

PSYC 475-A Course Syllabus
Minority Health and Health Disparities

Fall Semester 2017 Class Meeting Times:

Tuesdays and Thursdays 10:00am-11:15am
Pfahler Hall Room 007

Professor Information:

Dr. Vanessa V. Volpe
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Office Hours: Monday 9:30-11:30am, Tues 1:30-3:30pm, Thursday 3-4pm, and by appointment

“There must exist a paradigm, a practical model for social change that includes an understanding of ways to transform consciousness that are linked to efforts to transform structures.” – bell hooks

“Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek.” – Barack Obama

COURSE DESCRIPTION:

Credits/Prerequisites: 4 credits/PSYC-100 OR 3 semester hours in AAAS OR permission of instructor

Disparities in health continue to persist in the United States, with individuals from marginalized backgrounds (i.e. marginalized on the basis of race, ethnicity, gender, sexual orientation, socioeconomic status, etc.) bearing a disproportionate amount of physical and mental health challenges (NIMHD, 2016). This course will integrate institutional, interpersonal, and individual-level factors to examine both the health challenges and strengths of individuals from marginalized communities. Through this course, students will gain foundational knowledge that will enable them to build successful initiatives for social justice and health equity at individual and organizational levels. The majority of course material will focus on the African American community and draw from critical perspectives.

Community health, as an approach to reducing health disparities, stresses the importance of situating oneself, a community, and the disparity at hand within a social, cultural, economic, and political context. Therefore, throughout this course, students will practice civic engagement via exposure to and employment of community health approaches. Community health is inherently a civically engaged practice, and this course aims to optimize student scholarship by seamlessly integrating course content with community-based learning. Students in this course will gain knowledge and experience that will enable them to build successful and socially responsible initiatives for health equity at the community level.

This course in the interdisciplinary field of health psychology incorporates the use of community health approaches to address mental and physical health disparities in an experiential learning environment. During this course, students will first engage in civil discourse surrounding multi-level (i.e., environmental, institutional, interpersonal, and individual) causes of health disparities within a classroom setting. Next, students will practice civil discourse as they move beyond the classroom to engage with diverse perspectives of local community partners. Students will then develop feasible (e.g., accomplishable within the constraints of the semester, small-scale but powerful), sustainable (e.g., having a continued impact beyond the semester, leaving ownership of the project within the community), and appropriate (e.g., culturally sensitive and ethical) community health projects that address disparities.

COURSE LEARNING GOALS:

This course focuses on all five departmental and APA goals: develop knowledge base (goal 1), engage in scientific inquiry and critical thinking (goal 2), develop an understanding of ethical and social responsibility (goal 3), develop

communication skills (goal 4), and refine skills relevant to professional development (goal 5). More specifically, students should be able to:

1. Define major concepts and identify key characteristics of theories of minority health and health disparities.
2. Provide examples of contributors to and outcomes of disparities with an understanding of the complex interplay between institutional, social, and individual factors.
3. Describe the strengths of marginalized communities and individuals which are used to adapt to institutional and individual-level health challenges and explain how a strengths focus can provide new opportunities for the elimination of health disparities.
4. Analyze how individual and institutional differences can influence the applicability and generalizability of research and action on minority health and health disparities.
5. Express ideas in written and oral formats that reflect cultural sensitivity, critical analysis, logic, creativity, and deep understanding of course material.

In addition to these discipline-specific learning goals, the learning objectives for the community-based component of this course include:

1. Developing a critical understanding of the theoretical orientations of community health approaches and their implications for making an impact,
2. Linking community health concerns to individual social responsibility via students' exposure to community stakeholders' perspectives,
3. Designing a project in partnership with these stakeholders which aims to have lasting impacts on health,
4. Enacting, reflecting upon, and sharing the outcomes of this project.

COURSE TEXTS:

Laverack, G. (2013). *Health activism: Foundations and strategies*. SAGE.

