

Course Syllabus – Fall 2023

Welcome to **HUS 3570: Vulnerable Populations: Health and Healthcare Issues (3 Credit hours)**

WHO TO CONTACT

Instructor:	Teri A. Trede PhD, MPH
Email:	trede.teri@spcollege.edu
Phone:	727-302-6620 ; Please email within MyCourses for appointments – I do not want to miss your call
Office Location:	HEC – 206D – You may reach me at the phone number above; leave an email message at any time. Physical Location: Health Education Center (HEC), 7200 66 th St. N. Pinellas Park, FL
Office/Virtual Hours:	I am easily available by appointment on most any day; please email for an appointment – I do not want to miss you!
Instructor Web Page:	http://web.spcollege.edu/instructors/id/trede.teri

Program Administration

Dean, College of Health Sciences:	Deanna Stentiford, Ed.S., RDH
Administrative Services Specialist:	Sandy Malkin
Administrative Services Specialist Phone:	727-341-3771
Office Location:	HEC 216, 7200 66 th St. N. Pinellas Park, FL

IMPORTANT COURSE INFORMATION – Read Carefully!

Important Dates: Please view the [Academic Calendar](#) and [Financial Aid Dates](#). **Note:** Financial Aid Recipients - withdrawing from all courses on or before the dates of your Session may require repayment of Federal Financial Aid funds:

- Last day to drop with a full refund: August 18, 2023
- Last day to withdraw with a “W”: September 20, 2023
- Last day to drop with WF: October 5, 2023

Required Textbooks:

There is no textbook for this course.

Required Materials (Required for all Students in This Course)

- SPC Library Libguide for APA 7th Ed. (<https://spcollege.libguides.com/hecapa>)
- **Please note:** Materials provided via MyCourses are copyrighted and for personal and educational use only during the course.

How and Where to Start This Course: Information changes over time and so at the beginning of each course, students need to read and are responsible for the most current information:

- 1) SPC Syllabus Addendum page ([How to Be a Successful Student](#)) containing important student success resources and links that may change over time such as the academic calendar;

- 2) This course syllabus orients students to specific tasks, expectations and definitive course due dates. Print and save this syllabus and all graded assignments for reference during the final Capstone Experience.

Computer Issues:

If you experience problems accessing the course or course materials online, posting assignments or any other hardware or software issues, please contact the Technical Support Desk at 727-341-4357, visit [SPC Technical Support Center](#), or email onlinehelp@spcollege.edu available daily from 7:00 a.m. to midnight.

- It is your responsibility to contact your instructor *immediately* should a problem arise. Do not wait until after the assignment deadline to notify the instructor. The Tech Support Desk will note the time, date and nature of your issue. Computer issues will not extend the due date for course work.
- MyCourses tutorials are located at the beginning of the course and most features are accessible on mobile devices, although it is recommended that you use a computer for quizzes, tests, and essay assignments.

LEARNING RESOURCES:

SPC offers Learning Resources available to all students either online or in person (schedule an appointment first), at no cost. Explore the [Learning Resources](#) web page to learn more about what is available. At the HSA Program home campus, the Health Education Center (HEC), students may schedule time via email with the Learning Support Center staff.

- Please provide the name of your instructor, the course and specific assignment instructions.
- Once you have scheduled time, have your assignment completed and ready for the Writing Tutor or Learning Specialist no later than Thursday at 5 p.m. of the week in which the assignment is due.
- Note that Learning Resource staff do not work 7 days a week.
- It is not the responsibility of the Writing Tutor or Learning Specialist to correct the students' work, but rather, to help the student improve their writing skills and critical thinking abilities.
- Instructors may refer students to Learning Resources by providing the HEC Library/Writing Help Referral Form to the student. The student will need to provide the assignment, assignment instructions (Originality Report – if applicable) and the Library/Writing Help Referral Form. Once assistance is received please have the tutor email the instructor.

Online Library:

To logon to the Online Library through the SPC homepage (<https://go.spcollege.edu/Libraries/>), use your Student ID number and the last 4 numbers of your Social Security Number. For library help you may contact the Health Education Center library for assistance.

- Joshua Brown, brown.josh@spcollege.edu. (727) 341-3657
- Shilo Smith, Smith.Shilo@spcollege.edu. (727) 341-3673

Turn It In:

The instructor of this course may require use of Turnitin.com as a tool to promote learning. The tool flags similarity and mechanical issues in written work that merit review.

