

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 6937 Social Stratification and Health**  
**Fall 2018**

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Office Hours: By Appointment only

**Preferred Course Communications: Please email Dr. Walker**

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**PREREQUISITES**

None

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**PURPOSE AND OUTCOME**

This course explores the extent, the causes, and the consequences of social and economic inequality in the U.S. on health. The course will examine these topics through the lens of two central concepts in social stratification: social inequality and social mobility, with a particular emphasis on intergenerational patterns of mobility within the U.S. as it relates to health, illness, and well-being. The course will provide students with an understanding of the following content areas: (1) theoretical foundations for understanding social stratification and health (2) research on social stratification and health and (3) social stratification and the social organization of medical care. Topics covered in this class will be applied to a broad range of diseases and medical conditions for pediatric and adult populations, including Type 1 Diabetes (an autoimmune disease) as well as Type 2 Diabetes.

The course objectives for PHC6405 were developed in accordance with the social and behavioral science (SBS) competencies identified by the Association of Schools & Programs for Public Health (ASPPH <https://www.aspph.org/teach-research/models/mph-competency-model/>). By the end of this course, students will be able to:

- Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
- Identify the causes of social and behavioral factors that affect health of individuals and populations.
- Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
- Demonstrate an understanding of health disparities in the United States, including the political, economic, and social forces that contribute to these disparities.
- Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
- Apply ethical principles to public health program planning, implementation and evaluation.
- Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
- Work collaboratively as part of a public health team.

The course objectives for PHC6405 were also developed in accordance with the student learning outcomes (SLOs) for UF's MHP and Ph.D. in Public Health programs:

<https://phhp.ufl.edu/academics/student-learning-outcomes/>

## **What is expected of you?**

You are expected to actively engage in the course throughout the semester. This includes attending class, being prepared for class, actively engaging in class discussion, and completing all assignments or course-related work. You are expected to do preparatory work (including reading and/or watching videos listed on the syllabus) each week prior to the class where those readings are being discussed. In class you will be asked to initiate ideas, share relevant experiences, reflect on classmate's comments constructively, and critique and extend the course readings and lectures. Rich discussion frequently entails disagreements not only about issues and conceptual approaches to health, but also about basic values. As a participant in this class, **you are expected to be respectful toward others and their views**, even if they are radically opposed to your own beliefs.

- **Late work is not accepted.** If you know you are going to miss a class, it is vital that you let me know ahead of time and submit your assignment prior to that class (unless it is an emergency and you are unable to do so).
- **Class attendance is vital.** You are able to miss one class for unspecified reasons, but beyond that – missed classes will count against your participation grade. If too many class sessions are missed (for non-emergency and unspecified reasons), a student can fail the course at the professor's discretion.

## **Instructional Methods**

- 1.) Assigned readings (textbook chapters and/or articles posted to eLearning)
- 2.) Lectures
- 3.) Student-facilitated discussion
- 4.) Reflection memos
- 5.) Final project

## **Course Materials and Technology**

Required Textbook: Barr, Donald A. (2014). *Health Disparities in the United States: Social Class, Race, Ethnicity, and Health (2<sup>nd</sup> Edition)*. ISBN: ISBN-13: 978-1421414751; ISBN-10: 1421414759

Required Reader: Abraham, Laurie Kaye. *Mama Might be Better off Dead: The Failure of Health Care in Urban America*. University of Chicago Press. ISBN-13: 978-0226001395; ISBN-10: 0226001393

**Additional Required Readings:** Posted on the course website (Canvas) and are noted on the course outline as "TBD". Many of these will be chapters from a book that is open-access: <https://www.niddk.nih.gov/about-niddk/strategic-plans-reports/diabetes-in-america-3rd-edition>

**Course Website:** The course website is available on Canvas and can be accessed through the [eLearning @ UF](#) website. The weekly schedule, additional course materials, You will log into the course website using your gatorlink ID and password; if you have trouble logging in, please contact the Help Desk at 352-392-HELP.

**Submitting Course Materials:** Course assignments should be turned in during class when they are due in hardcopy form. Additionally, please upload them to the eLearning site as well.

**Announcements:** Course announcement will be made by email so it is vital that you check your UFL email daily during the semester.

## **Technical Support**

For technical support for the materials posted in the course e-Learning site, activities, and assessments, please post in the appropriate discussion or contact:

Name: Truly Hardemon, MEd  
 Phone Number: 352-273-5822  
 Email Address: [hardemont@ufl.edu](mailto:hardemont@ufl.edu)

For all other technical support for this class, please contact the UF Computing Help Desk at:

Phone Number: (352) 392-HELP (4357) Option 2  
 Email: [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)  
 Webpage with Chat: [UF Computing Help Desk](#)

