UNDERSTANDING AND ADDRESSING HEALTH INEQUITIES IN THE US

PUBH /MHCH 756

SPRING 2014

Tuesday and Thursday
Time: 2:00 – 3:15

Location: 1304 McGavran Greenberg
(Select classes will take place in Mayes Telecommunication Center, 2nd floor Rosenau/McGavran)

INSTRUCTORS:

Diane L. Rowley, MD, MPH
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Janelle Armstrong-Brown, PhD
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Institute on Aging

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Credit Hours: 3

Course materials, readings, speaker bios and slides on Sakai
OVERVIEW:

Despite significant progress in the overall health of the nation, there are continuing disparities in morbidity and mortality experienced by African-Americans, Hispanics, American Indians, Alaska Natives, Asian-Americans and Pacific Islanders, and other sub-populations compared to the U.S. population as a whole. Year 2010 targets set by the Department of Health and Human Services for eliminating these inequities have not been met, and one of the three overarching goals of Healthy People 2020 is to achieve health equity, eliminate disparities and improve the health of all groups. Thus, it is important to evaluate the role of public health and medical practitioners in eliminating health inequalities. In this course, we will: (1) understand what the contributors and root causes to these health inequalities are, (2) understand the populations most affected by health inequities and what makes them vulnerable, (3) understand the mechanisms of how the root causes are “embodied” to create adverse health effects in some populations, (4) review and assess specific public health, medical and other strategies to undo/counterbalance the effects of the root causes and contributors, and (5) understand the challenges inherent in remediating inequalities using public health resources. The overarching goal of the course is to prepare students to define appropriate research or address inequities with innovative approaches so that we can advance progress toward achieving health equity.

COURSE DESCRIPTION AND GOALS:

This course focuses on understanding and addressing health inequities. The first segment of the course examines theoretical frameworks for disparity causation and the role of the most commonly discussed contributing factors. This section will give students the skills to assess the efficacy of the current discourse and approaches to disparity research and elimination.

The second segment of the course focuses on specific sub-population groups, with an attempt to identify commonalities and differences across these groups with respect to historical and current exposures and vulnerabilities.

The third segment of the class examines root causes of health inequities and the pathways of effect in detail.

The fourth and final segment of the course focuses on approaches, strategies and tools to address health inequities.

This course is being taught to help clinicians and other public health professionals develop and strengthen the knowledge, skills and ability to conduct needs assessment, critical appraisal and measurement of the distribution, causes and consequences of health inequalities; to evaluate or design interventions with respect to clinical practice, resource allocation, health, medical care and/or social policy; and to design appropriate clinical or multidisciplinary research targeted toward understanding, reducing and ultimately eliminating health disparities of various types and across varying populations in need. This course will focus primarily on chronic diseases and perinatal outcomes. This course aims to help learners define an implementable vision for improving health inequalities within the real world of research, policy, programs or medicine in which they expect to establish a career.
PREREQUISITES:
Epid 600 OR
Bios 600
Or equivalent courses with permission of instructor

LEARNING OBJECTIVES:
At the completion of this course, you should be able to:
1. Describe measures of health inequities between at least 3 vulnerable populations and a comparison group
2. Critically analyze specific diseases or population groups to identify at least 3 root causes of health inequities
3. Describe and critique detailed pathways of causality or mechanisms by which at least 3 specific factors contribute to health differences leading to inequities
4. Express well reasoned arguments explaining the fundamental differences between disease causation and disparity causation
5. Develop a specific professional strategy for contributing to the evidence base for health inequities research or intervention
6. Critically assess existing efforts to address health inequities
7. Synthesize existing knowledge to develop strategies to improve existing health disparity reduction approaches

COURSE FORMAT:
Learning will take place via readings, lectures, guest speakers, discussion, (including an online discussion blog), case studies and small group projects. Students are expected to participate fully in all learning experiences. The instructors would like for the classroom to be a “co-learning” experience. That is, while the instructors and guest speakers are considered experts in their field, this does not mean that everything they say should be accepted without critical examination. **Students are encouraged to respectfully challenge ideas as a way to develop their own thinking and are expected to share their accumulated knowledge from other sources in discussions.**

Lectures
The lectures will attempt to cover a cross-section of outcomes (e.g. CVD, diabetes, infant mortality, diabetes, immunization, cancer) identified by the US Department of Health and Human Services (DHHS) as those contributing most to excess mortality and morbidity in populations.

