



College of Health Sciences

## OCC 6004: Health Equity and Disparities

1 credit unit

Fall 2024

**Meeting days/times: Fridays, Quad Two (11/1-12/20), 9:00-11:00 am**

**Meeting location: Balboa Campus, Room **TBD****

**Final Video Presentation Submission Deadline: 12/20 Friday 11:59pm in Canvas**

<b>Instructor title and name:</b>	Dr. Jimiliz Valiente-Neighbours (Ph.D.) Volunteer: Professor Robert Valiente-Neighbours
<b>Phone:</b>	Dr. Valiente-Neighbours/Dr. V: 619-849-3001
<b>Email:</b>	jvalient@pointloma.edu (preferred mode of contact)  I will answer e-mails between Monday-Friday (8am and 5pm). Please allow up to 24 hours for a response, and plan accordingly.
<b>Office location and hours:</b>	Rohr (Sociology) Hall Room 106 or via Zoom MWF 3-5pm / TuTh 1:30-2:30pm / by appointment

### PLNU Mission

#### To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

## **MSOT Program Mission**

The mission of the PLNU Occupational Therapy program is to produce competent and professional graduates who provide evidenced-based and occupation focused interventions that serve others as an expression of faith.

## **Course Description**

This course examines the theoretical frameworks explaining health disparities across various populations, with a focus on social determinants of health. Students will explore a diverse set of policies and practices that impact access to healthcare including those that address privilege and power, encourage capacity building, and facilitate community engagement. Bridging macro and micro approaches to health, this course aims to cultivate health professionals who practice empathy. (8-week course, quad one).

## **Relationship of Course to Curricular Design**

This course is foundational in building the awareness and capacity to work with diverse clients, groups, and populations during community seminar one and two courses, Level I and Level II Fieldwork. The knowledge acquired and applied will enable students to develop the awareness and empathy of the social determinants of health for persons, groups, and populations who are at risk for disabilities and chronic health conditions. The Health and Equity Disparities course is taken concurrently with the following courses: introduction to occupational therapy, evidence-based practice, and applied human anatomy. This course supports the curricular thread of occupations.

## **Program and Course Learning Outcomes**

### *Program Learning Outcomes*

This course contributes to the acquisition of skills and knowledge necessary for occupational therapy practice and addresses these Program Learning Outcomes:

PLO # 3: Provide services within a client-centered and occupation-based framework, with consideration of contextual factors which influence a person, groups, and/or populations ability to engage in meaningful occupational tasks and roles.

PLO # 6: Prepare diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally responsive care within a highly technological and global environment.

PLO # 7: Advance the awareness and ability to work collaboratively with interdisciplinary team members to enhance the provision of client-centered, quality occupational therapy services.

### *Course Learning Outcomes-Occupational Therapy*

The course learning outcomes are the ACOTE Standards and students will be using concepts and skills that will be introduced and/or be expected to show beginning competency. Students will..

1. Apply and analyze the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (B.1.2).

2. Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an analysis of the epidemiological factors that impact the public health and welfare of populations (B.1.3).
3. Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable (B.4.25).

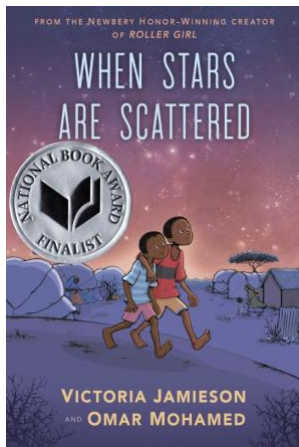
### *Course Learning Outcomes-Athletic Training*

DEI 1: The program demonstrates systematic diversity, equity, inclusion and **social justice** efforts in its development, design, and delivery. Annotation Programs advance diversity, equity, inclusion, and **social justice** through a variety of efforts. These can include (but are not limited to) the following: participating in institutional efforts to advance diversity, equity, inclusion and **social justice**; incorporating diversity, equity, inclusion and social justice across the program curriculum; recruiting and retaining diverse faculty, students, and preceptors; improving faculty and preceptors understanding and integration of diversity, equity, inclusion, and social justice; implementing policies that support a climate of equity and inclusion, free of harassment and discrimination; community engagements and/or scholarly endeavors (opportunities) that are reflective of diversity, equity, inclusion, and social justice; and gathering program data that informs the programs diversity, equity, inclusion, and social justice efforts. Sources may include, but are not limited to, demographic reports, retention reports, equity analysis, climate data, participation in DEI activities, competency development, program evaluations, and interviews/focus group data.

