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Spring 2015

CHBE 9331 - Health Disparities & the Rural Underserved

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Georgia Southern University
Jiann-Ping Hsu College of Public Health
CHBE 9331 – Health Disparities & the Rural Underserved
Spring 2015

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Office Hours: Mon and Wed. 1 pm – 3:30 pm
or by appointment

Class Meets: Tuesday 6:30 pm – 9:15 pm
Hendricks Hall 1003

-- Course schedules can be found at: <http://www.collegesource.org/displayinfo/catalink.asp> --

Catalog Description:

This course provides an in-depth look at health disparities, including factors related to history, politics, socioeconomics, race/ethnicity and public health. The extant literature in each of these areas will be examined and discussed.

Required Textbook:

LaVeist T. A, & Isaac, L. A. (Eds.) (2013). *Race, Ethnicity, and Health: A Public Health Reader*. San Francisco: Jossey-Bass. ISBN 0-7879-6451-4

Supplementary Readings:

Crosby, R. A., Wendel, M. L., Vanderpool, R. C., & Casey, B. R. (2012). *Rural Populations and Health: Determinants, Disparities, and Solutions*. San Francisco: Josey-Bass. ISBN 1-118-00430-2

Kosoko-Lasaki, S, Cook, C. T., & O'Brien, R. L. (2009). *Cultural Proficiency in Addressing Health Disparities*. Sudbury: Jones and Bartlett. ISBN 0-7637-5174-6

Glasgow N, Morton L. W, & Johnson N. E. (2004). *Critical Issues in Rural Health*. Blackwell Publishing. ISBN 0-8138-0010-3

Additional readings will be assigned and provided as necessary to supplement textbook readings.

Social and Behavioral Sciences Concentration Competencies:

At the completion of their DrPH program all community health students will be able to:

1. Evaluate theories, concepts, and models from social and behavioral science disciplines (e.g. anthropology, sociology, psychology, health education) that are used in public health research and practice.
2. Analyze philosophical foundations and assumptions of research applied to community health problems.
3. Evaluate social and behavioral determinants of health equity at all ecological levels (individual through policy) applied in rural and urban settings.
4. Analyze health communication approaches including social marketing, media advocacy, and new communication technology.
5. Analyze the concept of Public Health Preparedness.
6. Compare U.S. Public Health and Global Public Health priorities and concerns.
7. Evaluate legislative advocacy skills that influence health policy.
8. Demonstrate planning, implementation, and evaluation of evidence-based community public health interventions.
9. Evaluate qualitative and quantitative methods and their use in community health intervention, evaluation, and research.
10. Utilize qualitative, quantitative, and mixed methods to address community health problems.
11. Evaluate Community-Based Participatory Research (CBPR) approaches when working with diverse communities.
12. Assess ethical principles critical to community-based research and practice.
13. Analyze the impact of power and privilege on health inequity at local, national, and global levels.
14. Demonstrate skills that support cultural competence and cultural humility when working with diverse communities.
15. Analyze current and future community-level needs for keeping the public healthy.
16. Analyze the collaborative and trans-disciplinary relationships to respond to public health problems.
17. Develop program development and evaluation plans that include logic models, missions, goals, and objectives. Promote the public health and health education professions individually and collectively.
18. Assess the functional interrelationships of the five core areas of Public Health.

Course Objectives:

At the completion of this course the student will be able to:

1. Synthesize historical and political considerations related to health disparities. (Competency 3, 13)
2. Describe the conceptual issues in the study of race/ethnicity (Competency 2, 14)
3. Discuss the relationship of race/ethnicity, socioeconomic status, and health disparities (Competency 13)
4. Discuss health care factors related to health disparities. (Competency 7, 13, 14, 18)
5. Evaluate best practices for supporting health equity. (Competency 10, 11, 12, 17)
6. Argue the existence of health disparities. (Competency 7, 10, 13, 14)
7. Evaluate research related to health disparities. (Competency 2, 3, 13)

Instructional Methods:

Methods will vary and will include but not limited to lectures, article discussions, films, in-class exercises, and student-led discussions and presentations. Discussion and debate of course material is crucial for success in the course. Therefore, students are required to read all material assigned for the class and to come to class prepared to discuss the assigned readings.

Expectations:

This course will involve the completion of a number of written assignments. Writing as a means of effective communication, argumentation, and presentation of ideas is extremely important as a public health professional, or a professional of any sort. It is expected that students will turn in assignments that express their ideas thoughtfully, with attention to organization, spelling, grammar, and supporting evidence. Content, readability, and presentation matter for publication and report writing. Work that fulfills beyond minimum requirements and displays evidence of enhanced investigative writing; proper APA formatting and style will result in a higher grade even if required content is missed. Conversely, should work display the characteristics of a rush job, the opposing grade will be earned.