- Use of the service enables students and faculty to identify areas that can be strengthened through improved paraphrasing, integration of sources, or proper citation. Submitted papers remain as source documents in the Turnitin database solely for the purpose of detecting originality. Students retain full copyright to their works. Review the [Turnitin Usage Agreement](#).
- Students who do not wish to submit work through Turnitin must notify their instructor via course email within the first seven days of the course. In lieu of Turnitin use, faculty may require a student to submit copies of sources, preliminary drafts, a research journal, or an annotated bibliography. View the [Reviewing a TurnItIn/Originality Report](#) tutorial.

NEED ADDITIONAL ASSISTANCE?

Accessibility Services:

SPC recognizes the importance of equal access for all students. [Accessibility Services](#) is the campus office that works with students who experience qualifying challenges (e.g. learning disability, medical/orthopedic, ADD/ADHD, psychiatric, vision, and/or hearing) to provide and/or arrange reasonable accommodations.

- Students who have, or think they may have, a disability, are invited to contact Accessibility Services for a confidential discussion at 727-341-4141 (V/TTY) or at rivera.frances@spcollege.edu.
- These requests need to be made prior to the semester starting or the in the first few weeks. Students with accommodations from Accessibility Services should notify their instructors early in the semester as we may not grant accommodations without proper notification from this Office.
- **Note:** This course is designed to be accessible by everyone. **Be sure to notify me *immediately*** if you encounter a required element or resource in the course that is not accessible to you so I may resolve the issue for you.

Titans Care:

SPC cares about our students and has brought together resources to support you with your courses and beyond! You can access Titans Care resources on the Community Resources Page (<https://www.spcollege.edu/current-students/student-affairs/student-support-resources/student-assistance-programs/resources-for-life-issues>). This site contains a variety of resources to support students academically as well as their general wellbeing. If you or a loved one are considering suicide, please call the National Suicide Prevention Lifeline at 1-800-273-8255.

Additional College Resources:

Please see your MyCourses homepage (<http://mycourses.spcollege.edu>) to access important resources/links.

HOW TO PARTICIPATE IN THIS CLASS

Contacting the Instructor:

The best way to contact me is via course email. Include days/times you are available to talk. Meetings may also be scheduled through web conferencing (i.e., Zoom), via telephone. Expect a response in 24-48 hours. **Note:** I am not able to respond to non-SPC emails (i.e., accounts from Yahoo, Gmail, etc.) and they often go to SPAM.

Course Navigation:

Important! When navigating through the course, it is important to begin by reviewing each module landing page through the **Course Content Tab** so as not to miss information not accessible through the **Submission Review Tab**. Relevant content as well as reading assignments and supplemental materials may appear on the landing page.

Participation and Attendance:

Active participation is essential for learning in online environments. It is determined by actively participating in graded discussion forums **and** completing course assignments each week. Simply logging in does *not* constitute attendance. View the college-wide attendance policy included in [How to Be a Successful Student](#).

- As in the professional workplace, it is important to promptly notify instructors immediately when other events (i.e., illness) may interfere with normal class participation and submitting timely coursework.
- Exceptions **may** be made to deadlines for valid reasons. Note that I may need appropriate documentation that may be archived in the course to support any exception (i.e., hospital discharge paperwork with private information blacked out or a doctor's note with limitations and the date range for when the exception should apply). A key factor in this situation is timing of the notice to the instructor.
- Do not wait several days or weeks to notify me of your absence.
- Holidays occurring during the course do not impact due dates (See Course Snapshot); plan ahead.

Course Time Commitment:

This course is organized into 8 weekly Modules with the 8th week being shorter. Because of this, it is important to plan accordingly using the course snapshot. Expect to spend **8-12 hours** or more of time per week for **each** course. This course is not self-paced, the course snapshot (last 2 pages of the syllabus) details important dates for each module/week. The Capstone course is the only exception to this timeframe, as it is scheduled in a 16-week, semester format.

Confidentiality

Because we are encouraged to share our personal and professional experiences to enhance the learning process, we are bound by our personal ethics to honor confidences. In order to assure that we have free and open discussions, it is expected that each of us respect the confidentiality of what is shared by our colleagues. Our enrollment and participation in this class is an acknowledgment of our agreement to maintain confidentiality.

