



## Health and Vulnerable Populations

### COURSE DESCRIPTION

Vulnerable populations, those with special needs for or barriers to care, have a significant impact upon health care, both in terms of meaning and delivery. This course looks at the meaning of health through the eyes of various distinct vulnerable populations.

### COURSE OBJECTIVES

Upon completion of this course students will have demonstrated the ability to

1. Define the health status, demographic, and social qualities underscoring the concept of 'vulnerable populations.'
2. Identify specific vulnerable populations at risk in our society.
3. Understand the environmental and health care access barriers for vulnerable populations.
4. Recognize the scope of the national and international population of vulnerable citizens.
5. Identify the specific needs of individual vulnerable populations.
6. Recognize the financing and cost factors of care for vulnerable populations.
7. Understand 'quality of care' and 'quality of life' issues for vulnerable populations.
8. Discuss programs and strategies implemented in indigenous populations in Costa Rica

### REQUIRED TEXT & SUPPLEMENTAL READINGS

- **Vulnerable Populations in the United States, Leiyu Shi, Gregory D. Stevens;** Jossey-Bass Publishers, 2010.
- Various required supplemental articles and readings will be assigned, and will be posted on the course platform each week for students to read.

### METHODS OF EVALUATION

• Class attendance, punctuality and class participation	<b>20%</b>
• Oral Presentation	<b>15%</b>
• Discussion Board for <u>Unnatural Causes</u>	<b>40%</b>
• Final Paper	<b>25%</b>

- 1) Regular class **attendance / punctuality and class participation** will represent **20%** of the course grade. Evaluation of class participation will be based on the following criteria:
  - Demonstrated preparedness of assigned material exhibited throughout class discussions and in-class activities;
  - Active engagement in all in-class activities and exercises;
  - The quantity and quality (i.e., critical thinking) of student participation in class discussions, including opportunities to apply course material to issues in a student's work settings and life experience, as well as to current health care 'news' headlines and events.



- 2) An **oral presentation** to the class – representing **15%** of the course grade -- will consist of development of an assigned topic.
  
- 3) A series of 7 online Discussion Board forum assignments will require viewing of the 7-episode / total 4-hour documentary “Unnatural Causes.” After viewing each episode, you will respond to three questions per episode on the designated forum. This combined assignment is worth **40%** of your course grade. [**NOTE:** Because the program is a condensed learning format, students are required to complete an equivalent of **5 ½ hours of additional course time outside of the classroom** – over and above the applicable study / learning activities. This discussion board initiative will serve to meet that requirement.]
  
- 4) A **Final paper**, which will reflect **25%** of the course grade, will require students to synthesize course content in their development of a response to an essay topic. The **Final paper – 5-7 pages in length** -- will reflect the student’s ability to pull together an overview (“big picture”) of the indicated course information, and describe his/her understanding of the various concepts covered in the course and their relationship to one another. The paper will be due on the date indicated in the Course Schedule.

### PACE OF INSTRUCTION

The condensed 10-week course term requires students to absorb substantial reading assignments and course material within a short timeframe. Be certain to remain current in all course work.

### Grading Scale:

Letter Grade/Numerical Grade

A+	97-100	C+	77-79
A	93-96	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	F	below 63

### COURSE POLICIES

#### Faculty and Student Responsibilities & Expectations

- Check email daily.
- Attend scheduled classes.
  - If you must miss a class session for an important personal or work-related-reason, please contact the faculty by the morning of the scheduled class to make the instructor aware of your anticipated absence, or soon after class if an unexpected emergency arises.
  - Absences do not suffice as a reason or excuse for not remaining current in course readings, assignments, and any coursework due on or after the day of the absence.



