

RX321-SJD: Diversity and Inclusivity in Healthcare

FALL 2021 SYLLABUS

COURSE DESCRIPTION

RX321 explores the intersection of health care and marginalized cultures, races, ethnicities, and gender identities. Students will explore how power dynamics, attitudes, biases, and cultural misunderstanding have produced health disparities while also engaging in activities to understand and mitigate ongoing injustices.

PREREQUISITES

None

CREDIT HOURS

For undergraduate credit only. 3 credit hours.

SCHEDULING

This course will be offered as a *HYBRID* course for the Fall 2021 semester. The lecture portion of the course will be used primarily to complete online learning modules. Continuances will meet in-person and were created for students to develop deeper understanding of the course materials and practice skills needed to accomplish the course outcomes.

Lecture: Thursdays 9:00 am – 10:50 am

Continuances: Section A: Mondays 2:25 pm – 4:05 pm, PHSB 105 (Dr. Schmelz)
Section B: Mondays 2:25 pm – 4:05 pm, HO 100 (Dr. Vernon) – *updt. 8/27/21*
Section C: Tuesdays 2:25 pm – 4:05 pm, PHSB 212 (Dr. Schmelz)
Section D: Tuesdays 2:25 pm – 4:05 pm, PHSB 202 (Dr. Vernon)

COURSE DIRECTOR

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Clinical Pharmacy Specialist, Ambulatory Care, Eskenazi Health
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Pronouns: he/him

SYLLABUS DISCLAIMER

The syllabus contains all information related to the course and should be referred to throughout the semester. However, changes to the syllabus may be needed due to the nature of the course and the sequential instruction of course material. As such, there may be a need for additions, deletions, or modification of it throughout the semester. Students and other involved faculty will be notified immediately if/when changes are made.

CONTACTING FACULTY and OFFICE HOURS

The course director will maintain weekly office hours which will be posted on Canvas prior to the first day of class; however, the course director will try to accommodate student request for meetings outside these times as much as possible. Outside of these times, email is the preferred mode of communication for questions, comments, or discussion topics. Please note that the course director, as well as some continuance instructors, maintain a clinical practice (and are also human beings with professional and personal lives outside the classroom!) and may not be readily available by email throughout the week. Students may expect responses to email in 1-2 business days.

As a team-taught course, it is expected that many faculty members will provide lecture materials throughout the course. Questions about subject matter should generally be directed towards the lecturer, while questions related to the course are best directed to the course director or continuance instructors.

STUDENT LEARNING OUTCOMES

The course has been designed to meet the three student learning outcomes below which are required for the Social Justice and Diversity (SJD) designation. Course-specific outcomes are listed as subpoints below each of these to indicate the context in which the course accomplishes them.

1. Recognize multiple and intersecting dimensions of identity and inequity through the study of critical scholarship on the historical, cultural, political, and/or social experiences of marginalized communities.
 - a. Use social theory to interpret how people in underrepresented groups are viewed and how people in these groups experience healthcare in the US.
2. Identify and explain the causes and impact of privilege, power, and oppression and cultivate tools for overcoming conflict and promoting equality.
 - a. Describe how people in underrepresented groups have historically been disadvantaged in US healthcare system and the resulting disparities in their health outcomes.
 - b. Develop strategies to improve parity in health outcomes in patients from marginalized groups.
3. Recognize and critique local, national, or global conditions that enable, perpetuate and/or challenge social injustice and inequity.
 - a. Summarize the role of social determinants of health on health outcomes and how they are influenced by identity and membership in underrepresented groups

- b. Use knowledge of systemic and implicit biases in healthcare to evaluate how conditions that perpetuate health disparities are reinforced.

COURSE WORKLOAD EXPECTATIONS

Learning takes time. As a general rule, for every 1 hour of in class time another 2-3 hours of outside class time should be devoted to course material for optimal success and learning. This is just as true for online courses as it is for live courses. You should expect that you will spend about 2 hours per week engaging with new information via learning modules, and an additional 1-2 hours per week participating in message board discussions and working on class projects. Expectations for discussions are posted elsewhere on the course Canvas site.

REQUIRED TEXT(S)

This course does not use a single textbook comprising the bulk of the information needed for learning. Many required and optional readings (and other media) are posted in learning modules on the course Canvas site. Reading outside of the denoted required materials is not required; however, several readings are found in the free online textbook listed below. For students feeling they need more background information, this resource is a great place to start.