Additional course readings will be made available on Canvas.

COURSE POLICIES:

Participation:

Participate fully in class discussion, even if you are introverted. Individual in-class participation is a mandatory part of your grade. If you are not participating fully, I will be more likely to call on you to explain a concept or provide a critique. Asking questions that further discussion or present an opposing viewpoint are also encouraged. If you tend to talk a lot, remember to give others a chance. Critical thinking, as well as constructive listening and responding skills are necessary for class discussion and are in line with APA's Communication guideline. Quality of contributions is more important than quantity – comments, questions, and statements that are clearly reasoned and provide a new perspective and/or propel the discussion forward are best.

Conduct:

Students should expect faculty and other students to treat them fairly, showing courtesy, honesty, and respect for their ideas and opinions and strive to help them achieve maximum benefits from their experiences. Faculty should expect the same of students. A code of conduct will be established, agreed upon, and amended (if necessary) throughout the course by students and instructor.

Communication/ Availability:

Office hours: I am here to support your learning and growth. I set aside weekly office hours (listed above) to assist you, so please come see me if you have a question or concern, however large or small. If you have conflicts with my scheduled office hours, please email me to schedule an appointment. I will make every effort to accommodate your schedule. However, it is best to request an alternate appointment at least 1-2 days in advance, as my schedule fills up quickly during exam times, just before due dates for my classes' assignments, and other busy periods during the semester.

General availability and email availability: I aim to respond to each email I receive within 24 hours Monday-Friday and within 48 hours Saturday-Sunday, a timeline which is in line with the college's standards for professors due to the high volume of emails we receive on a daily basis. Keep this timeline in mind in advance of class deadlines or other time-sensitive situations, and plan appropriately in order to receive any assistance that you may desire from me. Communication via email is most appropriate when you might have a clarification question, but for larger questions or discussions we will likely need to meet in person during office hours. Beyond my office hours and scheduled appointments, you are free to stop by my office to see if I am available if you have a question or concern. If I am in my office but it is not during office hours or your scheduled appointment, please first ask if I might be available. If I am not available or I am not in my office when you stop by, rest assured that I do want to be of assistance but cannot at that moment because I am engaging in one or more of the many other responsibilities I have as a professor: attending faculty meetings, serving on campus committees, conducting research, writing grants and manuscripts, advising first-year students and psychology majors, etc.

Attendance:

Arrive on time (on time means you must arrive before 10:00am as we will begin promptly at 10:00am) and stay for the entirety of each scheduled class session. If a student is late for class on 3 occasions, this will be considered the equivalent of 1 absence. Absences and lateness will impact your understanding of the material and your class performance. Absences and lateness are also tied to your in-class participation grade.

Absences and lateness in your required community work are unacceptable. As a volunteer at a community organization you will be representing the College, the class, and myself. You have an ethical and professional responsibility to the community members, stakeholders, and supervisors that you serve. Therefore, I reserve the right to terminate your volunteer work and/or remove you from the course if you are not meeting the expectations of the course in terms of your community volunteer work.

Ursinus' policy: "In keeping with a strong liberal arts tradition that encourages active learning and complete participation in the education process, the college expects students to attend class. Warning slips will be issued to students failing to attend on a regular basis. Excessive absences by first year students and students on academic probation will be reported to the Dean's office. Students may be dropped from the course with a grade of F for failing to meet the stated policy."

Please inform me via email during the first 2 weeks of the semester about conflicts with religious observances. In the event that a student experiences a significant health problem or other issue that may prevent them from performing adequately in their academic work and/or attending class for a number of days, students should notify Lynda Manz at the Office of Student Affairs (lmanz@ursinus.edu, 610-409-3590). In emergencies where it is not feasible to notify the instructor of an absence, the Office of Student Affairs can assist students with faculty notifications. Upon students' return to class, it is their responsibility to talk to the instructor and develop a plan for making up missed work.

