

# Caring for the Underserved: Rural and Refugee Health in Utah

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**Approved:****Credit Hours:** 1.0 credit hour

## Contact Information

Name	Position	Email
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## Course Information

**Brief Description of Course**

The Rural & Underserved Utah Training Experience (RUUTE) program is excited for medical students to become more aware of the healthcare needs and experiences of underserved populations in the state of Utah, including refugees, and those living in rural communities throughout Utah. The "Caring for the Underserved: Rural and Refugee Health in Utah" course will help to illuminate the complexity and diversity of the people that reside in Utah, and the challenges and opportunities present in the care of these populations. The course is also designed to inspire future physicians to seek career opportunities within Utah, specifically outside of the Salt Lake City valley. The course will be divided into two halves, one focusing on refugee health and one focusing on rural health.

The course will also help students: 1) identify strengths, deficiencies, and limits in knowledge and expertise as it pertains to the care of underserved populations in Utah; 2) set learning and improvement goals; and 3) identify and perform learning activities that address gaps in knowledge, skills, and/or attitudes.

The medical students who participate in this elective will gain specific insight into healthcare differences within underserved areas and patient populations. Students will gain insight into the realities that many people within underserved communities face on a daily basis and will witness the substantial and distinct healthcare challenges present in these communities.

By taking this class, students should have mastered an overview of the some of the underserved populations in Utah, specifically refugee and rural patients, and the many challenges faced by people who are part of these populations. During the class, students will also come up with some concrete solutions to address the health disparities common to these underserved populations.

**Rural Health:**

Rural physicians must facilitate many different types of care often with less resources than their urban counterparts, therefore they must develop a broad skillset that covers many different specialties. Furthermore, rural physicians are more likely to hold community leadership roles in the sphere of health and healthcare, thus they must also develop a diverse skillset beyond medical education.

**Refugee Health:**

Currently, approximately 60,000 refugees reside in Salt Lake City, which has been designated as a refugee resettlement city by the Dept. of State for over fifty years. Approximately 1,000 new refugees arrive in Utah yearly. Persons with refugee status arriving in the United States have multiple barriers to access to health including language and cultural barriers, low level of health literacy prior to arrival in the United States, and financial barriers. Additionally, newly arrived persons with refugee status often face unique health problems that are more uncommon in the Utah population, such as infectious diseases not typically seen in the United States and trauma and torture and associated mental health issues. Taking care of patients with refugee status requires a specific skill set that the students will begin to develop through this course.

By participating in this elective, medical students will examine their own beliefs and implicit bias regarding patients that come from a background different from their own. They will become more culturally sensitive to the socioeconomic determinants of health present within the diverse populations that live in Utah, and with this knowledge and insight, they will hopefully become better future physicians.

### Course Goals

As a result of successfully completing the "Caring for the Underserved: Rural and Refugee Health in Utah" elective, students will be able to:

1. Gain an understanding of the challenges and opportunities faced by physicians caring for patients of diverse backgrounds and in resource limited clinical settings.
2. Explain some of the challenges and realities many face when living in a rural/underserved community.
3. Describe the unique aspects of rural population health and compare/contrast to urban/metropolitan population health, including health disparities.
4. Understand the distinct aspects of refugee population health and be able to describe these distinctions while making a comparison to the health of metropolitan populations. Understand and describe the health disparities that affect refugee populations.
5. Show familiarity with common conditions that affect rural and refugee populations, to include: nutrition/dietary health, dental health, emergency health, mental health and substance abuse.
6. Describe how social determinants of health interface with and impact health and health service delivery in rural areas and in refugee care.
7. Be able to find and use relevant data for measuring and discussing the health of rural populations.
8. Gain the skill set to be an empathetic, ethical, communicative, and professional healthcare leader. This includes honing the skill of personal reflection, learning from the experiences of other healthcare providers and colleagues, and being able to communicate with colleagues on issues brought up throughout the elective.

