

Health Parity: Domestic and Global Contexts: SPRING 2017

TR 8:15 – 9:30 AM (section 1); TR 9:55-11:10 (section 2); & TR 12:45 – 2 PM (section 3)

Room 402, Sherrill Center

Professor: Dr. Ameena Batada

Office Hours: T: 11:15-12; W: 9-10:30, or by appointment

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WELCOME to Heath Parity: Domestic and Global Contexts, which investigates inequities in health access, behaviors, and status across different groups, or identities, in the U.S.A. and internationally. Students will explore the social factors that contribute to racial, ethnic, socioeconomic and gender disparities, among others, in health and healthcare. This course will strengthen students' knowledge of the history and causes of health disparities and inequalities and will provide a theoretical grounding that will be applied in the study of practical solutions to eliminate health disparities and achieve health parity around the world. HWP 250 is a required course for HWP majors who declared in or after Fall 2014.

The four main themes of the course are:

1. How identities and difference are defined and constructed both on personal and broader levels;
2. How, historically, individuals, organizations, and governments have created and continue to perpetuate power and health disparities;
3. The intersection of multiple identities and the associated double and triple burdens of disease and disparities; and
4. How we all can be empowered to advocate for health equity and parity.

Through a variety of class lectures, media interactions, discussions, and other in-class activities, through a service learning activity, and through readings and assignments that challenge students to intellectually and personally connect with and understand the course material, the course seeks to facilitate both transformative experiences and competence in discussing the social construction, power dynamics, and evidence around health parity.

COURSE OBJECTIVES

Ultimately, it is my hope that you will feel comfortable discussing

- What constitutes a health disparity;
- Why we health disparities exist; and
- How we can address health disparities

across a range of sub-groups, locations, and circumstances.

Upon completion of the course, **you should be able to or improve your ability to:**

- Discuss social constructions of identities and differences and the measures typically used to define difference;
- Appreciate and express identity through a personal art project;
- Articulate how power dynamics have resulted in and perpetuated oppression, marginalization, and disparities in health access and status domestically and globally;

- Discuss the intersections of identities and how they may double and triple the burden of disease;
- Describe the ways that identity and health are measured and related challenges;
- Apply course concepts to personal experiences working with community organizations;
- Identify international, national, local and individual approaches to increase health parity, including those that involve different identities; and
- Be critically conscious of your own roles in promoting health parity.

In conjunction, in this **Diversity-Intensive (DI)** course, by the end of the semester, **you should be able to or improve your ability to:**

1. Understand the socially constructed nature of identities.
2. Understand the significance of individuals' differing relationships to power.
3. Understand how individuals, organizations, and institutions create, perpetuate, or challenge inequality.
4. Understand how multiple identities intersect.
5. Re-evaluate your own ideas about diversity and difference.

In conjunction, in this **service-learning** course, and by the end of the semester, **you should be able to or improve your ability to:**

1. Demonstrate greater interest in being involved in the community;
2. Demonstrate making connections between the "real world" and academic matters, as well as thinking more critically; and possibly

In this service-learning/civic engagement course:

- your service is an essential part of the course (not just something extra)
- the service you're doing is something the community wants you to do
- that we'll work on preparing you to do your service as well as possible
- that you'll regularly reflect on your service and how it applies to the course
- your grades from it will reflect your learning, not just showing up to do your service

It's my hope that you'll find doing service-learning enriching and rewarding. It's also my expectation that you give 100% effort at all times to your service-learning. That's because you are working on an effort to enhance your community and other people's lives, as well as representing yourself and your university – and thus nothing less than your absolute best is acceptable.

Service-Learning Designated Courses are part of a new honor at UNCA called Community Engaged Scholars. Community Engaged Scholars are students who successfully complete two Service-Learning Designated Courses (successfully means with a grade of B- or above) and also complete an independent service-learning action or research project that the community requests. Note that this new program may not be a possible goal for advanced students – but taking courses in service-learning always builds your resume and expands your knowledge. More information about that honor is available at www.unca.edu/keycenter.

COURSE TEXT, INTERFACE, & READINGS

Most of the course reading will come from various books, journals, and news media articles, which will be available on the course moodle page. If you are registered for the course, you already should be able to access the course moodle page but please let me know right away if you do not have access and I need to add you. **I post the syllabus, readings, and assignments on the course moodle page and I expect that students will check the moodle page for this information and for updates. Please contact me if you do not see a reading or have a question prior to the class when reading or an assignment is due.**

Although we will cover much of the reading material in class presentation and discussions, I expect that students will read prior to class, and incorporate what you have read into your analysis on assignments and on the final exam. I also welcome suggested readings from students so if you have seen something that you think would be of interest to me and others in the class, please share it and we can figure out how best to incorporate it into the course.