4th Hour:

While the learning that takes place in the classroom is of importance, students tend to internalize the material when required to apply it outside of class. For this reason, this is a 4-credit hour course that meets for 3 hours each week with the intention that the fourth hour will be satisfied by additional activities outside of class. To satisfy the fourth hour, throughout the semester students will be required to complete 33 hours of community-engaged fieldwork.

Academic Integrity and Honesty:

Per Ursinus College's statement on academic honesty found within the student handbook (<https://www.ursinus.edu/student-life/handbook/academic-policies/academic-honesty/>), academic dishonesty of any kind will not be tolerated. Please read the policy closely so you know what does and does not constitute academic dishonesty, specifically regarding plagiarism. If you have questions regarding a class assignment, ask the instructor prior to turning it in. Students who are suspected of academic dishonesty will be confronted with the evidence and reported to the Dean's Office after the first offense. Per the college's policy, if it is deemed that you have engaged in academic

dishonesty, you will automatically receive a 0% for the assignment and will be subject to receiving an F in the course, per the instructor's discretion.

Severe Weather:

The instructor will make every attempt to hold class regardless of the weather; however, if severe weather prevents the instructor from holding class, students will be emailed as soon as possible. Arrangements for making up missed work will be made via Canvas, email, or during the next class period.

Disability Statement:

Ursinus College is committed to ensuring equal access and providing reasonable accommodations for students with disabilities. Students requesting academic accommodations must meet with the Interim Assistant Director of Academic Support at the Center for Academic Support in the lower level of Myrin Library. At the beginning of each semester, qualifying students must meet with the Director of Disability Services to reinstate accommodations and pick up their accommodations letters. Students are responsible for presenting their letters to the course faculty member – if you are approved for accommodations you will need to let me know the first week of the semester. If you have accommodations I will schedule a meeting with you early in the semester to determine how we can work together to meet your needs. Students with disabilities should contact Shammah Bermudez (sbermudez@ursinus.edu, 484-762-4329) as soon as possible to discuss academic accommodations and/or services.

Course Evaluations (SPTQ):

Near the end of the semester you will receive an email from the Dean's Office regarding SPTQ. This is your opportunity to give the college feedback on your experience in the course. The purposes of the SPTQ are: 1) to provide feedback to the department chair and the Dean for evaluation purposes, and 2) to provide feedback to the instructor for changes and improvement in the course. Please take the time to respond to the email request and complete the SPTQ. Your participation in SPTQ evaluations is very much appreciated by the college.

COURSE ASSESSMENTS AND GRADING:**Readings:**

Readings are to be completed in preparation for each Thursday session. Students are expected to come to class with 1) each assigned reading, 2) your notes in the margins of that assigned reading OR on a separate piece of paper, and 3) your responses to the discussion questions. If there is an "other assignment" (see below) due that day, you must also print this out and bring it to class (please ask if you're confused about what to bring to class, "other assignments" may take multiple forms). If printing is a financial imposition, please set up an appointment with me to discuss strategies. If it seems that students are not coming to class prepared with the necessary documents and/or have not done the reading/assignments required, I reserve the right to conduct random "class prep" checks, in which I will ask all students to turn in their materials and will grade these accordingly. "Readings" are therefore a part of your grade in the sense that your class preparation and discussion of readings is a large part of your participation grade (see further details about participation below).

Discussion Question Assignments (24 points):

Discussion Question Assignments enable students to demonstrate critical thinking about the course readings and enhance the quality of our in-class discussions.

There are 8 discussion question assignments based on course texts, which begin on 9/14. For each of these 8 assignments, students will submit answers to 5 discussion questions on Canvas. These discussion questions will be based on the reading due for that day and will be divided into the following types of questions: 2 content questions, 1 application question, 1 connection question, and 1 reflection question.

