Course Title: Public Health and Health Disparities
Course Number: UGPH 0621
Course Location: 1 Riverfront Plaza, Newark, NJ – Room 1023
Zoom Location: https://rutgers.zoom.us/j/99810611244?pwd=dkJkVXR6ajhBbGNWOTJFTE1CbjBBUT09

Course Date & Time: Tuesday: 3:00 – 5:00
Course Instructor: Teri E. Lassiter, PhD, MPH
Assistant Professor, Assistant Dean for Diversity, Equity, & Inclusion
Department of Urban-Global Public Health
Office location
Office: 973-972-8689 Mobile: 908-565-2037
E-mail address: lassiter@sph.rutgers.edu
When emailing, please include the course number UGPH0621 in the subject line.

Office Hours: By Appointment Only
Course Website: https://rutgers.instructure.com/courses/151362


The textbook and articles for the course are listed in the Reading List which is linked to the library. You will be able to access them at no charge. Reading materials not in the Reading List will have a link listed in the syllabus.

Course Description: As members of the public health community we have a role to play in shaping how people think about and work to eliminate health disparities. This course examines how social, economic, environmental, cultural, and lifestyle factors contribute to differences in morbidity and mortality in racial and ethnic minorities and the medically underserved. We will also examine social determinants of population health.

Selected Concentration Competencies Addressed:

- Analyze the role of individual, biological, social, economic, political, and environmental factors that influence the health status of urban populations.
- Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in urban populations and communities.
- Examine the characteristics, unique health challenges, and opportunities of urban populations and communities.
Apply methods to develop and assess programs and strategies that protect or endanger the health and well-being of urban populations.

Please visit the Concentration webpages on the School of Public Health’s website at sph.rutgers.edu for additional competencies addressed by this course for other degrees and concentrations.

Course Objectives: By the completion of this course, students will be able to:

- To understand the historical development of systems of racial classification and their use in scientific inquiry and public policy.
- Articulate complex relationships between race, socioeconomic status, psychosocial and cultural factors and how these relationships underlie health disparities.
- Assess the impact of health care access and quality on health status and health disparities.
- To examine potential strategies for better understanding health disparities and working toward health equity.
- Compare and contrast ethnic/racial and other health disparities in the U.S. population.
- Use the socioecological framework to inform and design interventions to eliminate health disparities and increase health equity.

Course Requirements and Grading:

- **Discussion Boards:** There are four Discussion Board assignments throughout the semester. For each discussion Board you are required to post a response and then post at least three comments to your classmate’s posts. Each Discussion Board is worth 5 points, you will lose points if you do not submit an original post and if you do not respond to your classmate’s posts.

- **Journal Club:** The purpose of the journal club is to develop your ability to lead a discussion, to critique the literature, and to learn how to communicate ideas. This will take place during last 30 minutes of each class will be devoted to a student-led journal club; each student will have 15 minutes to present their article, using no more than 5 slides, and complete the discussion of their questions. During this time, the class will collectively examine the contents and implications of the assigned readings. Each student will be responsible for facilitating a journal club. Your assigned weeks are listed in the course schedule.

For this assignment you are to select an article related to the topic of your assigned week. You are to select a peer reviewed, original article. You are expected to provide a brief overview of the article and then lead the class discussion, focusing on the main concepts and ideas, as well as providing a critical analysis.

**Do not use articles that are assigned for the course**

**Please note that blogs, websites, and fact sheets are not acceptable.**
On the Friday prior to your presentation, you are to provide your classmates and the professor with two (2) questions that will be used to guide the discussion. A copy of the article and questions are to be submitted using the Canvas email.

**Semester Project:**

The semester project provides students with the opportunity to design an intervention that addresses the racial/ethnic, sex, sexual identity, age, disability, socioeconomic status, and/or geographic location that contribute to an individual's ability to achieve good health. “It is important to recognize the impact that social determinants have on health outcomes of specific populations” (Healthy people.gov).

The project is broken into 6 (six) parts that will be completed throughout the semester.

You will provide background information on the health issue, discuss the group/population that is most affected, outline the objectives you are seeking to achieve, and develop an intervention to be used by a local or national health organization.

Keep in mind, this will be a team project; groups will be assigned at the beginning of the semester. Team members will be responsible for providing an assessment of member's work which will be used in determining your grades. The Evaluation form is available in the Assignment's Section and should be completed at the end of part of the Semester Assignment. Your comments will remain anonymous.

