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

Course Texts
Required


Optional

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 Healthy People 2010 Companion Document for LGBT Health, 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 in
this population, explores unique social and contextual factors influencing LGBT health and
highlights methodological issues for conducting research among LGBT persons.
### Course Objectives

**Upon completion of this course, students should be able to:**

| List the known causes of health disparities among **LGBT** individuals and populations | core competency of the Social and Behavioral Health Sciences (E2) |
| Explain ethical considerations for clinical care and public health practice for **LGBT populations** | core competency of the Social and Behavioral Health Sciences (G2) |
| Describe the roles of history, power, privilege and structural inequality in producing **LGBT** health disparities in the US | core diversity and culture cross-cutting competency (G1) |
| Identify considerations for adapting interventions for **LGBT** specific populations | core diversity and culture cross-cutting competency |
| Describe three ways in which social, behavioral, environmental, and biological factors contribute to specific disparities among **LGBT** individuals and communities | core program planning cross-cutting competency (K1) |

### 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%)** – Because of the nature of the class, 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.

- **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 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 and challenges they bring to understanding the class materials and contributing to class discussions.

- **Outside Learning Opportunity (20%)** – Students will attend one 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
members of this community. Papers based on activities that are not LGBT-originated will receive a grade of “0”. Therefore, if 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. The presentation will allow students to obtain feedback from their classmates and the Instructor on the topic of 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. 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 address the problem in this population.
## Course Schedule

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<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>INTRODUCTION: COURSE OVERVIEW, LGBT-RELATED DEFINITIONS AND POPULATIONS</td>
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| 1 | Jan 10 | Course Overview | **Required**  
  - IOM Report Introduction  
  - HP 2010 LGBT: p1-26  
  - (American Medical Association Council on Scientific Affairs, 1996)  
  - HP 2010 LGBT: Appendix A  
  **Optional**  
  - IOM Report Summary |  |
|  |  |  | **DUE** |
|  |  |  | Film: Before Stonewall (87 mins) |
| 2 | Jan 17 | LGBT Populations | **Required**  
  - Gender Identity  
  - History, Definitions and Background  
  - (Young & Meyer, 2005)  
  - IOM Ch 2  
  - Fenway Ch 3, 12, 14  
  **Optional**  
  - Meyer Ch 1  
  - HP 2010 LGBT: Appendix C  
  - IOM Report: Appendix C |  |
| 3 | Jan 24 | Vulnerable Populations: Racial/Ethnic Minorities; Older Adults; Youth | **Required**  
  - Meyer Ch 25, 26  
  - Fenway Ch 4, 6  
  **Optional**  
  - (Wallace, Cochran, Durazo, & Ford, 2011) | **In-Class Activity** |
| MAJOR HEALTH ISSUES |
| 4 | Jan 31 | Health Topics I: HIV/AIDS; Alcohol, Tobacco and Other Drug Use; Sexual Health | **Required**  
  - HP 2010 LGBT: 1-26; 172-195  
  - Fenway Ch 9, 11  
  **Optional**  
  - HP 2010 LGBT: 330-375 |  |
| 5 | Feb 7 | Health Topics II: Cancer, Violence, Mental Health; | **Required**  
  - HP 2010 LGBT: 97-111  
  - Fenway Ch 8, 10  
  - Meyer Ch 10  
  **Optional**  
  - (Cochran & Mays, 2009)  
  - HP 2010 LGBT: 205-239; 376-415 |  |
| 6 | Feb 14 | Public Health Practice and Clinical Care | **Required**  
  - Fenway Ch 1, 15  
  - (Silvestre, Arrowood, Ivery, & Barksdale, 2002)  
  - (Ford, Slavin, Hilton, & Holt, In press)  
  **Optional**  
  - Meyer Ch 28  
  - Fenway Ch 13 |  |
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| 7    | Feb 21 | Student Presentations I Nutrition, Health Communication, Asthma | Required  
  • HP 2010 LGBT: 151-171; 240-257  
  • (Moskowitz & Seal, 2010)  
  • (Roberts, Stuart-Shor, & Oppenheimer, 2010)  
  Optional  
  • (Goldbaum, et al., 1998) | DUE: Presentations I |
| 8    | Feb 28 | Student Presentations II International LGBT Health Issues | Required  
  • Meyer Ch 5,9  
  Optional  
  • (Kole, 2007) | DUE: Presentations II  
  Film: Dangerous Living (60 mins) |
|      |       |           |                    |
| **CONDUCTING RESEARCH IN LGBT POPULATIONS** |       |           |                    |
| 9    | Mar 7  | Conducting LGBT Research | Required  
  • Meyer Ch 6, 14-15  
  Optional  
  • (Ford, Whetten, Hall, Kaufman, & Thrasher, 2007)  
  • Meyer Ch 18 | DUE: Presentations III |
|      |       |           |                    |
| **SOCIAL DETERMINANTS, SOCIAL CONTEXT AND RESOURCES** |       |           |                    |
| 10   | Mar 14 | Homophobia, hate crimes and activism | Required  
  • Fenway Ch 16  
  • Meyer Ch 7  
  • (Herek, 2009)  
  Optional  
  • (Rothman, Exner, & Baughman, 2011)  
  • (Stacey, 2011) | DUE: Outside Learning Opportunity |
|      |       |           | Final Paper DUE: Tuesday, March 19, 2013 by midnight |