COMMUNICATION

You should feel free to contact me whenever you have a question, concern, idea, or any other information, anytime, but *especially before you begin work on an assignment*. I will be available in my office during my office hours (listed above) or you can email me or we can set up a time to talk in person or on the phone.

ATTENDANCE & PARTICIPATION

Class attendance is required for learning and likely will affect your participation grade. If you are absent on any given day, you may miss out on an opportunity to participate. However, if you are absent, I encourage you to let me know in advance when you will be away and for what reason. You are required to notify me of University-related absences – to attend meetings, athletic competitions, etc. – at least one week in advance. If you must be absent due to serious illness, family emergency, etc., you will need to provide written documentation from a physician or family member in order for it not to affect your participation grade.

Your participation grade is based on quantity and quality – answering my and other students' questions, asking questions, making points in class, bringing in topics/articles, etc. to discuss, contributing in group activities, etc.

CLASS ENVIRONMENT

The class environment should be maintained as a safe and comfortable place for discussion and I expect that you will be respectful of each other and each other's views. While there is objective information that will be covered in the class, there also will be areas where there may be differences of opinion.

Please remember to keep all cell phones, pages, and other noise-making devices turned off during class. Computers are allowed only for note-taking purposes but should not be used for checking email/social networking sites/etc. during class time.

TITLE IX AND SEXUAL MISCONDUCT

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to- student sexual harassment, sexual exploitation, interpersonal violence, non-consensual touching, and sexual assault. UNC Asheville’s policy against sexual misconduct extends not only to employees of the university but to students as well. If you encounter unlawful sexual misconduct behavior or gender based discrimination, please talk to any University Responsible Employee. All University employees (except Health and Counseling center employees and employed Campus Ministers are considered Responsible Employees and are mandated to report incidents to the Title IX Office. The Title IX office consists of Dr. Jill Moffitt, UNC Asheville’s Title IX Administrator, who can be reached at (828)232-5658; and Keishea Boyd, Assistant Title IX Coordinator, who can be reached at (828) 258-7872. Individuals may also report anonymously at <https://police.unca.edu/anonymous-report>. For more information, visit: <https://titleix.unca.edu/>.

ACCOMMODATIONS FOR STUDENTS WITH DIFFERENT ABILITIES

University of North Carolina Asheville is committed to making courses, programs and activities accessible to persons with documented disabilities. Students requiring reasonable accommodations must register with the Office of Academic Accessibility by providing supporting documentation. All information provided will remain confidential. For more information please contact the Office of Academic Accessibility at (828)232-5050 or academicaccess@unca.edu, visit them in the OneStop Student Services Center or at their website <https://oaa.unca.edu/>.

ASSIGNMENTS

I have designed assignments to assess your learning of class and reading material and to assess how you apply what you are learning. Below is a summary of each of the assignments, a breakdown of the grading/possible points for each of the assignments, and guidelines on submitting assignments. I provide detailed information about each assignment and a grading rubric in the assignments section of this guide. In addition, I will provide information during the relevant class time, closer to the assignment due date.

Grading Structure

Assignment	Points Possible	Percent Possible
<i>Participation</i>	30	15
<i>Reading/Media Responses (average of best 5 out of 6)</i>	10	5
<i>Cajita Project</i>	20	10
<i>Community/Civic Engagement to Address Health Disparities</i>		25
Pre-Engagement Paper	10	
Mid-Term Report	20	
Logs & Final Paper	20	
<i>Research “Wiki”</i>		25
Topic	Not graded	
Draft	25	
Peer Review	10	
Final	15	

Diversity Report	10	5
Final Exam	30	15
Total	200	100

Evaluation Scale: **A** = 93-100%, **A-** = 90-92%, **B+** = 88-89%, **B** = 83-87%, **B-** = 80-82%, **C+** = 78-79%, **C** = 73-77%, **C-** = 70-72%, **D+** = 68-69%, **D** = 63-67%, **D-** = 60-62%, **F** = 59% and below

In some cases, the assignments may change during the course of the semester because of changes in class schedules, material to be covered, etc. If this occurs, then I will let the class know immediately how the grading structure will change.