DEI 2: Practice **cultural competency**, foster **cultural humility**, and demonstrate respect in client/patient care. This includes (but is not limited to) the following: Using contemporary nomenclature of various **identities**. Analyzing the impact of group identification, including the intersectionality of multiple identities, on health disparities, patient care, and patient outcomes. Analyzing the impact of marginalization on health disparities, patient care, and patient outcomes. Developing strategies that minimize the impact of clinician-based bias, prejudice, and privilege on patient interactions. Devising patient-centered interventions to diverse populations that account for the healthcare delivery system.

### **Required Texts and Recommended Study Resources**

All weekly reading assignments are in Canvas as PDFs. Students are required to read these and submit their responses to the prompts every Thursday by 11:59pm before class meets on Friday mornings.



There is one required textbook, which is a graphic novel titled *When Stars are Scattered* (2020) written by Omar Mohamed and Victoria Jamieson. It is based on Omar’s childhood growing up in the Dadaab refugee camp with his brother, after his father was killed and he and his brother were separated from their mother in Somalia. This is a Young Adult book from which students will draw to complete an assignment for WK 4. **ISBN-10** 0525553908 and **ISBN-13** 978-0525553908.

There is a recommended study resource for this course: Wells, S., Black, R., Gupta, J. (2016). *Culture and occupation: Effectiveness for occupational therapy practice, education, and research* (3rd ed.). AOTA Press. ISBN: 978-1-56900-371-8.

## Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 1-unit class delivered over 8 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

## Assessment and Grading

Assessment methods include weekly reading responses, in-class assignments, peer-based interactions, and final presentations.

### Grading

Grading will be based on the PLNU grading scale below. Grades will not be rounded up.

Letter Grade	Percent Grade
<b>A</b>	<b>90-100</b>
<b>B</b>	<b>80-89</b>
<i>Below a C- (70%) is not a passing grade. Students may or may not be placed on academic probation depending on their cumulative GPA, must repeat the failed course within the next cohort of students, and participate in a remediation plan.</i>	
<b>C</b>	<b>70-79</b>
<b>D</b>	<b>60-69</b>
<b>F</b>	<b>0-59</b>

### Course Weighting

Each category below is weighted as a total percentage of the final grade:

Category	Grade %
Weekly Reading Responses	40%
In-Class Work Submissions	30%
Class Participation and Attendance	20%
Final Group Presentation	10%
<b>TOTAL</b>	<b>100%</b>

## **Grade Intervention Plan**

Scoring below a letter grade of a C (73%) in any didactic course is not considered to be a passing grade.

All students must develop a remediation plan if their grades do not meet the expected threshold. A remediation plan is a cooperative effort between the student, course instructor, and the faculty advisor to establish specific learning activities and plan to ensure competency and successful progression in the program.

Potential consequences of the above may include any of the following:

- Need to repeat a Level II or Level III clinical competency
- Inability to take the next course in a sequence for which this course is a pre-requisite.
- Academic warning.
- Academic probation.
- Need to join the next cohort of students.

Refer to the OT Student Handbook, found on the MSOT Program website for more information.

## **Content Warning**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In OCC 6004, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include structural violence, harassment (lack of consent to touch), war and the refugee experience, experiences of racism and racial microaggressions, as well as gender role stereotyping and heterosexism. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in health inequity, and I will support you throughout your learning in this course.

## **Incompletes and Late Assignments**

All assignments are to be submitted/turned in by 11:59 PST when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

## **Extra Credit**

There will be NO extra credit opportunity during the semester, unless otherwise announced. Please do not rely on them or ask for them. Also, for equity reasons, please do not ask to earn extra points on an individual basis.

## **PLNU Spiritual Care: Balboa Campus**

PLNU strives to be a place where you grow as whole persons. To this end we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Balboa campus we have an onsite chaplain, Rev. Kevin Portillo who is available during class break times across the week. If you have questions, desire to meet with Rev. Portillo or prayer requests you can contact him directly at [KevinPortillo@pointloma.edu](mailto:KevinPortillo@pointloma.edu).

## **PLNU Copyright Policy**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## **PLNU Academic Honesty Policy**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## **Artificial Intelligence (AI) Policy**

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

[APA Style: How to Cite ChatGPT](#)

## **PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has

been determined, the EAC will issue an academic accommodation plan (“AP”) to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the EAC.

## **Language and Belonging**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

## **Sexual Misconduct and Discrimination**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

## **PLNU Course Modality Definitions**

1. Online Courses: There are courses with class meetings where all instruction and interaction is fully online.
  - a. Synchronous Courses: At least one meeting takes place at a designated time.
  - b. Asynchronous Courses: All meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

## **PLNU Attendance and Participation Policy**

We only have eight class meetings. Your presence in each is fundamental for our community learning and community-building. Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and plan to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional detail.

