COVID-19 and Curriculum Innovation: Archives and Public Health Partnerships

Morna Gerrard, Carlos Pavao, Lisa Vallen, Lauren Gibson, Hermala Getachew Hailegabriel
Introductions

Morna Gerrard, Archivist, Women’s / Gender and Sexuality Collections
Carlos Pavao, Clinical Professor, School of Public Health
Lisa Vallen, Archivist, Southern Labor Archives
Lauren Gibson, Summer 2021 graduate of GSU School of Public Health
Hermala Getachew Hailegabriel, current GSU student
Background

- 2015: Met Kim Ramsey-White
- 2016: First class
  - LGBTQ youth
  - Maternal and child health
  - Minorities and contraception
  - KKK
  - Planned Parenthood
- 2018: Two Public Health classes
  - Spring: Kim Ramsey-White (intro)
  - Fall: Donna Jo Smith-Perry (HIV/AIDS)
- 2019: Carlos Pavao engaged
Course Description: PH 4050 - Health Equity and Disparities: Urban and Global Health Challenges

This course is designed to examine the difference between health equity and health disparities and the underlying historical, social, economic, cultural and political factors that affect health and disease outcomes across different populations. The course has a specific focus on examining these issues in urban and global environments. Students will examine how individual health is rooted in the broader context of social determinants; how access to goods and services can affect the health of communities as a whole; and how living in urban and global settings are particularly impacted by disparities. This course will utilize the archival materials to better understand how health disparities are impacted by underlying historical, social, economic, cultural and political factors either from an urban and global perspective. Also, through archival data/materials students will be able to explore life-course perspective of health disparities, and how microaggressions, race, and racism impact health equity. Other topics that will be explored are gender and sexual orientation-based health disparities, environmental justice, and how place matters to health equity.
Course description: PH 3010 - Introduction to Research Methods in Public Health

This course provides a broad overview of the basic concepts and principles of scientific inquiry, introducing quantitative, qualitative, mixed methods, and participatory approaches to research and evaluation as well as ethical issues in conducting public health research. Topics include methods for planning and executing empirical research studies from formulation of problems, systematic review of empirical literature, and setting research objectives to study design, including methods of data collection, measurement, and analysis, to interpretation and communication of the results. Emphasis is placed on developing the ability to critically evaluate the application research methods presented in public health scientific literature. Finally, in addition to becoming familiar with research methods, students will also be exposed to public health core competencies (section II, highlighted in red text) with this course. This is the Critical Thinking through Writing (CTW) course for the Public Health major.
Council on Education for Public Health: Public Health Core Competencies

PH 3010
• Understand Basic Concepts of Data Collection
• Understand Basic Methods of Data Collection
• Remember Basic Tools of Data Collection
• Understand Data Usage
• Understand Data Analysis
• Understand Evidence-based Approaches

PH 4050
• Understand Socio-economic Impacts on Human Health and Health Disparities
• Understand Behavioral Factors Impacts on Human Health and Health Disparities
• Understand Environmental Factors Impacts on Human Health and Health Disparities
Course Development Fall 2019: Special Collections

- Introductory class
- Reference assistance
- Poster presentation feedback
Course Development Spring 2020: Special Collections

- Research Guide
- Session 1: Introduction
- Session 2: Finding aids and Digital Collections
- Session 3: Hands-on class exercise
- Reference assistance / overflow
- Poster presentations
Lessons Learned

- Important to lay the groundwork: explain what archives are
- Integration of archival materials as a public health data source
- Need for step-by-step process to explain course materials (videos)
- COVID-19: opportunity for online innovation
COVID-19 Adaptations: School of Public Health

- Asynchronous classes – online and their own
- Constant check-in
- Inspirational thoughts
- Very clear instructions for projects
COVID-19 Adaptations: Special Collections

- Instructional videos on archival research
- Video tour of the archives
- Short videos introducing different formats

COVID-19 Adaptations: Special Collections

- Updated Research Guide
  - Digital Collections only
  - Include non-GSU resources
- Office Hours - Morna
- Groupme
Fall 2020: Challenges

- New online environment was a challenge for everybody
- Reference videos - very useful as long as students watched them!!!
- Students found it hard to understand digital collections without hands-on experience
- Students got lost in World Cat
- Students took a long time to choose a topic
Spring 2021: Some Solutions!

