

**National Institutes of Health (NIH)**

**National Center on Minority Health  
and Health Disparities (NCMHD)**



**Translational Health Disparities Course**

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**Integrating Principles of Science,  
Practice and Policy  
In Health Disparities Research**

**Fall 2010 (September 20–October 1, 2010)**

**Natcher Building  
NIH Campus  
Bethesda, MD 20892**

## Course Description

This two-week intensive course will provide instruction in the principles of health disparities research. With a focus on concepts, methods, issues, and applications, it aims to provide the knowledge and research tools needed to conduct and develop translational and transdisciplinary interventions to eliminate health disparities.

The course content will be developed in the context of the history of health and health disparities in the United States. Biological and non-biological determinants of health will be addressed, and a range of social, political, economic, cultural, legal, and ethical theories related to health disparities will be covered. A number of frameworks will be used for investigating, evaluating, and discussing health disparities research, and these will address outcome measurement issues, policy and policy formation concerns, interventions, and best practices. Health, health-related conditions, and healthcare within individual health disparity populations will be discussed, and the course will focus on integration of disciplines (including biological, social, behavioral, physical, and environmental sciences, and law and economics) to understand science, practice, and policy issues in health disparities research.

Classes will begin with lectures from nationally recognized experts in the subdisciplines of health disparities science. Lectures will be followed by guided group discussions and activities to explore the module content, and questions and issues that are most relevant to select communities will be chosen by course participants for intense debate. At the end of the course, each class participant may elect to formulate a work plan for health disparities innovation research in their chosen community.

### Target Audience

Health care professionals, public policy professionals, and members of community-based and faith-based organizations who have an interest in health disparities and community-based research, or are engaged in health disparities interventions

### Course Modules

- Module 1: Introduction to Health Disparities Research; History of Health Disparities
- Module 2: Application of Data, Measurement Models and Evaluation Methods in Addressing Population Health and Health Disparities
- Module 3: Frameworks, Theories and Concepts for Addressing Health Disparities
- Module 4: Social Determinants of Health and Health Disparities
- Module 5: Health Disparities Research in Racial and Ethnic Minority Populations
- Module 6: Rural Health Disparities; Child and Adolescent Health; and Immigrant Health Disparities
- Module 7: Community-based Participatory Research
- Module 8: Clinical Research and Comparative Effectiveness Research (CER)
- Module 9: Community and Minority Participation in Clinical Research
- Module 10: Translating and Disseminating Scientific Knowledge into Policy and Practice

- Module 11: Genetics, Genomic Medicine and the Future of Health Disparities Research
- Module 12: Health Literacy / Cultural Competency
- Course Wrap-Up Translational Health Disparities Research and Next Steps
- Optional Lecture: The National Institutes of Health Grants Process –  
Tips for Writing Successful Grants in Health Disparities Research

**Course Director**

Irene Dankwa-Mullan MD MPH  
Director, Office of Innovation and Program Coordination  
NCMHD

**Course Coordinator**

Ligia Artiles MA  
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# Educational Objectives

The overall objective of the course is to provide focused instruction in the principles and applications of health disparities research, with an overall goal of integrating the science, practice and policy of eliminating health disparities. The course will adopt a broad perspective on the concepts, methods, current issues, and applications related to this field. After attending this course, participants will be able to:

- ♦ Understand the history of health disparities and identify priorities for the elimination of health disparities
- ♦ Adopt a broad-based perspective on current health disparities research and critically analyze issues pertaining to gathering and interpretation of data, measurement methods, and resource utilization
- ♦ Enhance professional background and learning skills to include critical appraisal of the literature focused on understanding and addressing health disparities.

## **Module 1— Introduction to Health Disparities Research; History of Health Disparities**

After attending this module, participants will be able to: define and understand health disparities; recognize the complexity and multi-disciplinary aspect of health disparities; discuss emerging frameworks and concepts and their impact on health disparity measurements; understand health disparity databases and their application in tracking, detecting, understanding, reducing and eliminating health disparities.

## **Module 2— Application of Data, Measurement Models and Evaluation Methods in Addressing Population Health and Health Disparities**

After attending this module, participants will be able to: describe the importance of data on race, ethnicity, socioeconomic status, neighborhood effects, and other factors; illustrate the use of quantitative and qualitative methodologies in health disparities research; understand the concepts of grading population health and measuring health status; and understand current issues in measurement, evaluation, and analysis and interpretation of data.