Proper citation and quotation of references in writing is absolutely critical, and failure to do so can have serious repercussions both in the academic and professional realms. Failure to give credit as required by APA standards will result in a failing grade on assignments.

If you have questions about citation, please seek help from Dr. Hansen or another source. If you would like assistance in developing your writing skills, the University Writing Center (871-1413) is an excellent resource.

The quality of the experience students have in this class will depend heavily upon completion of assigned readings and participation in class discussion. If you feel uncomfortable speaking up for any reason, please let me know. We want to create an environment in which all students can feel safe to express their ideas.

1. **Attendance:** Federal regulations require attendance be verified prior to distribution of financial aid allotments and University policy requires all students to attend the first class meeting of all classes for which they are registered. Excused absences follow the criteria of the Graduate Catalogue (e.g., illness, serious family emergency, military obligations, religious holidays), and should be communicated to the instructor a minimum of one week in advance. Students who regularly miss class (2 or more times) or are tardy will lose two percentage points off their final grade for every absence. Out courtesy to peers, students must attend student presentations. Absences or extreme tardies during student presentations are an immediate two percentage point deduction unless prior notification and documentation is provided. Regardless of attendance, students are responsible for all material presented in class and meeting the scheduled due dates for class assignments
2. **Assignments:** Each student is responsible for obtaining all material and assignments on the syllabus, in Folio, or distributed in class.

SUBMITTING: Assignments for this class are to be submitted on Folio in the manner indicated in assignment descriptions. Assignments meant to be submitted via Folio will only be accepted for grading on Folio. Anything submitted via email is immediately deleted and a zero is recorded.

LATE OR POSTING PROBLEMS: Folio will accept late assignments. To be graded, submit on time and as requested. If you have issues posting, keep trying or use another computer (on campus). Post early in case of issues so you have time to compensate for problems. Points will be deducted for each day an assignment is late.

FORMATTING: All assignments must include the requirements requested to receive full credit. Each assignment has specific requirements. Students are responsible for presenting all assignments in a professional manner. This includes proper APA formatting good use of headings, titles, Times New

Roman, either 10 or 11 pt. font, and margins of .5 to 1.0. Points will be deducted for each format deficiency along with obvious grammatical, spelling, and writing errors.

MISSED IN-CLASS ACTIVITY ASSIGNMENT: Any time a student misses an in-class activity, no work will be accepted and a zero (0) will be assigned for the activity/assignment.

3. **Make-up assignments:** Allowing for make-ups and giving exceptions to one student is unfair to other students. If an extraordinary circumstance exists, both prior notification (1 week minimum) followed by appropriate documentation provided within one week is expected. In the case of unanticipated emergencies warranting a medical (family) excuse and resulting in missing a homework or project deadline, documentation will be necessary retrospectively. These criteria are particularly important for activities done in class.
4. **Grievances and Appeals:** I request you submit disputes in written form. For issues related to grades, cite page numbers from your notes and other sources validating your argument. All submissions will be extensively reviewed and decided by the next class. If you need immediate clarification, simply ask. As an aspiring public health leader, professional decorum is expected. Spontaneously disputing or criticizing questions/answers, assignments, etc. in class is inappropriate. We will conduct discussions in a safe environment and advocate for issues with consideration of others and avoid unintentional alienation of others. After submitting a written grievance a mandatory meeting will be held, at a mutually agreed upon time, to ensure an understanding of each person's thoughts is reached. Failure to meet with the instructor when invited will be interpreted as non-responsive and the grade will remain as is and no further discussion permitted.
5. **Distractions:** Please turn your cell phone to silent, or to "vibrate" in case of emergency or if you have an urgent personal or professional reason for expecting a call. Texting can also wait until after class. "Side" conversations among students are not acceptable unless your conversation is a course-related one. This is to protect your peers. If disruptions affect others in the class, disrupters will be asked to leave and marked absent.
6. **Privacy:** If you take pictures of other students in class, peers, community members, etc. get permission, to use, share, keep, or post on venues like Facebook.
7. **Decorum:** As a matter of courtesy this instructor will not reserve the right to make arbitrary changes to the syllabus. Any changes will be done in class with class consensus. Assignments or quizzes will not be added and dates not moved up only pushed back (unless consensus requests otherwise). Changes to the evaluation criteria /course outline will not occur unless they are mutually beneficial. As a return in courtesy students should not demand extensions, bonuses, or other arbitrary changes as these create disparities and inequities between students.

