**HEALTH DISPARITIES**

**PQHS 510/CRSP 510/SASS 510/MPHP 510/NURS 510**

**Fall 2019**

**Mondays 5:30 - 8:00 p.m.**

**Classroom: Wolstein 1217**

**Instructors:**

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| Ash Sehgal, MD | Joseph J. Sudano, PhD | Cheryl Killion, PhD, RN, FAAN |
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**Coordinators:**

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| Elodie Nonguierma  Kelley Kauffman, MSN, APRN-CNP  Jeri Jewett-Tennant, MPH |

**COURSE DESCRIPTION**

This course will provide theoretical and application tools for students from many disciplinary backgrounds to conduct research and develop interventions to reduce health disparities. The course will be situated contextually within the historical record of the United States, reviewing social, political, economic, cultural, legal, and ethical theories related to disparities in general, with a central focus on health disparities. Several frameworks regarding health disparities will be used for investigating and discussing the empirical evidence on disparities, research and outcome measurement issues, policy and policy formation concerns, and intervention practices. While racial/ethnic disparities in health and health outcomes will be an important focus of this course, disparities among other subgroups (e.g., underserved, women, uninsured, disabled, immigrant, and non-English speaking populations) may also be included and discussed. The final project that each student will be responsible for should incorporate and hopefully integrate what is learned through lectures and readings.

Each year we include a special module consisting of 2-4 lectures on a specific topic that we consider not only interesting but also important to our further understanding and addressing health disparities. Past modules included a focus on chronic kidney disease and transplantation, LGBT health, mental health and health disparities methodologies. This fall (2019) our special module focuses on **women’s health.**

Students will be asked to evaluate each lecturer. These evaluations help us to determine which lectures are well-received and have more impact on the course. The lecturers also frequently request and appreciate feedback on their lecture and the material. These evaluations are also reviewed when structuring the course for the following fall. Please be honest and provide suggestions if you wish.

**REQUIRED READINGS**

Relevant articles will be selected, distributed and/or posted electronically on Canvas prior to each course session. Students are required to read the articles so that information may be incorporated into class discussion each week.

**OPTIONAL REFERENCE AND BACKGROUND TEXTS**

The following texts are among a few classics in the field of health disparities as well as more recent ones. If you are wondering how these might help you with your interest in health disparities or if they might be useful in your capstone, thesis or dissertation please initiate a discussion with one of the course instructors (Dr. Sudano has compiled the list below).

Abraham, Laurie Kaye. 1993. *Momma Might Be Better Off Dead: The Failure of Health Care in Urban America*. Chicago, IL: The University of Chicago Press. NOTE: This is an older text that chronicles the health-related trials and tribulations of an African-American family in Chicago. Laurie Abraham is a journalist.

Berkman, Lisa F.,Kawachi, Ichiro, and Glymour, Maria editors. 2014. *Social Epidemiology: Second Edition*. New York, New York: Oxford University Press.

Butler-Mokoro, S., & Grant, L. (Eds.). (2018). *Feminist Perspectives on Social Work Practice: The Intersecting Lives of Women in the 21st Century.* Oxford University Press.

Grembowski D. *Practice of Health Program Evaluation*. Thousand Oaks, CA: Sage Publications, 2001.

McDowell, Ian. 2006. *Measuring Health: A Guide to Rating Scales and Questionnaires, 3rd edition.* New York, New York: Oxford University Press, Inc.

Skloot, Rebecca. 2010. *The Immortal Life of Henrietta Lacks.* New York, NY: Crown Publishing Group.

Williams, Richard Allen, editor. 2007. *Eliminating Healthcare Disparities in America: Beyond the IOM Report.* Humana Press, Inc.: Totowa, NJ.

*Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care*. 2003. (Committee on Understanding and Eliminating Racial and Ethnic Disparities in Health Care, Board on Health Sciences Policy, Institute of Medicine). Smedley, Brian D., Adrienne Y. Stith, and Alan R. Nelson, editors. Washington, D.C: The National Academies Press. NOTE: this text can also be purchased online from The National Academies Press at [www.nap.edu](http://www.nap.edu/)

**COURSE REQUIREMENTS**

Students will be required to complete a final project (literature review, program proposal, or research project proposal) that will be handed in on **December 2, 2019.** Project benchmarks are listed below, and completion of these benchmarks count toward your grade. Assignments must be handed in on time and must follow the guidelines below. Students will also have to attend class, complete a book/article critique due on **November 4, 2019**, and present a short oral presentation on their final project at the end of the semester. Details are presented below.

