



THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

**HPM 830**

***Translational Health Disparities: Research, Practice & Policy***  
(3 credit hours)

***Department of Health Policy and Management***

**Gillings School of Global Public Health**

**Fall 2018**

***Location: McGavran Greenberg 1303***

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Office hours:	Monday 11am-1:00pm or by appointment

**Course Overview** (This course was developed with assistance from the National Institute on Minority Health and Health Disparities and National Institute on Aging Office of Special Populations, National Institutes of Health)

- This course will focus on concepts, methods, key issues, and new applications needed to conduct and implement translational research in addressing health disparities.
- Several theoretical frameworks (e.g., ecosocial & life course) and social determinants of health are used for investigating, evaluating, and discussing translational health disparities research.
- The course content will focus on the integration of various disciplines (including social, behavioral, physical, environmental sciences, law and economics) to understand research, practice, and policy issues in relation to health disparities.
- The course content is framed within the context of the history of health and health disparities in the United States.
- Guest lectures focusing on research, practice, and policy issues in relation to translational health disparities are provided by experts from diverse disciplines.
- Students are provided the opportunity to work in teams on real life case studies.

**\*Definition of Competencies Provided by Department of Health Policy and Management**

	<b>Course Learning Objectives</b>	<b>HPM Competencies*</b>
1.	Understand the evolution of health disparities, determinants of population health and identify priorities for research, practice and policy that will address disparities and improve health outcomes.	<b>Analytical Thinking Innovative Thinking Information Seeking</b>
2.	Understand key theoretical frameworks, concepts, and methods used to conduct translational health disparities research.	<b>Analytical Thinking Innovative Thinking Information Seeking</b>
3.	Describe perspectives on current health disparities research methods and approaches and critically analyze issues involved in gathering and interpreting data and measuring outcomes that inform translating research to affect health practice and policy.	<b>Analytical Thinking Innovative Thinking</b>
4.	Describe attributes important for effective design and implementation of health disparities interventions with emphasis on related social, psychological, economic and environmental influences on health across the life course.	<b>Analytical Thinking Innovative Thinking Information Seeking</b>
5.	Integrate diverse interdisciplinary perspectives to develop effective implementation and dissemination strategies addressing population health disparities.	<b>Analytical Thinking Innovative Thinking Information Seeking Team Dynamics</b>

**Analytical Thinking.** The ability to understand a situation, issue, or problem by breaking it into smaller pieces or tracing its implications in a step-by-step way. It includes organizing the parts of a situation, issue, or problem systematically; making systematic comparisons of different features or aspects; setting priorities on a rational basis; and identifying time sequences, causal relationships, or if-then relationships.

**Innovative Thinking.** The ability to apply complex concepts, develop creative solutions, or adapt previous solutions in new ways.

**Information Seeking.** Displays curiosity and desire to know more about things, people, or issues, including the desire for knowledge and staying current with health, organizational, industry, and professional trends and developments. Presses for exact information, resolving discrepancies by asking a series of questions, and scanning for potential opportunities or information that may be of future use, as well as staying current and seeking best practices for adoption.

**Team Dynamics.** The ability to work in a collaborative manner in a team setting, effectively assuming roles of participant and leader where appropriate, and consistently contributing in a manner that increases team performance, growth, and learning.

**Resources for Course:** (e.g., website, text, articles, web sources, other resources, etc.)

The class Sakai site has all posted required articles for the course. Click on “Library Reserves” on the course menu.

**Requirements and Expectations:** (e.g., discussion forums, class participation, cell phones and laptops, etc.)

Students are expected to participate in class discussions and participate on a case study team in which they are assigned.

All cell phones are expected to be turned off during class time. Laptops can be used as needed by students.

**Evaluation / Grading:** (e.g., grade components, grading scale, exams, evaluation criteria, etc.)

Component	% of Grade
Class discussion	20
Case Study (2 case studies) 15% each	30
2 Papers	50
Paper 1- 25% Paper 2- 25%	

## **Recognizing, Valuing, and Encouraging Diversity**

Promoting and valuing diversity in the classroom enriches learning and broadens everyone's perspectives. Inclusion and tolerance can lead to respect for others and their opinions and is critical to maximizing the learning that we expect in this program. This may challenge our own closely held ideas and personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment.

Diversity includes consideration of (1) the variety of life experiences others have had, and (2) factors related to "diversity of presence," including, among others, age, economic circumstances, ethnic identification, disability, gender, geographic origin, race, religion, sexual orientation, social position.

**This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.**

### **Disability Accommodation**

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), <http://accessibility.unc.edu>; phone 919-962-8300 or email [accessibility@unc.edu](mailto:accessibility@unc.edu). Students must document/register their need for accommodations with ARS before any accommodations can be implemented.

### **UNC Honor Code:**

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Read “The Instrument of Student Judicial Governance” (<http://instrument.unc.edu>).

### **Course Evaluation:**

HPM participates in the UNC-CH’s online course evaluation system, enabled at the end of the semester by Scantron Class Climate. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment. Students are notified when the evaluation is available online, towards the end of each semester.