Loyola University Chicago
Marcella Niehoff School of Nursing
Spring 2014

Course Number and Title: HSM 230-01E: Health Care of Vulnerable Populations
Number of Credits: 3 semester hours
Course Meeting: Thursday, 1:00 – 3:30 PM
Mundelein Center – Room 408

Faculty: Regina Conway-Phillips, PhD, RN, Assistant Professor
Office: BVM Hall – Room 916
Contact Information: Email: rconway1@luc.edu - Preferred, Office telephone: 773-508-2881
Office hours: Wednesday, 1:30 PM to 3:30 PM and by appointment

Prerequisites: None

Course Description: This course will provide 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 diseases within vulnerable subpopulations 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. This course will concentrate on filling the void that exists surrounding the lack of information available for those concerned with the health access and status of vulnerable populations in the United States. In addition, students will also benefit from learning the importance of linguistically appropriate considerations regarding health care. This course is designed to provide insight into how the health care system can better facilitate positive outcomes of issues related to vulnerable population-specific health access and status. The course will include a service experience for the students.

Course Outcomes: At the end of the course, the student will 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 locally, regionally, and nationwide.
4. Compare and contrast a selected health issue with a vulnerable population from a local, regional, and national perspective.
5. Discuss professional organizations that are advocates for vulnerable populations and promote policies to improve health outcomes.
6. Examine the experiences of the service learning project and assigned activities to create goals for your selected career.
7. Identify measures to assess cultural competency (individual, organization).
8. Discuss disparities in health and health care among selected racial and ethnic groups.

Teaching methods: The format will be lecture, discussion, small group work, presentations, and assigned activities.
Required course materials:


Recommended course materials: Additional readings and YouTube videos assigned by faculty will be posted on Sakai

Evaluation:
1. Class participation and attendance  5%
2. Advocacy Organization paper  5%
3. Scholarly paper  10%
4. Class presentation and discussion  10%
5. Service learning experience  25%
6. Midterm/final exams  45%
Total  100%

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td>Given for work that not only meets all expectations, but also contains an impressive level of insight and effort.</td>
</tr>
<tr>
<td>A-</td>
<td>92-93</td>
<td>Given for work that not only meets all expectations, but also contains some unique elements of insight and effort.</td>
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<tr>
<td>B+</td>
<td>89-91</td>
<td>Given for very good work that meets all expectations.</td>
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<tr>
<td>B</td>
<td>86-88</td>
<td>Given for work that meets most expectations, but contains some problems.</td>
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<tr>
<td>B-</td>
<td>84-85</td>
<td>Given for work that meets most expectations, but contains numerous problems.</td>
</tr>
<tr>
<td>C+</td>
<td>80-83</td>
<td>Given for work that is passing, yet somewhat problematic.</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>Given for work that is passing, yet quite problematic.</td>
</tr>
<tr>
<td>C-</td>
<td>75-76</td>
<td>Given for work that is passing, yet very problematic.</td>
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<tr>
<td>D+</td>
<td>72-74</td>
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<tr>
<td>D</td>
<td>69-71</td>
<td></td>
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<tr>
<td>F</td>
<td>68 and below</td>
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Course Feedback Expectation: The IDEA course feedback system is based on student ratings of their individual learning during a course. A key part of the IDEA system is students offering their rating on the progress they made on learning objectives, using a scale that ranges from “no apparent progress” to “exceptional progress.” The decision to have the IDEA system open for student input during the last two
weeks of the class is based, in part, on this foundation. In these last couple of weeks of a course, enough of the course has been completed so that students should be able to accurately gauge the progress they have made on the key learning objectives of the course.

**Academic integrity statement:** Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care applicable to Loyola University faculty, students and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Students who observe academic dishonesty should feel an obligation to report such dishonesty to the course instructor and/or to the Associate Dean of the Undergraduate Program.

(Review the links to additional guidelines related to academic integrity)

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml (Undergraduate)

http://www.luc.edu/media/lucedu/nursing/pdfs/UndergraduateHandbook.pdf (School of Nursing)

Plagiarism of words occurs when the writer copies three or more consecutive content words (not function words, such as the, and, or is) from the original source without any quotation marks and/or formal citation. Plagiarism of words in a paraphrase can be avoided by summarizing the original text and by substituting synonyms.

**Syllabus Changes**
- The syllabus and course outline are subject to change. Faculty reserves the right to amend both documents dependent upon class progression with material. If either document needs to be modified, students will be consulted and notified well before changes are implemented. Changes will not result in additional assigned work.

**Attendance**
- Attendance at all classes is an expectation of the course. Attendance is considered as part of the participation grade.