## **Synchronous Attendance/Participation Definition**

For synchronous courses which have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student’s enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

## **Use of Technology**

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with



online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

## **GPS Academic Resources**

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

1. The GPS Writing Center offers:
  - a. Zoom Writers Workshops offered each quad on a variety of helpful topics.
  - b. One-to-one appointments with the Writing Coach
  - c. Microlearning YouTube Video Library for helpful tips anytime
  - d. Research Help Guide to help you start your research.
  - e. The physical office is located on the third floor of the Mission Valley Regional Center off the student lounge.
2. Academic Writing Resources Course: Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. Watch a quick video run-through and take time now to explore!
3. Grammarly: Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
4. Tutoring: Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: [GPSWritingCenter@pointloma.edu](mailto:GPSWritingCenter@pointloma.edu)

## **Assignments At-A-Glance**

For more detailed information about this course's assignments, refer to the Canvas Learning Management System for this course.

## **Covenant and Community Guidelines**

Consider this syllabus not as a contract but as a **covenant** among all of us. Let us build an environment that helps us all feel loved, welcomed, and challenged-supported, a balance of understanding where we are coming from as well as extending our growth zones—hard but

necessary. Toward this end, let's keep in mind the following: RESPECT. What does this look like? How do we embody it?

- **Use inclusive language.** Our words have power, so let us be considerate of what we say and write and how they may impact others. Speak up/out as needed with courage, grace, and humility.
- **Give your full attention to the faculty and to your peers.** Some theologians describe prayer as attention. As we seek to become our best selves to serve God's world, let us consider how we act and interact. Put away your phones, other electronic devices, and anything that takes attention away from the task at hand, while class is in session.
- **Come to class on time, participate actively, and do not pack your materials before dismissal.** Please plan ahead in terms of looking for parking spaces or printing materials before coming to class. We will take the entire class time, so schedule other activities around our class time.
- **Be honest with your work.** Do original work and give appropriate credit to the ideas of others. This includes proper citation formats on papers/projects.
- **Say "I'm sorry for my mistake. Please teach me."** God created us to be interdependent beings—we cannot live alone and we grow to be "more perfect in God" when we learn from each other. Let us acknowledge when we hurt each other—even without the intent to—and be humble.

If you have any questions or concerns or just want to chat, please feel free to contact me by e-mail or make an appointment with me to talk during office hours. I look forward to building this learning community with you.

## Occupational Therapy Curricular Threads, ACOTE Standards, Learning Methods, and Assessment of Student Learning

<b>Course Objectives Based on Curricular Threads:</b> (At the conclusion of this course, students will be able to):	<b>ACOTE Standard</b> *=ACOTE Measurement of Learning	<b>WHAT:</b> Course Learning Outcome	<b>HOW?</b> Student Learning Activities	<b>DEMONSTRATE:</b> Assessment of Student Learning
Apply and analyze the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (Curricular Threads: Underserved, Community).	B.1.2*	Apply and analyze the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations.	Course readings  Reading response  Faculty-led discussion  Class discussions  Small group discussions	Weekly reading response submissions  Small group in-class assignments and presentations  Final presentation
Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an analysis of the epidemiological factors that impact the public health and welfare of populations.  (Curricular Threads: Underserved, Community).	B.1.3*	Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an analysis of the epidemiological factors that impact the public health and welfare of populations.	Course readings  Reading response  Faculty-led discussion  Class discussions  Small group discussions	Weekly reading response submissions  Small group in-class assignments and presentations  Final presentation
Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.  (Curriculum Thread=IPE)	B.4.25*	Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.	Course readings  Reading response  Faculty-led discussion  Class discussions  Small group discussions	Weekly reading response submissions  Small group in-class assignments and presentations  Final presentation

