

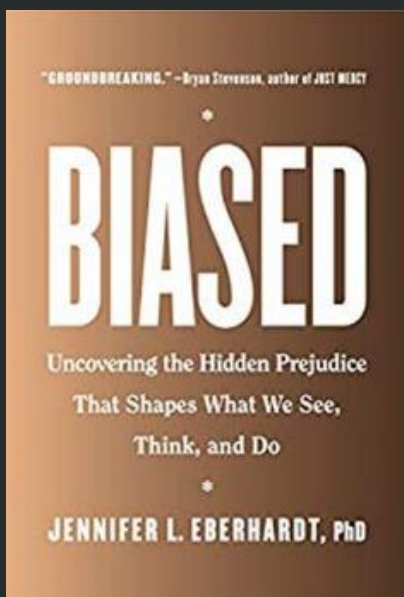
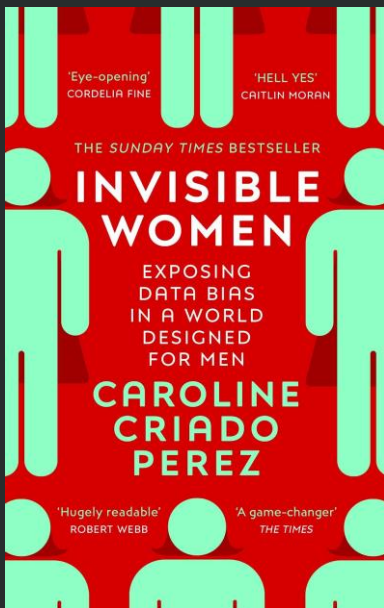
## Instructor Information

Nichole Stetten, PhD, MPH, CPH

Email: [n.e.stetten@ufl.edu](mailto:n.e.stetten@ufl.edu)

Office Hours: By Appointment

## Required Readings



## University of Florida College of Public Health and Health Professions PHC 7907: Social & Behavioral Science Journal Club Spring 2021

### Course Overview

Welcome to PHC 6937: Social and Behavioral Science Journal Club. This is a one credit course for doctoral students and selected master's level students. This semester we are going to explore the topic of bias and how it effects the social sciences. As social scientists it is important to learn not only about bias but also reflect on how it impacts and shapes our research and teaching.

### Delivery Format

This class will be occur online. Class sessions will occur via Zoom on Tuesdays, 9:35 am to 10:25 am. For the course you will be required to have your camera on during class, unless you are experiencing technical difficulties or internet instability that prevents the use of your camera.

### Course Learning Objectives

1. Identify journals that are considered to be "top journals" within the discipline of social and behavioral sciences.
2. Present and lead a cogent review of a scientific article.
3. Develop and lead a thoughtful discussion that expands on the module's theme and readings.
4. Distinguish between multiple social and behavioral perspectives (i.e. psychology, sociology, anthropology, political science, etc.) across multiple disciplines in public health.
5. Identify how bias impacts scientific research and discourse.

## Grading

Letter Grade	Percentage
A	93%-100%
A-	90%-92%
B+	88%-89%
B	83%-87%
B-	80%-82%
C+	78%-79%
C	70%-77%
C-	68%-69%
D+	66%-67%
D	60%-65%
D-	58%-59%
E	<58%

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher

## Assignments

You will be graded on three areas for this course: participation and two presentations. Each assignment is described briefly below. Further details and rubrics for each assignment can be found on the course Canvas page.

1. **Participation (80 points):** You will receive participation points by attending class each week. Attendance will be worth 2 points each week (32 points total). During each class session you will be expected to engage in discussion by responding to questions posed or asking additional questions to your peers. Participation in discussion will be worth 3 points each week (48 points total).

2. **Presentation 1 (50 points):** You will be expected to present and lead a discussion on the assigned module's topic and readings. Your presentation and discussion should be 40 to 45 minutes in length. Your discussion should cover the following information:

- Brief summary of chapters and article (5 to 10 minutes)
- Create questions for class that cover the weekly topic. These questions can pull from the readings, current events or personal experiences.
- Strengths and weaknesses of current research.
- How the week's topic effects our teaching and research as social and behavioral scientists.

3. **Presentation 2 (100 points):** You will be expected to choose a journal article based on the assigned module's topic and book chapter(s). You will then present and lead a discussion on the readings and chosen journal article. The article that you choose will need to be submitted to Dr. Stetten via email on Monday two weeks before you are scheduled to present. After the article has been approved, it will be uploaded to Canvas in the weekly module. Your discussion should cover the following information:

- Brief summary of chapter(s) and journal article.
- Why you chose the journal article and how it connects to the chapters
- Create questions for class that cover the weekly topic. These questions can pull from the readings, current events or personal experiences.
- Strengths and weaknesses of current research.

## Attendance

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

- How the week’s topic effects our teaching and research as social and behavioral scientists.

