

WST 4941C Practicum in Health Disparities  
Fall 2019



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

**Office:** 205 Ustler Hall

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**Office Hours:** By appointment

**Class Meetings:** Aug 21 (Wed) and Nov 18 (Mon) @7:30 am

**Practicum Dates:** August 21 – December 4

**Classroom:** TUR 2319

**Practicum Time:** 9 hours/week [120 hours total for the semester]

**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:** This is a service-learning capstone experience for seniors enrolled in the Health Disparities in Society minor. Students work in safety net clinics, non-profit health organizations and city, state and federal agencies work to increase access to care and health outcomes among underserved and disadvantaged populations. They explore relationships among power inequities, social disadvantage and the intersections of race/ethnicity, language, gender identity, sexual orientation, SES, disability and geography in creating health disparities.

**Course Credits:** 3

**Course Prerequisites:** WST 2322 Introduction to Health Disparities, senior status, enrolled in Health Disparities in Society minor or permission of instructor.

**Course Website:** All course readings, assignments and forms are posted to the Canvas course website. Technical support for this course is provided by the UF Help desk:

- [Learning-support@ufl.edu](mailto: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 Library Guide:** An online library guide may be viewed at [http://guides.uflib.ufl.edu/health\\_disparities](http://guides.uflib.ufl.edu/health_disparities). Listed are videos, books, journals, workshop summaries and resources about health disparities.

**Instructional Methods:** This is a hybrid, preprofessional service learning course that integrates in-class problem solving, group discussion, guided reflective learning and experiential learning. The readings, reflection and discussion assignments and practicum projects address all levels of the cognitive, affective and psychomotor learning domains. The course provides opportunity for students to apply theories of social inequality and research data to populations with health disparities. The content progresses systematically from basic to more complex concepts and promotes the knowledge, attitudes, values and skills needed for successful health care practice in the 21<sup>st</sup> century.

**Teaching Philosophy:** Learning is a shared responsibility between students and the instructor and those most engaged will learn the most. My responsibility as the instructor is to be a content expert in each course topic and engage the range of student learning styles using a variety of instructional methods. Students are responsible for preparing for each class and participating actively in the learning process.

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 will enable you to:

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.

**Course Goals:** This course is a pre-professional experience that provides opportunity to:

1. Experience the challenges and barriers to care encountered by individuals at-risk for health disparities.
2. Understand the issues affecting agencies that work underserved populations.
3. Develop skills and professionalism through practice and assignments.
4. Examine how health care is delivered, how health care professionals work together to provide care, and how the health system can improve patient care and health care delivery.
5. Experience changes in attitude and behavior through guided reflective learning experiences.

### Grading:

Syllabus Quiz	20 pts.
OSHA Quiz	25 pts.
Precept. Expect. Bkgrnd check, HIPAA, HIV 500	10 pts.
REAP Reflections (10 @5 pts. ea.)	50 pts.
REAP Discussions (10@5 pts ea.)	50 pts.
Weekly Time Record (15@2 pts. ea)	30 pts.
Mid-point Student Evaluation	100 pts.
Mid-practicum Evaluation	10 pts.
Final Student Evaluation	100 pts.
Practicum Evaluation	<u>10 pts.</u>
<b>TOTAL</b>	<b>405 pts.</b>

### 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

**Attendance and Absence Policy:** Attendance at the practicum site is mandatory and students will report as scheduled and on time. See 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.*
- *Excused absences are awarded using criteria from the Catalog. Notify the course instructor AND preceptor at least 24 hours in advance.*
- *You cannot participate in this class unless you are registered officially or approved to audit with evidence of having paid audit fees.*

**Students who fail to appear as scheduled on site and who do not notify Dr. Guver and their preceptor about their absence from the practicum will be dismissed immediately from the course.**

**Make-up Policy:** Students with an *excused* absence may submit assignments after the due date has passed. If the delayed submission was an *unexcused* absence, one letter grade will be deducted for each late day and after 3 days will not be accepted. Students are responsible for meeting assignment due dates.