Little W and McGivern R. *Introduction to Sociology – 1st Canadian Edition*. Pressbooks; 2012. <https://opentextbc.ca/introductiontosociology/>. Accessed June 16, 2020.

Below is a list of some of the required and optional readings:

1. Little W and McGivern R. *Introduction to Sociology – 1st Canadian Edition*. Pressbooks; 2012. <https://opentextbc.ca/introductiontosociology/>. Accessed June 16, 2020.
2. Shaw Y and Miakka Natisse K. *The Culture Inside*. *Invisibilia*. 2017. Accessed March 18, 2022. <https://www.npr.org/programs/invisibilia/532950995/the-culture-inside>.
3. Singh G, Daus G, Allender M, et al. Social Determinants of Health in the United States: Addressing Major Health Inequality Trends for the Nation, 1935-2016. *Int J MCH AIDS*. 2017;6(2):139-164.
4. Ledford H. Millions of black people affected by racial bias in health-care algorithms. *Nature*. October 24, 2019.
5. American Association of Family Physicians. *Poverty and health – the family medicine perspective (position paper)*. 2015. Accessed March 18, 2022. <https://www.aafp.org/about/policies/all/poverty-health.html#approaches>.
6. Jones NH. *How the Bad Blood Started*. *1619 Project*. 2019. Accessed March 18, 2022. <https://www.nytimes.com/2019/09/13/podcasts/1619-slavery-healthcare.html>.
7. Warner G and Cohen R. *How to Speak Bad English*. *Rough Translation*. 2021. Accessed March 18, 2022. <https://www.npr.org/2021/04/21/989477444/how-to-speak-bad-english>.
8. Shaw Y and Miakka Natisse K. *How to Become Batman*. *Invisibilia*. 2015. Accessed March 18, 2022. <https://www.npr.org/programs/invisibilia/378577902/how-to-become-batman>.
9. Shai A, Koffler S, and Hashiloni-Dolev Y. *Feminism, gender medicine and beyond: a feminist analysis of "gender medicine"*. *Int J Equity Health*. 2021;20:177.

10. Sun SD. Stop using phony science to justify transphobia. *Scientific American*. 2019. Accessed March 18, 2022. <https://blogs.scientificamerican.com/voices/stop-using-phony-science-to-justify-transphobia/>.
11. Glass I and Spiegel A. 81 Words. *This American Life*. 2002. Accessed March 18, 2022. <https://www.thisamericanlife.org/204/81-words>.
12. Inouye SK. Creating an anti-ageist healthcare system to improve care for our current and future selves. *Nat Aging*. 2021;1:150–152.
13. Kirkpatrick M. An introduction to food insecurity for the advanced practice pharmacist. NCCCP eNewsletter. 2017. Accessed March 18, 2022. <https://ncccp.net/continuing-education/an-introduction-to-food-insecurity-for-the-advanced-practice-pharmacist/>.

COURSE HANDOUTS

While no specific handouts will be provided, all course material is available on the Canvas site. All course materials have been created with universal design in mind and should be available in many different formats. Students needing or wanting versions of materials not already available should contact the course director for additional assistance.

COMPUTER SKILLS and COMPETENCY

It is the policy of this class that in order to fully participate and fulfill the requirements of the course, students need to demonstrate some use of and proficiency in the utilization of computers. This includes access to and the use of the Internet, email, Microsoft Word, and Microsoft Excel. This course will use the internet-based Canvas course software to support course assignments and communication. Please take a moment and go to <https://canvas.butler.edu> to review information on Canvas. Materials for class will be posted in advance of class. If you have any concerns, call the Help Desk at (317) 940-HELP or please see the course director.

It is the student's responsibility to assure that computers used for coursework are in working order (including wireless internet connectivity and charged battery) prior to the deadlines for assignment submission. If computer or internet connectivity problems is suspected when submitting an assignment, it is the student's responsibility to contact course director immediately and before assignment due date for submission directions and verification.

CANVAS

This course is represented on the Canvas course management system. You may access course materials on canvas (from anywhere in the world with an Internet connection) at <https://canvas.butler.edu>. You may also access Canvas through your "My Butler" account at <https://my.butler.edu> where a link to it can be found in the "Academic Tools" section. Simply log in to Canvas by entering your Butler USERNAME and PASSWORD. Once into the general system, click on the name of this course to enter the course's web page. Navigation within the web page is accomplished by clicking on the buttons listed on the left. If you have trouble accessing the course on Canvas, please contact the HELP desk at (317) 940-HELP.