Dr. Sudano will be available for office hours to discuss questions regarding assignments before class or by appointment.

**\*\* All assignments should be emailed to Elodie Nonguierma (Reducedisparity@gmail.com) before the start of class on the due date.**

**Attendance (15% of grade)**

Students are required to sign in at the beginning of each class. Students will receive point deductions per session missed. Excused absences will be considered on a case-by-case basis. If you know you will be missing class, please send an email to Elodie Nonguierma at [**Reducedisparity@gmail.com**](mailto:ReduceDisparities@gmail.com) BEFORE class. Please note that there is class scheduled November 25, which is the week of Thanksgiving. **ALL STUDENTS ARE EXPECTED TO ATTEND THE FINAL TWO CLASSES.**

**Grading**

Grades are based on a 100-point scale. A=90-100 B=80-89.9 C=70-79.9 D=<70.

**Guidelines for Book/Journal Article Critique (15% of grade)**

Choose a Book or Journal Article from the provided list or you may request approval to review a book or article of your own choosing.

Roberts, D. (1998). *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty.* New York: Penguin Random House, LLC.

Nelson, J. (2015). *More Than Medicine: A History of the Feminist Women’s Health Movement.* New York: NYU Press.

Nelson, J. (2003). *Women of Color and the Reproductive Rights Movement.* New York: NYU Press.

Camosy, C. (2015). *Beyond the Abortion Wars: A Way Forward for a New Generation.* Grand Rapids, Michigan: Eerdsmans.

Goldberg, M. (2009). *The Means of Reproduction: Sex, Power, and the Future of the World.* New York: the Penguin Group.

Solinger, R. (2005). *Pregnancy and Power: A Short History of Reproductive Politics in America.* New York: NYU Press.

Pieklo, J. M., & Marty, R. (2013). *Crow After Roe: How “Separate But Equal” Has Become the New Standard in Women’s Health and How We Can Change That.* Brooklyn, New York: Ig Publishing.

Nichols, F. H. (1999). History of the Women’s Health Movement in the 20th Century. *Journal of Obstetric, Gynecologic, & Neonatal Nursing,* 29(1), 56-64.

Fried, M. G. (2013). Reproductive Rights Activism in the Post-Roe Era. *American Journal of Public Health.* 103(1), 10-14.

Wallace, M.E., Evans, M. G., & Theall, K. (2016). The Status of Women’s Reproductive Rights and Adverse Birth Outcomes. *Women’s Health Issues.* 27(2), 121-128.

Hill, B. J., (2009). Reproductive Rights as Health Care Rights. *Columbia Journal of Gender and Law.* 18(2).

Your Critique should include the following:

1. Introduction and Summary (10 points)
   1. Identify and Summarize the major themes and ideas of the book/article
   2. Include your own opinions and ideas related to those themes/ideas
2. Critical Evaluation of premise and supporting points (20 points)
   1. Evaluate the book/article’s main points/arguments
   2. Provide supporting evidence
   3. Explain the significance of your analysis to course themes/objectives
3. Application of Analysis (10 points)
   1. Include examples of how the analysis of your book/article relates to course objectives, real life situations, and health disparities
4. Effectiveness (5 points)
   1. Evaluate the degree to which you believe the book/article has increased your understanding of women’s health disparities
   2. Do you believe this book/article is effective at disseminating its content to appropriate audience?
5. Overall recommendation (5 points)
   1. Would you recommend this book/article to others?
   2. Provide supporting points

Your Critique must be 1.5-2 pages in length single spaced using Times New Roman 12-point font. The title and reference pages should not be included in your page count. You may include an extra line between paragraphs and no more than one-inch margins around. **Please proof-read your paper**. Grammar and spelling are considerations in terms of the quality of your work and are considered in your grade.