## Course Format & Schedule

**Timeline:** 5/16/2021-7/26/2021

Educational and Instructional Modalities

Modality	Percentage
Reading of assigned book	30%
Participation in online discussion board	20%
Viewing of assigned video lectures	30%
Reading/viewing of assigned online material	20%

### Role of the Student in this Course

- Students will view all assigned video lectures.
- Students will read along with the class, the assigned book, "The Spirit Catches You and You Fall Down."
- Students will write a reflective essay on the assigned book.
- Students will read the assigned articles and view the online material that coincides with the lecture for the week.
- Students will complete the written assignment comparing and contrasting healthcare problems in Salt Lake City and a community in rural Utah.
- Students will contribute to the online learning forum by posting responses to the lectures and videos as well as posting responses to their colleague's posts. Students will post original content at least five times throughout the course and respond to at least three of their colleague's posts.

- Students will display the ability to integrate concepts, ideas, and information related to the elective by completing the written assignments as well as interacting with their peers on the student discussion board.

**Topics in this Course\***

- Refugee Health
- Native American oral health
- Rural psychiatric medicine
- Rural OB/GYN medicine
- Rural migrant and family medicine
- Rural health from a patient perspective
- Communication skills required of physicians
- Creativity
- Personal reflection

\*Topics may vary by availability of guest lecturers

**Educational and Instructional Modalities for this Course**

- Asynchronous weekly lectures uploaded to Canvas. This will be a combination of powerpoint presentations with an audio voiceover as well as video recorded lectures, depending on the lecturer preference.
- Asynchronous readings and video viewing through Canvas
- Peer-to-peer education through online posting in Canvas

**Alignment of Program Objectives and Course Objectives**

Refer to Appendix B to see the alignment between the University of Utah School of Medicine's Program Objectives and the Taking Care of Rural and Underserved Populations Rural Research Elective Course Objectives.

**Required Textbook(s)/Readings**

Book Title + ISBN	Author/Publisher/Edition	Approximate Cost
The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures. ISBN: 978-0-374-52564-4 Author: Anne Fadiman Publisher: Farrar, Straus, and Giroux, 1st edition Cost: \$8.99 paperback, \$10.99 Kindle		

**Book reading schedule:**

Week 1: Chapters 1-4  
 Week 2: Chapters 5-8  
 Week 3: Chapters 9-12  
 Week 4: Chapters 13-15  
 Week 5: Chapters 16-19

**Video Lecture Schedule:**

5/16/2021: First five lecture videos will be released  
 6/21/2021: Second set of five lecture videos will be released

**Additional Resources**

Refer to Appendix C for various articles and online content that will be posted to the Canvas platform.

## Assessment & Grading

### Assessments

Assessment Name	Weight toward Final Grade	Must Pass/Must Complete	Course Goal Assessed	Due Date
<b>Reflective essay</b>	N/A	Must Pass*	<ul style="list-style-type: none"> <li>• Write a reflective piece of 5-7 pages in length on the book "The Spirit Catches You and You Fall Down." Please address the following questions in your reflection:               <ul style="list-style-type: none"> <li>○ What is your definition of cultural competency as it pertains to healthcare?</li> <li>○ How did the medical providers in the book display cultural competence or a lack thereof in regards to the care that Lia Lee and her family received?</li> <li>○ What role did miscommunication play between the medical providers and the Lee family?</li> <li>○ What are times in your medical school experience thus far that miscommunication, oral or written, has impeded either your learning or the care that has been provided to a patient under your care?</li> </ul> </li> </ul>	<b>6/21/2021</b>
<b>Viewing of all guest lecturer videos and reading of articles/videos assigned weekly</b>	N/A	Must Pass*	<ul style="list-style-type: none"> <li>• Gain an understanding of the challenges and opportunities faced by physicians caring for patients of diverse backgrounds and in resource limited clinical settings.</li> </ul>	<b>Weekly</b>
<b>Comparative Essay</b>	N/A	Must Pass*	<ul style="list-style-type: none"> <li>• Write a comparative essay of 5-5 pages comparing the health care resources and rates of three common health problems in Salt Lake City and a rural community in Utah, using the rural Utah health database: <a href="https://ruralhealth.health.utah.gov/portal/">https://ruralhealth.health.utah.gov/portal/</a>.               <ul style="list-style-type: none"> <li>○ Come up with two potential solutions to the health disparities identified through this exercise.</li> </ul> </li> <li>• Compare and contrast the different resources available to patients as well as rates of common problems in refugee populations and rural areas of the state in order to display an understanding of the unique health challenges affecting the various zones of Utah.</li> <li>• Explain some of the challenges and realities many face when living in a rural/underserved community.</li> </ul>	<b>7/26/2021</b>

