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Course overview:
This course will investigate:

- Delivery of health care needs/services of selected populations in the US and the UK
- Descriptions of health disparities and measurement issues
- Determinants of health disparities such as politics and health insurance coverage, economics, social and physical environmental factors, emerging infectious diseases, behavioral and emotional variables
- The impact of vulnerable populations such as the aging populations, increased racial and ethnic diversity and technological developments; and
- 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 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 data collection, many of the determinants of health and the possible solutions to improve health.
5. Differentiate health disparities, health dissimilarities, health status disparities and health care disparities.
6. Compare and contrast the demography and the epidemiological profiles of vulnerable and global populations.
7. Identify current trends and developments that impact the gap in public health and health care among vulnerable populations.
8. Evaluate 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. Discuss 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 strongly encouraged to review the following items prior to leaving for London. Do not print these. They will be digitally accessible while in London.

- **HHS Action Plan to Reduce Racial and Ethnic Health Disparities.**
  [http://minorityhealth.hhs.gov/npa/templates/content.aspx?lvl=1&lvlid=33&ID=285](http://minorityhealth.hhs.gov/npa/templates/content.aspx?lvl=1&lvlid=33&ID=285) (Note there are blank pages between each chapter)

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

- The National Culturally and Linguistically Appropriate Services (CLAS) standards.

- [https://www.thinkculturalhealth.hhs.gov/](https://www.thinkculturalhealth.hhs.gov/) Click on Communication Tools in navigation bar Watch Part 1 and 2 of the videos on the right side of the webpage.


- *Milestones in Public Health* [http://www.asph.org/document.cfm?page=795](http://www.asph.org/document.cfm?page=795) (This will only be used as reference book)

- Other readings and links as provided by the professor.

**Teaching/Learning Strategies:**

Lecture, discussions, electronic journaling, composition, class presentations, films, 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: 30%
Class Presentations: 25%
Final Exam: 15%

Class attendance is strongly advised since examinations will be based on material discussed in class. All reading material must be read prior to class for full topic discussion. Students are 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 get permission from guest speakers. Students will be held accountable for all material presented in class and assigned readings.

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 must express links between the course concepts and personal interests and the intended area of practice. Students must email the weekly journal entry reflecting the week’s experiences as a Microsoft Word document by 5:00 PM each Friday (local time). 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!

Use the following prompts/questions for the electronic journal:
1. What I have found difficult about what I have read/heard/experienced this week is...
2. How is what you are currently reading or experiencing challenging you?
3. How have your perception(s) about health, healthcare, and your responsibilities changed?
4. What are you learning about yourself from what/how you are reading/viewing/studying? (Your own values, attitudes and beliefs).
5. Write down 3 questions you have about what you are reading/studying at present. Explain why you have asked those questions.

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:**

1. **Advocacy (5%)** - Each student will choose an advocacy effort and make a brief 5 minute oral presentation in class.
2. **Photo Novella (5%)** - Each student will do a photo novella presentation using photo sets and a narrative defining public health.
3. **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.
4. **Class Presentation and literature review (10%)** - Each student will present a ten minute overview of the proposed final research paper. The topic must be related to public health and health disparities and be approved by the professor before midterm break. Students should provide a bibliography page to all classmates and the teacher on the day of presentations. This presentation will include a(n):
   a. Overview of Issue
   b. Author’s Involvement
   c. Background and Significance
   d. Literature Review

**Research Paper:** This 8-page paper including a literature review and bibliography will be due by Sept. 14th. More details will be provided during the first day of class. This is a required portion of the class to receive credit for the course. **Failure to submit it 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 45 multiple choice questions (2 points each) and one essay question (10 points). A student must call at least 2 hours in advance to arrange for an alternate exam time if unable to attend the exam. An alternate version of the exam may be given.