

WST 2322 Introduction to Health Disparities (online)
Fall, 2016

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Office Hours: M (9:30 – 11:30) and by appointment

Course Description: This course investigates health disparities through the interdisciplinary, intersectional lens of medicine, public health, psychology, social science, health policy and law and feminist studies. It examines the intersections of socio-demographic, stigmatizing and socioeconomic factors that characterize marginalized populations at the individual, institutional and systemic levels. Students explore contributions of increased diversity, health care reforms and social justice to health equity.

Course Credits: 3

Prerequisites: There are no course prerequisites. This online section of WST 2322 Introduction to Health Disparities is designed for students not planning to enroll in the *Health Disparities in Society* minor.

Course Website: All materials needed to complete this course are posted to the Canvas learning system. Use Canvas to submit all assignments. Post questions of general interest to the *Discussion Board FAQs*; send personal questions about the course or personal issues to the instructor directly, lkgyer@ufl.edu

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.

Course Technology and Support: You do not need to pay for any assigned readings. Access articles online when off campus at <http://www.uflib.ufl.edu/ufproxy.html>. For technical support, contact the UF Help desk:

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

Teaching Philosophy: Learning is a shared responsibility between students and the instructor; those most engaged 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.

To better understand your learning style and create an effective partnership with this instructor, complete the **FREE** online *Learning Styles Assessment* from the UF Teaching Center, <http://www.engr.ncsu.edu/learningstyles/ilsweb.html>.

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 and experiences;
4. Apply new learning to immediate tasks, situations and more.

In an online class, your questions are especially welcome and important because they build relationships with other students and with me. Please provide honest feedback about your ideas for course improvement throughout this semester.

Philosophy about Online Teaching: The live section of WST 2322 is highly interactive and students enjoy the warm and supportive relationships that we build. I use a questioning approach when teaching to engage students in asking questions, sharing personal experiences with health care and explaining their unique cultural beliefs and practices. They learn as much from one another as they learn from me.

This version of WST 2322 does not try to import the qualities of a live format into an online setting. Rather, it encourages students like you to experience the course content using active learning, reflection, discussion boards and personal evaluation.

Most students prefer the dynamics of a live classroom format and take online courses only when necessary. Some of the issues reported about online courses include:

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 live counterparts. 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

I want you to have a meaningful and successful engagement with the topic of health disparities. Each learning module has been designed to build logically and systematically on previous learning and experiences and the activities will involve you with the course content and with one another.

Course Goals: Enable you to:

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 the University of Florida in the areas of Diversity (D) and Social Science (S). Lectures, discussions and assignments teach students about the world around them and their roles and responsibilities to participate as informed citizens in local, state, national and global issues. This class affords numerous opportunities to use formal and informal strategies to communicate, share and compare ideas in oral and written form.

A variety of instructional materials teach students the history, themes, principles and terminology of the social and behavioral sciences that underlie the interdisciplinary field of health disparities (economics, geography, psychology, sociology, and race/gender/sexuality studies) while simultaneously addressing the underlying theories and/or investigational methodologies used in those fields. Through active engagement and participation, students identify, describe and explain the social institutions, structures and processes related to the course content. They evaluate the opinions and outcomes found in the literature while applying problem-solving strategies that produce effective change.

As a Diversity course, students learn how cultural differences within the United States lead to differences in values, attitudes and norms in definitions of “health” and in access to and delivery of health care services. Through a comparison of these differences, students learn how social roles, status and discrimination affect different groups and U.S. society. It guides students through a personal analysis and evaluation of their own cultural norms, values and biases to help them understand their relationship to citizens and persons from other cultures within the United States.

General Education Student Learning Outcomes: Students will demonstrate knowledge of:

1. roles of social structure and status of different groups within the United States;
2. themes, principles and terminology within health care, health disparities and health equity;
3. history, theory and/or methodologies used to identify health disparities and the data needed for more comprehensive investigation;
4. social institutions, structures and processes involved with health care;
5. the role and responsibility of each student to promote effective change.

Grading:

Module quizzes (12@10 pts. ea.)	120 pts.
Book Review	25 pts.
Assignments (Projects/Activities)	475 pts.
Discussion Boards (12@10 pts. ea.)	120 pts.
Self-Reflections (12@10 pts. ea.)	120 pts.
Module Evaluations (11@5 pts. ea.)	<u>55 pts.</u>
TOTAL	915 pts.

Grade 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.

