Health Promotion for Priority Populations
HSC 6629
Spring 2022

Professor: Delores. James, Ph.D., R.D., L.D., FAND
Course Prerequisite: None
Office Hours: Tues 10:30-11:30 (email chat); 1:30-2:30 (Zoom); Thurs 10:30-11:30 (Zoom); appointments as needed
Office/Phone: Room 10 FLG, (352) 294-1806
Email: djames@hhp.ufl.edu
Tech Support: Contact the UF HELP Desk at (352) 392-HELP

COURSE OVERVIEW

This course is the graduate section of HSC 4623, Minority Health Issues. If you have taken this course as an undergraduate, then you should not take this course. The course lectures are the same but the assignments are different. The course addresses health issues confronting ethnic/racial minority groups politically as well as socioeconomically disadvantaged in America. The course is not intended to be a comprehensive treatment of all pertinent health problems affecting minorities, but will address some of the more salient health concerns.

The purposes of the course are: 1) to identify selected health problems affecting specific target groups and suggest possible strategies for alleviating them; 2) to provide a forum to discuss the social, economic, and political factors that impact health, health status, and health care; 3) to discuss culturally relevant and sensitive strategies and models to prevent and minimize diseases in minority communities; and 4) to develop policy recommendations that may positively impact the health of minority communities.

By the end of the course, the students will be able to:

1. Understand how different groups define and understand "heath" and "illness."
2. Identify the historical, social, political, and economic factors that affect the health status of ethnic minorities and other vulnerable groups in the U.S.
3. Determine the distribution, nature, and contributory causes of major health problems among ethnic minorities and other vulnerable groups.
4. Understand the potential conflicts between minority clients and the American Health Care System and suggest practical ways to mitigate them.
5. Work more effectively with different population groups.
6. Strengthen their skills in cultural competence and cultural humility.
7. Identify issues in developing, implementing, and evaluating and community health programs for priority populations.

TEXTBOOKS/READINGS:

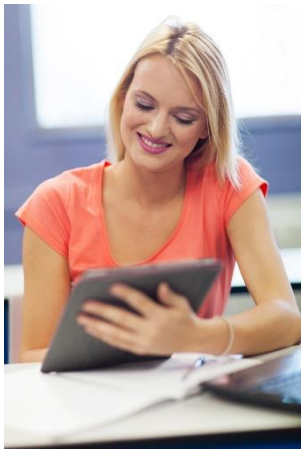
1. Spector, R. (2017). Cultural Diversity in Health and Illness. Pearson's Education, Inc. I highly recommended the eBooks for immediate access and portability. Purchase the eBook code from the bookstore and access the book under the Bookshelf link in Canvas.

2. Additional readings on course website.

TECH SUPPORT

We understand that computer problems are a fact of life. However, your instructor will not be troubleshooting problems with your computer or Internet. For technical difficulties with the course website, please contact the UF Help desk at helpdesk@ufl.edu or (352) 392-HELP or (352) 392-4357. Any requests for make-up exams due to technical issues MUST be accompanied by the ticket number received from The Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. **You MUST e-mail me instructor within 24 hours of the technical difficulty if you wish to request a make-up.**

