

PSY 493: Health Disparities and Health Equity

Fall 2019 Course Syllabus

MWF, 10:20am – 11:10am
255 Baker Hall

Instructor: Kaston D. Anderson-Carpenter, Ph.D., M.P.H., BCBA-D

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Office Hours: By appointment only. <https://kacarpenter.youcanbook.me/>

Please make an appointment using the link above. I will not reply to individual inquiries regarding appointments.

Course Description

This course focuses on theories, methods, and applications of health disparities research and practice. Using a multicultural perspective, we will examine the historical, ethical, and legal issues that influence health disparities and health equity. Analyses of primary literature will be integrated throughout the course to facilitate discussion and provide examples of methodologies in the field.

Textbook & Course Materials

There is no assigned textbook for this course. We will use an innovative software called Kritik (\$15) to support the peer-feedback and review process.

All readings will be available in PDF format on D2L and are required.

To do well in this course, you will also need:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Desire2Learn (D2L), or other delivery platform.

Part 1: Course Structure

Technical Assistance

If you need technical assistance at any time during the course or to report a problem you can:

- Visit the [Distance Learning Services Support Site](#)
- Visit the [Desire2Learn Help Site \(http://help.d2l.msu.edu/\)](http://help.d2l.msu.edu/)
- Or call Distance Learning Services: (800) 500-1554 or (517) 355-2345

Resource Persons with Disabilities (RCPD)

- To make an appointment with a specialist, contact: (517) 353-9642
Or TTY: (517) 355-1293
- Web site for RCPD: <http://MYProfile.rcpd.msu.edu>

Part 2: Course Objectives

The primary learning objectives for this course are:

- To understand the difference between health disparities and health equity, and the implications for both on research, policy, and practice
- To critique and evaluate existing research in health disparities and health equity
- To develop and support a scholarly position through clear, concise, and effective writing

You will meet the objectives listed above through a combination of the following activities in this course:

- Attend course lectures and participate actively in class activities
- Complete weekly required readings of the scientific literature in health disparities and health equity
- Provide helpful and specific feedback to peers that will facilitate stronger writing skills

Part 3: Course Outline/Schedule

Please refer to the course calendar for specific meeting dates and times. Activity and assignment details will be explained in detail within each week's corresponding learning module. If you have any questions, please contact Rosaura first, then Dr. Anderson-Carpenter.

Part 1: Theoretical Frameworks in Health Disparities & Equity

Aug. 28-30: Course Introduction & Using Reference Managers

Sep. 3-6: Health Disparities vs. Health Equity: Are They the Same?

- Required readings:
 - Braveman, P. (2014). What are health disparities and health equity? We need to be clear. *Public Health Reports*, 129(Suppl 2), 5-8.
 - Whitehead, M. (1992). The concepts and principles of equity and health. *International Journal of Health Services*, 22(3), 429-445. doi:10.2190/986L-LHQ6-2VTE-YRRN
- Recommended readings:
 - Arcaya, Arcaya, & Subramanian (2015). Inequalities in health: Definitions, concepts, and theories. *Global Health Action*, 8(1), 27106. doi: 10.3402/gha.v8.27106
 - Braveman, P. (2006). Health disparities and health equity: Concepts and measurement. *Annual Review of Public Health*, 27, 167-194. doi: 10.1146/annurev.publhealth.27.021405.102103

- Developing a Research Question or Identifying an Area of Inquiry
- Health Equity Topic Due Sept. 6th at 11:59 pm

Sep. 9-13: Intersectionality & Syndemic Theory

- Required Readings:
 - Cole, E. R. (2009). Intersectionality and research in psychology. *American Psychologist*, 64(3), 170.
 - Singer, M., & Hispanic Youth Council. (1996). A dose of drugs, a touch of violence, a case of AIDS: Conceptualizing the SAVA syndemic. *Free Inquiry*, 24(2), 99-110.
- Recommended Readings:
 - Cho S., Crenshaw, K. W., & McCall, L. (2013). Toward a field of intersectionality studies: Theory, applications, and praxis. *Signs*, 38(4), 785-810.
 - Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241-1299.
 - Halkitis, P. N., Kupprat, S. A., Hampton, M. B., Perez-Figueroa, R., Kingdon, M., Eddy, J. A., & Ompad, D. C. (2012). Evidence for a syndemic in aging HIV-positive gay, bisexual, and other MSM: Implications for a holistic approach to prevention and healthcare. *Annals of Anthropological Practice*, 36(2), 365-386. doi:10.1111/napa.12009
 - Wilson, P. A., Nanin, J., Amesty, S., Wallace, S., Cherenack, E. M., & Fullilove, R. (2014). Using syndemic theory to understand vulnerability to HIV infection among Black and Latino men in New York City. *Journal of Urban Health*, 91(5), 983-998. doi:10.1007/s11524-014-9895-2
- Conducting a Literature Review & Reading Scholarly Work

Sep. 16-20: Ecological Model & Minority Stress Model

- Required Readings—Last name A-M:
 - Hovell, M. F., Wahlgren, D. R., & Adams, M. A. (2009). The logical and empirical basis for the behavioral ecological model. In R. J. DiClemente, R. A. Crosby, & M. C. Kegler (Eds.), *Emerging theories in health promotion practice and research: Strategies for improving public health* (2nd ed., pp. 347-385). San Francisco, CA: John Wiley & Sons.
- Required Reading—Last name N-Z:
 - Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual Populations: Conceptual issues and

research evidence. *Psychological Bulletin*, 129(5), 674-697.

