Health Issues in Diverse Populations (PSY5334)

Course Syllabus

Fall 2011

**Instructor:** Kelly Haskard Zolnierek, Ph.D.

**E-mail:** [kh36@txstate.edu](mailto:kelly.haskard@email.ucr.edu)

**Office:** PSY 216F

**Office hours:** Monday 9:30-11:30 and 12-2, Tuesday 1-2, and by appt.

**Office phone:** 512-245-8710

**Class Location:** PSY 211

**Class Days and Time**: Tuesday/Thursday 2-3:20

**Course website**: http://tracs.txstate.edu

**Course Description**: Through discussion, readings, films, and writing, we will explore the influence of socio-cultural beliefs and perceptions on health behaviors and the use of health services. In addition, we will consider the various ways in which race, ethnicity, gender, age, language, education, social class, and other socio-demographic factors are related to the delivery of health care and opportunities to facilitate health care to the most vulnerable.

**Course Goals:**

* Gain a critical perspective of how culture influences health beliefs and practices and access to health services.
* Assess the role of the health care professional/patient relationship for patients from diverse populations
* Understand the barriers to patient adherence for patients from vulnerable populations.
* Develop a critical awareness of the impact of health care services on a diverse population
* Develop skills to assess the significance of diversity for research and clinical practice
* Understand the health risks of vulnerable populations and consider ways to address their needs

**Course Policies:**

1. **Laptops:** Please refrain from using laptops during class time unless there is a special circumstance (discuss with me first). As this is a discussion based seminar, use of laptops can be a distraction to you, me and other students.
2. **Cell phone usage:** Please turn off or turn to vibrate all cell phones prior to the start of class.
3. **Academic Honesty:** In accordance with Texas State University policies, academic dishonesty/plagiarism and cheating are unacceptable. Please take note of and abide by the Texas State policy: “Violation of the Honor Code includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion and the abuse of resource materials.” (UPPS 7.10.01) Academic dishonesty includes copying off another’s person on an exam, signing another student’s name on an attendance record, or in written work, paraphrasing from a reference source without an appropriate citation or not using direct quotes and a citation for more than four words taken from an outside source. Appropriate penalties in accordance with university and department policy will be enforced for academic dishonesty.
4. **Students with Disabilities:** Students with special needs (as documented by the Office of Disability Services) should identify themselves to me at the beginning of the semester. Texas State is dedicated to providing these students with necessary academic adjustments and auxiliary aids to facilitate their participation and performance in the classroom.
5. **Assessment:** The Department of Psychology has adopted expected student learning outcomes for the undergraduate major, the graduate major, and for Psy 1300, a general education course meeting a requirement for the social and behavioral science component. These expected student learning outcomes are available for your review at the following website:

<http://www.psych.txstate.edu/assessment/>

**Course Requirements:**

1. **Reading**:
   1. There are two required texts for this course. I would suggest ordering used copies of these texts online on [www.Amazon.com](file:///\\files.txstate.edu\Documents%20and%20Settings\kh36\Local%20Settings\Temporary%20Internet%20Files\Content.Outlook\GFS872VM\www.Amazon.com) or other websites. Additional readings may come from journal articles, websites, and/or book chapters, and will be provided each week on TRACS.
      1. Ann Fadiman. *The Spirit Catches You and You Fall Down*. Farrar Straus & Giroux, 1998 ISBN:  0-374-52564-1
      2. Talmadge King, Margaret Wheeler, Alicia Fernandez, Dean Schillinger, Andrew Bindman, Kevin Grumbach, and Teresa Villela. *Medical Management of Vulnerable and Underserved Patients: Principles, Practice, and Populations*. McGraw Hill Medical, 2006. ISBN: 0071443312
2. **Reading Response and Discussion Questions**: Each week type up the following: 1) an approximately 1-2 page, double spaced response paper on one of the readings and 2) at least one question for discussion for each reading (for multiple book chapters, you just need one question for all of the chapters for that week). Please consider answering some of the following questions in writing your response paper. A) What is the main issue or research question that the author(s) is addressing? B) What is the author’s central conclusion, argument, or point? C) What assumptions does the author make? D) What evidence does the author present? E) What are the strengths and limitations of the reading? F) What are possible counterarguments to the reading’s conclusions? G) Why are the issue(s) and the argument(s) interesting or important? Do not simply summarize or write about your feelings about the reading. Please upload your response paper to the TRACS Drop box by Monday at 10 am and please post your questions on the TRACS Forums by Monday at 10 am. These will be graded according to the following scale: 0 = did not complete by Tuesday class meeting time; 1= may be partially completed or only meeting minimum standards, or turned in late; 2 = thoroughly completed, thoughtful/insightful response and questions. The questions will be used to supplement our discussion of the weekly reading.
3. **Attendance and Participation:** As this course is a seminar, the success of the course depends on students coming prepared and ready to participate in discussions. If you miss class due to a medical excuse or other serious emergency (documentation required),please make sure that you have uploaded your reading response and discussion questions. Participation will be graded as follows: 0=did not attend, 1= attended but participated very little or was distracted/involved in other work, etc., 2= attended and was a full participant in the discussion (listening to others, engaged, sharing opinions/thoughts). There are no excused absences.
4. **Group Activity:** Each student will lead the discussion for a particular article, using a group activity. See the bolded articles on the course schedule. Please begin by providing a brief summary/overview of the reading. Then, be prepared to involve the class in a planned Group Activity related to the article/weekly topic, which should be followed by you leading the class in a large or small group(s) discussion. *Examples of the group activities:* questionnaire with follow-up discussion, focus groups discussing challenges and issues of treatment by clinical psychologists and other health care providers, prepared vignettes/role plays for class members to discuss, film clip or website for class to view and discuss, small group discussions of media related to your topic (you provide.) You may supplement the activity with the discussion questions posted by the students as you see fit. A grading rubric will be provided.
5. **Research Paper:** You will complete an APA style 10-15 page research paper on a physical, psychological, or social health, or health care, issue faced by a vulnerable population described in the MMVUP text (see Chapters 17-39). In this paper I would like you to choose one of those populations. No more than 2 students may choose the same population. You may wish to narrow down the population (e.g., for example, rather than children with chronic illnesses, you may choose children with asthma and the challenges of adherence to treatment or rather than homeless patients, you may choose homeless teenagers’ access to medical care). See me if you are unsure about your potential topic. Thoroughly review the literature on that group-become an expert on that group and the challenges they face-the MMVUP text will be helpful to you but please go beyond it in your research. In your paper, describe the scope of the problem of the health/health care issue. Examine past research paying particular attention to what research and clinical efforts are still needed. Determine how a health care professional (psychologist or other) might intervene with your chosen group to address the health issue in question (for example, what behavioral or psychosocial interventions would be helpful in prevention or treatment?) Propose a study describing your intervention approach. Your paper will include an introduction summarizing the research in the area you’ve chosen and a methodology section proposing a pilot research study (program to intervene with and help the chosen population). A grading rubric will be provided. You will turn in a paragraph describing your planned population, health issue, and proposed study idea by Oct. 4, and I will provide comments and feedback. Your final paper is due Nov. 22 in class (hard copy). Papers will also be turned in via Turnitin.com. Late papers will be accepted, but 5% will be taken off your overall paper grade every day that it is late.
6. **Presentation of Research Paper:** During our last three classes, each student will give a 15-20 Power Point presentation of their paper. More information will be provided on these presentations in a separate handout.