CLASS POLICIES



- **Emails.** All class emails will be done via Canvas, not through the instructor's UF email account. Emails will be returned within 24 hours during regular business hours (9 am to 5 pm) Monday through Friday.
- **Special Accommodations**: "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. Students who need special accommodations should follow this procedure as early as possible in the semester. I am asking that you notify me of any accommodation letter as early in the semester as possible, but ideally by the second week. This will allow us to have an action plan as soon as possible.
- **Academic Honesty:** "The University of Florida requires all members of its community to be honest in all their endeavors. Students are required to commit themselves to the highest standard of honor and integrity by abiding by the Honor Code on all work submitted, The following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment*." Violations of the UF Academic Honesty Guidelines will not be tolerated and shall be treated in accordance with the UF Student Honor Code.
- **Assignment Submission:** Late assignments will be accepted within 24 hours of the deadline, but with a 50% penalty. You can always turn in an assignment early.
- **Student Athletes:** Student athletes are required to provide the instructor with written documentation of away games that are in conflict with exams as early in the semester as possible.
- **Evaluations**. Students can provide professional and respected feedback on the quality of instruction in this course by completing online evaluations via GatorEvals at https://evaluations.ufl.edu. Students will be notified when the evaluation period opens and can be completed in the Canvas course menu. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.
- **Publishing and Recording Class Materials.** This is an online course. Thus, students are allowed to use all written, video and audio course material and recordings for 1) 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 or other course materials without the written consent of the instructor. Publication of course materials 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, including classmates. Furthermore, it is prohibited to publish course materials to any media platform, including but not limited to social media, book, magazine, newspaper, leaflet or third party note/tutoring services.

COUNSELING AND WELLNESS RESOURCES

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

MY EXPECTATIONS OF YOU

Students will be notified to any changes and updates to the syllabus in a timely manner. I will do all that I can to help you succeed, but you must decide that you want the very best for yourself. In order to do this, you must resolve to actively engage in your learning and do everything possible to make it worthwhile for you and your classmates. You must also do the following:

- Read your syllabus
- Participate in class discussions
- Write all due dates on your personal calendar
- Submit assignments on time
- Visit the course website several times a week
- Respond to emails in a timely manner
- Be considerate of your group members
- Give your best at all times
- Make excellence your goal
- Make good choices and accept the consequences of your poor choices
- Take responsibility for your learning
- Manage your time well
- Develop discipline and good study habits
- Do it right the first time
- Show initiative
- Don't make assumptions
- Ask if you don't understand something
- Have integrity—don't cheat, plagiarize, or lie

Time Commitment for the Course. This 3-credit course will require approximately a 10-hour commitment each week. Some weeks may require less. Time will be spent reading course materials, completing assignments, and responding to discussion posts.

PROFESSIONALISM AND PARTICIPATION

Professionalism (10 possible points). This includes, but is not limited to, responding to professor's emails and announcements in a timely manner, turning in all assignments on time, positive interaction with class members, using appropriate language in discussion posts, having a respectful attitude toward the instructor, not arguing for points, and respecting class policies.

Professionalism is a subjective assessment and the final point value will be determined by the instructor at the end of the semester.

Hump Day Inspirational Video

An inspirational video will be posted under the announcement link each Wednesday. Please respond/comment or create your own inspirational message.

Yellowdig Community Participation. Yellowdig is an online conversation platform for this course that contributes to your interaction and participation points. It encourages engagement, casual conversation, and the exchange of ideas. You receive points for participating in Yellowdig posts and conversations each week, and those points factor into your final grade. More information is under the assignment section of the syllabus and on the website.

EXAMS

Exams (3 @ 75 possible points). Students are expected to synthesize and integrate the information presented in the lectures, readings, class discussions, and videos. Themes related to cultural and linguistic competence; diversity equity, and inclusion; views on health and illness; health literacy; cross-cultural communication; program planning; and health promotion will be incorporated in all exams. Exams will consist of multiple choice, true/false, matching, and fill-in-the-blanks. No make-up exams are given unless a medical reason is provided or there are very extreme circumstances that are documented. See the online exam link for more information.

ASSIGNMENTS

A. Video Assignments

Personal Video Introduction (5 points). Students are required to make a video introduction of themselves to the class and post it to the discussion board. Please put your introduction under the appropriate discussion link and by the date indicated on the syllabus. Introductions must be video-taped and all of the questions must be answered to get the full points. **Videos can be done with your web cam and uploaded directly into Canvas; or you can do it with your cellphone, upload it to YouTube and then send the link.** You must respond to at least 3 video introductions. **Late assignments are accepted within 24 hours of the due date, but will automatically incur a 50% deduction (no exception)**.

