

UNIVERSITY OF FLORIDA  
COLLEGE OF PUBLIC HEALTH & HEALTH PROFESSIONS  
**PHC 6441: HEALTH DISPARITIES IN THE UNITED STATES**  
**Spring 2008**

**CREDITS:** 3

**PERIODS:** 7-9<sup>th</sup>

Monday, 1:55 to 4:55 PM

**LOCATION:** G210

**INSTRUCTOR:** Alba Amaya-Burns, MD, MSc, CTM.

Email: [aaburns@phhp.ufl.edu](mailto:aaburns@phhp.ufl.edu)

Office hours: Wednesday from 9 to 11 AM, by appointment.

Room: 4175

Telephone (352) 273 6565

**COURSE PROSPECTUS:**

This course will review determinants that influence health outcomes of the most disadvantaged populations in the United States. Special attention will be given to socioeconomic, racial, ethnic, and gender status and their relationships with health disparities and inequities.

Content areas will include:

- ⊕ Current Public Health interventions and initiatives to reduce health disparities in the United States;
- ⊕ The role of Public Health practitioners in identifying and reducing health disparities;
- ⊕ The relationship of health disparities to the structure of the health system in the United States, the role of the regulatory system, and discrimination;
- ⊕ The health status in non-insured populations;
- ⊕ Cultural backgrounds of native and immigrant populations that belong to the most disadvantaged groups and how they affect the ability to communicate with health professionals and thus, health outcomes;
- ⊕ Civil and human rights in relation to health disparities; and
- ⊕ Current health status and trends of the most disadvantaged groups in US.

**COURSE REQUIREMENTS:**

This course is intended only for Graduate Students. Undergraduate students who want to be enrolled would be accepted with permission of instructor.

**COURSE OBJECTIVES:**

Upon completion of this course, students will be able to:

1. Identify racial, ethnic and gender health disparities.

2. Describe genetic, socioeconomic, biological, and environmental determinants that result in health disparities in the United States
3. Recognize the roles of public health practitioners in eliminating health disparities in the United States.
4. Describe public health initiatives to address health disparities in the United States.

### **REQUIRED TEXTS:**

1- LaVeist T.

Minority Populations and Health: An Introduction to Health Disparities in the U.S.

Publisher: Jossey-Bass (April 11, 2005)

ISBN: 0787964131

2- Paul Farmer:

Infections and Inequalities: The Modern Plagues

Publisher: University of California Press; 1 edition (February 23, 2001)

ISBN: 0520229134

### **STUDENT EVALUATION:**

The course will be conducted as a seminar.

Students are required to complete two take home exams: 3/3 **Mid-Term** (20%) and 4/28 **Final Exam** (20%).

Each student will prepare a **presentation** delivered to the class starting January 14. Each student will develop questions to be given to the audience at the end or in the middle of his/her presentation. The audience is expected to engage in a deep discussion on the topic for that presentation and evaluate their peers at the end of each presentation. Honesty and maturity on the evaluation of the presentations are required. At the end of all presentations, the instructor will compare all presentations to complete each student evaluation. Each student will also prepare a **paper** on the subject.

Attendance will be taken at each class and will be considered in grading **class participation**.

Mid-term Exam:	20%	
Final Exam:	20%	
Student Presentation:	25%	
Final Paper:		25%
Class Participation:	10%	

### **DETAILED COMPONENTS OF THE COURSE:**

**Presentation (25%):** Students will be assigned a course topic relevant to their interests on the first day of class. Using the reading assignments and outside sources, each student

will have one hour to present and lead a discussion on their chosen topic each week. The discussions will be held during the last hour of class. The presentations and discussions will be evaluated for each individual based on attendance, participation, quality of the discussion, and overall presentation. The professor will introduce topics for each student's seminar, and classmates are expected to engage in debate and discussion of the readings.

Possible topics for discussion (each student will choose one).

