



COURSE TITLE/SECTION: Disparities in Health in the Global Context

TIME: See Course Schedule

FACULTY: Tawana Cummings, MA, LMSW, CHES **OFFICE HOURS:** By Appointment

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I. Course

A. Purpose

The purpose of the course is to: 1) provide a comprehensive approach to reduce the impact of chronic disease as it impacts health disparity and public health and 2) provide a broad base of knowledge related to a bio-psychosocial approach in addressing health disparities.

II. Course Objectives / Competencies

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

1. Acquire introductory knowledge and experience related to various determinants of populations' health
2. Examine and gain an understanding of the latest findings of specific research that demonstrate wide disparities in the treatment and control of chronic disease among certain populations
3. Demonstrate awareness of factors that currently contribute to the prevention and control of chronic disease and factors that contribute to the wide disparities in health among certain populations
4. Identify the role of various health professionals in eliminating chronic diseases as they impact and contribute to health disparities
5. Compare and contrast community and state-level resources that are ready for mobilization for funding to reduce chronic disease and health disparities.
6. Explain how social workers can contribute to reducing health disparities

III. Course Content

This course will include the following topical (content) areas:

1. Social science theories
2. Research methodology approaches
3. Social justice issues
4. Assessment tools to address various issues in health disparities

IV. Course Structure

The content will be delivered in workshop format, utilizing a variety of teaching and learning techniques including: lectures, panel discussions, and question-and-answer sessions.

V. Textbooks

There is no assigned text for the course. All readings will be provided on the first day of the workshop.

VI Course Requirements

A. **Reading Assignments:** The readings will be given for each day of the workshop.

B. **Written Assignments:** Students will select a topic in health disparities and completed a paper addressing the issue. The paper will consist of information explaining the problem, methods or techniques to address the issue, and implications for social work practice and research. The paper will be 10-15 pages and must include references. Student must use APA format. **Paper is due July 5th by 2:00PM.**

C. **Exam:** Students will have an open book/notes exam after the seminar. Students will not be able to share book/notes with other students. **Exam is Monday, June 27 from 12-2PM.**

D. Class Attendance and Participation

Attendance and contribution are expected for the full length of each day of the workshop session. Full participation includes preparation for workshop sessions and respectfully providing thoughtful feedback to presenters. Students are expected to attend all workshop sessions. Students are required to turn in the certificate of attendance to the instructor. **A student who is absent from the workshop for more than four hours will have their end of term grade lowered (i.e.: A to B, B to C, etc). Excused absences **MUST** be negotiated with the instructor.**

VII. Evaluation and Grading

A. Grading Distribution:

Paper	40%
Exam	40%
Attendance	20%

B. **Grading Scale:** Scores from each written assignment and the class participation grade will be converted according to the grading distribution indicated above. The scores will then be combined

and final letter grades will be based on the following grading scale:

100-95	A	79-77	C+
94-90	A-	76-73	C
89-87	B+	72-70	C-
86-83	B	69-67	D+ (no credit)
82-80	B-	66 AND BELOW	Failing (no credit)

C. Policy on grades of I (Incomplete): Please refer to the UH Graduate and Professional Studies Bulletin for the university policy regarding a grade of Incomplete (I). Incompletes will be given only in accordance with this policy. Assignments are due at the beginning of the class session for which they are due, as indicated in the course outline below. Late assignments will be reduced by 10 points for each day they are late. Please plan accordingly so that you are able to complete and submit your assignments on time, and inform me ASAP should any problems arise. If an emergency prevents you from attending class on the day an assignment is due, you must notify me prior to the class so that appropriate arrangements may be planned. An *unexcused* absence will also result in a grade of zero (0) on any in-class assignments administered on the day of the absence.

D. Policy on Academic Dishonesty and Plagiarism: Although I do not expect to encounter academic dishonesty or plagiarism in this class, I want to be very clear about my standards. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "F" for the class. Other actions may also be taken by the College to suspend or expel a student who engages in academic dishonesty.

Plagiarism: All papers and written assignments must be fully and properly referenced, with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the APA manual (5th edition) to determine the proper referencing format. Again, should you have any question regarding compliance, please schedule an appointment with me prior to submitting your written assignments. I will be glad to address your questions.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper in more than one class. Finally, the University Policy on Academic Dishonesty can be found in your UH Student Handbook.

VIII. Consultation

I do not have an office on campus. The best way to contact me is through e-mail

(tdcummin@mail.uh.edu). If it is urgent, please contact me by phone (713 - -). I am available to meet by appointment if needed.

IX. Policy on Academic Accommodations for Students with Disabilities.

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who *request and require them*. For more information and/or assistance, please contact the Center for Students with Disabilities at 713-743-5400.