Instructional Continuity Plan:

To be prepared in the event of weather or other emergency disruptions, review the [Emergency Preparedness Procedures for Students](#). **This is an online course and will continue as normal unless students are notified by college administration or your instructor.**

COURSE ASSIGNMENTS**Assignments and Due Dates:**

Always check the snapshot for specific due dates. Specific due dates/deadlines for individual assignments are posted in each course Snapshot as well as in the assignment instructions. Students will need to have access to appropriate technology to actively participate in course activities such as MS Office (Word, PowerPoint, Excel), YouTube, email, etc. Instructors may also utilize additional software applications such as Zoom, Teams, or other webinar tools.

Written Assignments/Activities:

A variety of assignments and activities are due each week as specified in the assignment/discussion forum instructions and on the course snapshot. Although most written assignments are due each week before 11:59 p.m. EST on Sunday, some assignments may be due earlier in the week. This highlights the importance of reviewing the course snapshot each week.

Discussion Postings:

The purpose of the discussion forums is to take the place of traditional lecture and discussion/engagement among students in the classroom. These discussions allow students the opportunity to practice and demonstrate professional communication skills necessary in the workplace. The ability to clearly articulate written thoughts and viewpoints with support from factual evidence is critical to effective communication in a professional environment. In the case of online courses, engagement is deemed to be represented by multiple posts among peers throughout the week.

- **Post First:** Most discussion forums are set to require students to post their thoughts/ideas first, before reading the thoughts/ideas of other students. This strategy is aimed at allowing for a wider range of discussion points and content, creating a richer discussion and promoting more in-depth critical thinking skills. Bypassing this feature by posting something irrelevant in order to gain access to peer posts and then editing the initial post, will result in no points being awarded for that post.
- **Due Dates:** All initial discussion postings are due before 11:59 p.m. EST Thursday. All peer replies are due before 11:59 p.m. EST Sunday (Exception: See course snapshot for Module 8 due dates).
 - Note that submitting all posts on one day or waiting until Sunday to start peer replies is not sufficient engagement in class discussions and will result in a loss of points.

GRADING

General Policies Regarding Grading:

Points earned are meant to be a reflection of the relevance, quality and completeness of each student's work on assigned learning activities in the course.

- To ensure equity of grades awarded across all students, extra credit is generally not awarded.
- Students often inquire about the policy for “rounding up” points if a student is near the cutoff between one grade and another when final grades are calculated. This is at the instructor's discretion. However, students should not expect grades to be “bumped up” when the point difference is more than one point, especially if there are patterns of low/poor performance, missing assignments or late work.

HSA Late Policy:

- **Assignments** (Modules 1-6) (i.e.: Papers, PowerPoints, Projects, Worksheets, etc.). Assignments submitted within 24 hours of due date - worth 50% of their graded value (grade achieved, minus 50%). No credit is given beyond 24 hours of due date.
- **Quizzes:** Quizzes may not be made up.
- **Discussion Forums:** Initial discussion postings made after the Thursday deadline will not receive full credit. Note that submitting all posts on one day or waiting until Sunday to start peer replies is not sufficient engagement in class discussions and will result in a loss of points.
- Because of the need to get grades posted, late course work from Module 7 and 8 is not accepted.

Grading Criteria:

All assignments are graded using a pre-defined rubric (provided in the Course Rubrics folder and/or linked in the assignment instructions). I make every effort to post grades within 72 hours after the assignment due date.

Course Grading Scale

Letter Grade	Points Range
A	174 – 193
B	155- 173
C	136 - 154
D	116 - 135
F	< 116

How to Check Grades and Review Feedback:

- [Checking Your Grades](#)
- [Reviewing Dropbox Submissions](#)
- [Checking Discussion Grades and Feedback](#)
- [Reviewing Quiz Submissions](#)

HSA Policy Regarding Quoted Material:

To help strengthen students' analysis and synthesis skills, the expectation is that they will effectively paraphrase source material in their own words and with the original source accurately cited and referenced. Student writing should clearly reflect the knowledge gained, thoughts, reactions, and reflections based on or derived from the original source material. Thus, no quoted material is to be used in student work.

Expectations of Professionalism:

To prepare you for a leadership role in a professional environment we have high expectations on all student work *and* course interactions. Professional expectations include: following assignment instructions and writing guidelines, submitting completed assignments in a timely manner, communicating respectfully with instructor and peers, maintaining Academic Integrity, taking responsibility for learning, and applying instructor feedback.