## **Module 3— Frameworks, Theories and Concepts for Addressing Health Disparities**

After attending this module, participants will be able to: describe various frameworks and theories for addressing health disparities, including single-focused conceptual approaches based on consideration of healthcare, law and policy, biology, or social/environmental factors, and multi-focused conceptual approaches based on consideration of life course, human development and non-biological pathways.

## **Module 4— Social Determinants of Health and Disparities**

After attending this module, participants will be able to: understand current major theories on the social determinants in health and be familiar with recently described perspectives on the causal pathways that lead from social conditions to differential health outcomes.

## **Module 5— Health Disparities Research in Racial and Ethnic Minority Populations**

After attending this module, participants will be able to: describe and understand the health disparities in racial/ethnic minority populations, with a focus on the social, economic, behavioral, and physical and environmental factors that underlie them, and understand the role of prevention, early detection, screening and access to quality care.

## **Module 6 – Rural Health Disparities; Child and Adolescent Health; and Immigrant Health Disparities**

After attending this module, participants will be able to: describe and understand health problems experienced by rural populations, children and adolescents, and immigrant groups, the social, economic, and cultural factors that influence the health status of these groups.

### **Module 7— Community-based Participatory Research**

After attending this module, participants will have knowledge of the key principles and the importance of community-based participatory research and methods for developing CBPR partnerships and securing long-term support and funding to sustain them. The role of lay health promoter interventions in CBPR and clinical interventions will be discussed.

### **Module 8— Clinical Research and Comparative Effectiveness Research (CER)**

After attending this module, participants will be able to understand the role of comparative effectiveness research, patient-centered care, and where CER will lead us in terms of better patient outcomes, improved population health, and more effective investments in health disparities research.

### **Module 9— Community and Minority Participation in Clinical Research**

After attending this module, participants will be able to: describe the issues and challenges faced in achieving community and minority participation in clinical research; issues of inclusion of minorities, women and children as subjects in clinical research, and the scientific and policy implications for health disparities research

### **Module 10— Translating and Disseminating Scientific Knowledge into Policy and Practice**

After attending this module, participants will become familiar with outreach, dissemination and implementation science, and the tools for translating and disseminating scientific knowledge to inform practice and policy.

### **Module 11— Genetics, Genomic Medicine and Future of Health Disparities Research**

After attending this module, participants will be able to assess the role of gene–environment interactions in health disparities; address issues posed by emerging genetics research; and explore the extent to which genomic applications can improve health outcomes and the issues that these emerging fields raise.

### **Module 12a—Health Literacy**

After attending this session, participants will be able to: describe the problem of health literacy in the US, understand how levels of health literacy are determined and the consequences of low health literacy, and explore strategies for designing, implementing, and disseminating tailored health information for patient groups/populations with different levels of literacy and different cultural backgrounds.

### **Module 12b— Cultural Competency**

After attending this module, participants will have developed an understanding of cultural competency issues related to race, gender, class and other factors and have explored the interconnectedness of identities across differences, critical consciousness, and its relationship to cultural competence. Participants will also be able to develop a framework for cultural competency within the context of one's environment.

### **Course Wrap-Up— Translational Health Disparities Research and Next Steps**

### **(Optional) Lecture— The NIH Grants Process – Tips for Writing Successful Grants in Health Disparities Research**

After attending this module, participants will acquire knowledge of the NIH grants process, including tips, tools, and resources needed for writing successful grants in health disparities research.

