

GE Certification Request

Contact

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Course Info

ID AA S 591
Status Active
Title AA COMMUNITY HEALTH ISSUE
Offered Fall Spring
Sections 1 (50 students/section)

Prerequisites

Prerequisite: Upper division standing or consent of instructor.

Bulletin Description

Examination of community health concepts and needs specific to the Asian American communities; practical skills in community health issues and service. (Formerly AAS 575)

Text/Materials

Yoo, G. Le, M., & Oda, A. (2012). Handbook of Asian American Health. New York: Springer Publishing.

Alegria, M., Takeuchi, D., Canino, G., Duan, N., Shrout, P., Meng, X. L., ... & Gong, F. (2004). Considering context, place and culture: the National Latino and Asian American Study. International journal of methods in psychiatric research, 13(4), 208-220.

Alvarez, A. N., & Shin, J. (2013). Asian Americans and Racism: Mental Health and Health Consequences. In Handbook of Asian American Health (pp. 155-172). Springer New York.

Check, R., & Your, A. (2013). A Reality Checkpoint for Mobile Health: Three Challenges to Overcome. PLoS Med. 2013 February; 10(2): e1001395.

Daus-Magbual, R. R., & Magbual, R. S. (2013). The Health of Filipina/o America: Challenges and Opportunities for Change. In Handbook of Asian American Health (pp. 47-57). Springer New York.

Fang, T., & Liu, J. (2013). The Role of Asian Americans in Ending Hepatitis B. In Handbook of Asian American Health (pp. 421-434). Springer New York.

Free, C., Phillips, G., Galli, L., Watson, L., Felix, L., Edwards, P., ... & Haines, A. (2013). The Effectiveness of Mobile-Health Technology-Based Health Behaviour Change or Disease Management Interventions for Health Care Consumers: A Systematic Review. PLoS medicine, 10(1), e1001362.

Gee, G. C. (2008). A multilevel analysis of the relationship between institutional and individual racial discrimination and health status. American journal of public health, 98(Supplement_1), S48-S56.

Gerdner, L. A., & Yeo, G. (2013). Perceptions and Culturally Responsive Care of Asian Americans with Alzheimer's Disease and Related Dementias. In Handbook of Asian American Health (pp. 187-201). Springer New York

Ghosh, C. (2010). A national health agenda for Asian Americans and Pacific Islanders. JAMA: The Journal of the American Medical Association, 304(12), 1381-1382

Goebert, D. A., Le, T. N., & Sugimoto-Matsuda, J. J. (2013). Asian American Violence: Scope, Context, and Implications. In Handbook of Asian American Health (pp. 279-300). Springer New York.

Gong, F., & Takeuchi, D. T. (2013). Ethnicity and Health. In Handbook of Asian American Health (pp. 3-9). Springer New York

Krieger, N. (1999). Embodying inequality: a review of concepts, measures, and methods for studying health consequences of discrimination. International Journal of Health Services, 29(2), 295-352.

Lim, R. F., & Lu, F. G. (2013). Severe Mental Illnesses in Asian Americans: Schizophrenia and Bipolar Disorder. In Handbook of Asian American Health (pp. 267-277). Springer New York.

Misra, R. (2013). Diabetes: A Growing Concern in the Asian American Community. In Handbook of Asian American Health (pp. 231-238). Springer New York.

