

# WST 4941C Practicum in Health Disparities

## Spring 2018

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

**Office:** 205 Ustler Hall

**Phone:** 352-332-0523

**Office Hours:** By appointment

**Class Meetings:** 7:30-8:15 a.m.

**Classroom:** TUR 2322

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

**Course Description:** This is a service-learning capstone experience for seniors enrolled in the Health Disparities in Society minor. Using an interdisciplinary approach, students work as pre-professionals in community organizations that meet needs in underserved and disadvantaged populations. They learn how the intersections of race/ethnicity, gender identities, sexual orientations, SES, disability and geography create health disparities and explore the role of health care, education and social service agencies in promoting health equity.

**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 the theories, definitions and 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 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 faced 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. 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	8 pts.
REAP Reflections (10 @5 pts. ea.)	50 pts.
REAP Discussions (10@5 pts ea.)	50 pts.
Weekly Time Record (16@2 pts. ea)	32 pts.
Mid-point Evaluation	100 pts.
Final Student Evaluation	100 pts.
Practicum Evaluation	<u>10 pts.</u>
<b>TOTAL</b>	<b>395 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 current 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 notify Dr. Guyer and their preceptor about absence from the practicum that requires one week or more will be dismissed immediately from the course.**

**Make-up Policy:** Students with an *excused* absence may submit assignments after the due date has passed. For 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.

**Weekly Time Records:** The practicum requires a minimum 135 hours/semester. Activities that “count” toward the total hours include the planning meeting held during the previous semester, preceptor interview, online training modules, on-site work for the practicum, off-site work for the practicum and travel time when the distance one way requires 30 minutes or more.

Submit a timesheet every week. If it is not signed, submit it anyway and include a note in Canvas that tells me when to expect the signed record. When you secure the preceptor’s signature, upload the signed record. Failure to upload a 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.

Plan to complete 9 hrs  $\pm$  10% every week. Students who do not meet the total number of required hours will receive the grade of “I” and will meet with the course instructor to identify an appropriate course of action.

**Background Check:** All students must complete a background check and pay the associated fee. Students assigned to SWAG must complete a more stringent background check because they work with children. SWAG will pay for the cost of this background check. If you have previously completed a background check while a student at UF, it may substitute for this requirement.

**Pre-practicum Training:** Complete the training listed and send your certificate to the instructor by the assigned dates.

1. **Interviewing and Professionalism Workshop** developed by the Career Resource 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 Researchers” will substitute for this requirement. If you have a HIPAA certificate that will not expire until AFTER the practicum, you will not need to re-train. Send a copy of your certificate to Dr. Guyer. HIPAA ensures that students understand the importance of patient confidentiality and can identify the information that must not be shared with others.
3. **FDOH HIV/AIDS 500 The Basics of HIV/AIDS Counseling, Testing and Linkage.** Visit <http://www.floridahealth.gov/diseases-and-conditions/aids/prevention/testing-counseling.html> to register - there is no charge for this 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; the dates and places where the course is offered will be provided by the preceptor. The fee for the 501 course 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 and experience against the light of new learning in experiential programs. Guided reflection helps students synthesize new learning and identify changed attitudes, behaviors and skills. Throughout the practicum, students will write a short 1-page REAP (Reflection-Experience-Assessment-Plan) on topics listed on the syllabus. REAP assignments are due each Friday by 11:59 pm. See the grading rubric under the *Files tab* on Canvas.

After posting their REAP to the *Discussion tab*, students will respond to the REAPs written by other students in a 500 word post. Discussions are due each Sunday by 11:59 p.m. See the grading rubric for this assignment under the *Files tab* on Canvas.

**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 Dean of Students Office (DSO), <http://www.dso.ufl.edu>. The DSO 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 DSO 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 DSO. Learning Specialists will subsequently develop an individualized program of accommodation.

**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** website: <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 Resource Center (CRC)** offers many **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. Visit <http://www.crc.ufl.edu>.

