

## PHC6937 Social Stratification and Health (3 credit hours)

Fall 2023

Delivery : Online

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Instructor Name: Ashby Walker, PhD  
Phone Number: 352-273-8278  
Email Address: afwalker@ufl.edu  
Office Hours: By appointment via Zoom  
Teaching Assistants: NA  
Preferred Course Communications: Please email Dr. Walker

**Prerequisites** None

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### **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.) Student-facilitated discussion
- 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.** It is vital that you let me know ahead of time if you have conflicts when something is due 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.

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## **Description of Course Content**

### **Topical Outline/Course Schedule**

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

<b>Week</b>	<b>Date(s)</b>	<b>Topic(s)</b>	<b>Readings and Assignments</b>
1	August 23	Course Introduction and Overview	<p>Watch the PBS documentary <i>Blood Sugar Rising</i> (link via the Canvas Site)</p> <ul style="list-style-type: none"> <li>•Canvas: PDF: K.L Ong et al (2023) <i>“Global, regional, and national burden of diabetes from 1990 to 2021, with projections of prevalence to 2050: a systematic analysis for the Global Burden of Disease Study 2021.” Lancet</i></li> <li>•Canvas: PDF: Walker AF et al (2023) <i>“Interventions to address global inequity in diabetes: international progress.” Lancet</i></li> </ul>
2	August 28	Social Stratification in the US	<ul style="list-style-type: none"> <li>•Barr Chapters 1 &amp; 2</li> <li>•Canvas PDF: Magesh et al. (2021) <i>“Disparities in COVID-19 Outcomes by Race, Ethnicity, and Socioeconomic Status.”</i></li> </ul> <p><b><u>Memo #1 Due August 28 by 11:59 PM</u></b></p>
3	Sept 4 (*Note, 8/4 is a holiday)	Health Disparities in the US and Social Ecological Approaches	<ul style="list-style-type: none"> <li>•Canvas PDF: Schulz &amp; Northridge (2004) <i>Social Determinants of Health</i></li> <li>•Canvas PDF: Adler &amp; Rehkopf (2008) <i>US Disparities in Health</i></li> <li>•Canvas PDF: Hassan et al (2023) <i>“Disparities in diabetes prevalence and management by race and ethnicity in the USA: defining a path forward.” Lancet</i></li> </ul> <p><b><u>Memo #2 Due September 5 by 11:59 PM</u></b> (*Note: this memo is due on Tuesday given Labor Day holiday on Monday 8/4)</p>
4	Sept 11	Health Disparities in the US (continued)	<ul style="list-style-type: none"> <li>•Barr Chapters 3, 4, 5</li> <li>•Canvas PDF: CDC Health Disparities and Inequalities Report (Reference only)</li> <li>•View Walker national webinar on health disparities in diabetes in COVID (see link to video in Canvas)</li> </ul> <p><b><u>Memo #3 Due September 11 by 11:59 PM</u></b></p>
5	Sept 18	Health Disparities in the US: Race and Ethnicity	<ul style="list-style-type: none"> <li>•Barr Chapters 6 and 7</li> <li>•Canvas PDF: Agarwal et al (2023) <i>“The role of structural racism and geographical inequity in diabetes outcomes.” Lancet</i></li> </ul> <p><b><u>Memo #4 Due September 18 by 11:59 PM</u></b></p>

