

## Term Information

Effective Term Spring 2024

## General Information

Course Bulletin Listing/Subject Area Pharmacy  
Fiscal Unit/Academic Org Pharmacy - D1800  
College/Academic Group Pharmacy  
Level/Career Undergraduate  
Course Number/Catalog 2450  
Course Title A Tough Pill: Health Identity, Disparity, and Discrimination  
Transcript Abbreviation Tough Pill  
Course Description Many different things can influence a patient's experience and outcomes when it comes to their healthcare and medical outcomes – this is clear based on health disparities still prevalent in the American healthcare environment. Participants will analyze how their own identities and the identities of others influence experiences within the American healthcare system.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 7 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 51.2010  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## **Requirement/Elective Designation**

Race, Ethnicity and Gender Diversity

The course is an elective (for this or other units) or is a service course for other units

## **Course Details**

### **Course goals or learning objectives/outcomes**

- Define concepts commonly used to study identity, discrimination, and health disparities.
- Analyze how race, gender, ethnicity, and other parts of a patient's identity influence their health, patient experience, and medical outcomes
- Summarize historical and current examples of discriminatory or unjust medical practices and outcomes
- Compare their own experiences within America's healthcare system versus that of other identities/communities
- Generate ideas for addressing current health disparities based on identity that exist within America's healthcare system

### **Content Topic List**

- US Healthcare System
- DEI and Health Disparities
- Race: Racism as a Health Crisis;
- Race: Legacy of Racism, Henrietta Lacks, and the Tuskegee Experiments
- Race: Infant Mortality
- Gender: The Pink Disparities
- Gender: Sexual Health and Pink
- LGBTQ+ Community
- Sexuality: Stigmatization of Sexuality and HIV Crisis
- Sexuality: Present Day Evolution
- Socio-Economic Status

### **Sought Concurrence**

Yes

## Attachments

- PHR2450\_Syllabus.docx: syllabus  
*(Syllabus. Owner: Bowman, Michael Robert)*
- PHR2450\_Detailed Course Outline.docx: course outline  
*(Syllabus. Owner: Bowman, Michael Robert)*
- PHR2450\_GE REGD Foundation Responses.docx: GE Foundation Course Form  
*(Other Supporting Documentation. Owner: Bowman, Michael Robert)*
- PHR2450\_DL Approval Coversheet.docx: DL Approval Coversheet  
*(Other Supporting Documentation. Owner: Bowman, Michael Robert)*
- College of Medicine\_Concurrence.pdf: Medicine concurrence  
*(Concurrence. Owner: Bowman, Michael Robert)*
- College of Nursing\_Concurrence.pdf: Nursing concurrence  
*(Concurrence. Owner: Bowman, Michael Robert)*
- Department of Anthropology\_Non-Concurrence.pdf: Anthropology concurrence  
*(Concurrence. Owner: Bowman, Michael Robert)*
- PHR2450\_Concurrence response.pdf: concurrence summary  
*(Concurrence. Owner: Bowman, Michael Robert)*

## Comments

- Please request concurrences from the following depts and colleges: (1) Dept of Sociology, (2) Dept of Anthropology, (3) Dept of Women's, Gender, and Sexuality Studies, (4) College of Medicine, (5) College of Public Health, and (6) College of Nursing *(by Vankeerbergen, Bernadette Chantal on 08/24/2023 04:36 PM)*
- approved by Undergraduate Studies Committee 6/5/23 *(by Bowman, Michael Robert on 06/22/2023 03:15 PM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bowman, Michael Robert	06/22/2023 03:16 PM	Submitted for Approval
Revision Requested	Mercerhill, Jessica Leigh	06/22/2023 03:23 PM	Unit Approval
Submitted	Bowman, Michael Robert	06/22/2023 03:29 PM	Submitted for Approval
Approved	Mercerhill, Jessica Leigh	06/22/2023 03:40 PM	Unit Approval
Approved	Kelley, Katherine Ann	06/26/2023 07:42 AM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/24/2023 04:38 PM	ASCCAO Approval
Submitted	Bowman, Michael Robert	10/03/2023 09:42 AM	Submitted for Approval
Approved	Mercerhill, Jessica Leigh	10/03/2023 10:09 AM	Unit Approval
Approved	Kelley, Katherine Ann	10/03/2023 10:15 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/03/2023 10:15 AM	ASCCAO Approval

# A Tough Pill: Health Identity, Disparity, and Discrimination Syllabus

PHR 2540 [Term YEAR]

## Course Information

- **Course times and location:** No required schedule meetings; all instruction occurs in Carmen each week
- **Credit hours:** 3 hours
- **Mode of delivery:** Distance Learning

## Instructor

- **Name:** Zachary Woods, PharmD, BCACP
- **Email:** woods.835@osu.edu
- **Office location:** Parks 208
- **Office hours:** Contact me to set up an individualized time.
- **Preferred means of communication:**
  - My preferred method of communication for questions is **email**.
  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

## Teaching Assistant

- **Name:** TBD
- **Email:** TBD

## Course Prerequisites

No course prerequisites.



## Course Description

Many different things can influence a patient's experience and outcomes when it comes to their healthcare and medical outcomes – this is clear based on health disparities still prevalent in the American healthcare environment. Participants will analyze how their own identities and the identities of others influence experiences within the American healthcare system. Students will learn terminology relating to concepts of gender, race, ethnicity, sexuality, poverty and other identities and apply them to historical and current healthcare events and practice. The course will conclude with students analyzing current work being done to address health disparities within the United States.

## Learning Outcomes

By the end of this course, students should successfully be able to:

1. Define concepts commonly used to study identity, discrimination, and health disparities.
2. Analyze how race, gender, ethnicity, and other parts of a patient's identity influence their health, patient experience, and medical outcomes
3. Summarize historical and current examples of discriminatory or unjust medical practices and outcomes
4. Compare their own experiences within America's healthcare system versus that of other identities/communities
5. Generate ideas for addressing current health disparities based on identity that exist within America's healthcare system

## General Education Expected Learning Outcomes

As part of the Race, Ethnicity, and Gender Diversity Foundation category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

1. Engage in systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.
  - a. Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others
  - b. Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues
  - c. Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences
  - d. Evaluate social and ethical implications of studying race, gender, and ethnicity
2. Recognize and compare a range of lived experiences of race, gender, and ethnicity
  - a. Demonstrate critical self-reflection and critique of their social positions and identities
  - b. Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors
  - c. Describe how the categories of race, gender, and ethnicity influence the lived experiences of others

This course fulfills these learning outcomes by engaging in all course activities, including all course assessments and module learning activities.

