

**WST2322 (class # 17608)**  
**Introduction to Health Disparities**

*Mondays, Wednesdays, and Fridays*  
*8:30am - 9:20am*

**INSTRUCTOR INFORMATION**

**Instructor:** Dr. Olivia Adams

**Teaching Assistant (TA):** Alexandria Gibson

**Office hours:** Dr. Adams - Mondays 2pm to 4pm or by appointment | Alexandria -  
Wednesdays 9:35am - 10:35am

Please note: Office location (including Zoom links if applicable), instructor email, TA email, instructor phone contact, and TA phone contact are provided on the course Canvas page.

**COURSE GOALS AND OBJECTIVES**

**Course Description**

The goal of this course is to examine 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 (D). Related issues include social determinants of health, cultural competency, health literacy, advocacy, social justice and health equity. This course invites students to analyze these core concepts within specific health disparities contexts tied to both the United States at large and the state of Florida in particular. This course engages with texts that describe the historical and political circumstances surrounding health disparities in the United States, including the medical and insurance system, historical changes in the economic systems of the United States, and social forces that impact availability and accessibility of healthcare, particularly for historically marginalized groups (S and D). This course also examines present-day research programs and community organization efforts to reduce barriers to healthcare access and challenge healthcare disparities, particularly at the community level.

**Course Designations**

WST: SS/G&S, HESJ; GenEd: S, D; HDS Minor: Core

This course holds the diversity (D) and social and behavioral sciences (S) general education subject area designations. [Click here](#) for more information on these designations and their objectives.

### **Course Goals and Student Learning Outcomes (SLOs)**

1. Students will identify, describe, and explain core concepts and theories related to the study of health disparities in the United States, including the social determinants of health, intersectionality, implicit bias, minority stress theory, cultural competency and humility, and health literacy. Students will also understand these concepts through the lens of multiple and intersecting identity categories, including gender identity, race and ethnicity, sexual orientation, age, class, and disability. Students will examine these concepts by engaging with published research studies, interviews, and video essays that situate these concepts within specific healthcare barriers faced by people throughout the United States (D and S/content – assessed through reading reflections, concept tests).
2. Students will apply their understanding of the social determinants of health and related concepts to health disparities in the state of Florida by collaborating with their classmates to identify existing community health organizations and create health information flyers that demonstrate the values of intersectional and culturally sensitive approaches to solving existing health disparities (D and S/critical thinking – assessed through group projects, written assignments, and class discussion).
3. Students will identify specific health disparities of personal interest and develop effective and creative presentations that link on-the-ground realities of healthcare access with systematic and historical policies and norms that both create and perpetuate health disparities today, with special attention to the differing experiences of accessing healthcare for people in historically underserved and marginalized groups. (D and S/communication – assessed through final project and group projects).

### **COURSE MATERIALS**

- There are no required texts for this course
- All assigned materials are available through the course Canvas page
- Materials and Supplies Fees: n/a

### **ASSESSMENT AND GRADES**

#### **Graded Course Activities**

**Reading Reflections = 200 points**

Further instructions are provided on the course Canvas page.

**Syllabus Quiz = 50 points**

Further instructions are provided on the course Canvas page.

**Concept Test 1 = 100 points**

Further instructions are provided on the course Canvas page.

***Stories* Assignment = 100 points**

Further instructions are provided on the course Canvas page.

**Concept Test 2 = 100 points**

Further instructions are provided on the course Canvas page.

**Health Information Flyer Group Project = 100 points**

Further instructions are provided on the course Canvas page.

**Final Project Proposal = 100 points**

Further instructions are provided on the course Canvas page.

**Final Project = 250 points**

Further instructions are provided on the course Canvas page.

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| <b>Grading Scale and Policies</b> |
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Please see the grading scale for this course listed below. At the end of the semester, final grades will be determined by this chart. [Click here](#) for more information about the UF grading policy.