X. Expectations for Maintaining a Safe, Respectful Learning Environment and Classroom Behavior

Cellular Phones and Pagers: Students are asked to turn off (or activate the vibrator mode on) cellular phones and pagers during the workshop and class time. Disruptions of this nature compromise the academic process, and therefore will not be tolerated. If you have extenuating circumstances that prevent you from honoring this classroom rule, please schedule a meeting with me as soon as possible to advise me of your situation.

Classroom Behavior: The **GOLDEN RULE** for expected behavior in the classroom is to *be respectful of yourself and your colleagues*. By virtue of the nature of our profession, we will often engage in content and discussions in this course that elicit varied opinions, perspectives, and emotions. This will provide a well-rounded educational experience for all of us, if we practice and demonstrate the core values of social work.

XI. Course Schedule and Reading Assignments

Week One

Monday, June 6 - Mandatory Orientation 12pm – 1:30pm

- Discuss registration for conference
- Course overview and requirements
- Students are to work on their paper

Week Two

June 13 – June 17

- Students are to work on their paper

Week Three

June 20 – June 25 – Health Disparities Workshop

Monday, June 20

- Registration begins at 7:30am – 8:00am
- Students will pick up binders with workshop information and daily schedule
- Students are required to sign in at various times during the workshop

Tuesday, June 21

- Schedule is 8:00am – 5:00pm
- Students are required to sign in at various times during the workshop

Wednesday, June 22

- Schedule is 8:00am – 5:00pm
- Students are required to sign in at various times during the workshop

Thursday, June 23

- Schedule is 8:00am – 5:00pm
- Students are required to sign in at various times during the workshop

Friday, June 24

- Schedule is 8:00am – 5:00pm
- Students are required to sign in at various times during the workshop

Saturday, June 25

- Schedule is 8:00am – 3:00pm
- Students are required to sign in at various times during the workshop
- Students will receive a certificate at the end of the session

Week Four

Monday, June 27 – Mandatory Class Meeting 12pm – 2:00pm

- Exam
- Certificate of Attendance at Workshop is due

Tuesday – Friday

- Students are to work on their paper

Week Five

Tuesday, July 5 – Papers are due by 2pm

XII. Bibliography

Bent-Goodley, T. B. (2007). Health disparities and violence against women: Why and how cultural and societal influences matter. *Violence and Abuse, 8*(2), 90-104.

Boyd, A. S. and Wilmoth, M. C. (2006). An innovative community-based intervention for African American women with breast cancer: The witness project. *Health and Social Work, 31*(1)

- Brewer, L. and Chu, D. (2008). Caregivers at risk: The implications of health disparities. *Journal of Loss and Trauma, 13*(2-3), 205-221.
- Brownson, R. C., Chiqui, J. F., & Stamatakis, K. A. (2009). Understanding evidence-based public health policy. *American Journal of Public Health, 99*(9), 1576-1583.
- Copeland, V. C. (2005) African americans: Disparities in health care access and utilization. *Health and Social Work, 30*(3), 265-270.
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- Furman, R., Negi, N. J., Iwamoto, D. K., Rowan, D., & Shukraft, A. (2009). Social work practice with latinos: Key issues for social workers. *Social Work, 54*(2), 167-174.
- Gehlert, S., Mininger, C., Sohmer, D., & Berg, K. (Not so) gently down the stream: Choosing targets to ameliorate health disparities. *Health and Social Work, 33*(3), 163-167.
- Hinterlong, J. E. (2006). Race disparities in health among older adults: Examining the role of productive engagement. *Health and Social Work, 31*(4), 275-288.
- Kerson, T. S. Review of health disparities in the united states: Social class, race, ethnicity, and health. *Social Work in Health Care, 48*(2), 210-212.
- Lowe, T. B. (2006). Nineteenth century review of mental health care for African Americans: A legacy of service and policy barriers. *Journal of Sociology and Social Welfare, 33*(4), 29-50.
- Poole, J., Rife, J. C., Pearson, F. & Moore, W. R. (2009). Developing community partnerships with religiously affiliated organizations to address aging needs: A case study of congregational social work education initiative. *Social Work and Christianity, 36*(2), 176-191.
- Stone, L. C. and Balderrama, C. H. (2008). Health inequalities among latinos: What do we know and what can we do? *Health and Social Work, 33*(1), 3-7.

Topics in Health Disparities

Access to health care for African Americans
Access to health care for Hispanics
Lack of minority participants in research studies
Differences in birth outcomes for African American women
Cancer risk and rates in minorities
Challenges in identifying health disparities in Asian Americans
Lack of access to health care in poor rural areas
Environmental factors influencing minority health
Advertisements for alcohol and cigarettes targeting minorities
Disease outcomes in minorities
Differences in maternal death rates for minorities
Communication with minorities in health care
Obesity in minority children
Health Literacy