<p><b>Online posting and responses</b></p>	<p>N/A</p>	<p>Must Pass*</p>	<p>Post prompts include:</p> <ul style="list-style-type: none"> <li>• Explain some of the challenges and realities that refugees encounter when they arrive in Utah.</li> <li>• Explain some of the challenges and realities that healthcare providers deal with in caring for refugee populations in Utah.</li> <li>• Explain some of the challenges and realities that many encounter when living and/or working in a rural community.</li> <li>• Describe the unique aspects of rural population health and compare/contrast to urban/metropolitan population health, including health disparities and diversity in age, race, culture, and more.</li> <li>• Research and discuss how healthcare delivery for both rural populations and refugee populations is impacted by social determinants of health.</li> <li>• Consider the moral or ethical dilemmas that physicians must resolve and discuss how physicians can use various principals of ethics to make responsible decisions.</li> <li>• Identify strengths, deficiencies, biases, and limits in one's knowledge and expertise through self-reflection and other learning activities.</li> <li>• Reflect on your experience as we read together the book "The Spirit Catches You and You Fall Down."</li> </ul>	<p><b>6/21/2021:</b> posts relating to book readings due</p> <p><b>7/26/2021:</b> posts relating to online rural lectures due</p> <p><u>Students will post a minimum of 5 original posts (total) and 3 responses to colleagues' posts (total) throughout the elective</u></p>
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\*See Appendix D for Grading Rubric

**Grading Criteria**

Students who participate and complete all the elective discussions, lectures, and assignments will receive a grade of PASS for the elective.

**Grading System**

Students will receive a final letter grade of PASS (P) or FAIL (F) for this course:

**PASS:** A student who successfully completes ALL Must Pass and Must Participate elements for the course will be assigned a grade of PASS.

**FAIL:** A student who fails to achieve a Pass for each Must Pass element or who fails to participate in all Must Participate elements for the course will be assigned a grade of FAIL.

## Student Feedback

Student feedback is an important aspect of curriculum quality improvement. Thus, students are expected to complete all assigned feedback surveys specific to a course by the due date.

## Standard Policies

Please refer to the Student Handbook (on the Student Affairs' website) for these policies:

**Accommodations**

**Addressing Sexual Misconduct**

**Dress Code**

**Examination and Grading Policies**

**Grade or Score Appeal**

**Professionalism, Roles & Responsibilities**

**Mistreatment**

**Infectious, Environmental and Bloodborne Pathogen Exposures Policy**

## Alternate Name and/or Personal Pronoun

Class rosters are provided to the instructor with the student's legal name as well as 'Preferred' first name (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, we will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise us of any name or pronoun changes (and please update CIS) so we can help create a learning environment in which you, your name, and your pronoun will be respected.

## Center for Disability & Access Services

The School of Medicine seeks to provide equal access to its programs, services and activities for all medical students. The Center for Disability and Access (CDA) provides accommodations and support for the educational development of medical students with disabilities. Medical students with a documented disability and students seeking to establish the existence of a disability and to request accommodation are required to meet with the CDA Director for recommended accommodations. The CDA will work closely with eligible students and the Academic Success Program to make arrangements for approved accommodations. The School of Medicine and CDA maintain a collegial, cooperative, and collaborative relationship to ensure compliance with federal and state regulations for students with disabilities.

Steven Baumann EdD, School of Medicine Senior Director of Academic Success Program, serves as the liaison between the School of Medicine and the CDA.

