



**Course Syllabus:  
HSAD 4006-280 – Public Health – International  
Perspective  
Determinants of Health Disparities**

Summer 2026

**Contact Information**

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**Class Time & Place**

This Global Studies course will meet at varying times throughout the program in order to accommodate site visits, museum visits, guest lectures, and classroom lectures. Because many learning experiences are coordinated with community partners and cultural institutions, meetings days and times may change based on availability.

Students will receive a detailed course calendar at the beginning of the program outlining scheduled activities, locations, and meeting times. However, adjustments may be necessary. Students are expected to remain flexible and to plan accordingly, recognizing that adaptability is an essential component of global learning and professional development. Regularly checking course communications for updates is required.

## **Course Description**

This course will compare the healthcare needs and public health services in various countries. Physical, relational, social and environmental determinants of health will be investigated. Health disparities among vulnerable populations, as well as advocacy efforts on their behalf, will be studied. Emerging infectious diseases will be identified and intervention strategies explored. The role of prevention in health promotion will be emphasized. Guest lecturers, field trips to public health organizations and museums, and tours related to the history of public health in London will enhance this study abroad experience. This course comprises six credit hours.

## **Course Overview**

This course will investigate the following:

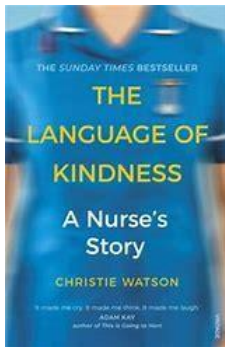
1. The delivery of health care needs/services of selected populations in the US and the UK;
2. Description of health disparities and measurement issues;
3. Determinants of health disparities: politics and health insurance coverage, economics, social and physical environmental factors, emerging infectious 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**

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 2030* Goal of eliminating health disparities.

### Textbook & Instructional Materials



1. This text is available in print and may be purchased new or used. Students may also choose to share a copy. An audiobook version is also available, which is narrated by the author, a British nurse.
2. HHS Action Plan to Reduce Racial and Ethnic Health Disparities.
3. <https://minorityhealth.hhs.gov/npa/>
4. Healthy People 2030. <https://odphp.health.gov/healthypeople>
5. National Standards for Culturally and Linguistically Appropriate Services in Health Care.
6. Available from: <https://thinkculturalhealth.hhs.gov/clas/standards>
7. Go to <https://youtu.be/uqMzKmZ4j-4?si=Iap0LPUhwnLJXA5x> and watch the video on why culture is important (4:50)
8. Social Determinants of Health WHO. [https://www.who.int/health-topics/social-determinants-of-health#tab=tab\\_1](https://www.who.int/health-topics/social-determinants-of-health#tab=tab_1)
9. WHO Europe <https://www.who.int/europe/home?v=welcome>
10. Wilkinson, R. & Marmot, M. (2003). *Social Determinants of Health: The Solid Facts*. (2<sup>nd</sup> ed.) Available from the World Health Organization's

website via [https://www.euro.who.int/data/assets/pdf\\_file/0005/98438/e81384.pdf](https://www.euro.who.int/data/assets/pdf_file/0005/98438/e81384.pdf)ed.) Available from the World Health Organization's website via [https://www.euro.who.int/data/assets/pdf\\_file/0005/98438/e81384.pdf](https://www.euro.who.int/data/assets/pdf_file/0005/98438/e81384.pdf)

11. The Sustainable Developmental Goals (SDGs) (2030).  
<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
12. Pro Med- International Society for Infectious Disease. (2022).  
<https://promedmail.org/>
13. Milestones in Public Health. <https://www.who.int/campaigns/75-years-of-improving-public-health/milestones#year-1945>
14. Think Cultural Health.  
<https://thinkculturalhealth.hhs.gov/education>
15. Other readings and links as provided by the professor.

**D2L Respondus:** Exams will be administered via D2L.

Camera or telephone camera for the Photo novella.

