

Fall 2022

COLL 150 Community Health and Research Syllabus

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This class will meet in-person on Mondays, Wednesdays and Fridays from 1:00pm to 1:50pm.

Classroom is Boswell Hall, Room 201.

Books Required:

Public Policy Writing that Matters by David Chrisinger

Bad Blood by John Carreyrou

The Organ Thieves by Chip Jones

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

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

Add/Drop Deadline: Sept 12, 2022

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 of the date the reading is noted in the syllabus as students will be expected to participate in in-class discussions.

Aug 31: Class 1: What is Community?

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

Sept 2: Class 2:

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 5: Place and Health (No Class)

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

Watch and we will discuss in class on Sept 7th.

Sept 7: Class 3: Social Determinants of Health

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

Watch in class and discuss

Sept 9: Class 4: Social Determinants of Health (What they are)

Sept 12: Class 5: Guest Speaker (Prof Mariko Gakiya)

Assignment: 500 word brief paper on why exclusion of women in leadership would affect communities and societies negatively. Due Sept 19th noon.

Reading: Pratt et al. (In Blackboard).

Sept 14: Class 6: Health Inequities/Racism and Health

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

Sept 16: Class 7: Danger of the Single Story/Biases/Cultural Competency

[Chimamanda Ngozi Adichie TED Talk: The Danger of a Single Story \(thewritelife.com\)](http://thewritelife.com)

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

<https://www.youtube.com/watch?v=vJG698U2Mvo>

Pamphlets from the Harvard Center for the Developing Child

Sept 19: Class 8 Historic Trauma, Skin-Deep resilience, Stereotypic threat, and Epigenetics

Reading: 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>

Sept 21: Class 9: Native American Health

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

Review of Native American Health (<https://www.minorityhealth.hhs.gov>)

Sept 23: Class 10: African-American Health

<https://www.minorityhealth.hhs.gov>

Sept 26: Class 11: Asian and Hispanic American Health

Sept 28: Class 12: Process of Scientific Discovery

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

Sept 30: Class 13 Community Based Participatory Research

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

Chapter 2, Page 31-50. The Process of Community Health Education and Promotion by Doyle et al.

Oct 3: Class 14: Community Health Workers/Doing a Literature Review

Assignment 1: Carryout a Literature Review on the role of Community Health Workers with 15-25 references, using JAMA style of Reference, 2500 words). Due Monday Oct 10th.

Reading: Page 72 to 74 of Qualitative Research from Start to Finish by Robert Yin.

https://owl.purdue.edu/owl/research_and_citation/ama_style/index.html

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

Oct 5: Class 15: Research in different subgroups: Research in Children, Pregnant Women and Adults over 65, incarcerated people (Review of BJS data)

Oct 7: Class 16: Midterm

Oct 10: Class 17: 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.

Oct 12: Class 18: Qualitative Research (Literature Review Due)

Reading: Chapter 1 in Qualitative Research Start to Finish by Robert Yin

Oct 17: Class 19: 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>

Case Studies in Ethics

Oct 19: Class 20: Elizabeth Holmes and Theranos

Reading: Chapter 9 to 24 of Bad Blood by John Carreyou

Hulu: The Dropout, Episode 7. (In class)

Oct 21: Class 20: Paolo Macchiarini and the Man who gave his heart without consent

<https://www.theguardian.com/science/2017/sep/01/paolo-macchiarini-scientist-surgeon-rise-and-fall>

<https://www.bbc.com/news/magazine-37311038>

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

Oct 24: Class 22 CHW Program in Richmond, Virginia

Reading: Obasanjo et al. 2022

Students choose one of the 5 areas of social determinants of health as listed in the paper to interview the CHWs about. You can choose a subject under the social determinants as well but it must be one having at least 500 referrals.

Assignment 2: You will develop a questionnaire based on that area to pick. These are the questions you will pose to the CHWs. You can work in pairs or alone. The Questionnaire should have 5 questions for the CHWs about the topic. Submit on Oct 31st.

Oct 26: Class 23: 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

Oct 28: Class 24: Student Research Presentation (Sharona Osbourne)

Submit Assignment 2 by Noon.

Oct 31: Class 25: Visit to Richmond (from 1pm to 5pm)

Nov 2: Class 26 Student Research Presentation (Ruth Bekele)

Research on role of CHWs:

Assignment 3: Each student asks the CHW two questions from their questionnaire pertaining to the topic they are studying and write a summarization of their findings from what the CHW said about they did about the particular area or SDOH. Due Nov 21

Nov 4: Class 28 Interview of CHW

Nov 7: Class 29: Interview of CHW

Nov 9: Class 30: Interview of CHW

Nov 11: Class 31: Interview of CHW

Nov 14: Class 32: Interview of CHW

Nov 16: Class 33: Interview of CHW

Nov 18: Class 34: Writing, and Presenting Data for Scientific Research.

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

Nov 28: Class 35: Community Health Workers in International Context/ CHWs in Global Health/Alma Ata Declaration

<https://www.youtube.com/watch?v=lr14XDTDiE4>

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

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

Reading: Tuberculosis in Dhaka: BRAC's Urban TB Program. Harvard Medical School, Cases in Global Health Delivery. In Blackboard.

Nov 30. Class 36: Building Community Partnerships with organization (Cultural competency and humility, Schools, Work, Healthcare setting, Geographic location, Prisons) and Research Collaborations with Communities. (Assignment 3 due)

Dec 2: Class 36: Environmental Health/Environmental Justice

Assignment 4: Students combine Assignment 1, and 2 and 3, Assignment 1 is edited to fit the topic chosen, Assignment 2 is part of methods and expand to include the actual interviews and Assignment 3 is results. Due Dec 5th.

Dec 5: Class 37: Infectious/Communicable Disease Epidemiology

https://www.youtube.com/watch?v=2ypId_HhDec

Dec 7: Class 38: Non-Infectious/Non-Communicable Disease and Use of CHWs (Assignment 4 due)

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

Dec 9: Class 39: Community Organizing for Health

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

Assignment 5: Write the discussion of your results and what it means to the topic you chose and CHWs work in that field, use references to make your point. (500-1000 words).

Final Paper due Dec 20th at Midnight.

Final Paper combining Assignment 4 and 5 due on the date Scheduled for Final Exam Dec 20th. Should be no less than 3500 words excluding references.

Course Grading Scale

Grading scale*:	94-100	A
	90-93.9	A-
	87-89.9	B+
	83-86.9	B
	80-82.9	B-
	77-79.9	C+
	73-76.9	C

70-72.9	C-
67-69.9	D+
63-66.9	D
60-62.9	D-
Below 60	F

Please note that grades will not be adjusted up to the next letter grade until you get the points at the start of the next letter grade eg 89.8 will not be adjusted to A-, but will be B+.

Paper is 65% of final grade

Assignment 1: 20%

Assignment 2: 5%

Assignment 3: 10%

Assignment 4: 10%

Assignment 5: 25%

Midterm: 25%

Attendance and contribution to discussions: 5%

First Paper on Women and Leadership: 5%

The Mid-term will be online on Blackboard. It will be open book.