Please note: A minimum grade of C is required for general education credit.

| Letter Grade | Points |
|--------------|--------|
| A            | 100-93 |
| A-           | 92-90  |
| B+           | 89-87  |
| B            | 86-83  |
| B-           | 82-80  |
| C+           | 79-77  |
| C            | 76-73  |

|    |       |
|----|-------|
| C- | 72-70 |
| D+ | 69-67 |
| D  | 66-63 |
| D- | 62-60 |
| S  | <59   |

## COURSE CALENDAR

Please Note: 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.

Additional information about assignments, readings, and other course content can be found on the course Canvas page.

| DATE        | TOPIC  | ASSIGNMENT/PROJECT                                       |
|-------------|--|--|
| 8/20-8/26   | Introduction: Prejudice, Discrimination, and Health      | None   |
| 8/27-9/2    | Social Determinants of Health, Pt. 1                     | Reading Reflection<br>Syllabus Quiz                      |
| 9/3-9/9     | Social Determinants of Health, Pt. 2                     | <i>Stories</i> Assignment due by September 10 5pm ET     |
| 9/10-9/16   | Intersectionality and Health Disparities                 | Reading Reflection                                       |
| 9/17-9/23   | Implicit Bias and Healthcare                             | Reading Reflection                                       |
| 9/24-9/30   | Minority Stress Theory                                   | Concept Test 1   |
| 10/1-10/7   | Cultural Competency and Cultural Humility                | Reading Reflection                                       |
| 10/8-10/14  | Health Literacy and Language                             | Reading Reflection                                       |
| 10/15-10/21 | Patient-Provider Communication and Concordance           | Concept Test 2   |
| 10/22-10/28 | Age and Health Disparities                               | Reading Reflection                                       |
| 10/29-11/4  | Rural Health Disparities                                 | Health Info Flyer Group Project due by October 29 5pm ET |
| 11/5-11/11  | Disability and Health Disparities                        | Reading Reflection                                       |
| 11/12-11/18 | Stigma and Health Disparities: HIV, Weight, and Drug Use | Reading Reflection                                       |
| 11/19-11/25 | Flex day: Writing Workshop for Final Project Proposal    | Final Project Proposal due by November 20 5pm ET         |
| 11/26-12/2  | Mental Health Disparities                                | Reading Reflection                                       |

| DATE        | TOPIC                           | ASSIGNMENT/PROJECT                      |
|-------------|---------------------------------|---|
| 12/3-12/9   | Reproductive Health Disparities | Reading Reflection                      |
| 12/10-12/15 | Finals Week                     | Final project due by December 11 5pm ET |

## UNIVERSITY POLICIES AND RESOURCES

### Attendance and make-ups

To accommodate the realities of a post-COVID-19 world, attendance is recommended but not required. Students should refrain from attending class when sick and should otherwise make every effort to attend class in-person. Additionally, while course content including readings and course lecture notes will be provided via the Canvas page, some course activities and their accompanying course materials will only be available in person. These activities will typically take place on Wednesdays and/or Fridays -- advanced notice will be given otherwise.

### Late Assignments

Assignments will be considered late if they are submitted after the assignment due date. 1/3 of a letter grade will be deducted each day of lateness, and any assignments that are more than 5 days late will receive a 0. Exceptions will be made that align with the broader UF grading and absence policies. These exceptions may include make-up work where applicable.

Please note: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies, [found here](#).

### 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.ua.ufl.edu/public-results/>.

## ADDITIONAL POLICIES

**The university's honesty policy regarding cheating, plagiarism, etc. suggested wording:**

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. See more here:

<https://sccr.dso.ufl.edu/process/student-conduct-code/>. If you have any questions or concerns, please consult with the instructor or TA in this class.

### In-Class Recording Policy

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.

### Additional Campus Resources

**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/>

**UMatter:** <https://umatter.ufl.edu/>

**UF Counseling and Wellness Center:** <https://counseling.ufl.edu/>

**Hitchcock Field & Fork Pantry:** <https://pantry.fieldandfork.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)