UF | **UNIVERSITY of FLORIDA**

Application Form for General Education

and Writing/Math Requirement Classification

Current Information:

I. A.) DEPARTMENT NAME: Center for Women's Studies and Gender Research

   B.) COURSE NUMBER, **and TITLE:** WST 2322 Introduction to Health Disparities

   C.) CREDIT HOURS: 3   **D.) PREREQUISITES:** none

   E.) CURRENT CLASSIFICATION

   1. General Education Code: ☐B ☐ C ☐D ☐ H ☐ M ☐ N ☐ P ☐ S ☒ None

   2. Writing Requirement: ☐ E2   ☐ E4   ☐ E6   x☐ None

   3.   Math Requirement: ☐ M   x☐ None

Requests:

II. GENERAL EDUCATION

   A.) Requested Classification: ☐ B   ☐ C   ☒ D   ☐ H   ☐ M   ☐ N   ☐ P   ☒ S

   B.) Effective Date: ☐Fall   ☒ Spring ☐ Summer   2013   (year)
                                     Or

   ☐ 1-time Approval ☐Fall   ☐ Spring ☐ Summer _____(year)

III. WRITING REQUIREMENT ☐   **MATH REQUIREMENT** ☐

    A.) Requested Classification ☐ E2   ☐ E4   ☐ E6
    B.) Effective Date: ☐Fall   ☐ Spring ☐ Summer   _____(year)
                                 Or

      ☐ 1-time Approval ☐Fall   ☐ Spring ☐ Summer   _____(year)

    C.) Assessment:
        1.) What type of feedback will be provided to the student (in reference to writing
           skill)?
           _____Grade   _____Corrections   _____Drafts   _____Other

        2.) Will a published rubric be used?

IV. ATTACH A DETAILED SYLLABUS

V. SYLLABUS CHECKLIST

Courses that offer students General Education and/or Writing Requirement credit must provide clear and explicit information for the students about the classification and requirements.

  A.) For courses with a **General Education** classification, the syllabus should include:
    ☐ Statement of the General Education Purpose of the Course with attention to the General Education Classification requested **pp. 1-2**
    ☐ List of assigned General Education Student Learning Outcomes **p. 2**
    ☐ List of any other relevant Student Learning Outcomes **p. 1**
    ☐ List of required and optional texts **p. 1; pp. 4-8**
    ☐ Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates) **pp. 4-8**
  B.) For courses with **Writing Requirement (WR)** classification, the syllabus should include: **N/A**
    ☐ "The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."
    ☐ "Course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course."
    ☐ A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization
    ☐ Assignment word counts, page lengths, submission deadlines and feedback dates
  Additionally, the syllabus must clearly show that the course meets the WR to

    ☐ Evaluate [2,000/4,000/6,000] written words in assignments during the semester
    ☐ Provide all feedback on assignments prior to the last class meeting
  Important note: The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.

VI. SUBMISSION AND APPROVALS

Department Contact:

Contact Name: Dr. Judith Page

Phone   273-0387   Email   page7@ufl.edu

College Contact:

College Name: CLAS

College Contact Name: Dr. Laura Guyer

Phone   332-0523   Email   lkguyer@ufl.edu

WST 3930 Introduction to Health Disparities
Fall, 2012
[NOTE: the assigned permanent prefix is WST 2322]

Instructor: Laura K. Guyer, PhD, RD
Office: 205 Ustler Hall
Email: lkguyer@ufl.edu
Office Hours: M, W, F 9:30 – 11:30 am and by appointment

Course Description: This introductory course draws on insights from a range of social science disciplines to examine the multifaceted issue of health disparities in the U.S health care system. Traditionally marginalized racial, ethnic and immigrant communities and emerging groups with disparities based upon gender, sexual preference and identity, disability, physical and mental health, geography and environment will be examined at the individual, systemic and institutional levels. The role of culture, socioeconomic status, health literacy, and social and community networks will be explored; cultural competency, advocacy, and social justice will be discussed as solutions for promotion of health equity.

Course Credits: 3

Course Prerequisites: None

Required Text:
Coursepack. Orange and Blue Textbooks.

