UNIVERSITY OF MICHIGAN-FLINT
COURSE CHANGE REQUEST for GenEd Distribution

*** This change is not effective for registration or publication until this request has been reviewed by the Provost. ***

Change Effective for Term: Fall 2010
School/College: School of Health Professions and Studies
Department: Health Sciences and Administration (HSA)

Subject: HCR
Course Number: 363
Check here for NO CHANGE: □

□ INACTIVATE Course □ INACTIVATE Crosslisting(s)

INSTRUCTIONS: Only where a change is requested, please complete the Requested Change column below; leave other lines blank. Add separate page(s) if space provided is not sufficient for your response.

AS CURRENTLY OFFERED

1. Title: Introduction to Health Disparities
2. Credit Hours: (3).
3. Repeat Status: (see CURRENT Course Description below)
4. Crosslisting(s):
5. GE Distribution:

REQUESTED CHANGE

6. CURRENT Course Description:

Differences in the incidence, prevalence, mortality and burden of diseases and other adverse health conditions that exist among racial and ethnic minority populations in the US. Emphasis on contributing factors including reduced access to health care, inequalities in income and education, cultural and family factors, individual behavior, racial discrimination, and the complex interaction among these factors.

7. NEW Course Description (as it should appear in the Catalog):

REQUESTED BY:

Lyanne Leli 10-20-09
Department Chair

Department Chair of Crosslist(s) or Prerequisite(s) Date

Dean Date

Dean of Crosslist(s) or Prerequisite(s) Date

REVIEWS BY:

Catalog Editor Date

Provost Date

Catalog Coordinator (Registrar’s Office) Date

GECAC Date
REQUEST FOR GENERAL EDUCATION DISTRIBUTION DESIGNATION in Health and Well-Being

Directions: Please indicate which learning outcomes will be addressed in this course (place the corresponding number and outcome where indicated). A minimum of five learning outcomes must be addressed for a course to be eligible for general education distribution designation. Please provide a brief narrative as to how the course objectives/key concepts address each learning outcome selected, and indicate what tools for assessment will be used.

**Course Title:** Introduction to Health Disparities (on-line)  
**Department:** HSA  
**Course Prefix:** HCR  
**Course Number:** 363

<table>
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<tr>
<th>No.</th>
<th>Learning Outcome:</th>
<th>Narrative:</th>
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<tbody>
<tr>
<td>1</td>
<td>Reflects on one's own learning processes.</td>
<td>Students will reflect on their own learning processes throughout the course. We examine the historical aims of research and intellectual inquiry. We present how those aims can be nefarious and are shaped by the dominant culture. In the introductory section of the course, students are shown a film that discusses the eugenics movement as well as how scientists worked to &quot;scientifically prove&quot; that negroes were inferior to whites. Later in the course, we provide a learning unit on the Tuskegee Syphilis experiment. Students learn that intellectual inquiry in the form of research has not always protected its subjects. Further, students are asked to submit a self-assessment of their contributions on the discussion boards weekly.</td>
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<td>2</td>
<td>Demonstrate facility with research methods.</td>
<td>This course requires the use of peer review journals and APA references for satisfactory completion of the short papers and group projects. Limited instruction is provided on why a student should use peer-reviewed journals as a reference. The first short paper assignment includes a summary of a peer-reviewed article in a health disparity chosen by the student. We require students to submit multiple drafts of the group project and provide feedback to the students on the quality of their references before final submission of the project for grading.</td>
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<td>3</td>
<td>Demonstrate the ability to think critically.</td>
<td>Students will demonstrate critical thinking by distinguishing among facts, inferences, opinions and values regarding patterns and distribution of morbidity and mortality among U.S.-based racial, ethnic, gender, and socioeconomic status groups. This course takes difficult topics (health disparities and racism) and asks the student to examine his/her point-of-view as well as those of others. Every week the class discusses at least two multi-part questions, often on sensitive subject matter. Students are required to answer the question from their point-of-view and read their classmates’ posts and raise questions from their classmates’ postings. We emphasize that most often there is not one correct answer, but rather that the answer be synthesized from the text, readings and lecture and be presented in a sequential and defendable format.</td>
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**Assessment tools:**

