

Health Disparities and Public Health

~Syllabus Spring 2021~

PBHLT 6640

Syllabus - Academic Year 2020-2021

Credit Hours: 1.5

Contact Information

Name	Position	Phone/Pager	Email
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Course Information

Course Background & Description:

This course focuses on the impact of health disparities on public health. Disparities related to all facets of life can affect health status and health behaviors. Students will learn to identify connections between individual- and community-level health disparities and community health. This course is being offered through the Division of Public Health, and provides a foundational education experience in a topic that is germane to all health care profession students. It is being offered as a medical student elective and is a requirement for those medical students completing the Graduate Certificate in Tribal, Rural and Underserved Education (TRUE).

This course addresses the often spoken of yet insufficiently addressed area of health disparities, a broad field that touches almost every American across their life span. As the present course concentrates on the provision of a comprehensive overview, interested students will be able to continue to identify the underpinnings of inequity in the population of their choice, when a need for focus arises in their academic endeavors.

Several key philosophies about health, and its fundamental place in achieving human potential, guide this course:

- First, health can only be fully understood in an ecologic context when biologic psychological, social, cultural, economic political and social perspectives are integrated
- Second, disparities give us important snapshots that can shape needed modification and leadership gaps as they influence all three functions of public health: assessment, policy development and assurance of health services.
- Third, medical students interested in careers in TRU medicine and in health promotion and disease prevention within these communities must make a commitment to address health disparities in their day-to-day practice of medicine. Steps to be taken will be addressed in the class, but a strong will to highlight and face overburden of need will be required.

Instructor Office Hours:

Mondays 9:00am-Noon, or by appointment.
375 Chipeta Drive, Suite A, Office #148

Course Goals:

As a result of successfully completing the course, students will be able to:

1. Interpret results of data analysis for public health research, policy or practice
2. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
3. Assess population needs, assets and capacities that affect communities' health.
4. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
5. Design a population-based policy, program, project or intervention
6. Explain basic principles and tools of budget and resource management
7. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
8. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
9. Advocate for political, social or economic policies and programs that will improve health in diverse populations
10. Describe the importance of cultural competence in communicating public health content
11. Apply systems thinking tools to a public health issue
12. Perform effectively on interprofessional teams

Course Format & Schedule

Tentative Course Schedule

CLASS	DATES	TOPIC
1	1/19/21	<ul style="list-style-type: none"> • Aren't all men created equal? Introduction to population perceptions of inequality and disparate access, services and care. • Introduction to Course, Syllabus and Text, Chapter 1
2	1/26/21	<ul style="list-style-type: none"> • Systems that make inequities possible. • Chapter 1, 2
3	2/2/21	<ul style="list-style-type: none"> • Otherness – Part 1 • Chapter 3, readings
4	2/9/21	<ul style="list-style-type: none"> • Otherness – Part 2 • Chapter 3, readings
5	2/16/21	<ul style="list-style-type: none"> • The cost of equality and inequality • Chapter 4 • Costs of inequality; Faster lives, quicker deaths • Costs of inequality; For women, progress until they get near power • Costs of inequality: A goal of justice, a reality of unfairness • Costs of inequality: Money=quality health care=longer life • https://news.harvard.edu/story/series/inequality/
6	2/23/21	<ul style="list-style-type: none"> • The Community Determinants and Mechanisms of Vulnerability • Chapter 2, Shi & Stevens • Assessment and data collection disparities and their effect on health. • (Brief) History of health inequities research • Research agenda of disparities • Readings
7	3/2/21	<ul style="list-style-type: none"> • Safety net and legal protections • Chapter 5
8	3/9/21	<ul style="list-style-type: none"> • Systems change to promote health equity • Chapter 6

9	3/16/21	<ul style="list-style-type: none"> • Paths toward equity and congruity • Social and behavioral solutions • Health education solutions
10	3/23/21	<ul style="list-style-type: none"> • Paths toward equity and congruity • Policy and Management solutions
11	3/30/21	<ul style="list-style-type: none"> • Paths toward equity and congruity • Epidemiological, assessment and data solutions
12	4/6/21	<ul style="list-style-type: none"> • Paths toward equity and congruity • Environmental solutions
	TBD	<ul style="list-style-type: none"> • Health Disparities Reflection Piece Due

Educational and Instructional Modalities

- Lectures
- Required & Supplemental Readings
- Peer-to-Peer Education through small group activities integrated into lectures

Role of the Student in this Course

- CLASS PARTICIPATION AND PREPARATION: Attendance is a crucial part of this class. Students cannot complete this course without participating/speaking in classes. Each student is to come to class prepared to examine and discuss each topic. Read the assigned materials and enhance your perspective by utilizing other peer reviewed sources/library materials, websites, experts, and media. Classes are structured to be interactive, and the content, topics, and discussion prompts provide ample opportunity for students to actively engaged in these group learning sessions.
- QUIZZES: 3 quizzes (non-multiple choice) requiring written answers that demonstrate understanding and knowledge-acquisition of key concepts from the required readings and class discussions. Quiz 1 = Chapter 1-2, Quiz 2 = Chapter 3-4, Quiz 3 = Chapter 5-6
- HEALTH DISPARITIES REFLECTION PIECE: Students will complete a 3-page (not including bibliography) reflections piece focusing on health disparities as they pertain to **one TRU community in Utah**. Students will read about this particular community, discuss the community's strengths and challenges as they relate to health disparities, social determinants, and community health, and, relying on concepts learned in this course can, 1) explain the current state of health in this community and 2) available opportunities to address these disparities.