- Misra, R. (2013). Critical Health Issues Impacting Asian Indian Americans. In *Handbook of Asian American Health* (pp. 11-21). Springer New York.
- Holland, A. T., & Palaniappan, L. P. (2013). Heterogeneity in Cardiovascular Health among Asian American Subgroups: Risk Factors, Outcomes, Treatment and Prevention, and Future Research Opportunities. In *Handbook of Asian American Health* (pp. 215-230). Springer New York.
- Hom, L. D. (2013). Early Chinese Immigrants Organizing for Healthcare: The Establishment of the Chinese Hospital in San Francisco. In *Handbook of Asian American Health* (pp. 353-362). Springer New York.
- Le, M. N., & Nguyen, T. U. (2013). Social and Cultural Influences on the Health of the Vietnamese American Population. In *Handbook of Asian American Health* (pp. 87-101). Springer New York.
- Leong, J., Donnell, K., & Avera, E. (2013). Lives Were Saved: The Asian American Donor Program. In *Handbook of Asian American Health* (pp. 363-374). Springer New York.
- Lichtveld, M., & Dao, V. T. (2013). The Versailles Social Movement and Implications for Asian American Environmental Health In Post-Katrina New Orleans. In *Handbook of Asian American Health* (pp. 411-419). Springer New York.
- Misra, R., Kwon, S. C., & Yoo, G. J. (2010). Overview of health: understanding wellness and disease. *Encyclopedia of Asian American issues today*, 1.
- Netto, G., Bhopal, R., Lederle, N., Khatoon, J., & Jackson, A. (2010). How can health promotion interventions be adapted for minority ethnic communities? Five principles for guiding the development of behavioural interventions. *Health Promotion International*, 25(2), 248-257
- Hsu, C. E., Zhang, G., & Yan, A. F. (2010). What made a successful Hepatitis B prevention program: educational intervention, infection status, and missing responses of at-risk Asian Americans. *Journal of Community Health*, 35(3), 325-335.
- Nguyen, G. T. (2013). Cancer: An Ongoing Risk for Asian American Communities. In *Handbook of Asian American Health* (pp. 203-213). Springer New York
- Nguyen, T. T., Taylor, V., Maxwell, A. E., Chen Jr, M. S., Bastani, R., & Stewart, S. (2013). Hepatitis B and Asian Americans. In *Handbook of Asian American Health* (pp. 251-265). Springer New York.
- Operario, D., Tan, J., & Kuo, C. (2013). HIV/AIDS in Asian and Pacific Islanders in the United States. In *Handbook of Asian American Health* (pp. 375-388). Springer New York.
- Patel, S., & Islam, N. (2013). Emerging South Asian Americans and Health. In *Handbook of Asian American Health* (pp. 103-115). Springer New York.
- Shibusawa, T. (2013). Japanese Americans: Current Health Issues and Directions for Future Research. In *Handbook of Asian American Health* (pp. 59-72). Springer New York.
- Shinagawa, S. M., & Oda, A. Y. (2013). Evolution of an Asian American, Native Hawaiian and Pacific Islander Cancer Advocacy Movement: Heroes Among Us. In *Handbook of Asian American Health* (pp. 389-409). Springer New York.
- Shott, S. (1990). *Statistics for health professionals* (pp. 1-143). Philadelphia: Saunders.
- Smith, A. C. (2013). Using Twitter for Prenatal Health Promotion: Encouraging a Multivitamin Habit Among College-Aged Females. *Global Telehealth* 2012, 182, 93.
- Sorkin, D. H., Ngai, H., & Ngo-Metzger, Q. (2013). Quality of Health Care for Asian Americans. In *Handbook of Asian American Health* (pp. 311-325). Springer New York.
- Sun, A. (2013). Chinese Americans and Health: The Impact of Culture on Disease Prevention and Management. In *Handbook of Asian American Health* (pp. 23-46). Springer New York.
- Tashiro, C. J. (2013). Mixed Asian Americans and Health: Navigating Uncharted Waters. In *Handbook of Asian American Health* (pp. 129-134). Springer New York
- Um, K. (2013). Southeast Asian American Health: Socio-Historical and Cultural Perspectives. In *Handbook of Asian American Health* (pp. 117-127). Springer New York.

Vong, S., & Choi, R. Y. (2013). Falling through the Cracks: Models, Barriers, and the Future of Health Care Access for Asian Americans. In *Handbook of Asian American Health* (pp. 303-310). Springer New York.

Wang, M. C. (2013). Obesity and Asian Americans: Prevalence, Risk Factors, and Future Research Directions. In *Handbook of Asian American Health* (pp. 239-250). Springer New York.

Wang, Y., & Kim, S. Y. (2013). Acculturation and Culture: A Critical Factor for Asian Americans' Health. In *Handbook of Asian American Health* (pp. 137-154). Springer New York.

Weerasinghe, I., Zhang, L., Kwon, S. C., & Chen, S. (2013). Complementary and Alternative Medicine Use in Asian Americans: Is Integrative Medicine the Ticket into the US Healthcare System?. In *Handbook of Asian American Health* (pp. 327-340). Springer New York.

