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Course Overview: This course will investigate (1) The delivery of health care needs/services of selected populations in the US and the UK; (2) Description of health disparities and measurement issues; (3) Determinants of health disparities: politics and health insurance coverage, economics, social and physical environmental factors, emerging infectious diseases, behavioral and emotional variables; (4) Impact of vulnerable populations such as the aging populations, increased racial and ethnic diversity and technological developments; and (5) Public health assessment, intervention strategies including advocacy efforts and evaluation results.

Course Objectives: At the completion of the course, students will:
1. Demonstrate, through field trips, how public health and health care are different in the US and UK, both nationally and at the local level.
2. Describe, through assignments, the differences in the current images, definitions, and determinants of health.
3. Demonstrate, through fieldwork interviews and projects, how we measure the value of public health efforts.
4. Demonstrate through the collection of data many of the determinants of health and the possible solutions to improve health.
5. Differentiate, through discussion, health disparities and health dissimilarities, and health status disparities and health care disparities.
6. Compare and contrast, through participation, the demography and the epidemiological profiles of vulnerable and global populations.
7. Identify, through participation, current trends and developments that impact the gap in public health and health care among vulnerable populations.
8. Identify whether the health brochures distributed to patients at local hospitals and health facilities meet the health literacy requirements set by the US CLAS mandates.
9. Demonstrate, through participation, future challenges and proposed solutions to the Healthy People 2020 Goal of eliminating health disparities.
**Texts:** An optional book that will be used during class is *Global Health Disparities* by Enku Kebede-Francis (2011) published by Jones & Bartlett. Students are encouraged to bring a camera. A tape recorder or camcorder is optional for fieldwork. Students are strongly encouraged to review the following items prior to leaving for London. Do not print these. They will be provided on flash drives.

- **HHS Action Plan to Reduce Racial and Ethnic Health Disparities.** Available at: [http://minorityhealth.hhs.gov/npa](http://minorityhealth.hhs.gov/npa). Go to the middle of the page to find this document. Note there are blank pgs between each chapter.

- **Healthy People 2020** brochure (6 pgs). Available at bottom right of this website: [http://www.healthypeople.gov/2020/default.aspx](http://www.healthypeople.gov/2020/default.aspx)


- Go to [https://www.thinkculturalhealth.hhs.gov/](https://www.thinkculturalhealth.hhs.gov/) and click on Communication Tools across the top of the website. Watch Part 1 and 2 of the videos on the right side of the webpage.


- Other readings and links as provided by the professor.

**Teaching Strategies:** Lecture, Internet and Panel Discussions, Electronic journaling, Composition, Class presentations, Films, and Participation in field trips and fieldwork interviews and projects.

**Grading:** The following criterion referenced grading is used.

- Class Participation: 10%
- Electronic journaling: 10%
- Fieldwork Interview paper: 10%
Research Topic/Paper: 25%
Class Presentations: 25%
Final Exam: 20%

Class Participation:
Class attendance is strongly advised since examinations will be based upon material discussed in class. All reading material must be read prior to class for full topic discussion. It is strongly encouraged to inform the professor in advance of any need to miss class (phone message or email is ok) and it is advisable to ask another student to take good notes and pick up handouts. An unexcused absence for a day will result in the reduction of a grade by a letter. It is acceptable to have students audiotape lectures, but students should always ask guest speakers before recording. Students will be held accountable for all material presented in class.

Electronic Journaling:
A personal electronic learning journal is an ongoing developmental record of student’s reflections on weekly learning. It is not a record of events or activities, but of individual responses to the activities. Students need to express links between the course concepts and personal interests and the student’s intended area of practice. Students must email their weekly journal entry as a Microsoft Word reflecting the week’s experiences by 5:00PM each Friday. It is best to write what first comes into your consciousness. Spontaneous reactions tend to tell you more about yourself than well thought-out comments. The contents of each journal will be considered confidential and not shared with anyone!

Consider writing about
In class discussions:
1. What I learned about others and myself through this week’s class sessions
2. The topics that were of most (and least) interest to me and why
3. The topics I want to talk about and those that I want to avoid

On field trip days:
1. What I learned about myself and others during the field trip
2. Changes in my perception of health care and my responsibilities within the field
3. The issues which were most important to me each day this week and why
4. How I can apply what I learned into my areas of interest, or my personal life

Fieldwork Interview Paper:
The purpose of this assignment is to help students gain an understanding of the nature of vulnerability from the point of view of a person who is culturally different from themselves, and who considers him/herself a member of a vulnerable population (whether or not the person feels vulnerable personally). It is critical to the experience to interview someone from a different racial or ethnic group or a group that is different
based on a state of health (e.g., frail elderly, person with a history of substance abuse) from the interviewer. A list of questions and a grading rubric will be provided for this structured interview regarding the person's experiences with the NHS. Papers are to be no more than 4 typed written pages. More details will be provided during the first day of class.

**Class Presentations:**
- Advocacy (5%). Each student will choose an advocacy effort and make a brief 5 minute oral presentation in class.
- Photo Novella(5%). Each student will do a photo novella presentation using photo sets and a narrative defining public health.
- Pro MED presentation (5%). Each student will do a brief oral presentation on a disease outbreak of their choice from a weekly tracking of Pro MED.
- Class Presentation and literature review with bibliography paper (10%): Each student will present a topic of interest related to public health and health disparities to their class for 15 minutes, including time for questions from classmates. The topic must be approved by the professor prior to our midterm break and should be based on the community assessment. Students should provide an abstract page with a summary of what you plan to do and hand it out to all classmates and the teacher on the day of presentations.

**Research Topic/Paper:**
A research paper of 12 to 16 pages is required (not including the reference page) with an overview of a specific health status or healthcare disparity as a problem statement, with recommendations to address the problem, and evaluation methods for the proposed recommendations. Students are to assume the role of an aide to a US Congressional member who has been asked to submit an explanation of why the disparities exist and describe an action plan that could be implemented by Congressional legislation. The topic and the basic outline of the paper must be approved by the professor prior to departure from England.

Completed papers will be due in electronic form by September 14, 2014 to the professor of record. All work must be in APA 6th edition writing style. No less than 6 professional references should be cited. This is a required portion of the class to receive credit for the course. Failure to submit the paper by the due date will result in a failing grade for the course.

**Final Exam:**
The final exam will be comprehensive and will consist of multiple choice and essay questions. If a student is unable to attend the exam, the student must call at least 2 hours in advance to rearrange for a make up time. The make up exam will be an
alternative version of the exam. Students will receive a British grade and a US grade; however, only the US grade will be recorded on transcripts.