UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

FALL/2021

COURSE NUMBER NGR 7661

COURSE TITLE Nursing Science in Health Disparities and Vulnerable Populations

CREDITS 03

PLACEMENT Required core course

PREREQUISITES NGR 6815, Foundations of Qualitative Health Research

NGR 7816, Quantitative Research Design and Measurement in Nursing

COREQUISITES None

FACULTY Miriam O. Ezenwa, PhD, RN, FAAN

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Office Phone: 352-273-6344

Office hours: Wednesdays 12-1 PM (Zoom or Phone by appointment)

I am not available after 5:00 pm and on the weekends. Please allow 48 hours for a response to your inquiry.

\*Note: email is the best way to reach me

Email: [moezenwa@ufl.edu](mailto:moezenwa@ufl.edu)

COURSE DESCRIPTION This course provides students with an understanding of how gender, race, ethnicity, and socioeconomic status affect health. Emphasis is on gaining an understanding of vulnerable populations and the social determinants of health. The focus is on participatory methods and community engagement approaches to identify research priorities and address health disparities in vulnerable populations.

COURSE OBJECTIVES Upon completion of this course, the student will be able to:

1. Analyze philosophical foundations and theories of health disparities research.
2. Critically appraise the various social determinants of health and how they impact health, health outcomes, and health care access in vulnerable populations.
3. Describe priorities in health disparities research.
4. Examine appropriate research methods to conduct culturally sensitive and relevant research involving vulnerable populations and communities.
5. Evaluate research in health disparities and present strategies for dissemination to scientific and lay audiences.
6. Summarize ethical challenges related to health disparities, vulnerable populations, and community engagement.

COURSE SCHEDULE

Faculty Section Day/Time Room

Ezenwa 276B Wednesday/9:00am-12:00pm G112

E-Learning in Canvas is the course management system that you will use for this course. E-Learning in Canvas is accessed by using your Gatorlink account name and password at <http://elearning.ufl.edu/>. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications.

Course websites are generally made available on the Friday before the first day of classes.

TOPICAL OUTLINE

1. Frameworks and philosophical approaches related to health disparities, community engagement, and vulnerable populations.
2. Strategies for engaging communities and including vulnerable populations in research.
3. Disparities and research priorities in health across the lifespan.
4. Methods for conducting culturally sensitive research.
5. Social determinants of health.
6. Ethical considerations related to vulnerable populations.
7. Disparities in healthcare access, quality and cost.

TEACHING METHODS

Assigned readings, seminars, audiovisual materials, and presentation of literary work.

LEARNING ACTIVITIES

Readings, participation in discussions, roundtable presentations, written assignments, literary work analysis, interview transcripts analysis, and presentation.

EVALUATION METHODS/COURSE GRADE CALCULATION

Class attendance and participation 10 points/10%

Leading round table discussion 20 points/20%

Take Home Essay Exam 10 points/10%

Recruitment and retention presentation 20 points/20%

Research Results Paper 30 points/30%

Research Results Presentation 10 points/10%

100 points/100%

*Feedback will be given within* ***10*** *business days.*

MAKE UP POLICY

Students are expected to plan in advance and submit assignments by posted due dates. There will be a 10% deduction per day on late assignments. After 3 days, you will receive a zero on the assignment unless you have spoken with the instructor and arrangements have been made. Please keep in mind that your academic obligations **ALWAYS** take priority over personal or social commitments.

Extenuating circumstances only (such as severe illness/injury or death of immediate family) will be considered by the instructor on a case by case basis where there is an official documentation of the circumstance. Please contact the instructor as soon as possible to discuss.

GRADING SCALE/QUALITY POINTS

A 95-100 (4.0) C 74-79\* (2.0)

A- 93-94 (3.67) C- 72-73 (1.67)

B+ 91- 92 (3.33) D+ 70-71 (1.33)

B 84-90 (3.0) D 64-69 (1.0)

B- 82-83 (2.67) D- 62-63 (0.67)

C+ 80-81 (2.33) E 61 or below (0.0)

\* 74 is the minimal passing grade

For more information on grades and grading policies, please refer to University’s grading policies: <https://catalog.ufl.edu/graduate/regulations/>

COURSE EVALUATION

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.aa.ufl.edu/public-results/>.

ACCOMMODATIONS DUE TO DISABILITY

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) 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.

PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual’s ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://sccr.dso.ufl.edu/process/student-conduct-code/>.  Students are required to provide their own privacy screen for all examination’s administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

University and College of Nursing Policies

Please see the College of Nursing website for student policies (<http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/>) and a full explanation of each of the university policies – (<http://students.nursing.ufl.edu/currently-enrolled/course-syllabi/course-policies>)

Attendance

UF Grading Policy

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

REQUIRED TEXTBOOKS

# Mama might be better off dead (1993) by Laurie Kaye Abraham

WEEKLY CLASS SCHEDULE

|  |  |  |
| --- | --- | --- |
| DATE | TOPIC/EVALUATION | **ASSIGNMENTS/READINGS** |
| 8/25 | Introduction to course | **See Canvas for weekly readings** |
| 9/1 | Frameworks and philosophical approaches related to health disparities I | **See Canvas for weekly readings** |
| 9/8 | Frameworks and philosophical approaches related to health disparities II | **See Canvas for weekly readings** |
| 9/15 | Social determinant of health  Introduction of Mama might be better off dead | **See Canvas for weekly readings**  **Take home Exam due**  **Student leading round table** |
| 9/22 | Disparities and research priorities in health across the lifespan I | **See Canvas for weekly readings**  **Student leading round table** |
| 9/29 | Strategies for engaging communities and including vulnerable populations in research I | **See Canvas for weekly readings**  **Student leading round table** |
| 10/6 | Strategies for engaging communities and including vulnerable populations in research II | **See Canvas for weekly readings**  **Student leading round table** |
| 10/13 | Methods for conducting culturally sensitive research | **See Canvas for weekly readings**  **Student leading round table** |
| 10/20 | Special Topics: To be determined  Mama might be better off dead | **See Canvas for weekly readings**  **Student leading round table** |
| 10/27 | Disparities and research priorities in health across the lifespan II | **See Canvas for weekly readings**  **Student leading round table** |
| 11/3 | Disparities in healthcare access, quality and cost.  Mama might be better off dead  Student Presentations | **See Canvas for weekly readings**  **Student leading round table**  **Recruitment and retention presentation** |
| 11/10 | Ethical considerations related to vulnerable populations.  Mama might be better off dead  Student Presentations | **See Canvas for weekly readings**  **Recruitment and retention presentation** |
| 11/17 | Conclude Mama might be better off dead | **See Canvas for weekly readings** |
| 11/24 | Conclude research results paper preparation | **Research Results paper due** |
| 12/1 | Student Presentations | **Research Results Presentation** |
| 12/8 | Student Presentations  Course summary | **Research Results Presentation Course summary** |

Approved: Academic Affairs Committee: 11/15

Faculty: 11/15

UF Curriculum: 02/16