BIMS 4590 Special Topics--Health Disparities in America
Department of Life Sciences
Fall 2015

A. COURSE INFORMATION

Course number/section: BIMS 4590 Selected Topics: Health Disparities in America—Working Toward Social Justice
Class meeting time: T 5:30-8:30 pm
Class location: Center for Instruction 112; through TTVN
Course Website: N/A

B. INSTRUCTOR INFORMATION

Instructor: Stacy Lloyd, PhD, MPH
Office location: Dept. of Life Sciences, TAMU-CC EN 317
6300 Ocean Drive, Corpus Christi, TX 78412
Office hours: By appointment only
Telephone: (713) 798-3144 – Cell Number (214) 514-1352
e-mail: stacy.lloyd@bcm.edu
Appointments: Preferred method is by e-mail

C. COURSE DESCRIPTION

Catalog Course Description
More than thirty years of research demonstrate that there are wide disparities in health throughout America. Health disparities are differences in the incidence, prevalence, mortality, and burden of diseases and other adverse health conditions that exist when specific population subgroups are compared. It is now known that the distribution of health is not at random, but that health is systematically distributed according to different levels of social advantage. This course will examine the social and societal factors that are fundamental in creating disparities in health. In addition, the course will focus on the formulation of public policy objectives to reduce and ultimately eliminate health disparities.

Extended Course Description
This course focuses on the differences in disease burden in the United States. This course differs from Global Health Disparities in that we look at why, in the richest nation on earth in terms of GDP per capita, this country ranks high in infant mortality, maternal death during childbirth, access to healthy foods, etc., in terms of suicide rate, (Meyer et al., MMWR 62 (03): 3-5, Nov. 22, 2013, www.cdc.gov, accessed 30 July 2015). This course differs from Medical Sociology in that the latter class will look at specific determinants of why such disparities exist.

D. PREREQUISITES AND COREQUISITES

Prerequisites: None
Corequisites: None

E. REQUIRED TEXTBOOK(S), READINGS AND SUPPLIES

Required Textbook(s)
None—handouts will be provided by instructor during group meetings.

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT

By the end of this course, students should be able to:
1.) Understand the origins of health disparities within a population and conceptualize programs and policies to reduce and eliminate those disparities.
2.) Identify and explain research that demonstrates the breadth of disparities in health among specific populations.
3.) Recognize factors that contribute to health disparities
4.) Identify the role of health professionals in eliminating disparities.
5.) Recognize community and state-level resources that can be mobilized to reduce health disparities.

G. INSTRUCTIONAL METHODS AND ACTIVITIES

Learn by observation, discussion, reading, and application.

H. MAJOR COURSE REQUIREMENTS AND GRADING

All portions of the course are weighted equally.

Course Requirements:

1. Students must arrive to class on time and sign in and out upon their departure at the end of class.
2. Students are expected to participate in class discussions.
3. Students are required to submit weekly exams based upon the previous class
4. Students are required to write to a research paper on a health disparity topic of your choice.
   a. The final exam is ONLY optional for students with a weekly assignment average of 84 and above. If the students weekly assignment grade is below this average, the final exam is also a REQUIREMENT.

Specific Method of Evaluation

All components are based on 100 total points:

Class attendance:
13-16 classes: 100 pts
9-12 classes: 75 pts
5-8 classes: 50 pts
4 classes: 25 pts
<4 classes: 0 pts
Class participation:

<table>
<thead>
<tr>
<th>Poor (0-20pts)</th>
<th>Fair (21-40pts)</th>
<th>Average (41-60pts)</th>
<th>Good (61-80pts)</th>
<th>Excellent (81-100pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never participate in class discussions; never ask questions</td>
<td>Rarely participate in class discussions; rarely ask questions</td>
<td>Took part in class discussions on occasion; may or may not ask questions</td>
<td>Contributed consistently to class discussions in a meaningful and insightful manner; asked questions with regularity</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>% of FINAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>25 or 33</td>
</tr>
<tr>
<td>Weekly Exams</td>
<td>25 or 33</td>
</tr>
<tr>
<td>Research Paper</td>
<td>25 or 33</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25 or 33</td>
</tr>
</tbody>
</table>

Grade assignments:
A=90-100 pts   B=80-89 pts   C=70-79 pts   D=60-69 pts   F=< 60 pts