The majority of your grade on these discussion questions will focus on the content of your response and the level of your critical thinking about these topics. For example, when you answer these questions in your OWN WORDS (see note on Academic Integrity and Honesty above), be specific and propose a complex, nuanced answer. Avoid vague generalizations or non-specific sentiments such as “This is something that is important for everyone” or “A lot of things were discovered in this study.”

Another smaller part of your grade on these discussion questions is focused on your writing style/tone, grammar, spelling. Excellent written communication is one of the goals that I will help you develop throughout the semester. Such communication is a necessary skill set for working and living in the world. It is often possible for the best of ideas to be easily dismissed or misinterpreted if they are not well presented. Therefore, I am committed to helping each of you develop your writing throughout the course.

I understand that it takes a while to get used to the grading style and expectations of each professor. Therefore, I will not consider writing a part of your grade for your first discussion question assignment. That means I am expecting you to look over all of my comments on your discussion question assignments carefully (including: comments I make on the document itself on Canvas using CrocoDoc, comments I make on the general submission on Canvas, and comments I make within the rubric on Canvas; see <https://guides.instructure.com/m/4212/l/54359-how-do-i-view-assignment-comments-from-my-instructor> for how to access all 3 and let me know EARLY ON if it's unclear). Come and meet with me to talk about my comments if you do not understand them or how to use them to improve your writing for the next assignment.

I will also allow you to **drop your LOWEST** discussion question assignment grade. As is true with comments on your writing, I will make comments regarding the level of critical thinking evident in your responses to your discussion question assignments. View these comments on Canvas (see paragraph above) and talk with me EARLY ON if you'd like to discuss these comments and how to improve.

Taken together, discussion question assignments are worth 24 points towards students' overall grade.

Community-Engagement Component (45 points)

You will choose one of three-four local field sites and volunteer at this field site three hours per week. Required elements of this community-engaged course component include:

1. A weekly timesheet that records your volunteer hours and your activity or task during those hours. (1 point each)
2. Bi-weekly journal assignments will allow students to thoughtfully integrate course content with practice. I will provide prompts and questions to help focus reflection and to foster students' growth. (2 points each, total of 10 points)
3. A 1-2 page proposal for a project to be carried out at your field site, which will be submitted to and discussed with relevant stakeholders at your field site. A draft of this proposal will be due to me for feedback before final submission to your field site. (10 points)
4. A final project will be carried out at your field site in accordance with field site guidelines and prior approval. A final write-up and presentation of the background, conduct, and evaluation of this project will be completed as the culmination of your coursework. This is an opportunity for you to demonstrate your mastery of course material, intellectual development, and employment of community health towards a real-world problem. (20 points)

Taken together, the community-engagement component of this course is worth 45 points towards students' overall grade.

Individual In-Class Participation (30 points)

If you are actively engaged in class discussion, you should be able to make regular relevant comments, raise issues, or share relevant observations and experiences. If you feel shy about speaking in front of others, view this class as an opportunity to practice this skill in a supportive environment. See “Class Format and Expectations” above for additional information. Class participation (which necessarily includes attendance, because you can’t participate if you are not present) is worth 30 points towards students’ overall grade.

Other Assignments Due Before 9/14 (1 point):

As we lay the foundation for this course, instead of discussion question assignments you will be asked to complete several small assignments. Successful completion of these assignments is worth 1 point of your final grade.

Late Assignments

Deadlines for all assignments are firm. Assignments are due at 9:00am on the due date (EXCEPT when I specify that they should be brought to class); otherwise the assignment is late. Late (after 9:00am), but same day (by midnight) submissions, will incur a deduction that is equal to 5% of the total points possible for that assignment. Late assignments will incur this 5% penalty per day of lateness and will not be accepted after 3 days. Do not wait until the last minute – computer glitches, not uploading something correctly, an unopenable file, etc., will not exempt your assignment from being considered late. Ensure that your file is in a format that can be opened – a .doc or .docx file (Microsoft Word). Please note that neither the optional draft assignment nor the assignments that require bringing something to class will be accepted late.