# How This Online Course Works

**Mode of delivery:** This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

**Pace of online activities:** This course is divided into **modules**, and then further into weekly chunks of content, that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](https://www.ohio.edu/bylaws-on-instruction) ([go.osu.edu/credithours](https://www.ohio.edu/bylaws-on-instruction)), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Attendance and participation requirements:** Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in online activities for attendance: at least twice per week**  
You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Zoom meetings and office hours: optional**  
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: two or more times per week**  
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

# Course Materials, Fees and Technologies

## Required Materials and/or Technologies

- All required readings and materials will be available through the Carmen page or The Ohio State Library system.

## Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at [go.osu.edu/student-tech-access](https://go.osu.edu/student-tech-access).

## Required Software

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

## CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

## Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

## Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [go.osu.edu/it](https://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)





# Grading and Faculty Response

## How Your Grade is Calculated

Assignment Category	Points
Vocab and Concept Quiz	50
Class Discussions	100
Reflection on Reading/Evidence	80
Final Project – Part 1	30
Individual Identity Reflection (includes Part 2 of final project)	100

See Course Schedule for due dates.

## Descriptions of Major Course Assignments

**Quizzes:** Quizzes will exist in TWO formats in this course – embedded Echo360 quizzes and vocabulary/concept Carmen quizzes. Concept quizzes will be given to assess basic knowledge of vocabulary and foundational concepts. These quizzes will be open note, but timed, and include two attempts, with the best score kept for the gradebooks. Embedded Echo360 quizzes will measure attention in recorded lectures. Echo360 quizzes will be ungraded.

**Class Discussions/Reflection on Reading/Evidence:** After consuming any primary/significant literature students will be asked to summarize their take-aways or important points. This will be accomplished utilizing the hypothesis annotation tool, or a variety of in-class submissions and discussions. These reactions will always be posted afterwards for class analysis and peer learning.

**Final Project:** Serves as an opportunity for students to identify a missing or valuable example of a health disparity and analyze, much like certain ones have been throughout the semester. Goal is by this point in the semester for students to have many different areas to draw inspiration from as well as a perspective to include more than one characteristic (intersectionality) into their analysis and interpretation (Part 1).

Once final projects are submitted, students will be assigned to peer evaluate and judge the impact of their peer's submission. This submission will also include their final reflection on their identity, referenced in identity reflections (Part 2).

**Identity Reflections:** Throughout the semester, students will be asked to reflect on how their learning either impacts, influences, or informs their own perceptions and experiences within healthcare. This will culminate with the students finalizing (Final Project Part 2) a reflection on how their identity may influence their own experiences within the American Healthcare system and how affected (or not) they are by social determinants of health.

**Academic integrity and collaboration:** All assignments will be clearly labeled to communicate expectations for individual versus group work. Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow a formalized citation style (MLA/APA/Chicago etc.) to cite the ideas and words of your research sources.

## Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.

Due to the collaborative nature of class discussions, I am not able to grade posts submitted after the final weekly deadline for this assignment type. Other assignments submitted after deadline may incur a penalty, as described in that assignment's rubric. Specific arrangements can be made with the instructors for exceptions to these guidelines.

## Instructor Feedback and Response Time

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**. Emails sent during the weekend will receive a response at the beginning of the following week.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **7-10 days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

## Grading Scale

93–100: A	77–79.9: C+
90–92.9: A-	73–76.9: C
87–89.9: B+	70–72.9: C-
83–86.9: B	67–69.9: D+
80–82.9: B-	60–66.9: D
	Below 60: E

# Other Course Policies

## Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and people can disagree amicably. However, disagreement is different when the topics revolve around the dignity of certain populations. When participating in a class like ours, where the topics can be difficult, personal, or novel, it is important to remember we are all here to learn and reflect, rather than judge, and certainly discriminate. We will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

### Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](http://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not

limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

## Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](https://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://www.suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

# Accessibility Accommodations for Students with Disabilities

## Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

## Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: [slds.osu.edu](http://slds.osu.edu)
- Email: [slds@osu.edu](mailto:slds@osu.edu)
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

## Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))
- The College of Pharmacy uses Echo360 for lecture capture and hosting of recorded lecture content. Echo360 generates transcripts for recorded lecture content through automated speech recognition. If you experience difficulties with these autogenerated transcripts, please contact your instructors at [woods.835@osu.edu](mailto:woods.835@osu.edu).
- This course requires the use of a digital social annotation tool called [Hypothes.is](#). If you encounter an issue with access to this tool, please contact your instructors at [woods.835@osu.edu](mailto:woods.835@osu.edu) and [cop-digitalaccessibility@osu.edu](mailto:cop-digitalaccessibility@osu.edu). Accommodation and assistance will be arranged for you to complete any work required with this tool free of penalty.



## Module 1 [Welcome and Why?]: Week 1

1. **Course Introduction:** Goal of this week is to orient students to the course, navigating carmen, assignment expectations, and creating a community of respect. Also will establish existing knowledge of the content. [Course Objective 1, Objective 2, Objective 4 | GE objective 1b, 1d, 2c]
  - a. **Instructor Created Lectures:**
    - i. Welcome to PHR 2450 (Welcome Lecture – describe goal of GE)
    - ii. Navigating Carmen
    - iii. PHR 2450 Assignments
  - b. **Assignments:**
    - i. **Discussion Board:** Introduction – Students will be asked to introduce themselves to the class instructors/cohort. This will also give students the opportunity to establish why they took this GE and what they hope to gain from the class. Additionally, will challenge students to share “rules of the road” for class discussions and interacting with each other.
    - ii. **Identity Reflection:** Healthcare Reflection – Students will be asked to describe their experience with healthcare. Specifically, students will be asked to reflect at this point on the CDC’s 5 categories of social determinants of health (<https://health.gov/healthypeople/priority-areas/social-determinants-health>) and how much those items or ideas impact their health. Additional prompts to consider: “At this point, prior to our learning in this class, how would you describe your identity? Do you believe your identity or unchangeable traits influence your health? Do you believe identity and health are linked?”. At this point, students will not be asked to compare their experiences with others or to directly tie their experiences to their own identity.
    - iii. **Quiz:** Based on lectures (Welcome through assignments lectures)
      1. Quiz also include “peer interaction” contract for respect and honest communication – pulled from “rules of the road”

## Module 1 [Welcome and Why?]: Week 2

2. **US Healthcare System:** Goal of this week is to orient students to the US Healthcare model, including relevant healthcare organizations, and HealthyPeople 2030. [Course Objective 1, Objective 2 | GE objective 2a]
  - a. **Instructor Created Lectures:**
    - i. Overview of the US Healthcare System
      1. Introduction to Surgeon General reports (which will first mention health disparities in the 90s)
    - ii. Overview of US Healthcare Payment
    - iii. Overview of Top US Health Concerns
      1. Introduce racism as a CDC identified health concern
      2. Introduce idea of majority influence in healthcare (assumption of whiteness)
  - b. **External Support/Reading/Videos:**
    - i. <https://health.gov/healthypeople>
    - ii. <https://www.youtube.com/watch?v=yN-MkRcOJY> (with comparator videos to other country healthcare systems)
  - c. **Assignments:**
    - i. **Discussion Board:** Students will be assigned terminology or ideas associated with the US health care industry/system (deductible, referral, Affordable Care Act, Medicare) and be asked to explain it to their peers (ELI5 – explain it like I’m five). Students will then be



asked to respond to a variety of their peers and acknowledge positive and negative attributes of each of these ideas or concepts.

