

WST 2322 Introduction to Health Disparities

Spring, 2018

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Office Hours: M-F by appointment to insure you have adequate time

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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

Course Prerequisites: None

Course Materials and Technology: The instructor posts all assigned readings, homework assignments and assessment tools to the course website on Canvas. A course pack with all materials may also be purchased from Target Copy Center. For technical support for this course, contact the UF Help desk:

- Learning-support@ufl.edu
- (352) 392-HELP (select option 2)
- <https://lss.at.ufl.edu/help.shtml>

You do not need to pay for any of the assigned readings. When you are off campus and need to access articles online, visit <http://www.uflib.ufl.edu/ufproxy.html>.

Course Apps: Students will use these mobile apps throughout the semester:

1. I use Remind (free) to send text messages about important events, assignments and activities. All students join the course list by visiting <https://www.remind.com/join/drlgu> and adding their name and ufl.edu address.
2. LeaderLync (\$10.00/year) – build a leadership portfolio and track development of 57 “soft” leadership skills. Follow the directions on Canvas to purchase LeaderLync at a discounted price. <https://www.getleaderlync.com/leaderlyncprehealth>. Theoretical models associated with using experience to develop leadership skills include:
 - JP Dugan. (March/April 2006). Explorations Using the Social Change Model: Leadership Development among College Men and Women. *Journal of College Student Development*. 47(2):217-225. <https://muse.jhu.edu/article/194608/summary>
 - EA Foreman, MS Retallick. (2013). Using Involvement Theory to Examine the Relationship between Undergraduate Participation in Extracurricular Activities and Leadership Development. *JOLE*. 12(2): 56-73. http://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=1012&context=ageds_pubs
3. Kahoot! (free) – game-based learning platform for in-class activities.
4. Quizlet (free) – create and share study sets about course topics.

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 Study Guides: Three Guides are available to help you prepare for exams. Each Guide lists the learning goals associated with topics covered by exams; they are posted to Canvas with the powerpoint presentations.

Instructional Methods: This course uses a blended format of didactic lectures, videos, Socratic inquiry, discussion, group and individual assignments and in-class problem solving. The readings, homework assignments and projects address all levels of the cognitive, affective and psychomotor learning domains. Course content progresses systematically from basic to more complex concepts and develops the knowledge, attitudes, values and skills needed for successful 21st century health care practice.

Teaching Philosophy: Learning is a shared responsibility between students and the instructor; those most engaged learn the most. I am the content expert responsible for using a variety of instructional methods to engage the range of student learning styles. You are responsible for attending each class and engaging in the learning process through active participation. 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 expects you will:

1. Be self-directed learners;
2. Contribute to and participate in the learning environment;
3. Tie new learning to existing information, attitudes and experiences;
4. Apply new learning to immediate tasks, problems and issues.

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

Course Goals: You will:

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.*

Retrieved from: <https://catalog.ufl.edu/ugrad/current/advising/info/general-education-program.aspx>

Student Evaluation: Grades are awarded using the cumulative results of a variety of assessments:

Syllabus quiz	15 pts.
3 exams (100 pts. ea.)	300 pts.
3 projects (var. pts. each)	90 pts.
12 homework assignments (@10 pts ea)	120 pts.
Class attendance and participation	<u>30 pts.</u>
TOTAL	555 pts.

Grading Scale:

%	93+	92.9-90.0	89.9-87.0	86.9-83.0	82.9-80.0	79.9-77.0	76.9-73.0	72.9-70.0	69.9-67.0	66.9-63.0	62.9-60.0	<60
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

IMPORTANT NOTE ABOUT GRADES

Final grades are final. Monitor the points posted for assignments, exams and BONUS points and report errors within 48 hours (2 days) of the closing date. The instructor will not revise your points after assigning the final course grade.