Class Connection (2 @ 10 points each). Students are required to do **two video reflections on a topic or issue that they have learned from the textbook, other readings, or resource videos class thus far.** Your video post must be **3-5 minutes**. You must post the video at least 2 days before the video is due to receive full credit. You also must respond to **at least 2 postings from the class** by the due date. Your response to the posts must be at least **100 words**. **Please note the deadline for these assignments. You must do your post at least 2 days before the due date to**

give your classmates enough time to respond. **Late assignments are accepted within 24 hours of the due date, but will automatically incur a 50% deduction (no exception)**.

Examples of topics or issues to talk about include, but are not limited to racism and discrimination, health literacy, culture and health, family health traditions, immigrant health issues, health care reform, health issues in a particular minority or underserved group.

- Start by telling the class how you are doing (e.g. weekend events, family news, semester highs and lows, etc.).
- Which topic or issue so far was an Aha moment for you? Why did you choose this topic or issue? Why was this event significant to you?
- What underlying issues (societal, political, interpersonal, cultural, etc.) surfaced as a result of you watching or reading about this topic/issue?
- How will this topic/issue or event influence how you interact with people from underserved or minority groups? At the personal level? At the professional level?
- You may also describe an incident or situation that created a dilemma for you in real life.
    - What is the first thing you thought of to say or do?
    - List three other actions you might have taken. Which one(s) seem best to you now and why do you think this is/these are the best response(s)?

Video Reflection on Course (5 points). Students are required to do **a video reflections on a topic or issue that they have learned from the textbook, other readings, or assignment.** Your video post must be **3-5 minutes**. You must post the video at least 2 days before the video is due to receive full credit. You also must respond to **at least 3 postings from the class** by the due date. Your response to the posts must be at least **100 words**. **Please note the deadline for these assignments. You must do your post at least 2 days before the due date to give your classmates enough time to respond**. **Late assignments are accepted within 24 hours of the due date, but will automatically incur a 50% deduction (no exception)**.

Video Presentation: Family Healing Tradition (1 @ 20 possible points). All families have health and healing traditions, or the way that they protect, maintain, and restore health. For this activity, you will interview your mother, grandmother, or other older female relative since the healing traditions are usually passed down through women. Please identify your ethnocultural heritage and put your answers within that context. This will be presented as a 5-7 minute video. You should also upload high quality photos with captions. The presentation will be graded based on professional communication, content, layout, attractiveness, etc. Please write a script and practice your presentation before uploading. The great thing about a digital assignment is that you can do several retakes. A copy of the presentation will submitted online under the appropriate assignment link. **Please note the deadline for these assignments. Posts submitted within 24 hours of the deadline will be accepted, but with an automatic 50% deduction. More information is available on the course website.**

B. Weekly Questions from Text and Readings

Weekly Questions from Readings (0.5 points per question). Each student must turn in **4 multiple-choice questions from each book chapter assigned for the week as a Word file. I**f two chapters are assigned, then you must submit 6 questions, etc. **Weeks 15 questions will come from articles since no book chapters are assigned.** Please provide 4 choices (A, B, C, D) for each question submitted. **The correct answer and the chapter and page number for each question**

must be given. Each question is worth 0.5 points. Please submit the questions each week under the assignment link by the due date. About 25%-30% of the exam will be from questions submitted by students. Making up sample questions is a way to help you study and retain the information. Write the questions in the space provided online. **Late assignments will be accepted within 24 hours of the due date, but with an automatic 50% deduction. More information is available on the course website.**

C. Yellowdig Discussion

Yellowdig Health Discussion Board (100 points). Yellowdig is an online conversation platform for this course that contributes to your interaction and participation points. It encourages engagement, casual conversation, and the exchange of ideas on health-related topics relevant to the course. You receive points for participating in Yellowdig posts and conversations, and those points factor into your final grade.

Each week for 12 weeks (weeks 2 to 14), you will post and or comment on health stories in the news (article or video) that relate in some way to topics or vulnerable population groups covered in the course from a local, national, or international source. If you create a news post, then the link to the news article or video must be provided. You earn points by posting as well as commenting and to the posts done by others.

