



HHPH 430: Health Disparities and Diverse Populations

COURSE SYLLABUS: Spring 2025

INSTRUCTOR INFORMATION

Instructor: Rachel Aumann, MSW MPH

Office Location: Nursing Health Sciences - 144

Office Hours: Tuesday/Thursday 12:30-2:00 pm or by appointment

Office Phone: 903-886-5549

University Email Address: Rachel.Aumann@tamuc.edu

Preferred Form of Communication: Email Communication

Response Time: 24-48 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook Required: Braveman, P. (2023). *The Social Determinants of Health and Health Disparities*. (First Edition). Oxford University Press.

Additional Materials will be provided on D2L, as needed.

All written assignments are to be submitted in APA format unless otherwise noted in the assignment directions. All students are encouraged to have a current copy of the **American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. There will be APA formatting resources posted to D2L for your reference and use.**

The syllabus/schedule are subject to change.

Course Description

This course provides an interdisciplinary perspective on key challenges and proposed solutions to health disparities that impact health and wellbeing. The course covers the relevance of politics, economics, health systems, culture and society, and the health beliefs and practices that lead to global health disparities.

Health disparities and our approach to resolving the underlying factors that lead to health disparities, lies at the very heart of public health. Access to healthcare and education, clean water and healthy food and housing, even the “built” environment, all can lead to health inequities that result in disparities in the health outcomes of groups of people. Bias, lack of resources and lack of stakeholder participation exacerbates health inequities. The solutions start with educating the healthcare and public health workforce to draw attention to these disparities in outcomes, the systems and mechanisms that perpetuate the issues, and a methodology to address our own biases and misconceptions, leading us towards “cultural humility”. In this course we will survey health disparities across groups of people and across healthcare settings. We will also look at our own biases and engage in experiential learning to shed awareness on the experiences of marginalized people in healthcare settings.

Student Learning Outcomes

1. Define key terms and concepts relating to health disparities, including key theoretical underpinnings of health inequity, bias and discrimination.
2. Explain the role of implicit bias in perpetuating health disparities and the how cultural humility can be used to prevent disparate health outcomes.
3. Demonstrate an understanding of how health disparities are studied in healthcare and public health settings.
4. Demonstrate an understanding of how policies, procedures, guidelines and mandates can lead to barriers to access, care and adherence and other systemic inequities in healthcare and public health.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students should have a basic knowledge of computer and Internet skills in order to be successful in an online course. Here are some highlights:

1. Knowledge of terminology, such as browser, application, URL, etc.
2. Understanding of basic computer hardware and software; ability to perform computer operations, such as: managing files and folders: save, name, copy, move, backup, rename, delete, check properties
3. Ability to use the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, accessing, and navigating sites like YouTube

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4. Knowledge of copying and pasting, spell-checking, saving files in different formats and sending and downloading attachments
5. Internet skills (connecting, accessing, using browsers) and ability to perform online research using various search engines and library databases.
6. Ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), chats, etc.

Instructional Methods

We will study various public health issues through textbook readings, additional required readings (journal articles, podcasts, videos, etc.), discussions, written assignments, quizzes and a final project.

Student Responsibilities or Tips for Success in the Course

1. Most of the material in the online environment will come from your textbooks, discussions, chapter PowerPoints, and videos; therefore, strong reading, writing and critical thinking skills are very important for success in an online course.
- Success in this class will come from independent reading of textbook chapters as well as other assigned material.

Self-motivated and independent learner:

- While online courses can offer more flexibility in scheduling, they require more self-discipline and independence than on-campus courses.
- In the online environment, you must be able to start and to work on tasks on your own, without someone keeping you focused, and you must be self-disciplined in order to follow the class schedule and meet deadlines.

Time commitment:

- Online classes take as much time as regular on-campus classes. You need to set aside sufficient time for study. Plan to spend at least as much time working on the assignments and studying as you would with a traditional course.
- Even though you may not have to "be" in class on some specific day and time, you still must follow the **course schedule** provided. Remember that online classes are not independent study courses; you are still required to "show up" and participate actively (e.g., regularly logging into the course website, actively participating, and turning in assignments on time).

