INSTRUCTOR & CONTACT INFORMATION
Andrea Acevedo, PhD
Community Health Department Tufts University
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Medford, MA 02155

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Phone: (617)627-2151

OFFICE HOURS: Mondays 11am-12:00pm
I am also available by appointment.

CLASS SCHEDULE
The course meets on Wednesdays from 9am-11:30am in Room 206, at 574 Boston Avenue.

COURSE DESCRIPTION
This course will provide an overview of inequities in health services, as well as current initiatives to address them. The course will cover some of the historical aspects of inequities in health services, such as legal segregation of health care facilities and how race/ethnicity and sexual identity have been conceptualized over time. We will examine what are some of the factors associated with unequal access and quality of general medical care, as well as mental health care and services for substance use disorders.
COURSE OBJECTIVES

By the end of this course students will be able to:

- describe how disparities are and describe the differences between disparity, inequality, and inequities
- discuss how historical policies in and outside of health care impacted unequal access to and quality of health services
- list the different "disparities" populations as defined currently by federal agencies
- describe how race/ethnicity data is currently collected and how that has changed over time
- apply the different ways of measuring inequities in care
- describe different sources of inequities in health services, at the individual, provider, and societal level
- explain how implicit bias may impact health care experiences
- analyze how a policy or quality improvement strategy may influence inequities in health services
- recommend ways to address inequities in health services
- evaluate current policies and initiatives that aim to address inequities in health services

GRADING & EVALUATION

Final grades for this course will be determined by the following assessments:

1. Active Participation 20%
2. Reading Reflections/Short Writing Assignments 20%
3. Quizzes 10%
4. Research Paper: 45%
   a. Paper topic, outline, & initial references: 5%
   b. Part 1: Background section: 15%
   c. Part 2: Policy section: 15%
   d. Final paper: 10%
5. Presentation—5%

Active Participation (20%)

This course is a Community Health seminar, and thus you are expected to fully participate in the class discussions. Participation will enhance everyone’s learning, and responsibility for class discussion is shared. Class participation includes attendance and coming to class on time, being prepared to discuss readings and assignments, asking relevant questions, contributing to small group discussions, facilitating the participation of other students, and engaging with the instructor and guest speakers. Class participation also includes actively contributing to in-class activities. You will also be asked to present on one of the readings during the semester, and submit readings for class discussion.
Reading Reflections/Short Written Assignments (20%)
These will be assigned reflections on the readings and/or a short-assignment. They should be about a page long (double-spaced). The topic and prompts will be given to you a few days in advance.

Quiz 10%
There will be two brief quizzes. They will be based on the readings, lectures, and discussions.

Research Paper (45% total)
The paper will be an in-depth look at inequities in health services (for a specific condition), focusing on a particular disparities population group. The first part of the paper will include a description of your population, the documented inequities, and what is known about potential contributors of the inequities. The second part will include what are some things that have been done to address disparities, a critique of those attempts, and your proposed solutions. Sections of the paper will be submitted throughout the semester for you to get feedback, and the final paper is due at the end of the semester. The detailed instructions for the paper will be discussed during the second session.

Presentation (5%)
You will be required to make a 10 minute presentation of your paper. Guidelines will be distributed later in the semester.

REQUIRED MATERIALS & TEXTS

There are no textbooks for this course. Most of the readings you will be able to find online. Others will be available at the course website on Trunk (trunk.tufts.edu) or distributed in class. You are responsible for reading all assigned material before the class date for which the readings are assigned.

COURSE POLICIES & EXPECTATIONS

Attendance: Attendance is critical to promoting a learning community within the class. You are expected to attend all class sessions unless you have a medical excuse or a serious, unexpected situation. If you cannot attend a class session, you must email me. Quizzes and participation grade for that day will not be able to be made up unless you have a medical note or I am contacted by your Dean.

Submitting Written Assignments: All assignments are to be submitted through Trunk by the due date and time.