- ii. **Reflection:** Students asked to answer prompts about lectures and external support – goal is to use Hypothesis social annotation tool
- iii. **Quiz:** Vocabulary quiz, based on assessing knowledge of healthcare system.

### Module 1 [Welcome and Why?]: Week 3

- 3. **Introduction to DEI and Health Disparities:** Goal is to establish language commonly used to discuss DEI topics and introduce the idea of a health disparity/inequity. Mention intersectionality (to be revisited at a greater depth throughout the semester). [Course Objective 1, Objective 2, Objective 3 | GE objective 1a, 1b, 1d, 2a, 2b, 2c]

- a. **External Support/Reading/Videos:**

- i. Benowitz NL, Blum A, Braithwaite RL, Castro FG, et al. Tobacco use among U.S. racial/ethnic minority groups - African Americans, American Indians and Alaska Natives, Asian Americans and Pacific Islanders, and Hispanics: a report of the Surgeon General. Executive summary. Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health 1998
- ii. U.S. Department of Health and Human Services. *Reducing Tobacco Use: A Report of the Surgeon General*. Atlanta, Georgia: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 2000.
- iii. Roux AV. Conceptual Approaches to the Study of Health Disparities. *Annu. Rev. Public Health*. 2012. 33:41-58. doi: 10.1146/annurev-publhealth-031811-124534
- iv. Braveman PA, Kumanyika S, Fielding J, Laveist T, Borrell LN, Manderscheid R, Troutman A. Health disparities and health equity: the issue is justice. *Am J Public Health*. 2011 Dec;101 Suppl 1(Suppl 1):S149-55. doi: 10.2105/AJPH.2010.300062. Epub 2011 May 6. PMID: 21551385; PMCID: PMC3222512.

- b. **Assignments:**

- i. **Discussion Board:** Many different healthcare organizations or institutions state that they believe DEI is an important component of their mission. Find an example of an organization sharing these ideas and evaluate what they say about WHY DEI or addressing these inequities is important.
- ii. **Identity Reflection:** Identity Reflection – At this point, students will be asked to submit to prompts asking them to reflect on their experience within the American healthcare system. Additionally, they will be asked to reflect on their own identity. Finally, they will be asked to reflect on whether they believe their identity has an influence on their experience/outcomes/relationship within that system.
- iii. **Reflection:** Students asked to answer prompts about lectures and external support
- iv. **Quiz:** DEI terminology.

## Module 2 [Impact of Race]: Week 4 - 7

- 4. Race: Racism as a Health Crisis:** Goal of this week is to introduce the concept of race and racism as factors of health. Will discuss the historical (and present) use of race in healthcare decisions, models that had previously informed those decisions being made, and how the science has started to inform racism as a health concern. Introduction of the concepts to lead into week 5, focus on infant mortality. [Course Objective 1, Objective 2 , Objective 3 | GE objective 1a, 1b, 1c, 2b, 2c]
- a. Instructor Created Lectures:**
    - i. Overview of the expectations in discussing race
    - ii. Race, ethnicity, and genetics
      - 1. Lecture to focus on difference between genetics/biological traits vs social constructs of race/ethnicity.
  - b. External Support/Reading/Videos:**
    - i. CDC media release: <https://www.cdc.gov/media/releases/2021/s0408-racism-health.html>
    - ii. Kaiser statement: <https://www.kff.org/racial-equity-and-health-policy/issue-brief/use-of-race-in-clinical-diagnosis-and-decision-making-overview-and-implications/>
    - iii. Williams DR, Lawrence JA, Davis BA. Racism and Health: Evidence and Needed Research. *Annu Rev Public Health*. 2019 Apr 1;40:105-125. doi: 10.1146/annurev-publhealth-040218-043750. Epub 2019 Feb 2. PMID: 30601726; PMCID: PMC6532402.
    - iv. Krieger, Nancy, and Mary Bassett. "The health of Black folk: disease, class, and ideology in science." *Monthly Review*, vol. 38, July-Aug. 1986, pp. 74+. *Gale Academic OneFile*, link.gale.com/apps/doc/A4325185/AONE?u=anon~42c17f5f&sid=googleScholar&xid=17b747b4.
    - v. Columbus media release/resolution: <https://www.columbus.gov/racismresolution/>
  - c. Assignments:**
    - i. **Reflection:** Students asked to answer prompts about lectures and external support
- 5. Race: Legacy of Racism, Henrietta Lacks, and the Tuskegee Experiments:** While not comprehensive, goal of this week is to introduce and illustrate examples of medical mistreatment based on race, which may reflect health attitudes found in health care today. [Course Objective 1, Objective 2 , Objective 3 | GE objective 1a, 1b, 1c, 2b, 2c]
- a. Instructor Created Lectures:**
    - i. Mistrust in Medicine
  - b. External Support/Reading/Videos:**
    - i. <https://www.commonwealthfund.org/publications/newsletter-article/2021/jan/medical-mistrust-among-black-americans>
    - ii. Trust, Trustworthiness, and "Tuskegee" in the Age of COVID 19 - Dr. Vanessa Northington Gamble, Video: <https://www.youtube.com/watch?v=HtWU5aPMT3k>
    - iii. HeLa Cells: The Legacy and Misappropriation of Henrietta Lacks, Video: <https://www.youtube.com/watch?v=sSx4XN6-YBY>
  - c. Assignments:**
    - i. **Discussion:** Students will be asked to watch either Tuskegee or Henrietta Lacks video. Based on their choice, the students will be asked to discuss what THEY see as the legacy of those historic events.
    - ii. **Quiz:** Focus on facts of both Henrietta Lacks and Pharmaceutical Research