**Part 1 (2 pages):** Identify the disparity and the population that will be the focus of your project. Describe the context for the disparity and identify frameworks that examine its impact on the chosen population.

**Part 2 (2 pages):** Identify direct and indirect factors that affect the context, disparity, and specific population.

**Part 3 (4 pages):** Identify current intervention and/or education programs that target your disparity and population, provide evidence of their strengths and weaknesses.

**Part 4 (4 pages):** Identify the goals and measurable objectives that your intervention will address. Explain how the objectives will be measured.

**Part 5 (5 pages):** Develop an intervention that addresses your disparity and population. Identify who will deliver the intervention and how it will be funded. Include a timeline for implementation. Your intervention should have a novel approach and not replicate currently available intervention.

**Part 6 (12 slides):** Class Presentations

The page count for each part of the project does not include your reference page.

**On-line 30 Assignments:**

On-line 30 assignments are listed on the syllabus.

**Assignment Standards for Semester Project**
**Citations.** The citation style for references in written assignments will be American Psychological Association (APA), 7th Edition. Please refer to this website for guidance with APA formatting: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

**Margins and Page Limits Requirements:** The assignments should have a one inch margin on all sides, double spaced, and use 11-point font size. Recommended fonts are Arial, Calibri or Times New Roman.

**Late Assignments:** Assignments turned in after the official due date are considered late and will not be accepted.

**Grammar/Spelling:** If more than eight (8) gross punctuation, grammar or spelling errors occur in the written assignments, they will be returned with no grade. These can be resubmitted within one week with a 5-point penalty or the student can accept a failing grade. There is a formal policy on plagiarism in the School catalog that will be the policy for the class.

**Missed Assignments:** Missed assignments will contribute zero points toward your final grade.

This table contains required activities and their grade value.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DUE</th>
<th>GRADE VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board - Healthcare Disparities</td>
<td>September 14, 5:00 pm</td>
<td>5 points</td>
</tr>
<tr>
<td>Discussion Board - Health Disparities: Challenges</td>
<td>October 5, 5:00 pm</td>
<td>5 points</td>
</tr>
<tr>
<td>Discussion Board - Race and Racism: Impact on Health</td>
<td>November 2, 5:00 pm</td>
<td>5 points</td>
</tr>
<tr>
<td>Discussion Board - Contributing Factors to Health Disparities: Race, Ethnicity, &amp; Gender</td>
<td>November 30, 5:00 pm</td>
<td>5 points</td>
</tr>
<tr>
<td>Journal Club</td>
<td>various dates</td>
<td>10 points</td>
</tr>
<tr>
<td>Semester Project – Part 1</td>
<td>September 21, 5:00 pm</td>
<td>5 points</td>
</tr>
<tr>
<td>Semester Project – Part 2</td>
<td>October 12, 5:00 pm</td>
<td>10 points</td>
</tr>
<tr>
<td>Semester Project – Part 3</td>
<td>November 9, 5:00 pm</td>
<td>15 points</td>
</tr>
<tr>
<td>Semester Project – Part 4</td>
<td>November 23, 5:00 pm</td>
<td>15 points</td>
</tr>
<tr>
<td>Semester Project – Part 5</td>
<td>December 14, 5:00 pm</td>
<td>15 points</td>
</tr>
</tbody>
</table>
### Grading Policy:

- **94 – 100**  
  *A*
- **90 – <94**  
  *A-*
- **87 – <90**  
  *B+*
- **84 – <87**  
  *B*
- **80 – <84**  
  *B-*
- **77 – <80**  
  *C+*
- **70 – <77**  
  *C*

