

UNIVERSITY OF FLORIDA
COLLEGE OF PUBLIC HEALTH & HEALTH PROFESSIONS
PHC 6441: HEALTH DISPARITIES IN THE UNITED STATES
Spring 2014

CREDITS: 3
PERIODS: Thursday 1:55 PM to 4:55 PM.
LOCATION: G-316
INSTRUCTOR: Alba Amaya-Burns, MD, MSc, CTM.
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Room: 4175
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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):

1. Chang, J., Natsuaki, M. N., & Chen, C. N. (2013). The importance of family factors and generation status: Mental health service use among Latino and Asian Americans. *Cultural Diversity & Ethnic Minority Psychology, 19*(3), 236-247. doi:10.1037/a0032901; 10.1037/a0032901.
2. Brown, L. M., Gridley, G., Wu, A. H., Falk, R. T., Hauptmann, M., Kolonel, L. N., et al. (2009). Low level alcohol intake, cigarette smoking and risk of breast cancer in Asian-American women. *Breast Cancer Res Treat.*
3. Burgess, D. J., Grill, J., Noorbaloochi, S., Griffin, J. M., Ricards, J., van Ryn, M., et al. (2009). The effect of perceived racial discrimination on bodily pain among older African American men. *Pain Med, 10*(8), 1341-1352.
4. Cheng, I., Witte, J. S., McClure, L. A., Shema, S. J., Cockburn, M. G., John, E. M., et al. (2009). Socioeconomic status and prostate cancer incidence and mortality rates among the diverse population of California. *Cancer Causes Control.*
5. Hurwitz Elizabeth J. Himelfarb, Gupta Jhumka, Liu Rosalyn, Silverman Jay G, Raj Anita. Intimate partner violence associated with poor health outcomes in U.S. South Asian Women. *Journal of Immigrant and Minority Health.* 2006; 8(3): 251-261.
6. McGrath, B. B., & Edwards, K. L. (2009). When family means more (or less) than genetics: the intersection of culture, family and genomics. *J Transcult Nurs, 20*(3), 270-277.
7. Mike Bamshad. (2005) Genetic Influences on Health: Does Race Matter? *JAMA*;294(8):937-946. <http://jama.ama-assn.org/cgi/content/full/294/8/937>
8. Pamela Sankar; Mildred K. Cho; Celeste M. Condit; et al. (2004). Genetic Research and Health Disparities. *JAMA, Vol. 291, No. 24* 2985-2989.
9. Rodríguez, A.M., Arturo Vargas Bustamante, A. V., and Alfonso Ang, (2009) Perceived Quality of Care, Receipt of Preventive Care, and Usual Source of Health Care among Undocumented and Other Latinos. *J Gen Intern Med.*;24 Suppl 3:508-13.
10. Schneider E. (2005). Tuberculosis Among American Indians and Alaska Natives in the United States, 1993–2002, *American Journal of Public Health Vol 95, No. 5.*
11. Wilper, A. P., Woolhandler, S., Lasser, K. E., McCormick, D., Bor, D. H., & Himmelstein, D. U. (2009). Hypertension, diabetes, and elevated cholesterol among insured and uninsured U.S. adults. *Health Aff (Millwood), 28*(6), w1151-1159.
12. Weissman, J.S;Betancourt, J, et al. Resident Physicians' Preparedness to Provide Cross-Cultural Care (2005);*JAMA: 294*(9):1058-1067 (doi:10.1001/jama.294.9.1058).
13. Yu, X. Q. (2009). Socioeconomic disparities in breast cancer survival: relation to stage at diagnosis, treatment and race. *BMC Cancer, 9*, 364.

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:

A (93-100%)	C (73-77%)
A- (90-92%)	C- (70-72%)
B+ (88-89%)	D+ (68-69%)
B (83-87%)	D (63-67%)
B- (80-82%)	D- (60-62%)
C+ (78-79%)	E (<60%)

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.