Grading

Discussion Question Assignments	= 24 points
Community-Engagement Component	= 45 points
In-Class Participation	= 30 points
Other Assignments due before 9/14	= 1 point

Final Grade Designations

A+	96.67 – 100.00	C+	76.67 – 79.99
A	93.33 – 96.66	C	73.33 – 76.66
A-	90.00 – 93.32	C-	70.00 – 73.32
B+	86.67 – 89.99	D+	66.67 – 69.99
B	83.33 – 86.66	D-	60.00 – 63.32
B-	80.00 – 83.32	F	0.00 – 59.99

Tentative Schedule:

Topics may take more or less time than planned. Any adjustments will be announced in class.

Before our first meeting, you will receive an email with a link to a Qualtrics survey. If you decide to complete this survey before 9:45am on 8/31 and the follow-up survey before the exam period (TBA), you will receive three extra points towards your community engaged component grade at the end of the semester. An alternate assignment (completing papers) is also available on Canvas, has the same deadlines as the survey, and can be completed as an alternative to the survey for these three points. You CANNOT complete both assignments for 6 points. You CANNOT complete one part of the alternate assignment and another part of the survey – you must complete both parts of either the assignment or the survey for the three points. If you do not complete either option you will not be penalized.

Week 1: Introduction to Course, Community Health, and Civic Engagement

Tuesday 8/29 Course Overview

- Syllabus

- Ground rules for class discussion and engagement
- Schedules and groups for community engagement component; requirements for volunteering beginning week of 9/11
- Class community building exercises
- Assignment due Wednesday 8/30: revise the draft of Discussion Guidelines using track changes (Canvas)
- Optional assignment: Complete Qualtrics survey or alternate assignment by 9:45am on Thursday 8/31 for 3 points.

Thursday 8/31 Introduction to Community Health and Civic Engagement

- Reading due: Community health: Yesterday, today, and tomorrow. Chapter 1 of "*An Introduction to Community & Public Health*" by James F. McKenzie, Robert R. Pinger, & Denise M. Seabert. (pdf on Canvas)

Week 2: Foundational Terms and Context

Tuesday 9/5 Course Terms, Identity, and Positionality (part 1)

- Defining race-related terms
- Assignment due: identity scale completion and scoring – bring to class fully completed
- Positionality within science
- Introducing the metaphor of "the box"

Thursday 9/7 Working with Community Partners & Introduction to Community Partners

- Assignment due: positionality statement – bring to class completed
- Preparing for and engaging in community work
- Introduction to our community partners for the semester

Week 3: Foundational Terms and Context Continued (1st week of community work)

Tuesday 9/12 Course Terms, Identity, and Positionality (part 2)

- Continuation of discussion and activities from 9/5
- Discussion of organizations and power structures
- Reading due: Foundations of health activism. Chapter 1 of "*Health Activism: Foundations and Strategies*" by Glenn Laverack. (course textbook)

Thursday 9/14 Defining Health, Defining Disparities

- Disparity statistics and framing
- Deficit models vs. strengths-based approaches
- Reading due: Hebert, P.L., Sisk, J.E., & Howell, E.A. (2008). When does a difference become a disparity? Conceptualizing racial and ethnic disparities in health. *Health Affairs*, 27, 374-382. (pdf on Canvas)
- Assignment due: Discussion Question Assignment on Hebert, Sisk, & Howell, 2008 (Canvas)
- Assignment due Monday 9/18: Journal Entry 1 (incorporate content from *Health Activism* chapter 1) reporting on week of 9/11. MUST INCLUDE days/times that you volunteered and what specific activity/activities you completed during that time. (Canvas)

Week 4: Frameworks for Change – Critical Frameworks (2nd week of community work)

