

MIDWESTERN STATE UNIVERSITY
HSAD 4006
Public Health – International Perspective-Determinants of Health Disparities

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Students are strongly encouraged to review the following items prior to leaving for London.

1. HHS *Action Plan to Reduce Racial and Ethnic Health Disparities*. <https://minorityhealth.hhs.gov/npa/>
2. *Healthy People 2030*. <https://www.healthypeople.gov/2030>
3. *National Standards for Culturally and Linguistically Appropriate Services in Health Care*. Available from: <https://thinkculturalhealth.hhs.gov/clas/standards>
4. Go to <https://youtu.be/O6xOLto2t6w> and watch the video on why culture is important (6:40)
5. Social Determinants of Health WHO. https://www.who.int/europe/health-topics/social-determinants-of-health#tab=tab_1
6. WHO Europe <https://www.who.int/europe/home?v=welcome>
7. Wilkinson, R. & Marmot, M. (2003). *Social Determinants of Health: The Solid Facts*. (2nd ed.) Available from the World Health Organization's website via https://www.euro.who.int/_data/assets/pdf_file/0005/98438/e81384.pdf
8. The Sustainable Developmental Goals (SDGs) (2030). <https://www.un.org/sustainabledevelopment/sustainable-development->

[goals/](#)

9. WHO Latest Information on Ukraine, COVID, and Monkeypox
<https://www.who.int/europe/home?v=welcome>
10. Pro Med- International Society for Infectious Disease. (2022). <https://promedmail.org/>
11. Milestones in Public Health. https://www.people.iup.edu/rhoch/ClassPages/PublicHealth/Lectures/Exam2_F2017.pdf
12. COVID-19 Community levels. <https://www.cdc.gov/coronavirus/2019-ncov/science/community-levels.html>
13. Think Cultural Health. <https://thinkculturalhealth.hhs.gov/education>
14. Other readings and links as provided by the professor.

Students will need to bring a camera or to use your telephone for the Photo novella.

Course overview: This course will investigate the following:

- The delivery of health care needs/services of selected populations in the US and the UK;
- Description of health disparities and measurement issues;
- Determinants of health disparities: politics and health insurance coverage, economics, social and physical environmental factors, emerging infectious diseases, behavioral and emotional variables;
- 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:

- Demonstrate, through field trips, how public health and health care are different in the US and UK, both nationally and at the local level.
- Describe, through assignments, the differences in the current images, definitions and determinants of health.

- Demonstrate, through fieldwork interviews and projects, how we measure the value of public health efforts.
- Demonstrate through the collection of data many of the determinants of health and the possible solutions to improve health.
- Differentiate, through discussion, health disparities and health dissimilarities, and health status disparities and health care disparities.
- Compare and contrast, through participation, the demography and the epidemiological profiles of vulnerable and global populations.
- Identify, through participation, current trends and developments that impact the gap in public health and health care among vulnerable populations.
- 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.
- Demonstrate, through participation, future challenges and proposed solutions to the *Healthy People 2030* Goal of eliminating health disparities.

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

Grading: The following criterion referenced grading is used.

Class /Field Participation:	15%
Electronic Journaling:	5%
Miscellaneous Assign.:	5%
Fieldwork Interview:	10%
Class Presentations:	20%
Research Paper:	25%
Final Exam:	20%

100%

*All assignments are required. Late assignments will receive a 5% deduction per day late.

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.** Students will be held accountable for all material presented in class. Tardiness will result in a 5% drop in your grade.

Field Trip Participation:

Students are expected to attend all field trips, including meeting promptly at the gathering place before departure. Students are expected to dress professionally. You will be sent back to your room if you are not dressed appropriately. If you miss the field trip, you 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 field 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:

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

Fieldwork Interview Paper/Presentation:

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?

In the **presentation**:

- 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.

Other Class Presentations (Total 20%):

- 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 about 10 minutes in length.
- 3). **Pro MED presentations (5%)**-Each student will be prepared to do a weekly brief (1 minute) oral presentation on a weekly disease outbreak of their choice from a weekly tracking of Pro MED.

