

WST 2322 Introduction to Health Disparities

Fall, 2020



Instructor: Laura K. Guyer, PhD, MEd, RDN

Office: 205 Ustler Hall

Email: lkgyer@ufl.edu (Use email and not Canvas to contact the instructor)

Office Hours: MWF before and after class and by appointment; Zoom and phone

Class: MWF 2nd period [8:30-9:20 am]

Practicum Time: 10 hours/week [120 hours total for the semester]

Classroom: none

TA: Lucy Xie, lucyxie@ufl.edu

Office Hours: MWF 9:30-10:30 and by appointment

Affordable UF Initiative: *This instructor uses instructional materials costing less than \$20 per-credit hour to reduce the financial burden associated with higher education. All resources needed for course success are available free-of-charge on the Canvas website.*

Course Description: *Health disparities* describe the preventable and disproportionate burden of disease, lack of access to care and poorer health outcomes among socially marginalized populations. This course examines the health differences linked with social, economic, environmental disadvantage and barriers in the health care system that prevent all people from achieving optimal health.

Course Credits: 3

Section: 0048

Class Number: 14138

Prerequisites: None

Course Time Requirements: Mastery of course content requires 120 hours [Carnegie I standard = 2 hrs work outside of class/1 hr of class meeting]. Plan to spend 9 hrs/wk completing course-related meetings, readings and assignments.

Course Website: The instructor posts all assigned readings, homework assignments and assessment tools to the course website on Canvas. The UF Help Desk provides technical support for this course.

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

Course Materials: All assigned readings are available free of charge. When off campus, access articles online free of charge using <http://www.uflib.ufl.edu/ufproxy.html>.

Online Library Guides: Two online library guides provide additional information about course topics. Each lists 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.

Study Guides: Three Study Guides are available to help you prepare for exams. Each is posted to Canvas and lists the learning goals associated with topics covered by exams.

Instructional Methods: *Introduction to Health Disparities* 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. Woven into this course are these best practices, **The Seven Principles for Good Practice in Undergraduate Education:**

1. Encourage contact between students and faculty
2. Develop reciprocity and cooperation among students
3. Encourage active learning
4. Give prompt feedback
5. Emphasize time on task
6. Communicate high expectations
7. Respect diverse talents and ways of learning

Teaching Philosophy: Learning is a shared responsibility between students and the instructor; those most engaged learn the most. Dr. Guyer is the content expert responsible for using a variety of instructional methods to engage the range of student learning styles. Each student is responsible for attending every 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>.

Improve Your Academic Performance: Follow these suggestions to earn the highest possible grade in this course.

1. Dedicate 9 hrs/week to reading the assigned articles, reviewing the powerpoint presentation before each class meeting and attending class.
2. Take notes in class. Write out the answers in your own words to the learning objectives in the study guide.
3. Create flash cards or use a similar self-assessment tool to master course concepts.
4. Participate in **extracurricular learning** events that offer BONUS points for participation. BONUS points will not exceed 5% of total grade points.
5. Conduct a "Test Autopsy," https://teachingCenter.ufl.edu/files/test_autopsy.pdf after each exam. **Bring your autopsy results to meetings with the instructor** when discussing performance or course grade or to the Disability Resource Center (DRC) if contacting a learning specialist.
6. If you have struggled consistently with reading comprehension, writing fluency, processing/retaining information from class and/or time management issues, contact the DRC to schedule an appointment with a learning specialist. **FREE** screening is available to identify learning issues affecting performance. Learning specialists will design individualized programs of support for students meeting the criteria for accommodation.

Course Goals: At the end of the semester 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 UF 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: Retrieved from

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

- **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.*

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

Syllabus quiz	15 pts.
Scholarship, Citations and Plagiarism Quiz	10 pts.
3 exams (100 pts. ea.)	300 pts.
3 projects (var. pts. each)	95 pts.
10 homework assignments (@10 pts ea)	100 pts.
Class attendance and participation	<u>35 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

NOTE: Students enrolled in the Health Disparities in Society course must complete WST 2322 with the minimum grade of C to be eligible for WST 4941C Practicum in Health Disparities.

Attendance and Absence: The UF Attendance Policy is clearly described in the 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. Attendance in this course is mandatory, taken randomly, and contributes 15 points toward the final grade.*
- *Excused absences are awarded using criteria from the Undergraduate Catalog. Notify Dr. Guyer 24 hours in advance or after and absence.*

Dr. Guyer's Addendum to UF Policy on Attendance:

Students whose attendance pattern is **more than 30% unexcused absence** will not be eligible to enroll in WST 4941C Practicum in Health Disparities.

Assignments: Assignments are 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**.

Exams: Three independent multiple-choice exams cover information from the assigned readings, class lectures, homework assignments and guest presentations. Best practices guide the writing and scoring of exams, https://teachingCenter.ufl.edu/files/materials/training/handbook_testing_grading.pdf. 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.

Exams Proctored by Honorlock: Exams will be proctored by Honorlock this semester. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. You DO NOT need to create an account, download software or schedule an appointment in advance. Honorlock is available 24/7, and all that is needed is a computer, a working webcam/microphone, your ID, and a stable internet connection. To get started, you will need Google Chrome and download the [Honorlock Chrome Extension](#).

Participation: Come to class prepared and on time. Dr. Guyer expects **EACH** student to participate actively in class meetings. 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. Visit the **Participation Assignment on Canvas** to learn how to participate in class.

Course Evaluation: Course participation includes providing professional and respectful feedback on the quality of instruction in this course by completing online course evaluations at GatorEvals. Guidance for providing appropriate feedback is available at <https://gatorevals.aa.ufl.edu/students>. Students are notified by email when the evaluation period opens and can complete evaluations on their Canvas course website, visit <https://ufl.bluera.com/ufl>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results>.