### Course Schedule:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>COURSE TOPIC</th>
<th>LINK TO COURSE COMPETENCIES &amp; ASSESSMENTS</th>
<th>ASSIGNMENTS/ASSESSMENTS</th>
</tr>
</thead>
</table>
| 1    | Introduction and Course Overview | Due: Week 2 - 09/14/2021 | **Textbook**  
Chapter 2 – Health Disparities: The Meaning and a Historical Overview, pp. 5-22.  
**Book chapter**  
**Article**  
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Directions</th>
<th>Due Date</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>9/14/2021</td>
<td>Health Disparities: Meaning and Historical Overview</td>
<td>Analyze the role of individual, biological, social, economic, political, and environmental factors that influence the health status of urban populations.</td>
<td>Week 3 - 09/21/2021</td>
<td>Discussion Board&lt;br&gt;Healthcare Disparities&lt;br&gt;&lt;br&gt;Textbook&lt;br&gt;Chapter 10 – The elderly and Health Equity, pp. 139-152&lt;br&gt;Chapter 13 – What is Diversity and who Defines It?, pp. 185-204&lt;br&gt;&lt;br&gt;Articles&lt;br&gt;Braveman, P. (2014). What are health disparities and health equity? We need to be clear. Public Health Reports, Supp 2, 5-8.&lt;br&gt;Woolf, S.H. (2017). Progress in achieving health equity requires attention to root causes. Health Affairs, 36(6), 984-991.&lt;br&gt;&lt;br&gt;Journal Club&lt;br&gt;Lily Black Almeida Burgos</td>
</tr>
<tr>
<td>3</td>
<td>9/21/2021</td>
<td>Equity and Equality</td>
<td>Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in urban populations and communities. Examine the characteristics, unique health challenges, and opportunities of urban populations and communities.</td>
<td>Week 4 - 09/28/2021</td>
<td>Article&lt;br&gt;Williams, D.R. &amp; Purdie-Vaughns, V. (2016). Needed interventions to reduce racial/ethnic disparities in health. Journal of Health Politics, Policy &amp; Law, 41(4), pp. 627-651.&lt;br&gt;&lt;br&gt;Journal Club&lt;br&gt;Ayanna Chain&lt;br&gt;Tendai Chihuri</td>
</tr>
<tr>
<td>4</td>
<td>9/28/2021</td>
<td>Race, Ethnicity, &amp; Health</td>
<td>Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in</td>
<td>Week 5 – 10/05/2021</td>
<td>Textbook&lt;br&gt;Chapter 3 – The extent of the health status gap and why is has not been closed, pp. 23 44</td>
</tr>
</tbody>
</table>
| 5  
10/5/2021 | Socioeconomics and health | urban populations and communities.  
Examine the characteristics, unique health challenges, and opportunities of urban populations and communities. | Chapter 4 – Understanding the impact of urban education on urban health, pp. 45-60  
**Journal Club**  
Emily Coakley  
Yashoda Guardabasco  
**Discussion Board**  
Health Disparities: Challenges  
**On-Line 30**  
YouTube Video  
Urban Health & Urban Education: Problems and Potential Solutions  
Patti Rose, MPH, EdD  
Courtney Rose  
https://www.youtube.com/watch?v=7OJbxq86Jac &list=PL1uGOXWHANCyz7ApvNAsggi-yISV02U_u&index=4  
After watching the film, write a 250-word paper discussing the impact of education on a person’s health.  
**Due: Week 6 - 10/12/2021**  
**Textbook**  
Chapter 6 – Health disparities in urban communities: The issues, concerns and solutions, pp. 79-92  
Chapter 7 – Health Disparities in Rural Communities, 93-100  
**Articles**  
| 6 10/12/2021 | Place Matters: Neighborhoods and Health | Analyze the role of individual, biological, social, economic, political, and environmental factors that influence the health status of urban populations. |

| 10/12/2021 | Journal Club | Clair Janal  
Shayne Judge |


Read this report and respond to the following:

1. Discuss the effects of redlining/residential segregation on community health.
2. Discuss the impact of redlining/residential segregation on communities of color.


| 3 Journal Club | Ari King  
Henry Lee |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 10/19/2021</td>
<td>COVID-19 and race</td>
<td>Examine the characteristics, unique health challenges, and opportunities of urban populations and communities. After watching the film, write a 250-word paper discussing the difference between being “not racist” and an “antiracist”. Due: Week 8 – 10/26/2021</td>
</tr>
<tr>
<td>8 10/26/2021</td>
<td>Case Studies and Health Disparities</td>
<td>Apply methods to develop and assess programs and strategies that protect or endanger the health and well-being of urban populations. Small Group Discussions: Case Scenario 4: What’s in the Water?, p174 Case Scenario 5: The Spa Effect, p. 175 Case Scenario 6: Criminalization in the Classroom – the School-to-Prison Pipeline, p. 176 Case Scenario 8: Testing and Health Disparities, p. 179 Case Scenario 11: The Plumber, p. 181 Case Scenario 12: The Suburban Group, p. 182 You will work in small groups to discuss the Case Scenarios. Each breakout group should consider the following questions as they relate to your case study. Discuss the questions among your group</td>
</tr>
</tbody>
</table>
members for 20 minutes, have someone take notes so that you can report back to the class.