- 6. Race: Infant Mortality:** The goal of this week of the class would be to focus on a contemporary and well documented instance of a disparity of healthcare based on race, infant (and maternal) mortality. [Course Objective 2 , Objective 3, Objective 5 | GE objective 1a, 1b, 1c, 1d, 2b, 2c]
- a. Instructor Created Lectures:**
    - i. Infant health – Overview of Maternal Health
  - b. External Support/Reading/Videos:**
    - i. New York Times, Childbirth is Deadlier for Black Families Even When They're Rich: <https://www.nytimes.com/interactive/2023/02/12/upshot/child-maternal-mortality-rich-poor.html>
    - ii. David R and Collins J. Disparities in Infant Mortality: What's Genetics Got to Do With It? American Journal of Public Health. 2007 July; Volume 87, No 7: 1191 – 7.
  - c. Assignments:**
    - i. **Discussion Board:** Students will be asked to react to personal accounts of the impact of health disparities and analyze solutions. Additionally, students will be asked to consider the intersection of gender and race (black mothers) and how that may complicate the complexity surrounding maternal/infant healthcare.
    - ii. **Reflection:** Students asked to answer prompts about lectures and external support
    - iii. **Quiz:** DEI terminology.
- 7. Race: Proposed Solutions and Impact:** The goal of this week is to explore how race is being considered in medicine now and advances in studying and understanding the implications of race in medical care. [Course Objective 4, Objective 5 | GE objective 1a, 1b, 1c, 1d, 2a, 2b, 2c]
- a. Instructor Created Lectures:**
    - i. Other Race Based Disparities
      - 1. Lecture will set up second to last week where discussion will focus on students identifying and explaining a disparity that was not directly covered in the class (Race, maternal health; Gender, sexual health; Sexuality, HIV; Socioeconomic, asthma)
  - b. External Support/Reading/Videos:**
    - i. <https://www.americanprogress.org/article/eliminating-racial-disparities-maternal-infant-mortality/>
    - ii. Field Correction, Harvard Medicine: <https://hms.harvard.edu/magazine/racism-medicine/field-correction>
    - iii. What's Wrong and Right Race in Medicine: <https://magazine.ucsf.edu/whats-wrong-and-right-race-medicine>
  - c. Assignments:**
    - i. **Reflection:** Students asked to answer prompts about lectures and external support
    - ii. **Identity Reflection:** Reflecting on what they have learned from this module, students will be asked to consider how race may impact their own, their families, or their friend's health journeys.

### **Module 3 [Impact of Gender]: Week 8 - 9**

- 8. Gender: The Pink Disparities:** Goal of this week is to introduce the concept of gender as a marker of identity and health. Will discuss the historical (and present) use of gender in healthcare decisions and the difference between primarily “male” and “female” health, and that implication for more nuanced analysis of gender. [Course Objective 1, Objective 2 , Objective 3 | GE objective 1a, 1b, 1c, 2b, 2c]
- a. Instructor Created Lectures:**
    - i. Gender Language
    - ii. Gendered Healthcare
  - b. External Support/Reading/Videos:**
    - i. <https://time.com/6074224/gender-medicine-history/>
  - c. Assignments:**
    - i. **Reflection:** Students asked to answer prompts about lectures and external support
    - ii. **Quiz:** Vocabulary quiz
- 9. Gender: Sexual Health and Pink:** The goal of this week is to further illustrate the differences in health care access and concern between genders. This week will also serve as a connection to intersectionality between race and gender. [Objective 1, Objective 2: GE objective]
- a. Lectures:**
    - i. Pain, Pink Tax, Abortion Medicine, Menopause (optional lectures for this week’s discussion assignment)
  - b. Assignments:**
    - i. **Discussion:** Students will have a choice of several gendered disparities or discrimination (pink tax, pain discussion, abortion access, hormone/menopause). From there, they will summarize the situation to a peer, describe how it impacts healthcare, and pose a potential solution based on literature or best practice. Peer responses will answer how this could be further complicated by the intersectionality of gender AND race.
    - ii. **Identity Reflection:** Reflecting on what they have learned from this module, students will be asked to consider how gender may impact their own, their families, or their friend’s health journeys.

### **Module 4 [Impact of Sexuality]: Week 10 - 12**

- 10. LGBTQ+ Community:** Goal of this week is to introduce the concept of sexuality as a factor of health. Will discuss the potentially specialized needs of that population and introduce disparities seen within this population. Introduction of the concepts to lead into week 12, focus on infant mortality. [Course Objective 1, Objective 2 , Objective 3 | GE objective 1a, 1b, 1c, 2b, 2c]
- a. Instructor Created Lectures:**
    - i. Modern discussions of gender and sexuality
  - b. External Support/Reading/Videos:**
    - i. Hafeez H, Zeshan M, Tahir MA, Jahan N, Naveed S. Health Care Disparities Among Lesbian, Gay, Bisexual, and Transgender Youth: A Literature Review. Cureus. 2017 Apr 20;9(4):e1184. doi: 10.7759/cureus.1184. PMID: 28638747; PMCID: PMC5478215.
  - c. Assignments:**
    - i. **Discussion:** Students asked to answer prompts about lectures and external support
    - ii. **Quiz:** Vocabulary quiz

**11. Sexuality: Stigmatization of Sexuality and HIV Crisis:** While not comprehensive, goal of this week is to introduce and illustrate examples of medical mistreatment based on sexuality, which may reflect health attitudes found in health care today. [Course Objective 1, Objective 2 , Objective 3 | GE objective 1a, 1b, 1c, 2b, 2c]

**a. Instructor Created Lectures:**

- i. Psychological Discrimination of LGBTQ
- ii. HIV crisis

**b. External Support/Reading/Videos:**

- i. CBS news/60 minutes clips: <https://www.youtube.com/watch?v=iLFnn5peKgU>,  
<https://www.youtube.com/watch?v=BptBwf2ucuo>

**c. Assignments:**

- i. **Reflection:** Students asked to answer prompts about lectures and external support
- ii. **Quiz:** Focus on facts of both Henrietta Lacks and Pharmaceutical Research

**12. Sexuality: Present Day Evolution:** Discuss improvement and current struggles – monkeypox changing HIV epidemic [Course Objective 2 , Objective 3, Objective 5 | GE objective 1a, 1b, 1c, 1d, 2b, 2c]

**a. Instructor Created Lectures:**

- i. Evolution of HIV Care, U=U

**b. External Support/Reading/Videos:**

- i. <https://www.americanprogress.org/article/how-to-close-the-lgbt-health-disparities-gap/>
- ii. Monkeypox, HIV, U=U

**c. Assignments:**

- i. **Discussion:** Students asked to analyze the similarities of the evolution of the HIV crisis from one that primarily affected gay white men, to now impacted largely populations of color.
- ii. **Identity Reflection:** Reflecting on what they have learned from this module, students will be asked to consider how sexuality may impact their own, their families, or their friend's health journeys.