- Conducting a Literature Review & Reading Scholarly Work
- Annotated Bibliography Due Sept. 20th at 11:59 pm

Sep. 23-27: Life Course Theory & Fundamental Cause Theory

- Required Readings:
 - Elder, G. H. Jr. (1998). The life course as developmental theory. *Child Development*, 69(1), 1-12.
 - Link, B. G., & Phelan, J. (1995). Social conditions as fundamental causes of disease. *Journal of Health and Social Behavior*, 80-94.
- Recommended Readings:
 - Christy, K., & Valandra. (2017). A multi-systems life course perspective of economic abuse. *Advances in Social Work*, 18(1), 80-102. doi: 10.18060/21288
 - Hatzenbuehler, M. L., Phelan, J. C., & Link, B. G. (2013). Stigma as a fundamental cause of population health inequalities. *American Journal of Public Health*, 103(5), 813-821. doi:10.2105/ajph.2012.301069
- Developing an Argument and Creating a Good Outline

Part 2: Applications in Health Disparities Research & Action

Sep. 30-Oct. 4: Race, Ethnicity, and Immigration

- Required readings:
 - Caldwell, J. T., Ford, C. L., Wallace, S. P., Wang, M. C., & Takahashi, L. M. (2016). Intersection of living in a rural versus urban area and race/ethnicity in explaining access to health care in the United States. *American Journal of Public Health*, 106, 1463-1469. doi:10.2105/AJPH.2016.303212
 - Viruell-Fuentes, E. A., Miranda, P. Y., & Abdulrahim, S. (2012). More than culture: Structural racism, intersectionality theory, and immigrant health. *Social Science & Medicine*, 75(12), 2099-2106. doi:10.1016/j.socscimed.2011.12.037
- Creating Rhetorical Moves & Silencing Your Inner Critic

Oct. 7-11: Gender Identity & Sexual Orientation

- Required reading:
 - Reisner, S. L., Bailey, Z., & Sevelius, J. (2014). Racial/ethnic disparities in history of incarceration, experiences of victimization, and associated health indicators among transgender women in the U.S. *Women Health*, 54(8), 750-767.

doi:10.1080/03630242.2014.932891

- Petit, M.-P., Julien, D., & Chamberland, L. (2018 [epub ahead of print]). Interlinkages between parental and trans trajectories: A life course perspective. *Psychology of Sexual Orientation and Gender Diversity*. doi: 10.1037/sgd0000280

- Citing Sources, Academic Integrity, and Plagiarism
- Final References List Due Oct. 11th at 11:59 pm

Oct. 14-18: Socioeconomic Status and Social Class

- Required readings:
 - Adler, N. E., & Newman, K. (2002). Socioeconomic disparities in health: Pathways And policies. *Health Affairs*, 21(2), 60-76. doi:10.1377/hlthaff.21.2.60
 - Reiss, F. (2013). Socioeconomic inequalities and mental health problems in children and adolescents: a systematic review. *Social Science & Medicine*, 90, 24-31. doi:10.1016/j.socscimed.2013.04.026

Oct. 21-25: HIV, Substance Use, and Violence

- Required reading:
 - Anderson-Carpenter, K. D., Fletcher, J. B., & Reback, C. J. (2017). Associations between methamphetamine use, housing status, and incarceration rates among men who have sex with men and transgender women. *Journal of Drug Issues*, 47(3), 320-339. doi:10.1177/0022042617696917

- Draft of Literature Review Due Oct. 25th at 11:59 p.m.

