

Health and Social Justice



Industry Sector: [Health Science and Medical Technology](#)

Pathway: Patient Care, Mental & Behavioral Health

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.

Last Revised: July 24, 2017

Program Information	CTE Certification Elements
<p>Industries / Pathways: Health Science and Medical Technology Industry: Patient Care and Mental & Behavioral Health Pathways Grade Levels: 9, 10, 11, 12 CSU/UC Approval: No Community College Course: Yes Pathway Sequence(s) That Include This Course: 1. Patient Care Pathway Course Sequence: Introduction to Health and Human Service Careers or Health Professions and Organizations First Aid, Emergency Response and CPR Career Explorations Anatomy and Physiology</p>	<p>Course Level: Concentrator CALPADS Pathway: HLT-198 HLT-195 CALPADS Course Title: Health and Social Justice State Course ID: 7921, 7961 Total Hours: 45 Course Length: 1 Semester Local Course Number: HED204:PC, HED204:MH Board Approval: Pending Board Action on 12/7/17 Labor Market Demand: High Course Type: Career-Technical Preparation</p>

Introduction to Public Health or *Health and Social Justice* or
Medical Terminology
Hospital/Clinical Internship (10th, 11th, 12th)
Realities of Nutrition or Substance Abuse and Public Health
CPR Recertification
Advanced Pre-nursing Seminar or Advanced Internship

2. Mental & Behavioral Health Pathway Course Sequence:

Introduction to Health and Human Service Careers or
Health Professions and Organizations
First Aid, Emergency Response and CPR
Career Explorations
Anatomy and Physiology
Foundations of Mental & Behavioral Health Careers I or
Health and Social Justice or Introduction to Public Health
Mental Health Internship (10th, 11th, 12th)
Foundations of Mental & Behavioral Health Careers II or
Substance Abuse and Public Health or
Introduction to Social Work
CPR Recertification
Specialized Mental Health Seminar Project and Exhibition
and/or Advanced Mental/Behavioral Health Internship

Competencies / Outcomes

Students will:

1. Describe disparities in health outcomes in the United States by race, socioeconomic status and gender.
2. Review recent public health literature detailing ways that race, socioeconomic status and gender become embodied in disparate health outcomes.
3. Analyze the contribution of environmental conditions to disparate health outcomes, using case studies.
4. Describe strategies or tactics to improve health inequalities, such as advocacy, community organizing, and/or policy change.
5. Identify, assess and utilize credible information resources on public health current issues, such as the Internet, social media, media outlets, and libraries.

CTE Pathway Standards

1. CTE.HSMT.E.1.3 [Identify the roles and responsibilities of public health in addressing populations, health disparity, and disaster prevention and management.](#)
2. CTE.HSMT.E.1.8 [Explain the impact of the environment and communicable diseases on the health of populations.](#)
3. CTE.HSMT.E.2.12 [Research the social, cultural, and behavioral factors influencing health outcomes.](#)
4. CTE.HSMT.E.3.1 [Understand how the demographics of the older population affect various aspects of our society.](#)
5. CTE.HSMT.E.3.3 [Define the life course perspective and describe how age, gender, race, and ethnicity influence the life course.](#)
6. CTE.HSMT.E.3.6 [Understand the role of service providers and the use of community recreation and health services in their involvement with older persons.](#)
7. CTE.HSMT.E.3.5 [Understand health disparities among older adults and their impact on society.](#)
8. CTE.HSMT.E.4.7 [Analyze current legislation and regulation regarding environmental issues.](#)
9. CTE.HSMT.E.5.4 [Research data regarding disease or injuries, including rates, risk factors, disease determinants, and causation of morbidity and mortality.](#)
10. CTE.HSMT.E.5.5 [Explore the effects of disease, injury, and violence on longevity and quality of life.](#)
11. CTE.HSMT.E.5.6 [Evaluate methods to prevent, detect, cure, and minimize disease, injury, and violence in the population.](#)

Common Core Standards for Literacy in History/Social Studies, Science and Technical Subjects