Your Critique should have headers that include your name and page numbers in the upper right hand of each page. There should be a title page with the title of the critique, student name, course number, and date (title page does not count towards page count).

**Critiques must be sent via email to Reducedisparity@gmail.com by the due date 11/4/19.** Students who email the paper after the 5:30 deadline will be considered late and will incur a 5-point penalty. There is no penalty for handing in papers early.

**Final Project: Literature Review Paper, Program Proposal, or Research Project Proposal (60% of grade)**

Students should choose one of the following projects (Instructions Below): A Literature Review, A Program Proposal, or a Research Project Proposal.

Paper Benchmarks and Guidelines

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| **Due** | **Assignment** |
| 9/16 | Identify what type of project you are doing and describe your topic |
| 10/14 | Submit project outline and references. This should be a formal “outline” with some measure of detail regarding each section of the paper (see section titles below in Literature Review Instructions, Program Proposal Instructions, or Research Project Proposal Instructions). (15% of final paper grade) |
| 12/2 | Final paper due at 5:30 via email (60% of grade) |

**Literature Review Instructions**

Students should choose a topic in health disparities that is of their interest. The minimum acceptable number of relevant articles for review will be 35 for those choosing an in-depth literature review. In addition, a literature review table will be required as an appendix to your paper. Your literature review should include the following:

1. An abstract of no more than 300 words (5 points)
2. Clearly stated objectives in a section titled “Background.” This section must include information on the epidemiological record of the health disparity under examination for the past 20-30 years, including baseline information and changes in or trajectories of the disparity up to the present. (15 points)
3. Description of how you located your information as part of a section titled “Methods” (5 points)
4. Critique of the information you found in a section titled “Results” (15 points)
5. Synthesis of what is known about your topic and what needs to be done next (interventions, further research, etc.) in a section titled “Future Research” (10 points)
6. Literature Review Table in addition to a section titled “References” (10 points)

There may be exceptions to the 35 articles rule in the case of topics that have not been well researched. In this instance, please provide an email to us as a formal request to reduce the number of articles and we will make a determination and provide a formal response.

The literature review paper must be at least 15 but no more than 20 double-spaced pages (excluding the literature review table and the list of references) using Times New Roman 12-point font. There should be an extra line between paragraphs and one-inch margins around. The paper may include other tables and figures (your conceptual model for example) but these will not count towards the page totals. The reference table must be placed as an appendix to your paper. References should be in APA format. **Please proof-read your paper**. Grammar and spelling are considerations in terms of the quality of your work and are considered in your grade.

Your paper should have headers that include your name and page numbers in the upper right hand of each page. There should be a title page with the title of the paper, student name, course number, and date (title page does not count towards page count).

The paper should integrate some of what you have learned from lectures into your content. The readings that are assigned each week capture the essence of the lecture and can be used as references.

**Papers must be sent via email to** **[Reducedisparity@gmail.com](mailto:ReduceDisparities@gmail.com) by the due date 12/2/19.** Students who email the paper after the 5:30 deadline will be considered late and will incur a 5-point penalty. There is no penalty for handing in papers early.

**Program Proposal Instructions**

Your program proposal should include the following:

1. Statement of Problem:
   1. Describe evidence of the problem, including data on the scope or level of the problem
   2. State other recent and current efforts (locally or nationally) to address the problem
   3. This section must contain at least 20 references (10 points)
2. Program Title, Purpose, Target Population, Objectives & Goals
   1. State the program title
   2. State the purpose for the proposed program
   3. Describe target population(s)
   4. State the overall objective(s) and goal (s) for the program (e.g., what are the measurable impacts that could be expected in 3 – 5 years). (5 points).
3. Program Description & Framework
   1. Describe the program’s activities or services
   2. Describe how the program will accomplish the set goals
   3. Indicate how you will obtain community involvement in identifying problems and goals to be addressed by the program
   4. Describe resources and barriers – include both resources or supports available and constraints or barriers to meeting program’s objectives
   5. Develop a logic model: inputs, activities, outputs, short-term outcomes, long-term outcomes, measurement methods/tools. (15 points)
4. Evaluation Plan:
   1. Indicate what "success" will look like for the program
   2. Describe your criteria or indicators for judging success. How will success be measured? (10 points)
5. Dissemination Plan:
   1. Describe how you will share your information related to your program to your target population (i.e. publications, reports, social media, website, conferences, in-person meetings, advisory boards).
   2. List individuals, organizations, and other networks who you might partner with to disseminate information to your target population. (10 points)
6. Program Sustainability
   1. Describe how you will work to sustain the program over 3-5 years. This should include a description of the activities and/or services to be offered. (10 points)