Case studies will be used as much as possible to simulate real-world/real time issues and will provide students the opportunity to integrate knowledge gained from a variety of sources, and apply it toward addressing a current public health challenge. Students are expected to apply the knowledge and skills gained in other core courses toward this content area. The extent that students accomplish this should be reflected in their class participation, their writing and in the final group project.

Guest Speakers
Developing contacts and networking with leaders working in the area of health inequities is considered extremely important to achieving competency in this area, thus several national, community and local leaders will be invited to
give guest lectures on various topics in the course. Additionally, students should continually check the messages and announcements on the Course Sakai site, as we will post any important local lectures or national conferences of relevance to this course. Students are encouraged to take maximum advantage of these opportunities to extend their knowledge base.

**Discussions**
Students will be expected to participate actively in discussion and to use, challenge or develop concepts from readings, speakers and interviews during the class discussions. **Open discussion is expected** and **active listening to the opinions of others is required.** As many topics may be controversial, it is important for students to agree to maintain confidentiality of opinions expressed by others.

Because of the amount of material to be covered, the short duration of the class, and the size of the class, there is often limited time during each class for full discussion of all relevant issues. We have structured separate class sessions to facilitate more meaningful discussions. While there will be a specific discussion topic proposed for each session, learners are encouraged to shape the discussion around the issues of interest to them, and/or around specific course readings. Participation in the discussion sessions is mandatory.

Additionally, students will be asked to participate in an online discussion blog. This is intended to serve as an opportunity for students to synthesize their learning from the readings and in class lectures. Learners are encouraged to participate in the blog as it serves as a way to synthesize their ideas and can help to strengthen their writing and thinking. We also realize that some students are not very vocal in class and can think more coherently by writing. This forum provides them an opportunity to express themselves in a manner that suits their learning style and skills. Extra credit can be gained by quality and quantity of participation in the blog.

**Guidelines for Classroom Discussion**
Students will be randomly assigned to small groups for discussion sessions. Group assignments will change each discussion session and a different discussion leader will be assigned to each group each session. Students will use the groups’ key idea summaries for the given section as a platform to initiate discussion. All students are responsible for looking up their group assignments on Sakai, uploading their key idea summaries under their group thread on Sakai by noon on the day prior to the discussion session, and reading all key idea summaries prior to discussion sessions. Group assignments will be posted on Sakai under the “Discussion and Private Messages” subheading. Group names will be posted next to group numbers and discussion leader names will have an asterisk (*) next to their name.

Everyone in class has both a right and an obligation to participate in discussions, as this is a critical learning tool in this course. A portion of your grade is determined by the quality of your contributions to the discussions. This includes not only what you say, but also how you react and respond to your classmates and instructors as they express their thoughts.
This is a course where for some of us, the material is new, different, or challenges existing knowledge, assumptions and paradigms. To us as instructors, this is the foundation of a constructive learning process. As stated in the first class, if you leave this class thinking the same things in the same way as you started out, then both you and I have failed. We are all required to de-construct existing concepts, ideas, assumptions, language, interpretations, methods, etc...(Nothing is sacred). Therefore, this classroom has to be considered an active learning zone. This means that ideas may not be perfectly formed when expressed and people may express things unaware that it is offensive to others. To protect this class as an active learning zone, there are some ground rules that we must agree to:

- We deal with difficult, sensitive and often politically charged issues in this class, it is critical that all students be given the time to formulate and express their thoughts during the discussion periods. The complexity of many of these issues makes it challenging to issue forth neatly-formed sound bites to express or formulate a thought, thus all students and instructors must create an atmosphere of respect to allow each of us to develop and express our thoughts.
- Always listen carefully, with an open mind, to the contributions of others.
- Respectfully ask for clarification when you don't understand a point someone has made.
- If you challenge others' ideas, do so respectfully, with factual evidence and appropriate logic. It is not appropriate to merely express "what you believe to be true" without evidence to support it. In this case, you will be expected to state the underlying assumptions of your “belief” and with the help of your classmates, critically examine these assumptions. The purpose of this course is to help you re-examine existing ideas and assumptions about populations, issues, health, etc., to learn new perspectives, to critically examine, to synthesize and then develop your own (substantiated) knowledge base.
- If others challenge your ideas, be open to re-examining your thinking if they demonstrate errors in your logic or use of the facts.
- Only introduce relevant issues into the discussion. The decision is yours to determine the relevance of the issue, but it is important that we keep extraneous comments to a minimum.
- If others have made a point with which you agree, there is no need to repeat it, but you may have something important to add to the point. Feel free to do so.
- Be efficient in your discourse; make your points and then yield to others.
- Above all, avoid all forms of ridicule (laughing, talking over, etc.) and try to respect the beliefs of others, even if they differ from yours.
- Finally, do not hold the opinions of your colleagues against them or ridicule them personally outside of the class because of something they may have expressed in the classroom. It is important for the classroom to remain a "safe zone" for developing and expressing ideas freely.

