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## CHLT 1340 Community Advocacy

Course Syllabus: Spring 2018

"Northeast Texas Community College exists to provide responsible, exemplary learning opportunities."

### Shannon J. Cox-Kelley

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	5pm-6pm		5pm-6pm			Sunday's 6pm-9pm

*The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.*

**Catalog Course Description:** this course will focus on the study of local, regional, and national health care resources. Particularly, identification of health organizations, support groups, and health care delivery systems to be used for client referral.

**Required Textbook(s):** Special Populations in Health Care

**Publisher:** Jones and Bartlett

**ISBN Number:** 978-1-28402-561-3

**Recommended Reading(s):** None

### Student Learning Outcomes:

1. Explain the concept of vulnerable populations
2. Determine the ways age and gender contributes to vulnerability
3. Identify political factors that affect health
4. Identify programs that address workplace health
5. List the most common public payer options, and understand eligibility requirements
6. List and explain financial barriers to accessing health services
7. Identify direct and in-direct costs of health care
8. Recognize programs that pass and fail cost-benefit analysis
9. Examine and evaluate program quality and care received
10. Compare the different types of research needed to address vulnerable populations

### Evaluation/Grading Policy:

The final grade will be determined as follows:

#### For your final grade:

**Exams: FOUR (4) exams** will be worth **50%** of the total grade. The first three exams will be worth **10%** each and the final exam is a comprehensive exam which will be worth **20%**. **Exam questions will be multiple choice and short answer and will be limited to material covered in textbook & online exercises.** (The majority of questions will be taken from **course exercises.**)

**Course Exercises:** All course exercises done in your blackboard will be graded. Course exercises must be originals and cannot be copies, per copyright laws. Each course exercise completed in blackboard will be worth **1 point** for a total of **30 points**. These points will make up **30%** of your course grade.

**Course Discussions:** Weekly discussions as specified on blackboard are required, and will be worth **20%** of the total course grade. **Final discussion responses** will only be accepted the **day that they are due**.

**Letter grades** will be assigned according to the following scale:

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

**Please be aware that NO EXTRA CREDIT WILL BE GIVEN at the end of the semester.** The average shown in Bb will determine the final course grade, and **no additional work** is possible.

**Attendance:** At the end of the semester, grades will be calculated according to the percentages in the syllabus, and the only adjustment that will be made is if the final percentage is **WITHIN ONE POINT** of the next letter grade (and **NO** more), and the student has missed **THREE OR LESS LECTURES**. (Mitigating circumstances will be taken into account at the discretion of the instructor.) The grade will then be **rounded up** to the **next letter grade**. *This is not applicable to online courses.*

#### **General:**

Students should log onto **Blackboard (Bb)** ASAP and **carefully** read **all announcements**. **Bb** and **student email** should be checked **DAILY** for **new announcements or messages**.

Questions are welcomed during office hours (or by appointment), or if more convenient, they can be directed to me either by phone or e-mail. **Please do not hesitate to ask questions! There is no such thing as a stupid question. It is only stupid NOT to ASK them. It is VERY difficult to improve your course average after you fail the first exam, so PLEASE contact the instructor for help or studying tips EARLY in the semester, before it is too late to make a difference.**

**Exam/Quiz Make-Up Policy:** If a student is unable to take an exam/quiz as scheduled, a make-up will be arranged **ONLY** if the reason is legitimate, and the instructor is notified **IN ADVANCE of the time the exam/quiz is scheduled** (or becomes unavailable), either through the telephone or e-mail. **Students who fail to make appropriate arrangements will receive a grade of "0" for the exam missed.** There will be no exceptions.

#### **Student Responsibilities/Expectations:**

If you attend this class or a portion of this class on-campus then class etiquette dictates that you will:

1. Attend class each time the class meets.
2. Be on time for class and **remain for the entire period**. You may not receive credit if you do not attend all sessions.
3. Refrain from talking while the professor is lecturing. Idle chattering and giggling are disruptive to the class and disrespectful to your professor and your classmates.
4. Be attentive and participate in class.

#### **NTCC Academic Honesty Statement:**

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

### Academic Ethics

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

### ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to arrange an appointment with a College counselor to obtain a Request for Accommodations form. For more information, please refer to the NTCC Catalog or Student Handbook.

### Family Educational Rights And Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

## COURSE SCHEDULE

<u>DATE</u>	<u>CONTENT</u>	<u>CHAPTERS</u>
<b>WEEK 1</b>	Class Orientation - Syllabus, Blackboard and Textbook Identifying the Vulnerable  <i>Discussion: Non-Hispanic Blacks and Cuban Factors for Disparity</i>	CH 1
<b>WEEK 2</b>	Comparing Vulnerable Groups  <i>Discussion: Curative or Preventive Medicine</i>	CH 2
<b>Material</b>		<b>End Exam</b>
	<b>EXAM 1</b>	<b>CH 1-2</b>
<b>WEEK 3</b>	Why are Some More Vulnerable than Others  <i>Discussion: Social Capital &amp; Impacts on Health</i>	CH 3
<b>WEEK 4</b>	Seeking an Effective Care Continuum  <i>Discussion: Physician Obligations to Investigate</i>	CH 4
<b>Material</b>		<b>End Exam</b>

**EXAM 2**

**CH 3-4**

**WEEK 5**      Paying for Health Care  
Evaluating the Cost of Health Care

CH 5  
CH 7

*Discussion: ACA and Insurance*

**WEEK 6**      Accessing Health Care

CH 6

*Discussion: Our Barriers to Access*

**Material**

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**End Exam**

**EXAM 3**

**CH 5-7**

**WEEK 7**      Monitoring the Quality of Care

CH 8

*Discussion: Quality vs Cost of Care*

**Material**

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**End Exam**

**WEEK 8**      Studying Vulnerable Populations  
Where Do We Go From Here?

CH 9  
CH 10

**FINAL EXAM**

**EVERYTHING**