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Jiann-Ping Hsu College of Public Health

Spring 2015

COHE 7237 - Rural Community Health Issues

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Georgia Southern University
Jiann-Ping Hsu College of Public Health
COHE 7237 Rural Community Health Issues
Spring 2015
Monday & Wednesday 4:00 PM-5:15 PM

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“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

~Margaret Mead

Catalog Description

A study of social, economic, political, and cultural influences that impact the health of individuals and families in rural communities. Designed for health professionals, this course focuses on improving health status and developing culturally appropriate and effective interventions and services in rural settings.

Course Readings

Required Textbook

Crosby, R.A., Wendel, M.L., Vanderpool, R.C., & Casey, B.R. (2012). *Rural populations and health determinants, disparities, and solutions*. San Francisco, CA: Jossey-Bass.

*****Additional required readings will be posted on Folio***

Helpful websites and videos:

- *For an easy review of theories that serve as a foundation for many of the readings, you can review: “Theory at a Glance”. National Cancer Institute*
[http://www.cancer.gov/PDF/481f5d53\)63df\)41bc\)bfaf\)5aa48ee1da4d/TAAG3.pdf](http://www.cancer.gov/PDF/481f5d53)63df)41bc)bfaf)5aa48ee1da4d/TAAG3.pdf)
- *RURAL HEALTHY PEOPLE 2010* <http://www.srph.tamhsc.edu/centers/rhp2010/>
- *Health Resources and Services Administration Rural Health*
<http://www.hrsa.gov/ruralhealth/index.html>
- *Unite For Sight Overview* <http://www.uniteforsight.org/>

Student Learning Objectives

At the completion of this course, the student will be able to:

1. Examine the concept of “rurality” from a social science perspective (1)
2. Summarize theories and concepts relevant to rural community health, and assess their utility in designing rural public health interventions. (1)
3. Analyze social and behavioral determinants of health equity at all ecological levels (individual through policy) applied in rural settings. (3)
4. Demonstrate legislative advocacy skills that influence rural health policy. (5)
5. Apply an ecological and social justice framework to an examination of health issues facing rural communities. (3)
6. Explain major political, economic, and social forces at work in rural communities, and assess their impact on community health and public health interventions. (3)
7. Describe the range of health issues facing ‘rural’ communities, with emphasis on health issues prioritized in Rural Healthy People 2010. (3)
8. Understand how Community-Based Participatory Research (CBPR) approaches are applied when working with diverse communities. (10)
9. Explain ethical principles critical to community-based research and practice. (11)
10. Assess the impact of power and privilege on health inequity at local, national, and global levels (12)
11. Assess current and future community-level needs for keeping the public healthy. (13)
12. Evaluate evidence-based social and behavioral interventions to address community health issues. (14)
13. Describe skills needed to function successfully as a community and organizational change agent. (16)

Social and Behavioral Sciences/Community Health Concentration Competencies

At the completion of the Master of Public Health, all Community Health students will be able to:

1. Synthesize theories, concepts, and models from social and behavioral science disciplines (e.g. anthropology, sociology, psychology, health education) that are used in public health research and practice.
2. Assess philosophical foundations and assumptions of research applied to community health problems.
3. Analyze social and behavioral determinants of health equity at all ecological levels (individual through policy) applied in rural and urban settings.
4. Demonstrate the use of a variety of health communication methods and techniques including social marketing, media advocacy and GIS software for data communication.
5. Demonstrate legislative advocacy skills that influence health policy.
6. Demonstrate how to plan and implement a community-based public health education intervention.
7. Compare qualitative and quantitative methods and their use in community health intervention, evaluation, and research.
8. Describe the benefits and challenges of a mixed methods approach.
9. Utilize qualitative, quantitative, and mixed methods to address community health problems.
10. Apply Community-Based Participatory Research (CBPR) approaches when working with diverse communities.
11. Explain ethical principles critical to community-based research and practice.
12. Assess the impact of power and privilege on health inequity at local, national, and global levels
13. Assess current and future community-level needs for keeping the public healthy.
14. Analyze evidence-based social and behavioral interventions to address community health issues.
15. Develop collaborative and transdisciplinary relationships to respond to public health problems.
16. Describe skills needed to function successfully as a community and organizational change agent.

