

College of Liberal Arts and Sciences
African-American Studies Program
AFA 4931 Section 14D0
Fall, 2015

"We are experiencing a more mature Jim Crow. A Jim Crow that has grown from the cotton fields to corporate America. A Jim Crow that has become more dignified, yet, disguised. We should now call him James."

Instructor Information

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Office Hours: By Appointment Only

Course Overview

The objective of this course is to examine the Black experience at the intersection of race, law, and health disparities. Scholarly attention emphasizes the striking systemic variations in health noted as disparities. Health difference and inequity dissect the pathway that leads to disparities. Health differences insinuate patient-driven discrepant outcomes. For example, patients who refuse chemotherapy following a cancer diagnosis undeniably experience different outcomes than those who undergo treatment. Poor chronic disease self-management also impels disparities due to health differences. Health inequity, on the other hand, originates from avoidable and unethical actions or treatment at either the individual or institutional level. This course focuses specifically on the strenuous relationship between the law and health inequity among Black patients, providers, institutions, and communities. Default experiences with inequity generally begin at the patient level. Black patients historically chronicle poorly performed medical services. As practitioners, Black healthcare professionals habitually endure discrimination from employers and patients. Predominately Black serving healthcare facilities also face constant threats to funding and exponential staffing issues. Inequity at either of these stages can translate to health disparities. Race, Law, & Health course uses statutory and case law to take the sociohistoric phenomenon of race within medicine. We use the backdrop of both medicine and legal history to define the Black healthcare experience. This course is designed to cultivate interests in history, law, health services research, sociology, medicine, and policy. Students will be provided the graduate and law school experience while gaining critical knowledge in an under researched areas of health disparities.

Course Objectives

1. To understand the sociologic perspective on race, ethnicity, class, culture, gender, and their impact on health.
2. To systematically deploy Critical Race Theory within medicine.
3. To methodically distill critical thinking into translational communicative forms.
4. To investigate legal and legislative interventions within the Black community.

Learning Objectives

1. To describe the historical development and current contours of the Thirteenth, Fourteenth, and Fifteenth Amendments.
2. To present the tenets and medical application of Critical Race Theory.
3. To confidently note the conceptual alterations between health difference, health inequity, and health disparities.
4. To discover how health inequity develops within vulnerable communities.

Undergraduate Course Requirements

Requirement	Due Date	% of final grade
Translational Research Project	Weekly	25%
Quizzes and Discussion	Weekly	10%
Case and Legal Brief	Weekly	25%
Policy Brief	October 2	10%
Final Exam	December 5	30%

Course Modules and Notes

Race, Law, & Health content are presented through course modules within Canvas. Located on the navigation bar of the main page, modules allow themed weekly content to be housed together. Each module will at minimum consist of the discussion post, quiz, lecture, and translational research project for the week. If the instructor deems additional materials necessary for student consumption, it will be provided within the given module.

The instructor believes students should be appropriately guided for successful mastery of course materials. Course notes are provided to help target materials for evaluation. It is extremely important that students keep up with the provided notes.

Weekly Quizzes and Discussion

Weekly quizzes will reflect 10% of each student's grade. These assessments also serve as an engagement proxy. All quizzes will be given at the beginning of your weekly module. Students will not be allowed to proceed through the other module assignments until your weekly quiz and discussion response is posted. Due to the online nature of this course, both of these activities allow a calibrated weekly discussion.

Case and Legal Briefs

Due to a broad intellectual coverage area, extensive reading and analysis creates a successful classroom experience. Student will be assigned cases or laws to brief. Each brief for the week will be due at the beginning of your module. Legal briefs allow an external party the opportunity to survey a solid synopsis of relevant components of a case or statutory issue. If the legal brief is over a page, it is NOT brief. Briefs should be no more than 1 single-spaced page. Margins should be .5 inch all around with 12 point Arial font. The instructor will provide an in-class brief case as part of the weekly lectures. The chosen in-class example will not be the assigned brief for the week (sorry, not sorry). Case Briefs should be formatted accordingly:

1. **Facts:** Pinpoint the determinative facts of a case, *i.e.*, those that make a difference in the outcome. Your goal here is to be able to tell the story of the case without missing any pertinent information but also not including too many extraneous facts either; it takes some practice to pick out the determinative facts, so don't get discouraged if you miss the mark the first few times. Above all, make sure you have clearly marked the parties' names and positions in the case (Plaintiff/Defendant or Appellee/Appellant).
2. **Procedural History:** Record what has happened procedurally in the case up until this point. The dates of case filings, motions of summary judgment, court rulings, trials, and verdicts or judgments should be noted, but usually this isn't an extremely important part of a case brief unless the court decision is heavily based in procedural rules—or unless you note that your professor loves to focus on procedural history.
3. **Issue Presented:** Formulate the main issue or issues in the case in the form of questions, preferably with a yes or no answer, which will help you more clearly state the holding in the next section of the case brief.
4. **Holding:** The holding should directly respond to the question in the Issue Presented, begin with “yes” or “no,” and elaborate with “because...” from there. If the opinion says “We hold...” that's the holding; some holdings aren't so easy to pinpoint, though, so look for the lines in the opinion that answer your Issue Presented question.
5. **Rule of Law:** In some cases this will be clearer than others, but basically you want to identify the principle of law on which the judge or justice is basing the resolution of the case. This is what you'll often hear called “black letter law.”
6. **Reasoning:** This is the most important part of your brief as it describes why the court ruled the way it did; some law professors dwell on facts more than others, some more on procedural history, but all spend the most time on the court's reasoning as it combines all parts of the case rolled in one, describing the application of the rule of law to the facts of the case, often citing other court's opinions and reasoning or public policy considerations in order to answer the issue presented. This part of your brief traces the court's reasoning step by step, so be sure that you record it without gaps in logic as well.
7. **Concurring/Dissenting Opinion:** You don't need to spend too much time on this part other than the pinpoint the concurring or dissenting judge's main point of contention with the majority opinion and rationale. Concurring and dissenting opinions hold lots of law professor Socratic Method fodder, and you can be ready by including this part in your case brief.

[Cited from About.com <http://lawschool.about.com/od/casebriefs/ht/howtocasebriefs.htm>]

Legal Briefs should be include:

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- Formal name and citation of the law
- Congress Number and President who passed the law
- Date
- Background of the debate (ex: End-Stage Renal Disease coverage was added to the Medicare under the 1972 Social Security Amendment. A man testified before the Congressional committee by hooking up to a dialysis machine in front of the legislators. This compelling testimony urged many to vote in favor of ERSD coverage.
- Overall tenets of the law
- Group work is encouraged, but students must submit original and individual work. NO LATE work will be accepted. All PRINTED work must be submitted to the instructor prior to the start of class. No emails will be accepted.

Sample Legal Brief

In this example, the case brief is a little longer than a page, but the case's facts and reasoning were a more detailed. This is an actual legal brief from a former student.

Summary of Plessy v. Ferguson, (1896) – Louisiana “Separate Car Act” of 1890

Facts

On June 7, 1892, Plessy was denied the right to sit in a train carrier designated for whites only; he was directed to sit in an area designated for colored individuals. However, he refused to comply with that law stating that he has the privilege and right to be recognized as a citizen of the United States of the white race by its constitution and laws, after refusing he was then arrested. According to the statute at the time of the incident, all railways were required to provide separate but equal accommodation for both black and white passengers. In the case of Plessy, he was considered that of the black race and for him to sit in a white's only area, it was considered unlawful and for any person of the colored race to sit in a whites only area will be ejected from said train and imprisoned.

Procedural History

According to the Hon. John H. Ferguson, the State of Louisiana's decision to place Plessy under arrest complied with state's laws and governing at the time of the incident.

Issue Presented

Whether the state of Louisiana statute violates a constitutional right to deny access to a passenger based on undiscernibly skin tone. Does this state have the right to enforce laws governing the constitutional laws of “separate but equal” on railway trains?