Sometimes we may express or hear an opinion, which others do not agree with or would label as being politically incorrect or personally offensive (racist, homophobic, sexist, etc.) Let’s all agree that if this happens, use it as a teachable moment, taking the high road by respectfully pointing out why it is considered to be offensive, and move on. “I am certain you did not mean to be offensive, but some people might take the way you expressed it negatively
because of XYZ. A more effective way to reference that might be to say XXX”. For those of us who might be informed of potentially offensive language or behavior, let's accept the perspective and experiences of others, step back and carefully reexamine our choice of words and grow from the experience.

Key Idea Summaries
There are no exams or final papers in this class. All of the work is done over the course of the class. Students are expected to turn in a total of 4 summaries: at least one key idea summary on a reading from each of the 4 segments of the course (1) theoretical frameworks and contributing factors, 2) specific sub-populations, 3) root causes and mechanisms, and 4) interventions; and one additional summary from any reading of their choice. The key idea summaries are designed to demonstrate your understanding of the topic and offer your insights.

Additional purposes of the key idea summary are to: (1) develop skill in synthesizing new knowledge with existing knowledge, (2) provide a format for creating meaningful summaries of readings that will be useful and easily accessible throughout your public health career (e.g., MPH papers, dissertations, etc.); (3) provide evidence to instructors of the degree to which you read and understood the meaning of the readings; and (4) give you an opportunity to express your emerging thinking about health inequity/equity in a coherent way.

This is a format that learners can continue to use throughout their career to keep an accessible record of what they read and what they got out of the reading. You can use the key idea summaries as you develop your literature reviews for MPH papers and dissertations.

Key idea summaries will also be used as a basis for discussion sessions on January 28, February 27, March 27 and April 22. The first 20-30 minutes of discussion session classes will be dedicated to small group discussions. Your key idea summary should be uploaded to your small group on the Sakai website by the deadlines noted in the Summary of Course Due Dates table below, prior to the Discussion Session. Please allow yourself time for computer glitches as late assignments will receive a half letter grade deduction (e.g., a P assignment turned in late will receive a P-). Each student should read the key idea summary of all members in their group before class. A group leader will be designated (these will rotate throughout the semester) to facilitate the discussion. Groups will be required to bring 1-2 questions from small group discussions to the larger group discussion.

Group Projects
The group projects will entail self-initiated contact with professionals working on research, intervention, policy or direct service related to elimination of health inequality. The group projects will address Learning Objective 6 (see page 3). This experience is expected to provide practical experience working on a collaborative project with professionals from multiple disciplines and at varying levels of expertise. The goal of the exercise is to obtain information on a health issue that exhibits inequities for some population group, to critique current efforts to reduce or eliminate the inequity, and define a well-reasoned public health response to improving impact of the program efforts on inequity reduction/elimination.
READINGS:
The main text for the course will be:

**Social Injustice and Public Health**
Editors: Barry S. Levy and Victor W. Sidel;
Oxford University Press, 2006

The book is available in the bookstore. We expect to have a copy on reserve in the Health Sciences Library. A list of additional readings for each session is attached and the articles will be on Sakai. In addition, guest lecturers may suggest additional readings. These may not be available until just before the class session and will be provided either through Sakai or via email to all students.

COURSE/INSTRUCTOR/GUEST SPEAKER EVALUATION:
There will be a formal course evaluation at the end of the semester. In addition to this, students may be asked periodically to evaluate guest speakers. Finally, the instructors and TA are open to, and appreciate any comments during the semester that will help to improve and/or enrich the learning experience. Feel free to contact us or speak to an instructor. The instructors are open to constructive criticism.

COURSE REQUIREMENTS AND GRADING:
The distribution of weights for each class activity is as follows:

1. **Class Participation** (35%)
   *Measured by attendance and quality of participation in class discussions and online discussion*

2. **Key Idea Summaries** (30%)

3. **Group Project** (35%)

(1) **Class Participation** (35%): Students are expected to attend all classes and to participate actively in discussions. Class participation will be graded daily on both attendance and the quality of participation.