Contact Information:

Dr. Steven Baumann, Senior Director of Academic Success Program

1C047 SOM Office: 801-587-9797

Email: [Steven.Baumann@hsc.utah.edu](mailto:Steven.Baumann@hsc.utah.edu)

University of Utah Center for Disability and Access

Olpin Student Union Building, Room 162 Phone (Voice/TDD): (801) 581-5020

<http://disability.utah.edu>

## Appendix A

5/16/2021: First five lecture videos will be released

6/21/2021: Second set of five lecture videos will be released

### Course Schedule

Time/Date	Topic	Lecturer	Notes
<b>5/16/2021:</b> lecture videos will be released. Students may watch on their own time.	Introduction to the Course and overview of the refugee populations in Utah	Kerry Whittemore, MD	Online video
	Intake evaluation and examination of refugees arriving in Utah and medical case management of refugee patients	Karl Kirby, MD St. Mark's Family Medicine; Anna Gallegos, U of U Redwood Health Center	Online Video
	The role of refugee resettlement agencies in Utah	Aden Batar, Catholic Community Services and Pamela Silverman, International Rescue Committee	Online Video
	The role of trauma and mental health needs of refugees	Mara Rabin, MD, medical director of Utah Health and Human Rights	Online video
	Refugees before their arrival in Utah	Sarah Franklin, PhD, RUUTE	Online video
<b>6/21/2021:</b> lecture videos will be released. Students may watch on their own time.	Overview of the state of rural healthcare within the State of Utah	Holli Mills, Utah Department of Health	Online video
	Psychiatric Care in Rural Utah	Lauren Priest, MD, Moab Regional Hospital	Online Video
	Experiences with healthcare growing up in rural Utah	Jordan Langford and Alyssa Lynn Hales, U of U SOM students	Online Video
	Primary Care of migrant patients in rural Utah and Oral health on the Navajo Reservation	Suzanne Lee, MD, CHC in Brigham City and Crystal Sekaquaptewa, DDS, Utah Navajo Health System	Online Video
	OB/Gyn care of patients in rural Utah	Erica Smith, MD, Logan	Online Video



## Appendix B

### Alignment of Program Objectives and Course Objectives

Program Objective	Course Objective
<p>Patient Care</p> <ul style="list-style-type: none"> <li>Recognize the importance of providing preventative health care services to patients, families, and/or communities.</li> </ul>	<ul style="list-style-type: none"> <li>Explain some of the challenges and realities many face when living in a rural community and discuss potential solutions to these problems.</li> <li>Explain some of the challenges and realities many people with refugee status face and discuss potential solutions to these problems.</li> <li>Describe the unique aspects of rural population health and compare/contrast to urban/metropolitan population health, including health disparities and diversity in age, race, culture, and more.</li> <li>Show familiarity with common conditions that affect rural communities and refugee communities, including oral health, medical emergencies and trauma, mental health &amp; substance abuse and nutrition.</li> <li>Describe how social determinants interface with and impact health and health service delivery in rural areas and in the care of refugees.</li> <li>Be familiar with the available resources and data relevant to describing and measuring rural population health.</li> <li>Utilize your observational skills and curiosity to identify possible solutions to problems that may be overlooked, but important for patient care.</li> </ul>
<p>Knowledge for Practice</p> <ul style="list-style-type: none"> <li>Develop and implement approaches for generating and applying new knowledge that emphasizes inquiry, discovery, and dissemination.</li> <li>Apply principles of social-behavioral sciences to the provision of patient care.</li> <li>Demonstrate knowledge of ethical principles pertaining to provision or withholding of care, confidentiality, and/or informed consent.</li> </ul>	<ul style="list-style-type: none"> <li>Show familiarity with common conditions that affect rural communities, including but not limited to: oral health, obstetric and gynecological care, primary care, migrant health, and mental health &amp; substance abuse.</li> <li>Show familiarity with health issues affecting the refugee communities in Utah, including but not limited to: infectious diseases, trauma and mental health concerns, nutritional deficiencies, and language and cultural barriers.</li> <li>Describe how social determinants interface with and impact health and health service delivery in rural areas and in refugee care.</li> <li>Research organizations that serve to advocate for or support the health of rural population health (look at state and Federal organizations) and discuss their role or purpose.</li> <li>Be familiar with the available resources and data relevant to describing and measuring rural population health.</li> </ul>

