

# Moravian College

## NURS/IDIS/HLTH 322 Populations at High Risk for Health Problems/Honduras

Professor: Pamela Adamshick, PhD, RN Email: <a href="mailto:adamshp@moravian.edu">adamshp@moravian.edu</a> Phone: 610-625-7766 Cell: 610-509-1484 Office: Zinzendorf 202 Office Hours: Wednesdays: 1:00-3:00; Thursdays: 2:00-4:00 and by appointment	Class meets: Wednesdays and Fridays 0900-1000 <b>Immersion experience dates:</b> (1 week) (Spring break week) (March 7-14)  Classroom: PPHAC 101
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### Course Description:

This course seeks to facilitate student understanding of a specific population of people at high risk for health problems. The population may be found in any location. International placement for this course experience is required.

### Course Objectives:

1. Describe the burden of disease, health needs and disparities of disadvantaged people in developing countries.
2. Identify global health issues specific to a high-risk population.
3. Contribute to this learning community through identification of an area of focus of global health for individual investigation and dissemination.
4. Apply culture specific values in providing global healthcare appropriate to the mission sites.
5. Perform role of global healthcare worker in practice as defined by the course setting.

### Course Credits/Unit/Hours

Course Units: 1

Project/immersion Hours: 1 week in Honduras

**Prerequisites:** None; No co-requisites.

Site: Honduras/MAMA Project  
Mujeres Amigas (Women Friends) Miles Apart  
<http://www.mamaproject.org/honduras.html>

### Required textbook:

Skolnik, R. (2012). *Global Health 101* (2<sup>nd</sup> ed). Burlington, MA: Jones and Bartlett Publishers. (ISBN 978-0-7637-9751-5)

Student resources: <http://www.jbpub.com/essentialpublichealth/skolnik/2e/>

**Required readings:**

Archibald, R. C. (2014). Hope dwindles for Hondurans living in peril. *The New York Times*. [http://mobile.nytimes.com/2014/08/03/world/americas/hope-dwindles-for-hondurans-living-in-peril.html?\\_r=0&referrer=](http://mobile.nytimes.com/2014/08/03/world/americas/hope-dwindles-for-hondurans-living-in-peril.html?_r=0&referrer=)

Grim, R. (2014). Here's how the U.S. sparked a refugee crisis on the Border, in 8 simple steps. *The Huffington Post*. [http://www.huffingtonpost.com/2014/07/18/refugee-crisis-border\\_n\\_5596125.html](http://www.huffingtonpost.com/2014/07/18/refugee-crisis-border_n_5596125.html)

Additional websites/resources are found at end of syllabus.

**Course Requirements:**

1. **Class and immersion experience is mandatory.** Students are expected to be prepared and attend all class/immersion experience meetings. This includes completing assignments prior to attending class/clinical. Being late for or absent from class may result in a reduction of your grade.

College policy will be followed relative to inclement weather. Please check Blackboard course site and AMOS for any announcements relative to weather and the cancellation of class.

2. **If unable to attend a class,** please contact the course faculty via email or phone. Students are responsible for providing a doctor/NP/health center excuse for an excused absence. Students are responsible for obtaining any notes, handouts, or other class items from classmates. Alternative assignments may be required at the discretion of the course faculty.
3. Plagiarism is the intentional use of another's words or ideas as your own. This can range from using another individual's direct words or changing the words slightly (paraphrasing) without the appropriate citation to purchasing a paper from the Internet or a professional writing service. Refer to the Moravian College Academic Honesty Policy in the Student Handbook. APA format is required for all written assignments.

4. Accommodations for Learning and other Disability:

Students who wish to request accommodations in this class for a disability should contact Ms. Elaine Mara, Assistant Director of Academic & Disability Support, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic & Disability Support office.

5. The Writing Center is located in Zinzendorf, second floor. The building is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.

6. Learning activities stated on the topical outline section of this syllabus are to be completed prior to class time. The student can expect to work approximately 10-12 hours per week in preparing for this class.
7. Demonstrate expected professional behavior and appearance when in the classroom and immersion experience.

**Methods of Evaluation**

Participation in the daily life of the course	5%
Online chapter quizzes (1.5 % each) (10 quizzes)	15%
Reaction paper	10%
Group presentation on Immersion Experience	15%
Midterm	15%
Global health topic class presentation	15%
Final Scholarly paper	25%

**Grading Policy:**

Assignments are expected on or before their due date. If class assignments are submitted late, five points per day will be deducted from the grade.