Time Table\*

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Sept ember 20  <b>Module 1:</b> Introduction to Health Disparities, History  Location: Natcher Building, Room A	September 21  <b>Module 2:</b> Data, Measurement Models, Evaluation  Location: Natcher Building, Room A	September 22  <b>Module 3:</b> Frameworks, Theory and Concepts  Location: Natcher Building, Room A	September 23  <b>Module 4:</b> Social Determinants of Health  Location: Natcher Building, Room A	September 24  <b>Module 5:</b> Health Disparities in Racial and Ethnic Minority Populations  Location: Natcher Building, Room F1/F2
September 27  <b>Module 6:</b> Rural Health Disparities, Child and Adolescent Health and Immigrant Health Disparities  Location: Natcher Building, Room F1/F2	September 28  <b>Module 7</b> Community-based Participatory Research (CBPR)  <b>Module 8</b> Clinical Research and Comparative Effectiveness Research  Location: Natcher Building, Room A	September 29  <b>Module 9:</b> Community/Minority Participation in Clinical Research  <b>Module 10:</b> Translating /Disseminating Scientific Knowledge into Policy and Practice  Location: Natcher Building, Room A	Sept ember 30  <b>Module 11</b> Genetics, Genomic Medicine and Health Disparities Research  <b>Module 12</b> Health Literacy / Cultural Competency  Location: Natcher Building, Room F1/F2	October 1  <b>Course Wrap-Up</b> Translational Health Disparities Research  <b>NIH Grants Process</b>  Location: Building 50, Room 1227-1233

Lectures on September 20-23 and September 28 and 29: will be held in Natcher Building, Room A; lectures on September 24, 27, and 30 will be held in Natcher Building, Room F1/F2.

October 1: lectures will be held either at the NCMHD 6707 Democracy Blvd. Executive Conference Room, or at Building 50, Room 1227-1233.

# Module 1: Introduction to the Health Disparities Research, History of Health Disparities

Monday  
September 20, 2010

## **Educational Objective: Introduction to Health Disparities Research; History of Health Disparities**

After attending this module, participants will be able to: define and understand health disparities; recognize the complexity and multi-disciplinary aspect of health disparities; discuss emerging frameworks and concepts and their impact on health disparity measurements; understand health disparity databases and their application in tracking, detecting, understanding, reducing and eliminating health disparities.

9:00 a.m. – 9:30 a.m.	Welcome and Opening Remarks NIMHD's Central Role in Health Disparities Research Coordination	<b>John Ruffin, PhD</b> <i>NCMHD</i>
9:30 a.m. – 10:30 a.m.	Overview of Health Disparities Concepts and Framework for Analyzing the links between Science, Practice and Policy	<b>Paula Braveman MD</b> <i>UC-San Francisco</i>
10:30 a.m. – 10:45 a.m.	<b>Break</b>	
10:45 a.m. – 12:00p.m	Health Disparities from a Policy Perspective: Intersections of Law, Public Health Practice and the Health Care Reform	<b>Joel Teitelbaum JD</b> <i>George Washington University</i>
12:00 noon – 1:00 p.m.	<b>Lunch and Panel Presentation</b>	
1:00 p.m. – 3:00 p.m.	Health Equity and Public Health Leadership	<b>Howard Koh MD MPH</b> <i>HHS</i>
	History of Minority Health and Health Disparities. A Conversation <i>On the Roots and Status of an American Health Dilemma</i>	<b>David Satcher MD PhD</b> <i>Morehouse School of Medicine</i> <b>John Ruffin, PhD/NCMHD</b> <b>Nathaniel Stinson MD PhD</b> <i>/NCMHD</i>

## **Afternoon Tour of NIH campus 3:00 p.m. – 4:30 p.m.**

Meeting with NCHMD and other NIH Program Officials involved in health disparities; suggested tour of the NIH Campus and the National Library of Medicine.

## Module 2: Application of Data, Measurement Models, and Evaluation Methods in Addressing Population Health and Health Disparities

Tuesday  
September 21, 2010

**Educational Objective:** After attending this module, participants will be able to: describe the importance of data on race, ethnicity, socioeconomic status, neighborhood effects, and other factors; illustrate the use of quantitative and qualitative methodologies in health disparities research; understand the concepts of grading population health and measuring health status; and understand current issues in measurement, evaluation, and analysis and interpretation of data.