Participation – 15%, assessed by instructor at end of semester

Your daily participation is 15% of your total grade, and is based on attendance and quantity and quality of participation – answering my and other students’ questions, asking questions, making points in class, bringing in topics/articles, etc. to discuss, contributing in group activities, etc. Grades are based on the following rubric:

Points	Quantity	Quality
27-30	Frequent (every or almost every class)	Well-integrated, reflects reading; new information; personal insights
24-26	Some frequency (almost every class)	Well-integrated; reflects reading; personal insights
20-23	Several times throughout semester	Reflects reading, other comments
<20	Very limited contributions	Relates to discussions, other aspects

Attendance also factors into participation. For each unexcused absence (i.e., not a university-sanctioned event) after the second one, a deduction of 1% from the final grade will be applied.

Reading Responses – 5%

Readings in this course are typically personally narratives that provide an individual, emotional, and complementary view to the data we discuss in class sessions, though there are some information-based readings as well. It is important that students read with close attention in order to appreciate more deeply the ties to course themes. To facilitate attentive reading, students will complete and submit brief reading responses at the beginning of each specified class.

Six reading response assignments will be assigned throughout the semester and students will receive a grade for 5 of the 6 submitted responses. No late reading responses will be accepted, even if a student missed class the day it was assigned, as it is the responsibility of the student to obtain the information from a classmate or the instructor prior to the next class session.

Cajita Project – 10%

Everyone, at every point in their life, has a personal story that can provide insight into who they are and create community with others. This assignment is intended to facilitate exploration and expression of individual experiences with difference and identity. In conjunction with our class sessions on identities, formation of identity, and difference, your assignment is to tell your story using a *cajita*, or little box. Students will display your cajitas as a gallery walk and will submit a photo and report on your cajita.

Community Engagement to Address Health Disparities – 25%

In order to apply course concepts and to contribute to actions to reduce health disparities, students are required to engage in at least 15 hours of community work by providing services to local organizations that seek to reduce health disparities. The instructor will facilitate connections between students and local organizations. Students are required to turn in a log of your hours, to participate in group discussions and a group video project, and write a critical reflection on your experiences and how they relate to the course topics. Prior to beginning your community engagement, you should complete and turn in the service-learning agreement.

Prior to beginning their civic/community engagement activities students will learn about the organization and submit a report on how its work relates to course themes. See specific prompts provided by the instructor. You will complete a mid-term report around the middle of the semester and a log and final report at the end of the semester. See specific prompts provided by the instructor.

Research Report – 25%

The study of health parity is much broader and deeper than we can address in this one course. The research report is an opportunity for you to delve deeper into an issue of interest to you. You will draft a report on a particular health disparity using the guidelines provided by the instructor. You and one or more peers will share your draft reports for feedback and additional resources, and you will then revise your final draft based on feedback from the instructor and your peers.

Diversity Report – 5%

Each student should attend at least 1.5 hours of a diversity-related event this semester and write and submit a 1-2 page double-spaced report, making sure to follow the provided guidelines.

Final Exam – 15%

This course has one final exam (25 points). The exam will include questions about material covered in readings (including both the text and other required readings), class lectures, and class discussions and activities.

Submitting Assignments

Please make sure to proofread and spellcheck your assignments before submitting them; your writing is a reflection of your knowledge and interest. If you would like additional guidance in writing, I strongly encourage you to consult the University Writing Center (UWC), which offers support to writers in one-on-one sessions. If you visit the UWC, take a copy of your assignment, any drafting or notes you may have, as well as any sources you're working with. Make an appointment by calling **828.251.6596**, by emailing **writingcenter@unca.edu**, or by dropping in during open hours, which can be found at **writingcenter.unca.edu**.

Unless otherwise stated, please submit assignments on-line as an attached file on moodle. Please ensure that your name is on every page of your assignment, whether on-line or in hard copy, and that your pages are numbered.

Assignments are due by midnight on the day they are due. For assignments other than the reading responses, for each calendar day that an assignment is *late*, 10% from the assigned points will be deducted. I may consider a late submission of an assignment without penalty, if the request is made prior to the due date.

Academic Integrity

All of your work should be your own work and words. Though students may complete assignments in each other's company, I will know if you write the same thing and this will be considered cheating. Any breach of academic integrity is considered serious, and will result in a grade of zero on an assignment and/or referral to the academic review board.

OTHER ITEMS

Inclement Weather

When UNCA is closed, we will adjust the class schedule accordingly. Any work due on the missed class day will be due during the next class period. If UNCA is open, you are responsible for contacting me by phone or by email if weather conditions have made it unsafe or impossible for you to attend class. If you do not contact me by the end of the class day, I will assume you were absent and late assignment policies will apply.

Incomplete Grades

In rare justified cases and when the pending work is less than 25% of the total grade, I will consider incomplete grades. Determination will be made on a case-by-case basis.