1. Peter Franks, Peter Muennig, Erica Lubetkin and Haomiao Jia. **The burden of disease associated with being African-American in the United States and the contribution of socio-economic status.** *Social Science & Medicine, In Press, Corrected Proof, Available online 21 November 2005.*
2. Barbara A. Zsembik and Dana Fennell. **Ethnic variation in health and the determinants of health among Latinos • ARTICLE**  
*Social Science & Medicine, Volume 61, Issue 1, July 2005, Pages 53-63*
3. Susan Gennaro. **Overview of current state of research on pregnancy outcomes in minority populations • ARTICLE**  
*American Journal of Obstetrics and Gynecology, Volume 192, Issue 5, Supplement 1, May 2005, Pages S3-S10*
4. Olveen Carrasquillo and Susmita Pati. **The role of health insurance on Pap smear and mammography utilization by immigrants living in the United States • ARTICLE**  
*Preventive Medicine, Volume 39, Issue 5, November 2004, Pages 943-950*
5. Janice L. Dreachslin, Robert Weech-Maldonado and K.H.Kathryn H. Dansky. **Racial and ethnic diversity and organizational behavior: a focused research agenda for health services management .***Social Science & Medicine, Volume 59, Issue 5, September 2004, Pages 961-971.*
6. Daniel Weisz, Michael K. Gusmano and Victor G. Rodwin. **Gender and the treatment of heart disease in older persons in the United States, France, and England: a comparative, population-based view of a clinical phenomenon.**  
*Gender Medicine, Volume 1, Issue 1, August 2004, Pages 29-40*
7. Hamisu M. Salihu , Aisha T. Williams , TaTisha N. McCainey , Russell S. Kirby and Greg R. Alexander **Early mortality among triplets in the United States: Black-white disparity.** *American Journal of Obstetrics and Gynecology, Volume 190, Issue 2, February 2004, Pages 477-484*
8. Joseph R. Betancourt, J. Emilio Carrillo, Alexander R. Green and Angela Maina. **Barriers to health promotion and disease prevention in the Latino population**  
*Clinical Cornerstone, Volume 6, Issue 3, 2004, Pages 16-29*

9. Corey L. M. Keyes and Carol D. Ryff. **Somatization and mental health: A comparative study of the idiom of distress hypothesis** • ARTICLE  
*Social Science & Medicine, Volume 57, Issue 10, November 2003, Pages 1833-1845*
10. James N. Laditka, Sarah B. Laditka and Melanie P. Mastanduno. **Hospital utilization for ambulatory care sensitive conditions: health outcome disparities associated with race and ethnicity.** *Social Science & Medicine, Volume 57, Issue 8, October 2003, Pages 1429-1441*
11. Matthew G. Marin, Waldemar G. Johanson, Jr. and Debbie Salas-Lopez. **Influenza Vaccination among Minority Populations in the United States** • ARTICLE. *Preventive Medicine, Volume 34, Issue 2, February 2002, Pages 235-241*
12. Cathy Schoen, Karen Davis, Catherine DesRoches, Karen Donelan and Robert Blendon. **Health insurance markets and income inequality: findings from an international health policy survey** • ARTICLE  
*Health Policy, Volume 51, Issue 2, March 2000, Pages 67-85*
13. Janice E. Williams, Mark Massing, Wayne D. Rosamond, Paul D. Sorlie and Herman A. Tyroler. **Racial Disparities in CHD Mortality from 1968–1992 in the State Economic Areas Surrounding the ARIC Study Communities** • ARTICLE  
*Annals of Epidemiology, Volume 9, Issue 8, November 1999, Pages 472-480*
14. Marsha Lillie-Blanton and Thomas Laveist. **Race/ethnicity, the social environment, and health** • ARTICLE *Social Science & Medicine, Volume 43, Issue 1, July 1996, Pages 83-91*

Students are encouraged to propose other topics related with health disparities in the United States.

Student presentation grades will be based on:

- Preparation of project and presentation (15/25)
- Effectiveness in facilitating class discussion. (10/25)
- Peer evaluation of presentation (5/25)

**Student Final Paper (25%):** This paper will be a document of double space 10-15 pages on the topic chosen and presented from the above list or from another topic of personal interest previously approved by the instructor.

**Class participation (10%):** Participation is based on daily class attendance and engagement in the seminars discussions of topics and projects.

The grading system for this course will be the standard scale below:  
90%-100%= A

85%-89%= B+  
80%-84%= B  
75%-79%= C+  
70%-74%= C

65%-69%= D+  
60%-64%= D  
Below 60%=F

**POLICY ON MAKE-UP WORK/EXAMS:**

Students are allowed to make up work only if missed as a result of illness or other unanticipated circumstances warranting a medical excuse, consistent with College policy. You must notify the instructor in advance if you will miss an exam or project deadline. Documentation from a health care provider is required upon your return to class. Project extensions requested for medical reasons must be negotiated at the time of illness.

