

WST 2322 Introduction to Health Disparities

Instructor: Laura K. Guyer, PhD, RD

Office: 205 Ustler Hall

Email: lkgyer@ufl.edu (Use email and not Canvas to contact the instructor)

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

Meeting Room: FLG 0280

Course TA: Angelica Jazmin Carlos, angelicajazmin@ufl.edu

Course Description: This course investigates health disparities through the interdisciplinary lens of medicine, public health, psychology, social science, health policy and law. It studies 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

Course Prerequisites: None

Course Materials and Technology: The instructor posts all assigned readings, homework assignments and assessment tools to the course website on Canvas. A course pack with all materials may also be purchased from Target Copy Center. For technical support for this course, contact the UF Help desk:

- 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 Guides: Two online library guides have been developed to 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: This course uses a blended format of didactic lectures, videos, Socratic inquiry, discussion, group and individual assignments and in-class problem solving. The readings, 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 promotes the knowledge, attitudes, values and skills needed for successful health care practice in the 21st century.

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 enables 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: 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 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:

Syllabus quiz	15 pts.
3 exams (100 pts. ea.)	300 pts.
3 projects (var. pts. each)	90 pts.
10 homework assignments	100 pts.
Class attendance and participation	<u>30 pts.</u>
TOTAL	535 pts.

Grading Scale:

%	93+	92.9-90.0	89.9-87.0	86.9-83.0	82.9-80.0	79.9-77.0	76.9-73.0	72.9-70.0	69.9-67.0	66.9-63.0	62.9-60.0	<60
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

IMPORTANT NOTE ABOUT GRADES

Final grades are final. Monitor the points posted for assignments, exams and BONUS points and report errors within 48 hours (2 days) of the closing date. The instructor will not revise your points after assigning the final course grade.

Attendance and Absence: 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.*
- *You cannot participate in this class unless you are registered officially or approved to audit with evidence of having paid audit fees.*

Attendance in this course is mandatory, taken randomly, and contributes 10 points toward the final grade.

Classroom Behavior and Participation: The instructor expects active participation from each student in every class meeting. Twenty (20) participation points contribute to the final grade. Synonyms for participation are “contribution, sharing, partaking, chipping in and involvement.” Participation is not equivalent to attendance.

Come to class prepared and on time. Mobile phones are to remain in backpacks in silent mode for the duration of class. Laptops and tablets are to remain in backpacks.

Graded Assignments: Each is due by 11:59 pm on the assigned date. One letter grade is deducted for each day late and after 3 days, a grade of “0” is assigned.

Exams and Make-up Policy: Three independent multiple-choice exams cover information from the assigned readings, class lectures, homework assignments and guest presentations. The instructor follows identified best practices [https://teachingcenter.ufl.edu/files/materials/training/handbook_testing_grading.pdf] when writing and scoring exam questions.

Students unable to complete exams on scheduled dates must notify the instructor at least 24 hours in advance or receive the grade of “0.” Students with excused absences are responsible for contacting the instructor to schedule a make-up exam.

You are encouraged **strongly** to conduct a “Test Autopsy” after each exam using the assessment tool provided by the UF Teaching Center, https://teachingcenter.ufl.edu/files/test_autopsy.pdf. Bring your autopsy results to meetings with the instructor when discussing your performance or course grade or to the Dean of Students’ Office (DSO) if contacting a learning specialist.

Bonus Points: This course provides many enrichment opportunities outside of the classroom to help students relate the course content to populations with health disparities. BONUS points add to the total grade points and count toward the final grade. Examples of BONUS opportunities - tabling at health fairs, distribution of patient satisfaction surveys and donations to local safety net clinics. The BONUS points awarded will not exceed 5% of total grade points.

Accommodations for Students with Disabilities: If you require classroom accommodation because of a disability, you must first register with the DSO <http://www.dso.ufl.edu>. This office will provide documentation of accommodations for you to submit to the instructor. Letters are due by the end of the first week of class.

The DSO provides **FREE** screening for learning issues that affect student performance in reading and writing assignments. If you struggle consistently with reading comprehension, writing fluency, processing/retaining information from class and/or time management issues, contact the DSO to schedule an appointment with Learning Specialists. Individualized programs of support are designed for students meeting the criteria for accommodation.

UF Honor Code: Students must act in accordance with the UF policy on academic integrity. As a student at the University, 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 take corrective action.

UF Policy Regarding Software Use: All faculty, staff, and students 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 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 – learn to identify at-risk students, know campus resources and know how to take action
- **You Matter We Care** Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. 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 staff, and the Counseling and Wellness Center. Please remember that 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 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. Pre-health students benefit from evaluation of personal statements, learning to develop a resume and completion of a mock interview. 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.

Class Schedule	
Date	Topic
Aug 22-24	Introduction to health disparities
Aug 26-31	Culture, health beliefs & practices
Sept 2-7	Rural health & limited access
Sept 9-12	HRSA, HPSAs, MUAs, MUPs
Sept 14	Social Determinants of Health
Sept 16-19	Social Determinants - Adverse Childhood Events (ACEs)
Sept 21	Social Determinants -Intimate Partner Violence (IPV)
Sept 23	Exam 1
Sept 26-28	Cultural Competence & CLAS Standards
Sept 30-Oct 3	Adult Literacy and Reading Assessment
Oct 5	Plain Language and Assessing Readability
Oct 10-12	Health Literacy
Oct 14	Race, Ethnicity and Immigration Status
Oct 17	Sex
Oct 19	Age
Oct 21	Sexual Orientation and Gender Identity
Oct 24	HIV/AIDS
Oct 26	Disability (physical, emotional, cognitive, social)
Oct 28	Exam 2
Oct 31	Mental Health
Nov 2	Homelessness
Nov 4	Migrant and Farm Workers
Nov 7	Medical Interpreters and Community Health Workers
Nov 9	Diversity in Health Professions Workforce
Nov 14	Interprofessional Teams, Communication and Health Disparities
Nov 16-18	State Advocacy
Nov 21-25	Thanksgiving Week
Nov 28	Social Justice and Health Equity
Nov 30	Where to Start?
Dec 2	Exam 3