Tuesday 9/19 Critical Race Theory and Health

- Introduction to "critical" frameworks, critical race theory and health applications
- How to read and understand a model/theoretical framework figure
- Reading due: Strategies to influence public health policy. Chapter 4 of "*Health Activism: Foundations and Strategies*" by Glenn Laverack. (course textbook)
- (if time allows) Afrocentric perspectives

Thursday 9/21 PHCR Praxis Discussion

- Reading due: Ford, C.L., & Airhihenbuwa, C.O. (2010). The public health critical race methodology: Praxis for antiracism research. *Social Science & Medicine*, 71, 1390-1398. (pdf on Canvas)
- Assignment due: Discussion Question Assignment on Ford & Airhihenbuwa, 2010 (Canvas), will link to *Health Activism* chapter
- (if time allows) Afrocentric perspectives
- Assignment due Monday 9/25: Submission of days/times that you volunteered during week of 9/18 and what specific activity/activities you completed during that time. (Canvas)

Week 5: Frameworks for Change – Social Determinants of Health (3rd week of community work)Tuesday 9/26 Social Determinants of Health and Community Engagement

- Reading due: Activism and the social determinants of health. Chapter 5 of “*Health Activism: Foundations and Strategies*” by Glenn Laverack. (course textbook)

Thursday 9/28 Social Determinants of Health and the Field

- Reading due: Braveman, P., Egerter, S., & Williams, D.R. (2011). The social determinants of health: Coming of age. *Annual Review of Public Health*, 32, 381-398. (pdf on Canvas)
- Assignment due: Discussion Question Assignment on Braveman, Egerter, & Williams, 2011 (Canvas), will link to *Health Activism* chapter
- Assignment due Monday 10/2: Journal Entry 2 (incorporate content from readings and class discussion from last two weeks) reporting on weeks of 9/18 and 9/25. MUST INCLUDE days/times that you volunteered during week of 9/25 and what specific activity/activities you completed during that time. (Canvas)

Week 6: Health Disparities: Due to Socioeconomic Status or Race? (4th week of community work)Tuesday 10/3 Socioeconomic Status (i.e., “Class”)

- How is socioeconomic status measured? What does it indicate?
- How does socioeconomic status impact health – directly, indirectly, inter-generationally, historically, etc.

Thursday 10/5 Socioeconomic Status or Race?

- Reading due: Kawachi, I., Daniels, N., & Robinson, D.E. (2005). Health disparities by race and class: Why both matter. *Health Affairs*, 24, 343-352. (pdf on Canvas)
- Assignment due: Discussion Question Assignment on Kawachi, Daniels, & Robinson, 2005 (Canvas)
- Assignment due Monday 10/9: Submission of days/times that you volunteered during week of 10/2 and what specific activity/activities you completed during that time. (Canvas)

Advanced notice: Fall Break is coming up on 10/13– to accommodate your fall break schedules you will be required to complete only 3 community work hours between 10/9 to 10/22 (3 hours per two weeks instead of the typical one week). Keep track of these hours and write in your journal when the experience is still fresh – you will not have a timesheet or journal entry due until after Fall Break.

Week 7: Revisiting Communities and Minority Health (5th week of community work)Tuesday 10/10 Organizations and Community and Public Health

- Reading due: Organizations that help shape community and public health. Chapter 2 of “*An Introduction to Community & Public Health*” by James F. McKenzie, Robert R. Pinger, & Denise M. Seabert. (pdf on Canvas)

- Guided reading questions will be posted on Canvas – use these to structure your reading and bring your answers to class

Thursday 10/12 Working with Communities: Reflections, Lessons Learned, and Future Directions

- Reading due: Community activism. Chapter 8 of “*Health Activism: Foundations and Strategies*” by Glenn Laverack. (course textbook)
 - Guided reading questions will be posted on Canvas – use these to structure your reading and bring your answers to class
- Creation of individual/group action steps.