<p>Practice Based Learning and Improvement</p> <ul style="list-style-type: none"> <li>Identify strengths, deficiencies, and limits in one's knowledge and expertise.</li> <li>Identify and perform learning activities that address one's gaps in knowledge, skills, and / or attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>Identify strengths, deficiencies, biases, and limits in one's knowledge and expertise through self-reflection and other learning activities.</li> </ul>
<p>Interpersonal and Communication Skills</p> <ul style="list-style-type: none"> <li>Demonstrate interpersonal and communication skills that result in the effective exchange of information with patients, families, peers, and/or team members.</li> <li>Communicate effectively with patients, families, peers, and/or other team members across a broad range of socioeconomic and cultural backgrounds using strategies that build rapport and promote inclusion and equity.</li> </ul>	<ul style="list-style-type: none"> <li>Explain some of the challenges and realities many face when living in a rural community and will be able to provide solutions to problems.</li> <li>Explain some of the challenges and realities many refugee patients face and be able to provide solutions to problems.</li> <li>Describe the unique aspects of rural population health and compare/contrast to urban/metropolitan population health, including health disparities and diversity in age, race, culture, and more.</li> <li>Show familiarity with common conditions that affect rural communities, including but not limited to: oral health, obstetric and gynecological care, primary care, migrant health, and mental health &amp; substance abuse.</li> <li>Show familiarity with the health issues affecting the refugee communities in Utah, including but not limited to: infectious diseases, trauma and mental health concerns, nutritional deficiencies, and language and cultural barriers.</li> <li>Describe how social determinants interface with and impact health and health service delivery in rural areas.</li> <li>Gain the skill set to be an empathetic, communicative, and professional healthcare leader.</li> <li>Identify strengths, deficiencies, biases, and limits in one's knowledge and expertise through self-reflection and experiential learning activities.</li> </ul>
<p>Professionalism</p> <ul style="list-style-type: none"> <li>Demonstrate integrity in all interactions, including team, classroom and patient interactions. Students will exhibit honesty and integrity while maintaining personal control amidst adverse circumstances.</li> <li>Demonstrate respect for others in all interactions, including team, classroom and patient interactions, and during conflict resolution, students will treat peers, faculty, and staff with consideration, compassion, dignity, and respect.</li> </ul>	<ul style="list-style-type: none"> <li>Gain the skill set to be an empathetic, communicative, and professional healthcare leader.</li> <li>Describe the unique aspects of rural population health and compare/contrast to urban/metropolitan population health, including health disparities and diversity in age, race, culture, and more.</li> <li>Students will complete the assigned online learning (guest lecturer viewing and associated online article and video viewing ) every week.</li> <li>Students will display an understanding and the ability to integrate concepts, ideas, and information related to the elective by successful completion of a written reflective essay and written comparative essay.</li> </ul>

<ul style="list-style-type: none"> <li>• Demonstrate sensitivity and responsiveness to diverse patient populations and/or topics including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will actively participate in group discussion and display the ability to relay information via online postings while being respectful to other participants</li> </ul>
<p>Interprofessional Collaboration and Teamwork</p> <ul style="list-style-type: none"> <li>• Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust</li> </ul>	<ul style="list-style-type: none"> <li>• Students will display an understanding and the ability to integrate concepts, ideas, and information related to the elective by successful completion of a written reflective essay and written comparative essay.</li> <li>• Students will display the ability to relay information via online postings while being respectful to other participants</li> </ul>

## Appendix C

### Online Learning Material

**Lecture: Introduction to the Course and overview of the refugee populations in Utah**

Material:

Fact Sheet: Refugees in Utah

<https://gardner.utah.edu/wp-content/uploads/Refugee-Fact-Sheet-Final.pdf>

Movie: Finding Home: Utah's Refugee Story

<https://www.pbsutah.org/whatson/kued-productions/finding-home-utahs-refugee-story>

Newspaper Article:

Lost boy of Sudan story

<https://www.deseret.com/2016/8/27/20594929/lost-boy-survived-sudanese-civil-war-but-died-alone-on-streets-of-salt-lake-city#a-picture-of-phillip-deng-aguto-one-of-the-lost-boys-of-sudan-is-seen-during-his-funeral-at-the-all-saints-episcopal-church-in-salt-lake-city-on-friday-aug-26-2016-aguto-was-killed-two-weeks-ago-in-salt-lake-city-after-being-hit-by-a-car-that-fled-the-scene>

Website: Utah Department of Workforce Services Refugee Services

<https://jobs.utah.gov/refugee/who/index.html>

Brief vignettes of refugees resettled in Utah:

Sudanese Refugee

<https://www.pbsutah.org/finding-home/solomon-awan>

<https://www.pbsutah.org/finding-home/atem-thuch-aleu>

Congolese Refugee

<https://www.pbsutah.org/finding-home/antoinette-uwanyiguiru>

Democratic Republic of the Congo

<https://www.pbsutah.org/finding-home/godeliva-mukangatare>

Burundi refugee

<https://www.pbsutah.org/finding-home/beatrice-bulikukiye>

Burmese refugee

<https://www.pbsutah.org/finding-home/poe-wah>

Bhutanese refugee

<https://www.pbsutah.org/finding-home/gyanu-dulal>

NPR, Storycorp: Somali Family Reflects on Making a Life in the United States

<https://www.npr.org/2019/07/05/738216499/we-are-americans-somali-refugee-family-reflects-on-making-a-life-in-the-u-s>

**Lecture: Intake evaluation and examination of refugees arriving in Utah and medical case management of refugee**

**patients.**

## Material:

Refugee Screening Process: From the Utah Department of Workforce Services Refugee Services Office  
<https://jobs.utah.gov/refugee/refugeescreening.pdf>

CDC: Summary Checklist for the Domestic Medical Examination for Newly Arriving Refugees

<https://www.cdc.gov/immigrantrefugeehealth/guidelines/domestic/checklist.html>

<https://www.cdc.gov/immigrantrefugeehealth/pdf/checklist-refugee-health.pdf>

## Article:

Hong, M.-K.; Varghese, R.E.; Jindal, C.; Efind, J.T. Refugee Policy Implications of U.S. Immigration Medical Screenings: A New Era of Inadmissibility on Health-Related Grounds. *Int. J. Environ. Res. Public Health* **2017**, *14*, 1107.

<https://www.mdpi.com/1660-4601/14/10/1107>

**Lecture: The role of refugee resettlement agencies in Utah (Catholic Community Services and the International Rescue Committee)**

## Websites:

Student should spend time navigating through the websites of both of these agencies.

CCS Utah: <https://www.ccsutah.org/programs/refugees/refugee-resettlement>

IRC Salt Lake City: <https://www.rescue.org/united-states/salt-lake-city-ut>

## Article:

Akinsulure-Smith, A. M., Espinosa, A., Chu, T., & Hallock, R. (2018). "Secondary traumatic stress and burnout among refugee resettlement workers: The role of coping and emotional intelligence": Erratum.. *Journal of Traumatic Stress*, *31*(5), 790.

<https://onlinelibrary.wiley.com/doi/epdf/10.1002/jts.22279>

**Lecture: The role of trauma and mental health needs of refugees**

## Articles:

Murray K, et al. Review of Refugee Mental Health Interventions Following Resettlement: Best Practices and Recommendations. *Am J Orthopsychiatry*. 2010 Oct; 80(4): 576–585. <https://onlinelibrary.wiley.com/doi/full/10.1111/j.1939-0025.2010.1062.x>

Betancourt TS, et al. Comparing Trauma Exposure, Mental Health Needs, and Service Utilization Across Clinical Samples of Refugee, Immigrant, and U.S.-Origin Children. *J Trauma Stress*. 2017 Jun;30(3):209-218. doi: 10.1002/jts.22186. Epub 2017 Jun 6.

[https://onlinelibrary.wiley.com/doi/pdf/10.1002/jts.22186?casa\\_token=h867Ue2jhT4AAAAA:ycUw7UUfGu28ZmYfWx8T6GNnlo1Hw3lR6jwft43UQD8V5fNuKHeXalOaLNfzGg4xXb2k6EyO3q\\_Rg](https://onlinelibrary.wiley.com/doi/pdf/10.1002/jts.22186?casa_token=h867Ue2jhT4AAAAA:ycUw7UUfGu28ZmYfWx8T6GNnlo1Hw3lR6jwft43UQD8V5fNuKHeXalOaLNfzGg4xXb2k6EyO3q_Rg)

**Lecture: Refugees before their arrival in Utah**

## Website:

UNHCR - Refugee Camps.

<https://www.unrefugees.org/refugee-facts/camps/>

## Article:

The world's largest refugee camp prepares for COVID-19. *BMJ* 2020;368:m1205.