Wk	Date	Topic	Readings/Prep Posted on moodle	Assignment Due <i>*Completed In Class</i>
1	1/17	Intro to Course	--	
	1/19	Who We Are: Sharing Our Stories	Syllabus	Who Are You - 1
2	1/24	Constructing Identities <i>Intro to Cajita Project</i>	Chapter 1 of Ved Mehta's <i>Daddyji</i>	RR1 <i>*Who Are You – 2</i>
	1/26	Describing Health (Determinants, Access, Utilization, Outcomes)	Healthy People's Leading Health Indicators	
3	1/31	What are Health Disparities?	Health Disparities and Health Equity: The Issue is Justice, in <i>AJPH</i>	
	2/2	Community Engagement Project – <i>Visit from Community Agency</i> <i>Intro to Com Proj Assignments</i>	Community Project Reading Packet	Engagement Report #1 <i>*Project Form</i>
4	2/7	Why We Care About Health Parity & What We Do	DEAL Framework for Service Learning	
	2/9	Cajita Gallery Walk	None	Cajita, Presentation, & Cajita Report
5	2/14	Frameworks for Health Disparities: Globalization, Pathway Models, and More	<i>The Atlantic</i> article: Epigenetics: The Controversial Science Behind Racial and Ethnic Health Disparities Frameworks Packet	RR2
	2/16	Health Systems, Income, Wealth, and Social Class	Excerpt from <i>Class Matters</i> (p 24- 29) How Are Income and Wealth Linked to Health and Longevity?	Topic for Health Disparities (HD) Wiki
6	2/21	Health Systems, Income, Wealth, and Social Class	<i>Asheville Citizen Times</i> series article on poverty	<i>*Meet with HD Wiki group</i>
	2/23	Place Matters & Rural Residence	Chapters in JD Vance's <i>Hillbilly Elegy</i> Rural-Urban Disparities in Heart Disease	RR3
7	2/28	Place Matters & Rural Residence	Place Matters Policy Brief	
	3/2	Community Project Activities	TBD	1 st Draft of HD Wiki Page
8	3/7	Racism	Chapter in <i>Medical Apartheid</i> Camara Jones' Levels of Racism	
	3/9	Racism		Engagement Report #2 (Mid-Term)
9	3/14 & 3/16	Spring Break – No Classes		
10	3/21	Indigenous Populations	The Doctrine of Discovery and the Enduring Impact on Indigenous Peoples	

	3/23	Immigration – The Latino Paradox	Chapter in <i>Cure: A Journey into the Science of Mind over Body</i>	RR4
11	3/28	Health Disparities Wikis – Presentation & Review	None	HD Wiki Reviews
	3/30	Gender and Sexual Identities	Chapter in My Own Country	
12	4/4	Section 3: Community Project Activities Sections 1 & 2: Gender and Sexual Identities	Bring to class a song that includes some commentary on being a girl/woman	Final Version of HD Wiki Page
	4/6	Sections 1 & 2: Community Project Activities Section 3: Gender and Sexual Identities	Chapter in <i>A Woman Among Warlords</i>	
13	4/11	Production/ Employment	Chapter in <i>Factory Girls</i>	RR5
	4/13	Agriculture, Food, & Sustainability	Watch <i>Land Rush</i>	
14	4/18	War & Refugees	Chapter in <i>a long way gone</i>	RR6
	4/20	Disparities Among People with Mental Health Challenges	TBD	
15	4/25	Incarceration	Olivia’s Story in <i>Inside This Place, Not of It</i>	Engagement Report #3
	4/27	Continuum of Engagement	TBD	Diversity Report Due (Last Day)
16	5/2	Course Wrap-Up/Review		
	5/3	Reading Day	TBD	
Final Exam		Section 1 – 5/4 @ 8:30 AM; Section 2 – 5/9 @ 8:30 AM; Section 3 – 5/4 @ 11 AM		

Community Project Description

Note: This description varies across sections and years of service-learning courses depending on the specific project. The description below is a representative example. The assignments included here were included in the student assignment packet separate from the syllabus.

Store Tobacco Audit

This semester our class will be working with the Henderson County Department of Health to assist with data collection, analysis, and reporting to support the evidence base for a county-level resolution to request the State of North Carolina to remove the requirement that all counties must follow state policy on tobacco marketing and sales to youth.

The student, community, and staff/faculty learning outcomes include:

Students:

- Understand their role in health policy advocacy through service learning courses.
- Evaluate models of community engagement and potential for long-term change.
- Communicate with others about deeply-rooted societal issues that contribute to health disparities and injustice.