17. Develop logic model and mission, goal and objective (outcome) driven program development and program evaluation plans.
18. Promote the public health and health education professions individually and collectively.

Student Expectations and Responsibilities

1. Students are to be in class on time. After 5 minutes the door will be closed, if you are late please do not enter. You are responsible for all notes, classroom discussion, announcements, etc of what was covered on the day of your absence. IF you miss dates or other assignments because of a missed class, then you will receive a "0".
2. The final exam is mandatory. The final exam must be completed by the last day of the course. There will be no make-up exams given. Exams are the property of the professor, any exams removed from the classroom by students will result in the score of a "0" be assigned for that exam, and an "F" for the entire course. You must notify the professor IN ADVANCE if you have a university excused absence or a make-up test will not be offered. Any person not showing up for an exam without prior notification automatically receives an "F".

No make-up tests are given except for **a university excused absence with full documentation**. If you miss a test, you have one week to make the exam up. If it is not made up **within one week**, you will receive 0 points for the exam. **You have 24 hours** after a test is taken by the class to contact me via email to schedule your make-up exam.

3. Late assignments are not accepted. Most assignments will be submitted through Folio (a day and time will be posted).
4. Please consult the [STUDENT CONDUCT CODE](#) 2014-15 for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to GSU's Judicial Board, and be assigned an "F" for the course. Refer to this link for other important student policies:
<http://academics.georgiasouthern.edu/gsuonline/students/>
5. The last day to drop without academic penalty is **March 9, 2015**.
6. Samples of your work may or may not be reproduced for research purposes and/or inclusion in the professor's teaching portfolio. You have a right to review anything selected for use, and subsequently ask for its removal.
7. This syllabus, my lectures, and all materials distributed and presented by me during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.
8. If you are receiving services from the Student Disability Resource Center (SDRC), please notify me as soon as possible, to schedule an appointment to present me with our accommodation letter.
9. This course will use Folio (Desire 2 Learn) as a course supplement. You are responsible for all material uploaded online. To do well in this course you must check Folio regularly for any messages that I might have for you.

10. Read communication rules, technology requirements, netiquette requirements and other materials posted in the Course Information module. This module provides you important information regarding course requirements and course management.

Instructor Objective

As a student in my class, you are important to me. I am committed to your continued learning and college experience. You are never an interruption of my work. You are the purpose of it. Students are the most important people at Georgia Southern University. I am honored that you entrust your education to me. Please feel free to visit my office, call, or e-mail me at any time.

Folio Requirements

Folio will be used to deliver the course materials, activities, lectures, etc. Activities, supplemental readings, webcasts, lecture notes and other relevant information will be available through Folio. Please login to Folio the first week of class. If you have any problem please contact the help desk immediately. Although, there may be a glitch from time to time, it is your responsibility to notify the instructor and the help desk as soon as a problem is discovered. **Even if there is problem with Folio, this does not exempt you for the requirements of the course.** Each case will be evaluated individually by the instructor.

****If it is posted in Folio it is IMPORTANT course material, be sure to read and review.**

Attendance Policy:

*Attendance on the first day of class is **mandatory** per University policy. You will be dropped from the class if you do not attend. Federal regulations require attendance be verified prior to distribution of financial aid allotments.*

Georgia Southern believes that significant student learning occurs in the classroom and recognizes the importance of in-class experiences, and if missed by a student even for legitimate reasons, cannot be fully recovered. Attendance is highly recommended; however, if the student is unable to attend class please contact the instructor via email prior to class. The student is also responsible for the work missed during the day of absence. The instructor will be willing to meet with the student if clarification of missed material is needed; however, lecture will not be repeated. If a medical/family emergency occurs on the day of a scheduled assignment or exam the student must contact the instructor **immediately**.

Written Work Expectations:

This course will involve the completion of multiple written assignments. Writing as a means of effective communication, argumentation, and presentation of ideas is extremely important as a public health professional, or a professional of any sort. It is expected that students will turn in assignments that express their ideas thoughtfully, with attention to organization, spelling, grammar, and is appropriate with graduate level work.

