Course Format
This course meets once a week for three hours per class session. The course format includes some lecture, but primarily emphasizes discussion and in-class group activities.

Course Texts
Required


Prerequisites
Graduate student status or undergraduate student with a declared Public Health minor

Course Orientation
This course examines health disparities affecting sexual minority populations, a category that includes lesbians, gay men, bisexuals and transgender (LGBT) persons. Drawing on the
required texts, it outlines the key health issues and the national recommendations for achieving reductions in each area. In addition, the course discusses considerations for providing clinical care and public health practice among sexual minority population, explores unique social and contextual factors influencing LGBT health and highlights methodological issues for conducting research among LGBT persons.

**Course Objectives**

<table>
<thead>
<tr>
<th>Upon completion of this course, students should be able to:</th>
<th>Association of Schools of Public Health’s (ASPH’s) Core MPH Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the known causes of health disparities among LGBT individuals and populations</td>
<td>core competency of the Social and Behavioral Health Sciences (E2)</td>
</tr>
<tr>
<td>Explain ethical considerations for clinical care and public health practice for LGBT populations</td>
<td>core competency of the Social and Behavioral Health Sciences (G2)</td>
</tr>
<tr>
<td>Describe the roles of history, power, privilege and structural inequality in producing LGBT health disparities in the US</td>
<td>core diversity and culture cross-cutting competency (G1)</td>
</tr>
<tr>
<td>Identify considerations for adapting interventions for LGBT specific populations</td>
<td>core diversity and culture cross-cutting competency</td>
</tr>
<tr>
<td>Describe three ways in which social, behavioral, environmental, and biological factors contribute to specific disparities among LGBT individuals and communities</td>
<td>core program planning cross-cutting competency (K1)</td>
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</table>

**Grades and Evaluation**

Course grades will be determined as described below. Unless otherwise stated, all assignments are due at the beginning of the class period when they are listed as being due.

- **Class participation (10%)** – This class is structured largely around discussion; therefore, it is essential that enrollees collectively discuss and respectfully debate the ideas raised throughout the course. Guidelines for doing so in a manner that is both respectful of others’ contributions and grounded in the work (i.e., not just opinion) will be provided on the first day of class. Personal disclosures of sexual orientation, gender identity or other information should be treated as privileged information shared in the context of the class only. It should be treated confidentially unless the disclosing individuals indicate otherwise.

- **Reflective Paper (10%)** – Students will submit a 2-3 page reflective paper in which they discuss any prior exposure to LGBT health issues and explore any personal experiences...
with, links to or concerns about working to address the health needs of LGBT populations. The purpose of the assignment is for students to assess their baseline informational and support needs. This knowledge will help them (and the Instructor) to understand the strengths they bring to the class and challenges may face in the class.

- **Outside Learning Opportunity (20%)** – Students will attend one off-campus, LGBT-originated, health activity (e.g., discussion, film, clinical practice, etc.) of their choice and write a three-page paper on what they learned from the experience. An LGBT-originated activity is one that is **not only about the LGBT population, but is developed and delivered by or among members of this community**. Papers based on activities that are not LGBT-originated will receive a grade of “0”. Therefore, **if you are unsure about whether a candidate activity is LGBT-originated, consult with Instructor to confirm the appropriateness of the selected activity.** The outside learning opportunity must occur during the quarter. The paper may be turned in no later than the last day of class.

- **Class presentation (25%)** – Students will provide a scientific presentation on a public health problem affecting one or more sexual minority populations. This is the same topic on which students will write the final paper. The purpose of the presentation is to allow students to obtain feedback from their classmates and the Instructor to enhance their final papers. The presentation format is as for a conference presentation. Each presenter will have 10 minutes to present and 5 minutes for Q&A. The presentation should cover the current state of the public health knowledge on the problem and provide an overview of plans for the final paper.

- **Final Paper (35%)** – Students will submit a 10-page paper (not including references and appendices) that integrates knowledge learned from the course lectures, readings, discussions and outside learning opportunities. **The paper will be due during the final exam period as indicated in the weekly guide in this syllabus.** Students will select a public health problem affecting one or more sexual minority populations and discuss the following: (1) the current state of the public health knowledge on the problem; (2) any issues that are particularly salient to understanding or addressing the problem in the specified population; (3) considerations for public health practice or clinical care; and, most importantly, (4) recommendations for future research to better understand and address the problem in this population.

**Additional Notes**
- **Late Assignments** - All assignments except the final paper must be submitted before the official start of class on the assigned due date. The final paper is due as indicated in this syllabus. Late assignments will be docked five points per day late. Assignments submitted on the assigned due date, but after the start of class will be docked five points.

- **Pop Quiz** – The Instructor reserves the right to administer a pop quiz at any time during the course if deemed necessary to assess preparedness for class and/or command of the material. Quiz results will be included in the final grade.

- **Readings** – The Instructor reserves the right to add, remove or change assigned readings at any time during the course if deemed appropriate.
• **Laptops** – Laptops, ipads and other electronic devices may be used as needed during class *for the immediate class session only*. Use of these devices for any other purposes can be distracting to others and prevent your full engagement with the class. Failure to honor this requirement will result in deductions taken from the class participation score.

• **Honor code** – Students are expected to uphold the UCLA honor code in completing all assignments.

• **Assignment format** – Please double space all papers and use 1-inch margins.

