

NSG 234 – Current Trends in LGBTQA Health

Fall 2020

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Required Materials:

Shankle, M. D. (2008). *The handbook of lesbian, gay, bisexual, and transgender public health: a practitioner's guide to service*. Harrington Park Press: Binghamton, NY.

-Other readings as assigned via D2L or Library Reserves by the Instructor

Writing-emphasis courses include an instructor-generated goal for the course the focuses on improving student writing. In this case, the goal is to improve the "to write about LGBTQA health issues using language and style appropriate to the health science disciplines."

Note the identification of general education goals 1 & 2 here. The preparer identifies each goal, as well as at least one goal-associated student-learning objective. Finally, the preparer identifies the assignment that will address this objective.

Course Description: This course will expose students to historical, current, and emerging health issues experienced by the lesbian, gay, bisexual, transgender, queer/questioning, and asexual (LGBTQA) communities. This course is rooted in the minority stress approach to health promotion problems amongst the sexual minorities. Introduction to health promotion activities, advocacy, prevention, and community health resources are emphasized. This course is open to all majors.

Credits: Three (3)

Course Student Learning Outcomes:

Upon completion of this course, the learner will be able to:

- Demonstrate the ability to write about LGBTQA health issues using language and style appropriate to the health science disciplines.
- Identify variances in LGBTQA health and the risk factors that predispose LGBTQA persons to health disparities.
- Describe factors that affect LGBTQA persons' access to health care services.
- Discuss the expected cultural considerations of health care professionals working with LGBTQA persons.
- Identify emerging trends in LGBTQA health.
- Describe community-based health resources for LGBTQA persons.
- Discuss the impact of health policy on the health of LGBTQA persons.

Applicable General Education Student Learning Outcomes:

This course meets the following **General Education** goals:

- Goal 1: Communicate effectively: Students will develop their ability to communicate their knowledge of LGBTQA health issues in reasoned arguments supported by evidence and an appreciation of multiple causes, effects, and perspectives, in both oral and written presentations. Students will be encouraged to become active participants in the class as they In particular,

General Education Goal #2 is also required for writing-emphasis course as the prepared identifies here.

students will demonstrate comprehension of and ability to explain information and ideas accessed through reading. This will take place in the discussion/reflection assignment,

- Goal 2: Critical and Analytical Thinking. This course will provide opportunities for students to develop critical thinking skills as they engage in analytic writing and discussion. In particular, students will learn to use relevant evidence gathered through accepted scholarly methods, and properly acknowledge sources of information, to support an idea
- Respond thoughtfully to diversity: Students will demonstrate an analytical appreciation of diverse populations and structural marginalization

Diverse Communities: This course fulfills the Diverse Communities (J) component of the WCU General Education curriculum. As a Diverse Communities course, this course meets an additional General Education goal that will help students learn to respond thoughtfully to diversity. As a Diverse Communities course, this course has specific course objectives related to diversity:

- Students will be able to identify, compare, and differentiate critical issues related to historically marginalized groups based upon race, class, gender, sexual orientation, nationality, age, etc.
- Students will demonstrate the ability to effectively apply theoretical framework(s) to analyze structural inequities relative to groups/content studied
- Students will be able to articulate an informed and reasoned openness to differences related to groups studied
- Students will be able to assess and evaluate broad social policies and practices in light of the university's goal of graduating students who are committed to creating a just and equitable society

This course is designed to foster an informed and reasoned openness to, and understanding of, differences. Students are encouraged to actively participate in course discussion and offer, respectfully, differing opinions and viewpoints. The goal of this course is empower its students with knowledge of our diverse world so as to create a new generation of informed citizens.

