

WST 2322 (class # 20441 / 20442)

# Introduction to Health Disparities

Summer B 2024

*Canvas Asynchronous Online*

## INSTRUCTOR INFORMATION

**Instructor:** Dr. Joanna Neville (She/her)**Graduate Teaching Assistant:** Sumaiya Nusrath**Undergraduate Teaching Assistants:** Esha Narla and Alexander Uhlman**Office hours:** Mondays, Wednesdays from 9 to 9:30 am and 10:45 to 11:15am via Zoom or by appointment if needed. See link in Canvas.

Office location and Zoom link, instructor email and phone contact, and teaching assistant contact email are all provided in the course Canvas page.

## COURSE GOALS AND OBJECTIVES

**Course Goal:** The goal of this course includes an examination of the multifaceted issue of health disparities based upon 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, advocacy, social justice and health equity.

**Course Aims, Objectives, and Outcomes:** This course focuses on health disparities and also covers empirical, analytical, and theoretical approaches for improving health and health care. This course is a social and behavioral sciences (S) subject area course in the UF General Education Program. It also satisfies a Diversity (D) requirement.

**Diversity (D)** – In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students will 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 US society.

**Social and Behavioral Sciences (S)** – 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. Social sciences courses are designed so that -- if you complete all assignments satisfactorily -- you will achieve the following learning outcomes in content, communication, and critical thinking. More specifically, at the end of this course, students will be expected to have achieved the following learning outcomes concerning content, communication, and critical

thinking: **Content:** Demonstrate competence in the terminology, concepts, theories, and methodologies used within the discipline. **Communication:** Communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline. **Critical Thinking:** Analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems

**Specific Learning Outcomes:** By the end of the course, students can expect 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 ways in which gender, along with race, ethnicity, and social class, may shape the distribution of resources.

## 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.*
- All other assigned material available through Canvas
- Materials and Supplies Fees: None

## ASSESSMENT AND GRADES

### Graded Course Activities

Note: Detailed assignment instructions 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, this class activity introduces students to health disparities, critically analyzes health disparities and creatively develops policy solutions. See Canvas for more details.

#### Participation Total (40 points)

A) Participation Reflections Discussion Posts (10x2=20 pts): These discussion posts will help students prepare for discussions. These questions 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. You are to comment on the discussion posts for the week. A positive learning environment relies upon creating an atmosphere where diverse perspectives can be expressed, especially in a course that focuses on pressing and controversial social and political issues. 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 is 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. However, in this class, our emphasis will be on engaging in the mutual exploration of issues as presented in the course readings as scholars rather than in defending points of view we have formed outside the classroom. Tie your arguments back to the chapter material.

<b>Grading Scale and Policies</b>
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Grade Scale and link to UF grading policy <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

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

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

<b>COURSE CALENDAR</b>
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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.

Date	Details	Due
Tue Jul 2, 2024	Quiz Course Overview Quiz	due by 11:59pm
	Discussion Topic: Introductory Posts	due by 11:59pm

<b>Date</b>	<b>Details</b>	<b>Due</b>
Wed Jul 3, 2024	Discussion Topic Discussion Post #1: What is Health Equity and Health Disparities?	due by 11:59pm
Fri Jul 5, 2024	Discussion Topic Discussion Post #2: Health Equity and Discrimination, Prejudice, and Health	due by 11:59pm
Mon Jul 8, 2024	Discussion Topic Discussion Post #3: Health Equity Research and Collaborative Approaches	due by 11:59pm
Tue Jul 9, 2024	Assignment Learning Activity: Social Determinants of Health	due by 11:59pm
Wed Jul 10, 2024	Assignment Case Study #1	due by 11:59pm
Thu Jul 11, 2024	Quiz Exam One: Section One: Chapters 1-4	due by 11:59pm
Tue Jul 16, 2024	Discussion Topic Discussion Post #4: Health Equity in U.S. Latinx Populations	due by 11:59pm
Thu Jul 18, 2024	Discussion Topic Discussion Post #5: American Indian and Alaska Native Health Equity and Health Equity for Indigenous People of Hawaii	due by 11:59pm
Fri Jul 19, 2024	Assignment Case Study # 2	due by 11:59pm
Mon Jul 22, 2024	Discussion Topic Discussion Post #6: LGBTQ+ Health Equity	due by 11:59pm
Thu Jul 25, 2024	Assignment Case Study # 3	due by 11:59pm
Mon Jul 29, 2024	Quiz Exam Two: Section Two: 5-12	due by 11:59pm
Wed Jul 31, 2024	Assignment Case Study # 4	due by 11:59pm
Fri Aug 2, 2024	Discussion Topic Discussion Post #7: Health Equity in Immigrant and Refugee Populations	due by 11:59pm
Wed Aug 7, 2024	Assignment Case Study # 5	due by 11:59pm

Date	Details	Due
Thu Aug 8, 2024	Discussion Topic Discussion Post #8: The Path Forward	due by 11:59pm
	Quiz Exam Three: Section Three: Chapters 13-18	due by 11:59pm
Fri Aug 9, 2024	Discussion Topic Take-Away Posts	due by 11:59pm

## UNIVERSITY POLICIES AND RESOURCES

### Attendance and make-ups

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

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

### Accommodations

Students with disabilities 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.

### Course Evaluations

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 <https://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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## ADDITIONAL POLICIES AND RESOURCES

### The university's honesty policy regarding cheating, plagiarism:

UF students are bound by The Honor Pledge which states, "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 the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. <https://sccr.dso.ufl.edu/process/student-conduct-code/>. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### 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.

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

[https://syllabus.ufl.edu/media/syllabusufledu/syllabi\\_policy\\_09\\_09\\_2022.pdf](https://syllabus.ufl.edu/media/syllabusufledu/syllabi_policy_09_09_2022.pdf)

**The Office for Accessibility and Gender Equity** <https://titleix.ufl.edu/>

**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)