WST 2322 Introduction to Health Disparities (online)
Fall, 2017

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Course TAs: Aishwarya Krishna Iyer aishwaryakiver@ufl.edu & Angelica Carlos angelicajazmin@ufl.edu

Course Description: Health disparities describe the disproportionate burden of disease found among populations marginalized by social identities and group memberships (race/ethnicity, gender, sexual orientation, disability, language, SES and geography). Using an interdisciplinary approach (medicine, public health, feminist studies), students investigate the socio-cultural and health systems barriers to health equity.

Course Credits: 3

Time Requirement: This is a 3-credit course. The University assigns 1 credit/3 hrs. of class time. Students should expect to spend approximately 9 hrs/wk completing the readings, videos and course assignments.

Prerequisites: There are no course prerequisites.

Course Website: All materials needed to complete this course are posted to the Canvas learning system. Use Canvas to submit all assignments. Post questions of general interest to the Discussion Board FAQs; send personal questions about the course or personal issues to the instructor directly, lkguyer@ufl.edu

Discussion Group: This course includes a live, ‘real time’ discussion group that meets online once each week for 50 minutes. Each student must participate in a discussion group.

Course Library Guides: Two online library guides provide additional information about course topics. Each has videos, books, journals, workshop summaries, assessment tools and other resources that deepen your understanding of current issues. Visit http://guides.uflib.ufl.edu/health_disparities and http://guides.uflib.ufl.edu/health_literacy.

Course Technology and Support: You do not need to pay for any assigned readings. Access articles online when off campus at http://www.uflib.ufl.edu/ufproxy.html. For technical support, contact the UF Help desk:
  - Learning–support@ufl.edu
  - (352) 392-HELP (select option 2)
  - https://lss.at.ufl.edu/help.shtml

Teaching Philosophy: Learning is a shared responsibility between students and the instructor; those most engaged learn the most. My responsibility as the instructor is to be a content expert in each course topic and engage the range of student learning styles using a variety of instructional methods. Students are responsible for preparing for each class and participating actively in the learning process.

To better understand your learning style and create an effective partnership with this instructor, complete the FREE online Learning Styles Assessment from the UF Teaching Center, http://www.engr.ncsu.edu/learningstyles/ilsweb.html.

Theorist Malcolm Knowles defined andragogy (adult learning) as "the art and science of helping adults learn." You are adults. With Knowles’ definition in mind, this course will enable you to:
1. Be self-directed learners;
2. Contribute to and participate in the learning environment;
3. Tie new learning to existing information and experiences;
4. Apply new learning to immediate tasks, situations and more.

In an online class, your questions are especially welcome and important because they build relationships with other students and with me. Please provide honest feedback about your ideas for course improvement throughout this semester.

**Philosophy about Online Teaching:** The live section of WST 2322 is highly interactive and students enjoy the warm and supportive relationships that we build. I use a questioning approach when teaching to engage students in asking questions, sharing personal experiences with health care and explaining their unique cultural beliefs and practices. They learn as much from one another as they learn from me.

This version of WST 2322 does not try to import a live format into an online setting. Online courses require different instructional methods and communication tools. You are encouraged to experience the course content using active learning, reflection, discussion boards and personal evaluation.

Most students prefer the dynamics of a live classroom format and take online courses only when necessary. The research about online learning reports that students often experience:
1. Feelings of isolation
2. Lack of timely feedback
3. Absence of encouragement
4. Poor instructor leadership
5. Disorganized content
6. Lack of ownership in new learning

Success in an online course requires different skills than live counterparts. You must often take the time needed to **communicate more**. Educational research identifies five important traits common to successful online learners:
1. Age – those older than 25 years are often more successful
2. Emotional and social maturity
3. Previous experience with online courses
4. Comfort with technology
5. Independent learning style

I want you to have a meaningful and successful engagement with the topic of health disparities. Each learning module has been designed to build logically and systematically on previous learning and experiences and the activities will involve you with the course content and with one another.

**Course Goals:** You will be able to:
1. Identify the values, attitudes, health beliefs and practices associated with different U.S. cultures;
2. Explore the role of changing national demographics on the health delivery system;
3. Examine the intersectional characteristics of populations with health disparities based on historical disenfranchisement, limited access, marginalization and social stigma;
4. Explain the human, financial and social costs of health disparities;
5. Evaluate the individual, institutional and systemic solutions that promote health equity.

**General Education Purpose of the Course:** This course contributes to the General Education curriculum at the University of Florida in the areas of Diversity (D) and Social Science (S). Lectures, discussions and assignments teach students about the world around them and define the responsibilities associated with informed citizenship in local, state, national and global issues.
General Education Student Learning Outcomes:

- **Content**: Students demonstrate competence in the terminology, concepts, theories, and methodologies used within the discipline.

- **Communication**: Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline.

- **Critical Thinking**: Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

**Grading:**
Module quizzes (12@10 pts. ea.) 120 pts.
Community Assessment 35 pts.
Book Review 15 pts.
Assignments (var) 115 pts.
Online Discussion Group (10@10 pts ea.) 100 pts.
Discussion Boards (12@10 pts. ea.) 120 pts.
Self-Reflections (12@10 pts. ea.) 120 pts.
Module Evaluations (12@5 pts. ea.) 60 pts.
**TOTAL** 685 pts.