Williams, D. R., & Mohammed, S. A. (2009). Discrimination and racial disparities in health: evidence and needed research. *Journal of behavioral medicine*, 32(1), 20-47.

Wong-Kim, E., & Burke, N. J. (2013). A Passage to a Good Death: End of Life Care for Asian Americans. In *Handbook of Asian American Health* (pp. 341-350). Springer New York.

Yoo, G. J., & Wood, S. (2013). Challenges and Opportunities for Improving Health in the Korean American Community. In *Handbook of Asian American Health* (pp. 73-85). Springer New York.

Zhang, W. (2013). Asian Americans, Socio-Economic Status and Health: Current Findings and Future Concerns. In *Handbook of Asian American Health* (pp. 173-183). Springer New York.

Course Requirements and Grading Criteria

Scientific Literature Review Paper 25%

Daily Food Diary App Project 25%

Weekly Critical Essay Exam/Quiz 25%

Final Exam 25%

Course Outline

Week I

Overview of Asian American Health Research

-- How to review and evaluate current research on Asian Americans

-- Introduction to experimental design, descriptive statistics, types of data, bar charts, pie-charts, histograms; Intro to SPSS

--Intro to Hypothesis Testing

Readings

Alegria, M., Takeuchi, D., Canino, G., Duan, N., Shrout, P., Meng, X. L., ... & Gong, F. (2004). Considering context, place and culture: the National Latino and Asian American Study. *International journal of methods in psychiatric research*, 13(4), 208-220.

Ghosh, C. (2010). A national health agenda for Asian Americans and Pacific Islanders. *JAMA: The Journal of the American Medical Association*, 304(12), 1381-1382

Misra, R., Kwon, S. C., & Yoo, G. J. (2010). Overview of health: understanding wellness and disease. *Encyclopedia of Asian American issues today*, 1-43.

Shott, S. (1990). *Statistics for health professionals* (pp. 1-143). Philadelphia: Saunders.

Week II

Health Disparities theoretical frameworks in Asian American Health

Evaluating health related research on Asian Americans

Readings

Gee, G. C. (2008). A multilevel analysis of the relationship between institutional and individual racial discrimination and health status. *American journal of public health*, 98(Supplement_1), S48-S56.

Gong, F., & Takeuchi, D. T. (2013). Ethnicity and Health. In *Handbook of Asian American Health* (pp. 3-9). Springer New York

Krieger, N. (1999). Embodying inequality: a review of concepts, measures, and methods for studying health consequences of discrimination. *International Journal of Health Services*, 29(2), 295-352.

Williams, D. R., & Mohammed, S. A. (2009). Discrimination and racial disparities in health: evidence and needed research. *Journal of behavioral medicine*, 32(1), 20-47.

Weeks III and IV

Demographics, Health and Diversity

Readings

Daus-Magbual, R. R., & Magbual, R. S. (2013). The Health of Filipina/o America: Challenges and Opportunities for Change. In Handbook of Asian American Health (pp. 47-57). Springer New York.

Misra, R. (2013). Critical Health Issues Impacting Asian Indian Americans. In Handbook of Asian American Health (pp. 11-21). Springer New York.

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Shibusawa, T. (2013). Japanese Americans: Current Health Issues and Directions for Future Research. In Handbook of Asian American Health (pp. 59-72). Springer New York.

Sun, A. (2013). Chinese Americans and Health: The Impact of Culture on Disease Prevention and Management. In Handbook of Asian American Health (pp. 23-46). Springer New York.

Tashiro, C. J. (2013). Mixed Asian Americans and Health: Navigating Uncharted Waters. In Handbook of Asian American Health (pp. 129-134). Springer New York.

Um, K. (2013). Southeast Asian American Health: Socio-Historical and Cultural Perspectives. In Handbook of Asian American Health (pp. 117-127). Springer New York.

Yoo, G. J., & Wood, S. (2013). Challenges and Opportunities for Improving Health in the Korean American Community. In Handbook of Asian American Health (pp. 73-85). Springer New York.

Week V Social Determinants of Health

Readings

Alvarez, A. N., & Shin, J. (2013). Asian Americans and Racism: Mental Health and Health Consequences. In Handbook of Asian American Health (pp. 155-172). Springer New York.