**Use of Technology:** The practicum is a pre-professional experience; you are expected to display professional attitudes, dress and behavior. Mobile phones are to remain in backpacks in silent mode for the entire time you are on-site. **Laptops, tablets and phones are tools for completing work assignments.** You may NOT use them to surf the Internet or connect to social media. Using technology for personal purposes in a work environment is rude, distracting, unprofessional and strictly prohibited. **Appropriate use of technology is part of your evaluation.**

**Time Requirement:** This practicum is a graded, 3-credit, service-learning capstone course. It's completion requires:

- 3 hrs work/1 credit hour; a FL University system expectation [3hrs work/1 credit hour x 3 credits = 9 hrs/wk.
- 1 semester = 15 weeks [15 wks x 9 hrs/wk = 135 hrs]

Before the practicum begins, students will spend approximately 10 hours in orientation meetings on campus, workshops, interviews and completing training modules (HIPAA, HIV 500 course). WST 4941C *Practicum in Health Disparities* requires completion of 9-10 hrs/wk of service learning activities in assigned community agencies to finish the remaining 120-125 hours in the course.

**NOTE: This class does not end until the end of the semester.** If you exceed 120-125 hours in your practicum, there is no penalty. Your time investment is directly proportional to your learning and professional development. Your time and work also benefit the agency that has provided a valuable learning experience at no direct charge to the University of Florida or to you.

**Incomplete Grade and Contract:** Students unable to complete the required 120-125 hours due to hardship, emergency or extenuating circumstances are eligible for receiving the grade of incomplete, "I." Notify the instructor as soon as you are aware that course completion is not possible. **Review carefully** the CLAS policy for awarding incomplete grades, <https://www.clas.ufl.edu/forms/incomplete-grade-policy-clas.pdf> and complete the **Incomplete Grade Contract** on Canvas. When the outstanding work is completed, the instructor will submit a **Change of Grade** form <https://www.clas.ufl.edu/forms/incomplete-grade-contract.pdf>. **Review carefully** UF's policy on "I" grades, <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies> - the University allows only 150 days to complete outstanding work.

**Time Records: Upload a signed timesheet every week.**

- Submit a timesheet to *your preceptor every week*
- **If your preceptor does not sign a timesheet**, upload it (unsigned) to Canvas and add a message that explains the situation. When you secure the required signature, replace the unsigned record with the signed document.

Failure to upload a **signed or unsigned timesheet** earns "0" points for that week. Failure to replace an unsigned timesheet with a signed document within 2 weeks after the due date earns "0" points.

**Background Check:** All students must complete a background check and pay the associated fee. Some sites [SWAG, the Center for Independent Living, Meridian Behavioral Health and others] require a more stringent background check because their services target vulnerable or at-risk populations.

- Sites requiring a Level II background check will usually pay the cost. Ask about costs when you interview. The Level II background check takes much more time (6-8 weeks) to process than Level I.
- A background check completed within the last year may substitute for this requirement.

**Pre-practicum Training:** All students will complete the training described below before the assigned due date.

1. **Interviewing and Professionalism Workshop** developed by the Career Connections Center specifically for this course. Students will learn to:
  - Develop a professional resume.
  - Understand the purpose of an interview.
  - Know how to dress for an interview.
  - Know how to prepare for the interview (review the website, develop questions, etc)
  - Identify steps to take upon completion of the interview (thank you note to preceptor, follow-up with course instructor)

2. **HIPAA Certificate:** HIPAA (Health Insurance Portability and Protection Act) for General Awareness <http://privacy.health.ufl.edu/training/hipaaPrivacy/instructions.shtml>. The training module *HIPAA for Research* will substitute for this requirement. Existing HIPAA certificates must not expire until AFTER the practicum's last day. HIPAA ensures that students (1) understand the importance of patient confidentiality and (2) can protect privacy by identifying information that cannot be shared with others.
3. **FDOH HIV/AIDS 500 The Basics of HIV/AIDS Testing, Counseling and Linkage.** Register at <http://www.floridahealth.gov/diseases-and-conditions/aids/prevention/testing-counseling.html> for this no-cost, online course. A certificate is awarded upon course completion. Students assigned to sites where HIV/AIDS testing is part of the practicum experience will also complete the FDOH HIV/AIDS 501 course to be certified for providing HIV Testing, Counseling and Linkage. Your preceptor will tell you the dates and places where this course is offered and the fee will be waived for practicum students.
4. **Occupational Safety and Health Administration (OSHA)** safety training and online quiz. There is no charge for this training. Students must score at least 80% on the quiz.
  - **OSHA Training for Healthcare Part 1:** <https://www.youtube.com/watch?v=e-PQiLegq3c>
  - **OSHA Training Part 2:** <https://www.youtube.com/watch?v=a4tekyH8fyM>

**Reflective Learning Assignments and Discussion Posts:** Reflection is a powerful learning tool that enables students to examine previously held knowledge, attitudes and skills against the light of new learning in experiential programs. Guided reflection helps students synthesize new learning and identify changed attitudes, behaviors and skills.