**Grading:** Course grades will be computed as follows:

Reading Response and Discussion Questions: 25%

Discussion Leading/Group Activity: 15%

Attendance and Participation: 25%

Research Paper: 25%

Paper Presentation: 10%

**MMVUP** = *Medical Management of Vulnerable and Underserved Populations*

**SCYYFD =** *The Spirit Catches You and You Fall Down*

**Course Schedule (subject to minor changes):**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Topic /Due Date** | **Reading** |
| Week 1 | Aug. 25 | Course overview, introductions. | None |
| Week 2 | Aug. 30- Sept. 1 | Trust/mistrust and the health care system  Communication issues/ language barriers and health care | SCYYFD- Intro and Ch. 1-5;  Elderkin-Thompson et al., 2001  **Katz et al., 2008**  Optional: For more detail on the Tuskegee Syphilis Study see Thomas and Quinn. |
| Week 3 | Sept. 6 – 8 | Vulnerable patients and barriers to adherence | SCYYFD Ch. 6-11;  **Apter et al., 2003**  Piette et al., 2004 |
| Week 4 | Sep. 13-15 | Beliefs, culture, and their influence on health, illness and health care.  **TUESDAY 9/13-NO CLASS**  **Dr. Haskard at presentation in Lubbock** | SCYYFD Ch. 12-end  **Pachter, 1994** |
| Week 5 | Sep. 20-22 | Overview of health care disparities-ethnicity, income and health | Ch. 1-2 – MMVUP; **Link & Phelan, 1995**  McNeil, 2011 (read the news report to support MMWR CDC Health Disparities and Inequalities Report — United States, 2011) |
| Week 6 | Sept. 27-29 | Financing and legal issues in caring for diverse populations | Ch. 3-4 – MMVUP  TBD |
| Week 7 | Oct. 4-6 | Health literacy  **PAPER PARAGRAPH DUE** | Ch. 10 MMVUP  **Paasche-Orlow et al., 2005**;  Baker, Parker, Williams, et al., 1996 |
| Week 8 | Oct. 11-13 | Health behavior/promotion in diverse populations | Ch. 7 – MMVUP; Morland, Wing, Roux, & Poole, 2002; Abercrombie, Sallis et al., 2008  **Ross, 2000** |
| Week 9 | Oct. 18-20 | Some strategies for care for vulnerable populations – group visits, interactive health technologies  **TUESDAY, 10/18- NO CLASS-Dr. Haskard at ICCH conference** | Ch. 12-13 MMVUP; Piette et al., 2000  **Ickovics et al., 2003** |
| Week 10 | Oct. 25-27 | Child and family issues and health; high-risk mothers and infants | Ch. 17,19, 29 MMVUP; **Ebbeling, Pawlak, & Ludwig, 2002** |
| Week 11 | Nov. 1-3 | Care of the elderly; intimate partner violence | Ch. 20, 30 MMVUP;  **McCauley, Yurk, Jenkes, & Ford, 1998;**  Greene & Adelman, 1996 OR Adelman, Capello, LoFaso et al., 2007 |
| Week 12 | Nov. 8-10 | Diverse populations and mental health issues | **Lin & Cheung, 1999**; Wells et al., 2001; Escobar et al., 2000 |
| Week 13 | Nov. 15-17 | Persons living with HIV/AIDS, homeless | Ch. 24, 38, MMVUP  **Gelberg, Andersen, & Leake, 2000**  Simoni, Pantalone, Plummer & Huang, 2007 |
| Week 14 | Nov. 22-24 | Tuesday **-** Presentations of final papers **RESEARCH PAPER DUE NOV. 22**  **Thursday 11/24 - NO CLASS- HAPPY THANKSGIVING** | None |
| Week 15 | Nov. 29-Dec. 1 | Presentations of final papers | None |

**Article Reading List**

Adelman, R. D., Capello, C. F., LoFaso, V., Greene, M. G., Konopasek, L., & Marzuk, P. M. (2007). Introduction to the older patient: a "first exposure" to geriatrics for medical students. *J Am Geriatr Soc, 55*(9), 1445-1450.

Apter, A. J., Boston, R. C., George, M., Norfleet, A. L., Tenhave, T., Coyne, J. C., et al. (2003). Modifiable barriers to adherence to inhaled steroids among adults with asthma: It's not just black and white. *Journal of Allergy and Clinical Immunology, 111*(6), 1219-1226.

Baker, D. W., Parker, R. M., Williams, M. V., Pitkin, K., Parikh, N. S., Coates, W., et al. (1996). The health care experience of patients with low literacy. *Arch Fam Med, 5*(6), 329-334.

