

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. Pro Med- International Society for Infectious Disease. (2022). <https://promedmail.org/>
10. Milestones in Public Health. <https://pulmonary.pediatrics.med.ufl.edu/files/2013/08/Milestones.pdf>

11. COVID-19 Community levels. <https://www.cdc.gov/coronavirus/2019-ncov/science/community-levels.html>
12. Think Cultural Health. <https://thinkculturalhealth.hhs.gov/education>
13. 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:	10%
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 2-3 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.