



# UNIVERSITY of HOUSTON

GRADUATE COLLEGE OF SOCIAL WORK

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## **COURSE TITLE/SECTION:**

SOCW 7326/ 16888 Disparities in Health in the Global Context

### **TIME:**

June 23 –28, 2014 8:00am – 6:00pm

\*Mandatory Meeting: **June 17, 2014**

@UHGCSW **1 - 4:00pm**

*\*Room will be announced*

### **LOCATION:**

Prairie View A&M University College of Nursing  
6436 Fannin St, 1<sup>st</sup> Floor, Rm. 134  
Houston, TX 77030

### **INSTRUCTOR:**

Christine Bakos-Block  
crbakosb@central.uh.edu

### **OFFICE HOURS:** By appointment

Office: SW 307  
Ph: 713-743-8020 Cell: 832-767-9649

## **I. Course**

### **A. Purpose**

The purpose of this course is to: 1) provide a comprehensive understanding of health disparities and to facilitate the investigation of approaches to enhance health equity in minorities and underserved populations; and 2) provide a broad base of knowledge related to a bio-psychosocial approach in addressing health disparities.

## **II. Course Objectives**

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

1. Acquire introductory knowledge and experience related to various determinants of populations' health.
2. Examine and gain an understanding of the latest findings of specific research that demonstrate wide disparities in the treatment and control of chronic disease among certain populations.
3. Demonstrate awareness of factors that currently contribute to the prevention and control of chronic disease and factors that contribute to the wide disparities in health among certain populations.
4. Identify the role of various health professionals in eliminating the impact health disparities has on the incidence of chronic diseases in certain populations.
5. Compare and contrast community and state-level resources that are ready for mobilization for funding to reduce chronic disease and health disparities.
6. Explain how social workers in various fields can contribute to reducing health disparities.

### III. Course Content

This course will include the following topic areas:

1. Social work theories.
2. Research methodology.
3. Social justice issues.
4. Assessment tools to address various issues in public health and health disparities.

### IV. Course Structure

The content will be delivered in workshop format, utilizing a variety of teaching and learning techniques including: lectures, panel discussions, and question and answer sessions.

### V. Textbooks

No textbooks are required. All readings will be provided each day of the workshop. Students are encouraged to take notes.

### VI. Course Requirements

#### A. Reading Assignments:

Readings will be provided for each day of workshop, either in handouts, presentations, or online. Students are strongly encouraged to take notes.

#### B. Daily Written Assignments – Blackboard Daily Discussion

Students will post a daily reaction to each conference day. This reaction paper may be informal, and may use “first” person language. Basic guidelines:

- **Equivalent to 1 to 2 pages, single spaced (approximately 350-500 words)**
- **Timeliness:**
  - **Must post each day, within 24 hours for full credit.**
  - **Up to 48 hours for partial credit, and**
  - **No credit after 48 hours.**
- **Posts should refer to specific presentations by presenter’s last name or name of presentation.**
- **Posts should demonstrate critical analysis and discuss implications, or significance of presentation to social work, social justice, etc.**
- **Responses to classmates’ posts:**
  - **For full credit, respond to 2 other classmates.**
  - **For partial credit, respond to 1 other classmate, and**
  - **No credit for no response.**
  - **Responses should add to the conversation and be more than 2 or 3 sentences simply agreeing with post. Why do you agree or disagree?**
- **Students may also discuss those presentations they found more intriguing, and compare to those they found lacking in substance or importance. Remember – a critical analysis can be critical.**
- **This is an informal post, and therefore the language can be more informal and use “I” statements; however, this is still an academic endeavor, so posts should use professional language and complete sentences. Please**

**check for grammar and spelling errors before turning submitting post.**

### **C. Final Exam**

Students will have a multiple-choice, short answer, and essay final exam. The exam will be delivered on Blackboard, and will be available after the conference. Exam questions will be taken directly from the conference presentations, so students are strongly encouraged to attend each day of the conference and take notes.