Required Textbook(s)/Readings

1. Tobin-Tyler, E & JB Teitelbaum. (2019). Essentials of health justice: A primer. Burlington MA: Jones and Bartlett Learning. (196 pages)

Suggested Textbook(s)/Readings

1. Aday, L.A. (2001). A risk in America: The health and health care needs of vulnerable populations in the U.S. San Francisco: Jossey-Bass.
2. Farmer, P. (2003) Pathologies of power: Health, human rights and the new war on the poor. Berkeley and Los Angeles: University of California Press. First Chapter Free: <http://www.mathcs.duq.edu/~packer/Courses/Psi4105/Farmer%2003%20Pathologies%20of%20Power%20Ch%201.pdf>
3. Institute of Medicine. (2003). Unequal treatment: Confronting health disparities.
4. Free: <https://www.nap.edu/catalog/10260/unequal-treatment-confronting-racial-and-ethnic-disparities-in-health-care>
5. LaVeist, T.A. (2005). Minority populations and health: An introduction to health disparities in the United States. San Francisco: Jossey-Bass.

6. Shi, L. & Stevens, G.D. (2005). Vulnerable populations in the United States. San Francisco: Jossey-Bass. Free: <file:///C:/Users/u6019288/Documents/Vulnerable%20Populations%20in%20the%20US%20Shi.pdf>

Assessment & Grading

Assessments

Assessment Name	Weight toward Final Grade	Course Goal Assessed	Due Date
Class preparation	No percentage, Pass	Active participation/engagement during class and small-group discussions, to be assess by Drs. Lopez and Sandweiss	TBD
Quizzes x 3	No percentage, Pass	All quiz responses will be graded by Dr. Lopez and Sandweiss to determine whether answers demonstrate acquisition of knowledge and understanding of key concepts	TBD
Health Disparities Reflection Piece	No percentage, Pass	All pieces will be graded by Dr. Lopez and Sandweiss to determine level of thoughtfulness, understanding, cogency, completeness, and relevance	Final week

Grading Criteria

Consistent with [UUSOM policy and the UUSOM Student Handbook](#), the official medical student transcript is a pass/fail/incomplete record maintained by the University of Utah's Registrar Office. For the purposes of the RTU Medicine Certificate, "Pass" is equivalent to a letter grade of "B" or higher. A passing grade for this course includes:

- Lecture attendance
- Classroom participation and engagement
- PASSING on all Quizzes
- PASSING grade on final reflection piece, demonstrating:
 - Thoughtfulness
 - Understanding
 - Cogency
 - Completeness
 - Relevance

Grading System

Students will receive a final letter grade of PASS (P), or FAIL (F) for this course.

PASS: A student who achieves the criteria, will be assigned a grade of PASS for the course.

FAIL: A student who fails to achieve the criteria for PASS, will be assigned a grade of FAIL for the course.

Student Feedback

Student feedback is an important aspect of curriculum quality improvement. Thus, students are expected to complete all assigned feedback surveys specific to a course by the due date.

Standard Policies

Please refer to the Student Handbook (on the Student Affairs website) for these policies:

- Accommodations**
- Addressing Sexual Misconduct**
- Attendance policy**
- Dress Code**
- Examination and Grading Policies**
- Grade or Score Appeal**
- Professionalism, Roles & Responsibilities**
- Mistreatment**

Alternate Name and/or Personal Pronoun

Class rosters are provided to the instructor with the student's legal name as well as 'Preferred' first name (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, we will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise us of any name or pronoun changes (and please update CIS) so we can help create a learning environment in which you, your name, and your pronoun will be respected.

Center for Disability & Access Services

The School of Medicine seeks to provide equal access to its programs, services and activities for all medical students. The Center for Disability and Access (CDA) provides accommodations and support for the educational development of medical students with disabilities. Medical students with a documented disability and students seeking to establish the existence of a disability and to request accommodation are required to meet with the CDA Director for recommended accommodations. The CDA will work closely with eligible students and the Academic Success Program to make arrangements for approved accommodations. The School of Medicine and CDA maintain a collegial, cooperative, and collaborative relationship to ensure compliance with federal and state regulations for students with disabilities.

Steven Baumann EdD, School of Medicine Senior Director of Academic Success Program, serves as the liaison between the School Of Medicine and the CDA.

Contact Information:

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University of Utah Center for Disability and Access

Olpin Student Union Building, Room 162 Phone (Voice/TDD): (801) 581-5020

<http://disability.utah.edu>