

WST 2322
Introduction to Health Disparities
Fall 2024

Canvas Online

INSTRUCTOR INFORMATION

Instructor: Dr. Joanna Neville (She/her)

Office: 302 Ustler Hall **Office Phone:** 352 273 0390

Email: jneville@ufl.edu

Office hours: Mondays and Wednesdays from 10:35 am to 11:35 am via Zoom or by appointment if needed. See Canvas for Zoom link.

Graduate Teaching Assistant: Sonbol Bahramikamangar

Office: 102A Ustler Hall **Email:** sonbol.bahramika@ufl.edu

Office Hours: TBA. See Canvas for Zoom link.

Undergraduate Teaching Assistants: TBA

COURSE GOALS AND OBJECTIVES

The designations S and D in the following description reflect required UF Gen Ed Subject Area Objectives found [HERE](#) and Student Learning Outcomes found [HERE](#).

Course Description

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

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.

General Education Designation: Social and Behavioral Sciences (S)

Social Science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. **Social and Behavioral Sciences** is a sub-designation of Social Sciences at the University of Florida.

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and

behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Secondary General Education Designation: Diversity (D)

The **Diversity** designation is always in conjunction with another program area. Courses with Diversity should demonstrate that a majority of the course addresses Diversity content and engagement and it should be a substantial, defining feature of the course. In **Diversity** courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

All General Education subject area objectives can be found [here](#).

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
August 22-23, 2024	Course Overview and Introduction		Introduction Posts and Course Overview Quiz
Part One: Key Concepts, Overview, Theoretical Frameworks			
August 26-30, 2024	Overview, History, and Key Concepts	Chapter One	Discussion post
September 3-6, 2024	Social Science Perspectives within Health	Chapter Two	Discussion post and Learning Activity
September 9-13, 2024	Health Equity Frameworks and Research Approaches	Chapters Three and Four	Discussion Post and Exam One on Part One
Part Two: Population Perspectives on Health			
September 16-20, 2024	African American Health	Chapter Five	Case Study #1
September 23-27, 2024	Health in U.S. Latinx Populations	Chapter Six	Discussion post
September 30-October 4, 2024	Asian American Health	Chapter Seven	Case Study #2

Date	Topic	Readings/Preparation	Work Due
October 7-11, 2024	American Indian and Alaska Native Health and Health within the Kānaka 'Ōiwi, People of Hawaii	Chapters Eight and Nine	Discussion post
October 14-18, 2024	Women's and Men's Health	Chapters Ten and Eleven	Case Study #3
October 21-25, 2024	LGBTQ+ Health	Chapter Twelve	Discussion post and Exam Two on Part Two
Part Three: Health Within Society and Theoretical Frameworks Moving Forward			
October 28- November 1, 2024	Health in Rural Areas and Health in Veteran Populations	Chapters Thirteen and Fifteen	Case Study #4
November 4-8, 2024	Health in Global Perspectives	Chapter Fourteen	Discussion post
November 12-15, 2024	Health within Populations with Disabilities and Children's Health	Chapters Sixteen and Seventeen	Case Study #5
November 18-22, 2024	Theoretical Frameworks Moving Forward	Chapter Eighteen	Discussion post
December 2-4, 2024	Concluding Thoughts: Discussion post	Exam Three on Part Three on Dec 4	

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)