Your final grade for the course will consist of the following:

Participation	80 points
Presentation 1	50 points
Presentation 2	100 points
<b>230 possible points</b>	

## Topical Outline

Below is the topical outline for the course. Who is presenting each week will be listed on Canvas.

Date	Topic	Readings
1/10	Introduction to Course (Syllabus, Expectations, Textbooks)	None
1/17	No Class Holiday	None
1/24	Gendered Language  Presenter: Dr. Stetten	<b>Invisible Women:</b> Preface Introduction: Default Male  <b>Journal Article:</b> Vainapel, Shamir, Tenebaum, & Gilam (2015). The dark side of gendered language: The masculine-generic bias form as a cause for self-report bias. <i>Psychological Assessment</i> 27(4). 1513-9.
1/31	Implicit Bias  Presenter: Dr. Stetten	<b>Biased:</b> Introduction Ch. 1 Seeing Each Other  <b>Journal Article:</b> Jacoby-Senghor, D.S., Sinclair, S. & Shelton, J.N. (2016). A lesson in bias: The relationship between implicit racial bias and performance in pedagogical contexts. <i>Journal of Experimental Social Psychology</i> . 63. 50-55.

## COVID-19

In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

You are required to wear approved face coverings within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.

If you are experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please use the UF Health screening system (<https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>) and follow the instructions on whether you are able to attend class.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

## Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

2/7	Categorization & Stereotypes  Presenter: Assigned Student	<b>Biased:</b> Ch. 2 Nurturing Bias <b>Journal Article:</b> Talamas, S.N., Mavor, K.I. & Perret, D.I. (2016). Blinded by beauty: Attractiveness bias and accurate perceptions of academic performance. <i>PLOS One</i> . 11(2).
2/14	Sex Disaggregation  Presenter: Assigned Student	<b>Invisible Women:</b> Ch. 10 Drugs Don't Work Ch. 11 Yentl Syndrome <b>Journal Article:</b> Nowatzki, N. & Grant, K.R. (2011). Sex is not enough: The need for gender-based analysis in health research. <i>Health Care for Women International</i> . 32(4). 263-277.
2/21	Demographic Measures & Racial Bias  Presenter: Assigned Student	<b>Biased:</b> Ch. 3 A Bad Dude Ch. 4 Male Black <b>Journal Article:</b> Lee, C. (2009). Race and ethnicity in biomedical research: How do scientists construct and explain differences in health? <i>Social Science &amp; Medicine</i> . 68 (6). 1183-1190.
2/28	Sociolinguistics  Presenter: Assigned Student	<b>Biased:</b> Ch.5 How Free People Think <b>Journal Article:</b> Eggle, S., Barton, E., Winckles, A., Penner, L.A. & Albrecht (2013). A disparity of words: Racial differences in oncologist-patient communication about clinical trials. <i>Health Expectations</i> . 18(5).11316-1326.
3/7	Gender/Racial Bias & Artificial Intelligence  Presenter: Assigned Student	<b>Invisible Women:</b> Ch. 8: One-Size-Fits-Men <b>Biased:</b> Ch.7: The Comfort of Home <b>Journal Article:</b> Cirillo, D., Catuara-Solarz, S., Morey, C., Guney, E., Subrits, L., Mellino, S....(2020). Sex and gender differences and biases in artificial intelligence for biomedicine and healthcare. <i>NPI Digital Medicine</i> . 3(81).

## Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.

You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>

Crisis intervention is always available 24/7 from:

Alachua County Crisis Center:  
(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

3/14	<b>NO CLASS</b>	<b>Due Tuesday, April 11<sup>th</sup> This Week @11:59pm: SPRING BREAK</b>
3/21	Androcentric Medical Knowledge  Presenter: Assigned Student	<b>Invisible Women:</b> Ch. 9: Sea of Dudes  <b>Journal Article:</b> Chosen by Student
3/28	Women Workload Disparities & Health  Presenter: Assigned Student	<b>Invisible Women:</b> Ch.3: The Long Friday  <b>Journal Article:</b> Chosen by Student
4/4	Gender/Racial Bias in Academia  Presenter: Assigned Student	<b>Invisible Women:</b> Ch. 4: They Myth of Meritocracy <b>Biased:</b> Ch.8: Hard Lessons Ch. 9: Higher Learning  <b>Journal Article:</b> Chosen by Student
4/11	Women's Health Data  Presenter: Assigned Student	<b>Invisible Women:</b> Ch. 5: The Henry-Higgins-Effect Ch. 6: Being Worth Less Than a Shoe  <b>Journal Article:</b> Chosen by Student
4/18	Dehumanization  Presenter: Assigned Student	<b>Biased:</b> Ch. 6 The Scary Monster  <b>Journal Article:</b> Chosen by Student

## Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and

political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

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