Course Goals:
In this course students will:
1. Identify the cultural values, attitudes and norms that have helped to create health disparities within the United States;
2. Explore the evolving demographics of US society that will require change in the health delivery system;
3. Understand characteristics of traditional and emerging groups at risk for disparities;
4. Investigate solutions at personal, professional, institutional, and social-theoretical levels for eliminating disparities;
5. Examine the role of increased diversity among health professionals and its effect on changing social roles and promoting 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) through lectures, discussions and assignments that inform students about the world around them and their roles and responsibilities to participate as citizens with informed decisions 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 will teach students the history, themes, principles and terminology of the social and behavioral sciences that underlie the field of health disparities (which include but are not limited to 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 will identify, describe and explain the social institutions, structures and processes related to the course content. Furthermore, they will learn to evaluate the opinions and outcomes found in the literature while applying problem-solving strategies that produce effective change.

As a Diversity course, students will 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 will recognize how social roles and status not only affect different groups, but also impact U.S. society. This course will guide each student through a personal analysis and evaluation of their own cultural norms and values to better understand their relationship to citizens and persons from other cultures within the United States. Through improved self-awareness students will better recognize and understand the opportunities and constraints faced by members of other cultural and social groups.

General Education Student Learning Outcomes:
Students in this course 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 that need revision in health care;
5. their personal role and responsibility to promote effective change.

Grading:

2 exams (100 pts. each)	200 pts.
3 projects (50 pts. each)	150 pts.
Class participation	25 pts.
TOTAL	**375 pts.**

Grade Scale

%	Letter Grade
93.3 +	A
90.0 – 93.2	A-
86.7 – 89.9	B+-
83.3 – 86.6	B
80.0 – 83.2	B-
76.7 – 79.9	C+
73.3 – 76.6	C
70.0 – 73.2	C-
66.7 – 69.9	D+-
63.3 – 66.6	D
60.0 – 63.2	D-
<60.0	E

Visit http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html and http://www.isis.ufl.edu/minusgrades.html for more information about UF's Grading Policy.

Attendance and Absence Policy
Attendance is mandatory and will be randomly taken in class. Each student must prepared for questions from the instructor and participate actively in discussions.

Excused absences are awarded using UF's Policy, http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html. Excused absence includes medical illness, religious holidays, military obligation and twelve-day rule. Students seeking an excused absence are responsible for notifying the instructor within 24-hours of the event and providing documentation, if requested. If an emergency arises, notify the instructor within 48-hours of the event.

Class Participation:
Attendance will be taken randomly and will count 20 pts. toward the total grade. The remaining 5 points will be awarded at the discretion of the instructor based upon class participation.

Graded Projects:
Student teams will complete three projects that examine health disparities throughout Florida. Each project will promote skill development for effective and culturally competent health care. Each team will orally present their project in one of three periods in which class members will ask questions and provide written feedback.

Projects:
Project 1
Each student team will investigate an assigned north Florida county using national and state databases. Teams will examine the role of geography in creating communities with limited or no access to health care. They will apply national definitions to health professions shortage areas, medically underserved areas and medically underserved populations and state definitions to rural and urban counties. Using the national Behavioral Risk Factor Surveillance System (BRFSS) and FL Community Health Assessment Resource Tool Set (CHARTS) databases, teams will describe the race and ethnicity, sex, age, education, income, leading causes of death, chronic disease profiles and health attitudes and behaviors of county residents. Finally, they will assume the roles of health professionals to identify priorities for health interventions to groups at risk for poor health and disparities.

Project 2
Teams will choose a health topic of interest and will design an educational aid for an assigned target audience. Students will consider the cultural, social, environmental and literacy needs of the group and the readability, cultural sensitivity and linguistic appropriateness of designed materials. Teams will add the pictures, diagrams and other visuals needed to make the educational handout effective.

Project 3
Student teams will conduct a mock visit to a legislator on an assigned topic. Each team will prepare a 3-minute elevator speech to secure a legislator's favorable vote on their issue and will design a 1-page leave-behind for lawmakers using national and state guidelines.

Exams and Make-up Policy:
Two independent exams will cover information from the assigned readings, class lectures, student activities, and guest presentations.

Students unable to complete exams on the scheduled dates must notify the instructor at least 24 hours in advance or receive the grade of "0." Students with excused absences will be responsible for scheduling a make-up exam with the instructor.

Course Website:
Visit the e-learning Support Services homepage (https://lss.at.ufl.edu/service/els) and click on the Sakai System link. This site will be used for announcements and posting of grades. Each student is responsible for checking this site to ensure that his/her grades are recorded correctly.

Classroom Policy:
Come to class prepared and on time. Tardy students disrupt the learning of others and ongoing tardiness may lead to dismissal.

Laptop computers and other electronic devices are welcome in class to take notes and participate in class activities. Mobile phones must be placed in silent mode for the duration of class.

Students with Disabilities:
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. For more information visit www.dso.ufl.edu/drc.