ATTENDANCE POLICIES

Student athletes should submit all absence requests for the semester to the course director by Friday of the first full week of class.

Because of the hybrid nature of the course, there is not an attendance requirement for the lecture portion of the course; however, it is expected that students will attend their assigned continuances. Continuance will include in-class activities and discussions that are important for students' overall course progression. While no points are earned for attendance, only students who attend continuance will receive points for their discussion board assignment that week. Requests to attend a different continuance section may be made on an individual basis by contacting the course director at least 48 hours in advance.

In the event that outside class travel or other obligations may prevent students from completing work on time, it is the student's responsibility to make arrangements with the course director. Personal or family illness or other concerns with meeting deadlines will be handled according to the Student Handbook. Always feel free to contact the course director for instructions or questions.

ASSESSMENT STRATEGIES

Homework and Assignments

Homework and other assignments will be utilized in this course to assess students' understanding of course material and their achievement of course learning outcomes. Homework and assignments will be made available through Canvas. It is the student's responsibility to review Canvas, email, and class announcements to assure all assignments are completed by the assigned due date. Unless otherwise stated, homework and assignments must be submitted via Canvas according to the directions for each assignment. Students attempting to submit homework in a manner other than Canvas must contact the course director immediately and before assignment due date to verify assignment receipt. A detailed assignment guide will be posted on Canvas with further information about required assignments.

Late Work

Late assignments will not be accepted without prior approval of an extension from the course director or continuance instructor. Points will not be awarded for work submitted without approval of an extension. When specified, assignments submitted in a format other than that specified in assignment directions will not be accepted, and points will not be awarded; however, most assignments in the course may be submitted in a variety of formats.

Examinations

Two examinations are scheduled during the semester. Exams will be administered online using the ExamSoft system and will occur during the scheduled course time for lecture. Prior to each exam, course instructors will post review material on the course Canvas site. The format for exams will be multiple choice unless otherwise described in the review materials. The second exam is not cumulative and will only cover material occurring in the second half of the semester. It is also scheduled for a regular class time. There is no exam scheduled for Finals Week.

COURSE GRADING SCALE

Letter Grade	Percentage of Total Points
A	90.0 – 100%
B	80 – 89.9%
C	70 – 79.9%
D	60 – 69.9%
F	< 60.0%

GRADE DISTRIBUTION

Assessment	Possible Points
Early Term Exam	100
Final Exam	150
Debate Assignment	150
Discussions (13)	130
Reflection papers (3)	120
OpenMind Training (5)	50
Poverty Game Prep	20
Total Points	720

COURSE and INSTRUCTOR EVALUATIONS

As a student in this course, you are expected to assist in its evaluation. Changes ARE made on an annual basis based upon the feedback from both students and instructors. This is a very valuable process, as the responses will assist the faculty in evaluating different aspects of the course and making improvements for the following year's class. All responses will remain anonymous and will not be reviewed by course director until after the final grades have been submitted. Evaluations are to be completed electronically, but students should utilize the dedicated class time for completing evaluations. All evaluations remain anonymous.

POLICIES

While the syllabus and schedule have been provided to you and is accurate at the start of the semester, the Covid-19 pandemic may require the instructor to alter the syllabus for this class at any time. These changes may include alternate modes of course delivery, attendance expectations, method of evaluation, and relative weight of all assignments and examinations. Examinations or other required class activities scheduled outside of usual class times may be initiated by the instructor of record with the Program Director's approval.

All students taking this course are subject to the terms of the COPHS Student Handbook and the Course Policy Statements (e.g., Disability Services, Intellectual Integrity, Respectful Interactions, etc.) published in the College of Pharmacy and Health Sciences Student Handbook, Appendix B. The College of Pharmacy and Health Sciences Student Handbook is located on Canvas under "COPHS Community Resources" and constitutes a part of this syllabus.

Policy on Accommodations for Documented Disabilities

It is the policy and practice of Butler University to provide reasonable accommodations for students with properly documented disabilities. Written notification from Student Disability Services is required. If you are eligible to receive an accommodation and would like to request it for this course, please contact Student Disability Services. Allow one-week advance notice to ensure enough time for reasonable accommodations to be made. Otherwise, it is not guaranteed that the accommodation can be provided on a timely basis. Students who have questions about Student Disability Services or who have, or think they may have, a disability (psychiatric, attentional, learning, vision, hearing, physical, medical, etc.) are invited to contact Student Disability Services for a confidential discussion in Jordan Hall, Room 136 or by phone at 317-940-9308.