Late Assignments: Late assignments will receive a 10% reduction in grade for each 24 hour period for which it is late. Late begins at 1 minute past the deadline. If your assignment is late, you will not be able to submit the assignment via Trunk. Therefore, submit the assignment to the instructor directly via email.
Discussion Guidelines – These are the guidelines we agreed to on the first day. We will modify as needed

- One person speaking at a time
- Speak from your own experience/don’t generalize
- Use “I” statements
- Use “Yes and…” or “I hear you and”

What you can expect from me

- Start on time
- Respond to emails within 24 hours (weekdays). Within 48 hours on weekends
- Be available to meeting outside of class
- Mediate disagreements

Cellphones and Laptops:
No cell phone use during class.

You may use a laptop/tablet in class for taking notes, or during specified class related activities. I trust that you will be respectful of your peers and the instructor and will not use laptops for things that are not related to the course. However, if this happens, we will revise the laptop policy. Laptops are not allowed when we have an outside speaker.

ACADEMIC INTEGRITY
Tufts holds its students strictly accountable for adherence to academic integrity. The consequences for violations can be severe. It is critical that you understand the requirements of ethical behavior and academic work as described in Tufts’ Academic Integrity handbook. If you ever have a question about the expectations concerning a particular assignment or project in this course, be sure to ask for clarification. The Faculty of the School of Arts and Sciences and the School of Engineering are required to report suspected cases of academic integrity violations to the Dean of Student Affairs Office. If cheating or plagiarism is suspected, this must be reported to the Dean. More information is available at: http://uss.tufts.edu/studentAffairs/documents/HandbookAcademicIntegrity.pdf

STUDENT SERVICES
Tufts is committed to providing support and equal access for all students so that they may fully realize their academic potential. If you need academic accommodations because of a disability, please contact the course director early in the semester so that your learning needs may be appropriately met. All discussions will remain confidential. More information can be found at the Tufts University Student Accessibility Services website: https://students.tufts.edu/student-accessibility-services

Accommodations: Students needing academic adjustments or accommodations because of a documented disability must present documentation from the Academic Resource Center. All discussions remain confidential.
Additional Resources:
• Tisch Library: For research assistance- [http://www.library.tufts.edu/tisch/subjectLib.html](http://www.library.tufts.edu/tisch/subjectLib.html)
• Academic Resource Center (ARC): For writing and other academic assistance: [http://uss.tufts.edu/arc/](http://uss.tufts.edu/arc/)
• The Tufts University Counseling and Mental Health Service (CMHS). For personal and academic concerns- Sawyer House at 120 Curtis Street. 617.627.3360. [http://ase.tufts.edu/counseling/](http://ase.tufts.edu/counseling/)