**Module 5 [Socioeconomic and Impact of Location]: Week 13 - 14**

**13. Socio-Economic Status:** Students will explore the concept of poverty in the united states, how cost influence healthcare, and the idea of zip code mediated health. [Course Objective 1, Objective 2 , Objective 3 | GE objective 1a, 1b, 1c, 2b, 2c]

**a. Instructor Created Lectures:**

- i. Socio-Economic Status and Revisiting Social Determinants of Health
- ii. Money in Healthcare

**b. External Evidence/Resources:**

- i. <https://hms.harvard.edu/news/zip-code-or-genetic-code>
- ii. Drawn map / socioeconomic tool (<https://www2.deloitte.com/us/en/pages/life-sciences-and-health-care/articles/free-public-health-equity-data.html>)
- iii. What Makes Us Sick, TedTalk :  
[https://www.ted.com/talks/rishi\\_manchanda\\_what\\_makes\\_us\\_get\\_sick\\_look\\_upstream?language=en](https://www.ted.com/talks/rishi_manchanda_what_makes_us_get_sick_look_upstream?language=en)

**c. Assignments:**

- i. **Discussion:** Students will be asked to explore the demographic/location data surrounding their own neighborhoods, versus that of a highly impacted and disadvantaged location. <https://hms.harvard.edu/news/zip-code-or-genetic-code>
- ii. **Quiz:** Vocabulary quiz

**14. Socio-Economic Status:** Students will connect socioeconomic status, intersectionality of other topics learned, and social determinants of health to respiratory disease, such as asthma. This will also serve as the final reflection for students to connect learning back to their own identity. [Course Objective 2 , Objective 3, Objective 5 | GE objective 1a, 1b, 1c, 1d, 2b, 2c]

**a. Lectures:**

- i. Asthma and Respiratory Health

**b. External Evidence/Resources:**

- i. Chasing the Dream, PBS, Poverty: <https://www.pbs.org/video/chasing-the-dream-93706-asthma-challenges-ycdgih/>
- ii. Asthma and the social determinants of health: [https://www.annallergy.org/article/S1081-1206\(21\)01132-7/fulltext](https://www.annallergy.org/article/S1081-1206(21)01132-7/fulltext)

**c. Assignments:**

- i. **Reflection:** Students asked to answer prompts about lectures and external support
- ii. **Identity Reflection:** Reflecting on what they have learned from this module, students will be asked to consider how socioeconomic status (poverty) may impact their own, their families, or their friend's health journeys.

**Module 6 [Final Thoughts – Wrap Up]: Week 15 - 16**

**15. Solutions/Changemakers:** Goal of this week it to illustrate that this class is just the beginning of understanding or identifying disparities – and that there was much left undiscussed. [Course Objective 4, 5 | GE objective 1b, 1d, 2a, 2c]

**a. Instructor Created Lectures:**

- i. Where do we go from here?

**b. External Support/Reading/Videos:**

- i. <https://www.ahrq.gov/research/findings/nhqrd/index.html> (solutions)
- ii. <https://pubmed.ncbi.nlm.nih.gov/33428444/>

**c. Assignments:**

- i. **Discussion:** Students will seek out and post on a discussion board an external example of a disparity. From that they will be asked to analyze the historical context, present impact, and a proposed solution. Peers will then respond and connect how this example may be impacted by other factors within the American health care system, identity, or other systems. In this space, intersectionality will attempt to be analyzed or addressed.

**16. Final Project Part 2:** Placeholder for students to submit and reflect on course, final project. [Course Objective 1, Objective 2 , Objective 3 | GE objective 1a, 1b, 1c, 2b, 2c]

**a. Instructor Created Lectures:** Thank you – acknowledgement of learning.

**b. External Support/Reading/Videos:**

- i. None – Final week

**c. Assignments:**

- i. **Identity Reflection:** Reflection – Students will be asked to reflect on their own identity and experience within healthcare submission from early on in the semester. They will be asked to discuss how they believe their identity or experiences compares to others, how it may be different, and to forecast for the future. Part of the prompt will be to assess how they believe their own experience may cross over or impact taught disparities, or even untaught ones.
- ii. **Quiz:** Course evaluation quiz.

**Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.**

First explicitly mentioned by the Surgeon General in the late nineties, health disparities based on parts of a patient's identity have wide ranging impact on health. Many disparities that exist are based in long standing prejudice or discriminatory actions within medical research, practice, and policy decisions. These systems were built on the presumption of a white heterosexual male patient. While these days there are tremendous efforts to address and work against these disparities, the damage is done and many communities struggle to make up for the gap in care and outcomes. The differences in health that exist based on race, ethnicity, and gender will impact learners directly and indirectly throughout their lives and provides a meaningful canvas to study the language of diversity and consequences of prejudice and ignorance.

For many students, this class may serve as their first and only introduction to these topics. For others, their lived experiences may be directly represented. Unfortunately, for others, these topics are considered controversial. The goal of this class as an introductory one is primarily exposure to these ideas and reflection on student's own lived experience. However, students will also be asked to engage with their peers and respond to perspectives different from their own. This is an essential part of reinforcing and learning this material and practicing civil communication. To encourage this kind of discourse, a set of classroom "rules of the road" will be established in week 1 of the course and enforced throughout the semester. As an online asynchronous course, the goal is to engage in discourse and learning, without the social pressures or objectification that may otherwise occur in an in-person course. Online delivery allows students to construct thoughtful responses, without feeling pressured to engage with this material "on the spot" or misspeak.

**B1. Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.**

The course goal 2 and 5 both relate to how social positions may cause or give space for solutions to health disparities. Each section of the class includes opportunity for students to reflect on an individual from under-represented populations giving a first-person account of the impact of a health disparity, or their own personal view on it. When possible, a historical and present day example of a disparity will be explained (week 3, 4, 5, 8, 10, 13) with either guided questions (collaboratively annotated and answered as a class – allowing students to see different perspectives or interpretations of disparities) or a chance to engage in a discussion highlighting the impact of identity on that disparity. Discussion will be highly monitored for students to maintain civil discourse, with the instructor engaging in responses and tagging (utilizing @ on carmen page) to ask peers to also respond.

The final discussion board, also known as the Final Project part 1 (week 15), will ask students to go out and identify a disparity that was not covered in this class – giving space for students to evaluate an identity NOT covered within the other modules. Peer consumption and response will be expected – with each student randomly assigned a peer to evaluate as well as the opportunity to choose a different peer with whom to respond.

**B2. Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)**

The specific system of power that will be referenced throughout this course is the American Healthcare Complex. While this topic is complex, one week will be dedicated to the orientation of the US Healthcare system, with topics on healthcare research, insurance, and modern practice. It provides a vocabulary and description of a system with which many students may have experience, allowing the course goal 4 to be built upon this knowledge.

