

**Fall 2021**

**COLL 150 Community Health and Research Syllabus**

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**This class will meet in-person on Mondays, Wednesdays and Fridays from 12 Noon to 12:50.**

**Classroom is Morton Hall, Room 102.**

**Books:**

**Required:**

Public Policy Writing that Matters by David Chrisinger

The Plague by Albert Camus

The Organ Thieves by Chip Jones

**Recommended**

Pandemic by Sonia Shah

**Other readings** are links in the syllabus or PDF files in Blackboard. Class Readings should be done before the class it is listed for.

**Office Hours:** Tuesdays and Thursdays, 11:30 am to 1pm for zoom meetings. All other meetings by appointment. All office hours via zoom. <https://cwm.zoom.us/j/95523103144>

**Add/Drop Deadline:** Sept 10, 2021

**Withdraw Deadline:** Nov 1, 2021

All writing assignments are due Noon the day noted, except the Final Paper which is due at Midnight.

Class format will rotate between in-class discussions and lectures. Please read ahead to be able to participate fully in the discussions.

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**Sept 1: Class 1: What is Community?**

Reading: Page 31 to 41 in The Process of Community Health Education and Promotion, 3<sup>rd</sup> Edition. By Doyle, Ward and Early.

**Sept 3: Class 2: How Does Disease Spread in Communities?**

Reading: Chapter 3 and 4 in Pandemic by Sonia Shah

**Sept 6: Class 3: How Outbreaks Start?**

Reading: Part 1 in The Plague by Albert Camus

**Sept 8: Class 4: Effect of Disease outbreak on Communities**

Reading: Part 2 and Part 3 in The Plague by Albert Camus

**Sept 10: Class 5: How Disease Outbreaks End**

Reading: Part 4 in The Plague by Albert Camus

**Sept 13: Class 6: Definitions**

Definitions: Community Health, Public Health, Population Health, Global Health, One Health, Social Determinants of Health, Health Systems, Epidemiology, Endemic, Pandemic, Seasonal, Prevalence, Incidence, Attack Rate (Case Fatality Rate), Life Expectancy, Death Rate, Birth Rate, Disability Adjusted Life Years, Health/Quality Adjusted Life Years, Vital Statistics), Types of Epidemiologic studies, Notifiable Diseases, Leading Causes of Death in the US.

**Sept 17: Class 7: Health Inequities**

Reading: Chapter 1, page 22 to 29 in The Health Gap: The Challenge of an unequal world. By Michael Marmot.

**Sept 15: Class 8: Danger of the Single Story/O**

[Chimamanda Ngozi Adichie TED Talk: The Danger of a Single Story \(thewritelife.com\)](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story)

Reading: Chapter 1 and 2 of Thinking Fast and Slow by Daniel Kahneman

<https://invisiblepeople.tv/how-highly-educated-people-end-up-on-the-streets/>

**Sept 17: Class 9: Process of Scientific Discovery**

Reading: Chapter 6 and 7 in The Structure of Scientific Revolution by Thomas S. Kuhn

**Sept 20: Class 10: Data (Primary and Secondary Data, Surveillance, Surveys)**

Reading: Chapter 3, Choosing the Study Subjects, Specifications and Sampling.

Chapter 6, Using Secondary Data in Hulley and Cummings

Review of Demographic and Health Survey for some countries.

**Sept 22: Class 11: Social Determinants of Health**

Reading: <https://wm.kanopy.com/video/sickness-and-wealth>

**Sept 24: Class 12 Place and Health**

Reading: <https://wm.kanopy.com/video/place-matters>

**Sept 27: Class 13: Ethics in Research**

Reading: <https://www.hhs.gov/ohrp/regulations-and-policy/regulations/45-cfr-46/revised-common-rule-regulatory-text/index.html#46.101>

<https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/read-the-belmont-report/index.html>

**Sept 29: Class 14: Review of an Ethical Case.**

Reading: Chapter 1, 12, 13 and 14. The Organ Thieves by Chip Jones

### **Oct 1: Class 15: Community Health Research/Community Health Workers**

Reading: Biruk CL, Prince D. Subjects, Participants, Collaborators: Reading Community in Public Health Literature. International Feminist Journal of Politics. 2008 10(2): 236-246.

Pittman et al. Bringing Community Health Workers into the Mainstream of US Health Care. Institute of Medicine of the National Academies. 2015.

[https://owl.purdue.edu/owl/research\\_and\\_citation/ama\\_style/index.html](https://owl.purdue.edu/owl/research_and_citation/ama_style/index.html)

<https://pubmed.ncbi.nlm.nih.gov/>

**Writing Assignment 1. Carryout a literature review of the role of Community Health Workers (1000 words).** Due Oct 8.

### **Oct 4: Class 16: Community Based Participatory Research/ Example of Community Based Participatory Research**

Reading: Chapter 20 in Community Based Participatory for Health by Wallerstein et al.

Reading: Chapter 2 in The power of Positive Deviance (Childhood Malnutrition in Vietnam).