Accommodations for Students with Disabilities: Students with disabilities who experience learning barriers should connect with the Disability Resource Center and request academic accommodations; visit <https://disability.ufl.edu/students/get-started>. Students who qualify for accommodations should share accommodation letters with instructors and discuss their access needs as early as possible in the semester. Dr. Guyer requests that you to set an appointment before the end of the first week of class to discuss your learning needs and complete required forms/contracts.

UF Honor Code: Students must act in accordance with the UF policy on academic integrity. As a student, 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 notify Dr. Guyer.**

Scholarship, Citations and Plagiarism: Watch the video developed by the UF Health Science Center Librarians, *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. Complete the online 10-point quiz before the due date.

UF Policy Regarding Software Use: All faculty, staff, and students must comply with 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 UF policies and rules will result in disciplinary action that may include course dismissal.

Student's Complaint Process: The university has a written policy to enable students to file a complaint about a course:

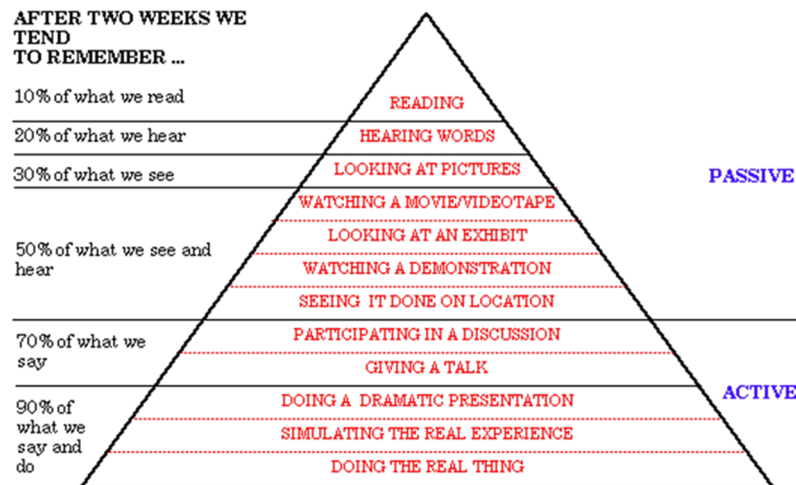
- Residential Courses: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
- Online Courses: <http://www.distance.ufl.edu/student-complaint-process>

Improve Your Academic Performance: Optimize your academic performance by following these suggestions:

7. As you read the assigned articles and watch the videos, take notes.
8. Learning objectives appear at the beginning of each module. Use them as study guide questions and write out the answers to each one using your own words.
9. Participate in **extracurricular learning** events that offer BONUS points for participation. Each has been included this semester to further your knowledge and understanding about social inequality or barriers in the healthcare system.
10. **Enrichment Assignments** are available to deepen your understanding of important issues (implicit bias, LGBTQ+ health issues, Asian American mental health). Each activity contributes to your personal and professional development.
11. Conduct a "Test Autopsy," https://teachingCenter.ufl.edu/files/test_autopsy.pdf after each exam. **Bring your autopsy results (or email them) to meetings with the instructor** when discussing performance or course grade.
12. If you struggle consistently with reading comprehension, writing fluency, processing/retaining information from

class and/or time management issues, contact the DRC to schedule an appointment with a learning specialist.

FREE screening is available to identify learning issues affecting performance. Learning specialists will work with you to design individualized programs of support when you meet the criteria for accommodation.



Adapted from: Edgar Dale *Audio-Visual Methods in Teaching*, Holt, Rinehart and Winston.

Counseling and Student Health: Students sometimes experience stress from academic, personal and/or interpersonal issues that interfere with performance. If you find yourself facing issues that can or already have had a negative impact on coursework, please visit 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
- **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 will 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 and the Counseling and Wellness Center. 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 Student Health Care Center on Fletcher Drive. Student Health @Shands offers 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 <https://shcc.ufl.edu>.
- **Crisis intervention** is available 24/7 at the Alachua County Crisis Center, 352-264-6789. Do not wait until you reach a crisis to schedule an appointment. Get help to work through stressful situations that impact your personal life and academic performance. Visit <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/pages/CrisisCenter.aspx>.

Career Connections Center (CCC) offers **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. Complete **FREE** online self-assessments to find careers that match your personality and interests, <https://career.ufl.edu/students/chomp>. Pre-health students benefit from evaluation of personal statements, resume development and completion of a mock interview. Visit <http://www.ccc.ufl.edu> for more information.

UF Teaching Center prepares students for successful lifelong learning and 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>.

Schedule of Topics: The time planned to cover individual topics may change based upon student interests, learning needs or disasters/emergencies.

Planned Topics
Introduction to Health Disparities
Global Health, Culture, Explanatory Models of Illness
Culture and Difference: Immigration, Acculturation, CLAS Standards
Cultural Inclusion: Competence and Medical Interpreters
Rural Health & Limited Access
HRSA, HPSAs, MUAs, MUPs
Social Determinants of Health and Privilege
Social Determinants of Health and Poverty: ACEs and IPV
Social Determinants of Health, Access to Education and Literacy
Plain Language and Readability Assessment
Health Literacy
Race, Ethnicity and Biases
Sex
Age
Healthcare Experiences of Gender and Sexual Minorities
Living with HIV/AIDS Stigma
Disability (physical, emotional, cognitive, social)
Mental and Behavioral Health: The Recovery Model
Homelessness
Migrant and Farm Workers
Community Health Workers
Diversity in Health Professions Workforce and Institutional Racism
Interprofessional Teams and Communication
State Legislative Advocacy
Social Justice and Health Equity
Where to Start?