

Course Title: *LGBTQ Health and Health Disparities*

Course Number: *SBHS 0620*

Course Pre- and Co-requisite(s): *None*

Course Location: *Piscataway, 334 & One Riverfront Plaza, 1023*

Course Date & Time: *Tuesday, 3pm-5pm*

Course Instructor: *Kristen Krause, MPH, Lecturer, Rutgers University School of Public Health, kristen.krause@rutgers.edu*

Office Hours: *Please e-mail for appointment*

Course Assistant: *TBD*

Required Course Text:

- *LGBT Health: Meeting the Needs of Gender and Sexual Minorities.* Smalley, K.B., Warren, J.C. and Barefoot, K.N. eds. 2017. Springer Publishing Company.

Additional/Supplemental Readings/Resources:

- Institute of Medicine (IOM). (2011). *The Health of Lesbian, Gay, Bisexual, and Transgender People: Building a Foundation for Better Understanding.* Washington, D.C., The National Academies Press. Available at: https://www.nap.edu/login.php?record_id=13128&page=https%3A%2F%2Fwww.nap.edu%2Fdownload%2F13128

Course Description: This course examines the core interdisciplinary theories, knowledge, research, and methods evidenced in understanding LGBTQ health and disparities in the LGBTQ population. The course introduces students to the main conceptual frameworks for the study of LGBTQ individuals, communities, and populations across the lifespan and overviews existing knowledge about LGBTQ health in the United States and globally. The course highlights research design, measurement, ethics, and analysis issues in population research in LGBTQ health.

Selected Concentration Competencies Addressed: The competencies addressed in this course include:

- A: Describe the concept of gender, sex, gender identity, and sexual orientation as it is situated across culture, history, legal, medicine, and the political context.
- B: Understand the origins, causes and manifestations of health disparities among LGBTQ populations.
- C: Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in specific LGBTQ populations and communities.

- D: Synthesize the existing literature to identify relevant health problems, policies, programs or gaps in the research to identify research agendas and questions that when addressed will contribute to the improvement of LGBTQ health.
- E: Design research for diverse LGBTQ populations that address identified relevant health problems.
- F: Demonstrate advocacy techniques to improve the health of LGBTQ populations.

Please visit the Concentration webpages on the School of Public Health's website at sph.rutgers.edu for additional competencies addressed by this course for other degrees and concentrations.

Course Objectives: By the completion of this course, students will be able to:

- A: Analyze terminology and concepts utilized to assess health in the LGBT population.
- B: Demonstrate knowledge of the epidemiology of LGBT health disparities in the U.S. and globally.
- C: Assess the main health issues of LGBT populations across the life-course using a developmental perspective.
- D: Apply and evaluate the key theoretical perspectives that inform research on LGBT health and the main challenges and limitations of each.
- E: Evaluate health policies related to disparities among LGBT populations.
- F: Explain how social and environmental factors can interact with individual behavioral factors to influence health outcomes among sexual minorities.

Competency	Course Objectives(s)	Lessons/Weeks	Assessment(s)
A	A	1-3	Class discussions, outside learning activity
B	C	11-12	Class discussions, online posts, outside learning activity, final paper/presentation
C	B	3-11	Online posts, final paper/presentation
D	D	12-13	Online posts, final paper/presentation
E	F	3-13	Class discussions, final paper/presentation, outside learning activity
F	E	3-11	Online posts, final paper/presentation

Course Requirements and Grading:

1. In-class discussions are a large component of this class and students' grades. Thus, students are expected to attend all classes, to have completed all required readings prior to coming to class, and to actively participate in all discussions.
2. Each student will be allowed one absence without receiving a reduced attendance grade. If you cannot attend class, it is your responsibility to notify the instructor. Additional absences may be considered excused (i.e., not impacting your grade) with appropriate medical documentation at the instructor's discretion.
3. Students are expected to come to class on time. Consistent tardiness will result in a reduction of a student's participation grade.
4. Complete all assigned readings prior to class. If it is evident that a student has not completed the required readings prior to class, their participation grade will be lowered.
5. This course will strictly adhere to the Rutgers School of Public Health Honor Code (see the policy statement at the end of this syllabus)
6. Complete all assignments on time (due dates are noted below). Late assignments may be accepted, at the instructor's discretion, for reduced credit.
7. This syllabus is subject to minor changes throughout the semester in order to accommodate the needs of the class. Revisions to the syllabus will be announced via email and in class. It is your responsibility to download and abide by the most current version of the syllabus.