**Cell Phones & Laptops**
- Use of cell phones is prohibited during class. No exceptions. Students found to be sending or receiving text or voice messages during class will be asked to leave the classroom.
- Use of cell phones for texting during examinations will be considered a violation of the Academic Integrity policy and students will receive a grade of Zero on the exam and a possible grade of F for the course.
- During exams all personal property e.g., tote bags, backpacks, purses, etc. will be left in the front of the classroom. **This includes cell phones and laptops.**

**Sakai**
- It is the student’s responsibility to monitor Sakai for Announcements and Course Materials on a regular basis.
Policy for Late Assignments

- All assignments are to be submitted via an assignment link on Sakai or Turnitin and a hardcopy to professor at the beginning of class on the day the assignment is due. Each assignment will have instructions on how to submit the paper.
- Late assignments will have 10% deducted from the score achieved on the assignment for each day that elapses after the date the assignment was originally due. Assignment will not be accepted beyond one week after the original due date. Student will receive a zero for that assignment, unless instructor has been notified in advance of the original due date. It is your responsibility to alert me, before the due date, of any occurrences that will prohibit you from completing an assignment on time.

Policy for Make-up Exams

- All exams must be taken at the time and day specified in the course outline. A missed exam can be “made up” only if the instructor has been notified in advance that the student is unable to take the exam. Documentation of illness from a physician or nurse practitioner will be required. The student is responsible for contacting the instructor to schedule a time and place for the make-up exam. The make-up exam will most often be a form of the exam that is different from the one that was given to the rest of the class. Note: vacations or travel DO NOT qualify as excused absences.

Readings & Power-Points

- All readings should be completed prior to class meetings.
- All power-points used in class will be available to you on Sakai, sometimes before class meets and other times afterward. Keep in mind; I add material in lecture that does not appear in power-point handouts. You are responsible for all material covered in class.

Seeking Help

Students are encouraged to seek help in the course if needed. Ways to go about this:

- Ask questions in class.
- Form study groups to practice applying course content and learn the material. Study groups can be set up on Sakai for on-line discussions, chats, or e-mail communications. If you are interested in setting up a Sakai study group, e-mail the professor with group member names.
- Contact me. I am generally available Monday through Saturday via email or you may make an appointment to meet during office hours.

Library Assistance

- Subject specialist: Will Kent, wkent@luc.edu, 773-508-2658

Urgent Communication

- Urgent communication - such as needing to cancel class – will take place via Sakai announcement and/or your student email. Urgent communications are rare, but it is a good idea to check messages prior to class.
Assignment Details:

1. **Class participation, reading assignments and attendance: 5% of final grade**
   High quality participation is expected of everyone. High quality participation is demonstrated by 1) attendance in class; 2) consistent participation in class; 2) evidence that readings and course materials were accessed BEFORE class and understood; and 3) comments that show understanding of issues and their implications.

2. **Advocacy Organizations for Vulnerable Population Paper: 5% of final grade**
   This written (maximum 3 pages) assignment will introduce you to some of the federal and private organizations/agencies that advocate for the vulnerable population. An example of an advocate organization is the Robert Wood Johnson Foundation (RWJF). In addition, you will explore the Healthy People 2020 website. The guidelines for completion of this assignment are available in Sakai under the Assignments tool bar and as an attachment at the end of this syllabus.

3. **Vulnerable Population Health Issue Scholarly paper: 10% of final grade**
   Students will submit a written paper (maximum 4 pages, APA format) on a specific health issue for a vulnerable population. Students may use the topic selected for the class presentation or a topic specific to your selected service learning organization. For other options, you must discuss and receive prior approval from faculty. The paper should include these parameters: 1) Identify an issue for the vulnerable population in your service learning experience or population of interest. State how this issue relates to your future career; 2) review of the literature; 3) compare and contrast the selected health issue from a local, regional, and national perspective; 4) statement of an objective to improve the outcomes for this vulnerable population issue; and 5) potential funding sources or grant opportunities to achieve these outcomes.

   All written assignments are to be prepared using the format outlined by the American Psychological Association (APA) Publication Manual, 6th Edition or most current. The following online resource provides a guide to the APA format: [http://owl.english.purdue.edu/owl/resource/560/01](http://owl.english.purdue.edu/owl/resource/560/01)

   Each paper must include a title page, the body of the paper, and a reference page as appropriate. Papers must include references from peer reviewed journals and books not limited to course textbooks. Caution: Wikipedia is not considered a reliable reference. The body of the paper is to be double-spaced. The page limit to the written assignments refers to the body of the paper. The title page and reference page are not included in the page limit.

