

**CUYAMACA COLLEGE**  
**COURSE OUTLINE OF RECORD**

**HEALTH EDUCATION 204 – HEALTH AND SOCIAL JUSTICE**

3 hours lecture, 3 units

**Catalog Description**

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

**Prerequisite**

None

**Course Content**

- 1) Socioeconomic Status, Education Level and Poverty as Determinants of Health
  - a. Distribution of educational levels, income and wealth in the United States
  - b. Policy proposals to address poverty and inequities
- 2) Race/Gender As Factors in Unequal Health Outcomes
  - a. Historic origins of race in the United States
  - b. Research on race as a social construct versus a biological category
  - c. Policy proposals to reduce racial and gender differentials
- 3) Access to Healthcare and the Health Insurance Crisis
  - a. Comparative analysis of health insurance across the United States and Internationally
  - b. New healthcare policies
- 4) Environmental Justice and Health
  - 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
- 5) Infectious and Chronic Disease and Their Social Determinants
  - a. Health disparities in low income communities
  - b. Program and policy development to reduce disease
  - c. Information sources and significant organizations
- 6) Case Studies
  - a. Violence
  - b. Obesity, Nutrition and Exercise
  - c. Drugs
- 7) Topic Issues
  - a. Public health disaster
  - b. Reproductive rights
- 8) Strategies, Tactics and Skills to Influence Health Policies and Health Outcomes
  - a. Advocacy work and community organization

**Course Objectives**

Students 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.
- 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 versus 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

### **Method of Evaluation**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Written quizzes that measure the student's ability to analyze health and social justice problems including health disparities, social injustices in healthcare provision, etc., and to evaluate the efficacy of various medical and population-based methods and services for addressing these issues.
- 2) Individual and group projects that demonstrate understanding of the disparities in health provision, accessibility, and outcomes, and the role of society in addressing these issues (as well as demonstrating appropriate use of reliable print and internet resources).
- 3) Written final exam that measures the student's ability to analyze the interplay between race, gender, education, and economics of a society and how these factors shape health epidemics and policy development.

### **Special Materials Required of Student**

None

### **Minimum Instructional Facilities**

Smart classroom with writing board

### **Method of Instruction**

- 1) Lecture
- 2) Group discussion
- 3) Student presentations and research
- 4) Computer assignments

### **Out-of-Class Assignments**

- 1) Assigned reading
- 2) Research essays on classroom discussion topics
- 3) Project: analysis of health disparities issues.
- 4) Review authoritative Internet sources of health/social justice information

### **Texts and References**

- 1) Required (representative example): Levi and Sidel, eds. *Social Injustice and Public Health*. 3rd edition. Oxford University Press, 2019.
- 2) Supplemental: None

**Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

- 1) Examine disparate health outcomes in the context of varying determinants of health (i.e., race, gender, socioeconomic status, environment, etc.) within the United States.
- 2) Collect and utilize credible information and resources to articulate strategies that improve health inequalities.