GRADING:

Class Participation & Attendance: 10%
Discussion Leader: 15%
Final Paper: 25%
Final Presentation: 25%
Posts (2): 10%
Outside Learning Activity: 15%

GRADING SCALE:

A:	94-100	C+:	77- <80
A-:	90-<94	C:	73- <77
B+:	87-<90	F:	< 70
B:	84-<87		
B-:	80-<84		

Course Assignments and Graded Items:

1. Class Participation and Attendance (10 points)

This class is structured largely around discussion, therefore active participation in class discussions is key to getting the most out of the course and receiving the highest possible grade. Students are expected to come to each class having read the required readings and being prepared to discuss them. The instructor and discussion leaders may call on students to answer questions or to discuss relevant topics and students are required to respond appropriately. Each student will be allowed one (1) absence without receiving a reduced participation grade. Absences may be considered excused (i.e., not impacting your grade) with appropriate medical documentation at the instructor's discretion.

2. Posts (2 posts, 5 points per post = 10 points total)

Students will complete 2 posts on Canvas throughout the semester, including one post that proposes the topic of the final paper. Each post must be between 400-500 words. Additional details for each post will be posted on Canvas prior to each post's due date. Late posts will not be accepted, except under extraordinary circumstances and at the instructor's discretion.

3. Discussion Leader (15 points)

Students will be required to lead the class discussion one week during the semester. The discussion leader must come to class prepared to facilitate a productive discussion of the week's assigned readings. The instructor will provide an introduction (~25-30 minutes) to the topic and then move into the discussion. The discussion leader(s) may call on their fellow students to answer questions or to discuss relevant topics. Discussion leader(s) may bring other articles/videos/multimedia related to that week's topic to discuss with the group. Students will be assigned their discussion leader week in between the first two weeks of class. The instructor will attempt to give students their preference for week and/or topic. Depending on the number of students enrolled in the course, two students may share the role of discussion leader on weeks with more content to discuss.

4. Outside (but Stay Inside...) Learning Opportunity (15 points)

Students will find one online (outside of class, but socially distant inside your home) LGBTQ-originated, health activity (e.g. webinar, film, lecture, etc.) of their choice and write a three-page double-space paper on what they learned from the experience. An LGBTQ-originated activity is one that is not only about the LGBTQ population but also is developed and delivered by or among members of this community. Submissions based on activities that are not LGBTQ-originated will receive a grade of "0". If you are unsure about whether an activity is LGBTQ-originated, please reach out to the instructor to confirm. The outside (but stay inside...) learning opportunity must occur during the semester. The paper may be turned in no later than the last day of class before reading week begins (but can be submitted earlier). This activity will take the place of 2 'online 30' activities (noted below).

5. Class Presentation (25 points = 100/4)

Students will present a summary of their final paper topic in one of the last two sessions of the semester. The purpose of the presentation is to allow students to obtain feedback from their classmates and the Instructor to enhance their final papers. Presentations will be a maximum of 10 minutes, including a 1-2 minutes for questions and answers. Students must use at least one visual aid to enhance their presentation (e.g., PowerPoint, video, scientific poster etc.).