The final program proposal must be at least 15 but no more than 20 double-spaced pages using Times New Roman 12-point font. The references section should not be considered part of your total page count. The paper may include other tables and figures (your logic model for example) but these will not count towards the page totals. There should be an extra line between paragraphs and one-inch margins around. **Please proof-read your paper.** Grammar and spelling are considerations in terms of the quality of your work and are considered in your grade.

Your program proposal should have headers that include your name and page numbers in the upper right hand of each page. There should be a title page with the title of the program proposal, student name, course number, and date (title page does not count towards page count).

The program proposal should integrate some of what you have learned from lectures into your content. The readings that are assigned each week capture the essence of the lecture and can be used as references.

**Program proposals must be sent via email to** [**Reducedisparity@gmail.com**](mailto:ReduceDisparities@gmail.com) **by the due date 12/2/19.** Students who email the paper after the 5:30 deadline will be considered late and will incur a 5-point penalty. There is no penalty for handing in papers early.

**Research Project Proposal Instructions**

Students who desire to complete a research project proposal **must** use the **SF424 (R&R) Application Packages guide, Forms Version E Series, revised December 7, 2018, titled “General Instructions for NIH and other PHS Agencies”.** This is readily available at <https://grants.nih.gov/grants/how-to-apply-application-guide/forms-e/general-forms-e.pdf> . Specifically, Section G.400 “PHS 398 Research Plan Form” beginning on page G.-140. You should use this format when submitting your outline and also for our evaluation of your final project proposal. As you will see, this format includes the following:

1. Specific aims (page G-142) - this section should be no more than one page (5 points)

3.0 Research Strategy (instruction pages G-143 thru G-148)

* 1. Background and significance—this section should be no more than 4 pages and contain at least 20

references. A conceptual model of the health disparity under review must be included also (15 points)

* 1. Innovation - (5 points).
  2. Approach (AKA Research design and methods)—this section should include information on study population, variables under consideration, statistical tests and methods and a grant timeline (what specific task will be completed and when) (10-15 points depending on whether you have any preliminary data or studies to share).
     1. Preliminary studies—this section may or may not be completed, depending on the stage of your own project or if you have some preliminary data you wish to share for the purpose of getting feedback (0-5 points)

5.0 Human subjects—please see the PHS 398 instructions for details starting on page G-233 and only address sections 1, 2 and 3(5 points).

References section should be in APA format, not included in the 15-20 page limit (5 points)

The final research proposal must be at least 15 but no more than 20 double-spaced pages using Times New Roman 12-point font. The Human subjects and references section should not be considered part of your page count. There should be an extra line between paragraphs and one-inch margins around. **Please proof-read your paper**. Grammar and spelling are considerations in terms of the quality of your work and are considered in your grade.

Your research proposal should have headers that include your name and page numbers in the upper right hand of each page. There should be a title page with the title of the research proposal, student name, course number, and date (title page does not count towards page count).

The research proposal should integrate some of what you have learned from lectures into your content. The readings that are assigned each week capture the essence of the lecture and can be used as references.

**Research proposals must be sent via email to** [**Reducedisparity@gmail.com**](mailto:ReduceDisparities@gmail.com) **by the due date 12/2/19.** Students who email the paper after the 5:30 deadline will be considered late and will incur a 5-point penalty. There is no penalty for handing in papers early.