Reading

1. RST.9-10.3 (9th and 10th) [Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.](#)
2. RST.11-12.3 (11th and 12th) [Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.](#)
3. RST.9-10.9 (9th-10th) [Compare and contrast findings presented in a text to those from other sources \(including their own experiments\), noting when the findings support or contradict previous explanations or accounts.](#)
4. RST.11-12.9 (11th and 12th) [Synthesize information from a range of sources \(e.g., texts, experiments, simulations\) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.](#)

Writing

1. WHST.9-10.4, WHST.11-12.4 (9-10 & 11-12) [Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.](#)

Units

Unit 1: Nature of Social Inequities and its Impact on Public Health

Description

This unit introduces the nature of social inequities and its impact on public health. It covers how the health of specific population groups are affected by social inequity. The socioeconomically disadvantaged, racial and ethnic minorities, women and children are covered in this unit.

Key Topics/Activities

- Gender Inequality
- Socioeconomic Inequality
- Racial Inequality
- Access to Education

Key concepts and skills will be assessed through written examination, including multiple choice, short answer, and short constructed response.

Unit 2: Effects of Social Inequities on Special Populations

Description

This unit covers how the health of older people, lesbian, gay, bisexual, transgender/transsexual, people with disabilities, people who are incarcerated, and homeless are affected by social inequity.

Key Topics/Activities

- Health inequality and impact on communities
- Peace and justice efforts and challenges
- Civil Rights around the world

Key concepts and skills will be assessed through written examination, including multiple choice, short answer, and short constructed response.

Unit 3: Refugees and Internally Displaced Persons

Description:

Refugees and internally displaced persons are discussed in this chapter. It also covers how social injustice affects health in regards to medical care, infectious diseases, nutrition, and chronic disease.

Key Topics/Activities

- Health inequality of refugees and displaced persons and its impact on the physical and mental well-being of communities.
- Democracy and corporate power and economic health of receiving communities.
- Poverty of refugees and displaced persons and its impact on receiving communities.

Key concepts and skills will be assessed through written examination, including multiple choice, short answer, and short constructed response.

Unit 4: Social Injustice and Effects on Mental and Environmental Health

Description

This unit addresses the scale and distribution of mental and environmental health hazards, the relationship between social injustice and environmental health, in terms of water contamination, air pollution, soil contamination, food contamination, and exposure to chemicals and global climate and ecosystem change.

Key Topics/Activities:

- Mental health, including access and quality of treatment. Topics include grassroots advocacy efforts for the rights of those with mental illness.
- Environmental health, including awareness of the cost of environmental hazards, harnessing sufficient political and economic will, reducing exposure to hazardous chemicals, and performing epidemiologic research.

Key concepts and skills will be assessed through written examination, including multiple choice, short answer, and short constructed response.

Unit 5: International Health

Description

International health is covered along with what needs to be done in order to prevent social injustice. Topics such as addressing social injustice in a human rights context, promoting social justice through public health policies, programs, and services, and strengthening communities and the roles of individuals in community life are covered.

Key Topics/Activities

- Rates of illness and premature death
- Explore internal factors (e.g., poverty, discrimination, failure to protect civil rights) and their implications
- Analyze external factors (e.g., high external debt, trade barriers, export of hazardous substances from developed countries, inadequate financial and technical assistance from developed countries, the “brain drain,” the arms trade, and the high cost of drugs and vaccines needed to treat and prevent serious and widespread diseases) and their implications

Key concepts and skills will be assessed through written examination, including multiple choice, short answer, and short constructed response.

Unit 6: Critical Questions on Social Justice and Public Health

Description

This unit fosters application of principles of social justice and education in public health learned in this course, including the logic of science added to moral and ethical reasons for social justice and the historical context of social justice and public health. Students examine how education in public health can be used to promote social justice and puts forward an agenda for action.

Key Topics/Activities

- Strengthening communities and the roles of individuals in community life
- Promoting social justice through public policies, programs, and services
- Promoting equitable and sustainable human development

Key concepts and skills will be assessed through written examination, including multiple choice, short answer, and short constructed response.