Carroll, J., Epstein, R., Fiscella, K., Gipson, T., Volpe, E., & Jean-Pierre, P. (2007). Caring for Somali women: implications for clinician-patient communication. *Patient Educ Couns, 66*(3), 337-345.

Ebbeling, C. B., Pawlak, D. B., & Ludwig, D. S. (2002). Childhood obesity: public-health crisis, common sense cure. *Lancet, 360*(9331), 473-482.

Elderkin-Thompson, V., Silver, R. C., & Waitzkin, H. (2001). When nurses double as interpreters: a study of Spanish-speaking patients in a US primary care setting. *Soc Sci Med, 52*(9), 1343-1358.

Escobar, J. I., Hoyos Nervi, C., & Gara, M. A. (2000). Immigration and mental health: Mexican Americans in the United States. *Harv Rev Psychiatry, 8*(2), 64-72.

Frieden, T. R. Forward: CDC Health Disparities and Inequalities Report - United States, 2011. *MMWR Surveill Summ, 60 Suppl*, 1-2.

Gelberg, L., Andersen, R. M., & Leake, B. D. (2000). The Behavioral Model for Vulnerable Populations: application to medical care use and outcomes for homeless people. *Health Serv Res, 34*(6), 1273-1302.

Ickovics, J. R., Kershaw, T. S., Westdahl, C., Rising, S. S., Klima, C., Reynolds, H., et al. (2003). Group prenatal care and preterm birth weight: results from a matched cohort study at public clinics. *Obstet Gynecol, 102*(5 Pt 1), 1051-1057.

Lin, K. M., & Cheung, F. (1999). Mental health issues for Asian Americans. *Psychiatr Serv, 50*(6), 774-780.

Link, B. G., & Phelan, J. (1995). Social conditions as fundamental causes of disease. *J Health Soc Behav, Spec No*, 80-94.

McCauley, J., Yurk, R. A., Jenckes, M. W., & Ford, D. E. (1998). Inside "Pandora's box": abused women's experiences with clinicians and health services. *J Gen Intern Med, 13*(8), 549-555.

McNeil, D.G. (2011, January 11). Broad Racial Disparities Seen in Americans’ Ills. The

New York Times.

Morland, K., Wing, S., Diez Roux, A., & Poole, C. (2002). Neighborhood characteristics associated with the location of food stores and food service places. *Am J Prev Med, 22*(1), 23-29.

Paasche-Orlow, M. K., Parker, R. M., Gazmararian, J. A., Nielsen-Bohlman, L. T., & Rudd, R. R. (2005). The prevalence of limited health literacy. *J Gen Intern Med, 20*(2), 175-184.

Pachter, L. M. (1994). Culture and clinical care. Folk illness beliefs and behaviors and their implications for health care delivery. *JAMA, 271*(9), 690-694.

Piette, J. D., Heisler, M., & Wagner, T. H. (2004). Cost-related medication underuse: do patients with chronic illnesses tell their doctors? *Arch Intern Med, 164*(16), 1749-1755.

Piette, J. D., Weinberger, M., McPhee, S. J., Mah, C. A., Kraemer, F. B., & Crapo, L. M. (2000). Do automated calls with nurse follow-up improve self-care and glycemic control among vulnerable patients with diabetes? *Am J Med, 108*(1), 20-27.

Ross, C. E. (2000). Walking, exercising, and smoking: does neighborhood matter? *Soc Sci Med, 51*(2), 265-274.

Simoni, J. M., Pantalone, D. W., Plummer, M. D., & Huang, B. (2007). A randomized controlled trial of a peer support intervention targeting antiretroviral medication adherence and depressive symptomatology in HIV-positive men and women. *Health Psychol, 26*(4), 488-495.

Thomas, S. B., & Quinn, S. C. (1991). The Tuskegee Syphilis Study, 1932 to 1972: implications for HIV education and AIDS risk education programs in the black community. *Am J Public Health, 81*(11), 1498-1505.

Wells, K., Klap, R., Koike, A., & Sherbourne, C. (2001). Ethnic disparities in unmet need for alcoholism, drug abuse, and mental health care. *Am J Psychiatry, 158*(12), 2027-2032.