Wang, Y., & Kim, S. Y. (2013). Acculturation and Culture: A Critical Factor for Asian Americans' Health. In Handbook of Asian American Health (pp. 137-154). Springer New York.

Zhang, W. (2013). Asian Americans, Socio-Economic Status and Health: Current Findings and Future Concerns. In Handbook of Asian American Health (pp. 173-183). Springer New York.

Week VI to VIII Critical Health Issues Facing Asian Americans

Readings

Gerdner, L. A., & Yeo, G. (2013). Perceptions and Culturally Responsive Care of Asian Americans with Alzheimer's Disease and Related Dementias. In Handbook of Asian American Health (pp. 187-201).

Holland, A. T., & Palaniappan, L. P. (2013). Heterogeneity in Cardiovascular Health among Asian American Subgroups: Risk Factors, Outcomes, Treatment and Prevention, and Future Research Opportunities. In Handbook of Asian American Health (pp. 215-230). Springer New York.

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Misra, R. (2013). Diabetes: A Growing Concern in the Asian American Community. In Handbook of Asian American Health (pp. 231-238). Springer New York.

Nguyen, G. T. (2013). Cancer: An Ongoing Risk for Asian American Communities. In Handbook of Asian American Health (pp. 203-213). Springer New York.

Nguyen, T. T., Taylor, V., Maxwell, A. E., Chen Jr, M. S., Bastani, R., & Stewart, S. (2013). Hepatitis B and Asian Americans. In Handbook of Asian American Health (pp. 251-265). Springer New York.

Wang, M. C. (2013). Obesity and Asian Americans: Prevalence, Risk Factors, and Future Research Directions. In Handbook of Asian American Health (pp. 239-250). Springer New York.

Week IX to X

Health Care Access and Delivery Issues and Asian Americans

Readings

Sorkin, D. H., Ngai, H., & Ngo-Metzger, Q. (2013). Quality of Health Care for Asian Americans. In *Handbook of Asian American Health* (pp. 311-325). Springer New York.

Vong, S., & Choi, R. Y. (2013). Falling through the Cracks: Models, Barriers, and the Future of Health Care Access for Asian Americans. In *Handbook of Asian American Health* (pp. 303-310). Springer New York

Weerasinghe, I., Zhang, L., Kwon, S. C., & Chen, S. (2013). Complementary and Alternative Medicine Use in Asian Americans: Is Integrative Medicine the Ticket into the US Healthcare System?. In *Handbook of Asian American Health* (pp. 327-340). Springer New York.

Wong-Kim, E., & Burke, N. J. (2013). A Passage to a Good Death: End of Life Care for Asian Americans. In *Handbook of Asian American Health* (pp. 341-350). Springer New York.

Week XI Discuss Food Diary App Projects

Check, R., & Your, A. (2013). A Reality Checkpoint for Mobile Health: Three Challenges to Overcome. *PLoS Med.* 2013 February; 10(2): e1001395.

Free, C., Phillips, G., Galli, L., Watson, L., Felix, L., Edwards, P., ... & Haines, A. (2013). The Effectiveness of Mobile-Health Technology-Based Health Behaviour Change or Disease Management Interventions for Health Care Consumers: A Systematic Review. *PLoS medicine*, 10(1), e1001362.

Week XII-XIV Asian Americans, Interventions and Health

Readings

Netto, G., Bhopal, R., Lederle, N., Khatoon, J., & Jackson, A. (2010). How can health promotion interventions be adapted for minority ethnic communities? Five principles for guiding the development of behavioural interventions. *Health Promotion International*, 25(2), 248-257

Hsu, C. E., Zhang, G., & Yan, A. F. (2010). What made a successful Hepatitis B prevention program: educational intervention, infection status, and missing responses of at-risk Asian Americans. *Journal of Community Health*, 35(3), 325-335.

Smith, A. C. (2013). Using Twitter for Prenatal Health Promotion: Encouraging a Multivitamin Habit Among College-Aged Females. *Global Telehealth* 2012, 182, 93.

Week XV-XVI

Asian Americans, Social Movements and Health

Readings

Fang, T., & Liu, J. (2013). The Role of Asian Americans in Ending Hepatitis B. In *Handbook of Asian American Health* (pp. 421-434). Springer New York.

