Course Instructor
Paul Gilbert, PhD, ScM
Office hours: Tuesdays and Thursdays, 11:30-12:00pm, and by appointment
Email: paul-gilbert@iowa.edu
Tel: 319-384-1478

DEO
Edith Parker, DrPH, MPH
Professor and Head
Department of Community and Behavioral Health
Email: edith-parker@uiowa.edu

Course Website
http://icon.uiowa.edu
Your HawkID will provide you with access to the course website, which includes announcements, readings, related documents, discussion forums, and external links.

Course Overview
This course will introduce students to the concept of health equity and will provide a broad overview of health disparities in the United States. The course will examine relevant historical issues, theories, and empirical data, emphasizing critical analysis and application of knowledge. Students will gain a better understanding of research on health disparities and interventions to promote health equity through a combination of readings, lectures, reflection papers, in-class exercises, and research assignments. Students will summarize the evidence regarding a specific health disparity (topic and population of their choice) and develop an intervention proposal to promote health equity.

Course Objectives
By the end of this course it is expected that students will have developed a rudimentary knowledge of the health disparities literature. Students successfully completing the course will be able to:

• Describe theoretical frameworks that may explain health disparities;
• Draw upon methods from social epidemiology to describe and analyze the determinants of health disparities for particular groups; and
• Generate ideas for programs and policies that promote health equity.

Course Competencies
This course contributes to enhancing the knowledge, skills, and abilities that a student needs to master the following CBH departmental competencies:

• Identify knowledge gaps, synthesize relevant information, and formulate focused research questions to address these gaps.
• Critically evaluate social and behavioral science research design and methodology related to public health.
• Design, implement, and evaluate community-based behavior interventions to prevent disease and/or promote health.
• Design and implement community-based research that incorporates knowledge of pertinent cultural, social, behavioral, and biological factors.

Course Structure
This course combines readings, lectures, interactive classroom activities, and applied assignments. As an introductory course, it is intended to provide a general foundation to understand health disparities and interventions to promote health equity in the United States. The literature covered in this course is not meant to be exhaustive; rather, it is intended to generate ideas and provide a background for further study of health equity, whether as public health practitioners or researchers, through specific examples. Students are expected to complete all required readings before class in order to be prepared to discuss and apply concepts from the readings. Students will also engage with the material through six brief reflection papers over the course of the semester.

COURSE REQUIREMENTS AND GRADING

Participation (10% of grade)
Participation is the expression of engagement with the course material and the process of learning. Students are expected to attend every class as classroom discussions constitute the basis of this seminar-style course. However, if attendance is not possible participation may take other forms, such as attending office hours or participating in online discussion forums on the course’s ICON website.

Reflection Papers (30% of grade)
Students will write six brief (1-2 page) reflection papers over the course of the semester. Reflection papers are intended to prompt deeper consideration of course topics. The content will NOT be graded; students will receive full credit for on-time submission of each reflection paper. Late submissions will receive partial credit. General paper topics will be assigned by the instructor. Due dates are listed on the course schedule.

Health Topic & Population Statement (ungraded assignment)
Students will submit a brief (one paragraph) summary of the health topic and population that will be the focus of two subsequent assignments: a health disparity summary; and a health equity proposal. The topic and population statement will NOT be graded; rather, it is intended to serve as an early opportunity for instructor feedback to shape the direction of the two subsequent assignments.

Health Disparity Summary (25% of grade)
Students will conduct a literature review and write a short (1-3 page) summary of a health disparity in a specific population. The summary will describe the scope of the problem and identify factors associated with it (i.e., distribution and determinants of the health disparity). The summary should explain the importance of the problem and serve as the background for the next assignment, the health equity proposal. Specific guidelines for the summary will be distributed in class and available on the course’s ICON website.

