

OEHS 5320		PUBLIC HEALTH IN RURAL POPULATIONS		Credit Hours: 3	
Semester: Spring		Year: 2022			
Class Day/Time: Online		Class Location: Online			
<b>Instructor of Record: Vanessa Casanova</b>				Professor	
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Office Phone: 903-877-1408					
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Office Hours: Wednesday 9:30am-12pm or by appointment					
<p><b>Course Description:</b> This course provides an overview of public health issues in rural populations and is designed to give students an understanding of the influence of rurality on health. Topics covered include rural health disparities, policy directions in rural health, and models of rural health service delivery. Practical public health strategies that lessen the severity of impact on rural populations related to lack of access to care, substance abuse, mental health, farm safety and unintentional injuries will be explored.</p> <p><b>Course Rationale and Background:</b> “Health disparities are differences in the incidence, prevalence, mortality, and burden of diseases and related adverse health conditions that exist among specific population groups in the United States. These population groups may be characterized by gender, age, race, ethnicity, education, income, social class, disability, <i>geographic location</i>, or sexual orientation.”        – National Institutes of Health, 2005</p> <p>“Many of the 61 million people who live in <i>rural America</i> have limited access to health care. Almost a quarter of the nation’s population lives in rural places, yet only an eighth of our doctors work there.”        – Preface, Ricketts text, 1999</p> <p>“Developing leadership and public health workforce capacity within rural public health is an essential agenda item for rural America.”        – Hajat, Stewart and Hayes, J PH Mgmt Prac, 2003</p>					
<b>Prerequisite: None</b>				<b>Co-requisite: None</b>	
Upon completion of this course, students					
<b>Student Learning Outcomes:</b>					
1.	Understand population distribution and other demographic differences between rural and non-rural areas. (PLO 3.1)				
2.	Engage in critical scholarship of the impact of rurality on health (including disease prevalence, access to/availability of care, health outcomes). (PLO 2.1, 2.2, 2.3, 2.4)				
3.	Understand how geographic location intersects with various social determinants of health. (2.3, 3.1)				
4.	Apply social and behavioral science theories to rural public health issues. (PLO 1-6)				
5.	Identify health information, health education, and health promotion activities designed to reduce health risk and promote better health among rural populations. (PLO 3)				
6.	Identify interventions that address barriers to care for rural populations. (PLO 2.3)				
7.	Recognize the importance of research and evaluation of the effectiveness, efficiency and quality of rural health programs. (PLO 2.2, 2.3, 2.4)				
<b>Subject-specific Skills:</b>					

Identify rural communities utilizing various definitions; incorporate skills from a variety of disciplines including geography, sociology and public health to understanding health issues in rural populations.

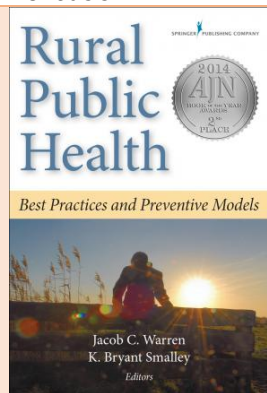
**Course Assessment/Methods of Evaluation:**

Midterm 25%  
Paper 30%  
Powtoon 20%  
Final exam 25%

**Linked Program Learning Outcomes:**

- PLO1 - The student will demonstrate mastery in each of the five core knowledge areas in public health: Biostatistics, Epidemiology, Social & Behavioral Sciences, Health Policy and Management, and Environmental Health Sciences.
- PLO2 - The student will demonstrate proficiency in the four core functions of public health, as well as be able to explain the principles and interrelatedness of the ten essential public health services.
- PLO3 - The student will demonstrate proficiency in using multiple informational resources to gather, analyze, apply and report solutions to public health problems with a special emphasis on rural community health.
- PLO4 - The student will demonstrate proficiency in English communication in both oral (public speaking) and written forms as they pertain to conveying key concepts in public health.
- PLO5 - The student will demonstrate proficiency in using computers and other forms of digital technology and media as they pertain to research, office management and public health issues.
- PLO6 - The student will demonstrate independent and critical thinking skills.

**Textbook:**



Other assigned readings will come from a collection of journal articles, rural health textbook chapters, videos, and Web resources provided in class and/or posted in Canvas.

Please bookmark this document as a reference for the course.

Healthy Rural People 2020

<https://srhrc.tamhsc.edu/rhp2020/index.html>

**Course Content:**

Week	Lecture	Chapter/Reading
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1 (1/12)	Introduction to Public Health and the 10 Essential Public Health Services/Review Syllabus/Forum Introduction	
2 (1/19)	Defining Rural	1, 2
3 (1/26)	Workforce and Ethics	3,4
4 (2/2)	Health Promotion, Capacity Building, Coalitions	5
5 (2/9)	Rural Public Health Systems: CO, KY, AL, IA	
6 (2/16)	Mental Health and Substance Abuse	7,8
7 (2/23)	Chronic disease in Rural America	9, 10, 11
8 (3/2)	<b>MIDTERM</b>	11
9 (3/7-3/12)	<b>Spring Break</b>	
10 (3/16)	HIV in Rural America	12
11 (3/23)	Environmental, Occupational, Agricultural Health	13, 15
12 (3/30)	Race, Ethnicity, Sexual Orientation	14
13 (4/6)	Health and Aging	16
14 (4/13)	Tobacco Use and Oral Health in Rural America	
15 (4/20)	Powtoons Due	
16 (4/27)	<b>Paper Presentations</b>	
17 (5/4)	<b>Final Exam</b>	
18	Assessment Week	