DATE	TOPIC	CLASS READING/ASSIGNMENTS
1/09	1-Introduction: Syllabus; Student topics assigned; Overview of course; Health disparities. Definition.	
1/16	2-What is RACE? Race concept and Public Health. Health Disparities in the United States. The role of the regulatory system and discrimination	1-LaVeist CHAPTER 1 2-Keppel KG, Percy JN, Wagener DK. Trends in racial and ethnic-specific rates for the health status indicators: United States, 1990–98. Healthy people statistical notes, no 23. Hyattsville, Maryland: National Center for Health Statistics. January 2002. Video : 1-In Sickness and in Wealth (UNNATURAL CAUSES, by California Newsreel, 2008)
1/23	3- African Americans: Incarceration and Health Disparities 1-Student Presentation: The Effect of Perceived Racial Discrimination on Bodily Pain among Older African American	LaVeist CHAPTER 1, 3, 9 & 10 <i>Video: “Confronting Institutional Racism”, Camara P. Jones, M.D., M.P.H., Ph.D., Research Director on Social Determinants of Health, CDC National Center for Chronic Disease Prevention and Health Promotion (5th Annual William T. Small, Jr. Keynote Lecture, 25th Annual UNC School of Public Health Minority Health Conference). 1:28 minutes(19)</i> http://www.minority.unc.edu/resources/webcasts/webcastSuccess.cfm
1/30	4-Cultural background of native and immigrant’s population and its implications of health disparities. Pacific Islander/Alaska Native Americans. 2-Student Presentation: When Family Means More (or Less) Than Genetics: The Intersection of Culture, Family, and Genomics.	1. LaVeist CHAPTER 11 2. Investigation into health care disparities of U.S. Pacific island territories hearing before the Subcommittee on Human Rights and Wellness of the Committee on G. By: United States Congress House Committee on Government Reform Subcommittee on Human Rights and Wellness. Washington, D.C. : U.S. G.P.O., 2004. http://purl.access.gpo.gov/GPO/LPS53416 Video : 6-Collateral Damage (UNNATURAL CAUSES, by California Newsreel, 2008)
2/06	5. Latino population 3-Student Presentation: Perceived Quality of Care, Receipt of Preventive Care, and Usual Source of Health Care Among Undocumented and Other Latinos.	1.Familialism, Social Support, and Stress: Positive Implications for Pregnant Latinas Authors: Belinda Campos, Christine Dunkel Schetter, and Cleopatra M. Abdou: http://psycnet.apa.org/journals/cdp/14/2/155.pdf 2. LaVeist CHAPTERS 13 & 4. Video : 3-Becoming American (UNNATURAL CAUSES, by California Newsreel, 2008)
2/13	6- Asian Americans and Asian immigrants 4-Student Presentation: Low level alcohol intake, cigarette smoking and risk of breast cancer in Asian-American women.	1. LaVeist CHAPTER 12 2. Kim Miyong T, Han Hae-Ra, Shin Hye Sook, Kim Kim B, Lee Hochang Benjamin. Factors associated with depression experience of immigrant populations: a study of Korean immigrants. <i>Archives of Psychiatric Nursing</i> . 2005 Oct; 19(5): 217-225 Video : 4-Bad Sugar (UNNATURAL CAUSES, by California Newsreel, 2008)

2/20	MID TERM EXAM	MID TERM EXAM	7
2/27	7- Health and Gender issues in the most disadvantaged groups in US. 5-Student Presentation: Intimate partner violence associated with poor health outcomes in U.S. South Asian Women.	1. LaVeist CHAPTER: 9, 1, Video : 2-When the Bough Breaks (UNNATURAL CAUSES, by California Newsreel, 2008)	
3/06	SPRING BREAK 2014	NO CLASS	
3/13	8. United States Socioeconomic and racial differences in Health. Demographics of minority groups in the US. 6-Student Presentation: Socioeconomic disparities in breast cancer survival: relation to stage at diagnosis, treatment and race.	1. LaVeist CHAPTER 3, 6, 7 & 8. Video : 7-Not Just a Paycheck (UNNATURAL CAUSES, by California Newsreel, 2008)	
3/20	9- Access to medical care and health disparities among the Insured and uninsured. 7-Student Presentation: Hypertension, Diabetes, and elevated Cholesterol Among Insured And Uninsured U.S.	1. LaVeist CHAPTER 6, & 8 Video: Sicko by Michael Moore	
3/27	10-The civil rights, human rights and health outcomes. Racial residential segregation. 8-Student Presentation: Socioeconomic status and prostate cancer incidence and mortality rates among the diverse population of California	1. LaVeist: Chap 7, 8 & 3 Video : Place Matters (Unnatural Causes by California Newsreel, 2008)	

4/03	<p>11- Current health status and trends in the most disadvantaged groups in the USA: A review of the current situation of different minority groups.</p> <p>09-Student Presentation: Tuberculosis Among American Indians and Alaska Natives in the United States, 1993–2002</p>	<p>1. LaVeist: Ch 3 & 9</p>
4/10 FINAL CLASS	<p>12- Eliminating health disparities. Current evidence based initiatives.</p> <p>10 & 11-Student Presentation (2): 10-Resident Physicians' Preparedness to Provide Cross-Cultural Care 11- Genetic Influences on Health: Does Race Matter?</p>	<p>1. LaVeist: Chap 14</p> <p>Video: Dr. Carolyn Tucker's Initiative: Reducing Health Disparities by responding to the Obesity Epidemic in the US</p>
4/17	<p>13-Review and Wrap-up</p> <p>12 & 13Student Presentation (2): 12- Genetic Research and Health Disparities 13- The Importance of Family Factors and Generation Status: Mental Health</p>	<p>FINAL PAPER DUE DATE</p>
4/24 READING DAY	<p>NO CLASS</p>	<p>NO CLASS</p>