The discussion board portion of this on-line course provides weekly opportunities for assessment by the instructors and for self-assessment. Short papers and group projects will also be used as assessment tools.
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<th>No. 5</th>
<th>Learning Outcome: Produce Competent written work</th>
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<td><strong>Narrative:</strong></td>
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This course encourages competent written work in three ways: weekly discussion questions, three short paper assignments and the group (written) project. We expect weekly discussion questions to be well organized, thorough, concise, grammatically correct, and be substantiated by the course materials (readings, videos, lecture, etc.). Students lose one point out of 15 for incorrect grammar and spelling from the weekly discussion questions. The short paper assignments (250-750 words) provide students with rubrics that emphasize the need for formal writing, and require students to evaluate and summarize reference materials. The group projects are 15 pages of joint work by groups of 4-5 students. They can select to conduct a mortality analysis, write a congressional brief or conduct a literature review and design a study based on the literature review. The group submits an outline and subsequent drafts of the paper for instructor comments. We pay attention to (and correct) grammar and word use as well as requiring a thorough demonstration of knowledge of the subject matter. We also recommend the campus writing center for students that need help beyond the scope of the class.

**Assessment tools:**

Assessment tools include graded submissions of discussion board responses, short papers, and group projects. Writing skill is assessed in these assignments. The discussion board provides us the opportunity to strengthen the student’s writing in short answer form on a weekly basis. We return the three short paper assignments to the students, providing comments on their writing as well as the subject matter. Finally, given the requirement of submitting drafts, we hope that the group project will be a polished product that the students can use as a writing sample.

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<th>No. 6</th>
<th>Learning Outcome: Participate in dialogue that involves respectful and careful listening.</th>
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<td><strong>Narrative:</strong></td>
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Students will contribute thoughtfully to discussion on topics including racism, discrimination, racial, ethnic, gender, and socioeconomic status groups and prepare students to apply these theories to real-world phenomena. In order to have a conversation about race and health disparities the class forum (in this case on-line) has to have an atmosphere of respect and listening. Our students come from a variety of backgrounds, and are diverse in socio-economic status, race/ethnicity, age and more. For the first half of the course the students must post their own answer to the discussion questions and make at least four replies to their classmates’ posts. Nearly one-half of the points in the course are earned from the discussion questions, so students must participate in the discussions to pass the class. If students are disrespectful to others, it is often due to a lack of knowledge of culture. We help the students to learn about the culture and encourage understanding.

**Assessment tools:**

The discussion board posts and responses serve as an assessment tool. The group projects also are a minor assessment point. However, we begin the course by setting the standard of respectful listening. We have noted few incidences of student disrespect.

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<th>No. 8</th>
<th>Learning Outcome: Demonstrate knowledge of culture and the arts, social structure and process and the physical and natural world.</th>
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<td><strong>Narrative:</strong></td>
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Understanding social structure is an integral and regular part of the course. Students examine the diversity of human experiences in a variety of historical, international, cultural and political contexts. The course and the text contain modules on socio-economic status, socio-environmental factors and psychosocial theories of health disparities. To understand health disparities you must understand the underlying themes of current and historical racism, white privilege and the culture of oppression. We show films presenting the lack of scientific basis for racial classifications, and present race as a social construct. We present how racial terminology changes from country to country. We discuss how politics and political leadership affect racial disparities. These themes, woven into our discussion questions and other
assignments, are present on a weekly basis.

Assessment tools:

Graded submissions of discussion board posts and responses serve as assessment tools. The discussion boards and paper assignments provide us ample opportunity to gauge the depth of students' understanding of these difficult topics.

