The course is designed to provide a broad overview of the issues relating to health and healthcare access that influences health disparities and the overall quality of life experienced by all persons in the United States. During the semester the course will include topics such as White/Caucasian Health, African American Health, American Indian and Alaskan Native Health, Asian and Pacific Islander Health, and Hispanic/Latina Health. The learning outcomes follow.

- Understand basic terms used in the field as well as a basic understanding of the complexity of the issues that give rise to inequities in the U.S. Health System
- Introduction to the many factors that contribute to racial/ethnic disparities in health
- Identify critical contexts, complexities, and nuances of race and health
- Comprehensive overview of the nature, magnitude, and causes of racial/ethnic disparities in health
- Examine the specific health issues confronting various racial and ethnic groups
- Learn health promotion and disease prevention strategies
- Identify health services and resources related to disparities.
- Discuss scientific method, data collection, specific health-related statistics, and specific research and their ramifications.
- Communicate information regarding health among people of different races and ethnicities.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

In each module, students read carefully selected articles from peer reviewed professional journals and analyze which information from the articles relates to the module learning objectives. Module objectives specified for critical thinking and the selected readings follow. Assessment of all objectives is conducted through module quizzes and exams.

Module 1 - Discuss the impact of race and gender on health behaviors of Americans
- Socioeconomic Disparities in Health in the United States: What the Patten Tells Us

Module 2 - Explain the Tuskegee cases’ impact on African Americans’ trust of the medical establishment.
- The US Public Health Service Syphilis Study at Tuskegee
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Module 3 - Discuss the sociological contribution to racial and ethnic health disparities
  Understanding Racial-ethnic Disparities in Health: Sociological Contributions
  Racial Residential Segregation: A Fundamental Cause of Racial Disparities in Health

Module 4 - Understand the migration and its relation to racial/ethnic US composition by region of the US
  Motion Chart Series - Immigration Data by Race/Ethnicity

Module 5 - Discuss how socioeconomic status affects health
  Socioeconomic Status, and Health: Complexities, Ongoing Challenges, and Research Opportunities and
  Socioeconomic Disparities in Health in the United States: What the Patterns Tell Us

Module 7 - Discuss how race and ethnicity affect health behavior among US populations.
  Presentation - The Impact of Socioeconomic Status on Health

Module 9 - Identify how segregation and poverty affect African American health.
  Segregation, Poverty, and Empowerment: Health Consequences for African Americans

Module 13 - Compare and contrast institutionalized racism, personally mediated racism, and internalized racism.
  Levels of Racism: A Theoretic Framework and a Gardener’s Tale

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students will demonstrate their ability to communicate their thoughts about health among people of different races and ethnicities through a course project. In this project, each student will be asked to prepare a 90 second oral presentation that also contains a visual representation of their thoughts such as a handout of a chart or PowerPoint slide with a picture. Students will also be required to submit a written report on the same subject. The oral presentation will be graded on organization, language, delivery, supporting material and message. The written report will be graded on organization, grammar and style, APA format and content. In-house student students will make oral presentations in small groups and be given feedback by their peers. An oral presentation rubric will be provided for peers to use in providing feedback. Online students will prepare 90 second YouTube videos that will be submitted via the course website and graded by the course graduate assistant. Reports for both classes will be graded by course graduate assistants.

The teaching strategies used in the course were selected to teach students about various means of communication. These strategies include presentations made by individuals with expertise in the area of study (audio and video recordings for the online sections and face-to-face presentations for in-house sections), readings from the professional literature and motion charts. The motion charts were created using data from national surveillance surveys. The charts use bubbles of varying size and colors to illustrate differences in specific health issues between racial/ethnic groups and they are put in motion to help students understand how numbers have changed over time. Module objectives selected specifically for communication and the teaching strategies follow. Assessment of all objectives is conducted through module quizzes and exams.

Module 2 - Identify and describe ways to improve the relationship between African Americans and the medical world.
  Presentation - The US Public Health Service Syphilis Study at Tuskegee

Module 6 - Discuss how race and ethnicity affect health behavior among US populations.
  Presentation - The Impact of Socioeconomic Status on Health

Module 7 - Understand access to and use of health care by race and ethnicity
  Reading - Racial-Ethnic Disparities in Stroke Care: The American Experience

Module 9-11 - Understand the major health risks and health issues among ...(each module covers one racial/ethnic group).
Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Students will study the scientific method, data collection, specific health-related statistics, specific research and their ramifications. Although all modules cover this core objective, the HLTH 236 module objectives specified for empirical and quantitative skills and the teaching strategies follow. Assessment of all objectives is conducted through module quizzes and exams.

Module 3 - Identify the proper use of race and ethnicity as data collection and explain when it is appropriate for studies to use race and ethnicity.
   - Reading – ‘Population Profiling’ and Public Health Risk: When and How Should We Use Race/Ethnicity?

Module 4 - Explain why infant mortality is an important measure of health status of the US.
   - Chart Series - Infant Mortality Data by Race/Ethnicity

Module 5 - Differentiate between measures of socioeconomic status
   - Identify the current SES disparities among all racial groups in the US and the link to health outcomes
   - Understand epidemiology and indicator statistics
   - Explain the current US demography of persons below poverty level by race and ethnicity
   - Identify the patterns and distribution of disease within the US
   - Presentation - Introduction to the Scientific Methods and Epidemiology
   - Motion Chart Series - SES Data by Race/Ethnicity
   - Modules 8-11 Describe the death rates and causes of death among... (each module covers one racial/ethnic group).

Module 6 - Understand risk and protective factors for mental health problems and mental disorders and understand risk behavior, prevention behavior, and illness behaviors.
   - Presentation - Health Behaviors by Race/Ethnicity

Module 7 - Understand how cultural appropriateness of health care can affect the health of all races and ethnicities
   - Presentation - Healthcare Utilization of Various Race/Ethnicities

Module 9 - Discuss racism as a stressor for African Americans
   - Reading - Racism as a Stressor for African Americans

Module 13 - Discuss how the measures for cultural competencies may support and improve cultural competency within the health care system.
   - Presentation - Cultural Competency
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Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.