Part 3: Promoting Health Equity & Reducing Health Disparities

Oct. 28-Nov. 1: Conducting Community Assessments

- Required reading:
 - Williams, R. J., Kittinger, D. S., Ta, V. M., Nihoa, W. K., Payne, C., & Nigg, C. R. (2012). An assessment of community capacity to prevent adolescent alcohol consumption. *Health Promotion Practice*, 13(5), 670-678. doi:10.1177/1524839911432927
- Establishing a Consistent Writing Habit

Nov. 4-8: Work on Literature Review Revisions (No Class)

Nov. 11-15: Community Engagement & Capacity Building

- Required readings:
 - Anderson-Carpenter, K. D., Watson-Thompson, J., Jones, M., & Chaney, L. (2014). Using communities of practice to support

implementation of evidence-based prevention strategies. *Journal of Community Practice*, 22(1-2), 176-188.

doi:10.1080/10705422.2014.901268

- Anderson-Carpenter, K. D., Watson-Thompson, J., Jones, M. D., & Chaney, L. (2017). Improving community readiness for change through coalition capacity building: Evidence from a multisite intervention. *Journal of Community Psychology*, 45, 486-499. doi:101002/jcop.21860

- How to Be a Good Self-Editor
- Revised Literature Review for Peer Feedback Due Nov. 15th at 11:59pm

Nov. 18-22: Community-Based Participatory Research (CBPR)

- Required readings:
 - Israel, B. A., Coombe, C. M., Cheezum, R. R., Schulz, A. J., McGranaghan, R. J., Lichtenstein, R., . . . Burris, A. (2010). Community-based participatory research: A capacity-building approach for policy advocacy aimed at eliminating health disparities. *American Journal of Public Health*, 100(11), 2094-2102. doi: 10.2105/AJPH.2009.170506
 - Ward, M., Schulz, A. J., Israel, B. A., Rice, K., Martenies, S. E., & Markarian, E. (2018). A conceptual framework for evaluating health equity promotion within community-based participatory research partnerships. *Evaluation and Program Planning*, 70, 25-34. Doi: 10.1016/j.evalprogplan.2018.04.014
- Recommended reading:
 - Israel, B. A., Schulz, A. J., Parker, E. A., & Becker, A. B. (1998). Review of community-based research: Assessing partnership approaches to improve public health. *Annual Review of Public Health*, 19, 173-202.
- How to Be a Good Peer-Reviewer

Nov. 25-29: No Class

Dec. 2-6: Debates and Controversies in Health Disparities & Health Equity

- Required reading: TBD
- Disseminating Your Work to Your Audience
- Course Reflections

Dec. 9-13: Final Paper Due (12/13 at 9:45 a.m.)

Part 4: Grading Policy

Graded Course Activities

The table below describes the graded course activities including points and activity description. The first column includes the points possible, the second column describes the percentage or weight of each assignment, and the third column includes a description for each assignment.

Max Points	% of Final Grade	Assignment
30	10%	Class Participation (1 point per class)
15	10%	Health Equity Topic
25	15%	Literature Review Outline
50	25%	Literature Review Draft
80	40%	Final Paper
200	100%	Total Points Possible

Late Work Policy

Any work submitted past the assignment deadline will receive a 10% reduction for each day late prior to being graded. This deduction is what I like to call the “10% discount.” For the purposes of this course, “late” is defined as one minute past the deadline, and the “next day” will occur every 24 hours thereafter.

Viewing Grades

Because this is an intensive writing course and there are more students than instructors, you should expect to receive your grades and feedback for viewing in D2L within 7-10 calendar days.

Course Grades

The table below describes the relationships between course grades, percent, and performance. The first column describes the course grade. The second column describes the percentage associated with the course grade. The third column describes the performance represented by course grade and percentage.

Course Grade	Percentage	Course Performance
4.0	89.5-100%	Superior
3.5	84.5-89.4%	Excellent
3.0	79.5-84.4%	Good
2.5	74.5-79.4%	Average
2.0	69.5-74.4%	Adequate

1.5	64.5-69.4%	Inadequate
1.0	59.5-64.4%	Poor
0.0	0-59.4%	Unacceptable

Part 5: Course Policies

Commit to Integrity: Academic Honesty

Article 2.3.3 of the [Academic Freedom Report](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the (insert name of unit offering course) adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity](#) webpage.)

Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

Inform Your Instructor of Any Accommodations Needed

From the Resource Center for Persons with Disabilities (RCPD): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

Understand When You May Drop This Course

Drops and Adds

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is (insert date). The last day to drop this course with no refund and no grade reported is (insert date). You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

Commercialized Lecture Notes

Commercialization of lecture notes and university-provided course materials is not permitted in this course.

Internet

Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site.

Disruptive Behavior

Article 2.III.B.4 of the [Academic Freedom Report \(AFR\)](#) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the [AFR](#) states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." [General Student Regulation 5.02](#) states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Judicial Affairs office.

Attendance

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course.

Participation

I expect you to participate in all class activities as listed on the course calendar. Participation includes, but is not limited to, the following:

- Completing all class assignments on time
- Actively engaging in small-group and class discussions
- Asking thoughtful questions in class
- Proactively seeking guidance from the TA or instructor when needed
- Providing helpful feedback to classmates

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let Rosaura or I know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing Rosaura or Dr. Anderson-Carpenter when difficulties arise during the semester so that we can help you find a solution.

Complete Assignments

Assignments for this course will be submitted electronically through D2L unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from Dr. Anderson-Carpenter before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.