CREDITS: 3  
PERIODS: Thursday 1:55 PM to 4:55 PM. 
LOCATION: G-316 
INSTRUCTOR: Alba Amaya-Burns, MD, MSc, CTM.  
Email: aaburns@phhp.ufl.edu  
Office hours: by appointment.  
Room: 4175  
Telephone (352) 273 6565 

COURSE PROSPECTUS:  
This course will review determinants that influence health outcomes of the most disadvantaged populations in the United States. Special attention will be given to socioeconomic, racial, ethnic, and gender status and their relationships with health disparities and inequities. We are going to discuss why cultural competence public health programs are needed to eliminate health disparities in the United States.

Content areas will include:
- The role of Public Health practitioners in identifying and reducing health disparities; 
- The relationship of health disparities to the structure of the health system in the United States, the role of the regulatory system, and discrimination; 
- The health status of non-insured populations; 
- Cultural backgrounds of native and immigrant populations that belong to the most disadvantaged groups and how they affect the ability to communicate with health professionals and thus, health outcomes; 
- Civil and human rights in relation to health disparities; 
- Current health status and trends of the most disadvantaged groups in US and 
- Current Public Health interventions and initiatives to eliminate health disparities in the United States.

COURSE REQUIREMENTS:  
This course is intended only for Graduate Students. Undergraduate students who want to be enrolled would be accepted with permission from the instructor.

COURSE OBJECTIVES:  
Upon completion of this course, students will be able to:
1. Identify racial, ethnic and gender health disparities.
2. Describe genetic, socioeconomic, biological, and environmental determinants that result in health disparities in the United States.
3. Recognize the roles of public health practitioners in eliminating health disparities in the United States.
4. Describe public health initiatives to address health disparities in the United States.
REQUIRED TEXT:

1- LaVeist T.
Minority Populations and Health: An Introduction to Health Disparities in the U.S.
Publisher: Jossey-Bass (April 11, 2005)
ISBN: 0787964131

Recommended:
2- LaVeist T.
Race, Ethnicity, and Health: A Public Health Reader.
Publisher: Jossey-Bass (2012)
ISBN: 9781118049082

STUDENT EVALUATION:

The course will be conducted as a seminar with a multiple choice midterm exam, student presentations and final paper.

Each student will prepare a presentation to be delivered to the class starting January 23th. Each student will develop questions to be given to the audience at the end or in the middle of his/her presentation. The audience is expected to engage in a thorough discussion on the topic presented and evaluate their peers at the end of each presentation. Honest and mature remarks are required and expected on the peer evaluations. At the end of all presentations, the instructor will compare the performance and results of all presentations in order to complete each student evaluation. A final paper on the subject will also be prepared.

Attendance will be taken at each class and will be considered part of the class participation grade.

Mid-term Exam: 25%
Student Presentation: 35%
Final Paper: 30%
Class Participation: 10%

DETAILED COMPONENTS OF THE COURSE:

Presentation (35%): Students will be assigned a course topic relevant to their interests on the first day of class. The professor will introduce topics for each student’s seminar, and classmates are expected to engage in debate and discussion of the readings.

Using the reading assignments and outside sources, in the second hour of class, each student will have one hour to present and lead a discussion on their chosen topic each week. The discussions will be held during the last hour of class. Discussions will also include student reactions from selected health disparities videos. The presentations and discussions will be evaluated for each individual based on attendance, participation, quality of the discussion, and overall presentation.
Possible topics for discussion (each student will choose one):


Students are encouraged to propose other topics related with health disparities in the United States.

**Student presentation scores will be based on:**

- Preparation of project and presentation (20/35)
- Effectiveness in facilitating class discussion. (10/35)
- Peer evaluation of presentation (5/35)

**Student Final Paper (30%):** This paper will be an individual document, double spaced and from 15-25 pages, including references, on a topic chosen from the list above or from another topic of personal interest previously approved by the instructor. The paper will be an expansion of the presentation given to the students with additional research on the topic incorporating the peer’s suggestions and critiques.

**Class participation (10%):** Participation is based on daily class attendance and engagement in the seminar discussions of topics and projects. It also includes observance of respect to peers and the professor. Using cell phones or personal laptops during class will be considered as non-compliance with the expectations of student performance.