Holding

According to the constitutional law, under the Louisiana statute, all railway companies have the right to impose and are required to have separate but equal accommodation for white and colored persons. “The managers of the railroad are not allowed to exercise any discretion in the premises, but are required to assign each passenger to some coach or compartment set apart for the exclusive use of his race”. (WestlawNext pg7-8). Thus if any should not comply with the law he is subjected to be fined and imprisoned in the parish jail.

The Court's Order

“While there may be in Louisiana persons of different races who are not citizens of the United States, ...So that we have before us a state enactment that compels, under penalties, the separation of the two races in railroad passenger coaches, and makes it a crime for a citizen of either race to enter a coach that has been assigned to citizens of the other race”. (WestlawNext, pg8). The judge then rules in the favor of the Hon. John H. Ferguson.

Reasoning

The judgment of Plessy v. Ferguson stated that under the Louisiana statute all railways, other than that of street- railroad companies that carry passengers are required by law to enact and enforce separate but equal accommodations for both their colored and white passenger. According to the 13th and 14th amendments, both was established and if enforced according to their true intent and meaning, to protect all the civil rights that pertain to freedom and citizenship. In turn, the 13th and 14th amendments did not weigh in on the ruling set forth in the case of Plessy v. Ferguson. Thus in turn if any person of any color sit in an area designated for the other race shall be subjected to ejection from the train and imprisoned.

Final Exam

The final exam will evaluate your overall knowledge of the course materials. Reading, participation in class, and asking questions are vital to your aggregate academic success—particularly on this exam. The exam will be 50 questions. Barring a documented medical emergency, NO MAKE-UP exams will be granted. Students will not receive any credit if the exam is missed. You will be given 3 hours to complete your exam through canvas. There will be true/false, multiple choice, and essay questions. The instructor will provide a thorough review session for the final.

Translational Research Project/ Peer-Reviewed Commentary

Peer-Reviewed Commentary. Each student will be required to write and submit a peer-reviewed commentary for publication regarding some element of Race, Law, & Health. The issues within racial health disparities, particularly within the Black community, often become muted. The purpose of this assignment allows students to chose and OWN a specific issue impacting Race, Law, & Health. The instructor will help you construct the papers as well as provide topic guidance as we move through the course. A list of peer-reviewed journals will be provided for students to select the desired journal for their piece. This is a crucial step in submitting a publication because different journals have different requirements. With the appropriate effort, each one of you will leave this class with at least two peer-reviewed manuscripts under review. Commentaries will typically be no longer than 1,500 words.

Tentative Topics:

1. Does Cultural Competence Extend Beyond Language?
2. Successful Integration of Community Healthcare Workers in Medicine?
3. Diabetes Self-Management Program in for Black People in Rural Areas
4. Is Law Designed to Deal with Racism in Healthcare? [Whole Class]

Communicating to the many types of people is difficult—particularly within research. The translational research project allows you to take your peer-reviewed paper to social media. Whether it's through Facebook, Twitter, or even Instagram, you can spark a discussion. Each week students will be required to post at least two postings to the social media mediums established by the instructor.

Given the weekly topic, students are expected to provide a Facebook or Twitter formatted question, an “interesting fact” from the previous week's lecture, and an Instagram post within canvas. The instructor will post your messages for from course-based accounts anonymously. The goal of this project will help you to talk in layman's terms about what you learn.

While this is an innovative approach to discussion and subsequent learning, your words and pictures are a reflection of the university and yourself. There will be ZERO tolerance for lewd, obscene, or vulgar language or images via these outlets. If any student engages in such activities, you will receive ZERO points for the translational research project.