4. **Class presentation and discussion: 10% of final grade**
   Each student group (3-4 students each) will select a specific health issue for a vulnerable population. Come to class prepared to discuss this selected health issue with the social, political, economic, and environmental contexts on a local, regional, national, and international basis. Each oral presentation is approximately 15 minutes. Handouts should be used, but no written paper is required for presentation. Evaluation is based on your presentation and your ability to engage interaction with your peers in the discussion of this health topic.

   The presentation should include (but not limited to) these parameters: 1) Identify an issue for the vulnerable population in your service learning experience or population of interest; 2) review of the literature; 3) compare and contrast the selected health issue from a local, regional, national and
international perspective; 4) statement of an objective to improve the outcomes for this vulnerable
population issue; and 5) potential funding sources or grant opportunities to achieve these
outcomes. Additional requirements for this assignment are posted on Sakai assignment tab.

5. Service learning experience (20 – 25 hours): 25% of final grade
The LUC Center for Experiential Learning (CEL) will facilitate relationships with community
organizations that will be utilized by each student for service learning at a selected community
health care organization that serve vulnerable populations and complete reflective exercises to
examine the impact of this experience on your personal and professional growth.

a. Week 1-3: Each student will meet with the representative of the CEL to select an experience and
agency for your 20 - 25 service hours that is congruent with your career goals and potential
future position following graduation. Each student is to provide a hardcopy of the signed
Service Learning Agreement and complete the SL agreement area on LOCUS.

b. Interview: Each student will conduct one interview using the appropriate assessment tools. You
may select a participant from varied educational, political, and occupational backgrounds or by
position in the organization. Elicit their verbal agreement to answer the questions before the
interview. If possible, provide them with interview questions in advance. 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 (digital or hand written notes). You are
encouraged to complete field notes at the conclusion of the interview on any interesting issues.
Each interview should last about 10-20 minutes. (see additional information in Sakai under
assignments tab). 5% of final grade.

c. Cultural Competency Assessment: Each student will complete a cultural competence
assessment for his or her assigned organization using the appropriate assessment tool that can
be found on Sakai under assignments tab. 5% of final grade.

d. Reflective Exercises: Students are responsible for maintaining and submitting 3 reflection
journals related to the service learning experience. 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 submitted via an assignment link on Sakai or handed in to faculty at class. Additional
guidelines will be provided on Sakai under assignments. 5% for each reflection journal for a
total of 15% of final grade.

6. Midterm and Final Exams total: 45% of final grade
Midterm exam = 20 %; Final exam = 25%
Midterm and final exams are conducted in class with closed books. Exams are short answer, multiple
choice and essay and will explore your understanding of material and presentations, not your
memorization of material.

Extra Credit:
Occasional opportunities for extra credit will be made available to students throughout the course of the
semester. I encourage students to take advantage of these opportunities.
# Loyola University Chicago
## Health Systems Management Program
### HSM 230-01E: Health Care of Vulnerable Populations
#### Spring 2014