**Part I:** Throughout the practicum, students will write a short 1-page REAP (Reflection-Experience-Assessment-Plan) on topics associated with health disparities. REAP assignments are due each Friday before 11:59 pm.

**Part II:** After posting your REAP, review and respond to a classmate's REAP before Sunday at 11:59 p.m.

**Preceptor's Evaluation:** Preceptors provide written formative evaluation of progress at the mid-point of the semester and written summative evaluation at the end. When assigning final grades, Dr. Guyer considers the grade points earned on both evaluations.

**UF Honor Code:** Students must act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following 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 values of the University community and enrolled students commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. Visit <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

**Accommodations for Students with Disabilities:** If you require classroom accommodation because of a disability, you must first register with the Disability Resource Center, <http://www.drc.dso.ufl.edu>. The Center will provide documentation of accommodations to you, which you must then give to the instructor by the end of the first week of class to receive accommodation.

The Center also provides **FREE** screening for learning issues that affect students and impact performance in reading/writing activities. If you struggle consistently with reading comprehension, writing fluency, processing/retaining information from class and/or time management issues, contact the Center. Learning Specialists will subsequently develop an individualized program of accommodation.

**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 expectations and/or personal and interpersonal issues that may interfere with academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you:

- **Counseling and Wellness Center (CWC)** 352-392-1575 offers a variety of **FREE** and low cost support 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. Other free workshops and programs are:
  - ✓ Biofeedback training
  - ✓ Crisis/emergency service
  - ✓ Testing and referrals
  - ✓ Anxiety/Stress Management
  - ✓ Academic concerns
  - ✓ LGBTQ+ support
  - ✓ Culture and diversity
  - ✓ Kognito training - recognize at-risk students, be aware of campus resources and know how to take action

- **You Matter We Care:** <http://www.umatter.ufl.edu>. Students feeling overwhelmed or stressed should contact the program office sponsored by the Dean of Students and Counseling Center staff.
- **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 Connections Center (CCC)** offers many **FREE** programs, events and services to help you explore majors and careers, prepare for the future, start a job or internship search, and develop flexible plans to reach career goals. Visit <http://www.career.ufl.edu>. You can also benefit from completing the **FREE** online self-assessments at <https://career.ufl.edu/students/chomp/>