Please go to the course website under the Yellowdig assignment for more details about the guidelines and expectation. A link to the Yellowdig community is also linked in Weeks 2-14.
Do not use Yellowdig to ask general questions about the course or the syllabus. Instead, email the instructor or another student.

E. Case Study

Case Study (1 @ 50 possible points). Students will complete a case study assignment, which is available online on the course assignment link. Please upload as a Word document. Be as complete as possible. Make sure that the assignment is well laid out and that all questions are answered with appropriate sub-headings. Your name and UF ID should also be on the assignment. Please include at least 6 references to support your work. Include the citation in the text and then list the references in APA format at the end. **Late assignments will be accepted within 24 hours of the due date, but with an automatic 50% deduction. More information is available on the course website.**

COURSE GRADING SYSTEM

93%-100%=A	90-92%.99%=A-	87%-89.99%=B+	83%-86.99%=B
80%-82.99%=B-	77%-79.99%=C+	73%-76.99%=C	70%-72.99%=C-
67%-69.99%=D+	63%-66.99%=D	60%-62.99%=D-	0%-59.99%=E

UF Grade Points Effective Summer A 2009

A=4.0	A-=3.67	B+=3.33	B=3.0	B-=2.67	C+=2.33
C=2.0	D+=1.33	D=1.0	D-0.67	E=0	

UF's grading policy can be found at
http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html.

HSC 6629 TENTATIVE CLASS SCHEDULE

Week 1 January 5-7	
Activities • Read the syllabus and familiarize yourself with the links on the class website • Purchase eBook for immediate access • Post personal introduction • Complete course contract quiz • Email instructor immediately via Canvas if you just added the class • Check email and announcements **Read** • Book Preface; Ch 1. Building Cultural and Linguistic Foundation • Other assigned readings on the website **View Course Materials** • Module 1 Vulnerable Populations • Module 2: Health Disparities	**Due Dates**
Week 2 January 10-14	
Week Activities • Email instructor immediately via Canvas if you just added the class • Complete course contract • Post video introduction • Say "Hi" to your team members • Submit weekly exam questions (Ch 1 & 2) • Participate on Yellowdig **Read** • Ch 2. Cultural Heritage and History • Ch. 14. Cultural Competence • Other assigned readings on the website **View Course Materials** • Module 3: Cultural Heritage • Module 4: Cultural and Linguistical Competence Parts 1 & 2	• Complete Course Contract Quiz by January 12 • Post video introduction by January 12 and respond January 14 • Submit Ch 1 & 2 questions by January 13
Week 3 January 17-21	
Week Activities • Engage with course materials • Submit weekly exam questions (Ch 3 & 14) • Participate on Yellowdig • Dr. Martin Luther King Jr. Holiday January 17 **Read** • Ch 3. Diversity • Other assigned readings on the website **View Course Materials** • Module 5: Diversity • Module 6: Social and Economic Impact on Health	• Submit Chapter 3 & 14 questions by January 20

Week 4 January 24-28	
Week Activities • Engage with course materials • Submit weekly exam questions • Participate on Yellowdig **Read** • Ch 4. Health and Illness • Other assigned readings on the website **View Course Materials** • Module 7: Communication the Message • Module 8: Cross-Cultural Concepts of Health and Illness	• Week 4 questions by January 27
Week 5 January 31-Februrary 4	
Week Activities • Engage with course materials • Submit Discussion 1 Post • Submit weekly exam questions (Ch 5 & 6) • Participate on Yellowdig **Read** • Ch 5. Health Traditions • Ch 6. Healing Traditions • Other assigned readings on the website **View Course Materials** • Module 9: Health and Healing Traditions • Module 10: Religion and Health	• Submit Class Connection Video by January 31 and respond by February 2 • Submit Week 5 questions by February 3
Week 6 February 7-11	
Week Activities • Engage with course materials • Submit weekly exam questions • Participate on Yellowdig • **Take Exam 1 (Weeks 1-5)** **Read** • Ch 7. Familial Health Traditions • Other assigned readings on the website **View Course Materials** • Module 11: Family Health Traditions • Module 12: Food and Culture	• Submit Family Healing Tradition Video by February 7 and respond to posts by February 9 • Exam 1 February 10 • Submit Week 6 questions by February 10