The grading system for this course will be the standard scale below:

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<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>83-87%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>73-77%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D+</td>
<td>68-69%</td>
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<tr>
<td>D</td>
<td>63-67%</td>
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<td>D-</td>
<td>60-62%</td>
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<tr>
<td>E</td>
<td>&lt;60%</td>
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**POLICY ON MAKE-UP WORK/EXAMS:**
Students are allowed to make up work only if missed as a result of illness or other unanticipated circumstances warranting a medical excuse, consistent with College policy. You must notify the instructor in advance if you will miss an exam or project deadline. Documentation from a health care provider is required upon your return to class. Project extensions requested for medical reasons must be negotiated at the time of illness.
ACADEMIC INTEGRITY:
Each student is bound by the academic honesty guidelines of the University and the Code of Student Conduct, printed in the Student Guide and published on the University website. The Honor Code states: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” Cheating, plagiarism, and other academic dishonesty or conduct violations in any form are unacceptable and inexcusable behavior and can result in dismissal from the College and/or University.

CLASS ATTENDANCE:
You are responsible for all information presented in class. As indicated above, class attendance and participation are important components of the grade. All students are expected to participate and evaluate colleagues in classes.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:
If you require academic accommodation, you must first register with the Dean of Students’ Office. The Dean of Students’ Office will provide you with documentation that you must then provide to me as the faculty member for this course at the time you request the accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>CLASS READING/ASSIGNMENTS</th>
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<tbody>
<tr>
<td>1/09</td>
<td>1-Introduction: Syllabus; Student topics assigned; Overview of course; Health disparities. Definition.</td>
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<tr>
<td>2/06</td>
<td>5. Latino population&lt;br&gt;3-Student Presentation: Perceived Quality of Care, Receipt of Preventive Care, and Usual Source of Health Care Among Undocumented and Other Latinos.</td>
<td>1.Familialism, Social Support, and Stress: Positive Implications for Pregnant Latinas Authors: Belinda Campos, Christine Dunkel Schetter, and Cleopatra M. Abdou: <a href="http://psycnet.apa.org/journals/cdp/14/2/155.pdf">http://psycnet.apa.org/journals/cdp/14/2/155.pdf</a>&lt;br&gt;2. LaVeist CHAPTERS 13 &amp; 4.&lt;br&gt;Video : 3-Becoming American (UNNATURAL CAUSES, by California Newsreel, 2008)</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>2/20</td>
<td>MID TERM EXAM</td>
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<td>2/27</td>
<td>7- Health and Gender issues in the most disadvantaged groups in US.</td>
<td>1. LaVeist CHAPTER: 9, 1, Video: 2-When the Bough Breaks (UNNATURAL CAUSES, by California Newsreel, 2008)</td>
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<td>5-Student Presentation: Intimate partner violence associated with poor health outcomes in U.S. South Asian Women.</td>
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<td>3/06</td>
<td>SPRING BREAK 2014</td>
<td>NO CLASS</td>
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<tr>
<td>3/13</td>
<td>8. United States Socioeconomic and racial differences in Health.</td>
<td>1. LaVeist CHAPTER 3, 6, 7 &amp; 8. Video: 7-Not Just a Paycheck (UNNATURAL CAUSES, by California Newsreel, 2008)</td>
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<td></td>
<td>Demographics of minority groups in the US.</td>
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<td></td>
<td>6-Student Presentation: Socioeconomic disparities in breast cancer survival: relation to stage at diagnosis, treatment and race.</td>
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<td>3/20</td>
<td>9- Access to medical care and health disparities among the insured and uninsured.</td>
<td>1. LaVeist CHAPTER 6, &amp; 8 Video: Sicko by Michael Moore</td>
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<td>7-Student Presentation: Hypertension, Diabetes, and elevated Cholesterol Among Insured And Uninsured U.S.</td>
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<td>3/27</td>
<td>10- The civil rights, human rights and health outcomes. Racial residential segregation.</td>
<td>1. LaVeist: Chap 7, 8 &amp; 3 Video: Place Matters (Unnatural Causes by California Newsreel, 2008)</td>
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<td>8-Student Presentation: Socioeconomic status and prostate cancer incidence and mortality rates among the diverse population of California</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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| 4/03       | 11- Current health status and trends in the most disadvantaged groups in the USA: A review of the current situation of different minority groups.  
09-Student Presentation:  
Tuberculosis Among American Indians and Alaska Natives in the United States, 1993–2002 | 1. LaVeist: Ch 3 & 9                                                   |
10 & 11-Student Presentation (2):  
10- Resident Physicians’ Preparedness to Provide Cross-Cultural Care  
11- Genetic Influences on Health: Does Race Matter? | 1. LaVeist: Chap 14  
Video: Dr. Carolyn Tucker’s Initiative: Reducing Health Disparities by responding to the Obesity Epidemic in the US |
| 4/17       | 13- Review and Wrap-up  
12 & 13-Student Presentation (2):  
12- Genetic Research and Health Disparities  
13- The Importance of Family Factors and Generation Status: Mental Health | FINAL PAPER DUE DATE                                                   |
| 4/24       | NO CLASS                                                              | NO CLASS                                                              |