Fall Break is here!– to accommodate your fall break schedules you will be required to complete only 3 community work hours between 10/9 to 10/22 (3 hours per two weeks instead of the typical one week). Keep track of these hours and write in your journal when the experience is still fresh – you will not have a timesheet or journal entry due until after Fall Break.

Week 8: Applications of Community Engaged Health Scholarship (5th week of community work)

During this week of community work request to discuss your preliminary ideas for your project proposal with your supervisor and/or community stakeholders

Thursday 10/19 Examples of Community Engaged Research, Practice, and Policy

- Reading due: Read one application piece. Your choice from the following articles (all pdfs on Canvas):
 - Sweet, E. (2010). “If your shoes are raggedy you get talked about”: Symbolic and material dimensions of adolescent social status and health. *Social Science & Medicine*, 70, 2029-2035.
 - Watkins, D.C., Allen, J.O., Goodwill, J.R., & Noel, B. (2016). Strengths and weaknesses of the young Black men, masculinities, and mental health (YBMen) Facebook project. *American Journal of Orthopsychiatry* (epub ahead of print).
 - Yancey, A.K., Leslie, J., & Abel, E.K. (2006). Obesity at the crossroads: Feminist and public health perspectives. *Signs: Journal of Women in Culture and Society*, 31, 425-443.
- Assignment due: Discussion Question Assignment on your selected article (Canvas)
- Assignment due Friday 10/20: Submission of days/times that you volunteered during week of 10/9 and what specific activity/activities you completed during that time. If you did not complete your three hours between 10/9 and 10/18 (and you therefore will be completing them from 10/19-10/22), please write me a note indicating this via the “text box” option for submission. (Canvas)

Week 9: Applications of Community Engaged Health Scholarship Continued (6th week of community work)

During this week of community work request to discuss your preliminary ideas for your project proposal with your supervisor and/or community stakeholders

Tuesday 10/24 Brainstorming Session for Field Site Proposal

- Come ready to discuss concrete ideas for your project in small groups and with the class at large
- Assignment due: Journal Entry 3 (incorporate course content from Week 7 and 8) reporting on 10/9-10/23. If you did not complete your three hours between 10/9 and 10/18, you **MUST INCLUDE** days/times that you volunteered from 10/19-10/22 and what specific activity/activities you completed during that time. (Canvas)

Thursday 10/26 Examples of Community Engaged Research, Practice, and Policy

- Reading due: Read both application pieces. Here are the two articles (all pdfs on Canvas):

- Koh, H.K., Oppenheimer, S.C., Massin-Short, S.B., Emmons, K.M., Geller, A.C., & Viswanath, K. (2010). Translating research evidence into practice to reduce health disparities: A social determinants approach. *American Journal of Public Health, 100*, S72-S80.
- Wallerstein, N.B., Yen, I.H., & Syme, S.L. (2011). Integration of social epidemiology and community-engaged interventions to improve health equity. *American Journal of Public Health, 101*, 822-830.
- Assignment due: Discussion Question Assignment on these two articles (Canvas)
- Assignment due Monday 10/30: Submission of days/times that you volunteered during week of 10/24 and what specific activity/activities you completed during that time. (Canvas)
- Assignment due Monday 10/30: Submission of draft of your project proposal (Canvas)

Week 10: Mental Health (7th week of community work)

Tuesday 10/31 Mental Health and the Black Community

- Statistics, stigma, coping, culturally-appropriate treatment

Thursday 11/2 Muddying the Waters: Culturally “Adaptive” vs. “Protective”, Individual vs. Collective Levels of Analysis, and Short- vs. Long-term Considerations

- Reading due: Jones, C., & Shorter-Gooden, K. (2003). The Sisterella Complex: Black women and depression. In *Shifting: The Double Lives of Black Women in America* (pp.120-146). (pdf on Canvas)
- Assignment due: Discussion Question Assignment on Jones & Shorter-Gooden, 2003 (Canvas)
- Assignment due Monday 11/6: Submission of days/times that you volunteered during week of 10/31 and what specific activity/activities you completed during that time. (Canvas)
- Assignment due Monday 11/6: Submission of revision of your project proposal (Canvas). As soon as your project proposal is approved by me, you will send it to your supervisor via email and CC me.