Academic Integrity:

Academic integrity is an important ethical value important to academic success and professional behavior. Plagiarism is one of the most significant violations of academic integrity and includes using another's work without proper credit (accurate citations and references), including significant passages or word strings that closely match those of source material, even with use of a citation. This includes "cutting and pasting" from Internet sources and the use of photos, figures, tables or clip art not classified as free ware as well as resubmission of your own previously submitted coursework. Note that this applies to intentional as well as unintentional plagiarism. By placing one's name on work submitted for credit, the learner certifies the originality of all work not otherwise identified by appropriate acknowledgments.

- **SPC Academic Integrity Policy:** Please see SPC's Academic Honesty page, to learn more about how to avoid plagiarism: <http://www.spcollege.edu/academichonesty>. All issues related to plagiarism are reviewed through the SPC Academic Integrity Committee.
- **Resubmission of Work:** Previously submitted course work may not be resubmitted for another class (repeating a class or using it in another course-graded or not). This is called self-plagiarism. See the Academic Integrity Policies and Procedures-Resubmission: <http://www.spcollege.edu/academichonesty>

Student Survey of Instruction (SSI):

The survey, administered each semester, is designed to improve the quality of instruction at SPC. Student responses are confidential, anonymous and will be used solely for the purpose of performance improvement.

ADDITIONAL TECHNOLOGY RESOURCES**Minimum Technology Requirements**

View the [Technical Requirements for MyCourses](#).

SPC offers Microsoft Office software to current students at no additional cost. The software is available for both Windows and Mac computers. View the [How to Download Microsoft Office 2016 tutorial](#).

Minimum Technical Skills

All assignments must be compiled and submitted using Microsoft Word .doc or .docx, PowerPoint, and/or Excel 2003 or later. No assignments will be accepted if submitted using other word processing programs.

- MyCourses tutorials are available to students new to this LMS and are located at the beginning of the course. Most features on MyCourses are accessible on mobile devices, although it is recommended that you use a computer for quizzes, tests, and essay assignments.

Accessibility of Technology

- [MyCourses \(Brightspace by Desire2Learn\) Accessibility](#)
- [Google \(YouTube\) Accessibility](#)
- [Microsoft](#)

Privacy:

- [MyCourses \(Brightspace by Desire2Learn\) Privacy](#)
- [YouTube Privacy](#)
- [Microsoft](#)

Usage Rights and Permissions

Content pages in this course contain hyperlinks to a number of online resources located on the Internet (i.e., Web videos). These links go directly to the primary online source. Online resources are not downloaded, copied, or embedded in this course, unless otherwise noted. When clicked, these online resources open in a new tab/page of the Web browser so students are made aware of the primary origin of the resource - Web address, author/entity, date, etc.

COURSE INFORMATION

Course Description: This course presents the principles and concepts of vulnerability as it relates to health and health care. This course offers a general framework to study vulnerable populations and a comprehensive overview of risk factors for vulnerability and consequences of health disparities in the United States. Students will learn about trends and patterns of disparity that impact health care access, quality of health care and health outcomes. Students will also examine current strategies aimed at serving vulnerable populations and resolving disparities.

Major Learning Outcomes

- 1. The student will describe vulnerable, medically under-served, and at-risk populations by:**
 - a. identifying vulnerable subpopulations in the community.
 - b. comparing and contrasting specific at-risk populations.
 - c. assessing risk factors associated with specific vulnerable populations.
 - d. comparing the variations in health, cultural norms, and health care practices among diverse cultural, racial, ethnic, age, and gender groups.
- 2. The student will articulate how risk factors can lead to inadequate health care access and poor health outcomes by:**
 - a. identifying determinants of vulnerability using a broad framework that includes both social and individual determinants.
 - b. explaining community determinants and mechanisms of vulnerability.
 - c. appraising the influence of social, cultural, political and economic factors on health, health care access and health outcomes.
 - d. proposing the mechanisms whereby vulnerability influences health care access, quality, and health status.
 - e. developing the disparities associated with vulnerability of medically and underserved populations.
- 3. The student will evaluate the patterns of health disparity affecting various subpopulations in the United States by:**
 - a. describing patterns of health disparity affecting various vulnerable populations.
 - b. explaining the role played by patient-provider relationships in health outcomes for vulnerable populations.
 - c. accessing, synthesizing and reporting on current scholarly research related to health disparities and explaining how the findings could be used to guide services for vulnerable populations.
- 4. The student will explain the current strategies to serve vulnerable and underserved populations in the United States by:**
 - a. describing how vulnerability is fundamentally linked with national resources.
 - b. comparing and contrasting the strengths and weaknesses of the current initiatives targeting health disparities in the United States.
 - c. describing the impact of consumer's health literacy on health outcomes.
 - d. summarizing local strategies/initiatives targeting health disparities in their own community, and generalizing the findings with their peers.
 - e. articulating the demand placed on medical care and related social and human services by vulnerable populations.
 - f. discussing the Healthy People Conceptual Framework and Initiatives to reduce health disparities in the United States.