1. Discuss scenarios in which health disparities result from key, but often unrecognized problems.

2. Explain specific steps that should be taken in the healthcare field to reduce health disparities.

3. Describe three distinct solutions for the scenarios presented in your case.

**Due: Week 9 – 11/02/2021**

Chapter 8 – Women and Health Disparities; Specific Issues, concerns and Solutions, pp. 101-114

Chapter 9 – Health Disparities and the Impact on the lives of children; Issues, Concerns, and Solutions, pp. 115-138

**Articles**


**Discussion Board**

Race and Racism: Impact on Health

<table>
<thead>
<tr>
<th>9</th>
<th>11/02/2021</th>
<th>Women’s and Children’s Health</th>
<th>Analyze the role of individual, biological, social, economic, political, and environmental factors that influence the health</th>
</tr>
</thead>
</table>

**Guest Speaker**

**Due: Week 10 - 11/09/2021**

**Articles**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/09/21</td>
<td>LGBTQ Health</td>
<td>Analyze the role of individual, biological, social, economic, political, and environmental factors that influence the health status of urban populations. Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in urban populations and communities.</td>
<td>Due: Week 11 - 11/16/2021</td>
</tr>
<tr>
<td>11/16/21</td>
<td>Children and Adolescents</td>
<td></td>
<td>Due: Week 12 - 11/23/2021</td>
</tr>
</tbody>
</table>

**Guest Speaker**

Danielle King, MPH
RWJBH PROUD Center Coordinator/ LGBT Patient Navigator

**Articles:**


**Journal Club**

Annakay Newell
Usonwanne Okonkwo
Alexia Young
|------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| 12/11/2021 | | **Journal Club**  
Khushali Patel  
Daina Potter  
Lyndsay Wright |
| | | For tonight's class, you are to watch the documentary *13th* and respond to the questions below in the Discussion Board. |
| | | Make sure to start the film at the beginning. |
| | | You are required to respond individually to the questions and also respond to at least three (3) of your classmate's posts. |
| | | This assignment will be open for 24 hours. |
| | | 1. What do you think about the present state of the American prison system?  
2. Did the film change any of your ideas about the prison system in America? Affirm any ideas you already had? If so, in what way(s)?  
3. How much did you know about the war on drugs and war on crime before watching this film? Were you surprised to learn about the racial underpinnings of these legislative policies, and the active role of the state in criminalizing and targeting communities of color? |
| | | [https://www.youtube.com/watch?v=krfcq5pF8u8](https://www.youtube.com/watch?v=krfcq5pF8u8) |
| | | **Due:** Week 13 – 11/30/2021 |
| | | **Articles:**  
<p>| | | Salant, T., &amp; Lauderdale, D.S. (2003). Measuring culture: A critical review of |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Community Collaborations</td>
<td>Examine the characteristics, unique health challenges, and opportunities of urban populations and communities.</td>
</tr>
<tr>
<td>11/30/2021</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|          | **Journal Club**                           | Alicia Rogers  
|          |                                             | Michelle Sanchez  
|          |                                             | Aanchal Wats                                                            |
| 14       | Class Presentations                        |                                                                                                |
| 12/07/2021|                                            |                                                                                                |
| 15       | Class Presentations                        | **Guest Speaker:**  
| 12/14/2021|                                            | Tracy Parris  
|          |                                             | Personal Health Assistant, Community Health Department at Horizon BCBSNJ  
|          |                                             | Topic: Social Determinants of Health, Horizon Neighbors in Health Program |
Learning Management System: Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student’s responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@canvas.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

School of Public Health Honor Code: The School of Public Health Honor Code is found in the School Catalog (sph.rutgers.edu/academics/catalog.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the School community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at ods.rutgers.edu. The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

Commitment to Safe Learning Environment: The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

Reporting Discrimination or Harassment: If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the RBHS Title IX Office or to the School of Public Health’s Office of Student Affairs. Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School’s Office of Student Affairs. The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the RBHS Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting
Graduate Student Computer Policy: Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: sph.rutgers.edu/student-life/computer-support.html

Policy Concerning Use of Recording Devices and Other Electronic Communications Systems: When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

Policy Concerning Use of Turnitin: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

Withdrawal/Refund Schedule: Students who stop attending their course(s) without submitting a completed Add/Drop Course form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed Leave of Absence form from the School of Public Health’s Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: sph.rutgers.edu/academics/academic-calendar.html