Quizzes, Discussion Board Posts and Assignments: All are **due by 11:59 p.m.** on the assigned date. Late submissions are accepted if students have an *excused absence*. See UF's Policy at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. To receive an excused absence, contact the instructor **24-hours before** the due date; documentation may be required. One letter grade is deducted for each late day and after 3 days, a grade of "0" is assigned.

Team Assignments: Health professionals work as teams and many valuable skills are developed by this learning format including oral and written communication, active listening, decision-making, negotiation, collaboration, valuing the opinions of others, developing plans of action, performance evaluation and patience. Some assignments require you to develop a team of 2-3 students, if possible.

Book Review: These books are about different populations with health disparities. Choose one to read and review this semester. Plan to read all of them before graduation.

1. A Fadiman. (1997). *The Spirit Catches You and You Fall Down*. Farrar, Straus and Giroux: NY.
2. R Skloot. (2010). *The Immortal Life of Henrietta Lacks*. Crown Publishers: NY.
3. JH Jones. (1981). *Bad Blood: The Tuskegee Syphilis Experiment*. The Free Press:NY.
4. S Holmes. (2013). *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. UCA-Berkeley:Los Angeles.
5. D Tweedy. (2015). *Black Man in a White Coat: A Doctor's Reflections on Race and Medicine*. Picador USA:NY.
6. M Yousafzai. (2015). *My Name is Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*. Orion Publishing Group, Ltd: London.

Final Online Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. You will be notified when the evaluation period opens (usually the last 2-3 weeks of the semester). Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

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>

Students with Disabilities: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

UF Honor Code: UF students are bound by The Honor Pledge: *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 UF, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."* The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions, <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>. You are obligated to report any condition of academic misconduct to appropriate personnel. If you have questions or concerns, please consult with the course instructor or TAs.

UF Policy Regarding Software Use: All faculty, staff, and students of the University of Florida are required and expected to obey the 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 University policies and rules will result in disciplinary action that may include course dismissal.

Counseling and Student Health: Students sometimes experience stress from their academics and/or from personal and interpersonal issues that interfere with academic performance. If you find yourself facing issues that can or already have had a negative impact on coursework, please email this instructor and/or seek support from University resources:

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> for more information.

UF Teaching Center 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>. The mission of the Center is to prepare students for successful lifelong learning.

Schedule of Topics	
Date	Topic
Aug 22-24	Course Introduction and Overview
Aug 24-28	Health Disparities
Aug 28-Sept 4	Culture, Health Beliefs & Practices
Sept 4-11	Rural Health and Limited Access
	HRSA, HPSAs, MUAs, MUPs
Sept 11-18	Social Determinants of Health
	Social Determinants - Adverse Childhood Events (ACEs)
	Social Determinants -Intimate Partner Violence (IPV)
Sept 28-25	Cultural Competence & CLAS Standards
Sept 25-Oct 2	Adult Literacy and Reading Assessment
	Plain Language and Assessing Readability
	Health Literacy
Oct 2-16	Race, Ethnicity and Immigration Status
	Sex
	Age
Oct 16-30	Sexual Orientation and Gender Identity
	HIV/AIDS
	Disability (physical, emotional, cognitive, social)
	Mental Health
Oct 30-Nov 13	Homelessness
	Migrant and Farm Workers
	Veterans
Nov 13-27	Medical Interpreters and Community Health Workers
	Diversity in Health Professions Workforce
	State Legislative Advocacy
Nov 27-Dec 4	Social Justice and Health Equality

Course Schedule with Critical Dates

This schedule may change based upon student interest, instructional need, emergencies or related factors.

Module Name	Assignments	Due Date	Points	Category
Module #1 August 22-24				
#1 Introduction*	Module Quiz	August 24	10 points	Quiz
	Getting to Know You! Activity	August 24	5 points	Activities
	Discussion Board (post)	August 23	5 points	Activities
	Discussion Board (reply)	August 24	5 points	Activities
	Personal Reflection (REAP)	August 24	10 points	Activities
Module #2 August 24-28				
#2 Health Disparities* *overlap due to drop-add period	Module Quiz	August 28	10 points	Quiz
	Health Disparities Article Review	August 28	10 points	Activities
	Discussion Board (post)	August 26	5 points	Activities
	Discussion Board (reply)	August 28	5 points	Activities
	Personal Reflection (REAP)	August 28	10 points	Activities
	Module Evaluation	August 28	5 points	Activities
Module #3 August 28-September 4				
#3 Culture, Communication and Health Beliefs	Module Quiz	September 4	10 points	Quiz
	Comparative Table	September 4	10 points	Activities
	Cultural Beliefs about Illness	September 4	10 points	Activities
	Discussion Board (post)	September 2	5 points	Activities
	Discussion Board (reply)	September 4	10 points	Activities
	Personal Reflection (REAP)	September 4	10 points	Activities
	Module Evaluation	September 4	5 points	Activities
Module #4 September 4-11				
#4 Rural and Urban Underservice, Limited Access and Shortage Designations	Module Quiz	September 11	10 points	Quiz
	Where Do You Live?	September 11	10 points	Activities
	County Assessment Team Project	September 11	20 points	Activities
	County Assessment Peer Evaluation	September 11	10 points	Activities
	Discussion Board (post)	September 9	5 points	Activities
	Discussion Board (reply)	September 11	5 points	Activities
	Personal Reflection (REAP)	September 11	10 points	Activities
	Module Evaluation	September 11	5 points	Activities