Hom, L. D. (2013). Early Chinese Immigrants Organizing for Healthcare: The Establishment of the Chinese Hospital in San Francisco. In *Handbook of Asian American Health* (pp. 353-362). Springer New York

Leong, J., Donnell, K., & Avera, E. (2013). Lives Were Saved: The Asian American Donor Program. In *Handbook of Asian American Health* (pp. 363-374). Springer New York.

Lichtveld, M., & Dao, V. T. (2013). The Versailles Social Movement and Implications for Asian American Environmental Health In Post-Katrina New Orleans. In *Handbook of Asian American Health* (pp. 411-419). Springer New York.

Operario, D., Tan, J., & Kuo, C. (2013). HIV/AIDS in Asian and Pacific Islanders in the United States. In *Handbook of Asian American Health* (pp. 375-388). Springer New York.

Shinagawa, S. M., & Oda, A. Y. (2013). Evolution of an Asian American, Native Hawaiian and Pacific Islander Cancer Advocacy Movement: Heroes Among Us. In *Handbook of Asian American Health* (pp. 389-409). Springer New York.

Week XVII - Final Exam Week

GE Areas/Overlays/American Institutions

Designations

Upper Division GE Domain of Knowledge and Inquiry: Physical and/or Life Sciences

Topical Perspectives: Human Diversity; Personal and Community Well-Being; Social Justice and Civic Knowledge/Engagement

Overlays: Social Justice (SJ); Lifelong Learning & Self-Development (LLD)

Physical and/or Life Sciences

Course expectations

1. The course must be open to all students, regardless of major, who meet the prerequisites. Students shall not be held to prerequisites that are not specified in the current online University Bulletin. Prerequisites must not unduly restrict access and are restricted to upper division standing or one of the following:
 - o lower division general education course(s);
 - o other upper division general education courses when the courses are sequenced;
 - o individual course placement tests;
 - o generic course prerequisites (e.g., a psychology course, a biology course, a history course and so forth); or
 - o equivalents to the above;
2. At least one of the assignments shall involve (a) utilizing a plan for acquiring and recording information employing advanced search strategies to examine a wide variety of potential sources, including library resources; (b) articulating and applying advanced criteria in evaluating information and sources, including distinguishing scholarly/non-scholarly information and primary/secondary sources; (c) properly using and citing the information in assignments; and (d) formulating arguments and/or theories supported by information from multiple sources;
3. The course syllabus must include references to assignments that are described above as part of the course expectations;
4. The course syllabus must list the university-approved student learning outcomes for upper division physical and/or life science and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes;
5. Students will be given an opportunity to explore how scientific knowledge can be applied to their own lives and to ways in which they could contribute purposefully to the well-being of their local communities, their nations, or the people of the world; to social justice; and/or to the sustainability of the natural environment; and
6. Students in the course will develop knowledge of the physical universe and/or its life forms.

Assignments that meet these course expectations: Scientific Literature Review Paper

Food Diary Apps Project

Weekly Quizzes/Critical Essay Exams

Final Exam

Student Learning Outcomes for Physical and/or Life Sciences

After completion of an upper division general education course in physical and/or life sciences, students will be able to:

Student Learning Outcome	Assignment/activity
apply scientific methods of inquiry and analysis (such as hypothesis testing, systematic and reproducible observations, and the analysis of measurable data) to the physical universe, including either living or nonliving systems	Students will have weekly quizzes/essays, projects, papers, readings lectures and a final exam that will prepare them to understand hypothesis testing in the area of experimental design, health studies and Asian Americans. They will apply their knowledge through a pre and post food diary apps project. They will (1) create and test a hypothesis of their own food habits that involves a supportive intervention,(2) maintain a detailed record of eating over a 7 day period prior to the intervention, (3) conduct another detailed record of eating with this supportive intervention over a 7 day period and (4) conduct data analysis using maps and graphs of observations pre and post this intervention.
articulate how scientific theories and practices come to be accepted, contested, changed, or abandoned by the scientific community	Students will have weekly quizzes, projects, papers, readings, lecture and a final exam that will help them articulate how scientific theories and practices related to Asian Americans and Health have come to be accepted, contested, changed or abandoned. In particular, we will focus on theoretical frameworks related to Race, Ethnicity and Health. Through their scientific literature review paper, students will review theoretical, methodological and intervention frameworks of

