

WST 2322 Introduction to Health Disparities (online) Spring, 2020



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Office Hours: By appointment

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Office Hours: M 12:40 - 2:40 pm 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.

NOTE: This online section of WST 2322 was created specifically for graduating seniors and students not planning to enroll in the *Health Disparities in Society* minor. Its online format does not afford opportunity to ask questions in real time or participate in discussions with classmates.

Course Credits: 3

Section: 2UFO, 3ROL

Class Numbers: 23120, 23121

Prerequisites: None

Time Requirement: This is a 3-credit course. The University assigns 1 credit/3 hrs. of class time. Students should expect to spend approximately 9 hrs/wk completing the readings, videos, discussions and course assignments.

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

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

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.

Instructional Methods: *Introduction to Health Disparities* blends instructional methods that appeal to different learning styles (visual, aural, kinesthetic) and different personality preferences (introverted, extraverted, intuitive, analytical). The readings, videos, discussions, 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

To improve the quality of your online experience, this instructor has completed the additional training associated with UF's **Best Practices for Teaching Online Certificate**.

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 engaging actively in the learning process. Educational theorist Malcolm Knowles defined *andragogy* (adult learning) as "the art and science of helping adults learn." You are adults and with Knowles' theory 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 your instructor, complete the **FREE** online *Learning Styles Assessment* at UF's Teaching Center, <http://www.engr.ncsu.edu/learningstyles/ilsweb.html>.

Philosophy about Online Teaching: The online format differs from real time, face-to-face instruction in several significant ways. The research reports that students often experience:

1. Feelings of isolation
2. Lack of timely feedback
3. Absence of encouragement
4. Poor instructor leadership
5. Disorganized content
6. Lack of ownership in new learning

Success in an online course requires different skills than face-to-face courses and students must often take time to **communicate more**. Educational research identifies five important traits common to successful online learners:

1. Age – those older than 25 years are often more successful
2. Emotional and social maturity
3. Previous experience with online courses
4. Comfort with technology
5. Independent learning style

Course Goals: In *Introduction to Health Disparities*, 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: Visit <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	20 pts.
Plagiarism and Citation Quiz	10 pts.
Module quizzes (10@10 pts. ea.)	100 pts.

Rural Community Assessment	35 pts.
Book Review	30 pts.
Assignments (var)	115 pts.
REAP Reflection-Discussions (11@10 pts. ea.)	110 pts.
Module Evaluations (10@5 pts. ea.)	<u>50 pts.</u>
TOTAL	470 pts.

Grading Scale:

%	93+	90- 92.9	87.0- 89.9	83.0- 86.9	80.0- 82.9	77.0- 79.9	73.0- 76.9	70.0- 72.9	67.0- 69.9	63.0- 66.9	60.0- 62.9	<60
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

IMPORTANT NOTE ABOUT GRADES: Monitor the points posted for and report errors within 48 hours (2 days) of the due date. The instructor will not revise them after assigning the final course grade.

Policy on Assignments and Late Submissions: Assignments are **due no later than 11:59 p.m.** on the assigned date. Late submissions may be accepted without penalty if the reason for being late meets UF's criteria for an *excused absence* (illness, military obligations, jury duty), <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. Other reasons for accepting late assignments without penalty will be considered on a case-by-case basis.

To request an excused absence, contact the instructor **24-hours before** the due date; documentation may be required. Otherwise, one letter grade is deducted for each late day and after 3 days, a grade of "0" is assigned.

Teamwork: Today's healthcare is provided by interprofessional teams. Effective teamwork requires proficient oral and written communication, active listening, decision-making, negotiation, collaboration, valuing the opinions of others, developing plans of action, performance evaluation and patience. To ensure your skill development, these assignments have been designed specifically to promote engagement and interaction with others:

1. **Rural Community Assessment** – residential students who live in Gainesville will develop teams of four and will investigate the quality and types of healthcare provided in rural counties. Enrolled students who live outside of Alachua County will investigate a rural county or urban underserved community.
2. **Discussions** – two way communication deepens your understanding of course content, promotes critical thinking and strengthens written communication skills.

Netiquette Communication Courtesy: All members of the class must follow rules of common courtesy in their email messages, threaded discussions and chats. Visit UF's policy about expected online communication at <http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf>

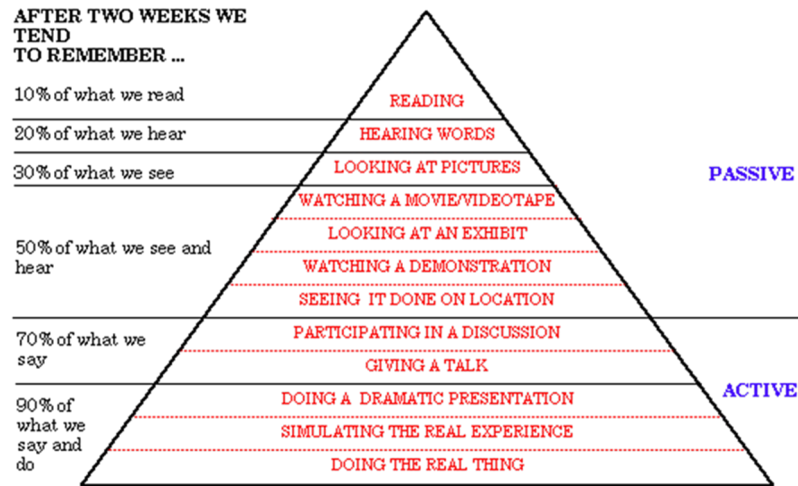
Course Evaluation: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing online course evaluations at GatorEvals. Guidance for providing appropriate feedback is available at <https://gatorevals.aa.ufl.edu/students>. Students are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

Accommodations for Students with Disabilities: If disability presents as a barrier to learning, contact 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 this semester to further your knowledge and understanding about social inequality or barriers in the healthcare system.
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.
5. 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.
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
- 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 creates a culture of care on campus by encouraging members of the community to look out for one another and to reach out for help if one of our members. 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 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. Learn how to work through stressful situations impacting life and academic performance <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 dates listed below may change due to student interests, learning needs or emergencies.

Modules and Topics	Dates
Getting Started and #1 What Are Health Disparities?	1/6-1/12
#2 Culture, Communication, Health Beliefs and Cultural Competence	1/13-1/26
#3 Rural and Urban Underservice, Limited Access and Shortage Designations	1/27-2/5
#4 Determinants of Health: Social Determinants of Health, Adverse Childhood Experiences (ACEs), Intimate Partner Violence (IPV)	2/6-2/19
#5 Literacy, Readability and Health Literacy	2/20-3/8
#6 Health Disparities and Socio-demographic Factors: Race, Ethnicity, Immigration Status, Age, Sex	3/9-3/22
#7 Health Disparities and Social Stigma: Sexual Orientation, Gender Identity, HIV/AIDS, Disability, Mental Health	3/23-4/5
#8 Health Disparities and Socio-economic Disadvantage: Homelessness, Migrant and Farm Workers	4/6-4/12
#9 Legal, Public Policy and Education Initiatives: Medical Interpreters, CLAS Standards Community Health Workers, Legislative Advocacy	4/13-4/19
#10 Social Justice and Health Equity	4/20-4/22