Course Outline

Week/Date	Topic	Readings	Case or Legal Brief
Week 1 August 21	<p>Course overview & syllabus review Reading & Writing for this course <i>The Intersection of Inequity: Understanding Health Disparities and the Theory</i></p> <ul style="list-style-type: none"> Image of Blacks and influence on health disparities' solutions (Samuel Cartwright to billboards on I-75) 		
Week 2 August 28	<p><i>Injustice Makes Us Sick: How the Law Created Health Inequity in the Black Community</i></p> <ul style="list-style-type: none"> Definition of health difference and inequity and their relationship between health disparities. Penchansky's 5 A's of Access Social determinants of health State vs. Federal Government Federalization of Civil Rights 	<p>Rene Bowser, <i>Racial Profiling in Health Care: an Institutional Analysis of Medical Treatment Disparities</i>, 7 Michigan Journal of Race and Law 79-133, 79-83 (Fall 2001)(287 Footnotes)</p> <p>Thurgood Marshall. Reflections on the Bicentennial of the United States Constitution.</p> <p>Penchansky and Thomas. <i>The Concept of Access: Definition and Relationship to Consumer Satisfaction</i>. 1981.</p> <p>Aliya Saperstein, Andrew M. Penner, and Ryan Light <i>Racial Formation in Perspective: Connecting Individuals, Institutions, and Power Relations</i>. Annual Review of Sociology, Vol. 39: 359-378 (Volume publication date July 2013)</p>	
Week 3 September 4	<p><i>Chasing the Boogieman: Critical Race Theory and Medicine</i></p>	<p>Flexner, Abraham. <i>Medical Education in the United States and Canada: A Report to the Carnegie Foundation for the Advancement of Teaching</i>. (Boston: The Merrymount Press, 1910)</p> <p>Barnwell, F. Rivers. 1937, "Health Education of Negroes Provided by Press, Radio, & Theatre." <u>The Journal of Negro Education</u>, vol. 6, no. 3, (July), 565-</p>	<ul style="list-style-type: none"> <i>Plesy v. Ferguson (1896)</i> <i>Macon v. Tennessee (1844)</i>

		571. Haley, E. <i>The forgotten history of defunct black medical schools in the 19th and 20th centuries and the impact of the Flexner Report.</i>	
Week 4 September 11	<i>When Attitudes Kill: Malpractice Motivated by Racism</i>		
Week 5 September 18	<i>Not with Those Hands: The Experiences of Black Healthcare Providers in a Racialized America</i> <ul style="list-style-type: none"> • The United States Legal System • Overview of Health Care Law • Presidential Politics and Healthcare • Health and the Law—Antebellum through Reconstruction • Hill-Burton Act & <u>Simpkins v. Moses</u> • Civil Rights Act of 1964 • Case Law • Race & Law • Batson Challenge 	Blumstein, JF. <i>“Health Care Law and Policy: Whence and Whither?”</i> Reynolds, PP. <i>Professional and Hospital Discrimination and US Court of Appeals Fourth Circuit 1956-1967.</i>	
Week 6 September 25	<i>When Worth Disappears: The Campaign Against Black Communities</i> Incremental approach to Health Care Reform Understanding the Affordable Care Act	Landsbergis PA. Assessing the contribution of working conditions to socioeconomic disparities in health: A commentary. <i>American Journal of Industrial Medicine.</i> 2010;53(2):95-103.	
Week 7 October 2			
Week 8 October 9	<i>About (Black) Face: Black Soldiers and Their Fight Healthcare Equity</i>		
Week 9 October 16	<i>White House, Black Home: Understanding Presidential Politics and Its Influence on Black Communities</i>		
Week 10 October 23	<i>Bigger than Tupac and Biggie: W.E.B. DuBois and Booker T. Washington’s Opposing Views of Black People’s Health</i>		
Week 11 October 30	<i>The Patient “Weight Room”: Empowering Minority Patients using the Law</i>		
Week 12 November 6	<i>Doctors, We’re Just Not that in to You (Until We Need You)</i>		
Week 13 November 13	Peer-Review Worksession		
Week 14 November 20	Peer-Review Work Session		
Week 15 November 27	Peer-Review Work Session		
Week 16 December 5	Review Session		

