Objective of Course:

This course is designed to identify the barriers to optimum health care research and practice unique to ethnic minority populations and how these barriers perpetuate the disparities in health outcomes borne by these groups. Discussions will apply the concepts of race, culture, ethnicity, and population health to public health research and practice, and expand the current public health theories and methods to more scientifically gauge the influence of culture on health outcomes.

The focus of the seminar is to define and refine the definitions for specific population groups for sampling purposes for research and practice, explore criteria used to develop culturally appropriate and acceptable health care programs, and train more culturally competent practitioners and researchers conducting work in our multicultural society or internationally. The course is framed as a research proposal/project and is designed to uncover biases and values, which inform the perspectives from which the research question(s) are formulated. The goals of the course are to prepare researchers/practitioners to:

- Justify these concepts when writing proposals,
- Develop more accurate operationalization of the constructs to increase the scientific validity of the questions, measures, and outcomes, and
- Explore how these concepts would be tested in our work.

Required Readings:

- Asterisk (*) beside titles listed in syllabus indicates readings that are required for the specific lecture.
- I highly recommend reading 2-3 additional articles in each lecture to enrich the discussion sessions.
- New articles may be added for supplementary reading or required as noted.

Class Structure:

- Seminar format with critical discussions of readings and fieldwork (for proposal development).
- Presentations will be posted prior to the lecture.
Assignments and % of Grade:

1. **Class participation and presentations.** One group of two to five students per session will **lead a class discussion** on the topic of the day for every session **EXCEPT 6 and 7.** Each group member will be responsible for presenting a critique of at least one article of their choosing from the assigned readings and one of the optional readings. The discussion should be a critical evaluation of the articles in relation to the topic and structured to pose questions and speculate on solutions to the conduct of research and practice for each topic. Discussion time will be approximately 1 hour. (25%)  

2. **Proposal** (9 -10 pages) describing a health intervention program in an ethnic minority population. Also prepare a 1-page summary for handout in class when you present. **Due October 19. May require fieldwork to explore collaboration with community agencies if you so choose.** Demonstrate in the theories, design, measures, and implementation of your study/intervention how the definitions of the Race, Ethnicity, and Culture concepts modify the research or project process. (25%)  

   Format your assignment as a scientific research proposal:  
   1. Problem statement and identification of ethnic group of focus  
   2. Research question/Hypothesis with clear delineation of how you are defining race, ethnicity, and/or culture for your study to capture its effects on outcome of the research question  
   3. Identify and define your Theoretical Model and and provide rationale for your selection(s) for your population  
   4. Intervention  
   5. Evaluation  

3. **Presentation** of initial proposal for health intervention program (~7 minutes each, dependent on class size), on **November 2 and 9 for Sessions 6 and 7. Provide a 1-page handout for your classmates.** (5%)  

   Format for 1-page handout:  
   - Problem statement  
   - Research question/Hypothesis  
   - Theoretical model (if applicable and if not, provide rationale)  
   - Intervention  
   - Evaluation  

4. **In-class discussion** and critique of a measure of acculturation you find in the literature (bring copies of scales for class). This discussion will occur on November 23, for the lecture on acculturation. What is acculturation and how does it affect health outcomes? How is construct conceptualized? What domains are/are not included? How is the concept useful? (November 23 class session) (5%)  

5. **FINAL = Critique** of each step of original proposal using concepts from course readings and work (10-12 pages). This is NOT a rewrite of the proposal. Use format of responding to each of the reviewers’ comments (compilation of instructor’s, fellow students’, and your own points for revision). Demonstrate how this course has modified any or all stages of your original design. Define race, culture, ethnicity, and how each impacts your
Final Assignment is due Tuesday, Dec 7. Attach Assignment #1 with my comments. (40%)

1) Use the sections of your paper as the outline to organize your responses. Please group the questions (if more than one, as they relate to each other) and then answer them one by one, point by point.

2) You do NOT have to put the actual text of each section into the response. I'll have that in your original; just respond to the questions posed in each section a) by me, b) by your colleagues, c) through your own readings and additional course material that demonstrate how your thinking has evolved through the material presented in the course.

3) In addition, you should add any other areas you think you would revise based upon the additional information you have learned in class subsequent to writing the proposal. I would expect your knowledge about these issues to have deepened over the quarter.

4) You should also end with a summary of the changes, and how your thinking about race, ethnicity and culture has/has not been changed/expanded by this process and the course.