Week 7 February 14-18	
Week Activities • Engage with course materials • Submit weekly exam questions • Submit class connection video • Participate on Yellowdig **Read** • Ch 8. Health & Illness in Modern Health Care • Other assigned readings on the website **View Course Materials** • Module 13: Modern Health Care • Module 14: Health Literacy	• Submit Week 7 questions by February 17
Week 8 February 21-25	
Week Activities • Engage with course materials • Participate on Yellowdig • Submit weekly exam questions (4 total questions from the readings) **Readings** • Assigned readings on the website • No book chapter for this week **View Course Materials** • Module 15: Models and Theories • Module 16: Planning and Promoting Programs • Module 17: Ethical and Legal Issues	• Submit week 8 questions by February 24
Week 9 February 28-March 4	
Week Activities • Submit Discussion Post 2 • Submit weekly exam questions • Participate on Yellowdig **Read** • Ch 9. Health & Illness in American Indian and Alaska Natives • Other assigned readings on the website **View Course Materials** • Module 18: American Indian and Alaska Native Health Issues • Module 19: Immigrant, Migrant, and Refugee Health Issues	• Submit Class 2 Connection Video by February 28 and respond by March 1 • Week 9 questions by March 3
Week 10—March 7-11 Spring Break	

Week 11 March 14-18	
Week Activities • Engage with course materials • Submit weekly exam questions • Participate on Yellowdig **Read** • Ch 10. Health & Illness in Asian Population • Other assigned readings on the website **View Course Materials** • Module 20: Asian American Health Issues • Module 21: Native Hawaiian and Other Pacific Islander Health Issues	• Submit week 11 questions by March 17
Week 12 March 21-25	
Week Activities • Engage with course materials • Participate on Yellowdig • Submit weekly exam questions • **Exam 2 (Weeks 6-10)** **Read** • Ch 11. Health & Illness in Blacks/African Americans • Other assigned readings on the website **View Course Materials** • Module 22: African American Health Issues	• Submit Week 12 questions by March 24 • Exam 2 March 24
Week 13 March 28-April 1	
Week Activities • Engage with course materials • Participate on Yellowdig • Submit weekly exam questions **Read** • Ch 12. Health & Illness in Hispanics • Other assigned readings on the website **View Course Materials** • Module 23: Hispanic/Latino Health Issues	• Submit Week 13 questions by March 31
Week 14 April 4-8	
Week Activities • Engage with course materials • Submit weekly exam questions • Participate on Yellowdig **Read** • Ch 13. Health & Illness in Whites/Caucasians • Other assigned readings on the website **View Course Materials** • Module 24: Health Issues in Whites/Caucasians	• Submit Week 14 questions by April 7 • Submit Case Study by April 4

Week 15 April 11-15	
Week Activities • Engage with course materials • Submit weekly exam questions (4 total questions from assigned readings) • Participate on Yellowdig **Readings** • Assigned readings on the website **View Course Materials** • Module 25: Health Issues of Minority Children and Adolescents • Module 26: Women's Health Issues • Module 27: Men's Health Issues	• Submit Week 15 article questions by April 14 • Submit class video reflection by April 11 respond by April 13
Week 16 April 18-22	
Week Activities • Engage with course materials • Check email and announcements • Submit weekly exam questions (4 total questions from assigned readings) • Prepare for Exam 3 • Reading Days April 21 & 22 **Read** • Assigned readings on the website **View Course Materials** • Module 28: Minority Elders • Module 29: Health Issues of Sexual Minorities (LGBTQIA)	• Submit Week 16 article questions by April 19
Week 17 April 25-29	
Weekly Activities **Exam 3**	• **April 26**