

WST 2322
Introduction to Health Disparities
Summer B 2025
Canvas Online

INSTRUCTOR INFORMATION

Instructor: Dr. Joanna Neville (She/her)

Office: See Canvas for Office Location **Office Phone:** 352 273 0390

Email: jneville@ufl.edu

Office hours: Mondays and Wednesdays from 9:45 am to 10:45 am via Zoom or by appointment if needed. See Canvas for Zoom link.

Graduate Teaching Assistant: Alexander Ozoani

Office: See Canvas for Location

Email: ozoanic@ufl.edu

Office Hours: TBA

Office location and Zoom link for instructor (and parallel info for graduate TA) are provided on the course Canvas page.

Undergraduate Teaching Assistants: Raquel Steiert (steiertraquel@ufl.edu) and Kelsey Curley (curley.k@ufl.edu)

Note: For questions about the class, course content, or other personal issues, use the Canvas mail tool. Expect a response within 24 hours. To resolve technical issues, please visit the helpdesk website (<https://it.ufl.edu/helpdesk/>) or call 352-392-4357).

COURSE GOALS AND OBJECTIVES

Course Description

This course examines the multifaceted issue of health disparities and social science scholarship related to race and ethnicity, gender, socioeconomic status, education, sexuality, disability, physical and mental health, geography and other factors. Related issues include social determinants of health, cultural competency, health literacy, and improving health and health care.

NOTE: This course covers a variety of ideas and views about the topics of focus, taught as objects of analysis within the larger course of instruction. Emphasis is on critical thinking, examination of evidence, and evaluation of arguments. No lesson is intended to compel a particular feeling or belief. Endorsing or agreeing with a particular view is not expected or required.

Prerequisites

None.

COURSE MATERIALS

- **REQUIRED TEXTBOOK:** *Smalley, K. B., Warren, J. C., & Fernández, M. I. (2020). Health equity: A solutions-focused approach. New York, NY: Springer Publishing Company.*
- Materials and Supplies Fees: None

STUDENT LEARNING OUTCOMES

A student who successfully completes this course will be able to:

- Describe multiple aspects of the social environment for health and identify the ways they may contribute to health disparities.
- Critically evaluate evidence for social determinants of health and identify key gaps in knowledge.
- Apply theoretical frameworks to understand social determinants of health through research and data.
- Analyze scholarship on people's experiences of age, ability, class, gender, ethnicity, and race in relation to health and health care.

ASSESSMENT AND GRADES

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the [Catalog](#).

Graded Course Activities

Note: Additional assignment details are provided on the course Canvas page.

These assignments will assess the student learning outcomes (SLO) described above.

Examinations (100 points)

Each exam will assess the basic understanding of three sections, which are the foundation for the course. There are three exams. The exams are NOT cumulative, and each will consist of multiple-choice questions pertaining to lecture, in-class discussion, and course material from the three sections. They will be on Canvas. No additional software is needed.

Case Studies (5x10=50 points)

These 5 case-study reflection papers help students identify and develop an understanding of health disparities and develop critical thinking, reading, and writing skills. See the assignment page on Canvas for rubric and more information.

Learning Activity (10 points)

Active learning activities aim to show students real-world explanations of health disparities using an active learning framework. More specifically, these in-class

activities introduce students to health disparities, critically analyze health disparities and creatively develop policy solutions. See Canvas for more details.

Participation Total (40 points)

A) Participation Reflections Discussion Posts (10x2=20 pts): These discussion posts will prompt students to think critically about the chapter material that week. See Canvas for more details.

B) Participation Discussion Post REPLIES (10x2=20 pts)

These responses allow students to interact with each other and learn others' perspectives.

A positive learning environment relies upon creating an atmosphere where diverse perspectives can be expressed. Each student is encouraged to take an active part in class discussions and activities. Honest and respectful dialogue is expected. Disagreement and challenging of ideas in a supportive and sensitive manner is encouraged. Hostility and disrespectful behavior are not acceptable. Just as we expect others to listen attentively to our own views, we must reciprocate and listen to others when they speak, especially when we disagree with them. In this class, our emphasis will be on engaging in the mutual exploration of the topics and issues covered in the course.