Module #5 September 11-18				
#5 Determinants of Health	Module Quiz	September 18	10 points	Quiz
	Got Your ACEs Score?	September 18	10 points	Activities
	Windshield Survey Team Project	September 18	10 points	Activities
	Windshield Survey Peer Evaluation	September 18	10 points	Activities
	Discussion Board (post)	September 16	5 points	Activities
	Discussion Board (reply)	September 18	5 points	Activities
	Personal Reflection (REAP)	September 18	10 points	Activities
	Module Evaluation	September 18	5 points	Activities
Module #6 September 18-25				
#6 Cultural Competence and CLAS Standards	Module Quiz	September 25	10 points	Quiz
	Cultural Identity Short Paper	September 25	10 points	Activities
	Cultural Competence Article Review	September 25	10 points	Activities
	Discussion Board (post)	September 23	5 points	Activities
	Discussion Board (reply)	September 25	5 points	Activities
	Personal Reflection (REAP)	September 25	10 points	Activities
	Module Evaluation	September 25	5 points	Activities
Module #7 September 25-October 2				
#7 Literacy, Readability and Health Literacy	Module Quiz	October 2	10 points	Quiz
	2 SMOG Readability Assessments	October 2	Ungraded	
	Suitability Assessment of Materials (SAM)	October 2	Ungraded	
	Health Literacy Survey Summary Paper	October 2	10 points	Activities
	Discussion Board (post)	September 30	5 points	Activities
	Discussion Board (reply)	October 2	5 points	Activities
	Personal Reflection (REAP)	October 2	10 points	Activities
	Module Evaluation	October 2	5 points	Activities
Module #8 October 2-16				
#8 Health Disparities and Socio-demographic Factors	Module Quiz	October 16	10 points	Quiz
	Pinterest Activity	October 16	10 points	Activities
	Discussion Board (post)	October 14	5 points	Activities
	Discussion Board (reply)	October 16	5 points	Activities
	Personal Reflection (REAP)	October 16	10 points	Activities
	Module Evaluation	October 16	5 points	Activities

Module #9 October 16-30				
#9 Health Disparities and Social Stigma	Module Quiz	October 30	10 points	Quiz
	Resource Kit for Health Professionals	October 30	10 points	Activities
	Discussion Board (post)	October 28	5 points	Activities
	Discussion Board (reply)	October 30	5 points	Activities
	Personal Reflection (REAP)	October 30	10 points	Activities
	Module Evaluation	October 30	5 points	Activities
Module #10 October 30-November 13				
#10 Health Disparities and Socio-economic Disadvantage	Module Quiz	November 13	10 points	Quiz
	Video Replacement	November 13	10 points	Activities
	Discussion Board (post)	November 11	5 points	Activities
	Discussion Board (reply)	November 11	5 points	Activities
	Personal Reflection (REAP)	November 11	10 points	Activities
	Module Evaluation	November 11	5 points	Activities
Module #11 November 13-27				
#11 Legal, Public Policy and Education Initiatives	Module Quiz	November 27	10 points	Quiz
	FL House of Representatives Information	November 27	Ungraded	
	FL Senate Information	November 27	Ungraded	
	Discussion Board (post)	November 25	5 points	Activities
	Discussion Board (reply)	November 27	5 points	Activities
	Personal Reflection (REAP)	November 27	10 points	Activities
	Module Evaluation	November 27	5 points	Activities
Module #12 November 27-December 4				
#12 Achieving Health Equity	Module Quiz	December 4	10 points	Quiz
	Op-ed	December 4	10 points	Activities
	Discussion Board (post)	December 2	5 points	Activities
	Discussion Board (reply)	December 4	5 points	Activities
	Personal Reflection (REAP)	December 4	10 points	Activities
	Module Evaluation	December 4	5 points	Activities