

**KETTERING COLLEGE OF MEDICAL ARTS**  
**Summer 2003**  
SLHP 331 Syllabus  
Health Care Needs of Underserved Populations (2 SH)

An introduction to the health care needs of underserved populations in the United States. Topics related to health and illness problems of diverse groups in the United States will be discussed, including but not limited to homeless groups, migrant workers, urban poor, and rural settings. Application of the topics discussed will be used in a Service Learning experience in a local community. This course requires the completion of 40 Service Learning hours.

*“Knowing is not enough; we must apply.  
Willing is not enough; we must do.”*  
—Goethe

Instructors:

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Class Time: On-line and via internet; (when in class) Tuesday, 7:00 - 9:20 PM  
G18

Office Hours: Tuesday 6-7 PM (by appointment).

Textbook: Understanding health policy : a clinical approach. Thomas S. Bodenheimer, Kevin Grumbach. New York : Lange Medical Books/McGraw-Hill, Medical Pub. Division, c2002. 3rd ed.

**Class Objectives:**

After completing this course, the student will...

1. Effectively explore and discuss health care access issues. (Skills)
2. Understand the complex interplay of economic, social, and cultural barriers to health care access affecting various groups of peoples. (Knowledge)
3. Become an advocate for improving access to health care. (Attitude)
4. Effectively serve in 40 hours of service-learning within in a community program noted for improving access of health care for the underserved. (Skills – Knowledge - Attitude)

**Grading: (guidelines are provided for each – see last page)**

- (1) **Academic Integration.** Complete synoptic reviews of the text and ancillary reading material. All reviews should be emailed to all members of the class including the instructor. (25 points)
- (2) **Servant Leadership.** Assessment by the leader of the service project. (25 points)
- (3) **Service Reflection.** Submit a personal journal of the chosen service project. (25 points)
- (4) **“NET” Interaction.** Most of the class’s interaction will be via the internet and email. (25 points)

- Special Needs:** Students with physical or learning disabilities should request special accommodations as soon as possible.
- Reading:** All assigned readings and reviews must be completed according to the schedule.
- Service-Learning** Each student will serve at one or more pre-approved service-learning sites for a total of 40 hours.

### Tentative Schedule

<b>Date</b>	<b>Content</b>	<b>Assignment Due</b>
#1. May 6	No Class	
#2. May 13	Course Introduction (in Class)	
#3. May 20	Barriers to Health Care	Reviews of Ch 1,2,3
#4. May 27	Financial Factors	Reviews of Ch 4-5
#5. June 3	Organization of US Health Care	Reviews of Ch 6-7
#6. June 10	Health Care Quality and Rationing	Reviews of Ch 12-13
#7. June 17	National Health Care Reform	Reviews of Ch 14-15
#8. June 24	Putting it all together. (in Class)	
#9. July 1	Open	
#10. July 8	Course Review (in Class)	

### Assignments

**A. Academic Integration.** Each student will complete reviews of the text (25 points). In this textbook, there are 11 chapters that are critical for the student of health care access for the underserved to understand. Two points will be awarded for developing two key critical questions for each chapter (one point each) which the student then answers and is prepared to discuss via email. The questions should bring important topics critical for understanding health care access of the underserved into clearer focus. The subsequent answers should reflect a firm understanding of the material. The length of the review should be at least a couple of paragraphs including personal reflection and application but should not be more than 250 words per chapter. The remainder 3 points will be awarded at the end of the term based on the overall quality of the papers: Outstanding (3 points) – rare errors in spelling and grammar; Good (2 points) – occasional errors in spelling and grammar and; Fair (1 point) – many spelling and grammar errors.

**B. Service Leadership.** Be assessed by the leader of the service project. (25 points). Your Service-Learning Supervisor in the project will be asked to assess your performance based on the following:

**A. Does the student display an active interest in your project?**

Definitely Yes	Usually	Sometimes	Rarely	Definitely No
5	4	3	2	0

**B. Does the student display a positive attitude while in your organization?**

Definitely Yes	Usually	Sometimes	Rarely	Definitely No
5	4	3	2	0

**C. Does the student show respect to your clients?**

Definitely Yes	Usually	Sometimes	Rarely	Definitely No
5	4	3	2	0

**D. Was the student helpful in serving your needs?**

Definitely Yes	Usually	Sometimes	Rarely	Definitely No
5	4	3	2	0

**E. Would you want this student to work in your project again?**

Definitely Yes	Yes	Maybe	Doubtful	Definitely No
5	4	3	2	0

**C. Service Reflection.** Submit a reflecting journal of the chosen service project. (25 points)

1. **Coherency:** Does the paper flow well from the experiences of the student. (10 points possible)
2. **Completion:** Does the paper provide evidence of emotional, intellectual, and moral connection of the student with others within the service-learning project (staff and participants)? (10 points possible)
3. **Clarity:** Is the writing clear and understandable; does the student fully describe the work of the project? (5 points possible)

5 points – The paper is clear and follows a logical pattern.

3 points – The paper is clearly written but fails to follow a logical pattern.

1 point – The paper is not clearly written.

**D. “NET” Interaction.** Most of the class’s interaction will be via the internet and email. (\*25 points)  
Three aspects of the interaction can be objectively assessed: **Number – Effort –Time.**

**Number:** at least 5 responses are expected per week either on the reading assignments or additional material provided for your review. This does not include the text review email. Email should be sent to each class member as well as the instructor.

**Effort:** Cursory or unsubstantial comments will not be accepted. The email responses should encourage exploration of the material or question. Responses not reflecting adequate effort will have additional comments requested by the instructor.

**Time:** Responses should occur within 72 hours of receipt. The instructor will send students emails on Thursdays and Mondays.

\*Students will receive 1 point for each communique fulfilling the above criteria.