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<th>No. 9</th>
<th>Learning Outcome: Demonstrate knowledge of economics, finance, quantitative literacy: health and well being and science and technology.</th>
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Narrative:

Students will demonstrate knowledge of health and well-being by summarizing data on the nature and magnitude of racial/ethnic disparities in health status in the United States. We discuss health and behavior theories and how they influence topics such as: health behavior, mental health and health care disparities, the course covers strategies for addressing health disparities, trends in life expectancy, the leading causes of death by race, ethnicity and age, changes in the leading causes of death over time and the mortality crossover. Moreover, the essence of this course is learning about health and well-being, on both individual and societal levels.

Assessment tools:

Graded submissions serve as assessment tools. The discussion board provides us the opportunity to gauge students' knowledge and application of theory. The short papers demonstrate student knowledge and application of theory on selected topics. The group projects provide a culminating assessment point, allowing us to assess the students' knowledge and application of a semester of learning.

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<th>No. 10</th>
<th>Learning Outcome: Use multiple perspectives and methodologies to analyze real or hypothetical problems.</th>
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Narrative:

Students will use current theories that seek to explain differences in issues such as morbidity and mortality among U.S.-based racial, ethnic, gender, and socioeconomic status in groups, preparing students to apply these theories to real-world phenomena. The goal of the group projects, which begin in week three and continue to the end of the semester, is a thorough analysis of a real problem. The analysis must take into account the differing perspectives and multiple sources of references. For each project rubric, the final section of each choice of group project mandates a synthesis of the problem, as well as identifying and proposing a solution to the problem.

Assessment tools:

The group project is the primary assessment tool. From the submission of the outline, to rough draft, to the finished product we have multiple opportunities to assess students' progress. Short papers and discussion boards provide assessment opportunities.

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<th>No. 11</th>
<th>Learning Outcome: Investigate the nature of citizenship.</th>
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Narrative:

A theme of the first four weeks of the course is how the historical political and social structures of the United States have limited the rights of US citizens based on race and provides political and social timelines of Native and African Americans. This discussion question was used in last year's class. *"In the early part of the twentieth century, Asian immigrants were not eligible for citizenship, no matter how long they lived in the U.S. What is the legacy of those laws in terms of how Asian Americans are viewed today? What role does race play in current U.S. policy on immigration and granting of citizenship? How is our idea of citizenship still tied to race? Think about the current Mexican immigration "situation". Does what you know our current governmental policy on immigration "feel" the same as Asian Americans in*
the early 1900s or different? What about the current variations in public opinion on immigration today? Might the discussion/opinions be more welcoming if there were large groups of white people illegally emigrating from Canada instead of people from Mexico? After you make your post, comeback later and continue the discussion to your classmate." Further, the course presents unequal treatment of citizens as a possible cause of health disparities.

Assessment tools:

The discussion boards provide us with an assessment tool.

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<th>No. 12 Learning Outcome: Apply knowledge to complex issues such as social justice, globalization, economic growth and distribution, environmental sustainability, public health, etc. in increasing broad influence.</th>
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**Narrative:**

A major theme of the course is the intertwining of social and environmental justice and public health. The text, course readings, films, and lectures all lead to an understanding of the complexities of health disparities. The discussion questions engage students in applying their knowledge to "real-life" situations. One such activity is reading and discussing McIntosh's article on White Privilege. We assign the article, and ask students to count the items in their metaphorical backpack and share with the class how having more items of entitlement might help a person achieve more in their lifetime. In the course unit on environmental justice, we provide students with statistics and information. The discussion questions for this encourage students to reflect on the implications of how where you live (geographically) may affect one's life path and achievements and create strategies to create environmental justice.

**Assessment tools:**

Graded submissions provide us the tools of assessment. The discussion board provides us the weekly opportunity to encourage application of coursework to larger spheres. The three short papers and the group projects also provide assessment opportunities.