• **Submitting assignments** – Assignments may be submitted by email or by bringing a paper copy to class.

• **Incompletes** – Consistent with standards established by the Graduate School, requests for an incomplete (“I”) for the course will only be granted (1) under exceptional circumstances and only if the request occurs before the grades for the class are submitted to the registrar.

[Please continue to next page]
# Course Schedule

## INTRODUCTION: COURSE OVERVIEW, LGBT-RELATED DEFINITIONS AND POPULATIONS

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS/GUESTS</th>
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</table>
| 1    | 1 Jan 7 | Course Overview | **Required**  
|      |       |          | • IOM Report Introduction  
|      |       |          | • (American Medical Association Council on Scientific Affairs, 1996)  
|      |       |          | • Healthy People 2020 Overview  
|      |       |          | **Optional**  
|      |       |          | • IOM Report Summary  |
| 2    | 2 Jan 14 | LGBT Populations | **Required**  
|      |       | Gender Identity  
|      |       | History, Definitions and Background  
|      |       |          | • (Young & Meyer, 2005)  
|      |       |          | • IOM Ch 2  
|      |       |          | • Fenway Ch 3, 12, 14  
|      |       |          | **Optional**  
|      |       |          | • Meyer Ch 1  
|      |       |          | • IOM Report: Appendix C  |
| 3    | 3 Jan 21 | Vulnerable Populations | **Required**  
|      |       | Racial/Ethnic Minorities;  
|      |       | Older Adults; Youth  
|      |       |          | • Meyer Ch 25, 26  
|      |       |          | • Fenway Ch 4, 6  
|      |       |          | • (Grant, Mottet, Tanis, & et al., 2011)  
|      |       |          | **Optional**  
|      |       |          | • (Wallace, Cochran, Durazo, & Ford, 2011)  
|      |       |          | • (Wilson, et al., 2010)  |

## MAJOR HEALTH ISSUES

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
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</table>
| 4    | 4 Jan 28 | Health Topics I: HIV/AIDS; Alcohol, Tobacco and Other Drug Use; Sexual Health | **Required**  
|      |       |          | • Fenway Ch 9, 11  
|      |       |          | **Optional**  
|      |       |          | • HP 2020*  
|      |       |          | • (Mustanski, Greene, Ryan, & Whitton, 2014)  |
| 5    | 5 Feb 4 | Health Topics II: Cancer, Violence, Mental Health; | **Required**  
|      |       |          | • Fenway Ch 8, 10  
|      |       |          | • Meyer Ch 10  
|      |       |          | **Optional**  
|      |       |          | • HP 2020*  
|      |       |          | • (Cochran & Mays, 2009)  |
| 6    | 6 Feb 11 | Public Health Practice and Clinical Care | **Required**  
|      |       |          | • Fenway Ch 1, 15  
|      |       |          | • (Silvestre, Arrowood, Ivery, & Barksdale, 2002)  
|      |       |          | **Optional**  
|      |       |          | • Meyer Ch 28  
|      |       |          | • Fenway Ch 13  
|      |       |          | • (Human Rights Campaign Foundation, 2014)  |

* Relevant section(s) of Healthy People 2020 LGBT Health
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<tbody>
<tr>
<td>7</td>
<td>Feb 18</td>
<td>Student Presentations I Nutrition, Health Communication, Asthma</td>
<td><strong>Required</strong>&lt;br&gt;• (Moskowitz &amp; Seal, 2010)&lt;br&gt;• (Roberts, Stuart-Shor, &amp; Oppenheimer, 2010)&lt;br&gt;• HP 2020*&lt;br&gt;<strong>Optional</strong>&lt;br&gt;• (Goldbaum, et al., 1998)</td>
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<tr>
<td>8</td>
<td>Feb 25</td>
<td>Student Presentations II International LGBT Health Issues</td>
<td><strong>Required</strong>&lt;br&gt;• Meyer Ch 5,9&lt;br&gt;<strong>Optional</strong>&lt;br&gt;• (Kole, 2007)</td>
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<td></td>
<td></td>
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<td><strong>CONDUCTING RESEARCH AMONG LGBT POPULATIONS</strong></td>
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<tr>
<td>9</td>
<td>Mar 4</td>
<td>Conducting LGBT Research</td>
<td><strong>Required</strong>&lt;br&gt;• Meyer Ch 6, 14-15&lt;br&gt;<strong>Optional</strong>&lt;br&gt;• (Ford, Whetten, Hall, Kaufman, &amp; Thrasher, 2007)&lt;br&gt;• Meyer Ch 18&lt;br&gt;• IOM Ch 3</td>
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<td><strong>SOCIAL DETERMINANTS, SOCIAL CONTEXT AND RESOURCES</strong></td>
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<tr>
<td>10</td>
<td>Mar 11</td>
<td>Homophobia, hate crimes and activism</td>
<td><strong>Required</strong>&lt;br&gt;• Fenway Ch 16&lt;br&gt;• Meyer Ch 7&lt;br&gt;• (Herek, 2009)&lt;br&gt;<strong>Optional</strong>&lt;br&gt;• (Rothman, Exner, &amp; Baughman, 2011)&lt;br&gt;• (Stacey, 2011)</td>
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* Relevant section(s) of Healthy People 2020 LGBT Health
JOURNAL ARTICLE READINGS


