

Georgia Southern University

Digital Commons@Georgia Southern

Public Health Syllabi

Public Health, Jiann-Ping Hsu College of

Spring 2018

CHBE 9331 - Health Disparities & the Rural Underserved

Andrew Hansen

Georgia Southern University, Jiann-Ping Hsu College of Public Health, ahansen@georgiasouthern.edu

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/coph-syllabi>



Part of the [Public Health Commons](#)

Recommended Citation

Hansen, Andrew, "CHBE 9331 - Health Disparities & the Rural Underserved" (2018). *Public Health Syllabi*. 223.

<https://digitalcommons.georgiasouthern.edu/coph-syllabi/223>

This other is brought to you for free and open access by the Public Health, Jiann-Ping Hsu College of at Digital Commons@Georgia Southern. It has been accepted for inclusion in Public Health Syllabi by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

Georgia Southern University
Jiann-Ping Hsu College of Public Health
CHBE 9331 – Health Disparities & the Rural Underserved
Spring 2018

Instructor: Andrew Hansen, Dr.P.H., M.S., B.S.Ed.

Office: 2033 Hendricks Hall

Phone: (912) 478-0261

E-Mail Address: ahansen@georgiasouthern.edu

Office Hours: TBA
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. (2nd Eds.) (2013). *Race, Ethnicity, and Health: A Public Health Reader*. San Francisco: Jossey-Bass.

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.

Supplementary Readings:

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.

Community Health Behavior and Education Competencies:

Social and Behavioral Sciences Concentration Competencies:

At the completion of the Dr.P.H. degree program all Community Health students will be able to:

Cross-cutting Competencies

1. Apply evidence-based practice, generation of practice-based evidence, and leadership positions that apply and synthesize translational and implementation science findings in governmental, non-profit, and private-sector settings as well as teaching, research, and service in academic roles at the undergraduate or graduate level.
2. Demonstrate the ability to generate products that discover, apply, and synthesize evidence from a broad range of disciplines and health-related data sources, in order to advance programs, policies, or systems addressing population health. Learning products may be created in a range of formats.
3. Demonstrate leadership in increasingly interdisciplinary, interprofessional, and crosssectoral roles and settings.
4. Develop innovative, current, and proactive approaches to adapt to the ever-changing public health systems and health care landscape.
5. Explain a core, interdisciplinary orientation toward evidence-based public health practice, leadership, policy analysis and development, evaluation methods, and translational and implementation research to generate practice-based evidence.
6. Demonstrate an ability to work in a global context, recognizing the relationships among domestic and global issues.

Community Health Behavior and Education Concentration

1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
2. Communicate and interact with people across diverse disciplines, communities and cultures for development of programs, policies, and research.
3. Develop collaborative partnerships with communities, policy makers, and other relevant groups.
4. Engage communities in creating evidence-based, culturally competent programs.
5. Understand community-based participatory intervention and research projects.
6. Design action plans for enhancing community and population-based health.
7. Assess cultural, environmental, and social justice influences on the health of communities.
8. Implement culturally and linguistically appropriate programs, services, and research.

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 2, cc2)
2. Describe the conceptual issues in the study of race/ethnicity (Competency 2, 4, 7)
3. Discuss the relationship of race/ethnicity, socioeconomic status, and health disparities (Competency 7)
4. Discuss health care factors related to health disparities. (Competency 7)
5. Evaluate best practices for supporting health equity. (Competency 2 and cc1)
6. Argue the existence of health disparities. (Competency 7)
7. Evaluate research related to health disparities. (Competency 1, 4, and cc1)

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)

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 (i.e. Chapter 6 page 170 of APA sixth edition). 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 and Participation:** 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, particularly planned events (e.g. conferences, work, or university functions). 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 in a reasonable time frame. Out of courtesy to peers, students must attend student presentations. Absences or tardies during class discussions, peer facilitated discussions and presentations are an immediate five 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 (including but not limited to, discussions, case studies, presentation-peer or self), no work will be accepted and a zero (0) will be assigned for the activity/assignment and five points deducted from participation.
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. Should a complaint arises over a grade in which an accommodation has been granted for reasons other than those sanctioned by the university and listed in this syllabus, the syllabus will be immediately upheld and the accommodation revoked.
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 deducted participation points.
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.

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.