Attendance and Absence: See the current Undergraduate Catalog,
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

- *Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting.*
- *The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences.*
- *Excused absences are awarded using criteria from the Catalog.*
- *You cannot participate in this class unless you are registered officially or approved to audit with evidence of having paid audit fees.*

Attendance in this course is mandatory, taken randomly, and contributes 10 points toward the final grade.

Classroom Behavior and Participation: The instructor expects active participation from each student in every class meeting. Twenty (20) participation points contribute to the final grade. Synonyms for participation are “contribution, sharing, partaking, chipping in and involvement.” Participation is not equivalent to attendance. Examples of how you can participate in class are found on the Assignments tab on Canvas – look for the “Participation Assignment.”

Come to class prepared and on time. Mobile phones are to remain in backpacks in silent mode for the duration of class. Laptops and tablets are to remain in backpacks.

Graded Assignments: Each is due by 11:59 pm on the assigned date. One letter grade is deducted for each day late and after 3 days, a grade of “0” is assigned. Upload assignments using **word.doc or pdf formats**. **DO NOT** use Share Point as it cannot be opened in Canvas.

Projects: Students complete three projects that examine different aspects of health disparities.

Project 1

Working in teams, students visit an assigned rural north Florida county to evaluate the role of geography in creating communities with limited or no access to health care. Teams use national and state databases to answer questions about designation as health professions shortage areas, medically underserved areas/populations and designation as a rural or urban county. Students compare community characteristics such as race and ethnicity, sex, age, education, income, leading causes of death, chronic disease profiles and health attitudes and behaviors of residents to state averages and suggest intervention strategies to improve health.

Project 2

Working independently, students create or simplify a patient education handout using best practices and national guidelines. Re-designed handouts are evaluated for design, cultural, social, environmental, literacy and language needs of an assigned target audience.

Project 3

Students read and report on one of the six books listed below to understand cultural competence, health literacy, the history of medical and scientific abuse of marginalized populations and racial mistrust.

1. A Fadiman. (1997). *The Spirit Catches You and You Fall Down*. Farrar, Straus and Giroux:NY.
2. R Skloot. (2010). *The Immortal Life of Henrietta Lacks*. Crown Publishers: NY
3. JH Jones. (1981). *Bad Blood: The Tuskegee Syphilis Experiment*. The Free Press:NY.
4. S Holmes. (2013). *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. UCA-Berkeley:Los Angeles.
5. D Tweedy. (2015). *Black Man in a White Coat: A Doctor's Reflections on Race and Medicine*. Picador USA:NY.
6. M Yousafzai. (2015). *My Name is Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*. Orion Publishing Group, Ltd: London.

Homework: Twelve different homework assignments teach students to apply course concepts to real world scenarios and provide practice using different health assessment tools and mobile apps.

Exams and Make-up Policy: Three independent multiple-choice exams cover information from the assigned readings, class lectures, homework assignments and guest presentations. The instructor follows identified best practices [https://teachingcenter.ufl.edu/files/materials/training/handbook_testing_grading.pdf] when writing and scoring exam questions.

Students unable to complete exams on scheduled dates must notify the instructor at least 24 hours in advance or receive the grade of “0.” Students with excused absences are responsible for contacting the instructor to schedule a make-up exam.

You are encouraged **strongly** to conduct a “Test Autopsy” after each exam using the assessment tool provided by the UF Teaching Center https://teachingcenter.ufl.edu/files/test_autopsy.pdf. Bring your autopsy results to meetings with the instructor when discussing your performance or course grade or to the Dean of Students’ Office (DSO) if contacting a learning specialist.

Extracurricular: This course provides many extracurricular enrichment opportunities outside of the classroom to help students relate the course content to populations with health disparities.

BONUS Points

BONUS points add to the total grade points and count toward the final grade. Examples of BONUS opportunities - tabling at health fairs, distribution of patient satisfaction surveys and donations to local safety net clinics. The BONUS points awarded will not exceed 5% of total grade points.