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Competencies</th>
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<tbody>
<tr>
<td>Identify the barriers to optimum health care research and practice unique to ethnic minority populations, which perpetuate the disparities in health outcomes borne by these groups</td>
<td>SBS #2 Identify causes of social and behavioral factors that affect health</td>
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<td>SBS #3 Identify individual, organizational and community concerns, assets, resources, and deficits for SBS interventions</td>
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<td>SBS #10 Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies</td>
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<td></td>
<td>ST #1 Identify characteristics of a system</td>
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<td>ST #2 Identify unintended consequences produced by changes made to a public health system</td>
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<td></td>
<td>ST #4 Explain how systems may be viewed as systems within systems in the analysis of public health problems</td>
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<tr>
<td></td>
<td>DC #1 Describe the roles of history, power, privilege and structural inequality in producing health disparities</td>
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</table>

Discussions apply cross-cultural health research findings to public health research and practice, and expand the current public health theories and methods to include diverse conceptualizations of health and ethnicity | SBS #1 Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research/practice |

Define and refine the definitions for specific population groups for sampling purposes for research and practice | ST #8 Analyze inter-relationships among systems that influence the quality of life of people in their communities |

Explore criteria used to develop culturally appropriate and acceptable health care programs | P #9 Embrace a definition of public health that captures the unique characteristics of the field and how these contribute to professional practice |

<p>|                     | P #3 Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health |
|                     | SBS #4 Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies, interventions |
|                     | SBS #5 Describe steps and procedures for planning, |</p>
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<tr>
<th>Competencies: Social and Behavioral Sciences (SBS), Systems Thinking (ST), Professionalism (P), Diversity and Culture (DC)</th>
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<td>implementation and evaluation of public health programs, policies and interventions</td>
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<td>ST #6 Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems</td>
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<td>P #3 Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health</td>
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<td>P #4 Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions</td>
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<td>P #9 Embrace a definition of public health that captures the unique characteristics of the field and how these contribute to professional practice</td>
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<tr>
<td>P #10 Appreciate the importance of working collaboratively with diverse communities and constituencies</td>
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<tr>
<td>DC #3 Explain why cultural competence alone cannot address health disparity</td>
</tr>
<tr>
<td>DC #9 Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention</td>
</tr>
<tr>
<td>Train more culturally competent practitioners and researchers conducting work in our multicultural society or internationally</td>
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<td>SBS #6 Describe the role of social and community factors in both the onset and solution of public health problems</td>
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<td>P #2 Apply basic principles of ethical analysis to issues of public health practice and policy</td>
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</tbody>
</table>
Framing the problem and defining race, culture, and ethnicity


Session 2  October 5  Identification of salient variables associated with ethnicity


* Oppenheimer GM. “Paradigm lost: Race, ethnicity, & the search for a new population taxonomy.” *AJPH* 2001; 91(7): 1049-1055. [http://www.ajph.org/cgi/reprint/91/7/1049](http://www.ajph.org/cgi/reprint/91/7/1049)


Kagawa-Singer M. “Improving the validity and generalizability of studies with underserved U.S. populations expanding the research paradigm.” *Annals of Epidemiology* 2000; 10(8S): S92-S103. [http://www.sciencedirect.com/science?_ob=MImg&_imagekey=B6T44-41XV7FR-D-1&cdi=4964&user=4423&pii=S104727970001927&orig=search&coverDate=11%2F30%2F2000&sk=999899991.8998&view=c&wchp=dGLzVzz-zSkzS&md5=86e66107735caed7b38e64b00bf614264&ie=/sdarticle.pdf](http://www.sciencedirect.com/science?_ob=MImg&_imagekey=B6T44-41XV7FR-D-1&cdi=4964&user=4423&pii=S104727970001927&orig=search&coverDate=11%2F30%2F2000&sk=999899991.8998&view=c&wchp=dGLzVzz-zSkzS&md5=86e66107735caed7b38e64b00bf614264&ie=/sdarticle.pdf)


Session 3  October 12  Genetic variation


Session 3, continued

http://www.annualreviews.org/doi/pdf/10.1146/annurev.anthro.34.081804.120505


http://www.sciencedirect.com/science?_ob=MImg&_imagekey=B8JDD-4R29JC4-2-1&_cdi=43612&_user=4423&_orig=search&_coverDate=09%2F30%2F1998&_sk=999369996&view=c&wchp=dGLbVzW-zSkWb&md5=1605e2dc90f1b407386eda413dc55862&ie=/sdarticle.pdf


http://www.nature.com/nbt/journal/v23/n8/pdf/nbt0805-903.pdf


http://www.sciencedirect.com/science?_ob=MImg&_imagekey=B6WSN-50GM1DG-B-19&_cdi=7051&_user=4423&_pii=S0092867411005659&_origin=search&_coverDate=07%2F09%2F2010&sk=998579998&view=c&wchp=dGLbVzW-zSkzk&md5=47332bd86f9b5473be495cf2c6113fc&ie=/sdarticle.pdf


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Session 4 October 19

*Racism: What it is and how to work with it ~ Model for Health Disparities Research