### **Student Handbook**

Refer to [MSU 2025 - 2026 Student Handbook](#)

### **Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

### **Moffett Library**

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research

assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

### Grading

Course Grade - Total percentage points for final grade. The final course average of 74% or above is required to successfully pass this course. This includes all assignments and exams. **No grades will be rounded.**

**Table 1:** *Points allocated to each assignment*

| Assignments:              | Points: |
|---------------------------|---------|
| Class/Field Participation | 15      |
| Electronic Journaling     | 10      |
| Fieldwork Interview       | 15      |
| Class Presentations       | 15      |
| Research Paper            | 20      |
| Quizzes                   | 10      |
| Final Exam                | 15      |
| Total Points              | 100     |

**Table 2:** *Total points for final grade.*

| Grade: | Points:      |
|--------|--------------|
| A      | 90           |
| B      | 80 to 89     |
| C      | 74 to 79     |
| D      | 60 to 73     |
| F      | Less than 60 |

### Class Participation

Students are expected to attend all meetings of the class since examinations will be based upon material discussed. 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 (via WhatsApp messaging or email). An unexcused absence for a day will result in the reduction of a grade by a letter. Students will be held accountable for all material presented in class. A student with excessive absences may be dropped from a course by the instructor.

### Field Trip Participation

Students are expected to attend all field trips, including meeting promptly at the gathering place before departure and are expected to adhere to the established dress code for all course-related events and activities. Any student who arrives dressed in a manner that does not meet the stated requirements may be denied participation and appropriately be sent back to change. Any missed learning experiences or associated course credit resulting from inappropriate attire are the responsibility of the student who will receive an unexcused absence. **An unexcused absence for a day will result in the reduction of a grade by a letter.** You will not be allowed to come to course trips tardy.

### 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 the due date. 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).

### 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 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. Use at least 2 peer reviewed resources to compare/contrast your findings/observations with research findings.

**Use the following prompts/questions for the interview:**

- **Tell me about your experience with health care?**

Listen to the individual's story with as little interruption by you as possible. Along the way find out what condition(s) he/she has, what treatment (medications and referrals) the individual receives, from whom (physician, nurse practitioner, district nurse, health visitor, etc.), and where (home, clinic, hospital, etc.). Find out about wait times (for appointments, referrals).

If the individual has been referred to a specialist (e.g. a hospital consultant), **what was that experience like?**

- **Are you satisfied or not satisfied with the NHS (National Health Service)?** These are questions to ask yourself (not the interviewee). Provide specific examples using the interviewee's words. Does the individual feel respected/ valued as a person or as though he or she has been reduced to a thing or object?

Does the individual feel as if he or she is truly listened to or ignored or not listened to? Does the individual characterize the relationship with the healthcare professional as caring or functional or mechanical? Is there power equity or power imbalance?

- Share how you prepared for the interview.
- Describe the environment for the interview and characteristics of the person you interviewed.
- List the questions you asked.
- Identify themes and use the interviewee's words to illustrate those themes.
- Compares/contrasts findings with peer reviewed literature.
- Share your reaction to the interview; what did you learn; how does this impact your view of your profession.
- You will briefly share this experience with your peers during the presentation day for part of your grade.

**Other Class Presentations (Total 15%)**

1. **Advocacy (5%)**-Each group will choose an advocacy effort and make a brief 5-minute oral/PowerPoint presentation in class about who they

are, what they do, who the sponsors/affiliates are, where their money comes from and where it goes.

2. **Photo Novella (10%)**-Each group will do a photo novella presentation using photo sets and a narrative defining an aspect of public health. This will be approximately 7 minutes in length.

### **Research paper**

A research paper of no more than 6 typed pages (excluding title, reference page, and appendices) is required. The paper should include an overview of a specific health status based on your behavior change project. It is to include a healthcare disparity portion, a literature review and recommendations to address the problem as found in the behavior change project and a comparison of the NHS and our health system in the United States. Part of this research paper will be the behavior change project (Parts 1, 2, and 3, and the journal/calendar) and the windshield survey(s)/ Community Assessment(s) done in London and your home. You will do two weeks of the behavior change project at home prior to leaving for London and 2 weeks in London. You will do a Community/ Windshield Assessment at home prior to leaving for London and then another one in London. The Behavior Change Project will be submitted as part of your paper- *Appendix*

A. (20%) The Community/Windshield Assessment will be submitted as part of your paper- *Appendix B*. (20%) These go on the page following your **References**. Completed papers will be due in electronic form by August 7, 2026. All work must be in APA 7<sup>th</sup> edition writing style. ***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.***

### **Quizzes**

Weekly quizzes will be given.