Lectures, guest speakers, case studies and the readings should provide the conceptual basis for the oral and written reports that students will develop. In this way, you are expected to think ahead, and use class time constructively to develop your own thinking and approach to the project. You should notify the instructor if you plan to miss a session for a valid reason and all students are expected to make up the work and obtain slides, notes, etc. from the missed session.

**Online Forum/Blog Participation.** We encourage you to participate in the online discussion forum for the duration of the semester. Participation is mandatory for students who do not actively engage in class discussions. Students are expected to post their own substantive and topical diary (start a new discussion thread) by developing a comment relating to the readings or the topic of the week. Students may also post new articles and their links to webpages, documentaries, etc, as long as they are related to course material.
Students are expected to treat the online forum as a formal discussion (complete sentences, references where necessary, etc.). The purpose of this exercise is to assist students in processing the readings and class lectures and to use the new knowledge to develop their own thinking, and to share their thoughts with others. We recognize that some learners are better at expressing their thoughts in writing vs. orally. The forum is accessible only to the students in this class and instructors.

(2) Key Idea Summaries (30%):

Format:
- Student’s name in top left corner of first page
- 1-2 single spaced page, 1-inch margins, 12 point font of your choosing
- Full citation of article
- Study method and/or theoretical underpinnings
- Key ideas
- Synthesis:
  Some ideas for synthesis:
  1. Connect the key idea to something else you know or are thinking about. How does the key idea confirm/contradict what you understood to be the truth before?
  2. Put the key idea together with something known and create a third new idea or line of thinking
  3. Compare and contrast 2 ideas
  4. Define some key questions suggested by the key idea and suggest a reasonable and actionable way that you could answer the questions
  5. Examine the key idea through a lens of race, class, gender, disability or sexual orientation and describe how the idea might support or undermine the issues faced by these populations

(3) Group Project (35%):

Groups will consist of 4 or more students. Membership will be assigned by the instructors in order to achieve a balance of background and skills. The purpose of the group project is to identify and critique activities in progress (research, medical care, intervention programs, policies, etc.) for the elimination of health disparities at the state or local level in North Carolina; nationally through the NIH, CDC, or other Federal agency; through the AMA, ACOG, APHA, and/or some other professional organization. The professionals you choose should all have a connection to the same program or outcome. For example, you are interested in inequities in diabetes among Native Americans, you might identify a program that addresses inequities in diabetes in this population, perhaps delivered through Indian Health Service, then choose to interview someone at the program implementation level, someone in the agency that funds the program, someone who helped to write the grant who conceptualized the program, and perhaps a program participant. For each interviewee, you will assess and diagram their conceptual understanding of how to eliminate the inequity and how the program fits into that scheme. You will assess the congruence of conceptual understanding across the parties involved with the program and make an overall assessment of the likelihood the program will have an impact on inequities based on your knowledge of known models for inequity.
causation or elimination. You will make recommendations for how the program can be modified, improved or replicated to improve its overall population impact on eliminating health inequities.

Groups should analyze an existing program or intervention of their choosing related to eliminating health disparities. There is considerable flexibility in how students will approach and present this project. The expectation is that students will define an approach that best meets their group’s learning needs. However, the following is presented as guidance and a suggested approach:

(a) Meet with your group to discuss the focus and to divide tasks. Each group is expected to meet with (in person or by phone) a minimum of 3 professionals involved with addressing inequities in a specific outcome, at different levels of intervention (personal care, program design or implementation, research, policy-making, funding). As such, groups should determine how to distribute tasks. A description of the task list should be submitted by February 5, 2014 by noon to the dropbox in Sakai. The list should state the topic of the group project, who is in the group, contact information, meeting dates, work distribution, leadership, etc. This means that the groups should begin meeting as soon as possible after the assignments are made. You will be graded on the quality of completion of your specific assignment.

(b) Identify relevant professionals (community-based, local, State or Federal agency, professional organization, private funder working on health disparities). The Instructors can assist in identifying these professionals. The professionals and an alternate must be identified and names submitted to instructor by February 5, 2014 by noon. Please note this list does not have to be in its final form, but please include strong possibilities of professionals. A list of interview questions should be submitted via the drop box in Sakai by February 5 by noon.