The grading scale is as follows:

A = 93-100	B- = 80-82.99	D+ = 67-69.99
A- = 90-92.99	C+ = 77-79.99	D = 63-66.99
B+ = 87-89.99	C = 73-76.99	D- = 60-62.99
B = 83-86.99	C- = 70-72.99	F = 59.99 and below

Please note that it is within the instructor’s purview to apply qualitative judgment in determining grades for any assignments and for the course final grade.

**Estimated costs for immersion experience:**

Tuition plus travel/lodging/meals for in country placement (costs above tuition are estimated at \$1500-1800 - see Itinerary and Payment Schedule)

**Enrollment Limits:**

12-15 students; additional non-student team members may include: RN staff, faculty, College staff, Upsilon Alpha members of Sigma Theta Tau International Nursing Honor Society and others.

**Resources for educated citizens, public health, and global health:**

American Public Health Association (APHA) website:  
[APHA: American Public Health Association](#)

Centers for Disease Control (CDC) website: [Centers for Disease Control and Prevention](#)

Environmental Protection Agency (EPA) website: [US Environmental Protection Agency](#)

Healthy People 2020: <http://www.healthypeople.gov/>

Historical aspects of public health:

[What's New About the "New Public Health"? -- Awofeso 94 \(5\): 705 -- American Journal of Public Health](#)

Institute of Medicine (IOM): [www.iom.edu](http://www.iom.edu)

IOM: The Future of Public Health: <http://www.iom.edu/CMS/3793/4720/4304/4165.aspx>

Information on public health and careers in public health: [www.whatispublichealth.org](http://www.whatispublichealth.org)

Milestones in Public Health- Supplemental Materials for Public Health 101: Healthy People- Healthy Populations link: <http://www.asph.org/document.cfm?page=1012>

National Institutes of Health (NIH) website: [National Institutes of Health \(NIH\)](#)

This is Public Health slideshow: [THIS IS PUBLIC HEALTH.](#)

US Department of Health and Human Services (USHHS) website: [United States Department of Health and Human Services](#)

World Health Organization (WHO) website: [WHO | World Health Organization](#)

WHO's Global Health Observatory (GHO) link: [WHO | World Health Organization](#)

#### Course Outline

Week	Topic	Readings	Assignments/Exams
Week 1: Jan. 21  Jan. 23	Introduction to course: Overview of Syllabus  Global Health & Millennium Development Goals	Chapter 1	Review trip payment schedule Review the following websites: World Health Organization (WHO) website: <a href="#">WHO   World Health Organization</a> WHO's Global Health Observatory (GHO) link: <a href="#">WHO   World Health Organization</a>
Week 2: Jan. 28	Determinants of Health	Chapter 2	<b>Quiz due: Chapter 1 or 2 (student choice)</b> For discussion in pairs: What are the main factors that determine your health? The health of a poor

Jan. 28 3:45 pm	<b>Meeting for 2015 trip members (HUB rm TBA)</b>		<p>person in a poor country?</p> <p>If you could pick only one indicator to describe the health status of a poor country, which indicator would you use and why?</p> <p>In the US, what populations groups have the best health indicators and why? What groups have the worst and why?</p>
Jan. 30	<b>No class</b>		
<b>And</b> Saturday, Jan. 31: MAMA Project Orientation	<b>Mandatory MAMA Project Orientation (Saturday, Jan. 31)</b>  <b>(For those who are taking trip in March)</b>		<p>Travel clinic and orientation: 9-12 noon at designated MAMA project orientation site -Perkiomen Mennonite Church <a href="http://perlmc.com">http://perlmc.com</a></p>
Week 3: Feb. 4	The Role of Poverty & Economy in Health	Chapter 3	<b>Quiz due: Chapter 3</b> Discussion questions TBA
Feb. 6	Ethical & Human Rights Concerns	Chapter 4	Discussion questions
Week 4: Feb. 11 Feb. 13	Health Systems  <b>Workshop day</b>	Chapter 5	<p><b>Quiz due: Chapter 5</b> <b>Reaction paper due today</b> Discussion questions TBA</p> <p>Two Groups:</p> <ol style="list-style-type: none"> <li>1.) 2014 trip presentation planning</li> <li>2.) 2015 trip discuss roles for team members: <ul style="list-style-type: none"> <li>• Morale officer</li> <li>• Communications officer</li> <li>• Supply/donation procurement</li> <li>• Photographer</li> </ul> </li> </ol>