Discussion: Villagers were passive program beneficiaries and then they organized Village Health Committee composed of Women's Union, Farmers Union, Peoples Committee etc (ie from local groups). They conducted a study to learn from people and focused on well nourished children from poor families, ie positive deviants. They found that these people added shrimp to the rice they gave their children. So this was then recommended to everyone in the Village.

### **Oct 6: Class 17: CHWs in Global Health/Listening to Community Health Workers**

Reading: <https://www.youtube.com/watch?v=xvztjulIJM>

<https://www.youtube.com/watch?v=TbgVPFaeVQ8>

<https://india.unfpa.org/en/video/guidelines-community-health-workers-during-covid-19-pandemic-hindi>

Maes et al. Listening to Community Health Workers: How Ethnographic Research Can Inform Positive Relationships Among Community Health Workers, Health Institutions and Communities. American Journal of Public Health 2014 104(5): e5-e9.

### **Oct 8: Class 18: Interviewing and using questionnaires**

Reading: Chapter 5 of Designing Clinical Research by Hulley and Cummings

Chapter 2, Section 2. In Foundations for Community Health Workers by Tim Berthold

**Writing Assignment 1 Due**

### **Oct 11: Class 19: Community Health Workers Panel 1 (Patrice Shelton, Tanya Simms)**

**Oct 13: Class 20: Community Health Workers Panel 2** (Keandra Holloway, Ivy Bell, Alante Cannon, Sherrell Thompson)

**Oct 15: Class 21: Community Health Workers Panel 3** (Shanteny Jackson, Melissa Hayward)

**Writing Assignment 2.** Summarize the work of the Community Health Workers in 1000 word max. (In general and in Richmond/Henrico Health District) **Due: Oct 27<sup>th</sup> 10am**

**Oct 20: Class 22: Review of Data from Community Health Program in Richmond/Henrico Health District.**

**Oct 22: Class 23: Exam (online on Blackboard)**

**Oct 25: Class 24: Writing, and Presenting Data for Scientific Research (AMA Style)**

Reading: Chapter 1, 2 and 7 in Public Policy Writing that Matters by David Chrisinger

**Oct 27: Class 25** Review of Mid-Term and Writing Assignment 1

**Assignment 2 Due**

**Writing Assignment 3:** Choose one of the Referral Categories in the Data from Richmond Health District Program and write a 1000 max paper on how that referral category is influenced by the work of Community Health workers. **Due Nov 3<sup>rd</sup> at 10am**

**Oct 29: Class 26:** Building Community Partnerships with organization (Cultural competency and humility, Schools, Work, Healthcare setting, Geographic location, Prisons) and Research Collaborations with Communities

Reading: Chapter 2, Page 41-50. The Process of Community Health Education and Promotion by Doyle et al.

**Nov 1: Class 27: Non-Infectious/Non-Communicable Disease Epidemiology**

Reading: Chapter 3 in The Process of Community Health Education and Promotion by Doyle et al.

**Nov 3: Class 28: Infectious/Communicable Disease Epidemiology**

<https://www.youtube.com/watch?v=ULKJjX16t3M>

**Assignment 3 Due.**

**Nov 5: Class 29: Editing your writing/Review of Assignment 2 and 3.**

Reading: Chapter 3,4 and 6 in Public Policy Writing that Matters by David Chrisinger

**Assignment 4:** Combine writing assignment 1, 2 and 3 and submit on Nov 8th

**Nov 8: Class 30: Research in different subgroups: Research in Children, Pregnant Women and Adults over 65, incarcerated people**

Reading: Chapter 3 in The Process of Community Health Education and Promotion

**Assignment 4 Due**

**Nov 10: Class 31: Community Organizing for Health**

<https://www.healthaffairs.org/doi/10.1377/hlthaff.2017.1285>

**Writing Assignment 5:** Graphical Depiction of the yearly change of the factor you chose in assignment 2.

**Nov 12: Class 32: Racism, Redlining, Housing**

[Detroit segregation wall still stands, a stark reminder of racial divisions \(nbcnews.com\)](http://www.nbcnews.com/storyline/racism/detroit-segregation-wall-still-stands-a-stark-reminder-of-racial-divisions-nbcnews.com)

<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0237241>

**Nov 15: Class 33: Historical Trauma and Skin-Deep Resilience, Epigenetics, Stereotypic Threat**

Readings: Miller, G. E., Cohen, S., Janicki-Deverts, D., Brody, G. H., & Chen, E. (2016). Viral challenge reveals further evidence of skin-deep resilience in African Americans from disadvantaged backgrounds. *Health Psychology, 35*(11), 1225-1234.