### **D. Class Attendance and Participation**

Attendance of the full conference is mandatory. **DO NOT ASK TO MISS / LEAVE EARLY.** Attendance and contribution are expected for the full length of each day of the workshop. Full participation includes preparation for workshop session and providing thoughtful feedback on the evaluation forms to the presenters. Students are also encouraged to participate in the question and answer sessions during panel discussions. Students are expected to attend all workshop sessions, and are required to turn in the certificate of attendance to the instructor. A student who is absent from the workshop for more than four hours will have their end of term grade lowered to the next letter grade (ie: A to B, B to C, etc.). **Students who miss 12 hours or more (1.5 full conference days) WILL BE DROPPED FROM THE COURSE.**

### **VII. valuation and Grading**

**\*Extra credit will be available\***

Daily Papers 40%  
Final Exam 40%  
Attendance 20%

A = 95-100%  
A- = 90 - 94%  
B+= 87- 89%  
B = 83 - 86%  
B- = 80 - 82%

C+ = 79 -77%  
C = 73 -76%  
C- = 70 – 72%  
D = 67 – 69% (no credit)  
F = Below 67% (no credit)

### **VIII. Policy on grades of I (Incomplete):**

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work complete in the course. The grade of "I" may not be changed to a grade of **W**.

**Late assignments will be reduced by 5 points for each day they are late.** Please plan accordingly so that you are able to complete and submit your assignments on time, and inform the instructor ASAP should any problems arise. If an emergency prevents you from attending any scheduled class or workshop, you must inform the instructor ASAP. An unexcused absence will result in a **grade of zero (0)** on any assignment administered on the day of the absence.

## IX. POLICY ON ACADEMIC DISHONESTY AND PLAGIARISM

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty. Whether intentional or not, plagiarism will result in an F on the assignment, and potentially an F in the course.

All papers and written assignments must be fully and properly referenced using APA style format, with credit given to the authors whose ideas you have used. If you are using direct quotes (5 or more words) from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information. The Purdue Owl website is an excellent APA resource:

<http://owl.english.purdue.edu/owl/section/2/10/>

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class, or copying from the internet. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

## X. Policy on Academic Accommodations for Students with Disabilities

Whenever possible and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. For more information and/or assistance, please contact the Center for Students with Disabilities at 713-743-5400.

## XI. Consultation

My office is located in room 307, right of the elevator. I usually keep office hours from 9:00am to 3:00pm, but this is subject to change without notice. If you need an appointment, the best way to reach me is through email, [crbakosb@central.uh.edu](mailto:crbakosb@central.uh.edu)

## XII. Expectations for Maintaining a Safe, Respectful Learning Environment and Classroom Behavior

Cellular Phones and Pagers: Students are asked to turn off (or silence) cellular phones and pagers during the workshop and class time. Disruptions of this nature compromise the academic process, and therefore will not be tolerated. If you are on call, or have reasons you need to have access to your cell phone during class time, keep it on SILENT (not vibrate).

Classroom Behavior: The Golden Rule for expected behavior in the classroom is to be respectful of yourself and your colleagues. By virtue of the nature of our profession, we will often engage in content and discussions in courses that elicit varied opinions,

perspectives, and emotions. This will provide a well-rounded educational experience for us all, if we practice and demonstrate the core values of social work.

## **XII. Course Schedule and Reading Assignments**

### **A. Week 1:** Monday June 16 from 1:00pm – 4:00pm

1. Discuss registration for conference.
2. Course & syllabus overview.
3. Introduction to health disparities lecture.

### **B. Week 2:** Monday, June 23 – Saturday, June 28

1. Attend workshop from **8:00am to 6:00pm** Monday through Friday and from **8:00am to 1:30pm** on Saturday.
2. Students are required to sign in **each morning**, and **each afternoon** during workshop. Students who do not sign in will be marked off on attendance.
3. Students will receive a certificate of attendance at the conclusion of the workshop.

### **C. Week 5:** Monday, June 30 – July 1, 2014

1. Final Exam will be available on Blackboard. Exam will be available from 8:00am on Monday, June 30 to 11:30pm on July 1, 2014. Students will have three (3) hours to take the exam.