## Course Outline

### Fall 2018 Weekly Course Schedule

Week	Date	Topics	Readings and Assignments
1	August 22	<b>Course Introduction and Overview</b>	NA
2	August 29	<b>Social Stratification in the US</b>	<ul style="list-style-type: none"> <li>ELearning PDF: Chetty et al. (2014) <i>Is the United States Still a Land of Opportunity? Recent Trends in Intergenerational Mobility</i>. National Bureau of Economic Research working paper.</li> <li>ELearning PDF: Lareau A. (2002) <i>Invisible Inequality: Social Class and Childrearing in Black Families and White Families</i>.</li> <li>ELearning PDF: Jerrim &amp; Macmillan (2015) <i>Income Inequality, Intergenerational Mobility, and the Great Gatsby Curve: Is Education the Key?</i></li> </ul> <p><b><u>Memo #1 Due</u></b></p>
3	September 5	<b>Health Disparities in the US and Social Ecological Approaches</b>	<ul style="list-style-type: none"> <li>Barr Chapters 1, 2</li> <li>ELearning PDF: Schulz &amp; Northridge (2004) <i>Social Determinants of Health</i></li> <li>ELearning PDF: Adler &amp; Rehkopf (2008) <i>US Disparities in Health</i></li> <li>ELearning PDF: <i>CDC Health Disparities and Inequalities Report</i> (Reference only)</li> </ul> <p><b><u>Memo #2 Due</u></b></p>
4	September 12	<b>Health Disparities in the US (continued)</b> *Class does not meet in person*	<ul style="list-style-type: none"> <li>Barr Chapters 3, 4</li> <li>Watch <i>Unnatural Causes</i> [Episodes 1 "In sickness and Wealth" and 2 "When the Bough Breaks"]</li> </ul>
5	September 19	<b>Health Disparities in the US: Race and Ethnicity</b>	<ul style="list-style-type: none"> <li>Barr Chapters 5, 6, &amp; 8</li> </ul>

Week	Date	Topics	Readings and Assignments
			<ul style="list-style-type: none"> <li>ELearning PDF: Chetty et al. (2014) <i>Race and Economic Opportunity in the United States: An Intergenerational Perspective</i></li> </ul> <p><b><u>Memo #3 Due</u></b></p>
6	September 26	<b>Case Studies: Overview of Type 1 Diabetes</b>	<ul style="list-style-type: none"> <li>Chapters 1 &amp; 2 from <i>Diabetes In America</i> (see NIDDK NIH link for access)</li> <li>Barr Chapter 7</li> <li>ELearning PDF: Walker et al. <i>Type 1 Diabetes though Two Lenses</i></li> <li>Class Guest: Dr. Michael Haller (Chief of Pediatric Endocrinology at UF)</li> </ul> <p><b><u>Memo #4 Due</u></b></p>
7	October 3	<b>Type 1 Diabetes and Health Disparities in the US and Interventions</b>	<ul style="list-style-type: none"> <li>ELearning PDF: Secret et al. <i>Association of SES with Mortality in T1D</i></li> <li>ELearning PDF: <i>CDC Diabetes Deaths in Children</i></li> <li>ELearning PDF: Walker et al. <i>Disparities in Social Support Systems for Youth with T1D</i></li> </ul> <p><b><u>Memo #5 Due</u></b></p>
8	October 10	<b>Type 1 Diabetes and Health Disparities and Interventions (Continued)</b>	<ul style="list-style-type: none"> <li>Guest Speaker Dr. Nick Cuttriss (MD/MPH, Pediatric Endocrinologist from Stanford University, Founder of AYUDA)</li> </ul> <p><b><u>Memo # 6 Due (discussion of Final Project selected topic)</u></b></p>
9	October 17	<b>Type 1 Diabetes and Racial Health Disparities: Implicit Bias and “Access”</b>	<ul style="list-style-type: none"> <li>Barr Chapters 8 &amp; 9</li> <li>ELearning PDF: Walker et al. <i>Geographic Access to Endocrinologists for Florida’s Publicly Insured Children with Diabetes</i></li> <li>ELearning PDF: Willi et al. <i>Racial-Ethnic Disparities in Management and Outcomes Among Children with Type 1 Diabetes</i></li> </ul> <p><b><u>Memo # 7 Due</u></b></p>
10	October 24	<b>Case Studies: Overview of Type 2 Diabetes</b>	<ul style="list-style-type: none"> <li>Chapter 3 and 13 from <i>Diabetes in America</i></li> <li>Chapters 1-3 of <i>Mama Might be Better off Dead</i></li> </ul> <p><b><u>Memo #8 Due</u></b></p>
11	October 31	<b>Type 2 Diabetes and Health Disparities in the US</b>	<ul style="list-style-type: none"> <li>Chapter 8 from <i>Diabetes in America</i></li> <li>Chapters 4-8 from <i>Mama Might be Better off Dead</i></li> </ul> <p><b><u>Memo #9 Due</u></b></p>