9:00 a.m. – 9:45 a.m.	Importance of Data on Race, Ethnicity, Socioeconomic Status and Environmental factors in Understanding Health Disparities – Implications for Research and Policy	<b>Marsha Lillie-Blanton PhD</b> <i>Center for Medicaid and Medicare Svc. (CMS)</i>
9:45 a.m. – 10:30 a.m.	Social and Geographical Patterning in Health Disparities Research – Analytic and Methodological Issues	<b>Maria Glymour ScD</b> <i>Harvard School of Public Health</i>
10:30 a.m. – 10:45 a.m.	<b>Break</b>	
10:45 a.m. – 11:30 a.m.	Grading Population Health and Health Disparities to Inform Practice and Policy	<b>Bridget Booske PhD</b> <i>University of Wisconsin</i>
11:30 a.m. – 12:15 p.m.	Evaluation Methods and Methodological Issues - A Closer look at Scientifically-Based Health Disparities Research	<b>Olivia Carter-Pokras PhD</b> <i>University of Maryland</i>
12:15 p.m. – 2:00 p.m.	<b>Working Lunch</b>  Panel Discussion – Questions and Answers	<b>NIH Faculty (Facilitator)</b>

Closing Question(s) for panel and scholars

How can the application of data, measurement models and evaluation methods be strengthened to advance health disparities science?



## Module 3: Frameworks, Theories and Concepts for Addressing Health Disparities

Wednesday  
September 22, 2010

**Educational Objective:** After attending this module, participants will be able to: describe various frameworks and theories for addressing health disparities, including single-focused conceptual approaches based on consideration of healthcare, law and policy, biology, or social/environmental factors, and multi-focused conceptual approaches based on consideration of life course, human development and non-biological pathways.

9:00 a.m. – 9:45 a.m.	Health Disparities from a Biological Perspective: A Life Course Perspective	<b>Chris Kuzawa PhD</b> <i>Northwestern University</i>
9:45 a.m. – 10:30 a.m.	Health Disparities from a Social Science Perspective	<b>Thomas LaVeist PhD</b> <i>Johns Hopkins University</i>
10:30 a.m. – 10:45 a.m.	<b>Break</b>	
10:45 p.m. – 11:30 a.m.	Behavioral and Cultural Perspectives on Health Disparities	<b>Hector Betancourt PhD</b> <i>Loma Linda University</i>
11:30am – 12:15 p.m.	Discussion	<b>NIH Faculty (Facilitator)</b>
12:15 p.m. – 1:15 p.m.	<b>Lunch</b>	
2:00 p.m. – 3:00 pm	Health Disparities from an Economists Perspective	<b>Tiffany Green PhD</b> <i>Univ. of Wisconsin</i>
1:15 p.m. – 2:00 p.m.	Health and Economics: Influence of Early Life Events on Human Capital, Health Status and Labor Market Outcomes	<b>TBA</b>
2:00 p.m. – 3:00 p.m.	Discussion	<b>NIH Faculty (Facilitator)</b>

### Closing Question(s) for panel and scholars

How can these perspectives and the multifaceted systems be recognized, characterized, understood, and addressed with effective interventions for health disparities research.

What are the next steps, tools, and resources needed to develop and evaluate multi-level/multi-faceted systems or complex systems for the research?

How can we integrate science, practice, and policy within these concepts and framework?

## Module 4: Social Determinants of Health and Disparities

Thursday  
September 23, 2010

**Educational Objective:** After attending this module, participants will be able to: understand current major theories on the social determinants in health and be familiar with recently described perspectives on the causal pathways that lead from social conditions to differential health outcomes.

9:00 a.m. – 9:45 a.m.	Framework of the Social Determinants of Health: Social, Economic and Structural Determinants	<b>Theresa Osypuk ScD</b> <i>Northeastern University</i>
9:45 a.m. – 10:30 a.m.	Social Capital, Income Inequality and Population Health Disparities - Implications for Health Disparities Research And Policy	<b>S V Subramanian PhD</b> <i>Harvard School of Public Health</i>
10:30 a.m. – 10:45 a.m.	<b>Break</b>	
10:45 a.m. – 11:30 a.m.	Impact of Racism, Structural and Interpersonal Discrimination on Health: A Socio-psychobiological Framework	<b>David H. Chae ScD</b> <i>Emory University</i>
11:30 a.m. – 12:15 p.m.	Environmental Health and Environmental Justice: The Role of Neighborhood Factors and Cumulative Impacts in Health Disparities	<b>Brian Smedley PhD</b> <i>Joint Center for Political and Economic Studies</i>
12:15 p.m. – 1:30 p.m.	<b>Lunch</b>	
1:30 p.m. – 2:30 p.m.	Panel Discussion	<b>NIH Faculty (Facilitator)</b>

Closing Question(s) for panel and scholars

How best can we bridge non-biological and biological determinants to further address health disparities?  
What are the next steps for action on the social determinants to guide practice and policy?