## OCC 6004 Healthy Equity and Disparities FA24 Quad II Course Schedule

DATE	TOPICS	READINGS AND ASSIGNMENTS **Regularly scheduled due date: <u>Thursdays 11:59pm</u> **	
<b>#1 Nov 1 Fri</b> We will have a class meeting comprised of a lecture with discussion, then group work. Students will present their group work in class.	Social Ecology of Health and Illness	<b>Req for ALL:</b> Farmer (2003) Chapter 5: Health, Healing, and Social Justice	
<b>#2 Nov 8 Fri</b> We will have a class meeting comprised of a lecture with discussion, then group work. Students will present their group work in class.	Health Disparities: Treatment and Outcomes	<b>Req for AT:</b> <ul style="list-style-type: none"> <li>• Smedley, Stith, and Nelson (2003) Unequal Treatment: Confronting Racial and Ethnic Disparities in Healthcare (only pp. 1-23)</li> <li>• Picha et al. (2022) Social Determinants of Health: Considerations for ATC</li> </ul>	<b>Req for OT:</b> <ul style="list-style-type: none"> <li>• Smedley, Stith, and Nelson (2003) Unequal Treatment: Confronting Racial and Ethnic Disparities in Healthcare (only pp. 1-23)</li> <li>• Bass-Haugen (2009) Health Disparities: Examination of Evidence Relevant for Occupational Therapy</li> </ul>
<b>#3 Nov 15 Fri</b> We will have a class meeting comprised of a lecture with discussion, then group work. Students will present their group work in class.	Cultural Competency and Cultural Humility	<b>Req for AT:</b> <ul style="list-style-type: none"> <li>• Stanton et al. (2022) Support Systems and Patient Care Delivery for Nonnative English-Speaking Patients: A Study of Secondary School Athletic Trainers</li> </ul>	<b>Req for OT:</b> <ul style="list-style-type: none"> <li>• Agner (2020) Moving from Cultural Competence to Cultural Humility in Occupational Therapy: A Paradigm Shift</li> </ul>
<b>#4 Nov 22 Fri</b> We will have a class meeting comprised of a lecture with discussion, then group work. Students will present their group work in class.	Disability, Ableism, and Universal Design	<b>Req for ALL:</b> <ul style="list-style-type: none"> <li>• Clifton (2020) Research Report: Hierarchies of Power</li> <li>• smith* (2020) The Hands that Haunt Us: When did Disability Become Consent? <i>*lower-case intentional</i></li> </ul>	
<b>#5 Nov 29 Fri</b> There is no in-class meeting, but students must submit their <i>individual</i> video assignment by <b>Friday 11:59p.</b>	Cognitive Empathy and Implicit Bias	<b>Req for ALL:</b> <ul style="list-style-type: none"> <li>• Davis (1990) What is Empathy, and Can Empathy Be Taught?</li> <li>• Jamieson and Mohamed (2020) <i>When Scars Are Scattered</i></li> </ul>	

DATE	TOPICS	READINGS AND ASSIGNMENTS **Regularly scheduled due date: <u>Thursdays 11:59pm</u> **	
<p><b>#6 Dec 6 Fri</b> We will have a class meeting comprised of a lecture with discussion, then group work. Students will present their group work in class.</p>	<p>Promoting Health Equity: Micro and Macro Levels of Advocacy I</p>	<p><b>Req for AT:</b></p> <ul style="list-style-type: none"> <li>• Aronson, Cartwright, and Lopez (2021) Integrating Safe Space Ally Training into Athletic Training Curriculum</li> </ul>	<p><b>Req for AT:</b></p> <ul style="list-style-type: none"> <li>• Bolding et al. (2022) Working with LGBT Clients: OT Practitioners' Knowledge, Skills, and Attitudes</li> <li>• Durbano (2022) Occupational Therapy and Hair Care Practices</li> </ul>
<p><b>#7 Dec 13 Fri</b> During our class time, complete with your group a tour of Barrio Logan by following a guide. Submit your <u>group</u> video assignment by <b>Saturday 11:59p.</b></p>	<p>Promoting Health Equity Case Study: Barrio Logan Residents and Clean Air Advocacy</p>	<p><b>Req for AT:</b></p> <ul style="list-style-type: none"> <li>• Williams et al. (2008) Moving Upstream</li> <li>• Miller et al. (2005) NATA's Position Statement: Management of Asthma in Athletes</li> </ul>	<p><b>Req for OT:</b></p> <ul style="list-style-type: none"> <li>• Williams et al. (2008) Moving Upstream</li> <li>• Frisk et al. (2002) <a href="#">Occupational Therapy Adaptation of the Home Environment in Sweden for People with Asthma</a>. PDF not available, but article is free to read.</li> </ul>
<p><b>#8 Dec 20 Fri</b> Our brief last lecture is over Zoom and most of the class time is for group work. Students will then submit their cumulative final <u>group</u> video presentation by <b>Friday 11:59pm</b>. No late submissions will be accepted after December 21 Saturday 11:59pm.</p>	<p>Promoting Health Equity: Micro and Macro Levels of Advocacy II</p>	<p><b>Req for AT:</b></p> <ul style="list-style-type: none"> <li>• Greene et al. (2022) Racial Microaggressions During Clinical Education Experiences of Professional Master's Athletic Training Students</li> </ul>	<p><b>Req for OT:</b></p> <ul style="list-style-type: none"> <li>• Beagan et al. (2022) Client-Centered Practice when Professional and Social Power are Uncoupled: The Experiences of (O) Therapists from Marginalized Groups</li> </ul>