## Course Schedule

Week and dates	Topics	Required Reading	Assignments
<b>Orientation 3/29</b>	Introduction  Practicum sign-up	<p>Practicum pre-requisites:</p> <ul style="list-style-type: none"> <li>• Completion of WST 2322 Introduction to Health Disparities with grade of “C” or better</li> <li>• Enrollment in ‘Health Disparities in Society’ minor</li> <li>• Senior status</li> </ul> <p>Practicum training requirements:</p> <ul style="list-style-type: none"> <li>• Interviewing Workshop – CRC</li> <li>• Interview with prospective preceptor</li> <li>• UF HIPAA certificate</li> <li>• FL DOH HIV/AIDS 500 course certificate</li> <li>• Background check</li> <li>• Practicum site training (var) – discuss dates, time and place with preceptor during the interview</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the goal of this service learning capstone course.</li> <li>• Compare similarities and differences between experiential learning and didactic instruction.</li> <li>• Discuss pre-practicum training requirements and establish the due date.</li> <li>• Review list of agencies participating in the practicum and rank order top 3 choices</li> <li>• Discuss practicum time requirements and recordkeeping</li> </ul>
<b>First class meeting 8/21</b>	Class meeting on campus	<ul style="list-style-type: none"> <li>• Syllabus review</li> <li>• Download a copy of the OSHA federal safety poster and study the contents, <a href="https://www.osha.gov/Publications/fedposter.html">https://www.osha.gov/Publications/fedposter.html</a> View these two OSHA safety training videos and complete the online 25-item quiz (Quiz tab):</li> </ul> <ol style="list-style-type: none"> <li>1. <b>OSHA Training for Healthcare Part 1:</b> <a href="https://www.youtube.com/watch?v=e-PQiLegq3c">https://www.youtube.com/watch?v=e-PQiLegq3c</a></li> <li>2. <b>OSHA Training Part 2:</b> <a href="https://www.youtube.com/watch?v=a4tekyH8fyM">https://www.youtube.com/watch?v=a4tekyH8fyM</a></li> </ol> <p>Becoming a Reflective Learner <a href="http://www.tru.ca/_shared/assets/reflective_learner19767.pdf">http://www.tru.ca/_shared/assets/reflective_learner19767.pdf</a></p>	<p>Review Practicum Planning Forms</p> <ul style="list-style-type: none"> <li>• <a href="#">Student and Preceptor Responsibilities and Expectations</a></li> <li>• <a href="#">Mid-Term &amp; Final Evaluation</a></li> <li>• <a href="#">Weekly time sheet</a>. See the <a href="#">example</a> provided Timesheet #1- start with 10 hrs.</li> <li>• <a href="#">Guided Reflection handout</a>, Reflection-Experience-Assessment-Plan (REAP) and REAP <a href="#">grading rubric</a>.</li> <li>• At the end, submit <a href="#">Final Summary and Site Evaluation</a></li> </ul>



<b>Week #1 Practicum</b>  8/25	Practicum (9-10 hrs/wk)	Getting Started	<b>REAP #1 Getting Started</b> Describe the mission, programs and target audience of your practicum agency.  <b>Submit time sheet #1</b>
<b>#2 Practicum</b>  9/1	Practicum (9-10 hrs/wk)	Leadership <a href="http://www.nwlink.com/~donclark/leader/leadcon.html">http://www.nwlink.com/~donclark/leader/leadcon.html</a>  Leadership Styles <a href="http://www.nwlink.com/~donclark/leader/leadstl.html">http://www.nwlink.com/~donclark/leader/leadstl.html</a>	<b>REAP #2 Leadership</b> Leadership Style Survey – discover your leadership style <a href="http://www.nwlink.com/~donclark/leader/survstyl.html">http://www.nwlink.com/~donclark/leader/survstyl.html</a> . Discuss the results in your REAP.  <b>Submit time sheet #2</b>
<b>#3 Practicum</b>  9/8	Practicum (9-10 hrs/wk)	Workplaces that Work <a href="http://hrcouncil.ca/hr-toolkit/workplaces-interpersonal.cfm">http://hrcouncil.ca/hr-toolkit/workplaces-interpersonal.cfm</a>  Communication and Leadership <a href="http://www.nwlink.com/~donclark/leader/leadcom.html">http://www.nwlink.com/~donclark/leader/leadcom.html</a>	<b>REAP #3 Communication</b> Communication Styles: A Self-Assessment Exercise <a href="http://cnu.edu/recreation/pdfs/recjobs/commstyles_quiz.pdf">http://cnu.edu/recreation/pdfs/recjobs/commstyles_quiz.pdf</a> . What is your preferred communication style? Discuss the results in your REAP.  <b>Submit time sheet #3</b>
<b>#4 Practicum</b>  9/15	Practicum (9-10 hrs/wk)	Decision making <a href="http://www.edge-leadership.com/images/Decision_Making_Edge-Leadership.pdf">http://www.edge-leadership.com/images/Decision_Making_Edge-Leadership.pdf</a>	<b>REAP #4 Decision making</b> What is Your Decision Making Style? Complete the self-assessment tool <a href="https://www.kent.edu/career/discover-your-decision-making-style">https://www.kent.edu/career/discover-your-decision-making-style</a> . Discuss the results in your REAP.  <b>Submit time sheet #4</b>
<b>#5 Practicum</b>  9/22	Practicum (9-10 hrs/wk)	Why is Culturally Competent Healthcare So Important? <a href="https://www.healthcarestudies.com/article/Why-Is-Cultural-Competence-in-Healthcare-So-Important">https://www.healthcarestudies.com/article/Why-Is-Cultural-Competence-in-Healthcare-So-Important</a>	<b>REAP #5 Cultural Competence</b> The National Center for Cultural Competence identifies 3 characteristics of culturally competent organizations. How does your practicum site promote a climate of cultural competence?  <b>Submit time sheet #5</b>