In each section of the class a specific disparity will be discussed, and the influence of the healthcare complex will be addressed. For instance, the disparities seen within the African American community will be connected to the historical influence of the Tuskegee experiments and HeLa cells. Students will meet course goal 2 and 3 through a discussion (week 5) on how they see these historical events influencing healthcare outcomes of today. A similar student driven discussion will occur for the influence of gender (week 9), sexuality (week 12), and socioeconomic status (week 13). As with all discussions, the instructor will encourage peer to peer engagement with tagging (@ with Canvas system). Quizzes will also assess student's ability to recognize key historical and present information and terminology related to each section.

**B3. Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)**

As the course evolves, each module will connect to the last, to depict a more complicated and nuanced patient experience. The course goal 1 allows for the definition of intersectionality to be taught through lectures and assessed by a quiz on weeks 1 and 2. Additionally, it will be brought up in examples shared throughout the class (patient stories or impact of multiple identities influencing a determinant of health). The concept will be applied to discussions starting with their first reflective assignment, asking to define their identity through a variety of markers outlined in the CDC's 5 categories of social determinants of health.

A further example, in week 9 during the discussion of gender, students will be asked to explicitly recall discussions from the module on race (week 4-7), and how that may further compound barriers to receiving proper care. This will be a common theme in both reflection activities (where students will collaboratively annotate and answer guided questions on course content) and discussions – drawing knowledge of certain disparities and historical context into the next module.

The final discussion board, also known as the Final Project part 1 (week 15), will ask students to go out and identify a disparity that was not covered in this class. In that assignment, peers will be asked to respond with a specific attention to how this disparity could be impacted, or represented in other communities. The final identity reflection (week 16) will task students to revisit their identity reflections, which they have been drafting throughout the semester (week 1, 3, 7, 9, 14), and consider it in composite, and how it may impact their future health.



**B4. Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate specific activities/ assignments through which it will be met.**

The course goal 3 will highlight ethical and social trials of studying the intersection of health and identity – to be explored with historical mistreatment of identities within healthcare. These will be achieved through a mix of instructor created lectures and external voices.

The first instance of ethics and social implications will be explored in week 2 and week 3 in the class, where the US healthcare complex and introduction to disparities are explored in lectures. Specifically in week 3, students will analyze an article “Health Disparities and Health Equity: The Issue Is Justice” – justice being closely related to ideas of social and ethical implications.

An modular example of this would be Module 3, week 8-9 where the focus of the course will be on gender and the inequity of health that exists based on traditional male versus female roles. The social construct of gender will be explored versus the medical definitions through instructor constructed lectures (week 8).

Evaluation will directly occur on this topic in a discussion, where students will have the opportunity to select one of several options to explore (week 9). These will include the pink tax, hormones in menopause, and abortion access – each with their own potential for ethical complications in addition to health consequences. A similar model will occur in the other modules.

**C1. Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self-reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)**

A large component of this course will be students exploring their own identity, how it compares to identities reviewed in this class, that identity’s relationship with health, and how it evolves as they move through the course. The course goal number 4 hopes to achieve this through consistent identity reflection assignments (week 1, 3, 7, 9, 14) and a final project that asks students to summarize considering intersectionality.

Of course, not all identities that students bring to the class will be covered within the health disparities explored. For this, in week 15, there is a discussion for students to highlight an identity or position they feel has not been represented and discuss how it relates to health.

**C2. Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)**

First, a common language will be established to give students the vocabulary to have these discussions, with instructor created lectures and a quiz (week 3). This also aligns with the course goal 1. Early on in the course, students will be exposed to course material which showcases how there were historical beliefs regarding biologic/health differences between individuals of different races, genders, or

ethnicities. Consumption of media from thought leaders and institutions regarding the origin of health disparities will showcase how identity was utilized to discriminate and mistreat certain populations (week 3, 4, 5, 8, 10, 13).

Additionally, students will be able to reflect on if they themselves had perceived differences, through relatively common identity reflections and final project reflections (week 1, 3, 7, 9, 14, 16). This aligns with course goal 4.

**C3. Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.**

The course goals 2 and 3 both look to see how identity have or are currently influencing health outcomes and experiences of individuals and populations. Utilizing health disparities as the outcome will showcase specific examples of the influence of race, gender, and ethnicity. A specific example of this within the course occurs during module 4, where sexuality is utilized as the specific identity marker, along with the compounding influence of race and gender. Students will learn from lectures on health issues that primarily affect the LGBTQ+ community and then answer prompts as part of guided collaborative media consumption (week 10). The course will also cover stigma associated with these unique challenges (week 11) with a discussion focused on how the evolution of the HIV crisis has changed and evolved since the 90s (week 12, class discussion).

## Ohio State Department Course Review Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental reactions to proposed new courses, group studies, study tours, workshop requests, and course changes. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should response to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the Office of Academic Affairs.

### A. Information from academic unit *initiating* the request:

Initiating Academic Unit: College of Pharmacy

Date: 8/25/23

Registrar's Listing: PHR

Course Number: 2450

Level: U  P  G

Credit Hours: 3

Course Title: A Tough Pill: Health Identity, Disparity, and Discrimination

Type of Request:  New Course  Group Studies  Workshop  Study Tour  Course Change

Academic Unit with related interests asked to review the request (use a separate form for each unit while requesting concurrences from multiple units):

Colleges of Medicine, Nursing, and Public Health; Depts of Sociology, Anthropology, and WGSS

Date responses are needed:

September 8, 2023

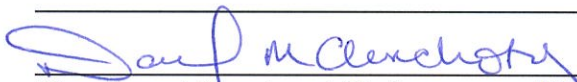
### B. Information from academic units *reviewing* the request:

- The academic unit **supports** the proposal  
 The academic unit **does not support** the proposal.

Please explain:

Please note this concurrence is from College of  
Medicine including the school of Health & Rehabilitation Sciences

- The academic unit suggests:

  
Signature of Department Chair  
Vice Dean for Education

Signature of Graduate Studies Chair (if applicable)

## Kwiek, Nicole

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**From:** Anderson, Cindy  
**Sent:** Wednesday, August 30, 2023 8:40 AM  
**To:** Kwiek, Nicole  
**Subject:** RE: Concurrence request: new GE course

Hi Nicole,  
We are in full support. Congrats on this great new course.  
Cindy

**Cindy Anderson, PhD, RN, APRN-CNP, ANEF, FAHA, FNAP, FAAN**  
Professor and Senior Associate Dean for Academic Affairs and Educational Innovation  
Martha S. Pitzer Center for Women, Children and Youth  
The Ohio State University College of Nursing  
346 Newton Hall  
1585 Neil Avenue  
Columbus, Ohio 43210  
Phone: 614-292-4179; Fax 614-292-4948  
Email: [Anderson.2765@osu.edu](mailto:Anderson.2765@osu.edu)  
<https://nursing.osu.edu/faculty-and-staff/cindy-anderson>



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**From:** Kwiek, Nicole <[kwiek.1@osu.edu](mailto:kwiek.1@osu.edu)>  
**Sent:** Friday, August 25, 2023 1:10 PM  
**To:** Anderson, Cindy <[anderson.2765@osu.edu](mailto:anderson.2765@osu.edu)>  
**Subject:** Concurrence request: new GE course

Hi Cindy,  
Happy Friday! I hope that the new school year has started with relatively few hitches!