Week 11: Preparing to Carry out Your Project (8th week of community work)

Tuesday 11/7 (Re-)Evaluating and Contextualizing Your Role part 1

- Reading due: The individual as activist. Chapter 7 of “*Health Activism: Foundations and Strategies*” by Glenn Laverack. (course textbook)
 - Guided reading questions will be posted on Canvas – use these to structure your reading and bring your answers to class
- Creation of individual/group action steps.

Thursday 11/9 (Re-)Evaluating and Contextualizing Your Role part 2

- Reading due: Activism and the health practitioner. Chapter 3 of “*Health Activism: Foundations and Strategies*” by Glenn Laverack. (course textbook)
 - Guided reading questions will be posted on Canvas – use these to structure your reading and bring your answers to class
- Assignment due Monday 11/13: Journal Entry 4 (incorporate course content from Week 9, 10, and 11, including *Health Activism* chapters) reporting on weeks of 10/24, 10/31, and 11/7. MUST INCLUDE days/times that you volunteered during week of 11/7 and what specific activity/activities you completed during that time. (Canvas)

Week 12: Intersectionality (9th week of community work)

Tuesday 11/14 Understanding Intersectionality

- Defining intersectionality

- How does intersectionality impact minority health?
- Reading due: Belgrave, F.Z., & Abrams, J.A. (2016). Reducing disparities and achieving equity in African American women's health. *American Psychologist*, 71, 723-733.
 - o Guided reading questions will be posted on Canvas – use these to structure your reading and bring your answers to class

Thursday 11/16 Intersectionality in Action

- Reading due: 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, 1267-1273. (pdf on Canvas)
- Assignment due: Discussion Question Assignment on Bowleg, 2012 – create and answer your own questions according to my specific instructions (Canvas)
- Assignment due Monday 11/20: Submission of days/times that you volunteered during week of 11/14 and what specific activity/activities you completed during that time. (Canvas)
- Optional assignment due: draft of final project report

Advanced notice: Thanksgiving Break is coming up – beginning on 11/21 after courses end for the day! No community work hours are required during the week of November 20th.

Week 13: Community Project Work

Tuesday 11/21 Community Project Work Day

Thanksgiving Break is here! No community work hours are required during the week of November 20th.

Week 14: Exploring Issues in Other Minority Communities (10th week of community work)

Tuesday 11/28 Introduction to Issues Facing Other Minority Communities

- Optional assignment due: draft of final project report

Thursday 11/30 Class Knowledge Sharing Session

- Reading due: Select an article (may be theoretical or empirical) on health that pertains to a minority community other than the Black community. Take extensive notes on the article and be prepared to present the highlights of this article to the class orally.
- Assignment due: Reflection Paper on article of your choice – create and answer your own questions according to my specific instructions. Be sure to attach the pdf of the article you have selected as an additional part of your submission (Canvas)
- Assignment due Monday 12/4: Journal Entry 5 (incorporate course content from Week 12, 13, and 14) reporting on weeks of 11/14 and 11/28. MUST INCLUDE days/times that you volunteered during the week of 11/28 and what specific activity/activities you completed during that time. (Canvas)

Week 15: Course Wrap-Up, Reflections, Future Directions, and Community Celebrations (11th week of community work)

Tuesday 12/5 TBA

- Optional assignment due: draft of final project report

Thursday 12/7 TBA

- Final Project Evaluation from Supervisor/Community Stakeholders

Exam Period: TBA

- Final Project Report Due (Canvas)
- Optional assignment: Complete Qualtrics survey or alternate assignment by exam period for 3 points.