

HLTH 22: HEALTH & SOCIAL JUSTICE

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2023
Units:	4
Hours:	4 lecture per week (48 total per quarter)
Advisory:	One of the following: ENGL 1A or 1AH or ESLL 26.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Area VII: Lifelong Learning
Transferable:	CSU/UC
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Description

This course provides an introduction to the health inequities in the United States that stem from unequal living conditions. Students explore how education, socioeconomic status, racism, and gender shape health epidemics and policy development. The basic skills necessary for advocating for health and social justice are theoretically demonstrated.

Course Objectives

The student will be able to:

1. Describe disparities in health outcomes in the United States by race, socioeconomic status, and gender
2. Compare and contrast two paradigms that seek to explain these health disparities: individual approach and public health model
3. Review recent public health literature detailing ways that race, socioeconomic status, and gender become embodied in disparate health outcomes
4. Contrast United States policy on access to health insurance with that of other developed countries, and analyze new health care policies, such as the Affordable Care Act
5. Analyze the contribution of environmental conditions to disparate health outcomes, using case studies
6. Analyze case studies of prevalent health problems to compare individual behavior change approaches vs. public health approaches
7. Describe strategies or tactics to improve health inequalities, such as advocacy, community organizing, and/or policy change
8. Outline advocacy skills, such as preparing a policy brief, giving public testimony, community outreach, and/or writing a letter to an editor or politician
9. Identify, assess, and utilize credible information resources on public health current issues, such as the internet, social media, media outlets, and libraries

Course Content

1. Disparities in health outcomes
 - a. Socioeconomic status, education level, and poverty as determinants of health
 - i. Distribution of educational levels, income, and wealth in the United States
 - ii. Policy proposals to address poverty and inequities
 - b. Race/gender as factors in unequal health outcomes
 - i. Historic origins of race in the United States
 - ii. Research on race as a social construct vs. a biological category
 - iii. Policy proposals to reduce racial and gender differentials
 - c. Infectious and chronic disease and their social determinants
 - i. Health disparities in low income communities
 - ii. Program and policy development to reduce disease
 - iii. Information sources and significant organizations
2. Paradigms that seek to explain these health disparities: individual approach and public health model
 - a. Individual approach
 - b. Public health model
3. Recent public health literature detailing ways that race, socioeconomic status, and gender become embodied in disparate health outcomes
4. United States policy vs. other developed countries access to health insurance, including comparative analysis of health insurance across the United States and internationally
 - a. U.S. health care
 - i. Access to health care
 - ii. Health insurance crisis
 - iii. Recent health care policies, such as the Affordable Care Act and future policy
 - b. Canadian health care
 - c. European health care
 - d. Great Britain health care
 - e. Other international health care models
5. Case studies that analyze the contribution of environmental conditions to disparate health outcomes. Environmental justice, conditions, and health outcomes
 - a. Toxic sources in low-income communities
 - b. Inadequate community resources and poor schooling in low-income communities
 - c. Reducing risks for urban communities through environmental equity strategies
6. Case studies of prevalent health problems to comparing individual behavior change approaches vs. public health approaches
 - a. Violence
 - b. Obesity, nutrition, and exercise
 - c. Drugs
7. Strategies or tactics to improve health policies and outcomes
 - a. Agency and individual responsibility
 - b. Advocacy and community organizing
 - c. Coalition building
 - d. Good policy for health
 - e. Policy change
8. Advocacy skills

- a. Policy brief
 - b. Public testimony
 - c. Community outreach
 - d. Expressing opinions to an editor or politician
9. Credible information resources on public health current issues
 - a. Internet
 - b. Social media
 - c. Media outlets
 - d. Libraries
 10. Topic issues
 - a. Public health disaster
 - b. Reproductive rights

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. Computer projection equipment and document camera. Students need internet access.
2. When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Exams
 Quizzes
 Scenario and case study analysis projects
 Written assignments that evaluate understanding of course objectives and content

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture
 Discussion
 Cases and discussion questions
 Electronic discussions/chat
 Practice activities to gauge understanding of content
 Review of comprehension of key concepts
 Quiz knowledge of key terms

Representative Text(s) and Other Materials

Levy, B.. [Social Injustice and Public Health, 3rd ed.](#). 2019.

Rose, Patti. [Health Disparities, Diversity, And Inclusion: Context, Controversies, and Solutions, 1st ed.](#). 2018.

Budrys, Grace. [Unequal Health: How Inequality Contributes to Health or Illness, 3rd ed.](#). 2017.

Although one or more text is older than the suggested "5 years or newer" standard, it remains a seminal text in this area of study.

Supplements:

"Better Health through Equity: Case Studies in Reframing Public Health Work." Washington, DC: American Public Health Association (APHA), 2015.

"A conceptual framework for action on the social determinants of health, Discussion Paper 2." Geneva: World Health Organization, 2010: https://apps.who.int/iris/bitstream/handle/10665/44489/9789241500852_eng.pdf

"Healthy People 2020: Disparities." Office of Disease Prevention and Health Promotion: <https://www.healthypeople.gov/2020/about/foundation-health-measures/Disparities>
[California News Reel, Unnatural Causes](#). Video Documentary Series. "Healthy People 2020: Health Disparities Data - Go to DATA2020." Office of Disease Prevention and Health Promotion: <https://www.healthypeople.gov/2020/data-search/health-disparities-data>

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Assigned reading from textbook and completion of post tests at the end of each section of the course (approximately 50 pages/week)
2. Practice activities to gauge understanding of content
3. Review comprehension of key concepts
4. Quiz knowledge of key terms
5. Research essays on classroom discussion topics
6. Project: analysis of health disparities issues in the media
7. Review authoritative internet sources of health/social justice information

Discipline(s)

Health