

# WST 2322 Introduction to Health Disparities

## Spring, 2020

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

**Office Hours:** MWF before/after class and by appointment

**Meeting Room:** 230 FLG

**Course TA:** Matt Stern, [matthew.stern@ufl.edu](mailto:matthew.stern@ufl.edu)

**Office Hours:** Wed 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:** 2322

**Class Number:** 20901

**Prerequisites:** None

**Course Materials and Technology:** 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](mailto:Learning-support@ufl.edu)
- (352) 392-HELP (select option 2)
- <https://lss.at.ufl.edu/help.shtml>

All assigned readings are available free of charge. When you are off campus and need to access articles online, visit <http://www.uflib.ufl.edu/ufproxy.html>.

**Course 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](http://guides.uflib.ufl.edu/health_disparities) and [http://guides.uflib.ufl.edu/health\\_literacy](http://guides.uflib.ufl.edu/health_literacy).

**Course 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 21<sup>st</sup> 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>.

**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 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.
11 homework assignments (@10 pts ea)	110 pts.
Class attendance and participation	<u>35 pts.</u>
<b>TOTAL</b>	<b>565 pts.</b>

**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.

### 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. Points will not be revised after the final course grade is assigned.

**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. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences. 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.*
- *You cannot participate in this class unless you are registered officially or approved to audit with evidence of having paid audit fees.*

#### **Dr. Guyer's Policy on Attendance:**

1. Students whose attendance shows **more than 30% unexcused absence** will not be eligible to enroll in WST 4941C Practicum in Health Disparities.
2. "After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences" <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies>. **One full grade will be deducted** when class attendance is **50+% unexcused absences**.

**Classroom Behavior and 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 you can participate in class.

**Use of Technology:** Mobile phones are to remain in backpacks in silent mode for the duration of class. Laptops, tablets and phones may be used to take notes in class; surfing the Internet or connecting to social media in class is rude, distracting, unprofessional and strictly prohibited. **Five participation points will be deducted for each violation.**

Research demonstrates that students who put social media away during class earn one full grade higher than classmates. See: JH Kuznekoff, S Titsworth. (2013). The Impact of Mobile Phone Usage on Student Learning. *Communication Education*. 62(3): 233-252. <https://www.tandfonline.com/doi/pdf/10.1080/03634523.2013.767917?needAccess=true>

**Graded 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 because it cannot be opened in Canvas.**

**Exams and Make-up Policy:** 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](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.

**Course Evaluation:** Students are expected to provide 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>.

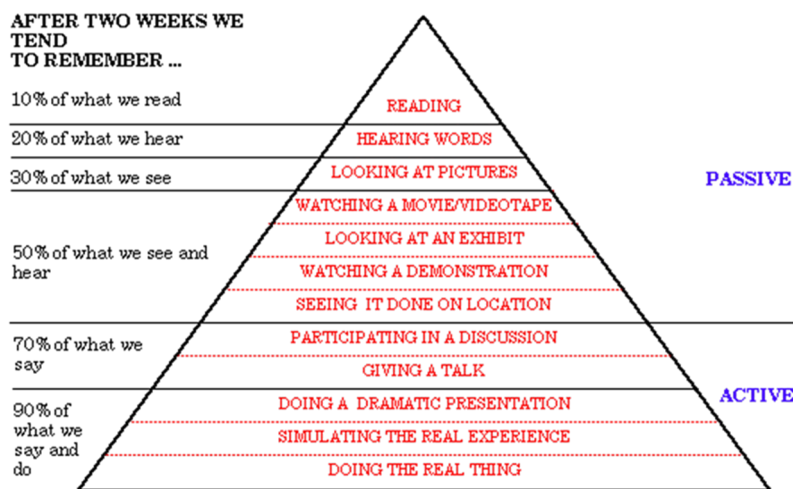
**Accommodations for Students with Disabilities:** Students with disabilities who experience learning barriers should connect with the Disability Resource Center and request academic accommodations; visit <https://disability.ufl.edu/students/get-started>. Students who qualify for accommodations should 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.

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

1. As you read the assigned articles and watch the videos, take notes.
2. 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.
3. Participate in **extracurricular learning** events that offer BONUS points for participation. Each has been included
4. **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.

this semester to further your knowledge and understanding about social inequality or barriers in the healthcare system.

5. Conduct a "Test Autopsy," [https://teachingCenter.ufl.edu/files/test\\_autopsy.pdf](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.
6. 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.

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

**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](mailto: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 topics 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)
<b>Exam 1</b>
Cultural Competence & CLAS Standards
Adult Literacy
Plain Language and Readability Assessment
Health Literacy
Race, Ethnicity and Immigration Status
Implicit Bias
Sex
Age
Healthcare Experiences of Gender and Sexual Minorities
Living with HIV/AIDS Stigma
Disability (physical, emotional, cognitive, social)
<b>Exam 2</b>
Mental Health
Homelessness
Migrant and Farm Workers
Medical Interpreters and 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?
<b>Exam 3</b>