# Module 5: Health Disparities Research in Racial and Ethnic Minority Populations

Friday  
September 24, 2010

**Educational Objective:** After attending this module, participants will be able to: describe and understand the diseases and conditions in minority and health disparity populations (racial/ethnic, low SES, rural etc) and the role of prevention, early detection, screening and access to care in addressing population and public health; discuss and identify promising solutions to eliminating health disparities in these populations

9:00 a.m. – 9:45 a.m.	Health Disparities in African American Populations – Research Gaps and Promising Practices for Eliminating Health Disparities	<b>William Darity, PhD</b> <i>Duke University</i>
9:45 a.m. – 10:30 a.m.	Health Disparities in Asian American Populations – Research Gaps and Promising Practices for Eliminating Health Disparities	<b>TBA</b>
10:30 a.m. – 10:45 a.m.	<b>Break</b>	
10:45 a.m. – 11:30 a.m.	Health Disparities in Native Hawaiian / Pacific Islander Populations – Research Gaps and Promising Practices for Eliminating Health Disparities	<b>Keawae Kaholokula PhD</b> <i>University of Hawai'i</i> <b>Nia Aitaoto MPH MS</b> <i>University of Hawai'i</i> <i>Papa Ola Lokahi</i>
11:30 a.m. – 12:15 p.m.	Health Disparities in Latino Populations – Research Gaps and Promising Practices for Eliminating Health Disparities	<b>Larissa Aviles-Santa MD MPH</b> <i>NHLBI/NIH</i> <i>Study on Latinos</i> <i>-The Latino Health Study</i> <b>Gregory Talavera MD MPH</b> <i>UC San Diego</i>
12:15 p.m. – 1:15 p.m.	<b>Lunch</b>	
1:15 p.m. – 2:00 p.m.	Health Disparities in Alaska Native/American Indian Populations – Research Gaps and Promising Practices for Eliminating Health Disparities	<b>Spero Manson PhD</b> <i>University of Colorado</i>
2:00 p.m. – 3:00 p.m.	Discussion	<b>NIH Faculty (Facilitator)</b>

# Module 6: Rural Health Disparities; Child and Adolescent Health; and Immigrant Health Disparities

Monday  
September 27, 2010

**Educational Objective:** After attending this module, participants will be able to: describe and understand health problems experienced by rural populations, children and adolescents, and immigrant groups, the social, economic, and cultural factors that influence the health status of these groups.

9:00 a.m. – 9:45 a.m.	Child and Adolescent Health Disparities: Framework, Concepts and Review of Findings from Longitudinal Studies	<b>Renee Jenkins MD</b> <i>Howard University</i> <b>Tina Cheng MD</b> <i>Johns Hopkins University</i>
9:45 a.m. – 10:30 a.m.	Discussion	<b>NIH Faculty (Facilitator)</b>
10:30 a.m. – 10:45 a.m.	<b>Break</b>	
10:45 a.m. – 11:30 a.m.	Immigrant Health Disparities The role of multiple geographic and social contexts, and the salience of race and identity in immigrant adaptation and health	<b>Lisa Bates PhD</b> <i>Columbia University</i>
11:30 a.m. – 12 noon	Discussion	<b>NIH Faculty (Facilitator)</b>
12 noon – 1:15 p.m.	<b>Lunch</b>	
1:15 p.m. – 2:00 p.m.	Rural Health Population: Social, Economic, Environmental and Healthcare Determinants of Urban-Rural Population Health Disparities	<b>Thomas Ricketts PhD</b> <i>University of North Carolina - Chapel Hill</i>
2:00 p.m. – 3:00 p.m.	Discussion	<b>NIH Faculty (Facilitator)</b>

Closing Question(s) for panel and scholars

How can research with priority populations advance our understanding of health disparities? What are differences and/or similarities in these populations? What are the next steps needed to advance the research?

## Module 7: Community-based Participatory Research (CBPR)

Tuesday  
September 28, 2010

**Educational Objective:** After attending this module, participants will be able to: understand and define the key principles of community-based participatory research approaches; discuss the importance and methods of developing CBPR partnerships and securing sustainable long-term support and funding.