Notice here how the syllabus provides a prominent statement that this is a writing-emphasis course and what this means: that it "will focus on writing and thinking conventions in the topic of LGBTQA health"

Writing Emphasis: This course is designated as a Writing Emphasis (WE) course in the WCU General Education curriculum. As a Writing Emphasis course, this course will focus on writing and thinking conventions in the topic of LGBTQA health. This course meets specific General Education goals that will help students communicate effectively as well as think critically and analytically. As a Writing Emphasis course, this course has specific student learning outcomes related to writing:

- Demonstrate comprehension of and ability to explain information and ideas accessed through reading
- Use relevant evidence gathered through accepted scholarly methods, and properly acknowledge sources of information, to support an idea

Meeting & Assessing Student Learning Outcomes:

Notice how this syllabus identifies which assignments are designed to meet each outcome for each goal. This is really important information for CAPC reviewers. The assignments associated with a general education goal and student learning object should be the same assignments listed in the assignment/grade list, and it should be clear that the assignment could meaningfully teach that goal. In this case, it should be clear that the “Journal Club,” “Research Paper,” “Reflection Journal,” “Midterm,” and “Final” should all offer an opportunity for students to “Demonstrate comprehension of and ability to explain information and ideas accessed through reading”

Tables are a great way to represent goal information for courses. This syllabus identifies the two required general education goals. Notice in addition that the syllabus associates at least one of each goals’ student learning objectives. In this case the preparer uses the acronym “WE” to indicate which objective is a General Education objective (highlighted for this convenience).

	Student Learning Outcome	Evaluation Activity
Communicate effectively	Discuss the expected cultural considerations of health care professionals working with LGBTQA persons	Discussion/Reflection Journal/Midterm
	Discuss the impact of health policy on the health of LGBTQA persons	Discussion/Reflection Journal/Final
	*WE: Demonstrate comprehension of and ability to explain information and ideas accessed through reading	Journal Club Research Paper Reflection Journal Midterm Final
Think critically and analytically	Identify variances in LGBTQA health and the risk factors that predispose LGBTQA persons to health disparities	Discussion/ Reflection Journal
	Identify emerging trends in LGBTQA health.	Journal Club Groups/Reflection Journal
	*WE: Use relevant evidence gathered through accepted scholarly methods, and properly acknowledge sources of information, to support an idea	Research Paper
Respond thoughtfully to diversity	*D: Describe factors that affect LGBTQA persons’ access to health care services	Midterm/ Reflection Journal
	*D: Describe community-based health resources for LGBTQA persons	Final/ Reflection Journal

**WE: - Designates Student Learning Outcomes specific to Writing Emphasis*

**D: - Designates Student Learning Outcomes specific to Diverse Communities*

Attendance Policy:

As this class is largely discussion based, attendance is required. You may miss one class (unexcused). Subsequent absences will result in a 3% grade reduction for each unexcused absence. Please note this does not include absences for approved University sanctioned events.

Evaluation & Grading:

Attendance/Class Participation	10%
Journal Club Activities	15%
Reflection Journal	15%
Midterm	15%
Research Paper	25%
Final	20%
Total	100%



Notice how this preparer uses percentages to demonstrate how much each writing assignment counts toward the final grade. In this class, all but “Attendance/Class Participation” appear to be writing assignments, or about 90% of the course.

Attendance/ Class Participation (10%): All students are expected to come to class prepared and ready to discuss the topics of the day as indicated on the course schedule. This means reading the assigned reading prior to class. All students are expected to participate actively in the class discussion and to be respectful of all contributed viewpoints. Attendance/Participation may also be assessed using in-class assignments such as short informal writing assignments, pop quizzes, or group activities. Students who are not actively participating in class discussion may be counseled by the instructor.

Journal Club Activities (15%): The class will be divided randomly into groups of four students. For each journal club as listed on the course outline, one student from each group will serve as the journal club leader and will share a scholarly journal article on a topic related to LGBTQA health. This article should come from a peer reviewed academic journal. The journal club leader will share this article with the journal club group and the course instructor via email at least one week prior to the journal club date. During journal club, which will occur during scheduled class time, the leader will lead a discussion on the article, prompting questions to each group member. Group members should be prepared to discuss the article thoughtfully. Following the journal club, the leader will submit a 1 page synopsis of the journal club meeting, summarizing the article as well as the discussion that took place in the journal club group. This synopsis is due to the instructor via the D2L assignment dropbox no later than one week following the journal club. The journal club grade is based on the leader role of submitting the article and synopsis (10 pts) and the participant role in the other journal club groups (5 pts). Attendance is crucial on journal club days and lost points from not attending cannot be made up.