	research papers focused on Asian Americans and health. In their literature review paper, they will identify strengths and weaknesses of these theories and practices.
evaluate the quality of scientific information and claims on the basis of their source and the methods used to generate the information or claims	Students will be expected to complete a scientific literature review paper on a public health topic impacting the Asian American community. In their review of the literature they will a) analyze a public health problem that has impacted the Asian American community, b) synthesize methods to assess the strengths and weaknesses, c) evaluate the design of an investigation demonstrating the ability to reconcile scientific validity and ethical sensitivity, d) provide a coherent argument to support needed interventions.
construct coherent and sound arguments with support from multiple sources, including library resources and proper citations, to support or contest a scientific theory	Students will be expected to complete a scientific literature review paper on a public health topic impacting the Asian American community that has a coherent and sound argument that identifies needed interventions and future studies. Students will be expected to draw up on library resources and utilize PubMed to complete their literature reviews and will list citations and sources in American Psychological Association format.
analyze the connection of scientific research, discoveries and applications to personal, social or ethical issues in the modern world	Students will have weekly quizzes/critical essays, projects, papers, readings, lecture and final exam that will provide opportunities for connection to research, discoveries and applications to personal, social or ethical issues facing Asian Americans and health. In order to introduce ethnic issues in health research, students will complete the online IRB course. The food diary app project will help them analyze connections in multiple ways including the use technological innovations in health studies which will also help them identify the social, cultural and personal influences and connections to their own health.

Human Diversity

Course expectations

Students will focus on multiple forms and variations of human diversity, from the physiological to the cultural, and will situate these in relation to time and place. Courses should encourage a respectful appreciation of differences among individuals and groups of people. Courses might address, but are not limited to, such subjects as variations in age, ability, ethnic and racial categorization, gender and sexual orientation, psychological makeup, religion, ideology, worldview and epistemological framework, custom and tradition, creative expression, socioeconomic status, and family and community organization. (Courses must also meet the course expectations for upper division general education courses indicated earlier.)

Assignments that meet these course expectations: Weekly Critical Essay Exams & Quiz

Literature Review paper

Food Diary App Project

Final Exam

Student Learning Outcomes for Human Diversity

After successfully completing the Human Diversity topic courses, students will be able to:

Student Learning Outcome	Assignment/activity
contextualize multiple forms and variations of human diversity, within the United States and/or globally, and participate in informed, civil discourse with persons different from themselves, particularly in intellectual and cultural outlook	Through lecture, discussions, weekly critical essay exams, food diary app project, literature review paper and final exam, students will engage in diversity in discussion and perspective among themselves. Students through the food diary app project will explore the diversity among themselves as they explore their own eating habits and share with the class their personal, social, and cultural influences. The literature review paper will explore various perspectives and frameworks in terms of a public health problem impacting Asian Americans. In the literature review paper, students will need to explore how diversity among Asian Americans including age, ability, gender, sexual orientation, religion and psychological make-up impact the particular health issue. They will also identify needed interventions and areas for future research in the diversity of the Asian American experience.

Personal and Community Well-Being

Course expectations

Students will acquire knowledge and skills needed to promote personal and community well-being for both current and future generations. Well-being includes emotional, psychological, intellectual, creative, spiritual, social, economic, physical, occupational, and environmental components. Courses might address, but are not limited to, such subjects as environmental sustainability, equitable interactions, philosophical and religious conceptions of the good life, the relationship between or interdependence of mind and body, nutrition and health, artistic and literary contributions to personal and societal well-being, environments that are fit habitations for human beings, community revitalization, and intellectual and emotional development across the life span. (Courses must also meet the course expectations for upper division general education courses indicated earlier.)

Assignments that meet these course expectations: Food Diary App Project
Weekly Quizzes and Critical Essay Exams
Literature Review Paper
Final Exam

Student Learning Outcomes for Personal and Community Well-Being

After successfully completing the Personal and Community Well-Being courses, students will be able to:

Student Learning Outcome	Assignment/activity
make informed choices that enhance the quality of life and health of themselves, others, and their communities	Students will have weekly quizzes, projects, papers, readings and lectures that will prepare them to personal and community well-being in the Asian American community but also their own lives. They will apply their knowledge through a pre and post food diary apps project. They will (1) create and test a hypothesis of their own food habits that involves a supportive intervention,(2) maintain a detailed record of eating over a 7 day period prior to the intervention, (3) conduct another detailed record of eating with this supportive intervention over a 7 day period and (4) conduct data analysis using maps and graphs of observations pre and post this intervention. The goal of this project is to understand the social, cultural and personal connections to eating habits , nutrition and health.

