

PHC6937 Social Stratification and Health (3 credit hours)

Fall 2020
Delivery: Online

Instructor Name: Ashby Walker, PhD
Room Number: TBD
Phone Number: 352-273-8278
Email Address: afwalker@ufl.edu
Office Hours: Fridays 12:00-2:00 PM
Teaching Assistants:
Preferred Course Communications: Please email Dr. Walker

Prerequisites None

Purpose and Outcome

Course Overview

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.

Relation to Program Outcomes

This course is intended for MPH or PhD students in public health and was developed in accordance with the social and behavioral science (SBS) competencies identified by the Association of Schools & Programs for Public Health (ASPPH) and with the student learning outcomes (SLOs) for UF's MHP and Ph.D. in Public Health programs. This course seeks to establish a foundational understanding of the intersections between inequality and health in the U.S. that can be built upon throughout the entirety of the students' program of study and into their future careers as public health practitioners.

Course Objectives and/or Goals

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

1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.

2. Identify the causes of social and behavioral factors that affect health of individuals and populations.
3. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
4. Demonstrate an understanding of health disparities in the United States, including the political, economic, and social forces that contribute to these disparities.
5. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
6. Apply ethical principles to public health program planning, implementation and evaluation.
7. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
8. Work collaboratively as part of a public health team.

Instructional Methods

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

What is expected of you?

You are expected to actively engage in the course throughout the semester. This includes completing all assignments or course-related work each week. You are expected to do preparatory work (including reading and/or watching videos listed on the syllabus) each week prior to submitting your memos. Through Zoom discussion groups, 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 engagement is vital.** The expectation is that each week you are watching posted lectures, completing readings, and submitting all materials by the dates they are due.

Description of Course Content

Topical Outline/Course Schedule

**University of Florida
College of Public Health & Health Professions Syllabus**

Week	Date(s)	Topic(s)	Readings and Assignments
1	August 31	Course Introduction and Overview	<p>*Blood Sugar Rising (PBS 2020 Documentary)</p> <p>*van Dorn et al. (2020) COVID-19 Exacerbating Inequalities in the US</p> <p>*Millett et al. (2020) Assessing Differential Impacts of COVID-19 on Black Communities</p> <p>*Mahajan et al. (2020) Racial Demographics and COVID-19 Confirmed Cases and Deaths: A Correlational Analysis of 2886 US Counties</p>
2	September 7	Social Stratification in the US	<ul style="list-style-type: none"> • 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. • ELearning PDF: Lareau A. (2002) <i>Invisible Inequality: Social Class and Childrearing in Black Families and White Families</i>. • ELearning PDF: Jerrim & Macmillan (2015) <i>Income Inequality, Intergenerational Mobility, and the Great Gatsby Curve: Is Education the Key?</i> <p><u>Memo #1 Due September 8 5:00 PM</u></p>
3	September 14	Health Disparities in the US and Social Ecological Approaches	<ul style="list-style-type: none"> • Barr Chapters 1, 2 • ELearning PDF: Schulz & Northridge (2004) <i>Social Determinants of Health</i> • ELearning PDF: Adler & Rehkopf (2008) <i>US Disparities in Health</i> • ELearning PDF: CDC Health Disparities and Inequalities Report (Reference only) <p><u>Memo #2 Due September 14 5:00 PM</u></p>
4	September 21	Health Disparities in the US (continued)	<ul style="list-style-type: none"> • Barr Chapters 3, 4 • Watch Walker's Stanford National Webinar: Diabetes Disparities in a Time of COVID <p><u>Memo #3 Due September 21 5:00 PM</u></p>

