

**Department of Health Outcomes and Biomedical Informatics**

**College of Medicine**

**University of Florida**

***GMS 6833: Health Outcomes and Policy in Vulnerable Populations***

***Spring 2022***

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**Class Meetings:** Every Wednesday, Jan. 5<sup>th</sup> – April 20<sup>th</sup>, 6<sup>th</sup> – 8<sup>th</sup> periods (12:50pm – 3:50pm)

**Zoom Meeting ID:** 352 273 8811

**Zoom Link:** <https://ufl.zoom.us/j/3522738811> (Links to an external site.)

**Credit Hours:** 3 credits

**Course Director:** Michelle Cardel, Ph.D., M.S., R.D.

**Office Hours:** Wednesdays following class and by appointment

**Email:** [mcardel@ufl.edu](mailto:mcardel@ufl.edu)

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### **COURSE Description**

The purpose of this course is for students to develop a working knowledge of the influence of health disparities and inequities on health outcomes among vulnerable populations in the United States and the role of health policy. The course will begin with an introduction to the concept of vulnerability and a vulnerability framework for research. Next, we will cover social, individual, and systematic influences on health and vulnerability. Finally, students will learn about interventions and policies aimed at reducing health disparities among vulnerable populations.

### **Course Objectives**

Students who successfully complete the course will be able to:

- define vulnerability;
- describe social, individual, and structural/systematic factors related to health inequalities among vulnerable populations (e.g., children, people with disabilities,

marginalized racial/ethnic groups, LGBTQ+ communities, individuals with low socioeconomic status, etc.) in the United States.

- Identify and discuss major health issues facing vulnerable populations.
- Understand potential interventions to improve the health and reduce health disparities among vulnerable populations.
- Develop and conduct a review paper or policy analysis related to a specific vulnerable population.

## Prerequisites

None

## Course Procedure

This course is intended to provide students with a broad overview of health outcomes and policy among vulnerable populations. A seminar series format will be employed. Each class session will have assigned readings that must be completed prior to class. Class discussion will center on the required readings.

# Student Course Requirements

The following will be used to assess students' progress in achieving the course objectives:

1. **Attendance and Participation.** All students are expected to be active and regular participants in class discussions. Students should come to class prepared to discuss the strengths and weaknesses of the assigned readings as well as how the readings apply to their own research or clinical interests.
2. **Review Article/Policy Analysis.** Students will prepare a final paper that is a review article or policy analysis of an issue related to a specific vulnerable population. The scope of the article should increase the student's knowledge in an area of their choice, not covered by the assigned textbook and general readings. Assignment 1: The student will provide a one-page (minimum) description of their topic choice and rationale. Potential journal outlets and at least five references for the final paper should also be included. Please define your study population and review

specifics. **Due January 26<sup>th</sup>.** Assignment 2: Develop an outline of the entire article using bullet points, headings, and short topic sentences. References must be included (a minimum of 30 references). Outline must be a minimum of two pages, not including references. **Due February 16<sup>th</sup>.** Final review article/policy analysis: The final paper should be organized into a narrative rather than a series of facts or bullets. It should be proofread with correct grammar and spelling. The final article should be double-spaced Times New Roman 12 pt. font with 1-inch margins. Citation style and paper formatting should correspond with the selected target journal. The manuscript should be ready to be submitted to the selected journal and include all necessary components per journal instructions (e.g., abstract, introduction, discussion, references). This manuscript should be the student's own original work and not previously submitted for credit or publication. Final articles are due on **April 20<sup>th</sup>**. Note that all assignments are **due by 5pm EST on the due date.**

## EVALUATION AND GRADING

Grades will be based on attendance and participation in class discussions (40%); review article/policy analysis assignments (Topic: 15%; Outline: 15%) and the final review article/policy analysis manuscript (30%). All deadlines must be met and all assignments are due at 5pm EST on the due date. **Any assignment turned in late will receive a 10-percentage point reduction in the final grade for every 24-hours it is late.** The following grading system will be used: A (95% or higher), A- (90-94.9%), B+ (87%-89.9%), B (83%-86.9%), B- (80-82.9%), C+ (77%-79.9%), C (73%-76.9%), C- (70-72.9%), D+ (67-69.9%), D (63%-66.9%), D- (60-62.9%) and F ( $\leq$ 59%).