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 8, 2022, to the professor of record. All work must be in APA 7th 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.***

Final Exam:

The final exam will be comprehensive and will consist of 50-100 multiple choice questions. It will be taken from information presented on the field trips and the lectures/class discussions. If a student is unable to attend the exam, the student must call at least 2 hours in advance to arrange for a make-up time. The make-up exam will be an alternative version of the exam.

The instructor reserves the right to change the syllabus as needed.

PUBLIC HEALTH

Date	Subject	Speaker/Remarks	Room
4th July AM	Course Introduction/ Assignments	Gibson/Farabee	Laws
4th July PM	Lecture (<u>Health Promotion and Disease Prevention Strategies</u>)	Gibson/Farabee	Laws
5th July AM	Visit to Wellcome Trust Centre (Library and all displays available)	Organised with Danny Rees (020 7611 8472). This is a small facility. We could definitely split them into AM and PM if Danny is agreeable. One group visits and the other goes to the Florence Nightingale Museum and then they swap.	
5th July PM	Visit Florence Nightingale Museum (on their own)	Booked with Kristin Buhnemann (020 7188 4400). Take student ID with them	Can turn up and pay at the door.
6th July AM	Lecture (Ethnicity and Health)	Veronica White (0798b420b3150)	Laws
6th July PM	Lecture (<u>Emerging Infectious Disease and Epidemiology</u>)	Gibson/Farabee	Laws
7th July AM or PM	Visit Barkantine Birth Centre	Booked with Jude (020 7791 8000).	

7th July AM or PM	Students work on their projects when they are not at the Barkantine Centre.	This is a small facility. We could definitely split them into AM and PM if the Barkantine Center is agreeable.	
Weekend (8-10)			
11th July AM	Lecture (<u>Vulnerable Populations and Health Determinants and Disparities</u>)	Gibson/Farabee	Laws
11th July 1400	Walking tour of John Snow's London	Guy Pickford (07966 275383). Meet at Eros statue at Piccadilly Circus	180
12th July AM	Visit Chartered Institute of Environmental Health		
12th July PM	Visit Museum of London (On Their Own)	Self-directed visit booked online (020 7001 9844).	Free
13th July AM	Lecture (<u>Health Advocacy</u>)	Gibson/Farabee	Laws
13th July PM	Lecture (Health Humanities and Creative Public Health)	Paul Crawford (paul.crawford@nottingham.ac.uk)	350

Mini-break (14-18)			
19th July (11-2)	Visit Inspire Community Trust	Facilitated by Rosemary Brown (020 3045 5313).	
19th July 1530	Visit Medical Galleries at the Science Museum (South Kensington tube) (On their Own)	Free educational visit booked with Myles Simon (020 7942 4777).	Free
20th July AM	Community Assessment/Windshield Survey	Also changing of the guard	
20th July 1230	Old Operating Theatre	Booked with Gareth (0207 1882 679).	250
21st July	Visit British Museum (On their Own)	Free educational visit booked online. Need to take printed confirmation with them.	Free
Weekend (22-24)			
25th July AM	Lecture (The Work of British Red Cross)		
25th July PM	Lecture (Disaster Nursing, Bioterrorism, and Environmental Health)	Gibson/Farabee	Laws

26th July AM	Visit Gordon Museum of Pathology and have a lecture from the curator. Nearest tube: London Bridge	Visit Gordon Museum of Pathology and have a lecture from the curator. Nearest tube: London Bridge	100 william.edwards@kcl.ac.uk
26th July PM	Public Health walking tour from Discover Medical London (Great Portland Street tube)	Berwyn Kinsey to lead the tour (07917 444 606).	Assemble outside the Royal College of Physicians to the right of the main entrance without blocking the steps or doorway
2.00pm	Visit medical galleries at the Science Museum (South Kensington tube)	Free educational visit booked with Myles Simon (020 7942 4777).	
27th July AM	Lecture (<u>Global Health and Haiti</u>)	Gibson/Farabee	Laws
27th July PM	Lecture (Poisons and Public Health)	John Nicholson (020 8979 8379)	100 jwnicholson01@gmail.com
28th July AM	Classroom Presentations	Martha Gibson and Betty Bowles	Laws
PM	Classroom Presentations and Course Review	Martha Gibson and Betty Bowles	Laws
29th July 9-12	FINAL EXAM		Laws