## Topical Course Schedule\*

Week and dates	Topics	Required Reading	Assignments
<b>First class meeting</b>  <b>October 27</b>  Fall semester	Introduction	Practicum pre-requisites: <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> Practicum training requirements: <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>#1</b>  <b>Jan 8 class</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):  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>  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> </ul> 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>	Review Practicum Planning Forms <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 (<a href="#">REAP</a>) and REAP <a href="#">grading rubric</a>.</li> <li>• At the end, submit <a href="#">Final Summary and Site Evaluation</a></li> </ul> <b>Time sheet #1</b> (submitted automatically)
<b>#2</b> <b>Practicum</b>  <b>Jan 15</b>	Practicum (9 hrs/wk)  Jan 15 – MLK Holiday	Professionalism <a href="http://www.buzzle.com/articles/professionalism-in-the-workplace.html">http://www.buzzle.com/articles/professionalism-in-the-workplace.html</a>  SR Cruess, et al. (2010). “Profession”: A Working	<b>REAP #1 Professionalism</b> What is your definition of professionalism and in what areas do you need to improve? <b>Due: 1/21</b>  <b>Submit time sheet #2</b>

		Definition for Medical Educators. Teaching and Learning in Medicine: An International Journal. <a href="http://www.ncbi.nlm.nih.gov/pubmed/14987179">http://www.ncbi.nlm.nih.gov/pubmed/14987179</a>	
<b>#3 Practicum  Jan 22</b>	Practicum (9 hrs/week)	Definition of 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>Due: 1/28</b>  <b>Submit time sheet #3</b>
<b>#4 Practicum  Jan 29</b>	Practicum (9 hrs/week)	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>Due: 2/4</b>  <b>Submit time sheet #4</b>
<b>#5 Practicum  Feb 5</b>	Practicum (9 hrs/week)	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>Due: 2/11</b>  <b>Submit time sheet #5</b>
<b>#6 Practicum  Feb 12</b>	Practicum (9 hrs/week)	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>Due: 2/18</b>  <b>Submit time sheet #6</b>
<b>#7 Practicum  Feb 19</b>	Practicum (9 hrs/week)	CLAS Standards <a href="https://www.thinkculturalhealth.hhs.gov/pdfs/enhancednationalclasstandards.pdf">https://www.thinkculturalhealth.hhs.gov/pdfs/enhancednationalclasstandards.pdf</a>	<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>Due: 2/25</b>  <b>Submit time sheet #7</b>
<b>#8 Practicum  Feb 29</b>	Practicum (9 hrs/week)	Formative evaluation with preceptor	<b>No REAP due this week</b> <b>Submit mid-practicum evaluation to instructor.</b> <b>Due: 3/4</b>  <b>Submit time sheet #8</b>
<b>#9  Mar 5</b>	<b>SPRING BREAK WEEK</b>		
<b>#10 Practicum  Mar 12</b>	Practicum (9 hrs/week)	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>Due: 3/18</b>  <b>Submit time sheet #9</b>
<b>#11 Practicum  Mar 19</b>	Practicum (9 hrs/week)	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>Due: 3/25</b>  <b>Submit time sheet #10</b>
<b>#12 Practicum  Mar 26</b>	Practicum (9 hrs/week)	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>Due: 4/1</b>  <b>Submit time sheet #11</b>
<b>#13 Practicum  Apr 2</b>	Practicum (9 hrs/week)	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> At the end of every semester, you complete course evaluations. What is the purpose of course evaluation? As an educational program, Health Disparities in Society has a written mission and objectives. How

			have the courses and practicum prepared you to eliminate health disparities? As you look back at your experiences in the minor, what would you have changed to make it more effective? <b>Due: 4/8</b> <b>Submit time sheet #12</b>
<b>#14 Practicum  Apr 9</b>	Practicum (9 hrs/week)	Summative evaluation with preceptor	No REAP this week <b>Due: 4/15</b>  <b>Submit time sheet #13</b>
<b>#15 Last Class  Apr 16</b>	Practicum (9 hrs/week)	Roundtable discussion and student presentations  Final practicum hours, if needed	<b>Submit final practicum evaluation</b> <b>Submit Final summary and site evaluation</b> <b>Due: 4/22</b>  <b>Submit final time sheet #14</b>