Criteria Performance Standard: Upon successful completion of this course the student will, with a minimum of 70% accuracy, demonstrate mastery of each of the above stated objectives through classroom measures developed by Program faculty.

HUS 3570		
Vulnerable Populations: Health & Health Care Issues		
Module Topic Open/Close Dates	Discussion Posting Forums (points)	Assignments (points)/Readings
Module 1 Definitions and Frameworks to Study Vulnerable Populations August 14, 2023 – August 20, 2023	Course Introductions (0) Discussion 1 (5)	<ol style="list-style-type: none"> 1. Review Syllabus, Snapshot, and Course Materials 2. See Assignment Readings in MyCourses (Course Content Link). 3. Begin Here Quiz (10) 4. Turn It In Quiz (1) 5. Quiz 1 (10)
Module 2 Social Determinants and Mechanisms of Vulnerability August 21, 2023 – August 27, 2023	Discussion 1 (5) Literature Review Forum (5)	<ol style="list-style-type: none"> 1. See Assignment Readings in MyCourses (Course Content Link). 2. Group Presentation Sign up 3. Quiz 2 (10) <p>PLAN Ahead – a ppt. assignment is due next week!</p>
Module 3 Disparities in Health Care Access, Quality, and Health Status Among Vulnerable Populations August 28, 2023 – September 3, 2023	Discussion 1 (5)	<ol style="list-style-type: none"> 1. See Assignment Readings in MyCourses (Course Content Link). 2. Preparing for a Disaster Emergency with Vulnerable Populations in my Community Brief ppt. (20)
Module 4 The Influence of Multiple Risk Factors September 4, 2023 – September 10, 2023	Discussion 1 (5)	<ol style="list-style-type: none"> 1. See Assignment Readings in MyCourses (Course Content Link). 2. Take a Closer Look at Vulnerable Populations Paper (20)
Module 5 Social Determinants and Vulnerable Populations September 11, 2023 – September 17, 2023	Discussion 1 (5)	<ol style="list-style-type: none"> 1. See Assignment Readings in MyCourses (Course Content Link).

<p>Module 6</p> <p>Working Towards Resolving Disparities in the United States</p> <p>September 18, 2023 – September 24, 2023</p>	<p>Discussion 1 (5)</p> <p>Discussion 2 (5)</p>	<ol style="list-style-type: none"> 1. See Assignment Readings in MyCourses (Course Content Link). 2. Quiz 3 (12) 3. The Group Presentation for Module 7 is due on Thursday of Module 7 Plan Ahead!
<p>Module 7</p> <p>Health Literacy and Vulnerable Populations</p> <p>September 25, 2023 – October 1, 2023</p> <p>*Check Week 8 Closing Dates – Week 8 is Short *</p>	<p>Discussion 1 (5)</p> <p>Group Presentation (5)</p>	<ol style="list-style-type: none"> 1. See Assignment Readings in MyCourses (Course Content Link). 2. Group Project (30) 3. Peer Review Form (20) (Complete to receive grade)
<p>Module 8</p> <p>Reflection and Putting It All Together</p> <p>October 2, 2023 – October 4, 2023</p> <p>*Short Week – Check Closing Dates*</p>	<p>Discussion 1 (5)</p> <p>Course Summary (5)</p>	<ol style="list-style-type: none"> 1. See Assignment Readings in MyCourses (Course Content Link)
<p>Total Points 193</p>	<p>60</p>	<p>Assignments 40 Group Project/Peer Review 50 Quizzes 43</p>

Important Course Dates:

- Last day to drop with a full refund: August 18, 2023
- Last day to withdraw with a “W”: September 20, 2023
- Last day to drop with WF: October 5, 2023

Important Course Information:

- Assignments and discussion replies are due before 11:59 p.m. Sunday, EST (or as stated on Snapshot).
- All first original discussion postings are due before 11:59 p.m. Thursday, EST.