**Oral Presentation (10% of grade)**

All students will prepare and present their final project to the class during the final 2 days of the course. Students will sign up for their presentation time on November 4. Each student is expected to sign up for him/herself only. You are not allowed to sign up for another student. The length of time for this presentation will be determined after the class roster is finalized. Students will be asked to adhere to a strict time limit. Power Point and other media may be used. Students should realize that good presentations do not rely on PowerPoint slides, thus the number of slides allotted is limited. **Presentations going over the time limit will have point deductions**. **Presentation should be emailed by 9am on the day of your presentation to** **Reducedisparity@gmail.com.** **Students who email the presentation after the 9am deadline will be considered late and will incur a 1-point penalty.**

Students should design their presentations in the following manner, keeping in mind that points may be deducted for going over the number of recommended slides:

Literature Search (TOTAL OF 6 SLIDES **ONLY**)

Slide 1: Title Slide

Slide 2: Objectives

Slide 3: Methods for your literature review

Slide 4: Main Findings

Slide 5: Critique

Slide 6: Suggested next steps.

Program Proposal (TOTAL OF 6 SLIDES **ONLY**)

Slide 1: Title Slide

Slide 2: Statement of Problem

Slide 3: Purpose, Goals & Objectives

Slide 4: Program Description

Slide 5: Evaluation

Slide 6: Dissemination Plan & Program Sustainability

Research Proposal (TOTAL OF 6 SLIDES **ONLY**)

Slide 1: Title Slide

Slide 2: Specific Aims

Slide 3: Background research summary/supporting information

Slides 4 & 5: Research Design & Methods

Slide 6: Challenges and possible responses

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| **2019 Health Disparities Schedule** | | |
| **Date** | **Instructor/Lecturer** | **Lecture Title** |
| **August 26** | | |
| 5:30-5:45 | Joe Sudano | Course Overview |
| 5:45-6:30 | Ash Sehgal | Introduction to Health Disparities |
| 6:45–7:45 | Joe Sudano | Measurement of Race, Ethnicity and Health Status |
| **September 2 LABOR DAY – NO CLASS** | | |
| **September 9** | |  |
| 5:30-6:30 | Adam Perzynski | Social determinants of health |
| 6:45-7:45 | Joe Sudano | Theoretical Frameworks |
| **September 16 DUE - DESCRIPTION OF YOUR PROJECT** | | |
| 5:30-6:30 | Aparna Bole | Climate change |
| 6:45-7:45 | Amanda Woodrum | Policy Matters |
| **September 23** | | |
| 5:30-6:30 | Cheryl Killion | Maternal Mortality |
| 6:45-7:45 | Katrice Cain | Infant Mortality/First Year Cleveland |
| **September 30** | | |
| 5:30-6:30 | Susan Hinze | Gender Equality Intersectionality |
| 6:45-7:45 | Alanna Garret-Ferguson, Planned Parenthood | Reproductive rights/New voices for reproductive justice |
| **October 7 DUE – PROJECT OUTLINE AND REFERENCES** | | |
| 5:30-6:30 | Swagata Banik | Intersectionality of Stigma and Health Outcomes in Global Context |
| 6:45-7:45 | Erika Hood/Think Tank member tbd | Culture, Health & Research |
| **October 14** | | |
| 5:30-6:30 | Kelley Kauffman | Female mental health disparities |
| 6:45-7:45 | Yvonka Hall | Lead poisoning/CLASH |
| **October 21 – FALL BREAK – NO CLASS** | | |
| **October 28 ----\_\_\_\_** | | |
| 5:30-6:30 | Johnie Rose | Datasets and breast health disparities |
| 6:45-7:45 | Susan Fuehrer | Local plans for addressing health disparities (MetroHealth) |
| **November 4 – SIGN UP FOR PROJECT PRESENTATION TIME AT THE BEGINNING OF CLASS**  **DRAFT OF PAPER DUE**  **BOOK/JOURNAL ARTICLE CRITIQUE DUE** | | |
| 5:30-6:30 | Don Allensworth Davies | LGBT disparities |
| 6:45-7:45 | Stacey Jolley | Native American gender disparities |
| **November 11** |  | |
| 5:30-6:30 | Molly Kaplan, Domestic Violence Center | Gender-based and racial disparities in domestic violence and domestic violence homicide |
| 6:45-7:45 | Misty Luminais/co-presenter from Translate | Transgender individuals’ experiences with health disparities |
| **November 18** | Student Presentations | |
| **November 25** | Student Presentations | |
| **December 2** | **FINAL PAPER DUE at 5:30 p.m. via email only (see syllabus for details)** | |