Week	Date	Topics	Readings and Assignments
12	November 7	<b>Type 2 Diabetes and Race</b>	<ul style="list-style-type: none"> <li>Chapters 9-12 in <i>Mama Might be Better off Dead</i></li> <li>ELearning link to Race and T2D: <a href="http://www.diabetesforecast.org/2017/nov-dec/race-and-type-2-diabetes.html">http://www.diabetesforecast.org/2017/nov-dec/race-and-type-2-diabetes.html</a></li> </ul> <p><b><u>Memo #10 Due</u></b></p>
13	November 14	<b>World Diabetes Day</b>	<p>Required: Attend the World Diabetes Day Event with Dr. Ronny Bell as keynote speaker HPNP Auditorium, 5-7 p.m.</p> <p>Should finish reading <i>Mama Might be Better off Dead</i> this week (<i>note: Drafts for final projects due by this date: submit via email</i>)</p>
14	November 21	Thanksgiving Break	NA
15	November 28	<b>Course Conclusion and Student Presentations</b>	<b><u>Memo #11 Due</u></b>
16	December 5	<b>Student Presentations</b>	<b><u>Final Projects Due</u></b>

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

- Readings and Other Course Materials (Lectures/Videos):** For each weekly module, you will be assigned textbook chapters and/or specified journal articles to read. Within each module on Canvas, additional information may be provided (e.g., recorded lectures and/or videos).
- Memos:** Each week students will complete memos. Memos are 2-4 pages typed, double-spaced (standard margins) and use APA, AMA, or ASA citation style when using outside references (including course readings). Memos provide you a chance to succinctly **summarize** main findings, **reflect** on the relevance of weekly topics, and **apply** core concepts to your everyday world. There will be 11 memo topics to pick from and you select 10/11 to submit. **Each memo is worth 20 points for a total of 200 points for the semester.**
- Discussion Facilitation:** To build skills in the critical evaluation of scholarly literature in social and behavioral sciences, and professional development skills, you will be asked to serve as a discussion facilitator during one of the weeks. You will need to provide an overview for the class of the readings you are covering, and come prepared to help lead your peers in discussion for that week with questions from the reading/s. **The discussion facilitation is worth 30 points.**
- Final Project:** To integrate what you've learned about social stratification and health, and to develop your ability to write research proposals, you will be asked to prepare one of three types of proposals (you pick ONE): (1) The protocol required for submission to the UF IRB-

01 prior to conducting human subjects research **OR** (2) a grant proposal that you are interested in applying for (example: NSF dissertation improvement grant) **OR** (3) an NIH R21 “research plan” (6 pages) with specific aims page (1 page). For any of these options, you are required to “pitch” a research project in public health by: defining what your burning question is, summarizing existing literature, establishing the gap in knowledge you are addressing, describing your methodology, and describing potential risks/benefits to human subjects. You will be graded for the paper portion of this project (50 points) as well as an in class presentation and PowerPoint to your peers (30 points). **The final project is worth 80 points.**

### **Grading**

<i>Requirement</i>	<i>Due date</i>	<i>Points</i>
<b>Memos</b>	Ongoing	200
<b>Discussion</b>	During chosen module	30
<b>Final Project</b>	<i>Note: if you want feedback prior to the final submission, you must have drafts to me for review by November 14<sup>th</sup></i>	80
<b>TOTAL</b>		<b>310</b>

**Point system used** (*i.e., how do course points translate into letter grades*).

<i>Points earned</i>	≥289	280-288	274-279	259-273	250-258	244-249	229-243	220-228	214-219	199-213	190-198	≤189
<i>Letter Grade</i>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

NOTE: Points are **not** rounded up at the end of the semester, and **grades are not curved**.

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. In addition, the Bachelor of Health Science Program does not use C- grades.

**Letter grade to grade point conversions are fixed by UF and cannot be changed.**

<i>Letter Grade</i>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
<i>Grade Points</i>	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the [Grading and Grade Policies](#) posted by the Registrar’s Office.

### **Exam Policy**

#### **Policy Related to Make up Exams or Other Work**

**Late assignments are not accepted** unless arrangements have been made ahead of the due date with the instructor. If you have a scheduling conflict that prevents you from fulfilling a certain course requirement, please contact the instructor as soon as possible.

#### **Policy Related to Required Class Attendance**

All faculty are bound by the UF policy for excused absences. For greater detail on excused absences, see the [Attendance Policies](#) posted by the Registrar’s Office.

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## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Inclusive Learning Environment:

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

### Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

***"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."***

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

***"On my honor, I have neither given nor received unauthorized aid in doing this assignment."***

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see [Student Conduct and Honor Codes](#) information at the Dean of Students Office website or the [Academic Expectations](#) information at the Graduate School website for additional details.

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online [Faculty Course Evaluations](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. [Summary Results](#) of these assessments are available to students.

## SUPPORT SERVICES

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must register with the [Dean of Students Office Disability Resource Center](#) (DRC) within the first week of class. The DRC will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

[The Counseling and Wellness Center](#) (352-392-1575) offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Online and in person assistance is available.

If you are feeling overwhelmed or stressed, you can reach out for help through the [You Matter We Care](#) website, which is staffed by Dean of Students and Counseling Center personnel.

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the [Student Health Care Center](#) website. Crisis intervention is always available 24/7 from the [Alachua County Crisis Center](#) at (352) 264-6789.

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

### **U Matter, We Care:**



Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1