			<ul style="list-style-type: none"> <li>• Blog designer and upkeep</li> </ul>
<p>Week 5:</p> <p>Feb. 18</p> <p>Feb. 20</p>	<p>Culture &amp; Health</p> <p>Environment &amp; Health</p>	<p>Chapter 6</p> <p>Chapter 7</p>	<p><b>Quizzes due: Chapters 6 and 7</b></p> <p>Case study and discussion TBA</p> <p>Student Presenter: Parasites</p> <p>Student Presenter: Malaria</p>
<p>Week 6:</p> <p>Feb. 25</p> <p>Feb. 27</p> <p>FEB 26: 4:00 PM</p>	<p>Nutrition and global health</p> <p><b>Meeting for organization of supplies (trip 2015 members)</b></p>	<p>Chapter 8</p>	<p>Student Presenter: Malnutrition and Vit. A deficiency</p> <p><b>2014 Trip Presentation</b></p> <p><b>Take home MID TERM exam</b></p>
<p>Week 7:</p> <p>March 4</p> <p>March 6</p>	<p>Women's Health</p> <p>Child Health</p>	<p>Chapter 9</p> <p>Chapter 10</p>	<p><b>Quizzes due: Chapters 9 &amp; 10</b></p> <p>Student Presenter: Issues of Maternal Morbidity and Mortality</p> <p>Student Presenter: Diarrheal disease</p>
<p>Week 8:</p> <p>March 7-14</p>	<p><b>NO CLASS –Spring Break</b></p> <p><b>Immersion Experience in Honduras, Central America</b></p>		
<p>Week 9:</p> <p>March 18</p> <p>March 20</p>	<p>Communicable Diseases</p> <p>Discussion common conditions- infectious</p>	<p>Chapter 11</p>	<p><b>MIDTERM DUE</b></p> <p>Student Presenter: TB and other respiratory diseases</p> <p>Student Presenter: HIV/AIDS</p>
<p>Week 10:</p> <p>March 25</p> <p>March 27</p>	<p>Non-communicable Diseases</p> <p>Global health guest speaker</p>	<p>Chapter 12</p>	<p><b>Quiz due: Chapter 12</b></p> <p>Student Presenter: Oral Health</p>

<p>Week 11:</p> <p>April 1</p> <p><b>No Class</b> <b>April 3</b> <b>(Easter Break)</b></p>	<p>Non-communicable Diseases (continued)</p>	<p>Chapter 12</p>	<p>Student Presenter: Mental Health Issues in global populations</p>
<p>Week 12:</p> <p>April 8</p> <p>April 10</p>	<p>Non-communicable Diseases (continued) Common conditions- non-infectious</p> <p>Unintentional Injury</p>	<p>Chapter 13</p>	<p><b>Quiz due: Chapter 13</b></p> <p>Student Presenter: Skin conditions</p> <p>Student Presenter: MVA/pedestrian injury</p>
<p>Week 13:</p> <p>April 15</p> <p>April 17</p>	<p>The role of culture/spirituality in health in Honduras</p> <p><b>Workshop day</b></p>		<p>Case study and discussion questions TBD</p> <p>Two groups:</p> <p>1.) 2015 Trip: Prepare for college presentation.</p> <p>2.) 2014 Trip: paper peer writing workshop</p>
<p>Week 14:</p> <p>April 22</p> <p>April 24</p>	<p>Disasters and Humanitarian Emergencies</p>	<p>Chapter 14</p> <p><u>Articles:</u> Archibald (2014) Grim (2014)</p>	<p><b>Quiz due: Chapter 14</b></p> <p>Student Presenter: Gang violence in Honduras and protection of children</p> <p>Student Presenter: Violence against women</p>
<p>Week 15:</p> <p>Last week</p> <p>April 29</p>	<p>Global health guest speaker</p>		<p><b>2015 Trip: Group presentation to MC community: April 29 (5:00-6:00 PM) Location TBA</b></p>

May 1	Review of global health concerns: compare and contrast issues of various regions		<b>Scholarly paper due May 1</b>  <b>Discussion Questions TBD</b>
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