<b>#6 Practicum</b>  <b>9/29</b>	Practicum (9-10 hrs/wk)	CLAS Standards <a href="https://www.thinkculturalhealth.hhs.gov/pdfs/enhancednationalclasstandards.pdf">https://www.thinkculturalhealth.hhs.gov/pdfs/enhancednationalclasstandards.pdf</a>  Formative evaluation with preceptor	<b>REAP # 6 CLAS Standards</b> The National CLAS Standards are designed to advance health equity, improve quality, and eliminate health care disparities by establishing a blueprint for health and health care organizations. How do you see the 15 Standards applied at your practicum site? What are your suggestions for improvement?  <b>Submit time sheet #6</b>
<b>#7 Practicum</b>  <b>10/6</b>	Practicum (9-10 hrs/wk)	Mid-semester evaluation	<b>Submit mid-practicum evaluation to instructor</b> <b>Submit mid-practicum student evaluation</b>  <b>Submit time sheet #7</b>
<b>#8 Practicum</b>  <b>10/13</b>	Practicum (9-10 hrs/wk)	Health Literacy H Koh, R Rudd. (2015). <i>The Arc of Health Literacy</i> . JAMA. 314(12):1225-1226. <a href="http://jama.jamanetwork.com/article.aspx?articleid=2426088">http://jama.jamanetwork.com/article.aspx?articleid=2426088</a>	<b>REAP #7 Health Literacy</b> Since 12% adults have proficient health literacy and 90% cannot understand (CDC) health information handouts, what is done to promote health literacy at your site? What are your suggestions for improvement?  <b>Submit time sheet #8</b>
<b>#9 Practicum</b>  <b>10/20</b>	Practicum (9-10 hrs/wk)	Interprofessional Teams Reducing health disparities in underserved communities via interprofessional collaboration across health care professions <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4411015/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4411015/</a>	<b>REAP #8 Interprofessional Teams</b> Who are the interprofessional team members at your practicum site? How do they collaborate to meet the needs of underserved people?  <b>Submit time sheet #9</b>
<b>#10 Practicum</b>  <b>10/29</b>	Practicum (9-10 hrs/wk)	Experiential vs Traditional Learning Service learning: a vehicle for building health equity and eliminating health disparities <a href="https://www.ncbi.nlm.nih.gov/pubmed/25706014">https://www.ncbi.nlm.nih.gov/pubmed/25706014</a>	<b>REAP #9 Experiential Learning</b> As an emerging health professional, how has the experiential learning in your practicum deepened your understanding of health disparities? How has the practicum served as a capstone to unite together the concepts learned in the minor?  <b>Submit time sheet #10</b>

<b>#11 Practicum  11/3</b>	Practicum (9-10 hrs/wk)	Evaluation What is Evaluation? Why Evaluate? <a href="http://www.meddent.uwa.edu.au/teaching/faculty-evaluation/why-evaluate">http://www.meddent.uwa.edu.au/teaching/faculty-evaluation/why-evaluate</a>	<b>REAP #10 Evaluation</b> What is the purpose of evaluation? As an educational program, the <i>Health Disparities in Society</i> minor has a written mission and objectives. Are you prepared to eliminate health disparities?  <b>Submit time sheet #11</b>
<b>#12 Practicum  11/10</b>	Practicum (9-10 hrs/wk)		<b>Submit time sheet #12</b>
<b>#13 Practicum  11/17</b>	<b>Last class 11/18</b>  Practicum (9-10 hrs/wk)	Course summary	<b>Submit time sheet #13</b>
<b>#14  11/25-29</b>	<b>Thanksgiving Holidays – practicum not required</b>		
<b>#15 Practicum  12/1</b>	Practicum (9-10 hrs/wk)	Final evaluation	<b>Submit final practicum evaluation</b> <b>Submit Final summary and site evaluation</b>  <b>Submit time sheet #14</b>