Email Etiquette

18 Etiquette Tips for E-mailing Your Professor

- 1. E-mail is forever.** Once you send it off, you can't get it back. Once your professor has it, he or she owns it and can save it or, in the worst case, forward it onto colleagues for a good laugh—at your expense.
- 2. E-mail goes where it's told.** Check—and double check—to see that the right address appears in the "To" line. Just because your mom and your professor are both named "Lynn" is no reason to send all your love to Professor Lynn.
- 3. Professors might not be using the cruddy university e-mail system.** So send it to the address they actually use, not the one on the university directory. (Check the syllabus or assignment sheet for clues.)
- 4. Professors might not open mail sent from luckydogpig@thepound.com.** They prefer to open mail sent from more reputable addresses, like you@theCruddyUniversityE-mailSystem.edu.
- 5. Subject lines are for subjects.** Put a brief explanation of the nature of the e-mail (like "question about paper") in the subject line. Never include demands such as "urgent request—immediate response needed." That's the surest way to get your request trashed.
- 6. Salutations matter.** The safest way to start is with "Dear Professor So and So" (using their last name). That way you won't be getting into the issue of whether the prof has a Ph.D. or not, and you won't seem sexist when you address your female-professor as "Ms." or, worse yet, "Mrs. This and That."
- 7. Clear and concise is best.** Your prof might get 25 or 30 E-mails a day, so, it's best if you ask your questions in as focused and succinct a way as possible. (Hint: it's often good to number your questions). And, if your question is very elaborate or multifaceted, it's best to go to an in-person office hour. You'll get better service that way.
Extra Pointer. Before sending a draft of a paper to a professor as an attachment, check to see that he or she is willing to accept such longer documents. If not, see if he or she will look over a page or even a central paragraph of your work incorporated into the body of the E-mail. And be sure to "cc" yourself any time you send a piece of work; who knows the fate of the copy you're sending?
- 5-Star Tip.** Never e-mail your paper as an attachment in a bizarre format. You might think that .odt is really cool since you didn't have to pay for Open Office. But what when the professor discovers it takes him or her 20 minutes to find the plug-in that doesn't work, then another half hour to download Open Office (which ties up all too much space on his computer). What was supposed to be a 15-minute grading job on your paper is now taking over an hour. And then the prof has to assign your grade? Stick to Word.
- 8. Always acknowledge.** If your professor deigns to answer—or send you the handout or reference that you asked for—be sure to tell him or her that you got it. That way he or she will think kindly of you next time they see you in class.
- 9. THIS IS NOT A SHOUTING MATCH.** Don't write in all uppercase letters, which is an E-mail convention for anger or other strong emotions. No one likes yelling.
- 10. No one really likes emoticons and smileys.** Trust us on this one. :)
- 11. This is not Facebook.** Don't write the professor in the way you'd write on your friend's wall.
5-Star Tip. It's never a good idea to "poke" your professor, no matter how funny it seems at the time.
- 12. This is not IM-ing.** So pls dun wrte yor profesR llk ur txtN. uz abbrz @ yor own rsk. coRec me f Im wrng. (Translation thanks to www.transl8it.com, which features a neat little Facebook widget.)
- 13. This is not CollegeHumor.** Resist the temptation to talk about the "bad ass" paper you need help with, your "loser" TA who didn't teach you what you needed to know, or the "crappy" grade you just got on the midterm.
- 14. This is not RateMyProfessors.com.** The professor doesn't want your comments about his or her performance in the class. Save those for the end-of-semester evaluations, where you'll be able to spout off. Anonymously.
- 15. Spelling mistakes make you look like a doofus.** So always use the spel check, and proofread yyour e-mail, two.
- 16. Signoffs and signatures count.** Always end by thanking the professor for his or her time, and closing with "Best wishes" or "Regards" (or some other relatively formal, but friendly, closing). And always sign with your (entire) real name, not some wacky nickname like Ry-Ry or Biff.
- 17. Your prof doesn't want to hear your philosophy of life.** Skip the cute quotes or statements of your religious or political views at the bottom of your E-mail. You never know what offends.
- 18. Don't lay it on too thick.** It's one thing to be polite and friendly in your e-mail; it's another thing to wind up with a brown nose.