6. Final Paper (25 points = 100/4)

Students will be required to write an 8-12 page, double-spaced paper on a topic of their choice. Students may choose to write about topics relevant to LGBT health that have research, clinical, or policy implications. The final paper must be well written, without

typographical, grammatical, and/or spelling errors. After receiving approval from the instructor for the proposed topic, select the format below that is most appropriate for your topic:

a) Literature Review: Students who opt to write a review of the literature should include: (1) an introduction to the theoretical context of the research topic; (2) the formulation of specific research questions guiding the literature review; (3) a review of relevant empirical literature; (4) a critique of the state of knowledge on the topic; (5) and a discussion of needs for further research.

b) Research Proposal: Students opting to write a research proposal should include: (1) a review of the relevant literature; (2) a critique or synthesis of the theoretical foundations; (3) formulation of the research problem(s) and/or hypotheses to be tested; (4) a justification of a problem and/or hypotheses. Data sources and research designs are expected in the proposal, but they can be brief. The format of this assignment should conform to the actual application requirements of a funding agency of choice.

Grading Rubric:

Item and % of grade	Exceeds Expectations (A)	Meets Expectations (B)	Needs Development (C – F)
Class Participation (10%)	Actively participates; comments are relevant, reflect understanding, and frequently help move conversation forward	Sometimes participates; comments occasionally betray lack of preparation or attention	Seldom participates; exhibits little understanding of previous remarks or evidence of having read assigned material
Discussion Leader (15%)	Effectively leads class in covering main points from reading, discussion reflects understanding of content, helps move conversation forward	Leads class in covering some of the points from reading, discussion reflects moderate understanding of content, struggles to move conversation forward	Not prepared to lead discussion; exhibits little understanding of the reading or evidence of not reading assigned material; cannot move conversation forward
Posts (10%)	Addresses the assignment fully; shows depth and complexity of thought	Generally, addresses the assignment; contains occasionally unclear aspects or inadequate details	Lacks understanding of assignment
Outside Learning Activity (15%)	Addresses the assignment fully; shows depth and complexity of thought; fully explains the activity (who led it, what happened, who attended, who was the audience, etc.)	Generally, addresses the assignment; contains occasionally unclear aspects or inadequate details	Lacks understanding of assignment, did not attend LGBTQ-specific event
Final Paper and Presentation (50%)	Will be provided on Canvas.	Will be provided on Canvas.	Will be provided on Canvas.

Course Schedule:

Week/Date KK Location	Topics	Textbook Chapters	Assignment Due
Introduction: Course Overview, LGBTQ Definitions, and Key Populations			
Week 1: 1/21 <i>Piscataway</i>	<ul style="list-style-type: none"> ▪ Course Overview ▪ Introduction of instructor and students ▪ Overview of LGBTQ Health 	Chapter 1-2	
Week 2: 1/28 <i>Newark</i>	<ul style="list-style-type: none"> ▪ Health Risk Behaviors in the Gender and Sexual Minority Population 	Chapter 3	
Major Health Issues, Outcomes, and Conditions			
Week 3: 2/4 <i>Piscataway</i>	<ul style="list-style-type: none"> ▪ Chronic Health in Sexual and Gender Minority Groups 	Chapter 4-6	
Week 4: 2/11 <i>Newark</i>	<ul style="list-style-type: none"> ▪ Reproductive Health and Parenting 	Chapter 7	
Week 5: 2/18 <i>Piscataway</i>	<ul style="list-style-type: none"> ▪ The Needs of Gender and Sexual Minority Persons Living with Disabilities ▪ LGBTQ Veterans 	Chapters 9 and 19	Post #1
Week 6: 2/25 <i>Newark</i>	<ul style="list-style-type: none"> ▪ Violence Among LGBTQ People ▪ Mental Health, Suicidality, and Substance Use 	Chapters 8, 10-12	
Week 7: 3/3 <i>Piscataway</i>	<ul style="list-style-type: none"> • HIV/AIDS and Other Sexually Transmitted Infections Within the Gender and Sexual Minority Community 	Chapter 13	
Special Considerations for Specific Groups			
Week 8: 3/10 <i>Newark</i>	<ul style="list-style-type: none"> • Transgender Health 	Chapter 14	
Spring Break			
Week 9: 3/24 <i>Piscataway</i>	<ul style="list-style-type: none"> ▪ Bisexual Health 	Chapter 16	Post #2
Week 10: 3/31 <i>Newark</i>	<ul style="list-style-type: none"> ▪ The Health of Racial and Ethnic Minority Gender and Sexual Minority Populations ▪ Rural Health 	Chapters 15 and 18	
Week 11: 4/7 <i>Newark</i>	**Guest Instructor: Caleb LoSchiavo, MPH <ul style="list-style-type: none"> ▪ Gender and Sexual Minority Youth 	Chapter 17	
Week 12: 4/14 <i>Piscataway</i>	<ul style="list-style-type: none"> ▪ Aging, Resilience, and Health in Gender and Sexual Minority Populations 	Chapter 20	
Recommendations and Future Directions			
Week 13: 4/21 <i>Newark</i>	<ul style="list-style-type: none"> ▪ Evidence-Based Approaches to SGM Health (40 mins) ▪ Presentations (80 mins) 	Chapters 21-23	Presentations
Week 14: 4/28 <i>Piscataway</i>	<ul style="list-style-type: none"> ▪ Presentations (90 mins) ▪ Final Thoughts & Wrap Up (30 mins) 		Presentations
Last Week (Reading Day): 5/5	No Class		Final Paper & Outside Learning Activity