Reporting Discrimination or Harassment

Butler University is committed to fostering safe and productive living, learning, and working environments free from discrimination and harassment. Faculty members are expected to report any incident of discrimination and/or harassment that students may report to them. Any sex/gender-related incident reported to a faculty member will be in turn reported to the Title IX Coordinator or designee; any non-sex/gender-related incident reported to a faculty member will, in turn, be reported to the Associate Vice President for Human Resources or designee. The Title IX Coordinator or Associate Vice President for Human Resources or designee will then reach out to the reporting student for further discussion. If you would like to speak with someone confidentially who will not be required to report whatever you share, there are several resources available, including the Sexual Assault Response and Prevention Specialist, Counseling and Consultation Services, and ordained clergy providing pastoral care in the Center for Faith and Vocation. Information about these and other resources can be found at www.butler.edu/sexual-misconduct or www.butler.edu/bias.

Academic Integrity

All Butler University students have the responsibility to know and observe the University's policy on academic integrity. The policy is available in the [Butler Student Handbook](#). All students are expected to uphold academic integrity in all course modalities. Students submitting online or in-person assignments

should ensure the work is their own. Students taking online or in-person quizzes and exams should complete these assessments of learning under the conditions mandated by the instructor, submitting only responses that represent the student's original work. In all cases, the instructor's evaluation of a student's performance in a course should be based solely on the student's own efforts and understanding.

Policy on Accommodations for Religious Observance

Butler University respects all students' right to religious observance and will reasonably accommodate students' religious practice with regard to class attendance, examinations, and assignments when requests are made in a timely manner. Butler University recommends that each class should have a syllabus that provides a schedule of activities for the class. It is the student's responsibility to inform instructors of course conflicts resulting from religious observations at least two weeks in advance of the observance so that accommodations can be made. Requests must be made in writing, and the student should include a proposed alternative due date, examination date, or make-up outline. The professor should review the request and if the student's proposed suggestion is acceptable, should notify the student of the agreement. Any solution that is mutually agreeable to both student and faculty member is acceptable. If accommodations cannot be agreed upon, the instructor and students should seek the advice of the associate dean in the appropriate college. No adverse or prejudicial effects will result to students because they have made use of these provisions.

Use of Classroom Recordings

Some of the sessions in this course may be recorded or live-streamed. Such recordings/streaming will only be available to students registered for this class. These recordings are the intellectual property of the instructor and they may not be shared or reproduced without the explicit, written consent of the instructor. Students may not share these sessions with those not in the class or upload them to any other online environment. Any other recording of in-person or online classroom content or office hours is forbidden without the express written consent of the course instructor and other parties involved in the recording or a documented accommodation from student disability services.

Diversity, Equity, and Inclusion

Our classrooms are enriched by the presence of people from a variety of identities and backgrounds. At Butler we are committed to creating a classroom environment in which everyone's dignity is respected as we ask questions, disagree, and take part in open and honest debate. In classrooms, we seek a form of dialogue that acknowledges and gives voice to one another's ideas, experiences, and beliefs. We encourage each member of the class to speak and act thoughtfully, fairly and with respect for one another. As educators, we are dedicated to fostering an empathetic, compassionate, and socially responsible campus community. Inclusivity on campus is nothing new to Butler. Named for one of its founders, abolitionist and social justice activist Ovid Butler, the university was, in 1855, the first in Indiana and third in the U.S. to admit women. Furthermore, Butler's founding charter called for a "non-sectarian institution free from the taint of slavery." These many years later Butler faculty still take these mandates seriously. No individual will be subjected to discrimination or harassment because of race, color, sex, sexual orientation, gender identity, religion, national origin, age, disability, citizenship status, military status, or genetic information.

As part of a commitment to a collective learning environment, together we strive to use language that

reflects the worth and dignity of all. Inclusive language is spoken and written language that conveys mutual respect and recognition of diversity. We recognize that those who pursue the use of inclusive language may not always succeed, nevertheless, we wish to encourage the use of inclusive language.

Land Acknowledgement

We acknowledge that we gather here at Butler University on the traditional lands of Indigenous people including the Potawatomi, Miami, Delaware, and Shawnee. We honor with gratitude the land itself and the Indigenous peoples past and present who have stewarded it throughout the generations. This calls us to commit to continuing to learn how to be better stewards of the land we inhabit, while also acknowledging that some were brought to this land not by choice.

Last Revised: 08/12/2021