the student will be able to:

- Distinguish patterns of disparities in health status and healthcare for racial and ethnic minorities and other population subgroups.
- Critically analyze the health education and health promotion needs of minority populations through the acquisition of needs assessment skills.
- Apply health promotion theories and strategies to identify appropriate interventions to reduce health disparities in racial and ethnic minority populations and other population subgroups.
- Evaluate the strengths and weaknesses of health promotion approaches such as health literacy, cultural competency, community-based outreach and other strategies used in interventions designed to reduce health disparities.
- Articulate ethical considerations in doing health education and health promotion interventions in minority and vulnerable populations.

Course Requirements and Grading:

1. Active Class Participation 10%
2. Assignments 25%
3. Mid-term Exam 25%
4. Research paper on Health Promotion Interventions 30%
5. Presentation of Paper on Health Promotion Intervention 10%

Total 100%

1. Attendance/Participation. Students are expected to attend class and participate fully in class activities, particularly the review and discussion of articles.

2. Assignments: The course includes homework assignments as well as in-class individual and group assignments. Assignments are to be turned in on time and will be documented.

3. Mid-Term Exam. A mid-term examination consisting of multiple choice, short answer and essay exam questions will be based on readings and lecture materials. Unless arranged one week prior to the dates of the exam, make-ups will NOT occur.

4. Preparation of Research Paper on Health Promotion Interventions. Students will have a final paper to prepare. Using health promotion concepts, theories and interventions, the research paper will require that students review and synthesize the literature on a health issue in a specific racial/ethnic group and provide a critical assessment of health promotion interventions designed to address this issue. The paper should be 12-15 double-spaced pages, with references.
5. **Presentation of Paper:** The final class presentation will be based on the paper described above. Students can prepare PowerPoint slides and/or handouts for their presentation.

**Assignment Standards:**

1. **Lateness.** Assignments turned in after the official collection period is considered late. Unless the instructor and student come to an arrangement at least one week before class, there is a 1% point penalty for written work turned in late. Assignments are collected at the beginning of class. If you need to turn in something after the date due, please discuss it with the instructor to avoid point penalty.

2. **Grammar/Spelling.** If more than 8 gross punctuation, grammar, or spelling errors occur in the written assignments, they will be returned with no grade. These can be resubmitted within one week with a 5% penalty or the student can accept a failing grade. There is a formal policy on plagiarism in the college catalog that will be the policy for the class.

3. **Citations.** Preferred citation style for references in written assignments will be American Psychological Association (APA). Please use this APA citation style for electronic references.

4. **Course Materials.** Students are responsible and will be held accountable for all assignments and materials given out during missed classes.

**Moodle:** Although homework assignments are generally reviewed in class, students should log into Moodle weekly to check their assignments, obtain reading and resource materials. Assignments will be posted in Moodle in advance and handouts from class lectures will be posted after the class. [http://moodle.rutgers.edu](http://moodle.rutgers.edu)

**Required Course Text:**

Required reading materials will include a combination of chapter texts, articles, websites and other pertinent sources. One text will primarily be used along with other required readings:


**Additional/Supplemental Readings/Resources:**

- **CDC Health Disparities & Inequalities Report (CHDIR) November 2013**
  [http://www.cdc.gov/mmwr/pdf/other/su6203.pdf](http://www.cdc.gov/mmwr/pdf/other/su6203.pdf)

- **Healthy People 2020** [http://www.cdc.gov/nchs/healthy_people.htm](http://www.cdc.gov/nchs/healthy_people.htm)

- **National Partnership for Action (NPA) to End Health Disparities**
  [http://minorityhealth.hhs.gov/npa/](http://minorityhealth.hhs.gov/npa/)

• 2013 National Healthcare Disparities Report


Course Schedule:

09/03/14    Introduction/Course Overview

09/10/14    Minority Populations, Historical and Conceptual Issues
Assignments and readings for class:

Take the Implicit Association race test ---http://www.understandingprejudice.org/iat/index2.htm


Chapter 1 - Historical Aspects of Racial/Ethnicity and Health
Chapter 2 – Conceptual Issues in Race/Ethnicity and Health


Video: Unnatural Causes  (California Newsreel, 2008) – In Class

09/17/14    Minority Populations Health and Health Care: Understanding Disparities and their Causes
Readings for class:

http://deainfo.nci.nih.gov/advisory/pcp/annualReports/pcp09-10rpt/pcp09-10rpt.pdf

WHO, Social Determinants of Health Key concepts – fact sheet


Kochanek KD, Arias E, and Anderson RN (July 2013) How did cause of death contribute to racial differences in life expectancy in the United States in 2010? NCHS data brief (no 125) , 1-7

Global Health Disparities

Brown DR, Govia I, Ferguson T, and Boothe M (forthcoming) Chronic Disease in the English-speaking Caribbean in T. LaVeist (Ed). Legacy of the Crossing

Amouzou A, Kozuki N, Gwatkin R (2014). Where is the gap?: the contribution of disparities within developing countries to global inequalities in under-five mortality. BMC Public health 14:216 pages 1-5


Commonwealth Fund (2014). US Health System Ranks Last Among Eleven Countries on Measures of Access, Equity, Quality, Efficiency, and Healthy Lives

World Health Organization World Conference on Social Determinants of Health 2011.