The College of Pharmacy has developed a new health inequities-focused course called PHR2450, A Tough Pill: Health Identity, Disparity, and Discrimination. The course is being considered for designation as Race, Ethnicity, and Gender Diversity Foundations course in the new GE curriculum.

**Could the College of Nursing please review the attached course materials and let me know of any concerns?** If you do not have concerns, feel free to email me as such or complete the attached concurrence form. We are graciously asking for your input by 9/8/2023.

Thanks so much!

Best,  
Nicole



**Nicole Cartwright Kwiek, PhD, FAPE**

Clinical Professor of Pharmacy Education and Innovation  
Associate Dean of Undergraduate Studies  
College of Pharmacy

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Pronouns: she/her/hers

**From:** [McGraw, Scott](#)  
**To:** [Kwiek, Nicole](#)  
**Cc:** [Martin, Andrew](#); [Vankeerbergen, Bernadette](#)  
**Subject:** RE: Concurrence request: new GE course  
**Date:** Monday, September 11, 2023 5:51:18 PM  
**Attachments:** [image001.png](#)  
[image002.png](#)

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Hi Nicole,

Thanks for getting back to me. The week has already been a blur!

As you know, your concurrence request set off a flurry a discussion among our medical anthropologists, some of which I tried to convey in my email. Please know that I am not trying (really!!) to be difficult; however, based on discussions I had with my faculty who cover this topic as well chats with other folks in ASC, I am afraid we cannot provide concurrence at this time. I agree with you entirely that there should be more than one health inequity-focused course, but the reality is that we're working under a curricular system where we increasingly must protect our piece. I don't like it any more than you do, but ASC's footprint continues to get smaller, and our lack of concurrence is one way of bringing attention to a problem that needs fixed. Ours is a discussion that needs to take place across colleges and at multiple administrative levels. Unfortunately, this is not likely to be resolved any time soon.

I hope you understand our position and hope further that this does not cause any problems down the road.

If you wish, I'm happy to have a chat over the phone, via Zoom or in person.

Warm regards,  
Scott



W. Scott McGraw

Professor and Chair

Department of Anthropology

4042 Smith Laboratory, 174 W. 18<sup>th</sup> Avenue

Columbus, OH 43210-1106

(614) 688-3794

[Mcgraw.43@osu.edu](mailto:Mcgraw.43@osu.edu)

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**From:** Kwiek, Nicole <[kwiek.1@osu.edu](mailto:kwiek.1@osu.edu)>  
**Sent:** Monday, September 11, 2023 4:51 PM  
**To:** McGraw, Scott <[mcgraw.43@osu.edu](mailto:mcgraw.43@osu.edu)>  
**Cc:** Martin, Andrew <[martin.1026@osu.edu](mailto:martin.1026@osu.edu)>; Vankeerbergen, Bernadette <[vankeerbergen.1@osu.edu](mailto:vankeerbergen.1@osu.edu)>  
**Subject:** RE: Concurrence request: new GE course

Hi Scott,  
I hope that your week has started well!

The two-week review period for concurrence has now concluded, so I wanted to follow up to see how you were feeling about the PHR2450 (A Tough Pill: Health Identity, Disparity, and Discrimination ) course proposal. To reiterate, I see no issue with there being more than one health inequities-focused course, and the creation of this course would not preclude others from being developed.

We are eager to resubmit the proposal into curriculum.osu.edu if we can allay your/the department's concerns, so please let me know if I can help there in any way.

Warm regards,  
Nicole

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**From:** McGraw, Scott <[mcgraw.43@osu.edu](mailto:mcgraw.43@osu.edu)>  
**Sent:** Tuesday, September 5, 2023 3:32 PM  
**To:** Kwiek, Nicole <[kwiek.1@osu.edu](mailto:kwiek.1@osu.edu)>  
**Cc:** Martin, Andrew <[martin.1026@osu.edu](mailto:martin.1026@osu.edu)>; Vankeerbergen, Bernadette <[vankeerbergen.1@osu.edu](mailto:vankeerbergen.1@osu.edu)>  
**Subject:** RE: Concurrence request: new GE course

Hi Nicole,

Many thanks for getting back to me. I'll share your comments with those faculty who raised concern and let you know if a follow up discussion is needed.

I appreciate you sharing your thoughts and hope this can get worked out.

Best regards,  
Scott



W. Scott McGraw  
Professor and Chair  
Department of Anthropology  
4042 Smith Laboratory, 174 W. 18<sup>th</sup> Avenue  
Columbus, OH 43210-1106  
(614) 688-3794  
[Mcgraw.43@osu.edu](mailto:Mcgraw.43@osu.edu)

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**From:** Kwiek, Nicole <[kwiek.1@osu.edu](mailto:kwiek.1@osu.edu)>  
**Sent:** Tuesday, September 5, 2023 1:34 PM  
**To:** McGraw, Scott <[mcgraw.43@osu.edu](mailto:mcgraw.43@osu.edu)>

**Cc:** Martin, Andrew <[martin.1026@osu.edu](mailto:martin.1026@osu.edu)>; Vankeerbergen, Bernadette <[vankeerbergen.1@osu.edu](mailto:vankeerbergen.1@osu.edu)>

**Subject:** RE: Concurrence request: new GE course

Hi Scott,

Thank you for your response and feedback.

To clarify a few concerns:

1. We are neither attempting to offer this class solely for credit hours nor to “go against a well-rounded education”. At the June curricular deans (APAC) meeting, Senior Vice Provost Wendy Smooth requested that more units (including the health sciences colleges) create courses that aligned to the Race, Ethnicity, and Gender Diversity Foundations category. Prior to this directive, we had already been developing this specific course but were heartened to see that the university was actively inviting course development that broadened the lens through which this important content could be taught.
2. With its targeted home in the GE Foundations, we intentionally tried to stay at a fundamental level while also offering the clinical perspective that our clinical faculty could lend.
3. If this course is approved, we certainly do not see ourselves as the sole gatekeeper of health inequities content or GE offerings. We see no issue with your new faculty member creating a new health inequities GE course with its own disciplinary lens. Additionally, I am certain that the student interest will far exceed what our single course could accommodate, and multiple courses would help to add capacity campus-wide.

Please let me know if you would like to discuss further.

