

NURS 561
1/2002

UNIVERSITY OF WASHINGTON
SCHOOL OF NURSING
SEATTLE, WA.

COURSE NUMBER: NURS 561

COURSE TITLE: Conducting Research with Diverse Populations:
African American, American Indian, and Latino
Populations

CREDITS: 3 hrs.

PREREQUISITES:

Recommended but not required:

Basic research course recommended; previous experience
in working with culturally diverse populations.

COURSE FACULTY: C. June Strickland, Ph.D., R.N.
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Office Hours: To be established and by appointment

CLASS MEETING TIME: Monday 8:30-11:30 a.m.

LOCATION: E212

COURSE DESCRIPTION:

This course is specifically designed for those interested in conducting health behavior research in African American, American Indian, and Latino communities in the Pacific Northwest and for those interested in increasing their understanding of health concerns and issues with these populations. We will: a) Review issues in entry/ethical concerns and examine models that support and empower populations to build on their own strengths; b) Consider epidemiology data, health needs and research gaps; c) Examine structures, policies and procedures for the provision of health services and identify the health disparities/ misfits between the systems of care and underserved populations; d) Address theories of health behavior change and identify needs in theory development; e) Address culture/cultural patterns of communication and identify modifications in planning and conducting research needed for successful work with African American, American Indian, and Latino populations with a focus on community capacity building. Methods will include seminar/small group discussions, lectures, field work and guest presentations.

COURSE OBJECTIVES:

At the end of this course you will:

- * Know the leading health concerns at the individual, family/community and systems levels based on studies and epidemiology data for Pacific Northwest African American, American Indian, and Latino populations, be able to compare regional data of the Pacific Northwest with national data, and outline the key limitations in existing data;
- * Know, compare, and critically analyze current studies that address high priority health concerns among Pacific Northwest African Americans, American Indians, and Latinos; be able to identify gaps in understanding, individuals to contact, and needs for further study; demonstrate an ability to integrate this information in the design of a mini research proposal or a publishable paper;
- * Know, compare and analyze key theories (focus in but not limited to individual health behavior change) and demonstrate an ability to relate this understanding to the design of a theoretically based research proposal or paper as appropriate and be able to identify needs for the development of more culturally appropriate theoretical paradigms.
- * Know emerging structures in the provision of health care for Pacific Northwest African American, American Indian, and Latino communities, related agency structures (e.g. tribal governance, migrant farm workers clinic, etc.) and key contacts, procedures for the review of studies, and be able to apply this understanding to gain approval for research and/or papers as appropriate; be able to articulate major system barriers to quality care for underserved populations.
- * Be able to critically analyze and identify needs for more culturally appropriate research approaches. Understand the importance of building on community strengths, building community capacity and conducting research that builds on cultural values, and that honors, empowers, and respects the populations involved; demonstrates this understanding in the design of a research proposal or paper.
- * Demonstrates an understanding of the complexities of addressing change in a transcultural environment through a critical critique of contemporary literature that reflects an integration of readings in this course.

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TEXTS AND MATERIALS:

(Note, the required text, recommended books, contemporary literature and notebooks of articles have been placed on reserve in the South Campus Health Sciences Library. Many of the notebook articles have been scanned and can be accessed by you home PC.)

Required Text:

Huff, R. and Kline, M, 1999. Promoting health in multicultural populations. Thousand Oaks, CA: Sage. (Four copies on reserve)

Recommended Texts:

Baxter, M., 2000. It is well with my soul. Washington, D.C.: American Public Health Association:

Bracht, N. (Ed.) (1990). Health promotion at the community level. Newbury Park, Cal.: Sage.

Dixon, M., 2000. Managed care in American Indian and Alaska Native communities. American Public Health Association: Washington, D.C.

Glanz, K., Lewis, F. M., & Rimer, B.K., 1990. Health behavior and health education: Theory, research, and practice. San Francisco: Jossey-Bass, Inc.

Kretzmann, J. & McKnight, J. (1993). Building communities from the inside out: A path toward finding and mobilizing a community's assets. Center for Urban Affairs and Policy research Northwestern University: Evanston, ILL.

Molina, C. and Aguirre-Molina, M., 2000. Latino health in the U.S.: A growing challenge. Washington, D.C.: American Public Health Association.

Utter, J. 1993. American Indians: Answers to today's questions. Lake Ann, MI.: National Woodlands Publishing Co.

Other Books:

Alexie, S., 2000. The toughest Indian in the world. Atlantic Monthly Press: NY.

Anaya, R., 1972. Bless me, ultima. NY: Warner Books.