Source: <http://www.usnews.com/education/blogs/professors-guide/2010/09/30/18-etiquette-tips-for-e-mailing-your-professor>

Grade Ranges:

Percentage	93%-	90%-	87%-	83%-	80%-	77%-	73%-	70%-	67%-	63%-	60%-	Below
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or points earned in class	100%	92%	89%	86%	82%	79%	76%	72%	69%	66%	62%	60%
Letter Grade equivalent	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or this web site for more details:

www.dso.ufl.edu/judicial/procedures/academicguide.php

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

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

Class Attendance and Make-up Work

The expectation is that you will attend class and be prepared to participate in all class sessions. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. In general, you can expect a response in 24 to 48 hours. If you haven't received a response in a timely manner, first check to make sure it is not in your junk mail folder. If there is no response, please send another message. Please do not wait until the last minute to contact me about time sensitive concerns. All students are expected to have work done at least a day before the deadline. Assignment extensions will not be considered within 24 hours of the due date.

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (<http://www.dso.ufl.edu/>). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: <http://www.counsel.ufl.edu/> or <http://www.health.ufl.edu/shcc/smhs/index.htm#urgent>

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, including primary care, women's health care, immunizations, mental health care, and pharmacy 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:

www.health.ufl.edu/shcc

Crisis intervention is always available 24/7 from:

Alachua County Crisis Center: (352) 264-6789.

HOWEVER – *Please do not wait until you reach a crisis to talk to someone. 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.*

Appendix A

Ten Most Common Grammar/Mechanics Mistakes

1. Simple spelling mistakes or oversights

Common typo	Explanation
Its vs. It's	Its is a possessive pronoun; It's is a contraction for 'it is'
Their vs. They're vs. There	Their is a plural possessive pronoun; They're is a contraction for they are; There is a pronoun or reference to a place
Who's vs. Whose	Whose is a possessive pronoun used in questions; Who's is a contraction for 'who is'
Affect vs. Effect	Affect is a verb; effect is a noun. Hint: Affect is an action and starts with 'a'

2. The dangling participial phrase (participial phrase: a phrase composed of a participle; a verbal phrase used as an adjective to the sentence subject)

Rule: the participial phrase must directly agree with its subject and the subject of the sentence. If not, the sentence will not make sense—the shoreline cannot remove its coat.

Example: **Removing his coat**, Jack walked towards the shoreline.

Common incorrect use of participial phrase: **Removing his coat**, the shoreline was appealing as Jack walked towards it.

Rule: the participial phrase must directly agree with its subject and the subject of the sentence. If not, the sentence will not make sense—the shoreline cannot remove its coat.

3. Subject-verb Disagreement

Rule: In a simple sentence, a singular subject must have a singular verb agreement and a plural subject must have a plural verb agreement.

Hint: Make the subject and verb agree in number

Example: The **mayor and his staff** are going on the business trip. (While at first the subject may seem to be ONLY the mayor, the 'and' makes the subject plural and therefore requires a plural verb)

Incorrect sentence formation: The **captain of the guards** don't like broccoli. (The plural guards can throw you off, but the actual subject of the sentence is 'the captain.')

4. Use of who and whom

Rule: Because "who" and "whom" are pronouns, they have case as determined by function in a particular sentence. In other words, what you use will depend on if it is the direct or indirect object (is the subject acting (DO) or is it being acted upon (IO)).

Example: **Who** is at the door? (Who is the subject-case pronoun)

Example: To **whom** are you speaking? (You are speaking words [understood] to a person [the indirect object])

Hint: Whom is always used as an indirect object. *Who* and *whom* parallel with *he* and *him*. Recast the sentence using he and him and whatever makes sense is what you use.

Example: Kenneth is someone **whom** I admire.

Recasted sentence: I admire **him**. OR I give my admiration to **him**.

5. When to use good and well.

Rule: Use the **adjective form good** when describing something or someone. Use the **adverb form well** when describing how something or someone does something.

Example: She is a **good** candidate for that graduate program.