### **Leading Lecture/Discussion**

Each of you, as graduate students, will be asked to lead lecture and discussion one time this semester. I will share your chapter and even power point slides during the first week of class or a case study. I expect each of you to thoughtfully prepare for lecture and discussion by 1) reading the chapter or case study; 2) knowing the content and context; 3) finding an additional article/reading/video to supplement the content of the chapter; and 4) creating a total of 3 questions for discussion and for possible inclusion on the midterm and final exams. You are free to use the power point slides I share with you, create your own presentation, or present in any other way you think is effective.

### **Powtoon**

You will use a web-based software package to create an animated public health message for rural populations.

### **Course Project: Rural Health Disparities - Paper and Presentation**

This course examines the experiences of the impact of rurality on health in the United States through review of current scholarship in this field. As part of this process, students will investigate a current issue significant to the health outcomes of rural populations in the U.S. The paper will address the background, challenges, and solutions for a particular rural health issue of the student's choice. Students will prepare a presentation that summarizes their findings and reflects their position on the issue.

Upon completing this project, students will:

- Organize and outline their viewpoint on an issue relevant to health disparities of rural populations in the U.S.
- Develop supporting evidence for challenges and solutions including factual knowledge, statistical



evidence, authoritative testimony

The final product will be approximately 6-8 pages in length (minimum 10 references) and take the form of a white paper or a policy brief. A 10-minute oral presentation will be a required component of this assignment. Before you begin your project, familiarize yourself with how to write a white paper/issue paper/policy brief. There are many sources on-line that can be found through a simple Google search. Remember that the aim of this project is to persuade your audience that you are knowledgeable on the issue and you can support your position with evidence. You must cite all your sources. Your sources (minimum of 10) should come from academic, popular (reputable) and on-line research. You should format your paper in APA style.

Your paper topic is due via email on March 4, 2021.

Resources:

Please bookmark the Public Health Portal in the Watson W. Wise Medical Research Library  
<https://www.uthealth.org/publichealthinfoportal>

Writing resources:

<https://owl.english.purdue.edu/owl/section/1/>

#### **Attendance:**

This course is an asynchronous online course.

#### **Participation:**

Students are expected to engage with peers during online forum discussions.

#### **Communication:**

All electronic communication should be conducted through your official UT email address. Using your official UT email address will ensure that your message is delivered and received. You are responsible for checking your official UT email address. All course correspondence will be sent to your official UT email address.

#### **Academic Honesty:**

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

#### Cheating

Dishonesty of any kind involving examinations, assignments, alteration of records, wrongful possession of examinations, and unpermitted submission of duplicate papers for multiple classes or unauthorized use of keys to examinations is considered cheating. Cheating includes but is not limited to:

- Using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class.
- Falsifying or inventing any information, including citations, on an assigned exercise.
- Helping or attempting to help another in an act of cheating or plagiarism.
- Using electronic devices during an exam

#### Plagiarism

Plagiarism is presenting the words or ideas of another person as if they were your own. Materials, even ideas, borrowed from others necessitate full and complete acknowledgment of the original authors. Offering the work of another as one's own is plagiarism and is unacceptable in the academic community. A lack of adequate recognition constitutes plagiarism, whether it utilizes a few sentences, whole paragraphs, articles, books, audio-visual materials, or even the writing of a fellow student. In addition, the presentation of material gathered, assembled or formatted by others as one's own is also plagiarism.



Because the university takes such misconduct very seriously, the student is urged to carefully read university policies on Misconduct in Research and Other Scholarly Activity 05.00. Examples of plagiarism are:

- Submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another.
- Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
- Incorporating the words or ideas of an author into one's paper without giving the author due credit.
- **Direct plagiarism:** Word for word borrowing for an unacknowledged source, whether intentional or not.
- **Mosaic plagiarism:** Occurs when a writer reuses a mix of word, phrases, and ideas from a source without indicating which words and ideas have been borrowed and/or without properly citing the source.

### **Adding/Dropping:**

The official deadline for adding and dropping courses is as published in the academic calendar and Graduate Bulletin (typically the day before Census Day). However, students are strongly encouraged to meet with their graduate advisor or the Program Coordinator prior to adding/dropping courses. Movement into and out of classes after the 4th class day requires approval of the Program Director. Students can drop until mid-semester without a WP or WF. Drops after mid-semester require approval of the Dean. Each student is responsible for his/her own enrollment status with the university.

### **Disability Accommodations:**

UTHSCT abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Student Services Office (located on the UT Tyler Campus). You may call 903-566-7079 for more information.

**\*Instructor reserves the right to make changes to this syllabus; if changes are necessary, students will be informed one week in advance of changes.**