Bell, D., 1996. Gospel Choirs. NY: Basic Books.

Cose, E., 1995. The rage of a privileged class: Why are middle-class blacks angry? Why should American care? NY: Harper Perennial.

Dixie, Q & West, C. (Eds.), 1999. The courage to hope: From Black suffering to human redemption. Boston: Beacon Press.

Hammerschlag, C. A. (1988). The dancing healers: A doctor's journey of healing with Native Americans. SF: Harper.

Kingsolver, B., 1999. The poisonwood bible. NY: Harper Perennial.

Matthiessen, P., 1992. Indian country. NY: Penguin Books.

Meier, M. & Ribera, F., 2000. Mexican Americans/American Mexicans. NY: Hill and Wang.

Novas, H., 1998. Everything you need to know about Latino history. NY: Penguin Books.

Other Books (cont'd):

- Paz, O., 1985. The labyrinth of solitude. NY: Grove Press.
Ruby, H. & Brown, J.A., 1992. A guide to Indian tribes of the Pacific Northwest.
Norman, OK: University of Oklahoma Press.

NOTEBOOK: Selected Readings:

(Articles for reading related to classes will be announced.)

African American Readings

American Indian Readings

Latino Readings

Research Methods/ Program Planning, Community Capacity Building, and Issues in conducting Research with Diverse Populations.

COURSE REQUIREMENTS:

Students are expected to be active participants and contributors to the learning process. Each will complete a substantive, publishable paper or a research proposal to address a health related concern of Pacific Northwest American Indians, African Americans, Latinos, or an approved population. Each student will facilitate a seminar on his or her work. You will be asked to reflect on readings assigned for each class session and provide a one to two page discussion paper each week.

YOU MAY SELECT ONE OF THE FOLLOWING TWO ITEMS TO FULFILL THE REQUIRMENTS OF THIS COURSE:

(Students must meet with the instructor to discuss the intended project and plans for the presentation to the group.)

1. PAPER: Submission of publishable paper on a topic of interest using the format and style of the journal in which he or she intends to submit the paper. (e.g., health related issues in African American communities in the Pacific Northwest, provision of health care/structures among Latinos in the Pacific Northwest, Seattle, urban Indian health issues, traditional values, spirituality, health and healing, research methodological issues in conducting research with Pacific Northwest Indian communities, etc.)
2. RESEARCH PROPOSAL: Develop a proposal to address health related needs of an identified culturally diverse population that is linked to the community (NOTE: May include completing Human Subjects approval/ letters of support.)

GRADING CRITERIA:

1. Final paper (approximately 10-15 pages)	50%
2. Seminar Provided	25%
3. Class Reading Reflections	25%
Total:	100%

CLASS SCHEDULE

WEEK

TOPIC

- I Introduction: Overview of the course, materials, and requirements
Historical Trauma and Related Health Concerns for African Americans,
Latinos and American Indians

Selected readings from Huff & Kline (1999) and selected readings from
library reserve books and notebook

- II Health Concerns and Research Needs for African American, American
Indian and Latinos: An Overview of Data

Selected readings from Huff & Kline (1999) and selected readings from
library reserve notebook.

- III Challenges to Conducting Research with Diverse Populations

(Readings to be assigned and articles to be provided in class)

- IV American Indian Health Research Needs and Issues

Selected readings from Huff & Kline (1999) and selected readings from
library notebooks.

- V Latino Health Research Needs and Issues

Selected readings from Huff & Kline (1999) and selected readings from
Library notebooks

CLASS SCHEDULE (Cont'd)

WEEK	TOPIC
VI	<p><u>African American</u> Health Needs and Research Issues</p> <p>Selected readings from Huff & Kline (1999) and selected readings from library notebooks</p> <hr/>
VII	<p>Building a Culturally Relevant Paradigm: Theory Building and Research Methodological Issues</p> <p>Selected readings from the library research notebook and Glanz, et al. (1990)</p> <hr/>
VIII	<p>Community Capacity Building, Participatory Action Research: Empowering Approaches Building on Strengths</p> <p>Selected readings from Kretzmann & McKnight (1993); selected readings from the Research Notebook</p> <hr/>
IX	<p>Student Seminar Based on Papers Prepared (You must meet with the instructor in advance and provide your presentation plan, goals and objectives, and materials)</p> <hr/>
X	<p>Summary and Evaluation (Note: If we need to have additional time for presentations, we may be able to take about an hour in this session to complete the presentations.)</p> <hr/>

**ALL PAPERS ARE DUE AND MUST BE TURNED
IN NO LATER THAN THIS LAST CLASS DAY.**