In class everyone should display professional decorum and consideration for others in the class. If at any time the instructor determines students are uncomfortable with the comments or action of another student or the instructor, appropriate action will be taken in the best interest of the group. Email is not the appropriate forum to resolve disputes.

Grading:

Assignment:	% of Grade:	Notes
Chapter and article analysis – Part 1 – Critique and theoretical deconstruction	5	
Chapter and article analysis – Part 2 – Public Health Implication and recommendations	5	
Chapter and article analysis – Complete versions	25	
Contribution to discussion	15	
Midterm Paper and Presentation	25	
Final Paper and Presentation	25	
Total	100	

Final grades are calculated using Excel.

Description of assignments:

Detailed descriptions of each assignment will be provided separately.

1. Chapter and article analysis - students will analyze information in chapters and related literature and integrate information from referenced sources to synthesize a comprehensive critique that provides theoretical explanation for the issue, public health implications, and recommendations based on evidence based best practices. The purpose of this assignment is to identify the above components and synthesize information concisely. The skills used to complete this process are necessary as a doctoral level leader and educator in public health. The first two are deconstructed versions followed by three (3) complete versions. (Course objectives 1,5,7)
2. Contribution to discussion and class environment – students will lead discussions based on information analyzed in assignment one. It is the responsibility of all others not presenting to come prepared by answering at least one question, provided by the discussion leader, in type written form. If the leader does not post questions in a timely manner, others will create and submit a question to ask the class. In addition, contribution to discussion requires verbal input. Comments will be done in a professional manner and uphold class expectations for the protection of all students. (Course objectives 3,4,6)
3. Midterm Paper – students will evaluate the state health disparities report for a select county. Data will be compared to other counties within the same health district to do an initial identification of disparities. Other data will be gathered to further highlight and support the argument that these disparities are real. A comprehensive look at potential public health implications and questions that should be asked to determine the cause of these disparities. The purpose of this assignment is to promote investigative skills needed to identify public health issues and recommend appropriate next steps in the process. (Course objectives 6, 7)
4. Midterm Presentation – this will provide students an opportunity to present their findings and convince their peers that disparities exist and need to be addressed. Both the visual presentation and the student’s oral presentation will be graded. The purpose of this presentation is to fine tune effective presentation development and public speaking skills (Course objectives 6, 7)
5. Final Paper – This paper is an extension of the midterm. The purpose is to analyze the disparities known to exist in the selected county and investigate the context behind the causes (historical, political, social, and environmental). Multiple sources of information must be used to be considered comprehensive. A discussion about barriers, facilitators, public health implications and recommendations will support the argument and complete the evaluation. The purpose of this assignment is to promote investigative skills needed to identify public health issues, uncover the causes at multiple levels of influence and points of origin and recommend appropriate actions to address the issue. (Course objectives 1-7)
6. Final presentation – this will provide students the opportunity to present their findings and convince their peers these disparities exist, they are preventable and reversible. The presentation should be treated like a justification for funding to be allocated to alleviate the disparity. Both the visual presentation and the student’s oral presentation will be graded. (Course objectives 1-7)

Samples of your work may or may not be reproduced for search purposes and/or inclusion in the Professor’s teaching / accreditation portfolio. You have a right to review anything selected for use, and subsequently ask for its removal.

Standardized Georgia Southern University and JPHCOPH Expectations:

Academic Integrity:

The instructor believes that the conduct of a student registered or taking courses in the JPHCOPH should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the JPHCOPH.

Please adhere to the strictest academic standards of conduct noted in the *GSU Student Conduct Code* and the *Undergraduate & Graduate Catalog*. Familiarize yourself with University's policies. Enrollment in this course is an implied contract between you and the instructor. Academic integrity relates to the appropriate use of intellectual property. The syllabus and all materials presented and/or distributed during this course are protected by copyright law. You are authorized to take notes, but that authorization extends only to making one set of notes for personal (and no other) use. Students are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes in or from class without written permission of the instructor.

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student's own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct.

Intellectual Property:

In accordance with the Georgia Board of Regents, Georgia Southern University has adopted a specific set of policies regarding intellectual property created by students and faculty during their time at Georgia Southern University. This document can be found at:

<http://welcome.georgiasouthern.edu/president/intpropol.htm>

Plagiarism:

According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

A. First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>
2. If it is a first violation, the professor should talk with the student about the violation. If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:
 - a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
 - b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
 - c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request For Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

B. First Offense - Not In Violation Plea (student does not admit the violation)

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:
 - a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
 - b. The student will be subject to any academic sanctions imposed by the professor.