Reflection Journal (15%): The reflection journal is a culminating written assignment based on your learning throughout the semester. In this assignment, reflect on your initial goals in this course and how those goals were met, are in progress, or have changed. Discuss how this course will impact your future role as a health care professional, educator, civil servant, or any other role. Discuss the relationship of oppression with the LGBT community related to health disparities. I am looking for content in these reflections. You may reflect upon readings, topics we have covered in lecture, a discussion or anything else that relates to the material covered over the weeks. The purpose of these reflection papers is to gauge to what extent you understand the material, what questions you have, what is confusing, etc. The journal should be between 2 - 5 pages, double-spaced, 12 pt. standard font (Times New Roman, Calibri). Please follow APA guidelines for title page but citations are not required as this is a personal reflection. This will be submitted via the D2L Assignment Dropbox.

Detailed assignment descriptions are a great way for the preparer to explain the assignment, which is helpful to reviewers who need to determine if a particular goal and learning objective could reasonably be met through this assignment (if it is associated with a general education goal.

Writing-emphasis course should have more than one assignment that involves writing and should blend large/formal with short/informal writings. Note here that in addition to the informal writing reflections this course also assigns a more formal "Research Paper"

Midterm (15%): The midterm exam will include material covered in Weeks 1-6. Question formats include multiple choice, true/false, short answer, and essay

Research Paper (25%): The research paper is a written assignment that allows you to research a topic related to LGBTQA health and present your findings. The instructor must approve topics by week 3 of the semester and your first draft is due for peer review in class in week 5. Your first (ungraded) draft for instructor feedback is due in week 6. After you receive instructor feedback, you will have an opportunity to revise your work and utilize peer review again in class in week 10 prior to submitting your final draft during week 12. The paper should be between 6-8 pages, double-spaced, 12 pt. standard font (Times New Roman, Calibri). Please follow APA guidelines for constructing this paper, specifically as it relates to title page, headers, and reference page. This will be submitted via the D2L Assignment Dropbox. The detailed rubric for this assignment is attached to this syllabus. ***This assignment is recommended for students to include in their eportfolio.***

Final (20%): The final exam is comprehensive but more items will be based on content from the midterm on. Expect 75% of the exam items to be based on content covered in Weeks 7-15. Question formats include multiple choice, true/false, short answer, and essay.

Writing-emphasis courses should designate at least one assignment as recommended for upload to the eportfolio as the preparer does here.

Late Assignment Policy:

Assignments are due as indicated on the course schedule. Assignments submitted after the due date will receive an automatic 3%/day grade reduction up to three days past the due date. After three days, the grade will be an automatic ZERO. Students are encouraged to reach out to the instructor early if they anticipate any extenuating circumstances.

A letter grade will be assigned based on performance in the course according to the following scale:

Grade	Quality Points	Percentage Equivalents	Interpretation
A	4.00	93-100	Excellent
A-	3.67	90-92	
B+	3.33	87-89	Superior
B	3.00	83-86	
B-	2.67	80-82	
C+	2.33	77-79	Average
C	2.00	73-76	
C-	1.67	70-72	
D+	1.33	67-69	Below Average
D	1.00	63-66	
D-	0.67	60-62	
F	0	< 60%	Failure

Refer to the Undergraduate Catalog for description of NG (No Grade), W, Z, and other grades.

Exam Make-up Policy:

Students who anticipate a mid-term exam conflict should notify the instructor at least one week prior to the exam date. Other personal emergencies will be dealt with in accordance to University

policy and on a case-by-case basis. Final exam scheduling conflicts will be handled in accordance with the University's Final Exam Policy as delineated in the Undergraduate Catalog.

Tentative Course Outline:

Week	Topics	Readings/Assignments
Week 1	Introduction, Course Overview LGBTQA Nomenclature Minority Stress Theory Historical Perspectives on LGBTQ Health	Syllabus Shankle Ch. 1 Articles posted on D2L
Week 2	LGBTQA Health Research LGBTQA – The Public Health Approach Reviewing Literature, Using the Library, Formulating a Topic for Literature Search	Shankle Ch. 2 & 3
Week 3	Lesbian & Bisexual Women's Health Writing for the Health Sciences, Summary vs. Synthesis	Shankle Ch. 5 <i>Research Paper Topic Due for Instructor Approval</i>
Week 4	Gay & Bisexual Men's Health APA Formatting, Citations, Crediting Your Sources	Shankle Ch. 6 Journal club 1
Week 5	HIV/AIDS Revising Written Work after Feedback	Harcourt as posted on D2L Journal club 2 <i>1st Draft of Research Paper Due in Class for Peer Review</i>
Week 6	Transgender Health Writing Succinctly for Exams	Shankle Ch. 7 <i>1st Draft of Research Paper Due to Instructor for Feedback via D2L</i>
Week 7	Lifespan Issues in LGBTQ Health: Youth & Elderly	Shankle Ch. 10 & 11 Midterm Exam
Week 8	Mental Health Issues in the LGBTQ Population	Harcourt article as posted on D2L
Week 9	Pharmacology and LGBTQ Health	Articles posted on D2L Journal club 3
Week 10	Access to Care Written Reflections – How to Reflect and Write About It (in class activity, bring laptops or a notepad to write on)	Shankle Ch. 8 Articles posted on D2L <i>2nd Draft of Research Paper due in Class for Peer Review</i>
Week 11	Cultural Competency for Health Care Providers	Shankle Ch. 4
Week 12	Health Policy & Government Impact	Shankle Ch. 12 & 13 <i>Final Research Paper</i>

Writing-emphasis courses give students opportunity to improve their writing based on instructor feedback. This preparer makes that opportunity clear by notating draft due dates in the course calendar

Notice that the course calendar includes writing-focused topics as a matter of course content. This is an important element of writing-emphasis courses because it makes clear that writing is taught, and not just assigned. Writing-emphasis courses include writing-instruction in the content of the course.

		<i>Due to Instructor for Grading and Feedback via D2L</i>
Week 13	Threats to Health, Substance Abuse	Shankle Ch. 9 Journal club 4
Week 14	Educating the LGBTQA Community	Shankle Ch. 15 Reflection Journal Due
Week 15	Emerging Trends and Issues in LGBTQA Health	Shankle Ch. 14
Final		Final Exam

Statements Common to All WCU Undergraduate Syllabi:



ACADEMIC & PERSONAL INTEGRITY

It is the responsibility of each student to adhere to the university's standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course. Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another's work and/or using ideas of another and presenting them as one's own without giving proper credit to the source; selling, purchasing, or exchanging of term papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification. Proof of academic misconduct can result in the automatic failure and removal from this course. For questions regarding Academic Integrity, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to the Department Undergraduate Handbook, the Undergraduate Catalog, the *Ram's Eye View*, and the University website at www.wcupa.edu.

STUDENTS WITH DISABILITIES

If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please present your letter of accommodations and meet with me as soon as possible so that I can support your success in an informed manner. Accommodations cannot be granted retroactively. If you would like to know more about West Chester University's Services for Students with Disabilities (OSSD), please visit them at 223 Lawrence Center. The OSSD hours of Operation are Monday – Friday, 8:30 a.m. – 4:30 p.m. Their phone number is 610-436-2564, their fax number is 610-436-2600, their email address is ossd@wcupa.edu, and their website is at www.wcupa.edu/ussss/ossd.

EXCUSED ABSENCES POLICY FOR UNIVERSITY-SANCTIONED EVENTS

Students are advised to carefully read and comply with the excused absences policy for university-sanctioned events contained in the WCU Undergraduate Catalog. In particular, please note that the "responsibility for meeting academic requirements rests with the student," that this policy does not excuse students from completing required academic work, and that professors can require a "fair alternative" to attendance on those days that students must be absent from class in order to participate in a University-Sanctioned Event.

REPORTING INCIDENTS OF SEXUAL VIOLENCE

West Chester University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator, Ms. Lynn Klingensmith. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at the webpage for the Office of Social Equity at <http://www.wcupa.edu/admin/social.equity/>.

EMERGENCY PREPAREDNESS

All students are encouraged to sign up for the University's free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone. For more information, visit www.wcupa.edu/wcualert. To report an emergency, call the Department of Public Safety at 610-436-3311.

ELECTRONIC MAIL POLICY

It is expected that faculty, staff, and students activate and maintain regular access to University provided e-mail accounts. Official university communications, including those from your instructor, will be sent through your university e-mail account. You are responsible for accessing that mail to be sure to obtain official University communications. Failure to access will not exempt individuals from the responsibilities associated with this course.

Bibliography

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- Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: conceptual issues and research evidence. *Psychological Bulletin, 129*(5), 674-697.
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