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

6	Sept 25	Case Studies: Overview of Type 1 Diabetes	<ul style="list-style-type: none"> <li>•Barr Chapters 8 and 9</li> <li>•Canvas PDF: Tonnie et al. (2023) <i>"Projections of Type 1 and Type 2 Diabetes Burden in the U.S. Population Aged &lt;20 Years Through 2060: The SEARCH for Diabetes in Youth Study."</i></li> <li>•Class Guest: Dr. Michael Haller (Chief of Pediatric Endocrinology at UF)</li> </ul> <p><b><u>Memo #5 Due September 25 by 11:59 PM</u></b></p>
7	Oct 2	Type 1 Diabetes and Health Disparities in the US	<ul style="list-style-type: none"> <li>• Canvas PDF: Secrest et al. <i>"Association of SES with Mortality in T1D"</i></li> <li>• Canvas PDF: <i>"CDC Diabetes Deaths in Children"</i></li> <li>• Canvas PDF: Foster et al (2019) <i>"State of Type 1 Diabetes Management and Outcomes from the T1D Exchange in 2016-2018."</i></li> </ul> <p><b><u>Memo #6 Due October 2 by 11:59 PM</u></b></p>
8	Oct 9	Type 1 Diabetes and Health Disparities: Interventions	<ul style="list-style-type: none"> <li>•Canvas PDF: Walker et al. (2021) <i>"Democratizing Knowledge of T1D: ECHO"</i></li> <li>•Canvas PDF: Walker et al (2022) <i>"Using Peer Power to Reduce Health Disparities: Implementation of a Diabetes Support Coach Program in Federally Qualified Health Centers"</i></li> <li>•Canvas PDF: Walker et al (2020) <i>"Addressing health disparities in type 1 diabetes through peer mentorship."</i></li> </ul> <p><b><u>Memo #7 Due October 9 by 11:59 PM</u></b></p>
9	Oct 16	Type 1 Diabetes and Racial Health Disparities: Implicit Bias and "Access"	<ul style="list-style-type: none"> <li>•Canvas PDF: Walker et al. (2021) <i>"Barriers to Technology Use and Endocrinology Care"</i></li> <li>•Canvas PDF: Abdalla et al. (2021) <i>"A Decade of Disparities in Technology Use"</i></li> <li>•Canvas PDF: Willi et al. (2015) <i>"Racial-Ethnic Disparities in Management and Outcomes Among Children with Type 1 Diabetes"</i></li> </ul> <p><b><u>Memo #8 Due October 16 by 11:59 PM</u></b></p>
10	Oct 23	Case Studies: Overview of Type 2 Diabetes	<ul style="list-style-type: none"> <li>•Canvas PDF: Chapters 3 and 13 from <i>Diabetes in America</i></li> </ul> <p><b><u>Memo #9 Due October 23 by 11:59 PM</u></b></p>

11	Oct 30	Type 2 Diabetes and Health Disparities in the US	<p>*Canvas PDF: Chapter 8 from <i>Diabetes in America</i></p> <p>*Canvas PDF: Hill-Briggs et al (2020) "Social Determinants of Health and Diabetes: A Scientific Review."</p> <p>*Canvas PDF: Elhussen et al (2022) "Racial/ethnic and socioeconomic disparities in the use of newer diabetes medications in the Look AHEAD study."</p> <p><b><u>Memo #10 Due October 30 by 11:59 PM</u></b></p>
12	Nov 6	Type 2 Diabetes and Race	<p>Guest speaker Dr. Lisa Scarton</p> <p>*Canvas PDF: Scarton et al (2021) "<i>Diabetes and health-related quality of life among American Indians: the role of psychosocial factors.</i>"</p> <p>*Canvas PDF: Scarton et al (2014) "<i>Needs and Concerns of Family Caregivers of Persons With Type 2 Diabetes: An Integrated Review of Cross-cultural Literature With Implications for the American Indian Population.</i>"</p> <p><b><u>Memo #11 Due November 6 by 11:59 PM</u></b></p>
13	Nov 13	World Diabetes Awareness Week	<p>*Barr 10 &amp; 11</p> <p><b><u>Memo #12 Due November 13 by 11:59 PM</u></b></p>
14	Nov 20	Thanksgiving	NA
15	Nov 27	Course Conclusion	NA
16	Dec 4	Student Presentations	<b><u>Final Projects Due December 11 by 11:59 PM</u></b>

**Course Materials and Technology**

Textbook: Barr, Donald A. (2019). *Health Disparities in the United States: Social Class, Race, Ethnicity, and the Social Determinants of Health (3rd Edition)*. ISBN: ISBN-13: 978-1421432588; ISBN 10 1421432587

*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 submitted via the e-Learning site.

**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 Help Desk at:

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

### **Additional Academic Resources**

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

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## **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 2-3 pages typed, doubled- 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 12 memo topics to pick from and you select 10/12 to submit. **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. If you are not able to attend live Zoom sessions, please let Dr. Walker know so we can work on an alternative plan.**
  
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
<b>Memos</b>	Ongoing	<b>200</b>
<b>Zoom Sessions</b>	Ongoing, Students attend 2 (15 points each)	<b>30</b>
<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 27<sup>th</sup></i>	<b>80</b>
<b>TOTAL</b>		<b>310</b>

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

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

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## **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 and watch all films and lectures that appear in each module

### **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/wpcontent/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.

### **Recording Within the Course:**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

#### **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>

#### **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/>.

### **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.
- **U 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>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

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](http://www.multicultural.ufl.edu)

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