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- Each absence exceeding twice the hours per one week's class session will automatically receive a half-grade reduction in the final course grade, cumulatively computed at the end of the quarter. For example, if a course meets for 2.5 hours per session (each week), and a student earning a 'B' average grade for the course is absent for more than 5.0 hours (including partial sessions thereof), the student's final course grade will be a 'B-.'
- Missing 7.5 or more hours of class session time would result in a grade of 'C+.'
- Arrive at class on time.
  - Repeated late arrival for the start of class will be counted toward the 'absence' hours calculated above. As a matter of courtesy, the student must notify the instructor prior to missing or being late to a class.
- All cell phones, beepers and other noise emitting electronic devices should be turned off or otherwise silenced during class, as a courtesy to faculty and other classmates.
- Limit any use of laptop computers and tablets to note-taking during class lectures / discussions. No web-surfing or texting will be permitted on any device during class sessions.
- Maintain functional computer literacy and capabilities.
- Class cancellations, delays or time changes will be notified via email.
- Communicate professionally.
  - Writing skills expected for course-related written assignments require – at the minimum – grammatically correct format, checked for any spelling errors (including that of proper names), and source citations as appropriate (refer to the **Plagiarism** topic below). Any written document submitted for a grade and not in compliance with these basic standards will be returned – un-graded -- for correction and reconciliation (except in the case of **Plagiarism**, for which 'corrections' will not be accepted, and students will be subject to penalties determined by the faculty member and University).
  - In-class discussions and dialogue require mutual respect and courtesy be shown among and between all faculty, guest speakers, and students. Whether in response to a class question, as a member of a debate presentation, or a request for an individual comment or remark, all members of the class community are expected to remain considerate of others and attentive at all times.
  - Use of slang jargon is discouraged in preference for proficient use of a professional style of verbal communication that underscores proper interaction with colleagues, coworkers, clients, and/or patients.
- Faculty assures timely availability of course material in Dropbox, evaluation feedback, and assignment postings, in order to permit students adequate time and opportunity to complete course requirements.

### LATE PAPER POLICY

On time submission of assignments is expected. All assignments are due on the specified date/time. Assignments submitted up to 24 hours late will be penalized one-half letter grade for that assignment, and assignments submitted between 24 and 48 hours late will be penalized one full letter grade. No assignments will be accepted after 48 hours beyond the due date / time, and the student will receive a failing grade for the assignment.



## **DISCLAIMER**

The faculty reserves the right to modify the syllabus, course policies, class scheduling, and course assignments/requirements at any time during the quarter, yet allowing sufficient notice to students in order for them to adequately complete course requirements.

## **DISABILITY STATEMENT**

Students who have disabilities and who believe that they may need academic adjustments in this course are encouraged to contact Hospital Clinica Biblica and/or ICDS to ensure that documented accommodations are implemented in a timely fashion. All discussions will remain confidential.

## **ICDS ACADEMIC POLICY**

### **Academic Integrity**

ICDS/Winter term is committed to a learning environment that embraces honesty. Faculty, students, and administrators share responsibility for maintaining this environment of academic honesty and integrity, accepting responsibility for all actions, personal and academic. Each member of the ICDS community is expected to read, understand, and uphold the values identified and described for academic integrity.

Students in this course are expected to abide by common sense, normal regulations on Academic Integrity. Violations of the Academic Integrity policy include, but are not limited to plagiarism, fabrication, cheating, and academic misconduct, including dishonest acts such as tampering with grades or taking part in obtaining or distributing any part of an administered or unadministered test/assignment. The intent to violate this policy also represents a violation of this policy.

### **Possible Sanctions for Violating Academic Integrity Policy**

If an act of academic dishonesty is determined to have occurred, one or more of the following sanctions will be imposed, depending on the severity of a first-time offense:

- Reduction of a course grade
- An "F" for the assignment or exam
- Failure for the entire course
- Other action deemed appropriate by the faculty member
- Any of the above sanctions with the inability to withdraw.

The decision about the sanction to apply will be made jointly by the course's professor and ICDS' Academic Director, in consultation with home university on-site Director for the program, if applicable. The incident will be reported to the home university and may result in an official conduct record for the student(s).

Second violation: A second violation will result in suspension or expulsion from the program, in addition to any sanction issued from the list above.