**ACADEMIC INTEGRITY:**

Each student is bound by the academic honesty guidelines of the University and the Code of Student Conduct, printed in the Student Guide and published on the University website. The Honor Code states: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." Cheating, plagiarism, and other academic dishonesty or conduct violations in any form are unacceptable and inexcusable behavior and can result in dismissal from the College and/or University.

**CLASS ATTENDANCE:**

You are responsible for all information presented in class. As indicated above, class attendance and participation are important components of the grade. All students are expected to participate and evaluate colleagues in classes.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:**

If you require academic accommodation, you must first register with the Dean of Students' Office. The Dean of Students' Office will provide you with documentation that you must then provide to me as the faculty member for this course at the time you request the accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

**PHC 6441 HEALTH DISPARITIES IN THE UNITES STATES  
2008 SCHEDULE**

DATE	TOPIC	ASSIGNMENT
1/7 1:55 PM- 4:55 PM	1-Introduction: Syllabus; Student topics assigned; Overview of course; Health disparities. Definition.	
1/14	<p>2-What is RACE?, Race concept and Public Health. Health Disparities in the United States. The role of the regulatory system and discrimination</p> <p>1-Student Presentation:</p>	<p>1. Keppel KG, Pearcy JN, Wagener DK. Trends in racial and ethnic-specific rates for the health status indicators: United States, 1990–98. Healthy people statistical notes, no 23. Hyattsville, Maryland: National Center for Health Statistics. January 2002.</p> <p>2. LaVeist CHAPTER 1 and 2 &amp; 8 Farmer: Introduction</p> <p><i>Video: Genomic Definition of Self and Group Identity: Implications for Biomedical Research</i>, Charles N. Rotimi, Ph.D., Associate Professor, Department of Microbiology and Director of Genetic Epidemiology, National Human Genome Center at Howard University in the College of Medicine. 43 minutes (19)</p> <p>19: <a href="http://www.minority.unc.edu/resources/webcasts/webcastSuccess.cfm">http://www.minority.unc.edu/resources/webcasts/webcastSuccess.cfm</a></p>
1/21 1:55 PM- 4:55 PM	<p><b>NO CLASS</b></p> <p><b>Martin Luther King Jr. Day</b></p>	<p><b>NO CLASS</b></p>
1/28 1:55 PM- 4:55 PM	<p>3-.United States Socioeconomic and racial differences in Health. Demographics of minority groups in US. Race and SES on Physicians' perceptions of patients.</p> <p>: 2-Student Presentation</p>	<p>1. LaVeist CHAPTER 6, 7 &amp; 8. Farmer: Chapter 5: page 127-149</p>
2/4 <b>1:55 PM- 4:55 PM</b>	<p>4-Cultural background of native and immigrant's population and its implications of health disparities. PACIFIC ISLANDER/ALASKA/NATIVE AMERICAN.</p> <p>3-Student Presentation</p>	<p>1. LaVeist CHAPTER 11 Farmer, Part II., Chp. 5, 6.</p> <p>Video: "<i>Roots of American Indian/Alaska Native: Indigenous Health Disparities</i>", Michael Bird, M.S.W., M.P.H, Executive Director, National Native American AIDS Prevention Center, Oakland, CA. (19).</p>
2/11 1:55 PM- 4:55 PM	<p>5. LATINO POPULATION: HEALTH DISPARITIES.</p> <p>4-Student Presentation</p>	<p>1. Video "<i>Innovations in HIV Prevention with Latina and African American Women at High Risk</i>", Hortensia Amaro, Ph.D., Distinguished Professor of Health Sciences at the Bouve College of Health Sciences at Northeastern University (9th Annual Summer Public Health Research Videoconference on Minority Health).[WEBCAST]</p> <p>2. LaVeist CHAPTERS 13 &amp; 4. Farmer: Ch 9</p>