Textbook and Readings:

The following textbook will be used for this course:

- Leiyu Shi & Gregory D. Stevens, *Vulnerable Populations in the United States*, 3<sup>rd</sup> Edition, John Wiley & Sons, Inc., 2021.

Note: Supplementary readings will be assigned and may be changed or expanded beyond what is outlined in the syllabus.

## Topical Overview

Day	Major Topic	Required Readings	Assignments Due/Notes
5-Jan	Introduction to the Course	None	

12-Jan	Definition of Vulnerable Populations	<ul style="list-style-type: none"> <li>• Mechanic &amp; Tanner, 2007</li> <li>• Vladeck, 2007</li> </ul>	Dr. Lemas Presentation
19-Jan	Vulnerability Framework	<ul style="list-style-type: none"> <li>• VP Chp. 1</li> <li>• Conrad &amp; Barker, 2010</li> </ul>	
26-Jan	Social/Individual Factors and Health Vulnerability	<ul style="list-style-type: none"> <li>• VP Chp. 2</li> <li>• Caldwell and Sayer, 2018</li> </ul>	<b>Topic/Rationale Due</b>
2-Feb	Socioeconomic Status	<ul style="list-style-type: none"> <li>• Phelan et al., 2010</li> <li>• Braveman et al., 2010</li> <li>• Woolf &amp; Braveman, 2011</li> </ul>	Discuss Topic/Rationale with class
9-Feb	Social/Individual Factors and Health Vulnerability	<ul style="list-style-type: none"> <li>• US Transgender Survey</li> <li>• Gallo et. al., 2009</li> </ul>	
16-Feb	Childhood Determinants of Health	<ul style="list-style-type: none"> <li>• Halfon et al., 2010</li> <li>• Perrin et al., 2007</li> <li>• McEwen et. al., 2017</li> <li>• Shonkoff et al., 2009</li> </ul>	<b>Outline Due</b>
23-Feb	Racial and Ethnic Disparities	<ul style="list-style-type: none"> <li>• Ford &amp; Airhihenbuwa, 2010</li> <li>• Williams &amp; Sternthal, 2010</li> <li>• Perreira &amp; Ornelas, 2011</li> <li>• Cerdena et al., 2020</li> </ul>	
2-Mar	Multiple Risk Factors	<ul style="list-style-type: none"> <li>• VP Chp. 4</li> </ul>	
9-Mar	No Class-Spring Break		
16-Mar	Children and Healthcare	<ul style="list-style-type: none"> <li>• Szilagyi, 2003</li> <li>• Halfon et al., 2007</li> <li>• Sommers et al., 2013</li> </ul>	

23-Mar	Current Strategies to Reduce Health Disparities	<ul style="list-style-type: none"> <li>• VP Chp. 5</li> <li>• Avery et. al., 2016</li> </ul>	Dr. Szurek Presentation
30-Mar	Methods Aimed at Resolving Health Disparities	<ul style="list-style-type: none"> <li>• VP Chp. 6</li> <li>• Pallok 2019</li> </ul>	
6-Apr	Lifecourse and Community Considerations to Reducing Health Disparities	<ul style="list-style-type: none"> <li>• Frohlich &amp; Potvin, 2008</li> <li>• Israel et al., 2010</li> <li>• Westfall et al., 2007</li> <li>• Braun et al., 2015</li> </ul>	Dr. Wegner Presentation/Send draft of article if want feedback (optional)
13-Apr	Meet with Dr. Cardel in one-on-ones for any questions regarding your full article (optional)-Must send draft by April 6 <sup>th</sup> if want this option		Final Feedback on Full Draft (optional)
20-Apr	No Class-Reading Day		<b>Full Article Due <u>Wednesday April 20-5pm</u></b>