WHO: Addressing the social determinants of health: the urban dimensions and the role of local government.


Video: Unnatural Causes (California Newsreel, 2008) – In Class

09/24/14 Minority Populations Health and Health Care: Understanding Disparities and their Causes
Readings for class:


LaVeist (2005). Chapter 7- Theories of Racial/Ethnic Differences in Health

SES and social gradient


Place Matters:
http://www.jointcenter.org/sites/default/files/upload/research/files/Place%20Matters%20for%20Health%20in%20the%20South%20Delta.pdf

Video: Unnatural Causes (California Newsreel, 2008) In Class

10/01/14 Minority Populations Health and Health Care: Understanding Disparities and their Causes: Immigrant and Refugee populations

Guest Speaker: Harlem Gunnness, Centers for Disease Control

Readings on immigrant health


Prepare at least three questions for the guest speaker. Submit to Moodle by 3pm.

10/08/14 Minority Populations Health and Health Care: Understanding Disparities and their Causes


Chapter 10- Health Issues: African American populations
Chapter 11- Health Issues: Native Americans and Pacific Islanders
Chapter 12- Health Issues: Asian American populations
Chapter 13- Health Issues: Hispanic/Latino populations

Small Group Assignment: Prepare a presentation on a demographic characteristics and 2) major health issues, and 3) any specific demographic, cultural or other factors influencing their health status.

Supplemental Reference


Video: Unnatural Causes (California Newsreel, 2008) In Class

10/15/14 Minority Populations Health and Health Care: Understanding Disparities and their Causes

Reading Assignments for Class:


http://clintransmed.com/content/1/1/27.


2013 National Healthcare Disparities Report

For reference purposes only:


10/22/14 Health Promotion Concepts and Considerations for Interventions in Racially and Ethnically Diverse Populations

Readings for class:

Chapter 3 - Ethics of Health Promotion Interventions in Culturally Diverse Populations
Chapter 4-Models, Theories, and Principles of Health Promotion: Their Use with Multicultural Populations.


Review for midterm exam

10/29/14 Midterm Exam

11/05/14 Health Education and Health Literacy Interventions

Abstract of final paper due

Readings for class:


Cultural Competency

Required Reading for class:


• Chapter 1, Culture, Health Promotion, and Cultural competence
• Chapter 2 Cross Cultural Concepts of Health and disease
• Chapter 6 Cultural Assessment Framework.

Choose one of the following:


Review of CLAS standards in class

VIDEO https://www.thinkculturalhealth.hhs.gov/FlashPlayer/play508.asp?Video=QHpart1

Small Group cultural assessment assignment will be reviewed in class and due 11/13/14

11/12/14 Community Level Health Promotion Interventions
Readings for class:


Using Kline and Huff's Cultural Assessment Framework (Chapter 6), students are asked to undertake a group project to develop a set of questions you would use in the development of an intervention in a selected multicultural population around a specific health condition. For example, implementing an self-management intervention among elderly native American diabetics; a weight loss program for African American female high school students, a prostate cancer screening program for Asian American males over age 40, or an exercise program for a Latino family with two overweight children. This will be due 11/12/14 and presented in class.

11/19/14 Community Interventions, continued, Mass Communications and Social Marketing Interventions for Health Behavior Change in Diverse populations


**HOMEWORK ASSIGNMENTS** Read three articles above and use the critique template to prepare a written review. Submit it to Moodle. Using the critique template.

**In class intervention assignment**


11/26/14 No Class Thanksgiving

12/03/14 **Health Disparity interventions, continued**

Readings for class:

**Technology and Internet-based Strategies**

http://www.publichealthreports.org/issueopen.cfm?articleID=2815 [PDF | 349KB]


Social Policy Strategies to address health disparities
Health Care and Education Reconciliation Act of 2010.


National Action Plan on Health Disparities, Office of Minority Health, USDHHS.


**HOMEWORK due 12/03/14:** Read articles above and use the critique template to prepare a written review for two of them. Be prepared to discuss in class.

**12/10/14**
Last day of class: Presentations
Ten minutes are allotted for each presentation followed by 5 minutes for Questions.

**12/15/14**
Papers due by noon
School of Public Health Honor Code: The School of Public Health Honor Code is found in the student bulletin (sph.rutgers.edu/academics/catalog/index.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the school community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

Policy Concerning Use of Recording Devices and Other Electronic Communications Systems: When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.