(c) Interview the professionals:

Interviews should be conducted and completed between February 5 and March 20. A working session is scheduled for March 6 with an opportunity to consult with instructors about your group project. Be sure to plan your time carefully based on your presentation date. It may be very challenging to coordinate your schedule with those of busy professionals, and you may need more than one conversation to complete your interviews. After your interviews, you will have to synthesize information through discussion among your group. The best group presentations clearly demonstrate integration among the component parts of the project.

Further, do your homework! Your interaction with these professionals will reflect on your professionalism, as well as that of the Instructors and UNC SPH. Do not waste their time by asking questions that you could easily have found out from publicly available information about the program. These interactions are expected to probe deeper into related issues. The conversations should be thought provoking to both you and the professional you are interviewing.
Present an oral report (group) to the class that describes the activity in the context of health inequities. Each group is allotted 45 minutes for presentation and discussion. This should include a conceptual framework for both disease elimination and inequity elimination, description of program activities, a critical analysis of the program or activity with respect to health equity, critical theory, etc. A project that does not focus on inequity elimination, but solely on disease reduction is not responsive to the assignment. The oral report should include a brief background on the relevant health outcome, including any relevant medical, etiologic and epidemiologic information. Do you think this activity will reduce health inequities? By how much? By when? What might be needed to improve effectiveness by Yr 2016? What would you recommend to the professional for improving effectiveness on elimination of health equities? What changes could potentially help the program to fit better into a conceptual model for inequity elimination? In addition, the presentations and discussion are expected to be, and will be evaluated on the extent that they incorporate concepts discussed in class or the readings. Please keep the background information to the minimum necessary as most of the presentation should focus on your reporting of and critical analysis of interview findings.

Groups will have 45 minutes to present and answer questions. Presentation dates will be assigned later in the semester, but will occur during the final weeks of class. If you face challenges during the semester, consult with an Instructor to remedy the situation.

Summary of Course Due Dates: All documents should be submitted by noon on the due date

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COURSE SCHEDULE AT-A-GLANCE
MHCH/PUBH 756 (Understanding and Addressing Health Disparities) – Spring 2014

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<td>Native American Population Health, Social and Historical Context and Disparities</td>
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<td>Intervention and Remediation: Community Strategies to Eliminate Disparities (CBPR, Undoing</td>
<td>Montez Lane</td>
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<td>4/24/2014 Final Discussion Session Course Evaluation Last Class Vijaya Hogan</td>
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### UNDERSTANDING AND ADDRESSING HEALTH INEQUITIES IN THE US

#### COURSE READING LIST

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<tr>
<td><strong>THURSDAY, JANUARY 9, 2014</strong></td>
<td>Introduction, Course Requirements</td>
<td>Diane Rowley, MD, MPH</td>
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<td><strong>Required Readings:</strong></td>
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<td><strong>TUESDAY, JANUARY 14, 2014</strong></td>
<td>Theoretical Frameworks for Disparity Causation</td>
<td>Diane L. Rowley, MD, MPH</td>
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<td><strong>Required Readings:</strong></td>
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<td><strong>THURSDAY, JANUARY 16, 2014</strong></td>
<td>Health Behaviors</td>
<td>Janelle Armstrong-Brown, PhD</td>
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<td><strong>Required Readings:</strong></td>
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<td><strong>Suggested Readings:</strong></td>
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TUESDAY, JANUARY 21, 2014
Assessing the Role of Medical Care on Disparities: The Case of Cancer
Paul Godley, MD, PhD, MPP

Required Readings:

THURSDAY, JANUARY 23, 2014
Genetics, epigenetics and health inequities
Cathrine Hoyo, PhD, MPH

Required Readings:
3) Class Textbook: Levy and Sidel. Chapter 18: Environmental Health

Suggested Readings:

TUESDAY, January 28, 2014
DISCUSSION SESSION
Janelle Armstrong-Brown, PhD

THURSDAY, JANUARY 30, 2014
Lesbian, Gay, Bisexual and Transgender Populations and People with Disabilities: Stigma and Structural Contributors to Inequities
Joseph Lee, MPH, CPH
Pam Dickens, MPH

Required Readings:

**Suggested Readings:**


**TUESDAY, FEBRUARY 4, 2014**

Native American Population Health, Social and Historical Context and Disparities Ronny Bell, PhD, MS

**Required Readings:**


**Suggested Readings:**


**THURSDAY, FEBRUARY 6, 2014**

Social Context and Structural Disadvantage for African American Women Lisa Levenstein, PhD

**Required Readings:**

Chapter 11: Forced Migrants: Refugees and Internally Displaced People

TUESDAY, FEBRUARY 11, 2014
Social Context: Latina Populations in NC

Sandra Echeverria, PhD

Required Readings:

Suggested Readings:

THURSDAY, FEBRUARY 13, 2014
Root Causes: Stress and Mechanisms

Jennifer F. Culhane, PhD, MPH

Required Readings:
3) Geronimus AT, Hicken M, Keene D, Bound J. “Weathering” and age patterns of allostatic load scores among blacks and whites in the United States. Am J Public Health 2006 May;96(5):826-833.