\*VP=Vulnerable populations book  
Guest lectures

We will have the pleasure of 3 guest lectures during the semester. They will include:

Date	Name	Title of Presentation
12-Jan	Dr. Dominick Lemas	CBPR: Lessons from the Center for Alaska Native Health Research
23-March	Dr. Sarah Szurek	CBPR with Tallahassee Food Network Addressing Health Disparities
6-April	Dr. Christine Wegner	Reducing Health Disparities through Physical Activity & Sport

## Class Decorum

Please: (1) be on time, (2) respect others' points of view, (3) listen quietly when others are speaking, and (4) turn off cell phones, alarms, and other such distractions. When attending via Zoom, please have all windows closed out and your video on (when possible) so that your full attention is on the class and discussion.

## Returned Assignments

Keep copies of all assignments that you submit and of all grades until you receive official notification of your final course grade.

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### **Attendance Policy**

Class attendance is mandatory. Excused absences follow the criteria of the UF Graduate Catalog (e.g., illness, serious family emergency, military obligations, religious holidays), and should be communicated to the instructor prior to the missed class day when possible. The UF Graduate Catalog is available at <http://gradcatalog.ufl.edu/> ([Links to an external site.](#)). Students should read the assigned readings prior to the class meetings, and be prepared to discuss the material. Regardless of attendance, students are responsible for all material presented in class and meeting the scheduled due dates for class assignments.

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### **Policy on Make-Up Work**

Students are allowed to make up work only as the result of illness or other unanticipated circumstances. In the event of such emergency, documentation will be required in conformance with university policy. Work missed for any other reason will earn a grade of zero.

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## Special Needs

Students requiring accommodations must first register with the Dean of Students' Office. The Dean of Students' Office will provide documentation to the student who must then provide this documentation to the faculty member when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

# U Matter, We Care

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

## **Academic Honesty**

Each student is bound by the academic honesty guidelines of the University and the student conduct code printed in the Student Guide and on the University website, available at <http://regulations.ufl.edu/chapter4/4017.pdf> ([Links to an external site.](#)). The Honor Code states: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." Cheating or plagiarism in any form is unacceptable and inexcusable behavior.

## **Policy on Style for Citation and Plagiarism:**

The two key purposes of citation are to (1) give appropriate credit to the authors of information, research findings, and/or ideas (and avoid plagiarism) and (2) facilitate access by your readers to the sources you use in your research.

**Quotations:** When directly quoting an outside source, the borrowed text, regardless of the amount, must be surrounded by quotation marks or block quoted. Quoted text over two lines in length should be single-spaced and indented beyond the normal margins. Every quote must include a source—the author, title, volume, page numbers, etc.—whether an internal reference, footnote, or endnote is used in conjunction with a bibliography page.

**Paraphrasing or Citing an Idea:** When summarizing an outside source in your own words or citing another person's ideas, quotation marks are not necessary, but the source must be included. This includes, but is not confined to, personal communications from other students, faculty members, experts in the field, summarized ideas from published or unpublished resource, and primary methods derived from published or unpublished sources. Use the general concept of "when in doubt – cite."

Plagiarism is a serious violation of the academic honesty policy of the College. If a student plagiarizes others' material or ideas, he or she may receive an "E" in the

course. The faculty member may also recommend further sanctions to the Dean, per College disciplinary action policy. Generally speaking, the three keys of acceptable citation practice are: 1) thoroughness, 2) accuracy, and 3) consistency. In other words, be sure to fully cite all sources used (thoroughness), be accurate in the citation information provided, and be consistent in the citation style you adopt. All references should include the following elements: 1) last names along with first and middle initials; 2) full title of reference; 3) name of journal or book; 4) publication city, publisher, volume, and date; and 5) page numbers referenced. When citing information from the Internet, include the WWW address at the end, with the "access date" (i.e., when you obtained the information), just as you would list the document number and date for all public documents. When citing ideas or words from an individual that are not published, you can write "personal communication" along with the person's name and date of communication.