

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: Health Professions Dept/Division: Public Health Alpha Designator/Number: PH 603 Graded CR/NC

Contact Person: Paul Kadetz Phone: 304-696-5772

NEW COURSE DATA:

New Course Title: Introduction to Rural Health

Alpha Designator/Number:

P	H	6	0	3					
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Title Abbreviation:

I	n	t	r	o		t	o		R	u	r	a	l		H	e	a	l	t	h				
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(Limit of 25 characters and spaces)

Course Catalog Description: Introduction to the particular issues of rural health, both domestically in the U.S. and internationally.
(Limit of 30 words)

Co-requisite(s): Not Applicable First Term to be Offered: Fall 2017

Prerequisite(s): Not Applicable Credit Hours: 3

Course(s) being deleted in place of this addition (must submit course deletion form): Not Applicable

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u>Mary Emery</u> <u>1/25/18</u>	Date <u>3/10/17</u>
Registrar <u>Sonye Y. Co</u> <u>1/29/18 SSC</u>	Date <u>3-13-17</u>
College Curriculum Chair <u>Will Z...</u> <u>1/26/18 Z...</u>	Date <u>3/16/17</u>
Graduate Council Chair _____	Date _____

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Dept. Chair/Division Head _____	Date _____
Registrar _____	Date _____
College Curriculum Chair _____	Date _____
Graduate Council Chair _____	Date _____

Request for Graduate Course Addition - Page 2

College: Health Professions

Department/Division: Public Health

Alpha Designator/Number: PH 603

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Dr. Richard Crespo and MPH Faculty

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not Applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Upon completion of the course, students will:

- 1) Identify the factors involved in health disparities in rural contexts
- 2) Discuss the primary health issues specific to rural Appalachia
- 3) Distinguish the basic structure and function of rural health systems
- 4) Conduct a basic needs and assets assessment for rural health

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

- Week 1 Defining Rurality and Understanding Rural Health. (Crosby Chapter 1, 2)
Week 2 Context of Rural Public Health in America and in Appalachia. (Crosby Chapter 3; Ludke Introduction)
Week 3 Rural Disparities. Understanding the social, cultural and environmental factors impacting health disparities. (Crosby Chapter 4)
Week 4 Health and the built environment in Appalachia. Field Visit I (Ludke Chapter 2)
Week 5 Health and Appalachian Culture. (Ludke Chapter 3)
(Paper 1 Due)
- Week 6 Health Policy and Health Promotion in Rural America. (Crosby Chapter 5)
Week 7 The Status of Health in Appalachia I: Obesity and Food Insecurity. (Crosby Chapter 14; Ludke Chapter 7)
Week 8 The Status of Health in Appalachia II: Cardiovascular Disease (Crosby Chapter 16; Ludke Chapter 5)
Week 9 The Status of Health in Appalachia III: Diabetes (Ludke Chapter 6)
Week 10 The Status of Health in Appalachia IV: Trauma and Injury (Crosby Chapter 17; Ludke Chapter 10)
(Paper 2 Due)
- Week 11 Health Care Systems in Appalachia. Field Visit II (Ludke Chapter 4)
Week 12 Rural Health Care in Kentucky and Alabama. (Crosby Chapter 7, 8)
Week 13 Health Partnerships: Coalition Building in Rural Health (Crosby Chapter 11)
Week 14 Building Capacity in Rural Communities. (Crosby Chapter 12)
(Paper 3 Due)
- Week 15 Decentralization in the Rural Philippines.
Week 16 Health Reforms and Human Resources in Rural China.
Week 17 (Final Rural Health Assessment)

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Crosby, R. A., Wendel, M. L., Vanderpool, R. C., & Casey, B. R. (2012). Rural Populations and Health: Determinants, Disparities, and Solutions. San Francisco: Josey-Bass. ISBN: 9781118221693

Ludke R. & Obermiller P. (Eds.)(2012). Appalachian Health and Well-Being. University Press of Kentucky. ISBN: 9780813140421

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Lecture, videos, discussions, Field Visits.

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Papers and Final Rural Health Assessment.

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not Applicable.

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Crosby, R. A., Wendel, M. L., Vanderpool, R. C., & Casey, B. R. (2012). *Rural Populations and Health: Determinants, Disparities, and Solutions*. San Francisco: Josey-Bass. ISBN: 9781118221693

Dolea, C., Stormont, L., & Braichet, J. M. (2010). Evaluated strategies to increase attraction and retention of health workers in remote and rural areas. *Bulletin of the World Health Organization*, 88(5), 379-385.