Accommodations for Students with Disabilities:
Students requesting classroom accommodation must first register with the Disability Resource Center. The DRC will provide documentation to students who must then provide it to the Instructor if requesting accommodation.

UF Honor Code:
Violations of the Student Honor Code will not be tolerated. The students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University 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. Student and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code. Therefore, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty 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."

UF Policy Regarding Students as Research Subjects:
Students and faculty are reminded that any use of students as subjects in research projects must receive clearance from the UF Institutional Review Board before beginning a project. This policy includes survey research.

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. Because such violations are also against University policies and rules, appropriate disciplinary action will be taken.

Campus Helping Resources:
Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. Both the Counseling Center and Student Mental Health Services provide confidential counseling services at no cost for currently enrolled students. Visit the on-campus *Counseling and Wellness Center* at http://www.counseling.ufl.edu/cwc.

Resources are available on campus for students lacking clear career or academic goals that interfere with academic performance. The *Career Resource Center* provides free testing and career development assistance. Visit http://www.crc.ufl.edu for more information.

Course Schedule*

This schedule may be changed based upon student interest, instructional need or related factors.

Week/Dates/Title	Topics Covered	In-class videos for discussion	Assigned Readings
1 **8/22-24** ***Health Disparities: Key Concepts and Terms***	Health disparities: historical overview Culture and health defined Culture & health beliefs	Shaman http://www.youtube.com/watch?v=EhQu1SNoxQI&feature=related	• JJ Rohack. (2010). Ending health disparities takes interdisciplinary approach. http://www.ama-assn.org/amednews/2010/05/03/edca0503.htm • Encyclopedia of Public Health. (2002). *Acculturation*. http://www.enotes.com/acculturation-reference/acculturation-172816. • K Meyers. (2007). *Issue Brief: Racial and Ethnic Health Disparities*. Kaiser Permanente Institute for Health Policy. http://www.cahpf.org/GoDocUserFiles/449.disparities_highlights.pdf. • USDHHS Office of Minority Health. (2010). *National Partnership for Action to End Health Disparities*. http://minorityhealth.hhs.gov/npa/files/Plans/Toolkit/NPA_Toolkit.pdf..
2 **8/27-31** ***Models: Health-Behavior***	Rural health & limited access US Health Resources & Services Administration: HPSAs, MUAs, MUPs	Health Disparities & Social Inequity http://www.youtube.com/watch?v=erjk0c9AVhI&feature=fvwrel	• National Rural Health Association. (2007-12). *What's Different About Rural Health Care*? http://www.ruralhealthweb.org/ go/left/about-rural-health • FL Office of Rural Health. *Current Rural Health Issues in FL*. http://www.doh.state.fl.us/workforce/ruralhealth/ruralhlthissues.htm • *Map of FL Rural and Urban Counties*. http://www.doh.state.fl.us/workforce/ruralhealth/PDFs/Rural_Urban_County_Map_2010.pdf • HRSA. *Health Professions Shortage Areas*. http://datawarehouse.hrsa.gov/hpsadetail.aspx
3 **9/5-7** ***Health-Behavior (cont'd)***	HPSAs, MUAs, MUPs (cont'd) **Labor Day Holiday (9/3)**	**In-class activity** Where do you live? **Project 1** Student presentations/ peer feedback	• HRSA. *Shortage Designations*. http://bhpr.hrsa.gov/shortage/index.html • HRSA. *Medically Underserved Areas & Populations*. http://bhpr.hrsa.gov/shortage/muaps/index.html. • HRSA. *Find Shortage Areas: MUA/P by State and County*. http://muafind.hrsa.gov. • HRSA. *Finding Shortage Areas by Address*. http://datawarehouse.hrsa.gov/GeoAdvisor/ShortageDesignationAdvisor.aspx.
4 **9/10-14** ***Models: Socioeconomic Status & Psychosocial Stress***	Social Determinants of Health Adverse Childhood Events	Social Determinants of Health http://www.youtube.com/watch?v=5Lul6KNIw_8	• World Health Organization. (2012). *Social Determinants of Health*. http://www.who.int/social_determinants/en • HK Kho. (2011) *The Ultimate Measures of Health*. Public Health Reports. http://www.publichealthreports.org/issueopen.cfm?articleID=2720. • D Satcher. (2010). *Include a Social Determinants of Health Approach to Reduce Health Inequities*. Public Health Reports. http://www.publichealthreports.org/archives/issueopen.cfm?articleID=2476. • VJ Felitta. (2002). *The Relationship of Adverse Childhood Events on Adult Health: Turning Gold into Lead*. Kaiser Permanente. http://xnet.kp.org/permanentejournal/winter02/goldtolead.pdf • CDC. (2011). *Adverse Childhood Events (ACE) Study*. http://www.cdc.gov/ace/index.htm. • CDC. (2011). *Prevalence of Individual adverse childhood experiences*. http://www.cdc.gov/ace/prevalence.htm#ACED.
5 **9/17-21** ***Individual & Organizational Assessment***	Cultural competence	Cultural Competence for Healthcare Professionals http://www.youtube.com/watch?v=dNLtAj0w	• L Purnell. (July, 2002). *The Purnell Model for Cultural Competence*. Journal of Transcultural Nursing. http://tcn.sagepub.com/content/13/3/193.full.pdf?ck=nck. • National Center for Education Statistics. *Adult Literacy Fast Facts*. http://nces.ed.gov/fastfacts/display.asp?id=69. • National Coalition for Literacy. (2009). *Adult Literacy Fact Sheet*. http://www.ncladvocacy.org/HealthLiteracyFactst2009/AdultLiterac