- Updated research guide:
  - HIV/AIDS
  - Racism
  - Abortion
  - Human Trafficking
- Synchronous session (Morna and Lisa)
- Morna - office hours
Fall 2021

- Synchronous session for each class - recorded and shared; want to have longer session in future
- Expanded archival office hours - Morna and Lisa
- Dividing duties - Lisa takes Racism, Morna takes the others
- Engaging previous students in the collaboration
- More proactively encourage students to use GSU materials
Materials Developed

- Archival Resource Guide – to select from the public health topics: https://research.library.gsu.edu/c.php?g=1111410
- Paper 1 and 2: synthesizing course materials with archives
- Archival topic assignment
- Poster template
- Basic guidelines to answer the question ..... “what to include the your draft poster 1 and 2?”
- Archival Reflective Journal – draft 1 and 2
- Rubrics: paper, poster, journal, and oral presentation
Archival Research Project
Nothing to Cheer About:
Lessons from the 1969 Burlington Race Riots

Lauren E. Gibson
Georgia State University
School of Public Health

“Riots are the language of the unheard.”
~Rev. Dr. Martin Luther King, Jr.

Nothing to Cheer About: Lessons from the 1969 Burlington Race Riots

Research Question: What can be gleaned from the 1969 Burlington, North Carolina Race Riots that can be used to effect policy change today?

Historical Context:
- 1960s were a pivotal turning point in the Civil Rights Movement
  - After several important legislative victories, integration became a new, challenging task in the latter half of the 1960s
  - Integration & fear of change was the cause of racial tensions throughout affected communities
- Foundations of American Policing have its roots in colonial era chattel slavery
  - Black Americans are disproportionately impacted by police violence with little to no accountability
Nothing to Cheer About:

Lessons from the 1969 Burlington Race Riots

“Riots are the language of the unheard.”
~Rev. Dr. Martin Luther King, Jr.

- Structural racism is embedded in the systems that dictate the lived experiences of black people in the United States. Key indicators include inequities in power, access to opportunities and treatment.
- Police violence has disproportionately impacted black Americans and there are studies that suggest exposure to this type of trauma has both direct and indirect impacts on mental health and wellbeing.
- Police violence is distinct from interpersonal violence because: it is state sanctioned, pervasive, recourse is limited, accountability is deterred, & exposure is stigmatizing.

Nothing to Cheer About:
Lessons from the 1969 Burlington Race Riots

“Riots are the language of the unheard.”
~Rev. Dr. Martin Luther King, Jr.

“A large contingent of black students...walked out of classes...and vowed to remain on the campus of Walter Williams High School until...authorities negotiate with them...”

Nothing to Cheer About:
Lessons from the 1969 Burlington Race Riots

“Killed in a confrontation with local police and agents of the State Bureau of Investigation was Leon Mebane, a black student at Turrentine Junior High School...”

African-American Cultural Arts & History Center, Burlington, North Carolina.
Nothing to Cheer About:
Lessons from the 1969 Burlington Race Riots

“An ominous calm fell over this city...as National Guard Troops and law enforcement officers patrolled in the wake of racial violence...which hit the city over the last three days...”


Conclusions & Recommendations:

• “If you fail to learn from history, you are doomed to repeat it”
• 1969 Burlington Race Riots are reminiscent of modern-day Black Lives Matter protests & subsequent riots
• Information dissemination has changed since 1969 causing more widespread reach and collective trauma
• A close look at policing, including policies, funding, and accountability practices
  • Form citizens review boards
  • Implement comprehensive Diversity, Equity, & Inclusion plan
  • Hire external resources to include community stakeholders from all walks of life to redefine policing for their community
• Form a federal task force to reopen and examine unsolved cases of possible police misconduct
Nothing to Cheer About:

Lessons from the 1969 Burlington Race Riots
Archival Research Project

Erasing the Stigma Against Mental Wellness in the LGBTQ Community

Hermala G. Hailegabriel
Georgia State University
School of Public Health

Atlanta Pride, undated, Q149_07_19, LGBTQ Institute’s Jim Allen papers, Archives for Gender and Sexuality, Georgia State University.
Erasing the Stigma Against Mental Wellness in the LGBTQ Community

Research question: Why is it essential to enhance the quality of mental healthcare in the lesbian, gay, bisexual, transgender, queer community?
Erasing the Stigma Against Mental Wellness in the LGBTQ Community

Background:
As a minority, I feel more rooted and urged to make a difference in our healthcare system. More specifically, in our mental healthcare system. As time progresses on, we have slowly accepted the pure fact that our sanity, our mental state, is fragile and easily impacted. With our gradual recognition of our mental wellness, I find it interesting to explore how mental healthcare is being distributed in marginalized communities and how effective that care is. Therefore, I want to explore and promote the case that the quality of mental wellness for the LGBTQ community is necessary.