Eberhardt, M. S., & Pamuk, E. R. (2004). The importance of place of residence: examining health in rural and nonrural areas. *American Journal of Public Health*, 94(10), 1682-1686.

Hartley, D. (2004). Rural health disparities, population health, and rural culture. *American Journal of Public Health*, 94(10), 1675-1678.

Human, J., & Wasem, C. (1991). Rural mental health in America. *American Psychologist*, 46(3), 232.

Ludke R. & Obermiller P. (Eds.)(2012). *Appalachian Health and Well-Being*. University Press of Kentucky. ISBN: 9780813140421

Ricketts, T. C. (2000). The changing nature of rural health care. *Annual review of public health*, 21(1), 639-657.

Smith, K. B., Humphreys, J. S., & Wilson, M. G. (2008). Addressing the health disadvantage of rural populations: how does epidemiological evidence inform rural health policies and research?. *Australian Journal of Rural Health*, 16(2), 56-66.

Stock, R. (1983). Distance and the utilization of health facilities in rural Nigeria. *Social science & medicine*, 17(9), 563-570.

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Course Number and Title:
Catalog Description:
Prerequisites:
First Term Offered:
Credit Hours:

Department: Public Health
Course Number and Title: PH 603 Introduction to Rural Health
Catalog Description: Introduction to the particular issues of rural health, both domestically in the U.S. and internationally.
Prerequisites: NONE
First Term Offered: Fall 2017
Credit Hours: 3

COURSE TITLE/NUMBER	Introduction to Rural Health/ PH603
SEMESTER/YEAR	Fall 2017
DAYS/TIME	TBD
CREDIT HOURS	3
LOCATION	TBD
INSTRUCTOR	Richard Crespo and MPH Faculty
OFFICE/PHONE	TBD
E-MAIL	TBD
OFFICE HOURS	TBD
CFE/UNIVERSITY POLICIES	By enrolling in this course, you agree to the <i>Marshall University Policies</i> , and thus it is essential that you understand them. Please review these at the Academic Affairs website: http://muwww-new.marshall.edu/academic-affairs/policies/

COURSE DESCRIPTION: FROM CATALOG

Introduction to the particular issues of rural health, both domestically in the U.S. and internationally.

STUDENT LEARNING OUTCOMES IDENTIFIED IN THIS COURSE:

Upon completion of the course, students will:

- 1) Identify the factors involved in health disparities in rural contexts
- 2) Discuss the primary health issues specific to rural Appalachia
- 3) Distinguish the basic structure and function of rural health systems
- 4) Conduct a basic needs and assets assessment for rural health

COURSE STUDENT LEARNING OUTCOMES	HOW PRACTICED IN THIS COURSE	HOW ASSESSED IN THIS COURSE
1) Identify the factors involved in health disparities in rural contexts	Lecture, Discussion, videos, Field Visits	Papers and Health Assessment
2) Discuss the primary health issues specific to rural Appalachia	Lecture, Discussion, videos, Field Visits	Papers and Health Assessment
3) Distinguish the basic structure and function of rural health systems	Lecture, Discussion, Field Visits	Papers
4) Conduct a basic needs and assets assessment for rural health	Discussion, Field Visits	Health Assessment

REQUIRED TEXTS, ADDITIONAL READING, AND OTHER MATERIALS

Required

Crosby, R. A., Wendel, M. L., Vanderpool, R. C., & Casey, B. R. (2012). *Rural Populations and Health: Determinants, Disparities, and Solutions*. San Francisco: Josey-Bass. ISBN: 9781118221693

Ludke R. & Obermiller P. (Eds.)(2012). *Appalachian Health and Well-Being*. University Press of Kentucky. ISBN: 9780813140421

Recommended

Dolea, C., Stormont, L., & Braichet, J. M. (2010). Evaluated strategies to increase attraction and retention of health workers in remote and rural areas. *Bulletin of the World Health Organization*, 88(5), 379-385.

Eberhardt, M. S., & Pamuk, E. R. (2004). The importance of place of residence: examining health in rural and nonrural areas. *American Journal of Public Health*, 94(10), 1682-1686.

Hartley, D. (2004). Rural health disparities, population health, and rural culture. *American Journal of Public Health*, 94(10), 1675-1678.