**Grade Scale:**

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<tr>
<th>Grade</th>
<th>%</th>
<th>93+</th>
<th>90-92.9</th>
<th>87.0-89.9</th>
<th>83.0-86.9</th>
<th>80.0-82.9</th>
<th>77.0-79.9</th>
<th>73.0-76.9</th>
<th>70.0-72.9</th>
<th>67.0-69.9</th>
<th>63.0-66.9</th>
<th>60.0-62.9</th>
<th>&lt;60</th>
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**IMPORTANT NOTE ABOUT GRADES:** Monitor the points posted for and report errors within 48 hours (2 days) of the due date. The instructor will not revise them after assigning the final course grade.

**Quizzes, Discussion Board Posts and Assignments:** All are due by 11:59 p.m. on the assigned date. Late submissions are accepted if students have an excused absence. See UF’s Policy at https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx. To receive an excused absence, contact the instructor 24-hours before the due date; documentation may be required. One letter grade is deducted for each late day and after 3 days, a grade of “0” is assigned.

**Team Assignments:** Health professionals work as teams and many valuable skills are developed by this learning format including oral and written communication, active listening, decision-making, negotiation, collaboration, valuing the opinions of others, developing plans of action, performance evaluation and patience. Some assignments require you to develop a team of 2-3 students, if possible.

**Book Review:** These books are about different populations with health disparities. Choose one to read and review this semester. Plan to read all of them before graduation.

Final Online Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course by completing the online evaluation, https://evaluations.ufl.edu. You will be notified when the evaluation period opens (usually the last 2-3 weeks of the semester). Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

Netiquette Communication Courtesy: All members of the class must follow rules of common courtesy in their email messages, threaded discussions and chats. Visit UF’s policy about expected online communication at http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf

Students with Disabilities: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor by the end of the first week of class when requesting accommodation.

The DSO provides FREE screening for learning issues that affect student performance in reading and writing assignments. If you struggle consistently with reading comprehension, writing fluency, processing/retaining information from class and/or time management issues, contact the DSO to schedule an appointment with Learning Specialists.

UF Honor Code: UF students are bound by The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at UF, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions, http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code. You are obligated to report any condition of academic misconduct to appropriate personnel. If you have questions or concerns, please consult with the course instructor or TAs.

UF Policy Regarding Software Use: All faculty, staff, and students of the University of Florida are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Violations against University policies and rules will result in disciplinary action that may include course dismissal.

Counseling and Student Health: Students sometimes experience stress from their academics and/or from personal and interpersonal issues that interfere with academic performance. If you find yourself facing issues that can or already have had a negative impact on coursework, please email this instructor and/or seek support from University resources:

Career Resource Center (CRC) offers many FREE programs, events and services to help students explore majors and careers, prepare for the future, start a job or internship search, and develop flexible plans to reach career goals. Visit http://www.crc.ufl.edu for more information.

UF Teaching Center offers a FREE skills/learning strategies workshop to all UF students. You may work individually with a learning specialist or participate in workshops on a variety of topics. You may also apply for standing appointments in specific subjects. Visit https://teachingcenter.ufl.edu/study-skills. The mission of the Center is to prepare students for successful lifelong learning.
**Schedule of Topics:** The dates listed below may change due to student interests, learning needs or emergencies.

<table>
<thead>
<tr>
<th>Module #</th>
<th>Dates</th>
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<tbody>
<tr>
<td>#1 Introduction and Overview of Course</td>
<td>August 21-27</td>
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<tr>
<td>#2 Health Disparities</td>
<td>August 21-27</td>
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<td>#3 Culture, Communication and Health Beliefs</td>
<td>August 27-September 6</td>
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<td>#4 Rural and Urban Underservice, Limited Access and Shortage Designations</td>
<td>September 6-17</td>
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<td>#5 Determinants of Health: Social Determinants of Health, Adverse Childhood Experiences (ACEs), Intimate Partner Violence (IPV)</td>
<td>September 17-24</td>
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<td>#6 Cultural Competence and CLAS Standards</td>
<td>September 24- October 1</td>
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<td>#7 Literacy, Readability and Health Literacy</td>
<td>October 1-8</td>
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<td>#8 Health Disparities and Socio-demographic Factors: Race, Ethnicity, Immigration Status, Age, Sex</td>
<td>October 8-18</td>
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<td>#9 Health Disparities and Social Stigma: Sexual Orientation, Gender Identity, HIV/AIDS, Disability, Mental Health</td>
<td>October 18-29</td>
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<tr>
<td>#10 Health Disparities and Socio-economic Disadvantage: Homelessness, Veterans, Migrant and Farm Workers</td>
<td>October 29-November 8</td>
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<td>#11 Legal, Public Policy and Education Initiatives: Medical Interpreters, Community Health Workers, Legislative Advocacy</td>
<td>November 8-19</td>
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<td><strong>THANKSGIVING BREAK WEEK</strong></td>
<td>November 20-26</td>
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<td>#12 Social Justice and Health Equity</td>
<td>November 26-December 1</td>
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