**University of Florida
College of Public Health & Health Professions Syllabus**

5	September 28	Health Disparities in the US: Race and Ethnicity	<ul style="list-style-type: none"> • Barr Chapters 5, 6, & 8 • ELearning PDF: Chetty et al. (2014) <i>Race and Economic Opportunity in the United States: An Intergenerational Perspective</i> <p><u>Memo #4 Due September 28 5:00 PM</u></p>
6	October 5	Case Studies: Overview of Type 1 Diabetes	<p>Chapters 1 & 2 from <i>Diabetes In America</i> (see NIDDK NIH link for access)</p> <ul style="list-style-type: none"> • Barr Chapter 7 • ELearning PDF: Walker et al. <i>Type 1 Diabetes though Two Lenses</i> • Class Guest: Dr. Michael Haller (Chief of Pediatric Endocrinology at UF) <p><u>Memo #5 Due October 5 5:00 PM</u></p>
7	October 12	Type 1 Diabetes and Health Disparities in the US and Interventions	<ul style="list-style-type: none"> • ELearning PDF: Secrest et al. <i>Association of SES with Mortality in T1D</i> • ELearning PDF: CDC <i>Diabetes Deaths in Children</i> • ELearning PDF: Walker et al. <i>Addressing Health Disparities in T1D through Peer Mentorship</i> <p><u>Memo #6 Due October 12 5:00 PM</u></p>
8	October 19	Type 1 Diabetes and Health Disparities and Interventions (Continued)	<ul style="list-style-type: none"> • Guest Speaker Dr. Nick Cuttriss (MD/MPH, Pediatric Endocrinologist from Stanford University, Founder of AYUDA) • ELearning PDF: Walker et al. <i>Neighborhood Deprivation Index and Provider Geocoding</i> <p><u>Memo # 7 Due October 19 5:00 PM</u></p>
9	October 26	Type 1 Diabetes and Racial Health Disparities: Implicit Bias and “Access”	<p>Barr Chapters 8 & 9</p> <ul style="list-style-type: none"> • ELearning PDF: Willi et al. <i>Racial-Ethnic Disparities in Management and Outcomes Among Children with Type 1 Diabetes</i> • ELearning: Addala et al. 2020 <p><u>Memo # 8 Due October 26 5:00 PM</u></p>
10	November 2	Case Studies: Overview of Type 2 Diabetes	<ul style="list-style-type: none"> • View Dr. Donahoo’s lecture • Chapter 3 and 13 from <i>Diabetes in America</i> • Chapters 1-3 of <i>Mama Might be Better off Dead</i> <p><u>Memo #9 Due November 2 5:00 PM</u></p>

11	November 9	Type 2 Diabetes and Health Disparities in the US	View Dr. Bell's World Diabetes Day talk Chapter 8 from <i>Diabetes in America</i> <ul style="list-style-type: none"> Chapters 4-8 from <i>Mama Might be Better off Dead</i> <p><u>Memo #10 Due November 9 5:00 PM</u></p>
12	November 16	Type 2 Diabetes and Race	Guest speaker Dr. LaToya O'Neill <ul style="list-style-type: none"> Chapters 9-12 in <i>Mama Might be Better off Dead</i> ELearning link to Race and T2D: http://www.diabetesforecast.org/2017/nov-dec/race-and-type-2-diabetes.html <p><u>Memo #11 Due November 16 5:00 PM</u></p>
13	November 23	Thanksgiving Break	<u>Memo #12 Due November 23 at 5:00 PM</u>
14	November 30	Course Conclusion	NA
15	December 7	Student Presentations	<u>Recording of PowerPoint presentations must be uploaded by Monday December 7th by 5:00 PM</u>
16	December 14	Student Presentations	<u>Final Papers Due December 14 5:00 PM</u>

Course Materials and Technology

Required Textbook: Barr, Donald A. (2014). *Health Disparities in the United States: Social Class, Race, Ethnicity, and Health (2nd 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 uploaded to the eLearning site when they are due.

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

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

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

Academic Requirements and Grading

Assignments

1. **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).
2. **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 9/11 to submit. All students are required to submitted Memo #12 as their tenth and final memo. **Each memo is worth 20 points for a total of 200 points for the semester.**
3. **Zoom Discussion:** To build community for our online course, there will be “live” Zoom discussions throughout the semester – offered at times to accommodate the diverse scheduling needs of our students. You will be required to attend 2 out of the 5 times offered. **Participating in 2 Zoom discussions is worth 30 points.**
4. **Final Project:** To integrate what you’ve learned about social stratification and health, and to develop your ability to think critically, your final project will involve a paper and presentation on racial health disparities in the U.S. and a proposed intervention. This does not need to be on diabetes-related outcomes, but can address any area of health and wellness that you are interested in. The project will be graded for the paper portion (50 points) as well as a PowerPoint presentation you will upload to the ELearning site (30 points). **The final project is worth 80 points.**

Grading

Requirement	Due date	Points
Memos	Ongoing	200
Zoom Discussions	You are required to attend 2 of the 5 Zoom discussion sessions	30
Final Project	<i>Note: if you want feedback prior to the final submission, you must have drafts to me for review by December 2nd</i>	80
TOTAL		310

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

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

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

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

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

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.

Please note: Any requests for make-ups due to technical issues **MUST** be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You **MUST** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>). Additional information can be found here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Student Expectations, Roles, and Opportunities for Input

Expectations Regarding Course Behavior

To maximize the use of class time, you are expected to:

1. Look at Canvas for notes and announcements prior to each class
2. Read assigned readings prior to class and come prepared for discussion
3. The use of computers and other electronic devices in class is limited to class related activities

Communication Guidelines

Please email the instructor directly (email address above) rather than using the messaging tool in Canvas. For digital communication expectations see: *Netiquette Guidelines*: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

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 Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at

<https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Online Synchronous Sessions:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Policy Related to Guests Attending Class

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is

two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

<http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. 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. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. 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 web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:

Alachua County Crisis Center:
(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

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.

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