<https://www.bmj.com/content/368/bmj.m1205>

**Lecture: Overview of the state of rural healthcare within the State of Utah**

Rural Health Utah data. This website has awesome interactive maps that compare different parts of Utah for different medical issues in Utah such as suicide rate, life expectancy at birth, health improvement index (a composite measure of social determinants of health).

<https://ruralhealth.health.utah.gov/portal/>

Community Health Workers in Utah. Driving improvements in Utah health outcomes. The community health worker solution. June 2018

[https://choosehealth.utah.gov/documents/CHW/lp\\_udoh\\_chw\\_white\\_paper\\_final\\_9-18.pdf](https://choosehealth.utah.gov/documents/CHW/lp_udoh_chw_white_paper_final_9-18.pdf)

Anderson, A et al. Rural vs Urban Residence Affects Risk-Appropriate Colorectal Cancer Screening. *Clinical Gastroenterology and Hepatology*, 2013-05-01, Volume 11, Issue 5, Pages 526-533.

[https://www.clinicalkey.com/service/content/pdf/watermarked/1-s2.0-S1542356512014255.pdf?locale=en\\_US&searchIndex=](https://www.clinicalkey.com/service/content/pdf/watermarked/1-s2.0-S1542356512014255.pdf?locale=en_US&searchIndex=)

**Lecture: Psychiatric Care in Rural Utah**

Website:

Rural Health Information Hub. Module One: Introduction to Mental Health.

<https://www.ruralhealthinfo.org/toolkits/mental-health/1/introduction>

Articles:

Gamm L, et al. Mental Health and Mental Disorders – A Rural Challenge: A Literature Review, pages 185-190. *Rural Health People 2010: A Companion Document to Healthy People 2010*, Volume 1.

<https://srhc.tamhsc.edu/docs/rhp-2010-volume1.pdf#page=185>

Roseanne Moody Fairchild, Shiaw-Fen Ferng-Kuo, Stephanie Laws, Hicham Rahmouni, and Daniel Hardesty. *Telemedicine and e-Health*. Dec 2019. 1154-1164.

<https://www.liebertpub.com/doi/pdf/10.1089/tmj.2018.0227>

**Lecture: Experiences with healthcare growing up in rural Utah**

Article:

Peltz A, et al. Characteristics of Rural Children Admitted to Pediatric Hospitals. *Pediatrics*. 2016 May; 137(5): e20153156.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4845869/>

Website: CDC - Child Health in Rural America.

<https://www.cdc.gov/ruralhealth/child-health.html>

**Lecture: OB/Gyn care of patients in rural Utah**

Article:

American College of Obstetricians and Gynecologists. Committee Opinion. Health Disparities in Rural Women.

<https://www.acog.org/-/media/project/acog/acogorg/clinical/files/committee-opinion/articles/2014/02/health-disparities-in-rural-women.pdf>

Article:

Fialkow, Michael F et al. "New Partner Recruitment to Rural Versus Urban Ob-Gyn Practices: A Survey of Practicing Ob-Gyns." *Health services research and managerial epidemiology* vol. 4 2333392817723981. 19 Sep. 2017,

doi:10.1177/2333392817723981

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## Appendix D

### Pass/Fail Essay Rubric

A passing assignment does all of the following:

- Addresses the objectives of the assignment
- Demonstrates knowledge of the subject matter relevant to the assignment
- Reflects accurate understanding of concepts, terminology, and key takeaways
- Develops arguments and/or presents information in a coherent, focused manner
- Includes insightful analysis and reflection
- Integrates appropriate evidence, including examples and experiences, to support assertions and support arguments
- Appropriately cites sources of information where appropriate
- Utilizes clear, accurate spelling and grammar
- Is completed on or by the designated due date

A failing assignment does some or all of the following:

- Fails to address the objectives of the assignment
- Demonstrates weak knowledge of the subject matter relevant to the assignment
- Fails to demonstrate understanding of concepts, terminology, and key takeaways
- Shows incoherent, fragmented development of arguments and/or presentation of information
- Includes little analysis and reflection, relying mainly on summary
- Fails to integrate appropriate evidence, including examples and experiences, to support assertions and support arguments
- Fails to cite sources appropriately where appropriate
- Does not utilize clear, accurate spelling and grammar
- Is not completed on or by the designated due date