Suggested Readings:
1) Link BG, Phelan J. Social conditions as fundamental causes of disease J Health Soc Behav. 1995;Spec No. 80- 94.

TUESDAY, FEBRUARY 19, 2013
Root Causes: Racism

Camara Jones, MD, MPH, PhD

Required Readings:
1) Dovidio JF, Gaertner SL. Color blind or just plain blind? The pernicious nature of contemporary racism. Nonprofit Quarterly.

Suggested Readings:
THURSDAY, FEBRUARY 20, 2014
Root Causes: Role of Environment
Courtney Woods, PhD, MS

Required Readings: TBA

Suggested Readings: TBA

TUESDAY, FEBRUARY 25, 2014
Lifecourse and Impacts on Health and Health Disparities
Jon Hussey, PhD

Required Readings:

Suggested Readings:

THURSDAY, FEBRUARY 27, 2014
DISCUSSION SESSION
Vijaya Hogan, Dr.PH, MPH
**TUESDAY, MARCH 4, 2014**

Root Causes: Sociobiological Pathways in Health

Allison Aiello, PhD, MS

**Required Readings:**


**THURSDAY, MARCH 6, 2014**

WORKING SESSION (Group work and instructor consultation—REPORT TO CLASS)

**TUESDAY, MARCH 11, 2014 and THURSDAY, MARCH 13, 2014**

SPRING BREAK – NO CLASS

**TUESDAY, MARCH 18, 2014**

Global Strategies to Address Social Determinants of Health

Vijaya Hogan, Dr.PH, MPH

**Required Readings:**


**THURSDAY, MARCH 20, 2014**

Federal Government Strategies to Eliminate Disparities

Leandris Liburd, PhD, MPH

**Required Readings:**


2) TBA

**Suggested Readings:**

1) TBA

**TUESDAY, MARCH 25, 2014**

Health Inequity Evaluation

Pauline Brooks, PhD

**Required Readings:** TBA
1)
2)

**Suggested Readings: TBA**
1)
2)

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**THURSDAY, MARCH 27, 2014**

**Health Inequity Evaluation**

**DISCUSSION SESSION**

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<td>Pauline Brooks, PhD</td>
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**Required Readings:**
1) TBA
2) TBA

**Suggested Readings:**
1) TBA
2) TBA

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**TUESDAY, APRIL 1, 2014**

**Intervention and Remediation Tools: Health Impact Assessment**

| TBA |

**Required Readings:**
1) TBA
2) TBA

**Suggested Readings:**
1) TBA
2) TBA

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**THURSDAY, APRIL 3, 2014 (TENTATIVE)**

**Intervention and Remediation: Community Strategies to Eliminate Disparities**

| Montez Lane, MPH |

**Required Readings: (Tentative)**

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**TUESDAY, APRIL 8, 2014**

**Intervention and Remediation: Local Project Strategies to Eliminate Disparities**

**Student Presentations**

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**THURSDAY, APRIL 10, 2014**

**Intervention and Remediation: Local Project Strategies to Eliminate Disparities**

**Student Presentations**

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**TUESDAY, APRIL 15, 2014**
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<th>Date</th>
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<tr>
<td><strong>THURSDAY, APRIL 17, 2014</strong></td>
<td>Intervention and Remediation: Local Project Strategies to Eliminate Disparities</td>
<td>Student Presentations</td>
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<tr>
<td><strong>TUESDAY, APRIL 22, 2014</strong></td>
<td>Discussion</td>
<td>Vijaya Hogan</td>
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<td><strong>Suggested Readings:</strong></td>
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<tr>
<td><strong>THURSDAY, APRIL 24, 2014</strong></td>
<td>FINAL DISCUSSION SESSION / COURSE EVALUATION / LAST CLASS</td>
<td>Vijaya Hogan</td>
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