C. Second Violation of Academic Dishonesty

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.
2. If the student is found responsible, the following penalty will normally be imposed:
 - a. Suspension for a minimum of one semester or expulsion.
 - b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Department Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty. In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

Academic Handbook:

Students are expected to abide by the Academic Handbook, located at:
<http://students.georgiasouthern.edu/sta/guide/>.

Failure to comply with any part of this Handbook may be a violation and thus, you may receive an F in the course and/or be referred for disciplinary action.

University Calendar for the Semester:

The University Calendar is located with the semester schedule, and can be found at:
<http://www.collegesource.org/displayinfo/catalink.asp>.

Attendance Policy:

Attendance the first day of class is **mandatory** per University policy. Federal regulations require attendance be verified prior to distribution of financial aid allotments.

Accommodations:

Georgia Southern University is an Equal Opportunity and Affirmative Action institution committed to providing reasonable accommodations for any person with a disability who meets the definition of disabled as described in the Americans with Disabilities Act. Students requiring academic accommodation should contact the Director of the Student Disability Resource Center for assistance at 912.871.1566 or TDD: 912.478.0666. Students requiring academic accommodation should also *notify the instructor no later than the third class meeting* in the semester.

One Final Note:

The contents of this syllabus are as complete and accurate as possible. As a matter of courtesy, this instructor will not reserve the right to make arbitrary changes to the syllabus. Any changes will be done in class with class consensus. As a return courtesy students should not demand extensions, bonuses or other arbitrary changes. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

Overview of the Content to be Covered During the Semester:

WeekDay	Date	Topic	Readings to be completed in advance	Assignments due
1 - Tues	Jan 13	Syllabus, assignments Defining Health disparity, inequality, and inequity.	Kosoko-Lasaki Chap. 1 (Supplement)*	Concept map (in class)
2 - Tues	Jan 20	Power of an Illusion Episode 1 “The Difference between us” Racial differences and biology	LaVeist Chap. 1 – 2-3 4 - 26 - (Supplement)*	3 C&A analysis Part 1
3 - Tues	Jan 27	Power of an Illusion Episode 2 “The story we tell” • Race and ethnicity • Racism – social determinants	LaVeist Chap. 5 6 - 8 - 15 16 -	3 C&A analysis Part 2
4 - Tues	Feb 3	Cancer Disparities	Guest Speaker Dr. Levi Ross	TBA
5 - Tues	Feb 10	Power of an Illusion Episode 3 “The House we live in” • System disparities • Policies and racism	LaVeist Chap. 32 - 33 - 34 35 - Kosoko-Lasaki Chap. 19	3 C&A analysis
6 - Tues	Feb 17	Unnatural Causes: Becoming American • Effects of culture on disparities • The Hispanic paradox	LaVeist Chap. 11 - 12 - Kosoko-Lasaki Chap. 11 - 13 - Crimmons et al; Franzini et al.	3 C&A analysis
7 - Tues	Feb 24	The Angry Heart • Stress, racism and health • Provider bias	LaViest Chap. 9 - 10 - 28 - 29 - 30 31 - (Supplements)*	5 C&A analysis
8 - Tues	Mar 3	Presentations		
9 - Tues	Mar 10	Presentations		Midterm Paper
10 - Tues	Mar 17	SPRING BREAK	NO CLASSES	

11 Tues	Mar 24	Unnatural Causes: Place Matters • Environmental factors and disparities	LaVeist Chap.20 21 23 24 (Supplements)*	3	C&A analysis
12 Tues	Mar 31	Rural Communities in Context • Defining rurality • Characteristics of rural	Part 1 1-2 3 4 (Supplements)*	3	C&A analysis
13 Tues	Apr 7	Health Partnerships in Rural Communities • Assessment and capacity building	Part 3 10 11 12	3	C&A analysis
14 Tues	Apr 14	Health care in rural settings	Guest Speaker – Dr. Stacy Smallwood		
15 Tues	Apr 21	Evidence Based Practice in Rural Communities	Part 4 13 14 15 16 20 Other 1 Other 2	6	C&A analysis
16 Tues	Apr 28	Presentations			
17 Tues	May 5	Final Exam	Presentations		Final Paper

Revised 12/08/14

*Supplements can be used as supporting evidence. They are not required readings, but are strongly suggested.