Example: He did **well** on his doctoral qualifying exam.

6. Missing comma in a compound sentence (compound sentence: any sentence with two independent phrases; you can divide the phrases up in a sentence and they can both be stand-alone sentences; both have subject and verb)
 Rule: When two independent phrases are joined by a conjunction (and, but, so, yet, etc.), use a comma to set the phrases apart and signify a pause.

Example: I applied to the English department, but I ended up being accepted by the Public Relations department.

7. Comma Splice

What is a comma splice: The use of a comma between two independent clauses, where the clauses are not connected by conjunction word (and, but, so, yet, etc.)

Rule: If two parts of a sentence are independent clauses and not connected by a conjunction, you have 4 choices:

- (1) Change the errant comma to another punctuation like a semicolon (;) or a dash (—)
- (2) Insert a coordinating conjunction (and, but, so, yet, etc.)
- (3) Insert a semicolon (;) + conjunctive adverb (however, therefore, etc.)
- (4) Split the two phrases into separate sentences
- (5) Make one clause a dependent phrase

Incorrect Example: It is nearly mid-semester, we need to start studying for the statistics exam.

Correction #1: It is nearly mid-semester; we need to start studying for the statistics exam.

Correction #2: It is nearly mid-semester, and we need to start studying for the statistics exam.

Correction #3: It is nearly mid-semester; therefore, we need to start studying for the statistics exam.

Correction #4: Because it is nearly mid-semester, we need to start studying for the statistics exam.

8. Vague pronoun reference

Rule: If your sentence contains more than one subject, make sure your pronoun usage clearly modifies the correct noun. Also, make sure there is no confusion in a sentence where you do not explicitly state an implied noun.

Example	Reasoning	Correction
After putting the disk in the cabinet, Melissa sold it.	What is 'it' talking about? The disk or the cabinet?	After putting the disk in the cabinet, Melissa put the cabinet up for sale.

Example	Reasoning	Correction
UF enacted a policy banning smoking on campus, which some students resent.	Do the students resent UF or the policy?	UF banned smoking on campus, a policy with some students resent.

9. Pronoun-antecedent disagreement

Rule: Pronouns must agree with their antecedents in gender and in number.

Example	Explanation
Each of the puppies had their its own food bowl.	Each is singular; therefore the antecedent must be singular (puppies is a modifier)
The team frequently changed its their position on the court.	Team is a collective noun and can be either singular or plural; choose the antecedent based on whether the people are seen as a single unit or a group of individuals.

10. Missing comma after an introductory element

Rule: Readers usually need a small pause between an introductory word, phrase, or clause and the main part of the sentence, a pause most often signaled by a comma.

Example: In preparation for graduate school, we all decided to attend the Campus Visitation Program.

Appendix B

Summary of things to look for and think about when critiquing research papers

Relevance of the Research

- Do the authors explain the importance of their research? Do they adequately review the current state of knowledge in the literature and identify problems or opportunities to advance the discipline?
- Study purpose: What is the purpose of the study (why did the authors do this study)? What is the research question being investigated? Is it clearly articulated in the article? What are the hypotheses? Do the authors include a statement of how their research advances the literature? Is a theoretical framework referenced or implied? What are the assumptions underlying and the causal relationships contained in the theoretical framework? Are they reasonable in the context of this study?

Method

- Study population: What population is being investigated? What are the inclusion and exclusion criteria? Which subject characteristics did the authors describe (e.g., gender, age, disease status, socioeconomic status)?
- What are the main independent (typically our comparison groups of interest), dependent (outcome), and control variables?
- Sample size and statistical power: How many individuals are included in the study and in each of the comparison groups? Are the numbers adequate to demonstrate statistical significance if the study hypothesis is true?

Data Sources

- What sources of data are used (e.g., questionnaires, surveys, administrative, or clinical records)? What are the advantages/disadvantages of each?