<p>| Course Calendar |
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<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment (in addition to reading and reading reflections)</th>
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<tr>
<td>1</td>
<td>January 25</td>
<td>Introduction</td>
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<td>2</td>
<td>Feb. 1</td>
<td>Speaker: Aswita Tan-McGrory</td>
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<td>Historical Aspects (Part 1)</td>
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<td>3</td>
<td>Feb. 8</td>
<td>Historical Aspects (Cont’d),</td>
<td>Brief Written Assignment #1</td>
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<td>Data &amp; Data Collection</td>
<td>Due Monday Feb. 6th by 11:55pm</td>
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<td>4</td>
<td>Feb. 15</td>
<td>Quality of care</td>
<td>Paper Topic Due Friday, February 10th by 11:55pm</td>
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<td>5</td>
<td>Feb. 22</td>
<td><strong>Quiz #1</strong></td>
<td>Brief Written Assignment #2</td>
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<td>Measurement Issues</td>
<td>Due Monday Feb. 20th by 11:55pm</td>
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<td>6</td>
<td>March 1</td>
<td>Implicit Bias &amp; Discrimination</td>
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<td>7</td>
<td>March 8</td>
<td>Segregation / hospital closure</td>
<td>Brief Written Assignment #3</td>
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<td>Speaker: Alecia McGregor, PhD</td>
<td>Due Monday March 6th by 11:55pm</td>
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<td>8</td>
<td>March 15</td>
<td><strong>Quiz #2</strong></td>
<td>Paper Part 1 Due Sunday, March 12th 11:55pm</td>
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<td>The Affordable Care Act and Inequities</td>
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<td>9</td>
<td>March 29</td>
<td>Speaker: Alan Landry</td>
<td>Brief Written Assignment #4</td>
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<td>Mental Health</td>
<td>Due Sunday March 26th by 11:55pm</td>
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<td>10</td>
<td>April 5</td>
<td>Visit to State House Meeting with Jeffrey</td>
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<td>Sanchez &amp; State House Tour</td>
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<tr>
<td>11</td>
<td>April 12</td>
<td>Speaker: Karey Kensey</td>
<td>Paper Part 2 Due Sunday April 9th at 11:55pm</td>
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<td>Addressing needs of LGBT populations /</td>
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<td>Social Determinants</td>
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02/06/17
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<th>Topic</th>
<th>Assignment (in addition to reading and reading reflections)</th>
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<td>12</td>
<td>April 19</td>
<td>International Perspectives / Student Presentations</td>
<td>Student Presentations (Part 1)</td>
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<td>13</td>
<td>April 26</td>
<td>Student Presentations &amp; Wrap-Up</td>
<td>Student Presentations (Part 2)</td>
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Final Paper Due on Friday, May 5th, 2017 by 11:55pm

Below is the list of topics and related readings. Readings may be added or substituted for pedagogical reasons, based on current news, and/or student interest.

History, Definitions, and Current State

Session 1: Wednesday 01/25/17 – Introduction

Readings:


Session 2: Wednesday 02/01/17 Speaker, and Historical Aspects (Part 1)

*Speaker:* Aswita Tan-McGrory, MBA, MSPH
   Deputy Director, Disparities Solutions Center

Readings:


Session 3: Wednesday 02/08/17 -- Historical Aspects (Cont’d), Data & Data Collection

Readings:


Session 4: Wednesday 02/15/17 What is quality and how do we measure it?


Session 5: Wednesday 02/22/17 Measuring Inequality in Health Care


(Some) Sources of Inequality in Health Care

Session 6: Wednesday 03/01/17 Implicit Bias & Discrimination


Session 7: Wednesday 03/08/17 Segregation, Hospital Access

Speaker: Alecia McGregor, PhD
Assistant Professor
Tufts Department of Community Health


**Initiatives & Policies**

**Session 8: Wednesday 03/15/17 Massachusetts Health Care Reform & the ACA**


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**No Class on 03/22/17 – Spring Break**

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Session 9: Wednesday 03/29/17 Speaker / Mental Health

Guest Speaker:
Alden Landry, MD, MPH
Attending Physician, Emergency Medicine: Beth Israel Deaconess Medical Center
Faculty Assistant Director, Office of Diversity and Community Partnership; Harvard Medical School


Session 10: Wednesday 04/05/17  Visit to the MA State House

10am: Meeting with State Representative Jeffrey Sanchez
Chairperson, Joint Committee on Health Care Financing

11am: Tour of state house

Session 11: Wednesday 04/12/17 -- Addressing Disparities in Health Care of LGBT populations / Social Determinants

Guest Speaker:
Karey Kenst, MPH
Senior Program Manager
Disparities Solutions Center; The Mongan Institute for Health Policy; Massachusetts General Hospital

Readings:


Read Pages 61-67 (Barriers to Accessing Health Care in Chapter 2) you can download the
entire report or specific chapters for free at: https://www.nap.edu/catalog/13128/the-health-of-lesbian-gay-bisexual-and-transgender-people-building


Session 12: Wednesday 04/19/17 International Perspectives and Student Presentations (Part 1)

Articles TBD by students

Session 13: Wednesday 04/26/17 Student Presentations (Part 2) & Wrap Up

- Student presentations
- Class evaluations
- Wrap up