## **Bibliography**

Bent-Goodley, T. B. (2007). Health disparities and violence against women: Why and how cultural and societal influences matter. *Violence and Abuse, 8*(2), 90-104.

Boyd, A. S. and Wilmoth, M. C. (2006). An innovative community-based intervention for African American women with breast cancer: The witness project. *Health and Social Work, 31*(1) 77-80.

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Brownson, R. C., Chiqui, J. F., & Stamatakis, K. A. (2009). Understanding evidence-based public health policy. *American Journal of Public Health, 99*(9), 1576-1583.

Copeland, V. C. (2005) African americans: Disparities in health care access and utilization. *Health and Social Work, 30*(3), 265-270.

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Furman, R., Negi, N. J., Iwamoto, D. K., Rowan, D., & Shukraft, A. (2009). Social work practice with latinos: Key issues for social workers. *Social Work, 54*(2), 167-174.

Gehlert, S., Mininger, C., Sohmer, D., & Berg, K. (Not so) gently down the stream: Choosing targets to ameliorate health disparities. *Health and Social Work, 33*(3), 163-167.

Hinterlong, J. E. (2006). Race disparities in health among older adults: Examining the role of productive engagement. *Health and Social Work, 31*(4), 275-288.

Kerson, T. S. Review of health disparities in the united states: Social class, race, ethnicity, and health. *Social Work in Health Care, 48*(2), 210-212.

Lowe, T. B. (2006). Nineteenth century review of mental health care for African Americans: A legacy of service and policy barriers. *Journal of Sociology and Social Welfare, 33*(4), 29- 50.

Poole, J., Rife, J. C., Pearson, F. & Moore, W. R. (2009). Developing community partnerships with religiously affiliated organizations to address aging needs: A case study of congregational social work education initiative. *Social Work and Christianity, 36*(2), 176- 191.

Stone, L. C. and Balderrama, C. H. (2008). Health inequalities among latinos: What do we know and what can we do? *Health and Social Work, 33*(1), 3-7.

### **Suggested Topics in Health Disparities**

Access to health care for certain /minority populations  
Ads for alcohol and cigarettes targeting minorities  
Lack of minority participants in research studies  
Differences in birth outcomes for African American women  
Environmental factors influencing health  
Obesity in minority children  
Lack of access to health care in poor rural areas

Cancer risk and rates in minorities  
Influences of poverty  
Disease outcomes in minorities  
Differences in maternal death rates for minorities  
Communication with minorities in health care  
Challenges identifying health disparities in minorities  
Health Literacy

**Grading Rubric for Health Disparities  
Daily Reaction Papers**

<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• All terms referred to are defined.</li> <li>• Describe disparity &amp; effected population(s).</li> <li>• Identify relevant social, political, economic determinants &amp; connections to disparity(ies).</li> <li>• Make connection between disparity(ies) and health outcomes.</li> <li>• Discuss other contributing factors.</li> </ul>	<b>15 points</b>
<b>Critical Analysis</b>	<ul style="list-style-type: none"> <li>• Present position with clarity.</li> <li>• Doesn't just give recap of presentation, but explains relevance to social work and health.</li> <li>• Provides examples.</li> </ul>	<b>15 points</b>
<b>Organization &amp; Style</b>	<ul style="list-style-type: none"> <li>• Ideas are arranged logically.</li> <li>• Sub headings may be used.</li> </ul>	<b>10 points</b>
<b>Grammar, Spelling, Writing Mechanics</b>	<ul style="list-style-type: none"> <li>• 1 – 2 pages ONLY.</li> <li>• Use proper grammar, spelling, and punctuation.</li> <li>• Proof your paper.</li> </ul>	<b>5 points</b>
<b>Timeliness</b>	<ul style="list-style-type: none"> <li>• Paper turned in on time.</li> <li>• Papers due by MIDNIGHT EACH DAY of conference.</li> <li>• 2 points for each day late.</li> <li>• Papers not accepted if more than 2 days late.</li> </ul>	<b>5 points</b>