	Linguistic Appropriateness - Adult literacy	y6I&feature=related Illiteracy in America http://www.youtube.com/watch?v=w7nCfRDCcT4&feature=related	yFacts2009.pdf.
6 **9/24-28** **Individual & Organizational (cont'd)**	Plain Language Act Readability formulas Teaching Special Populations	**In-class activity** Determine the grade level of selected text using different readability formulas Improving Americans' Health Literacy http://www.youtube.com/watch?v=_d-dtYTpdCw	• DM Santos, D Reese. (1999). *Selecting Culturally and Linguistically Appropriate Materials: Suggestions for Service Providers*. ERIC Digest. http://ceep.crc.uiuc.edu/eecearchive/digests/1999/santos99.pdf • YKG Chu, T Goode. (2009). *Cultural and Linguistic Competence*. Optometric Care within the Public Health Community. http://webpages.charter.net/oldpostpublishing/oldpostpublishing/Section%204,%20Access%20and%20Barriers%20to%20Eye%20and%20Health%20Care/Sect%204,%20Cultural%20and%20Linguistic%20Comptence%20by%20Chu%20and%20Goode.pdf • *Readability Formulas and the Active Role of the Reader*. http://www.readabilityformulas.com/articles/readability-formulas-and-the-active-role-of-the-reader.php. • *How to Use the SMOG Readability Formula*. http://www.readabilityformulas.com/articles/how-to-use-smog-readability-formulas-on-health-literacy-materials.php. • *The Flesch Reading Ease Readability Formula*. http://www.readabilityformulas.com/flesch-reading-ease-readability-formula.php. • *The Plain Writing Act*. (2012). Public Law 111-274. http://www.gpo.gov /fdsys/pkg/PLAW-111publ274/pdf/PLAW-111publ274.pdf.
7 **10/1-10/5** **Individual & Organizational (cont'd)**	Health Literacy	**Project 2** Student presentations/ peer feedback **Exam I**	• National Coalition for Literacy. (2009). *Adult Health Literacy Fact Sheet*. http://www.ncladvocacy.org/HealthLiteracyFactst2009/HealthLiteracyFactst2009.pdf • USDHHS. *Quick Guide to Health Literacy*. http://www.health.gov/communication/literacy/quickguide/factsbasic.htm. • USDHHS. *Improve the Usability of Health Information*. http://www.health.gov/communication/literacy/quickguide/healthinfo.htm.
8 **10/8-12** *Communities At-risk*	Historical and emerging at-risk groups • Women and children • Elderly • Disabled	Peer Support http://www.youtube.com/watch?v=2cvGNScztjs	• National Women's Health Network. *Diagnosing Gender Disparities in Health Care*. http://nwhn.org/diagnosing-gender-disparities-health-care. • CDC. (2012). *The Right to Know Campaign*. http://www.cdc.gov/ncbddd/disabilityandhealth/righttoknow/. • CDC. (2011). *People with Disabilities.* http://www.cdc.gov/ncbddd/disabilityandhealth/ people.html.
9 **10/15-19** *Communities At-risk (cont'd)*	• HIV/AIDS • LGBQT		• CDC. (2012). HIV/AIDS factsheets. http://www.cdc.gov/hiv/resources/factsheets/ index.htm. • CDC. (2011). *LGBT Factsheets*. http://www.cdc.gov/lgbthealth • Guest Speaker: Teresa White, District III Minority AIDS Coordinator
10 **10/22-26** *Communities At-risk (cont'd)*	• Immigrants • Homeless	Becoming American: Arriving Healthy http://www.youtube.com/watch?v=W5KfDL-	• Drawn from: L Ku, T Waidmann. (August 2003). *How Race/Ethnicity, Immigration Status and Language Affect Health Insurance Coverage, Access to Care and Quality of Care Among the Low-Income Population*, prepared for the Kaiser Commission on Medicaid and the Uninsured. Publication #4132, available at http://www.kff.org. • Urban Institute. (2001). *What Will it Take to End Homelessness*?