<p>2/18 1:55 PM- 4:55 PM</p>	<p>6- Asian American and Asian immigrants</p> <p>Guest Lecture: Dr. Indira Samarawickrema MBBS MSc MD</p> <p>5-Student Presentation</p>	<p>LaVeist CHAPTER 12</p> <p>3. LaVeist CHAPTER 1 and 2 &amp; 8 Farmer: Introduction</p> <p><i>Video: Genomic Definition of Self and Group Identity: Implications for Biomedical Research</i> ♦, Charles N. Rotimi, Ph.D., Associate Professor, Department of Microbiology and Director of Genetic Epidemiology, National Human Genome Center at Howard University in the College of Medicine. 43 minutes (19)</p> <p>19: <a href="http://www.minority.unc.edu/resources/webcasts/webcastSuccess.cfm">http://www.minority.unc.edu/resources/webcasts/webcastSuccess.cfm</a></p>
<p>2/25 1:55 PM- 4:55 PM</p>	<p>7. African American: Health Consequences of segregation, poverty and Empowerment: historical background; current health status. How the Media communicates Health related issues about the African American community.</p> <p>Guest Lecture: Camille Feanny, Anthropology Department PhD student</p> <p>6-Student Presentation</p>	<p>1-LaVeist CHAPTER 1, 3, 9 &amp; 10</p> <p><i>Video: "Confronting Institutional Racism", Camara P. Jones, M.D., M.P.H., Ph.D., Research Director on Social Determinants of Health, CDC National Center for Chronic Disease Prevention and Health Promotion (5th Annual William T. Small, Jr. Keynote Lecture, 25th Annual UNC School of Public Health Minority Health Conference). 1:28 minutes(19)</i></p> <p><a href="http://www.minority.unc.edu/resources/webcasts/webcastSuccess.cfm">http://www.minority.unc.edu/resources/webcasts/webcastSuccess.cfm</a></p>
<p>3/3 1:55 PM- 4:55 PM</p>	<p><b>MID TERM EVALUATION.</b></p>	
<p>3/10</p>	<p><b>SPRING BREAK</b></p>	<p><b>SPRING BREAK</b></p>
<p>3/17 1:55 PM- 4:55 PM</p>	<p>8- Health and Gender issues in the most disadvantage groups in US –</p> <p>:</p> <p>7-Student Presentation</p>	<p>1. LaVeist CHAPTER: 9, 10, Farmer: Chap 5 &amp; 3</p>
<p>3/24 1:55 PM- 4:55 PM</p>	<p>9- Access to medical care and health disparities among the Insured</p> <p>8-Student Presentation</p>	<p>1. LaVeist CHAPTER 6, &amp; 8</p>

<p>3/31 1:55 PM- 4:55 PM</p>	<p>10-The civil rights, human rights and health outcomes: Racial Residential Segregation; Socioeconomic status and neighborhood in relation with birth weight among minority groups</p> <p>9-Student Presentation</p>	<p>LaVeist: Chap 7, 8 &amp; 3 Farmer: pages: 196-227</p> <p>video: "<i>Health Disparities: from Civil Rights to Human Rights</i>" - Special opening session of the 11th Annual Summer Public Health Research Videoconference on Minority Health. Panel discussion at the Sonja Haynes Stone Center for Black Culture and History (<u>SCBCH</u>) (19).</p>
<p>4/7 1:55 PM- 4:55 PM</p>	<p>11- Current health status and trends in the most disadvantage groups in US: A review of the current situation in different minority groups.</p> <p>10-Student Presentation</p>	<p>LaVeist: Ch 3 &amp; 9</p>
<p>4/14 1:55 PM- 4:55 PM</p>	<p>12- Eliminating Health Disparities. Evidence Base initiatives.</p> <p>11-Student Presentation</p>	<p>LaVeist: Chap 14 Video: "<i>Research towards the Elimination of Health Disparities</i>", Yvonne T. Maddox, Ph.D., Deputy Director, NIH National Institute of Child and Human Development (9th Annual Summer Public Health Research Videoconference on Minority Health). (19)</p>
<p>4/21 1:55 PM- 4:55 PM</p>	<p>13- The current Public Health interventions and initiatives to reduce health disparities in the United States. The role of Public Health Practitioners, ADDRESSING HEALTH DISPARITIES IN THE UNITED STATES Review and Wrap-up</p> <p>12-Student Presentation</p>	<p><b>Final Paper Due</b></p>
<p>4/28 1:55 PM- 4:55 PM</p>	<p><b>FINAL EXAM</b></p>	