Health Equity Proposal (25% of grade)
Students will write a short intervention proposal (2-6 pages) to address the health disparity identified in the health disparity summary. Key elements of the proposal include a conceptual or logic model of the problem, explanation of the selection of modifiable determinants of the disparity (i.e., intervention targets), description of the intervention strategy and at least one evaluation method, and consideration of potential limitations of the proposed intervention. Specific guidelines for the proposal will be distributed in class and available on the course’s ICON website.

**Student Presentations (10% of grade)**
Students will give 10-15 minute presentations of their health equity proposals to the class. Specific guidelines for presentations will be distributed in class and available on the course’s ICON website.

**Format of Written Assignments**
All written assignments (e.g., reflection papers, health topic & population statement, health disparity summary, and health equity proposal) must be submitted electronically as Microsoft Word documents. Email assignments to the instructor by the start of class on the day it is due; late submissions will receive partial credit. Format the documents with one inch margins on all sides, double space text, and use 11 or 12 point font size. Recommended fonts are Calibri, Arial, or Times New Roman.

**Grading Scale**

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<th>Grade</th>
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<tr>
<td>A+</td>
<td>98%-100%</td>
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<tr>
<td>A</td>
<td>94%-97%</td>
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<tr>
<td>A-</td>
<td>90%-93%</td>
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<td>B+</td>
<td>88%-89%</td>
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<td>B</td>
<td>83%-87%</td>
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<td>B-</td>
<td>80%-82%</td>
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<td>C+</td>
<td>78%-79%</td>
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<td>C</td>
<td>73%-77%</td>
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<td>C-</td>
<td>70%-72%</td>
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<td>D+</td>
<td>68%-69%</td>
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<td>D</td>
<td>63%-67%</td>
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<td>D-</td>
<td>60%-62%</td>
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<td>F</td>
<td>59% or below</td>
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**Course Text**
There is no required text book for this course. Instead, required readings will consist of journal articles, book chapters, and reports by government or non-profit organizations. Electronic copies of all readings will be available on the course ICON website.

**ADDITIONAL UNIVERSITY OF IOWA POLICY AND PROCEDURES**

**Administrative Home**
This course is given by the College of Public Health. This means that class policies on matters such as requirements, grading, and sanctions for academic dishonesty are governed by the College of Public Health. Students wishing to add or drop this course after the official deadline must receive the approval of the Associate Dean for Academic and Student Affairs in the College of Public Health. Details of the University policy of cross enrollments may be found at:
Electronic Communication
University policy specifies that students are responsible for all official correspondences sent to their standard University of Iowa email address (@uiowa.edu). Students should check this account frequently.

Availability of Accommodations for Students with Disabilities
Any student eligible for and needing academic adjustments or accommodations under the Americans with Disabilities Act is requested to notify the instructor as soon as possible to make appropriate arrangements. For more information please visit Student Disability Services at http://sds.studentlife.uiowa.edu.

Academic Misconduct
Academic misconduct is defined by the University of Iowa in its Code of Student Conduct (http://dos.uiowa.edu/policies/). Please take the time to read this short description. Academic misconduct refers primarily to plagiarism or cheating. It is the student’s responsibility to seek clarification from the course instructor of any situation in which he/she is uncertain whether academic misconduct is/has been involved.

Plagiarism includes but is not limited to the following:
- Presentation of ideas of others without credit to the source;
- Use of direct quotations without quotation marks and without credit to the source;
- Paraphrasing without credit to the source;
- Participation in a group project which presents plagiarized materials;
- Failure to provide adequate citation for material obtained through electronic research;
- Downloading and submitting work from electronic databases without citation;
- Submitting material created/written by someone else as one’s own, including purchased term/research papers;

Cheating includes but is not limited to the following
- Copying from someone else’s exam, homework, or laboratory work
- Allowing someone to copy or submit one’s work as his/her own;
- Accepting credit for a group project without doing one’s share;
- Submitting the same paper in more than one course without the knowledge and approval of the instructors involved;
- Using notes or other materials during a test or exam without authorization;
- Not following the guidelines specified by the instructor for a “take-home” test or exam.