Social Justice and Civic Knowledge/Engagement

Course expectations

Students will explore their responsibility to work toward social justice and equity by contributing purposefully to the well-being of their local communities, their nations, and the people of the world. Courses might address, but are not limited to, such subjects as social power and privilege, characteristics and dynamics of systemic oppression, economic exploitation within societies and beyond their borders, the personal and social consequences of phenomena like racism or sexism, scientific and pseudoscientific accounts of racial or gender differences, art or literature that represents or resists social injustice, liberation movements and political strategies aimed at eradicating injustice, freedom of the press and civic knowledge/engagement, and community activism and advocacy. (Courses must also meet the course expectations for upper division general education courses indicated earlier.)

Assignments that meet these course expectations: Weekly Critical Essay Exams & Quizzes
Literature Review Paper
Food diary app project
Final Exam

Student Learning Outcomes for Social Justice and Civic Knowledge/Engagement

After successfully completing the Social Justice and Civic Knowledge/Engagement courses, students will be able to:

Student Learning Outcome	Assignment/activity
analyze the nature and dynamics of power and privilege, and articulate strategies for	Through lecture, discussions, weekly critical essay exams, food diary app project, literature review paper and final exam, students will engage in an analysis of power and privilege in terms of Asian American health issues. Students as they do the food diary app project will explore the diversity among themselves as they explore their own eating habits and share with the class their personal, social, and cultural influences. The literature review paper will explore various perspectives and frameworks in terms of a public health problem impacting Asian Americans. In the literature review paper, students will need to explore how social inequality impacts that particular health issue and will need to articulate strategies and interventions that could produce positive social

combating injustice and realizing positive social change	change. In addition they will identify needed interventions and areas for future research.
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Social Justice (SJ)

Course expectations

1. The course may be a lower or upper division course, with or without prerequisites, a transfer course or a course taken in residence, and it may be anywhere in the curriculum (e.g., GE, major, minor, certificate, electives, etc.). Each student earning a baccalaureate degree from San Francisco State University is required to complete at least one social justice class.
2. The course must address social constructions of identity, hierarchy, power, and privilege; community resistance and empowerment; and social justice. The social constructions may be related to variations among humans, including such factors as abilities, ages, cultures, genders, geographic locations, histories, immigration statuses, languages, national and ethnic identities, racializations, religions, sexualities, socio-economic classes.
3. The course syllabus must list the university-approved student learning outcomes for social justice and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.
4. Overlay courses are expected to engage students with the core values of San Francisco State University. Courses approved to satisfy overlay requirements are expected to meet the spirit of these requirements. The theme of the overlay should be infused into the course but is not required to be the primary theme or topic of the course. Although some assignments must address the overlay, it is not required that all assignments do so.

Assignments that meet these course expectations: Food Diary App Project
Literature Review Paper
Final Exam
Weekly critical essays and quizzes

Student Learning Outcomes for Social Justice (SJ)

After completion of a course designated as fulfilling the Social Justice requirement, students will be able to:

Student Learning Outcome	Assignment/activity
analyze, articulate, and apply principles of social justice in addressing social constructions of identity, hierarchy, power, and privilege	Through lecture, discussions, weekly critical essay exams, food diary app project, literature review paper and final exam, students will apply principles of social justice in addressing social constructions of identity, hierarchy, power and privilege as it relates to Asian American health. For example, in the Food App project they will analyze the technological divides that exist in accessing and maintaining health and the role of local organizations working to bridge these divides. In addition, weekly critical essays and quizzes will be used to help students analyze health disparities that exist for Asian Americans and the role of activists, clinicians, service providers, organizations and projects to address these inequities.
identify ways in which they can contribute to social justice within local communities, nations, or the world	Through lecture, discussions, weekly critical essay exams, food diary app project, literature review paper and final exam, students will identify ways through various Asian American health projects that they can contribute to social justice and well-being in the Asian American community. Various guest speakers of non-profits and clinics will be speaking to students about their experiences in serving low-income Asian immigrants. Students through their readings, discussion, critical essay exams and in their literature review papers will identify ways in which social justice can be applied to public health problems in the Asian American community. Working in partnership with local community health organizations, students will identify ways they can contribute to social justice. Choices may include developing a needs assessment or a public service announcement or a tailored health promotion/education project.