• Project proposal due

Session 4, continued


http://www.areteadventures.com/articles/white_privilege_unpacking_the_invisible_napsack.pdf

http://www.springerlink.com/content/qk774853n8v66042/fulltext.pdf

http://jnci.oxfordjournals.org/cgi/reprint/91/22/1908

http://www.sciencedirect.com/science?_ob=MImg&_imagekey=B6VBF-4YYRMWB-5-1&_cdi=5925&_user=4423&_pii=S0277953610003175&_origin=search&_coverDate=07%2F31%2F2010&_sk=999289997&view=c&wchp=dGLzVzz-zSkZV&md5=f8de97f244e499d3c1eda5063a58f462&ie=/sdarticle.pdf


http://www.ajph.org/cgi/reprint/93/2/200

http://psychologymatters.org/pubs/journals/releases/dev443787.pdf
Session 4, continued


http://www.ajph.org/cgi/reprint/94/12/2078

Session 5 October 26

**Race and ethnicity in health outcomes: markers or risk factors?**


http://content.healthaffairs.org/cgi/reprint/19/4/76

* Sue S. “Science, ethnicity, and bias: Where have we gone wrong?” *American Psychologist* 1999; 54(12): 1070-1077.

http://homepage.psy.utexas.edu/Homepage/Class/Psy394Q/Research%20Design%20Class/Assigned%20Readings/Validity%20Lecture/Sue99.pdf


OR

http://obssr.od.nih.gov/pdf/HigherLevels_Final.PDF

Read the following 3 articles as one:


Session 5, continued


http://www.sciencedirect.com/science?_ob=MImg&_imagekey=B6VBF-46FPT4T-6-2&cdi=5925&user=4423&orig=search&coverDate=03%2F31%2F2000&sk=999499993&view=c&wchp=dGLbVlWzSkWA&md5=a98205c92cc7cee3f1687da95fd53866&ie=/sdarticle.pdf

Session 6 November 2

Student presentations of proposals for health intervention program
- Handout with 1-page summary

Session 7 November 9

Student presentations of proposals for health intervention program
- Handout with 1-page summary

Session 8 November 16

**Health Disparities**

Select a minimum of 3 readings including the “*” reading


http://content.nejm.org/cgi/reprint/343/21/1545.pdf


Session 8, continued

http://content.nejm.org/cgi/reprint/343/21/1537.pdf

http://www.springerlink.com/content/h0h13456635321n/fulltext.pdf


Session 9    November 23

Conceptual Equivalence; Symmetrical vs. Asymmetrical Translations and Measuring Acculturation

http://www.sciencedirect.com/science?_ob=MImg&_imagekey=B6VBF-4CJHB4X-1-3&_cdi=5925&_user=4423&_pii=S027795360300697X&_origin=search&_coverDate=09%2F2004&_sk=99409994&view=c&wchp=dGLbVzz-zSkzV&valck=1&md5=1aade9656cf8005e73a7515e37c6c44&ie=/sdarticle.pdf

*  Berry JW. “Immigration, acculturation, and adaptation.” Applied Psychology: An International Review 1997; 46(1): 5-33. (See course reader for additional figures)

Carrese JA, Rhodes LA. “Western bioethics on the Navajo reservation: Benefit or harm?” JAMA 1995; 274(10): 826-829. (See course website)


http://www.springerlink.com/content/t53860v15563701g/fulltext.pdf

http://tcn.sagepub.com/content/17/3/272.full.pdf


Stephenson M. “Development and validation of the Stephenson Multigroup Acculturation Scale (SMAS).” *Psychological Assessment* 2000; 12(1): 77-88. (See course website)


**Session 10 November 30**

*New horizons for measures of cultural differences: Operationalizing race and ethnicity*


Session 10, continued

[http://focus.psychiatryonline.org/cgi/reprint/4/1/140](http://focus.psychiatryonline.org/cgi/reprint/4/1/140)

[http://www.annals.org/cgi/content/full/124/10/919](http://www.annals.org/cgi/content/full/124/10/919)

Kagawa Singer M. (2006) Population science isn’t science unless you know the population. *Journal of Cancer Education*, Supplement to Vol. 21, Number 1:S22-S31, Spring. (See course website)


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OBSSR. *Toward Higher Levels of Analysis: Progress and Promise in Research on Social and Cultural Dimensions of Health, Executive Summary*. NIH Publication No. 21-5020, September 2001. This is a large Adobe Acrobat file (2,600 KB).


Pasick RJ, D’Onofrio CN, Otero-Sabogal R. “Similarities and differences across cultures: Questions to inform a third generation for health promotion research.” *Health Education Quarterly* 1996; 23(Supplement):S142-S161.


Resnick MD et al. “Protecting adolescents from harm: Findings from the National Longitudinal Study on Adolescent Health.” JAMA 1997; 278(10):823-832


Sue S. “Science, ethnicity, and bias: Where have we gone wrong?” American Psychologist 1999; 54(12):1070-1077.