Papers must be typed. Papers will be unacceptable if the text is difficult to read. Please use 12 point font (Arial or Times New Roman), set all margins to 1 inch, and double space. In addition, proper citation and quotation of references in writing is critical, and failure to do so can have serious repercussions both in the academic and professional realms. Failure to give credit as required by American Psychological Association (APA) citation standards will result in a failing grade on assignments.

If you have questions about APA citation, please seek assistance from a reference librarian, the internet, or another source. If you would like assistance in developing your writing skills, the University Writing Center (871-1413) is an excellent resource.

Course Evaluation

Class Activities and Participation	30pts
Case Studies (2 @ 25 pts)	50pts
Weekly Reflections (7 @10pts)	70pts
Modified Intervention Plan	100 pts
Final	30 pts

Total Points	280 pts
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252-280	A	90-100%
224-251	B	80-89%
196-223	C	70-79%
168-195	D	60-69%
0-167	F	0-59%

Assignment Descriptions

Refer to Folio for DETAILED INSTRUCTIONS AND GRADING RUBRICS on FOLIO FOR ALL ASSIGNMENTS

Class Activities and Participation (30 pts)

You are expected to attend each class session and engage in discussion. Throughout the semester the instructor will assess your level of participation. Imagine that each class session is worth approximately 1 point. If you attend class and participate in 'active' learning, you will receive your participation points for the day. The instructor will also incorporate class activities to help assess participation. Activities might include reflection of readings, critiques, in-class group work, quizzes, webcast summations, etc.

Poor classroom engagement behavior includes sleeping with eyes open or closed, texting, earphones in, chatting, checking Fb or instagram, and other social media sites, emailing, etc. These behaviors are not considered "participating." The instructor will provide each student a progress report by midterm.

Reflections (7@10pts=70 pts)

The purpose of the reflection is to allow you a chance to process weekly class material and it will also provide the instructor insight to student understanding of presented materials and readings.

You are required to respond to 7 reflections. You can respond to all reflection opportunities, but you are not required nor will you receive extra points for doing so. You choose the weeks to provide a reflection response. A Reflection Module is available in Folio. An appropriate discussion thread based on the week's materials and readings must be posted within 48 hours of class ending (in other words, reflections are due each Friday). Your response to the reflection will be in free form, educated opinion response. The educated opinion reflection can be about a topic discussed in class. It can address questions that arose as a result of any discussions or readings as well as topics not covered in class. It can include additional informational that you researched as a result of the discussion, your experience with the topic, suggestions on ways to cover the topic for future classes, or anything else you wish to reflect on relating to the class. The reflections are a way for you to bring in your personal experiences and/or opinions and relate them to the class.

To receive full credit, you must respond to the reflection by Friday after the week's last class (by 11:59 PM). The reflection must also be at least 300 words. Though reflections are considered informal, the student should still use good writing skills, good sentence structure and minimal grammar/spelling mistakes. Late reflections are not accepted. ***Remember you must respond to at least 7.* Reflections will begin the second week of class.

Case Studies (2@25=50pts)

The case studies allow you to apply course material and to demonstrate ability to apply your level of critical thinking. The instructor will provide you the case studies. You will need to complete using Microsoft Word and then submit in Folio using the Dropbox tool. Each case study will present a scenario based situation seeking solutions. The instructor will provide you a rubric.

Please incorporate the readings as much as possible (textbook and articles). You might need to find other outside sources to support your answer. Please review the rubric available for preview in the assignment link. Please review before completing to make sure the requirements are met. Each case study is worth 25 pts.

Community Analysis and Modified Intervention Plan (100 pts)

You will choose a topic relating to a rural health issue that is of interest to your concentration, general interests, etc. The purpose of the course project is to increase your knowledge about the various social research methods used in rural settings, the health disparity of your choice, and ability to formulate policy or general recommendations because of your research. The instructor must approve potential topics. Suggested topics include *sexual assault, homelessness, unintentional injuries, adolescent pregnancy, sexuality, special populations, sexual transmitted infections, healthcare delivery, food accessibility, alternative beliefs, treatments, practices, medicine, and tropical diseases.*

The paper will include the following components:

- Identify Rural Health Issue
- Description of the community chosen (demographics)
- Identify current interventions (*or lack of interventions addressing the problem*)
- Provide a Community Analysis and Problem Analysis (*Full Version*) (see Folio for detailed description)
- Provide Determinant Analysis & Recommendations (*Abbreviated Version*) (see Folio for detailed description)
- Description

****A rubric will be provided and posted in Folio.**

Final (30 pts)

Georgia Southern University requires a final in all classes. Please see the schedule for the scheduled date and time. The final will assess your understanding of course material and readings. The format of the exam will be discussed by the instructor.