9:00 a.m. – 9:45 a.m.	Definition, Rationale and Key Principles of Community-Based Participatory Research	<b>Barbara Israel, DrPH</b> <i>University of Michigan</i> <b>Angie Reyes</b> <i>Detroit Hispanic Dev. Corp</i>
9:45 a.m. – 10:30 a.m.	Developing and Sustaining CBPR Partnerships	<b>TBA</b>
10:30 a.m. – 10:45 a.m.	<b>Break</b>	
10:45 a.m. – 11:30 a.m.	Design and Evaluation of Lay Health Promoter Interventions in CBPR Methods And Clinical Research	<b>Eugenia Eng, DrPH</b> <i>University of North Carolina – Chapel Hill</i>
11:30 a.m. – 12 noon	Discussion	<b>NIH Faculty (Facilitator)</b>
12 noon – 1:00 p.m.	<b>Lunch</b>	

## Module 8: Clinical Research and Comparative Effectiveness Research (CER)

Tuesday  
September 28, 2010

**Educational Objective:** After attending this module, participants will be able to: understand the role of comparative effectiveness research, patient-centered care, and where CER will lead us in terms of better patient outcomes, improved population health and more effective investments in addressing health disparities research.

1:15 p.m. – 2:00 p.m.	Comparative Effectiveness Research (CER): Implications for Health Disparities Research	<b>Carolyn Clancy MD</b> <i>Agency for Healthcare Research and Quality</i>
2:00 p.m. – 2:45 p.m.	Health Reform and Comparative Effectiveness Research (CER): Implications for Science, Practice and Policy	<b>Clifford Goodman PhD</b> <i>The Lewin Group</i>
2:45 p.m. – 3:30 p.m.	<b>Discussion</b>	<b>Nathaniel Stinson MD PhD</b> <i>NCMHD</i>

### Closing Question(s) for panel and scholars

What is the debate about CER? Where is it leading us in addressing and eliminating health disparities? Should CER be focused on patient-centered research and outcomes research or should it be broadened to include population-centered health? How can we make CER more relevant to disparity communities?

## Module 9: Community / Minority Participation in Clinical Research

Wednesday  
September 29, 2010

**Educational Objective:** After attending this module, participants will be able to: describe the issues and challenges faced in recruitment of community and minority participation in clinical trials and the future of health disparities research.

9:00 a.m. – 9:45 a.m.	Ethical Issues and Trust – Historical Perspectives and Minority Participation In Research and Clinical Trials	<b>Claudia Baquet MD MPH</b> <i>University of Maryland</i>
9:45 a.m. – 10:30 a.m.	Inclusion of Women, Minorities and Children as Subjects in Clinical Research: NIH Policy and Scientific Considerations for Health Disparities Research	<b>Joyce A. Hunter PhD</b> <i>NCMHD</i>
10:30 a.m. – 10:45 a.m.	<b>Break</b>	
10:45 a.m. – 12:00 noon	DISCUSSION PANEL: Clinical Research in Community Settings Patient Perspectives of Clinical Trials Community Perspective Provider Perspectives	<b>NIH Faculty (Facilitator)</b>
12 noon – 1:00 p.m.	<b>Lunch</b>	

Afternoon Session: Module 10

# Module 10: Translating and Disseminating Scientific Knowledge Into Policy and Practice

Wednesday  
September 29, 2010

**Educational Objective:** After attending this module, participants will become familiar with outreach dissemination and implementation science, and the tools for translating and disseminating scientific knowledge to inform practice and policy.

1:15 p.m. – 2:00 p.m.	Outreach Dissemination: Translation of Health Disparities Research to inform Practice and Policy	<b>Steven Woolf MD MPH</b> <i>Virginia Commonwealth University</i>
2:00 p.m.–2:45 p.m.	Outreach Dissemination and Implementation Adoption and Diffusion of Research Innovation	<b>Irene Dankwa-Mullan MD MPH</b> <i>NCMHD</i>
2:45 p.m. – 3:30 p.m.	<b>Discussion</b>	<b>NIH Faculty (Facilitator)</b>

## Closing Question(s) for panel and scholars

There is a recognized need to close the gap between research evidence and clinical/public health practice. But how is this best accomplished? Although emerging as a field of research, dissemination and implementation science is still largely underdeveloped. A forum is needed to facilitate growth in the science of dissemination and implementation.



