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Texts: None. Students are encouraged to bring a tape recorder or camcorder for fieldwork. Professor will provide readings from journals and the following:

1) *Closing the Gap: Solutions to Race-Based Health Disparities*, (Summer 2005). Available from Applied Research Center & Northwest Federation of Community Organizations website, [www.arc.org](http://www.arc.org)

Course overview: This course will investigate 1) The delivery of health care needs and public health services of selected populations in the US and Great Britain, including statewide delivery of these services; 2) description of health disparities and measurement issues; 3) determinants of health disparities: politics and health insurance coverage, immigration, economics, social and physical environmental factors behavioral and emotional variables; 4) impact of aging of the populations, increased racial and ethnic diversity and technological developments; 5) intervention strategies 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, how we measure the value of public health efforts.
4. Differentiate, through discussion, between health disparities and health dissimilarities, and between health status disparities and health care disparities.
5. Compare and contrast, through participation, the demography and the epidemiological profiles of the largest vulnerable minorities in the US and the UK
6. Identify, through participation, current trends and developments that impact the gap in public health and health care among vulnerable populations
7. Demonstrate, through participation, future challenges and proposed solutions to the Healthy People 2010 Goal of eliminating health disparities in the US and UK

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

Grading: Criterion referenced grading is used.
Class Participation: 10%
Electronic journaling: 10%
Fieldwork Interview paper: 15%
Class Presentation: 30%
Final Exam: 35%

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 will be 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. **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 journal entry as a Microsoft Word attachment to the professor by 5:00 each Friday evening reflecting a week’s worth of thought. 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:

On 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 can I 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.
**Class Presentation:**
Each student will present a topic of interest related to a public health issue or health disparities to their class for 30 minutes, including time for questions from classmates. The topic must be approved by the professor at least one week in advance of the presentation. Students should have an abstract page with references to hand out to all classmates.

**Final Exam:**
The final exam will be comprehensive and will consist of 45 multiple choice questions and one essay question. 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.