Academic misconduct is a serious matter and is reported to the departmental DEO and to the Associate Dean for Education and Student Affairs. Instructors and DEOs decide on appropriate consequences at the departmental level while the Associate Dean enforces additional consequences at the collegiate level. For example, an incident involving plagiarism will result in consequences to the student ranging from a grade of 0 for that assignment to being terminated from his/her graduate program. Egregious acts of misconduct, such as cheating on a final exam, may result in the course grade being reduced to an F. Additional details concerning the consequences associated with acts of plagiarism, including a student appeals process, is provided in the Graduate College Manual section IV.F.

Concerns about Faculty Actions
Students who have a concern about a faculty action should first address the issue with the instructor, then the course supervisor (if there is one), and then the departmental DEO. Students may also contact the Associate Dean for Education and Student Affairs in the College of Public Health. Another resource for students is the Office of the University Ombudsperson. If a complaint cannot be resolved at the departmental and/or collegiate level, students may file a formal complaint utilizing the procedure specified in the Operations Manual (II---29.7).

**Understanding Sexual Harassment**
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the University of Iowa community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. The policy in its entirety may be found at II-4 Sexual Harassment | Operations Manual.

If you or someone you know may be a victim of sexual assault, sexual harassment, dating/domestic violence, stalking, or any other behaviors prohibited under this policy, you are strongly encouraged to seek assistance and support. Assistance is available 24 hours a day, 7 days a week, from:
- Rape Victim Advocacy Program (RVAP) -- confidential, certified victim advocacy services, 319-335-6000
- Domestic Violence Intervention Program (DVIP) -- confidential, certified victim advocacy services, 319-351-1043 or 800-373-1043
- Emergency Department, University of Iowa Hospitals and Clinics -- confidential medical services, 319-356-2233
- University of Iowa Department of Public Safety -- law enforcement services, 319-335-5022, or 911 from any campus phone

During business hours, you may also seek assistance from the University of Iowa Office of the Sexual Misconduct Response Coordinator at 319-335-6200.

**Reacting Safely to Severe Weather**
In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit http://hawkalert.uiowa.edu.

**Resources for Obtaining Additional Help**
If additional help is needed, class members should make an appointment with the instructor.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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<td></td>
<td>Ecological models</td>
<td>Reflecction paper #1 due</td>
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<td>Life course theory</td>
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<td>Fundamental causes</td>
<td>Health topic and population statement due</td>
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<td>Minority stress models</td>
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<td>Karklis L, Badger E (2015). Every term the Census has used to describe America’s racial and ethnic groups since 1790. <em>The Washington Post</em>.</td>
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<td><strong>Reflection paper #2 due</strong></td>
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<td><strong>Reflection paper #3 due</strong></td>
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<td>Reflection paper #4 due</td>
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<td>Mar 15 &amp; 17</td>
<td>Spring Break</td>
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<td>Health disparity summary due</td>
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Read:  
- The Culture of Power (pp. 47-50)  
- Entitlement (pp. 51-54)  
- Retaining Benefits, Avoiding Responsibility (pp. 59-65)  
- It’s Good to Talk about Racism (pp. 69-73)  
**Reflection paper #5 due** |
<p>| Apr 12 | Promoting health equity: community-academic coalitions | Readings TBD |</p>
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Robert Wood Johnson Foundation Culture of Health case studies (as assigned)                                                                                                                                 |
| Apr 19 | Promoting health equity: Intervention strategies | Community Preventive Services Task Force (nd). Promoting Health Equity through Educational Programs and Policies: School-Based Health Centers.  
http://www.thecommunityguide.org/healthequity/education/schoolbasedhealthcenters.html  
Optional: Summary evidence tables & search strategy (links on above webpage)                                                                                                                                 |
Campaign materials (brochure, poster) for Florida Take a Loved One to the Doctor Day  
**Reflection paper #6 due**                                                                                                                                                                                                 |
**Health equity proposal due**                                                                                                                                                                                                 |
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