### **Final Exam**

One final exam comprised of 50 questions will be administered using D2L. The student will be given 80 minutes for the exam. The exam will reflect content from in-class discussions, case studies, assigned readings, and activities. If additional remediation/help is required, make an appointment to review the course content. You will not be able to view the exam questions during remediation.

If a student anticipates their absence from an exam, he/she *must notify the course instructor at least two hours prior to the exam*. Notification for an

absence due to an unexpected cause must be provided to the instructor as soon as possible following the incident. Failure to comply with this policy will result in a zero for the exam. A make-up exam will be offered at the discretion of the instructor. Following a missed exam, failure to attend the scheduled make-up exam will result in the recording of a grade of **zero (0)** in the gradebook.

### **Assignment Submissions**

All assignment submissions made by students in D2L are considered final submissions. It is the student's responsibility to ensure that the correct and complete file has been uploaded. If a student submits an incorrect document, an incomplete draft, or any unintended version, the assignment will be graded as submitted. Students are strongly encouraged to double-check their upload before finalizing the submission.

Additionally, Apple file formats such as .pages or Keynote files will not be accepted. All submissions must be uploaded in Microsoft Office formats—such as .doc, .docx, .ppt, or .xlsx—or as otherwise specified in the assignment instructions.

### **Extra Credit**

Extra credit opportunities are not available in this course. Final grades are based solely on the evaluations and assignments outlined in the syllabus.

### **Late Assignment**

No late work, i.e., assignments past the assignment original due date and time will be accepted due to this course length. In the event of an unexcepted extenuating circumstance, Late work with the course faculty pre-approval **MAY** be accepted at faculty discretion. Students must communicate with the instructor in advance or as soon as possible to discuss the situation.

However, the said assignment accepted past the assignment original due date and time, will be subjected to a 10-point deduction for each day past that assignment original due date and time up to two days for a grade of **zero (0)** past two days late. A grade of **zero (0)** will be given for any assignment past two days outside the assignment original due date and time, or for any student's failure to communicate failure to submit an assignment as required.

### **Make Up Work/Tests**

Make-up work/tests will be offered at the discretion of the instructor. Failure to complete make-up work/test by the scheduled date will result in the recording of a grade of zero (0) in the gradebook.

## Artificial Intelligence

Artificial intelligence (AI) tools (e.g., ChatGPT, Grammarly, or similar platforms) may be used to support learning in this course only when their use is explicitly permitted and properly cited. Any assignment that incorporates AI-generated content must include a clear disclosure describing how the tool was used (e.g., idea generation, outlining, grammar support). Students remain fully responsible for the accuracy, originality, and integrity of all submitted work. Failure to disclose or appropriately cite the use of AI tools will be considered a violation of the academic integrity policy and may result in disciplinary action.

*ChatGPT (Open AI, 2026) was used to assist with the sentence structure of this statement.*

## Important Dates

Refer to the [Academic Calendar](#).

## Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

## Online Computer Requirements

This class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **\*Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings. \*Your computer being down is not an excuse for missing a deadline!!** Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

## **Instructor Class Policies**

1. Students are accountable for information in the learning management system (D2L). All communication for this course will be through D2L News.
2. Personal computers will be utilized for testing purposes. Students are accountable to maintain their charge on the computers or bring an extra battery for testing.
3. You are expected to participate in class discussions and be a good team member.

## **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

## **College Policies**

### *Campus Carry Rules/Policies*

Refer to: [Campus Carry Rules and Policies](#)

### *Smoking/Tobacco Policy*

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

### *Alcohol and Drug Policy*

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the

unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

### **Grade Appeal Process**

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

**\*Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

### **Course Schedule:**

Refer to Course Calendar