# Module 11: Genetics, Genomic Medicine and Health Disparities Research

Thursday  
September 30, 2010

**Educational Objective:** After attending this module, participants will be able to assess gene-environment interactions on health disparities, issues in emerging genetics research, explore the extent to which genomic applications can improve health outcomes and develop a framework to understand genomic research, challenges and prospects for addressing health disparities.

9:00 a.m. – 9:45 a.m.      Complex Intersections of Emerging Genetics Research and its Role in Addressing Health Disparities – **Francis Collins MD PhD**  
*NIH (invited)*

9:45 a.m. – 10:30 a.m.      Genomic Medicine: Implications for the Future of Health Disparities Research      **Alexandra Shields PhD**  
*Harvard/MGH Center for Genomics, Vulnerable Populations and Health Disparities (invited)*

10:30 a.m. – 10:45 a.m.      **Break**

10:45 a.m. – 12:00 noon      Panel Discussion      **NIH Faculty (Facilitator)**

12:15 p.m. – 1:30 p.m.      **Lunch**

## Closing Question(s) for panel and scholars

What issues are posed by new developments in genetics research? To what extent do applications of genomic research improve health outcomes in health disparity populations? Are there important differences in allele frequencies across populations?

## Module 12 — Health Literacy

Thursday  
September 30, 2010

**Educational Objective:** After attending this session, participants will be able to: describe the problem of health literacy in the US, understand how levels of health literacy are determined, consequences of low health literacy and explore strategies for designing, implementing and disseminating tailored health information for patient groups/populations with different levels of literacy and different cultural backgrounds.

1:30 p.m. – 2:00 p.m.	Health Literacy Intervention Research	<b>Nathaniel Stinson MD PhD</b> <i>NCMHD</i>
2:00 a.m. – 2:30 p.m.	Emerging Issues in Health Literacy: Methods for evaluating and measuring Health literacy research	<b>Rick Berzon DrPH</b> <i>NCMHD</i>

### Cultural Competency

**Educational Objective:** After attending this module, participants will be able to: develop an understanding of cultural competency issues related to race, gender, class and other differences and explore the interconnectedness of identities across differences, critical consciousness and relationship to cultural competence. Participants will also be able to develop a framework for cultural competency within the context of one's environment.

2:30 p.m. – 3:00 p.m.	Cultural Competency	<b>Thomas LaVeist PhD</b> <i>Johns Hopkins University</i>
3:00 p.m. – 3:30 p.m.	Cultural Competency	<b>Stephen Thomas PhD</b> <i>University of Pittsburgh</i>
3:30 p.m. – 4:00 p.m.	Discussion	<b>NIH Faculty (Facilitator)</b>

#### Closing Question(s) for panel and scholars

#### Closing Question(s) for panel and scholars

**Health Literacy:** What are next steps to implementing a health literacy research agenda?

**Cultural Competency:** What kinds of research interventions, congruent (patient-provider) behaviors, policies and organizational practices are needed to enable a system or agency to work effectively and efficiently in cross-cultural environments to reduce health disparities? What are the issues that need to be addressed to achieve cultural competency and improved health outcomes?

# **Translational Health Disparities – The Intersections of Science, Practice and Policy**

Friday  
October 1, 2010

9:00 a.m. – 11:00 a.m.    **Course Wrap-Up**    **NIH Faculty (Facilitator)**

What are the next steps for Health Disparities Research?

- a) Framework for delivering and monitoring reductions in health disparities
- b) Framework of indicators to assess performance improvements

11:00a.m. – 12 noon    Evaluation and Feedback

12 noon – 1:00 p.m.    **Lunch**

**Case Studies Presentations**

## OPTIONAL

# The NIH Grants Process – Tips for Writing Successful Grants in Health Disparities Research

Friday  
October 1, 2010

**Educational Objective:** After attending this module, participants will have gained knowledge about the NIH grants process, including tips, tools and resources needed for writing successful grants in health disparities research.

1:00 p.m. – 3:00 p.m.      The NIH Grants Process  
Grant mechanisms  
Grants submission  
Review Process

**Joyce Hunter PhD**  
*NCMHD*