Active Learner:

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- Online students must be active learners, self-starters who are not shy or afraid to ask questions when they do not understand. Remember that you are in control of your learning process.
- Since I cannot see you, you need to "speak up" right away if you have problems and be as explicit as possible; otherwise, there is no way I will know that something is wrong.

GRADING

Final grades in this course will be based on the total points corresponding to the final letter grades in the following scale:

- A. 900 - 1000 points
- B. 800 - 899 points
- C. 700 - 799 points
- D. 600 - 699 points
- E. 0 - 599 and below

Assessments

NOTE: Please pay close attention to weekly module due dates and times.

- ▶ **OPEN: Monday @ 12:01am CST**
- ▶ **CLOSE: Sunday @ 11:59pm CST**

All module requirements are due at the close of the course module. Please pay close attention to these dates and times as late assignments are not accepted.

Expectations:

The use of AI MIGHT be part of this course. Please see each assignment for guidelines.

Proper spelling, grammar and punctuation is expected on all work, including online discussions and responses.

This class aims to inform and guide us to ask ourselves and each other challenging questions related to topics of diversity and bias. If we do not do the work to address these issues, we will not get closer to resolving the health inequities that lead to health disparities. This work can be personally CHALLENGING and it is VITAL.

Syllabus Quiz: 25 points

Key Terms Activity: 25 points

Introduction Video: 50 points

During the introduction week, students will read over the syllabus and complete a syllabus quiz in addition to introducing themselves to the class.

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Assignments (8 x 50 points = 400 points): Students will complete **eight (8)** assignments consisting of case studies, quizzes, infographics, mini presentations, podcasts and/or written assignments covering material from the respective module. There will also be video response activities. Guidelines for completing each specific assignment are given in the module.

Discussions (4 x 50 points= 200 points) For discussion assignments, students will be in assigned discussion groups: Students will post a minimum of **3 posts per discussion thread: one initial post and two response posts to discussion group members.** Responses should go beyond “I agree” or “I disagree.” In your responses, I am looking to see how well you can add to the “conversation.” This can be accomplished by offering your interpretation of the course readings and/or from your personal experiences. Specific posting guidelines are provided within the module.

NOTE: All assignments (reflections, case studies, videos and discussions) are due on Sundays @ 11:59 pm. No exceptions.

Experiential Learning Reflection (1 x 150 points) Students will prepare a “Lightening Talk” with their Discussion Group (Assignment # 5) and then present their talks at the Public Health Showcase in Dallas on 3/21. The group will then prepare and submit a group reflection on the experience. See D2L for instructions.

Final Project (2 Parts) (1 x 100 points, 1 x 50 points = 150 points) Students will complete a final project consisting of two parts: Infographic series and 1 video presentation delving into the health disparity topic of your choice. More information on the final project will be posted in D2L.

Assignment	Points	Total
Intro Video	1 x 50 points	250
Group Discussions	4 x 50 points	
Key Terms Activity	1 x 25 points	25
Syllabus Quiz	1 x 25 points	25
Module Assignments	8 x 50 points	400
Experiential Learning Ref	1 x 150 points	150
Final Project (2 parts)	1 x 100, 1 x 50 points	150
Total Points		1000

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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Interaction with Instructor Statement

E-mail strategy: You are welcome to email your questions or concerns to me. There are, however, some caveats associated with email that you must remember:

- Do not expect an immediate response to your questions. A reasonable response time to emailed questions is 24 - 48 hours.
- Questions emailed on weekends may not receive a response until the following week begins.
- As the instructor, I reserve the right to answer emailed questions regarding assignments, tests, discussion boards, etc., in a direct email to the class or class announcement for the benefit of all students.
- Please be courteous and professional in all your interactions with me and fellow students.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

How is the Course Organized?

- The course is organized by weekly modules. Each module will be formatted similarly including chapter learning objectives, key questions to consider, assigned readings or other materials (videos, podcasts, etc.) and graded assessments.

What Should Students Do First?