Leadership Skills

Use LeaderLync to track the development of ‘soft’ leadership skills associated with course-related events, your volunteer/community service activities and other leadership experiences. The 1-yr. subscription allows you to report leadership activities in the community and university after the course ends.

Enrichment Assignments

You can learn more about topics of interest (implicit bias, health care of gender and sexual minorities) by looking at readings and videos listed under the Assignments tab. Completion of Enrichment Assignments does not count toward the final grade but improves personal and professional competence.

Accommodations for Students with Disabilities: If you require classroom accommodation because of a disability, you must first register with the DSO <http://www.dso.ufl.edu>. This office will provide documentation of accommodations for you to submit to the instructor. Letters are due by the end of the first week of class.

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. Individualized programs of support are designed for students meeting the criteria for accommodation.

UF Honor Code: Students must act in accordance with the UF policy on academic integrity. As a student at the University, you have committed yourself to uphold the Honor Code and its 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.”*

Violations of the Student Honor Code will lead to course dismissal. Academic honesty and integrity are fundamental to personal and professional development. Any student who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.

Scholarship, Citations and Plagiarism: Watch the video developed by the UF Health Science Center Library, *Writing and Citing (and Avoiding Plagiarism)* <https://www.youtube.com/watch?v=YqxzJgKrY80>. The video provides a list of resources that help you use citations correctly.

UF Policy Regarding Software Use: All faculty, staff, and students 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 these University resources:

- **Counseling and Wellness Center (CWC)** 352-392-1575 offers a variety of **FREE** and low cost services such as psychological assessment, intervention and assistance for math and test anxiety. Visit the website for more information. Online and personal assistance is available. Free workshops and programs include:
 - ✓ Biofeedback training
 - ✓ Crisis/emergency service
 - ✓ Testing and referrals
 - ✓ Anxiety/Stress Management
 - ✓ Academic concerns
 - ✓ LGBTQ support
 - ✓ Culture and diversity
 - ✓ Kognito training – learn to identify at-risk students, know campus resources and know how to take action
- **You Matter We Care** Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to that individual. A nighttime and weekend crisis counselor are available by phone at 352-392-1575. The U Matter, We Care Team connects students to other helping resources including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength and not weakness or failure. In an emergency, call 9-1-1.
- **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 @Shands offers a variety of clinical services and is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 352-392-0627 or visit the website at <https://shcc.ufl.edu>.
- **Crisis intervention** is available 24/7 at the Alachua County Crisis Center, 352-264-6789. Visit <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/pages/CrisisCenter.aspx>. Do not wait until

you reach a crisis to schedule an appointment. Get the help needed to work through stressful situations that impact your personal life and academic performance. You are not alone.

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. Pre-health students benefit from evaluation of personal statements, learning to develop a resume and completion of a mock interview. 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.

Topic
Introduction to health disparities
Culture, health beliefs & practices
Rural health & limited access
HRSA, HPSAs, MUAs, MUPs
Social Determinants of Health
Social Determinants - Adverse Childhood Events (ACEs)
Social Determinants -Intimate Partner Violence (IPV)
Exam 1
Cultural Competence & CLAS Standards
Adult Literacy
Plain Language and Assessing Readability
Health Literacy
Race, Ethnicity and Immigration Status
Sex
Age
Healthcare Experiences of Gender and Sexual Minorities – Guest
HIV/AIDS and Stigma – Fran Ricardo, Rural Women’s Health Project
Disability (physical, emotional, cognitive, social)
Exam 2
Mental Health
Homelessness – Brendan Shortley, Exec. Director, Helping Hands Clinic
Migrant and Farm Workers
Medical Interpreters and Community Health Workers
Diversity in Health Professions Workforce
Interprofessional Teams and Communication – Amy Blue, PhD, Office of Interprofessional Education
State Advocacy
Social Justice and Health Equity
Where to Start?
Exam 3