I. COURSE CONTENT/SCHEDULE

<table>
<thead>
<tr>
<th>Session</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Overview of course/requirements and “The Changing Face of Houston and America: Tracking the Economic and Demographic Transformations; Their Implications for Health Care Policy”</strong></td>
</tr>
<tr>
<td>2</td>
<td>Social or Political Determinants: What is it About Americans? Red Kool Aid and Blue Kool Aid</td>
</tr>
<tr>
<td>3</td>
<td>“Linking the Changing Faces of U.S. Latinos to Health Outcomes: Is There Equity for All” “Understanding Health Disparities in Texas: Truth or Paradox?”</td>
</tr>
<tr>
<td>4</td>
<td>“Dying While Black: Why Colorblind Policies Won’t Eliminate the Slave Health Deficit”</td>
</tr>
<tr>
<td>5</td>
<td>“Health Disparities: What Should African Americans Do?”</td>
</tr>
<tr>
<td>6</td>
<td>Indigenous Knowledge, Land, History and Health: The Construction of Diabetes on an American Indian Reservation” Health Needs of Asian and Pacific Islander Americans: Stories from the Model Minority</td>
</tr>
<tr>
<td>7</td>
<td>“Genes, History and the Development of Autoimmunity” “Ancestry, Health &amp; Disease: Placing Genetic Susceptibility into Context.”</td>
</tr>
<tr>
<td>8</td>
<td>“Tobacco-Related Disparities among Texans with Mental Health Needs via Comprehensive Tobacco-Free Campus Policy Interventions.” Trust: The Gateway to Personalized Medicine</td>
</tr>
<tr>
<td>9</td>
<td>Factors influencing quality of life among ethnic minority advanced cancer patients Exploring Latino/a Characterizations and Their Relationship to Breast Cancer Screening</td>
</tr>
<tr>
<td>10</td>
<td>“How to Market the Most Dangerous Consumer Product in the World to Minorities”</td>
</tr>
<tr>
<td>11</td>
<td>“Health Literacy Meets Social Justice: Words Do Count.” Cultural Tailoring for African Americans: The Eat for Life Study</td>
</tr>
<tr>
<td>12</td>
<td>Understanding the importance of cultural tailoring, access to community resources and mental health screenings among chronically ill racial/ethnic minorities Eliminating Mental and Physical Health Disparities Through Culturally &amp; Linguistically Centered Integrated Health Care Special Presentation from the Vice President and Chief Health Officer Integrated Health Services</td>
</tr>
<tr>
<td>13</td>
<td>Bioethics and The Global Community “Narrowing the Gap Through Attention to Values and Ethics in Public Health Risk Assessment.”</td>
</tr>
<tr>
<td>14</td>
<td>What do we really know about the lifestyle habits of African American breast cancer survivor?</td>
</tr>
</tbody>
</table>
Topics may change at the discretion of the instructor.

J. COURSE POLICIES

Student Conduct
Each registered student must sign-in at the beginning and the end of each class. You still will be responsible for signing out at the end of class. So if you leave early, please do not ask about signing out early. Class time will start promptly at 5:30 p.m. Please be courteous to Visiting Professors, fellow students and faculty by being on time for class. Cell phones, pagers, etc. must be turned off before coming to class.

Policy of Academic Honesty
All students are subject to the UHD Academic Honesty Policy (PS 03.A.19) and to all other university-wide policies and procedures as set forth in the UHD University Catalog and Student Handbook. Plagiarism and cheating will be treated as academic misconduct. Plagiarism consists of taking and/or using the ideas, work, and/or writings of another person as one’s own. For this class, this means you are expected to do your own work. Copying each other’s work or getting someone else to do your assignments for you is considered both plagiarism and cheating. Your grade will be based on your performance. This means: (1) all work you hand in to be graded for this class must be your own, and (2) no unauthorized materials or resources may be used as “aids” on exams. The penalty for an academic honesty violation on a significant course requirement such as a term paper/project or final examination shall be an “F” for the course.

Attendance Policy
Class attendance and participation throughout the semester is a requirement for successful completion of the course as dictated by University policy and the course instructors. Students are responsible for all information in the lectures and the discussions that follow. If you are absent for family emergencies or illness please send an email to your Faculty Advisor and Stacy Lloyd at Stacy.Lloyd@bcm.edu. All students are responsible for retrieving any class materials via the Blackboard website.

K. COLLEGE AND UNIVERSITY POLICIES

- Academic Integrity (University)
  It is expected that university students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior.
  See Full University Policy at http://catalog.tamu.edu/content.php?catoid=10&navoid=313#Academic_Integrity

- Classroom/Professional Behavior
“Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior (including excessive text messaging) may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.”

- **Deadline for Dropping a Course with a Grade of W (University)**
  The grade of W will be assigned to any student officially dropping a course by Friday, November 6, 2015. No student is eligible to receive a W without completing the official drop process by this deadline. Visit the Office of the University Registrar for the Course Drop Form that must be submitted. After November 6, 2015, a student will not be allowed to drop a course.

- **Grade Appeals (College of Science and Engineering)**
  As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules website at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html), and the College of Science and Engineering Grade Appeals webpage at [http://sci.tamucc.edu/students/GradeAppeal.html](http://sci.tamucc.edu/students/GradeAppeal.html). For assistance and/or guidance in the grade appeal process, students may contact the chair or director of the appropriate department or school, the Office of the College of Science and Engineering Dean, or the Office of the Provost.

- **Disability Services**
  Disability Services (DS) is the hub for coordinating services and accommodations to ensure accessibility and utilization of all programs for all Texas A&M University-Corpus Christi students with disabilities. Our services are designed to meet the unique educational needs of enrolled students with documented permanent or temporary disabilities. DS provides intake and consultation services to students seeking to register with our office. DS reviews an individual’s documentation of disability and assesses eligibility for services and the determination of reasonable accommodations. For more information visit the Disability Services Office at 116 Corpus Christi Hall or go to [http://disabilityservices.tamucc.edu/](http://disabilityservices.tamucc.edu/)
GENERAL DISCLAIMER

I reserve the right to modify the information, schedule, assignments, deadlines, and course policies in this syllabus if and when necessary. I will announce such changes in a timely manner during regularly scheduled lecture periods.