Best,  
Nicole

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**From:** McGraw, Scott <[mcgraw.43@osu.edu](mailto:mcgraw.43@osu.edu)>

**Sent:** Tuesday, August 29, 2023 2:56 PM

**To:** Kwiek, Nicole <[kwiek.1@osu.edu](mailto:kwiek.1@osu.edu)>

**Cc:** Martin, Andrew <[martin.1026@osu.edu](mailto:martin.1026@osu.edu)>; Vankeerbergen, Bernadette <[vankeerbergen.1@osu.edu](mailto:vankeerbergen.1@osu.edu)>

**Subject:** RE: Concurrence request: new GE course

Dear Dean Kwiek,

Many thanks for giving us the opportunity to review the syllabus of your new course. I forwarded it to our faculty, including folks in our medical anthropology program who focus on the causes and consequences of health disparities.

The reaction from several faculty members was fairly strong and I'll provide a few excerpts here.



Faculty member # 1

*This overlaps with many things we do in many courses – I suspect this would be the same for sociology. It is more basic than what we do – i.e., our courses tend to be more focused e.g., on women’s health, or growth and development, senescence, or clinical encounters and in all we engage with racism, sexism, agism etc. So, I am not sure what to say. In my opinion, a course like this should be taught in arts and sciences (medical anthropology / health sociology) and this is an attempt to embed it in the pharmacy curriculum, so credit hours go there. Goes against what I see as a well-rounded education where one takes a course in the department where the experts in that field are located but....that is a whole other discussion.*

Faculty member # 2

*If not for “patient experience, and medical outcomes” (p2), reads almost like a medical anthropology syllabus. Likely overlaps with departmental medical anthropology courses Lexine and Erin teach including*

2210 - Gender Diversity, and Human Biology  
3302 – Intro to Medical Anthropology  
5702 – Anth in/of the Clinic

Faculty member # 3 (brand new faculty member brought in as a RAISE hire to study/research environmental health and

*If PHR2450 is accepted as a GE, would we be unable to offer a GE in Race, Ethnicity, and Gender focusing on health disparities or the healthcare system in the US? That would be my only concern.*

Although your proposed course does not (I think) meet the 70% overlap criterion for anthro not to provide concurrence, I do worry about how this course would impact our medical anthropology program and am particularly concerned about the new faculty member (# 3) who is already putting together a course quite similar to this one for GE consideration.

I certainly don’t want to impede your progress (really!), but I’d like to get some guidance from Andrew Martin and/or Bernadette Vankeergern about what to do in this situation. In the meantime, I am happy to chat with you.

Best regards,  
Scott



W. Scott McGraw

Professor and Chair

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**From:** Kwiek, Nicole <[kwiek.1@osu.edu](mailto:kwiek.1@osu.edu)>

**Sent:** Friday, August 25, 2023 1:15 PM

**To:** McGraw, Scott <[mcgraw.43@osu.edu](mailto:mcgraw.43@osu.edu)>

**Subject:** Concurrence request: new GE course

Dear Dr. McGraw,

Happy Friday! I hope that the new school year has started with relatively few hitches!

The College of Pharmacy has developed a new health inequities-focused course called PHR2450, A Tough Pill: Health Identity, Disparity, and Discrimination. The course is being considered for designation as a Race, Ethnicity, and Gender Diversity Foundations course in the new GE curriculum.

**Could the Department of Anthropology please review the attached course materials and let me know of any concerns?** If you do not have concerns, feel free to email me as such or complete the attached concurrence form. We are kindly asking for your input by 9/8/2023.

Thanks so much!

Best,  
Nicole



**Nicole Cartwright Kwiek, PhD, FAPE**

Clinical Professor of Pharmacy Education and Innovation

Associate Dean of Undergraduate Studies

College of Pharmacy

138A Parks Hall | 500 W. 12th Avenue, Columbus, OH 43210

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Pronouns: she/her/hers



October 3, 2023

To the Reviewing Committee,

Thank you for your work in reviewing the College of Pharmacy's request to designate the new PHR2450 course (A Tough Pill: Health Identity, Disparity, and Discrimination, 3 credit hours) as a potential Race, Ethnicity, and Gender Diversity (REGD) Foundations course. This course was developed at the urging of the university's Office of Academic Affairs (including Dr. Wendy Smooth, Senior Vice Provost for Inclusive Excellence), whose intent was to diversify the disciplinary lens through which the REGD courses were being taught. This included a direct call to health science colleges (among many other units) to build REGD courses, and to our knowledge, PHR2450 would become the first course that explores introductory health inequities-focused content in the GE curriculum. Importantly, the College of Pharmacy strongly believes that we do not stake claim to all future health inequities teaching at this institution, and if approved, we would welcome other units to build complementary coursework that expands the angles at which this important content is taught.

Herein, I do wish to provide some context on the concurrence-seeking process. On August 24, 2023, the College of Pharmacy was asked by the College of Arts and Science Curriculum and Assessment Office to seek concurrence from the Departments of Sociology, Anthropology, and Women's, Gender and Sexuality Studies as well as the Colleges of Medicine, Public Health, and Nursing. Concurrence was requested of each unit via emails sent on August 25<sup>th</sup> with a two-week deadline (September 8<sup>th</sup>) for input, with the responses as follows:

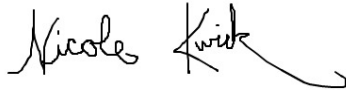
- Department of Sociology: Did not respond with a concurrence position
- Department of Anthropology: Responded promptly with a back-and-forth exchange that ultimately ended with a non-concurrent position (see attached documentation)
- Department of Women's, Gender and Sexuality Studies: Did not respond with a concurrence position
- College of Medicine: Did not respond by September 8<sup>th</sup> but relayed concurrence on September 18<sup>th</sup> (see attached documentation)
- College of Public Health: Did not respond with a concurrence position
- College of Nursing: Responded with concurrence on August 25<sup>th</sup> (see attached documentation)

Following receipt of the non-concurrence position from the Department of Anthropology, Dr. Andrew Martin (Associate Dean of Undergraduate Education in the College of Arts and Sciences) and I had a productive conversation to talk through our concerns of the situation. He supported Anthropology's non-concurrence statement but also felt positive about his college's engagement opportunity in health inequities-focused instruction in the future.

Please let me know if you have any further questions of the College of Pharmacy, and please feel free to reach out to Dr. Martin with the same from the College of Arts and Sciences.

Thank you again for your time.

Sincerely,

A handwritten signature in black ink that reads "Nicole Kwiek". The signature is written in a cursive style with a long, sweeping underline that extends to the right.

Nicole Cartwright Kwiek, Ph.D.  
Clinical Professor of Pharmacy Education and Innovation  
Associate Dean of Undergraduate Studies  
The Ohio State University College of Pharmacy