Grading Scale and Policies

More information about grade scale and UF grading policy:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Note: A minimum grade of C is required for general education credit.

Letter Grade	Points
A	200-185
A-	184-179
B+	178-173
B	172-165
B-	164-159
C+	158-153
C	152-145
C-	144-139
D+	138-133
D	132-125
D-	124-119
E	<119

COURSE CALENDAR

This calendar is subject to change for pedagogical or logistical reasons. To the extent possible, students will be notified in advance of any such changes.

The class is divided into three sections 1) Overview, Key Concepts, and Theoretical Frameworks 2) Population Perspectives on Health 3) Health Within Society and Theoretical Frameworks Moving Forward

Date	Topic	Readings/Preparation	Work Due
Part One: Course Introduction, Key Concepts, Overview, Theoretical Frameworks			
Week One: June 30-July 3	Course Overview and Introduction, Chapters One, Two, and Three and Four	Pages 1-56	Introduction and Discussion Posts and Learning Activity (Exam One on Part One on July 7 th)
Part Two: Population Perspectives on Health			
Week Two: July 7-11	Chapters Five and Six	Pages 59-114	Discussion post and Case Study One
Week Three: July 12-18	Chapters Seven, Eight, and Nine	Pages 115-176	Discussion post and Case Study Two and Three
Week Four: July 21-25	Chapters Ten and Eleven and Twelve	Pages 177-242	Discussion Posts, and Exam Two on Part Two
Part Three: Health Within Society and Theoretical Frameworks Moving Forward			
Week Five: July 28-Aug 1	Chapters Thirteen, Fourteen, and Fifteen	Pages 243-286	Discussion Posts and Case Study Four
Week Six: August 4-8	Chapters Sixteen and Seventeen and Eighteen	Pages 303-358	Discussion posts and Case Study Five and Exam Three on Part Three

UNIVERSITY POLICIES AND RESOURCES

Attendance policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

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

Students requiring accommodation

Students who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF course evaluation process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <http://gatorevals.aa.ufl.edu/students>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <http://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <http://gatorevals.aa.ufl.edu/public-results/>.

ADDITIONAL POLICIES AND RESOURCES

University Honesty Policy

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. For additional information, see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

In-class recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party-note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by

a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Procedure for conflict resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the Undergraduate Coordinator (Dr. Joanna Neville: jneville@ufl.edu) or the Graduate Coordinator (Dr. Kendal Broad: klbroad@ufl.edu) for undergraduate and graduate courses, respectively. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

For a list of additional campus resources, see section C 5 here:

https://syllabus.ufl.edu/media/syllabusufledu/syllabi_policy_09_09_2022.pdf

Health and Wellness

- U Matter, We Care: umatter@ufl.edu; 352-392-1575.
- Counseling and Wellness Center: <http://www.counseling.ufl.edu>; 352-392-1575.
- Sexual Assault Recovery Services (SARS): Student Health Care Center; 352-392-1161.
- University Police Department: <http://www.police.ufl.edu/>; 352-392-1111 (911 for emergencies).

Academic Resources

- E-learning technical support: learning-support@ufl.edu; <https://elearning.ufl.edu>; 352-392-4357.
- Career Connections Center: Reitz Union; <http://www.career.ufl.edu/>; 352-392-1601.
- Library Support: <http://cms.uflib.ufl.edu/ask>.
- Academic Resources: 1317 Turlington Hall; 352-392-2010; <https://academicresources.clas.ufl.edu>.
- Writing Studio: 2215 Turlington Hall; <http://writing.ufl.edu/writing-studio/>.

Office of Victim Services 1515 Museum Road, (352) 392-5648 (Monday – Friday, 8:00 a.m. – 5:00 p.m.) (352) 392-1111 (after business hours and on weekends)

Alachua County Victim Services & Rape Crisis Center 352-264-6760 Monday-Friday, 8:30AM - 5PM, some services available 24/7

Peaceful Paths Domestic Abuse Network 352-377-8255 (24-hour helpline)