Weekly Readings and Online 30 Material:

Week 1: Introduction and Overview

Textbook: Chapter 1-2

Online 30:

- Article: Young, R.M. and Meyer, I.H., 2005. The trouble with “MSM” and “WSW”: Erasure of the sexual-minority person in public health discourse. *American journal of public health*, 95(7), pp.1144-1149.

Week 2: Health Risk Behaviors in the Gender and Sexual Minority Population

Textbook: Chapter 3

Online 30:

- Video: LGBT Voices: Perspectives on Healthcare. The National LGBT Health Education Center (Fenway). <https://www.lgbthealtheducation.org/video/lgbt-voices-perspectives-on-healthcare/>

Week 3: Chronic Health in Sexual and Gender Minority Groups

Textbook: Chapter 4-6

Online 30:

- N/A as next week's online 30 is 60 minutes.

Week 4: Reproductive Health and Parenting

Textbook: Chapter 7

Online 30:

- Webinar: Building Your Family: LGBTQ Reproductive Options. The National LGBT Health Education Center (Fenway) <https://www.lgbthealtheducation.org/courses/building-your-family-lgbtq-reproductive-options/lessons/recorded-webinar-building-your-family-lgbtq-reproductive-options/>

Week 5: The Needs of Gender and Sexual Minority Persons Living with Disabilities and LGBTQ Veterans

Textbook: Chapters 9 and 19

Online 30:

- Short Documentary: The Camouflage Closet: LGBT Veteran Educational Resource. Association of American Medical Colleges: <https://www.aamc.org/what-we-do/mission-areas/diversity-inclusion/lgbt-health-resources/videos/lgbt-veterans>

Week 6: Mental Health, Suicidality, Substance Use, and Violence Among LGBTQ People

Textbook: Chapters 8, 10-12

Online 30:

- Article: Stults, C.B., Kupprat, S.A., Krause, K.D., Kapadia, F. and Halkitis, P.N., 2017. Perceptions of safety among LGBTQ people following the 2016 Pulse nightclub shooting. *Psychology of sexual orientation and gender diversity*, 4(3), p.251
- Morris, E.R. and Galupo, M.P., 2019. “Attempting to dull the dysphoria”: Nonsuicidal self-injury among transgender individuals. *Psychology of Sexual Orientation and Gender Diversity*, 6(3), p.296.