Class Schedule and Reading Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic / Content</th>
<th>Textbook readings</th>
<th>What’s Due This Week?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/16</td>
<td>Introduction</td>
<td>RWJF</td>
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<tr>
<td></td>
<td></td>
<td>Vulnerable populations overview</td>
<td>Healthy People 2020</td>
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<td>Guidelines for Service Learning Experiences</td>
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<tr>
<td>2</td>
<td>1/23</td>
<td>Travis Proffitt – Service Learning Projects</td>
<td>Shi &amp; Stevens Chapters 1 &amp; 2</td>
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<tr>
<td></td>
<td></td>
<td>Frameworks / models for studying vulnerable populations</td>
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<tr>
<td></td>
<td></td>
<td>Determinants and mechanisms of vulnerability</td>
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<td>3</td>
<td>1/30</td>
<td>Will Kent – Library Subject Specialist</td>
<td>Unnatural Causes Video <a href="https://webapps.luc.edu/ignation/video-detail.cfm?id=1157024855">https://webapps.luc.edu/ignation/video-detail.cfm?id=1157024855</a></td>
<td>Service learning agreements due</td>
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<tr>
<td>4</td>
<td>2/6</td>
<td>Influence of individual and multiple risk factors</td>
<td>Shi &amp; Stevens Chapters 3 &amp; 4</td>
<td>VP Advocate Organizations Assignment due</td>
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<td></td>
<td></td>
<td>Strategies to serve vulnerable populations</td>
<td>Shi &amp; Stevens Chapter 5 &amp; 6</td>
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<td>Disparities in the US</td>
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<td>Addressing Disparities</td>
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<tr>
<td>5</td>
<td>2/13</td>
<td>Adrian Van Zwoll, LCSW, PEHS School Based HC</td>
<td>Street Vets - Homeless Veteran PBS Documentary Film - YouTube <a href="http://www.youtube.com/watch?v=Axoi93hZpZ8">http://www.youtube.com/watch?v=Axoi93hZpZ8</a></td>
<td>SL Reflective Journal #1</td>
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<td>Special topics: Homeless Veterans</td>
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<tr>
<td>6</td>
<td>2/20</td>
<td>Cultural Competency Classroom Cultural activity</td>
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<td>SL Interview Assignment Due</td>
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<td>MIDTERM REVIEW</td>
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<td>7</td>
<td>2/27</td>
<td>MIDTERM EXAM</td>
<td></td>
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<tr>
<td>8</td>
<td>3/6</td>
<td>Spring Break No Class</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Reading Sources</td>
<td>Assignment Due</td>
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<tr>
<td>9</td>
<td>3/13</td>
<td>Special Topics: Gender, Race &amp; Incarceration Women</td>
<td><a href="http://www.c-spanvideo.org/program/incarcerated">CSPAN - Incarcerated Women</a></td>
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<tr>
<td>10</td>
<td>3/20</td>
<td>Historical aspects of Race/ethnicity and health</td>
<td>LaVeist Chapter 1, 2 &amp; 3&lt;br&gt;LaVeist Chapters 4, 6&lt;br&gt;LaVeist: Chapter 8 &amp; 9 (skim chapter 7)</td>
<td>SL Reflective Journal #2</td>
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<tr>
<td>11</td>
<td>3/27</td>
<td>African American and Hispanic/Latino health issues</td>
<td>LaVeist Chapters 10 &amp; 13&lt;br&gt;LaVeist: Chapter 11 &amp; 12</td>
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</tr>
<tr>
<td>12</td>
<td>4/3</td>
<td>Class Presentations – Vulnerable Populations &amp; Health Issues</td>
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<tr>
<td>13</td>
<td>4/10</td>
<td>Class Presentations – Vulnerable Populations &amp; Health Issues</td>
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<td>SL reflection journal #3 due</td>
</tr>
<tr>
<td>14</td>
<td>4/17</td>
<td>Class Presentations – Vulnerable Populations &amp; Health Issues Overview of vulnerable populations and health disparities</td>
<td>Review Shi &amp; Stevens Chapters 5 &amp; 6&lt;br&gt;LaVeist: Chapter 14</td>
<td>Org CC Assessment due</td>
</tr>
<tr>
<td>15</td>
<td>4/24</td>
<td>Final exam Review</td>
<td>Escape Fire Video</td>
<td>VP health issue paper due</td>
</tr>
<tr>
<td>16</td>
<td>5/2</td>
<td><strong>FINAL EXAM</strong>&lt;br&gt;1-3 PM</td>
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<td>SL Hours Log due</td>
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* Required journal articles will also be assigned throughout the semester.

**IMPORTANT DUE DATES:**
Week 2 – 3 - Service learning agreement – Hardcopy and entered in LOCUS
SL Interview due 2/20,
Reflection Journals due, #1 -2/13, #2 – 3/20, #3 – 4/10
Organizational Cultural Competency due 4/17
Vulnerable populations paper due 4/24

**EXAM DATES:**
Mid-term – Thursday, February 27, 2014
Final Exam – Friday, May 2, 2014; 1:00-3:00 PM

**OTHER DUE DATES:**
4/24/14 – Signed Service Learning Hours Log due
PROFESSIONAL ORGANIZATIONS/AGENCIES ADVOCATING FOR VULNERABLE POPULATIONS

ASSIGNMENT

The goal of this assignment is for you to become familiar with the kinds of professional and government organizations that advocate for vulnerable populations.

1. List 3 private and/or government organizations/agencies that advocate for vulnerable populations.
   Answer the following:
   - Describe the mission of RWJF.
   - Describe the program that specifically addresses vulnerable populations.
   - List and discuss two programs that focus on opportunities for better health and outcomes of vulnerable populations.
   - Discuss your reasons for selecting the specific programs.
3. Go to Healthy People 2020 (Healthy People 2020).
   Answer the following:
   - Describe the mission and overarching goals of Healthy People 2020.
   - Find the focus areas of Healthy People 2020, list 5 of them that are identified as New. Why do you think these areas are new foci to focus on?
   - Identify one topic area that interests you the most and discuss how it relates to vulnerable populations and your reasons for selecting that topic area.

Note: The assignment should be written in APA format (3 pages: cover page and reference page is not inclusive in the 3 pages), double-spaced, Times New Roman, font 12. The assignment must be submitted online through assignment submission link in Sakai and hard copy in class.