Students should begin by:

- Thoroughly reviewing the syllabus
- Obtain materials (textbooks)-This should be available to you as an ebook on Day 1
- Familiarizing oneself with the course layout
- Take the syllabus quiz
- Introduce yourself in the Module 1 introduction video discussion

How Should Students Proceed Each Week for Class Activities?

- The student will access and follow all course instructions found in the weekly module content areas. The weekly module content area of our course is found on the left navigation bar.
- The student will read chapters and review other module material each week
- The student will complete all assignments and respond to posted online course discussion questions . It is recommended that you review assignments early in the week to ensure enough time to complete the work

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Attendance, Late or Missing Course and Extra Credit

1. Attendance in class is **required**. If you are unable to attend a class (actively logged in and participating in the online class), please notify me through email. Instructors can track student logins and duration of those logins.
2. It will be very difficult for you to do well in this class if you miss submitting coursework. Please be aware that class participation goes beyond simply logging into this class. Even though you are logged in to the class, does not mean you are participating. It means active involvement in class discussions and assignments.
3. Late work will only be permitted in very rare circumstances: serious illness with a note from your physician, a death in your family or if you have an officially excused absence while representing the university. If any of these situations occur, you **MUST** email me prior to the module end date to verify your reason for missing coursework. All missed coursework not meeting the criteria will be given a grade of 0.
4. Extra credit might be available pending relevant opportunities. Those opportunities will be announced ahead of time and will be detailed on D2L.

Syllabus Change Policy

The syllabus is a guide. As we have previously experienced, circumstances and events may make it necessary to modify the syllabus during the semester; thus, be aware that the syllabus is subject to change.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status.

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Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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Mental Health and Well-Being (NEW RESOURCE)



The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

Department or Accrediting Agency Required Content

COURSE OUTLINE / CALENDAR

Course Calendar is included in a separate document found under the Course Content Module.

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HHPH 430: Health & Healthcare Disparities
Spring 2025 (Proposed Schedule)

Module & Dates	Topic	Graded Assessments (Sundays @ 11:59 pm)
1 (1/13-1/19)	Course Intro What are health disparities? What are the social determinants of health?	Syllabus Quiz Introduction Discussion Video Key Terms Matching Activity
2 (1/20-1/26)	Chapter 1 “What Influences Health?”	Assignment # 1: Health Influences Mapping
3 (1/27-2/2)	Chapter 2 “Income and wealth”	Assignment # 2: Implicit Bias Reflection
4 (2/3-2/9)	The Economy & the Election	Discussion # 1 Final Project Topic Selection
5 (2/10-2/16)	Chapter 3 “Education”	Assignment # 3: Education, privilege and health literacy
6 (2/17-2/23)	Chapter 4 “Stress” Part One	Assignment # 4: Stress Tracking
7 (2/24-3/2)	“Stress” Part Two (“Why Zebras Don’t Get Ulcers”)	Discussion # 2
8 (3/3-3/9)	Chapter 5 “Racism”	Assignment # 5: “Lightening Talks”
SPRING BREAK (3/10-3/16)	REEEESSSSSTTTTTT	NOTHING
9 (3/17-3/23)	Practice your “Lightening Talks” in group Public Health Showcase in Dallas 3/21	Experiential Learning Reflection from “Lightening Talks”
10 (3/24-3/30)	Chapter 6 “Early Childhood” (ACEs)	Assignment # 6: ACEs Aware Webinar Key Takeaways Infographic
11 (3/31-4/6)	Chapter 7 “Places”	Assignment # 7: Built Environment Map
12 (4/7-4/13)	Chapter 8 “Housing” Extra Credit: Health Fair 4/9	Work on your final presentations and infographics
13 (4/14-4/20)	Chapter 9 “Work”	Discussion # 3
14 (4/21-4/27)	Chapter 10 “Behaviors”	Assignment # 8: Health Behavior Assessment (Socioecological)
15 (4/28-5/2)	Presentation Showcase	Final Project Video Presentations Final Project Infographics Due 5/2 (must be uploaded) Start reviewing peer video presentations 5/3-5/7
FINALS WEEK (5/3-5/9)	Presentation Showcase	DUE Wednesday, 5/7 Discussion # 4 (Peer Feedback on video presentations)