Research:
The research focused on stressors inflicted upon individuals in the LGBTQ community. A common theme is how stress significantly impacts a marginalized community, in this case, the LGBTQ community. One document explored the mental stress and social isolation from being an immigrant in the LGBTQ community and the barriers to integrating into American culture. Another investigated the trauma faced in the LGBTQ youth. Patterns of trauma during childhood years were examined to analyze the impact on their mental state. Another article discovered that when comparing the LGBTQ community to their heterosexual and cisgender peers, they are at a higher risk of a mental illness due to lower self-acceptance. The LGBTQ youth experience more significant challenges attempting to navigate the norm of homophobia, more stress added, which lowers their acceptance of themselves (including the external environment that surrounds them), increasing the risk of mental health illness. One journal explored the association between LGBTQ sex education with mental health and bullying at schools. It brought recognition that schools only include sex education heterosexuals but not from the LGBTQ community.
Erasing the Stigma Against Mental Wellness in the LGBTQ Community

Lessons Learned:

I have discovered that one’s mental state can be reshaped in various ways. In other words, each research highlighted a different cause as to why the mental well-being of an LGBTQ community was affected. Like most marginalized populations in the United States, each community has a historical story.

Homophobia continues to be a major obstacle to ending the global AIDS epidemic. The LGBTQ community has a history of being abused and harmed, which results in greater anxiety, depression, and suicide because of the stigma they face. Therefore, I can conclude that there needs to be a drive for proper care and that care to be easily obtainable for the LGBTQ community.

The Psychosocial of Health theory is the public health theory that relates the most to my topic. This theory questions what it means to be healthy: mentally, emotionally, spiritually, and socially. Each dimension has an influential impact on mental awareness in the LGBTQ community.
Erasing the Stigma Against Mental Wellness in the LGBTQ Community

Recommendations:
• Develop more awareness programs or awareness events to address mental health in the LGBTQ community
• Make mental healthcare affordable and/or accessible to everyone
• Normalize sex education for not only the heterosexual community, but for the LGBTQ youth community as well.
• Integrate mental health services into primary health care.
• Promote treatments for the therapy of mental health conditions

Conclusion:
Considering the pain the LGBTQ community has endured and continues to experience, it is essential to promote proper mental healthcare services. We should never undervalue the power of our sanity—our mental state can influence other determinants of health in our lives.
Archival Research: Student Experiences

Online Learning Mode:
• Archival research useful in application of public health research methods
• Fall 2020 online office hours were vital

Broader Application:
• Draw historical correlations to current events
• Archival research can be used across a variety of disciplines
# Course Evaluations

## Student Course Evaluation From

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**Legend**

- **FtF** = Face to Face
- **SP** = Spring
- **FtF** = Face to Face Class
- **Hon** = Honors
- **PIL** = Pilot
- **C19** = COVID 19 / No Course Evals
- **O** = Online
- **CID** = Course ID
- **En** = Enrollment
- **RR%** = response rate
- **CID** = Course ID

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# Student Testimonials

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<th>Modality</th>
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<th>Open-ended/Free Response Questions</th>
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<td>Online</td>
<td>F 20</td>
<td>PH 4050</td>
<td>“The semester long archival poster was a great way to allow me to gain more research skills in the archives!”&lt;br&gt;“I would not change anything. One student did not see how the class of health disparities fits within archival research.”</td>
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<tr>
<td>Online</td>
<td>F 20</td>
<td>PH 3010</td>
<td>“I enjoyed all the assignments and I feel like I learned so much from them.”&lt;br&gt;“The course was really enjoyable and taught me allot about the archives.”</td>
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<tr>
<td>COVID 19</td>
<td>SP 20</td>
<td>PH 3010</td>
<td>“Was not enthusiastic about group work in the beginning but I think it worked out really well in the end.”</td>
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<td>Pilot &amp; Face to Face</td>
<td>F 19</td>
<td>PH 4050</td>
<td>“Thank you for pushing us to grow with this archival research project.”</td>
</tr>
<tr>
<td>Pilot &amp; Face to Face</td>
<td>F 19</td>
<td>PH 4050 Hon</td>
<td>“Provide clearer instructions for the archival project.”</td>
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<tr>
<td>Pilot &amp; Face to Face</td>
<td>F 19</td>
<td>PH 4050</td>
<td>“In the beginning we struggled to wrap around the archival research project and it consumed a lot of time, but I'm glad it worked out for the best. Now that we are creating a template for it.”</td>
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Next Steps

- Continue collaboration
- Hope that we can engage with students in person
- Oral presentations - work to improve
- Market to other Public Health classes
- Market to other STEM-focused departments
- Capstone projects - understanding the importance of archival data
- Document the collaboration through a case study for SAA
- Update instruction videos
Contact Us

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