Tentative Course Schedule

Week 1	January 12-16	<ul style="list-style-type: none"> • <i>Class introduction and syllabus review</i> • Begin reviewing Module 1
<i>Enjoy the weekend~ Read ahead</i>		
Week 2	January 19-23	<ul style="list-style-type: none"> • <i>No Class, Monday, January 19th (MLK Day-University Closed)</i> • Understanding Rural Health • Begin reviewing Module 2
<i>Book Chapters 1 & 2 Understanding Rural America and Defining Rurality Readings in Module 1</i>		
Week 3	January 26-30	<ul style="list-style-type: none"> • History of Rural Health and Health Disparities • Begin reviewing Module 3
<i>Book Chapters: 3&4 History and Depth of Rural Health Disparities Readings in Module 2</i>		
Week4	February 2-6	<ul style="list-style-type: none"> • Rural Public Health Systems • Topic approval by February 4th
<i>Book Chapters: 5, 6, 8, &9 Rural Public Health Systems: Colorado, Alabama, & Iowa Readings in Module 3</i>		
Week 5	February 9-13	<ul style="list-style-type: none"> • Rural Public Health Systems (cont). • Begin reviewing Module 4 • Case Study #1 Due, Monday February 9th
<i>Refer to previous week's readings</i>		
Week 6	February 16-20	<ul style="list-style-type: none"> • Racism & Classism
<i>Readings in Module 4</i>		
Week 7	February 23-27	<ul style="list-style-type: none"> • Racism & Classism (cont) • Begin reviewing Module 5
<i>Refer to previous week's readings</i>		
Week 8	March 2-6	<ul style="list-style-type: none"> • Health Assessment in Rural Communities • <i>Guest Lecture-Dr. Moya Alfonso (March 2nd)</i> • Begin reviewing Module 6 • Submit Draft of Intervention Plan, Wednesday, March 6th. Bring hard copy to class
<i>Book Chapter: 10, Health Assessment in Rural Communities: A Critical Organizing and Capacity-Building Tool Readings in Module 5</i>		
Week 9	March 9-13	<ul style="list-style-type: none"> • Poverty • Capacity Building

<i>Book Chapter: 12, Capacity Building in Rural Communities</i> <i>Readings in Module 6</i>		
Week 10	March 16-20	<ul style="list-style-type: none"> No Class, Spring Break
<i>Enjoy and be safe</i>		
Week 11	March 23-27	<ul style="list-style-type: none"> Building Coalitions Begin reviewing Module 7 <i>Guest Lecture Carla Belcher, Community Health Care Systems & Angie Peden GA Public Health PBRN (March 25th)</i>
<i>Book Chapter: 11 Strategies for Building Coalitions in Rural Communities</i> <i>Readings in Module 6</i>		
Week 12	March 30-April 3	<ul style="list-style-type: none"> Ethical issues in rural health <i>Case Study #2 Due, Monday, March 30th</i>
<i>Readings in Module 7</i>		
Week 13	April 6-10	<ul style="list-style-type: none"> Overview of Rural Health in Georgia Special Interests Topics
<ul style="list-style-type: none"> Readings TBD based on topics 		
Week 14	April 13-17	<ul style="list-style-type: none"> Special Interests Topics
<ul style="list-style-type: none"> Readings TBD based on topics 		
Week 15	April 20-24	<ul style="list-style-type: none"> Special Interests Topics
<ul style="list-style-type: none"> Readings TBD based on topics 		
Week 16	April 27-May 1	<ul style="list-style-type: none"> Special Interests Topics <i>Modified Intervention Plan Due, Wednesday, May 1st</i>
<ul style="list-style-type: none"> Readings TBD based on topics 		
Finals Week	May 4-8	Wednesday, May 6th 5:30-7:30