Week 7: HIV/AIDS and Other Sexually Transmitted Infections Within the Gender and Sexual Minority Community

Textbook: Chapter 13

Online 30:

- Watch the following videos that can be found at: <https://www.lgbthealtheducation.org/courses/pre-and-post-exposure-prophylaxis/>
 - Training Modules: PrEP and PEP
 - Conversations: Dr. Kevin Art and Dr. Ken Mayer discuss PrEP and Sexually Transmitted Infections
 - Conversations: Dr. Kevin Art and Dr. Ann Neilan discuss PrEP for Adolescents

Week 8: Transgender Health

Textbook: Chapter 14

Online 30:

- Video: Transgender People Share Stories About Healthcare. <https://www.youtube.com/watch?v=m9I75EKNYfg>
- Cicero, E.C., Reisner, S.L., Silva, S.G., Merwin, E.I. and Humphreys, J.C., 2019. Health Care Experiences of Transgender Adults: An Integrated Mixed Research Literature Review. *Advances in Nursing Science*, 42(2), pp.123-138.
- James, S.E. and Herman, J., 2017. *The report of the 2015 US Transgender Survey: Executive summary*. National Center for Transgender Equality. <https://transequality.org/sites/default/files/docs/usts/USTS-Executive-Summary-Dec17.pdf>

Week 9: Bisexual Health

Textbook: Chapter 16

Online 30:

- Video: Bisexual Health and Service Providers. <https://www.youtube.com/watch?v=dDD1-VTC80w>
- Article: In the LGBT community, bisexual people have more health risks. Here's what could help. The Washington Post. <https://www.washingtonpost.com/news/soloish/wp/2017/09/25/in-the-lgbt-community-bisexual-people-have-more-health-risks-heres-what-could-help/>

Week 10: The Health of Racial and Ethnic Minority Gender and Sexual Minority Populations and Rural Health

Textbook: Chapters 15 and 18

Online 30:

- Publication: Understanding and Addressing the Social Determinants of Health for Black LGBTQ People: A Way Forward for Health Centers. The National LGBT Health Education Center (Fenway) https://www.lgbthealtheducation.org/wp-content/uploads/2019/06/TFIE-33_SDOHForBlackLGBTPeople_Web.pdf
- Video: LGBT Rights in the Post-Arab Spring Middle East. Woodrow Wilson Center. <https://www.wilsoncenter.org/article/lgbt-rights-the-post-arab-spring-middle-east>

Week 11: Gender and Sexual Minority Youth

Textbook: Chapter 17

Online 30: N/A in place of assignment #4

Week 12: Aging, Resilience, and Health in Gender and Sexual Minority Populations

Textbook: Chapter 20

Online 30:

- Publication: Promoting the Behavioral Health of LGBT Older Adults_The National LGBT Health Education Center (Fenway). https://www.lgbthealtheducation.org/wp-content/uploads/2019/07/TFIE-34_LGBT-Older-Adults-Brief_final_web.pdf

Week 13: Evidence-Based Approaches to SGM Health

Textbook: Chapters 21-23

Online 30: N/A in place of assignment #4

Technology Policy:

1. Mobile phones/devices must be turned off and/or placed on vibrate prior to class.
2. Laptops and tablets can be used in the classroom to take notes, make calculations, and download/read course materials. Remember that this course relies heavily on class discussion and thus non-academic use of the Internet in class may result in a lowered participation grade.

Learning Management System: Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@canvas.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

School of Public Health Honor Code: The School of Public Health Honor Code is found in the School Catalog (sph.rutgers.edu/academics/catalog.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.

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at ods.rutgers.edu. The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

Commitment to Safe Learning Environment: The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

Reporting Discrimination or Harassment: If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the [RBHS Title IX Office](#) or to the School of Public Health's [Office of Student Affairs](#). Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School's [Office of Student Affairs](#). The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the [RBHS Title IX Coordinator](#). If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University [Policy 10.3.12](#). For more information about your options at Rutgers, please visit [Rutgers Violence Prevention and Victim Assistance](#).

Graduate Student Computer Policy: Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: sph.rutgers.edu/student-life/computer-support.html

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.

Policy Concerning Use of Turnitin: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

Withdrawal/Refund Schedule: Students who stop attending their course(s) without submitting a completed [Add/Drop Course](#) form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed [Leave of Absence](#) form from the School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: sph.rutgers.edu/academics/academic-calendar.html