<http://dx.doi.org.proxy.wm.edu/10.1037/hea0000398>

Discrimination, Racial Identity and Cytokine levels among American American Adolescents. Brody, Gene H ; Yu, Tianyi ; Miller, Gregory E ; Chen, Edith. *Journal of Adolescent Health, May 2015, Vol.56*(5), pp.496-501 <https://doi.org/10.1016/j.jadohealth.2015.01.017>

Aronson et al, Unhealthy Interactions: The Role of Stereotype Threat in Health Disparities. *American Journal of Public Health, 103, #1, 50-56. 2013.*

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3518353/>

**Edits of Assignment 4 returned to students**

**Nov 17: Class 34: Review of Office of Minority Health, Department of Health and Human Services website.**

**Assignment 5: Students Submit Assignment 5**

**Nov 19: Class 35: Racism in the Healthcare system**

Reading: Readings: Dossey L. (2018) The Shock of Charlottesville: Unmasking Racism in Healthcare. *Explore Jan/Feb (14)*1:1-9.

<https://www.sciencedirect.com/science/article/pii/S1550830717303701>

Paradies Y. et al. (2012) A systematic Review of the Extent and Measurement of Healthcare Provider Racism. *J Gen Intern Med (29)*2:364-387. <https://link.springer.com/article/10.1007/s11606-013-2583-1>

Ibrahim Y. (2020) The pervasive issue of racism and its impact on infertility patients: what can we do as reproductive endocrinologists? *Journal of Assisted Reproduction and Genetics (37)*: 1563-1565.

<https://link.springer.com/article/10.1007/s10815-020-01863-x>

**Nov 22: Class 36: Native American Health**

Reading: Chapter 3 and 7 in American Indian Health: Innovations in Health Care, Promotion, and Policy

**Assignment 6. Students combine Assignments 4 and 5. Due Dec 1<sup>st</sup>.**

### **Nov 29: Class 37: African-American Health**

Reading: Chapter 13 and Chapter 22 in Racism: Science and Tools for the Public Health Professionals

### **Dec 1: Class 38: Immigrant and Refugee Health**

Reading: Hacker et al (2015). Barriers to health care for undocumented immigrants: a literature review. Risk Management and Healthcare Policy (8):175-183.

[https://www.dovepress.com/front\\_end/cr\\_data/cache/pdf/download\\_1597151706\\_5f3299daf0abb/RMHP-70173-barriers-to-health-care-for-undocumented-immigrants--a-revie\\_103015.pdf](https://www.dovepress.com/front_end/cr_data/cache/pdf/download_1597151706_5f3299daf0abb/RMHP-70173-barriers-to-health-care-for-undocumented-immigrants--a-revie_103015.pdf)

Constant et al. (2018). A “healthy immigrant effect” or a “sick immigrant effect”? Selection and Policy Matter. European Journal of Health Economics: 19(103-121) (In Blackboard).

**Assignment 6 submitted**

### **Dec 3: Class 39: Asian and Hispanic American Health**

Reading: Chapter 20 in Racism: Science and Tools for the Public Health Professional

**Assignment 7: Conclusion paragraph Due Dec 6.**

**Dec 6: Class 40:** In Class Review of papers and discussion on Community Health

**Dec 10: Class 41: Review of Semester**

**Whole Paper due at Midnight**

**Final Exam:** Dec 20<sup>th</sup> Online.

Writing Assignments Due Dates:

Writing Assignment 1: Literature Review of the Role of Community Health Workers with 5-10 references due Oct 8<sup>th</sup>.

Writing Assignment 2: Summarize the work of CCHWs in Richmond/Henrico Health District: Oct 27<sup>th</sup>

Writing Assignment 3: Choose a referral category from Richmond/Henrico Health District and write about how that category is influenced by the work of CCHWs: Nov 3<sup>rd</sup>

Writing Assignment 4: Combine Assignment 1 and 2 as Background/Introduction to your paper: Nov 8<sup>th</sup>

Edits of Assignment 4 returned to students: Nov 15<sup>th</sup>

Writing Assignment 5: Write up on the yearly change in the referral category with graphics: Nov 17<sup>th</sup>.

Writing Assignment 6: Combine Assignments 3 and 4 into one paper: Dec 1<sup>st</sup>

Writing Assignment 7: Conclusion on the influence of CCHWs on the referral category. Dec 6<sup>th</sup>.

Writing Assignment 8: Whole paper with all sections divided into Introduction, Methods, Results, Conclusion. All references must be in AMA format. Dec 10<sup>th</sup>.

Grades for paper

Assignment 1: 10 Points (1000 words)

Assignment 2: 10 Points (500 words)

Assignment 3: 10 points (1000 words)

Assignment 4: 10 points (2500 words)

Assignment 5: 10 points (300 words)

Assignment 6: 10 points (3000 words)

Assignment 7: 10 points (500 words)

Whole Paper: 15 points (maximum: 7000 words, minimum: 5000 words including references)

Overall Coherence: 10 points

References: 5 points (5 to 10 references).

Paper total: 100 points: 50% of Final Grade

Midterm:20%

Attendance and In-Class participation: 10%

Final Exam: 20%

The Mid-term and Final Exam will be online on Blackboard. They will be open book.

Course Grading Scale

<b><u>Grading scale*:</u></b>	94-100	A
	90-93	A-
	87-89	B+
	83-86	B
	80-82	B-
	77-79	C+
	73-76	C
	70-72	C-
	67-69	D+
	63-66	D
	60-62	D-
	Below 60	F