Human, J., & Wasem, C. (1991). Rural mental health in America. *American Psychologist*, 46(3), 232.

Ricketts, T. C. (2000). The changing nature of rural health care. *Annual review of public health*, 21(1), 639-657.

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Stock, R. (1983). Distance and the utilization of health facilities in rural Nigeria. *Social science & medicine*, 17(9), 563-570.

RECOMMENDED MATERIALS

TBD

COURSE REQUIREMENTS

3 Papers at 25% each = 75%
Final Rural Health Assessment 25%

GRADING POLICY

Grades will be determined by the following scale:

90-100	A
80-89	B
70-79	C
60-69	D
<60	F

Criteria for grading-

"A"- Student should demonstrate excellent knowledge in the topics covered and should participate actively in the classroom discussion, should be able to answer 90% or more of the questions in quizzes/exams correctly.

"B"- Student should demonstrate good knowledge in the topics covered and should participate actively in the classroom discussion, should be able to answer 80% or more of the questions in quizzes/exams correctly.

"C"- Student should demonstrate satisfactory knowledge in the topics covered and should participate actively in the classroom discussion, should be able to answer 70% or more of the questions in quizzes/exams correctly.

"D"- Student should demonstrate satisfactory knowledge in the topics covered, should be able to answer 60% or more of the questions in quizzes/exams correctly.

"F"- Student fails to demonstrate satisfactory knowledge in the topics covered, fails to participate actively in the classroom discussion, scores less than 60% of the questions in quizzes/exams.

ATTENDANCE POLICY

This class meets weekly. While attendance is not required, lectures may not be replicated on Blackboard, thus students are encouraged to maintain regular attendance.

ADDITIONAL POLICIES

1. **Accountable material and preparation.** Class sessions are conducted based on the expectation that students complete all appropriate readings and/or assignments as scheduled. This facilitates better questions, discussion, and learning. Exam and quiz questions may be based on both out-of-class assignments and material presented in class.
2. **Electronic devices.** Electronic devices (smartphones, PDAs, laptops, etc.) can be a valuable asset in the classroom. However, if used inappropriately, these can be a distraction. Students should utilize these devices in class only for educational purposes, and are requested to be unobtrusive in their use (including silencing cell phone ringers). Please note that social media, "tweeting", and real time chat are not appropriate in the classroom unless part of a classroom exercise.
3. **Intellectual property notice:** Many materials used in this class are copyrighted, while others represent content and product of the instructor and/or Marshall

University. While students may share notes and engage in discussions regarding their work in the course, recording or distribution of course content is not permitted. Students should enquire of the instructor for clarification regarding exceptions.

4. **Academic integrity:** Students should refer to the Student Handbook to ensure understanding of policies concerning academic honesty and integrity, including plagiarism and cheating. Unless specified by the instructor, no electronic devices, notes, or other non-approved assistance is permitted during any exam.
5. **Disability accommodation.** The instructor will endeavor to accommodate students with a disability. It is requested that the student notify the instructor at the earliest possible time regard anticipated assistance which may be required.
6. **Vigilance.** Students are expected to access their MU e-mail address and MU On-line regularly for information related to the course.
7. **Missed classes:** If you are absent, it is the student's responsibility to find out from a classmate what notes, handouts, assignments, or other course material you missed and to make arrangements to receive those.
8. **Make-up assignments and exams:** Students who miss scheduled exams or assignments may make them up in the event of a University-excused absence or medical emergency. In any other situation, a student may request a make-up, but if the request is granted, such may be a different exam or assignment.
9. **Office hours:** As posted and by appointment.
10. **Inclement Weather:** If inclement weather results in class cancellation, students are directed to carefully review posted material posted for that session, as we will endeavor to maintain the planned course schedule, including exams which may include that content.
11. **Reasonable change with notice.** In order to facilitate unforeseen circumstances, as well as act in the best interest of students and the university, the terms and schedule in this syllabus are subject to prudent change with reasonable notice.

Course Schedule

Week	Topic
1	Defining Rurality and Understanding Rural Health. (Crosby Chapter 1, 2)
2	Context of Rural Public Health in America and in Appalachia. (Crosby Chapter 3; Ludke Introduction)
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14	Building Capacity in Rural Communities. (Crosby Chapter 12)
	Paper 3 Due
15	Decentralization in the Rural Philippines.
16	Health Reforms and Human Resources in Rural China.
	Rural Health Assessment