Community:

- Increase awareness of key public health and health disparity issues.
- Increase policies that protect health of marginalized populations, including people who are homeless, youth, and communities of lower-wealth.

Staff/Faculty:

- Increase ability to teach key course concepts through partnerships with local organizations and community members.
- Provide opportunity to co-educate students in community-participatory policy approaches to promote health equity.

Students will prepare materials (fact sheets, infographics, op-eds, etc.) and presentations describing the results of a community-based audit of store sales and marketing of tobacco products to youth (including the data they collected and are analyzing). S

tudents will present at the Henderson County Board of Health meeting and the School Health Advisory Council meeting on April 11th in the hope that the Board of Health will pass a resolution requesting the state of North Carolina to raise the smoking age from 18 to 21 years. (Local jurisdictions cannot pass such a law because there is pre-emption on this issue.) If passed, Henderson County will be the 7th county in North Carolina to pass such a resolution.

There are many connections that the students make through this project, in particular seeing how tobacco products are more heavily marketed in neighborhoods of lower wealth and near schools, which are disparities we discuss in our course. We also discuss the disparities are often addressed through policy change and now they are getting to participate in advocacy for such a change.

Related Assignments

There are three reports associated with our community project. The purpose of these reports is for students to reflect on the experiences you are having in the project and to demonstrate your understanding about how the project relates to course concepts.

Pre-Engagement Report – 10 points

The pre-engagement report is a 2-page report that involves responses to assigned readings and information related to our community project. After reading about the organization and/or project, respond to the following prompts:

1. In a paragraph, describe the organization and its work in your own words.
2. Discuss how the organization is addressing health disparities, making sure to refer to the specifics of both what health disparities are and what the organization does.
3. Discuss some of your expectations for the project, even though you do not know what you will be doing specifically. What kinds of knowledge, attitudes, and skills do you anticipate you will use? What kinds of knowledge, attitudes, and skills do you anticipate you might learn? Why do you think you will use/learn these? Be sure to support your responses with information about you and the organization.

Mid-Term Report – 10 points

The mid-term report is a 2-page report. After reading about the organization and/or project, respond to the prompts specific to your class' project, see below.

Sections 1 (Youth Tobacco), respond to the following prompts:

1. What have you done and how many hours have you invested thus far? What are your next steps? ~ 1 para
2. Based on your experiences thus far, discuss your thoughts on how social class plays a role in tobacco sales, promotion, and use. Refer to specific concepts related to social class and to experiences/observations to support your points. ~ 1-2 paras
3. Our project involves influencing policy change. What is the role of policies in reducing health disparities generally? What about in the case of this project, specifically? – 1 paras
4. What have you learned about yourself as you have started getting involved in this project? Discuss knowledge and skills you have used and learned, and ways your attitudes have changed or stayed the same, and describe how/why. – 1 para

Sections 2 (Shiloh) and 3 (BeLoved), respond to the following prompts:

1. What have you done and how many hours have you invested thus far? What are your next steps? ~ 1 para
2. Based on your experiences in/with Shiloh thus far, discuss your thoughts on how “place” plays a role in health. Refer to specific concepts related to how place matters, from our course, and to experiences/observations to support your points. ~ 1-2 paras
3. Our project involves listening to a community's needs and partnering with them. What do you think are the benefits and challenges to this approach, perhaps compared to going in as an agency with a planned program and providing services? – 1 para
4. What have you learned about yourself as you have started getting involved in this project? Discuss knowledge and skills you have used and learned, and ways your attitudes have changed or stayed the same, and describe how/why. – 1 para

Final Report – 20 points

For the final report, you will submit a summary of your engagement and will reflect on your engagement and how it relates to course concepts and civic engagement. Please complete the following:

- 1) Log sheet for your work on the project (posted on moodle). Include an entry for every distinct time you spent working on the project or for each 2-3 hours. You should have at least 5 entries, including at least a couple of sentences describing the activity with specifics and a couple of sentences of reflection related to each of the activities. (10 points)

- 2) A reflective report, 2 pages (double-spaced) in length, including:
 - a) How your service learning experiences relate to 2 course topics or themes. Be sure to name the topic and to use terminology that we have used in class and to relate back to specific experiences that you have had. In this response, you should demonstrate your knowledge and application of course topics/themes.
 - b) How this project has confirmed or challenged your thoughts about community projects to promote health and/or reduce health disparities. Be sure to use specifics from your experiences.
 - c) How knowledge, attitudes, and skills you used/developed in this project may be useful in your future, personally and professionally. Be sure to use specifics from your experiences and from your plans for your future. (10 points)