Lifelong Learning & Self-Development (LLD)

Course expectations

1. The course may be a lower or upper division course, with or without prerequisites, a transfer course or a course taken in residence, and it may be anywhere in the curriculum (e.g., GE, major, minor, certificate, electives, etc.). Each student earning a baccalaureate degree from San Francisco State University is required to complete at least one Lifelong Learning and Self-Development class.
2. Course syllabi must include the university approved student learning outcomes for Lifelong Learning and Self-Development (LLD) and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.
3. Assignments that correspond to the assignment expectations stated below.
4. Readings for the course should encourage students to reflect on themselves as integrated physiological, social, psychological, and aesthetic beings.
5. At least one assignment will have students identify and actively engage in a change that is conducive to individual well-being or self-development.
6. At least one of the assignments shall involve developing a plan for acquiring information, including library resources; evaluating information, including distinguishing scholarly/non-scholarly information and primary/secondary sources; and properly using and citing the information in assignments.

Assignments that meet these course expectations: Weekly Quizzes/Critical Essay Exams

Literature Review Paper

Food Diary App Project

Final Exam

Student Learning Outcomes for Lifelong Learning & Self-Development (LLD)

After completion of a course designated as fulfilling the Lifelong Learning and Self-Development requirement, students will be able to:

Student Learning Outcome	Assignment/activity
read and evaluate resources about self development as an integrated physiological, social, and psychological being as they relate to life-long learning and transformation	Through readings, weekly quizzes/critical essay exams, students will read and evaluate the development of the self through the lens of the Asian American health experience. In particular, students will read, discuss, examine and write about Asian American health issues from a life course perspective. The will focus on age specific health issues that impact Asian Americans and they will illustrate how physiological, social and psychological impact those issues.
utilize a plan for acquiring information, including library resources; evaluating information, including distinguishing scholarly/non-scholarly information and primary/secondary sources; and properly using and citing the information in assignments	Students will be expected to complete a scientific literature review paper on a public health topic impacting specific age groups in the Asian American community. In their review of the literature they will a) analyze a public health problem focused on a particular age group in the Asian American community, b) provide a literature review that provides scholarly sources written in the past 10 years and 3) properly use citations following the American Psychological Association format.
articulate how they themselves are an integrated physiological, social, and psychological being	In weekly critical essay exams, the final exam and through readings and discussions in the class, we will explore the Asian American health experience from a physiological, social and psychological perspectives. We will also through the food diary app project also explore the various influences on eating habits including physiological, social, psychological and cultural factors. Students will record their eating habits daily for two weeks. They will see through mapping and graphing their personal eating habits over a two week period.
identify actions they can take which are conducive to individual well-being and self-development	In weekly critical essay exams, the final exam, literature review paper, and through readings and discussions in the class, students will identify actions that are needed in the Asian American community for both individual and community well-being. Through the food diary app project, students will see how they actions are conducive to their individual well-being and self development. Through mapping and graphing their personal eating habits over a two week period, they will be able to identify social, cultural, personal and psychological influences that promote both positive and negative eating habits.

Instructions and Signatures

Department and College Approval Process

In order to have your GE certification request approved, you must submit this form to your department chair or director for his/her signature on this page. The form must then be forwarded to your associate dean for approval. If either your department chair/director or associate dean asks for modifications, you may return to edit this request online by logging in at <https://courseproposal.sfsu.edu/submissions/6024>.

All University Approval Process — GE Certification Only

Once your proposal has been approved at the department and college level, it will be submitted to the university curriculum coordinator for additional processing.

Standalone GE certification requests will be reviewed by the appropriate initial certification subcommittee(s).

Decisions

You will be informed of the decision of CRC and/or the GE certification subcommittees as soon as possible. A list of approved courses will also be posted on the website of the division of undergraduate studies.

Approvals

Department/Program Chair/Director

_____ Date _____

College Dean (or Designee)

_____ Date _____