		nlrE&feature=BFa&list=UUt1Df8qkClmfBpctQMoFFfA	• http://www.urban.org/UploadedPDF/end_homelessness.pdf. • http://playspent.org – an interactive on-line tool that teaches decision making on a limited income.
11 **10/29-11/2** *Community & Organizational Assessment*	• Migrants/farm workers • Mental illness Medical interpreters	Removing the Stigma Surrounding Mental Illness http://www.youtube.com/watch?v=XcEYkPtBeKY&feature=related	• FL Association of Community Health Centers. *Migrant Health*. http://www.fachc.org/migrant-health.php. • CDC. (2011). Mental Health Basics. http://www.cdc.gov/mentalhealth/basics.htm. • AB Primm, MJT Vasquez, RA Mays, D Sammons-Posey, LR McKnight-Eily, LR Presley-Cantrell, LC McGuire, DP Chapman, GS Perry. *The role of public health in addressing racial and ethnic disparities in mental health and mental illness*. Preventing Chron Dis. 2010;7(1). www.cdc.gov/pcd/ issues/2010/jan/09_0125.htm. • S Kosoko-Lasaki, CT Cook, RL O'Brien. (2009). *Using Medical Interpreters*. Cultural Proficiency in Addressing Health Disparities. Jones & Bartlett Publishers, LLC.
12 **11/5-7** *Social & Political Assessment*	Community health workers State advocacy & legislative visits **Homecoming Holiday (11/9)**	Community Health Worker Initiative http://www.youtube.com/watch?v=aV-FWmCFWWY&feature=related	• EL Rosenthal, JN Brownstein, CH Rush, GR Hirsch, AM Willaert, JR Scott, LR Holderby, DJ Fox. *Community Health Workers: Part Of The Solution.* Health Affairs. July 2010 29:7. http://content.healthaffairs.org/ content/29/7/1338.full.pdf+html. • American Public Health Association. *Support for Community Health Workers to Increase Health Access and to Reduce Health Inequities.* Policy Date: 11/10/2009. http://www.apha.org/advocacy/policy/policysearch/default.htm?id=1393 • http://www.myfloridahouse.gov/contentViewer.aspx?Category=PublicGuide&File=About_The_Representatives_Effective_Communication_With_Your_Representative.html • http://www.flsenate.gov/About/EffectiveCommunication • http://www.myfloridahouse.gov/contentViewer.aspx?category=PublicGuide&file=About%20The%20Legislative%20Process%20--%20How%20A%20Bill%20Becomes%20Law.html
13 **11/14-16** *Social & Political Assessment (cont'd)*	**Veterans Day Holiday (11/12)** National initiatives to diversify the health professions		• Institute of Medicine. (2003). *Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care*. http://www.nap.edu/catalog/12875.html. • Institute of Medicine. (2003). *In the Nation's Compelling Interest: Ensuring Diversity in the Health Care Workforce*. http://www.nap.edu/ catalog/10885.html.
14 **11/19-23**	**Thanksgiving week** – no class			
15 **11/26-30** *Social & Political Assessment (cont'd)*	National initiatives (cont'd) Social Justice	Where is Social Justice? http://www.youtube.com/watch?v=i5pP8e5XkS4 **Project 3** Student presentations/ peer feedback	• Sullivan Report. (2003). *Missing Persons: Minorities in the Health Professions*. http://depts.washington.edu/ccph/pdf_files/Sullivan_Report_ES.pdf • http://abcnews.go.com/blogs/entertainment/2012/09/kelly-osbourne-doesnt-regret-250k-emmy-manicure/
16 **12/3-5** *Social & Political*	Achieving health equity	CORE Group: Equity in Health http://www.youtube.com/watch?v=AZ2Fa-	• USDHHS. *National Stakeholder Strategy for Achieving Health Equity.* http://www.minorityhealth.hhs.gov/npa/files/Plans/NSS/NSSExecSum.pdf.

Assessment (cont'd)		IZhmE&feature=related **Exam 2**	