Assignment (Selection of participants for study and control groups)

- Study design: What was the study design? If quasi experimental – do authors address selection bias? If experimental – do the authors describe treatment integrity or unintended effects? What are the implications of the study design for study conclusions?
- Process of assignment/sampling: What is the sampling strategy? What method is being used to identify and assign individuals to the comparison groups (pre-existing groups? randomized?)
- Confounding variables: Are there differences between the comparison groups other than the characteristic under investigation that may affect the outcome of the investigation?
- Masking/blinding: Are the participants and/or the investigators aware of participant assignment to groups (particularly relevant in experimental designs)?

Assessment (Measurement of outcomes or endpoints in the study and control groups)

- Data collection methods: Timing of data collection (repeated measurements?). What specific data collection methods or instruments were used to collect information? Do the authors describe the validity or reliability of the instrument? Were the measures validated in a population similar to the study population?
- Appropriate Measurement: Does the measurement of the outcome address the study question? Is the timing of the procedures with respect to data collection appropriate?
- Accurate precise measurement: Is the measurement of the independent/dependent variables accurate and precise and reflect well the underlying construct/phenomena of interest? How were the variables in the study operationally defined (i.e. what procedures/steps did the researchers use to measure the variables of interest)? Do authors report ceiling/floor effects? Do authors report responsiveness of measures to change or for subgroups of interest?
- Complete and unaffected by observation: Does the author describe participation and attrition rates? Participant/nonparticipant differences? Is participant follow-up affected by the participants themselves or the investigators' knowledge of study group assignment?

Results

- Estimation: What is the magnitude or strength of the association or relationship observed in the investigation? Do authors describe findings both in terms of being statistically significant as well as clinically meaningful?

- Inference: What statistical techniques are used to perform statistical significance testing? What is the unit of observation? What is the unit of analysis? Do they differ? Are data analyses clearly described? Do the authors consider clustering of data that may be introduced naturally (e.g., patients within physicians within a clinic)? What assumptions (or violation of assumptions) were made by the author about the use of the analytic techniques?
- Adjustment: What statistical techniques are used to take into account or control for differences between comparison groups that may affect the results? Was the rationale for identifying control variables sufficient? Are there variables missing?

Interpretation

- Did the authors answer the research question they posed in the introduction?
- Do authors keep findings separate from interpretation in the results section? Are data presented in tables, etc. clearly?
- Contributory cause or efficacy: Does the factor being investigated alter the probability that the disease will occur (contributing cause) or work to reduce the probability of an undesirable outcome (efficacy)?
- Harms and interactions: Are adverse effects or interactions that affect the meaning of the results identified?
- Subgroups: Are the outcomes in subgroups reported? Is statistical power reported for subgroups?
- Do the authors adequately describe strengths and weaknesses (e.g., whether findings could be generalized, limitations of study design/methods, sample size adequacy, sampling design, etc)?
- What are the major threats to internal as well as external validity? What did the authors miss?
- Do authors describe counterintuitive results? Do the authors describe future/next steps for research?

Extrapolation

- To similar individuals, groups, or populations: Do the investigators extrapolate or extend the conclusions to individuals, groups, or populations that are similar to those who participated in the investigation?
- Beyond the data: Do the investigators extrapolate by extending the conditions beyond the dose, duration, or other characteristics of the investigation?
- To other populations: Do the investigators extrapolate to populations or settings that are quite different from those in the investigation?
- Are conclusions consistent with findings and limitations?
- Check the funding sources and disclosures. Are there potential conflicts of interest that may have influenced the study?

References

****Items taken from the following sources:**

Garrard J. *Health Sciences Literature Review Made Easy: The Matrix Method*. Gaithersburg, MD: Aspen Publishers, Inc.; 1999

Riegelman RK. *Studying a Study & Testing a Test: How to Read the Medical Evidence*. Philadelphia, PA: Lippincott Williams & Wilkins; 2005.

Smith MA. *Guidelines for Critiques*. University of Wisconsin-Madison; 2002.

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Riegelman RK. *Studying a Study & Testing a Test: How to Read the Medical Evidence*. Philadelphia, PA: Lippincott Williams & Wilkins; 2005.

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Suggested Readings

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