COURSE TITLE: Health Care of Vulnerable Populations
NUMBER: HSM 230

COURSE DESCRIPTION: This course provides students with an examination of health status and health access issues among diverse, vulnerable populations in the United States. The primary objective of the course is to build on previous content related to the policies, epidemiological, cultural, and linguistic factors that influence the etiologies of disease within vulnerable populations and contribute to health disparities. The approach will serve to analyze the health care access problems faced by vulnerable populations that constrain efficient management of services and equitable delivery of health care. The course will also examine models for studying vulnerability.

CREDIT HOURS: Three (3 credit hour)

PREREQUISITE: GNUR 207 or permission of faculty

INSTRUCTOR: Dr. Shirley A. Butler
Office- BVM 906
Telephone: Office 773-508-2911
Cell 847-977-4610

Email: sbutler@luc.edu

COURSE OUTCOMES: Upon successful completion of this course, the student should be able to:

1. Discuss various definitions and descriptions of vulnerable populations.

2. Examine models for studying vulnerability.

3. Examine the sociopolitical context of accessible healthcare and healthcare delivery to vulnerable populations regionally, nationally, and worldwide.

4. Compare and contrast a selected health issue with a vulnerable population from a regional, national, and international perspective.
5. Discuss professional organizations that are advocates for vulnerable populations and promote policies to improve health outcomes.

6. Discuss the racial and ethnic disparities in healthcare.

7. Examine the experiences of the service learning project and reflective exercises to create goals for your selected career.

8. Describe the existing state of service delivery, legislation and policy with vulnerable population for your service learning project.

9. Identify measures to assess cultural competency (individual, organization).

TEACHING METHODS AND LEARNING ACTIVITIES: The format will be lecture, discussion, small group work, critical thinking activities, service learning, and reflective exercises. Students will be required to complete reading assignments and participate in class discussion. Students will be required to complete individual interviews using appropriate assessment tools.

Service Learning. The Loyola University Chicago Center for Experiential Learning(20 hours) will facilitate relationships with community organizations that will be utilized by each student for service learning at a selected community organization and complete reflective exercises to examine the impact of this experience on your personal and professional growth.

WEEK 1 – 3. Each student will meet with the representative of the Center for Experiential Learning to select an experience and agency for his/her(20) service hours that is congruent with his/her career goals and potential future position following graduation.

METHODS OF EVALUATION:

A rubric or grading guide will be given for the paper and class presentation.

1. Class participation and attendance 15% of the final grade
2. Completion of 3 interviews 15% of the final grade
3. Scholarly paper (group) 15% of the final grade
4. Class presentation and discussion of a selected health issue with a vulnerable population. -10% of the final grade
5. Tests - 45%

GRADING SCALE:

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<th>Letter Grade</th>
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<td>A</td>
<td>100 – 94</td>
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LATE ASSIGNMENTS: Assignments submitted by students which are one or more days past the due date may be subject to grade deductions ranging from 5-15%. Faculty will determine the appropriate grade deduction.

PROJECTS:

Interviews: Conduct 3 interviews using the appropriate assessment tools. Select participants from varied educational, political, and occupational backgrounds. Elicit their verbal agreement to answer the questions before the interview. Explain to the participant this information is for a class project, and is not a research study. Record the answers as you discuss the topic with the participant. You may also complete field notes at the conclusion of the interview on any interesting issues. Each interview should last only about 15 minutes.

Reflective Exercises: Preparation thoughts should be recorded before each service experience. These exercises prepare you to “enter the field” and place yourself in the context of the vulnerable population you will service.

Following each service experience you will record the challenges you experienced, how your thoughts have changed, and what this experience means to you personally and professionally.

These reflective exercises will be emailed to faculty or handed in at class.
Scholarly Paper: (Part 1)
The oral presentation is approximately 20 minutes. Handouts should be used, but no written paper is required. Evaluation is based on your presentation and your ability to engage interaction with your peers in the discussion of this health topic.

A specific grading guide will be given. The presentation should include these parameters: 1) Identify an issue for the vulnerable population in your service learning experience. State how this issue relates to your future career, 2) review of the literature, 3) statement of an objective to improve the outcomes for this vulnerable population issue 4) potential funding sources or grant opportunities to achieve this objective.

Scholarly Paper: (Part 2) Students will complete a scholarly paper in a small group of class peers (2 per group) written to the guidelines of a selected peer-reviewed publication. The topic will be selected by each student group in regard to a health issue for vulnerable populations that you experienced during your service project.

HEALTH CARE OF VULNERABLE POPULATIONS 230

CLASS SCHEDULE AND READING ASSIGNMENTS

WEEK 1  INTRODUCTION
01/14/14 & 01/16/14

WEEK 2  Guidelines for Service Learning Experiences
01/21/14 & 01/23/14

WEEK 3  Shi & Stevens- Vulnerable Populations in the US-Chapters 1,2,3
01/28/14 & 01/30/14

WEEK 4  Shi & Stevens-Vulnerable Populations in the US-Chapters 1,2,3(continued)
02/04/14 & 02/06/14

WEEK 5  Vulnerable Populations-Special Topics
02/11/14 & 02/13/14

WEEK 6  Vulnerable Populations-Special Topics
02/18/14 & 02/20/14

WEEK 7  Film- “I’m Still Here”, Focus Questions
02/25/14 & 02/27/14

WEEK 8  SPRING BREAK  SPRING BREAK  SPRING BREAK  SPRING BREAK  SPRING BREAK  SPRING BREAK

WEEK 9  Vulnerable Populations-Special Topics & EXAM # 1 (Th)
03/11/14 & 03/13/14

WEEK 10  Vulnerable Populations-Special Topics-Assigned Articles
03/18/14 & 03/20/14

WEEK 11  Racial/Ethnic Group-Specific Health Issues-Assigned Articles
03/25/14 & 03/27/14

WEEK 12  Racial/Ethnic Group-Specific Health Issues-Assigned Articles & EXAM # 2(Th)
04/01/14 & 04/03/14
WEEK 13     CLASS PRESENTATIONS-Vulnerable Populations & Health Issues(Chapter 4,6)  
04/08/14 & 04/10/14

WEEK 14     CLASS PRESENTATIONS-Vulnerable Populations & Health Issues(Chapter 4,6)  
04/15/14 & 04/17/14

WEEK 15     CLASS PRESENTATIONS-Vulnerable Populations & Health Issues & REVIEW  
04/22/14 & 04/24/14

Finals Week- EXAM # 3  TBA

** Required journal articles will also be assigned throughout the semester.

INTERVIEW ASSIGNMENT- PAPER DUE DATES:
February 18, 2014 
March 25, 2014 
April 24, 2014

EXAM DATES 
Exam 1-Thursday, March 13, 2014  
Exam 2-Thursday, April 3, 2014  
Exam 3- TBA

Group Paper Due Date-April 24th (LAST DAY OF CLASS)

*Extra credit opportunities will be available throughout the semester.*