

Caring for the Underserved: Rural and Refugee Health in Utah

Approved: 5/29/2020

Credit Hours: 1.0 credit hour

Contact Information

Name	Position	Email
Kerry Whittemore, MD	Director	kerry.whittemore@hsc.utah.edu
Kylie Christensen, MPH	Coordinator	kylie.christensen@hsc.utah.edu

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: identify strengths, deficiencies, and limits in one's knowledge and expertise as it pertains to the care of underserved populations in Utah; set learning and improvement goals; and identify and perform learning activities that address one's 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 these communities face on a daily basis and will also gain an appreciation for what they have and witness the substantial schism between underserved areas compared to urban areas.

Upon completion of the elective, students will have developed a broad understanding of underserved populations, specifically refugee and rural patients, and their health-related issues, challenges, and determinants and the culture of these communities.

Rural Health:

Rural and remote medical practice encompasses a broader and deeper skill set from many specialties because rural practitioners must respond to a wide range of serious medical conditions, often with less resources than their urban counterparts. Furthermore, rural physicians are more likely than their urban peers to take on local leadership roles related to health and health care and thus require a diverse professional skill set.

Refugee Health:

Currently, approximately 60,000 refugees reside in Salt Lake City, which has been a refugee resettlement city, as designated 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, as well as unique health problems that are more uncommon in the Utah population, such as infectious diseases not typically seen in the United States and being

victims of trauma and torture and associated mental health issues. Taking care of patients with refugee status requires a specific skill set that the students will learn.

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

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. Describe the unique aspects of refugee population health and compare/contrast to urban/metropolitan population health, including health disparities.
5. Show familiarity with common conditions that affect rural and refugee communities, including oral health, medical emergencies and trauma, mental health & substance abuse and nutrition.
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 familiar with the available resources and data relevant to describing and measuring rural population health.
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: June 8 - August 10, 2020.

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 colleagues posts. Students will post original content at least five times throughout the course and respond to at least three of their colleagues posts.

- Students will display an understanding and the ability to integrate concepts, ideas, and information related to the elective by successful completion of 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

Additional Resources

Refer to Appendix C for various articles and online content will be posted on a weekly basis to the Canvas platform.

Assessment & Grading

Assessments

Assessment Name	Weight toward Final Grade	Must Pass/Must Complete	Course Goal Assessed	Due Date
Reflective essay	N/A	Must Pass*	<ul style="list-style-type: none"> • 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"> ◦ What is your definition of cultural competency as it pertains to healthcare? ◦ 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? ◦ What is the role that miscommunication played between the medical providers and the Lee family? ◦ What are times in your medical school experiences thus far that miscommunication, oral or written, has impeded either your learning or the care that has been provided to a patient that you took part in taking care of? 	June 29, 2020
Viewing of all guest lecturer videos and reading of articles/videos assigned weekly.	N/A	Must Pass*	<ul style="list-style-type: none"> • Gain an understanding of the challenges and opportunities faced by physicians caring for patients of diverse backgrounds and in resource limited clinical settings. 	Weekly
Comparative Essay	N/A	Must Pass*	<ul style="list-style-type: none"> • 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, https://ruralhealth.health.utah.gov/portal/. <ul style="list-style-type: none"> ◦ Come up with two potential solutions to the health disparities identified through this exercise. • Display a deep understanding of the health care challenges affecting various parts of the state of Utah by comparing and contrasting the different resources available to patients as well as rates of common problems in refugee populations and rural areas of the state. • Explain some of the challenges and realities many face when living in a rural/underserved community. 	August 3, 2020
Online posting and responses	N/A	Must Pass*	Post prompts include:	Ongoing throughout the elective.

			<ul style="list-style-type: none"> • Explain some of the challenges and realities that refugees encounter when they arrive in Utah. • Explain some of the challenges and realities that healthcare providers deal with in caring for refugee populations in Utah. • Explain some of the challenges and realities that many encounter when living and/or working in a rural community. • 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. • Describe how social determinants interface with and impact health and health service delivery in rural areas as well as caring for refugee communities. • Identify common ethical issues that face practitioners and describe how ethical concepts and principles can be utilized to navigate ethical conundrums. • Identify strengths, deficiencies, biases, and limits in one's knowledge and expertise through self-reflection and other learning activities. • Reflect on your experience as we read together the book "The Spirit Catches You and You Fall Down." 	<p>The expectation is the student will post at least once every other week, with an expectation that the student will post a minimum of five original posts and 3 responses to colleagues' posts throughout the elective.</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

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

Course Schedule

All lectures will be available at 9 AM on the date listed.

Time/Date	Topic	Lecturer	Notes
June 8, 2020	Introduction to the Course and overview of the refugee populations in Utah	Kerry Whittemore, MD	Online video
June 15, 2020	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
June 22, 2020	The role of refugee resettlement agencies in Utah	Aden Batar, Catholic Community Services and Pamela Silverman, International Rescue Committee	Online Video
June 29, 2020	The role of trauma and mental health needs of refugees	Mara Rabin, MD, medical director of Utah Health and Human Rights	Online video
July 6, 2020	Refugees before their arrival in Utah	Sarah Franklin, PhD, RUUTE	Online video
July 13, 2020	Overview of the state of rural healthcare within the State of Utah	Holli Mills, Utah Department of Health	Online video
July 20, 2020	Psychiatric Care in Rural Utah	Lauren Priest, MD, Moab Regional Hospital	Online Video
July 27, 2020	Experiences with healthcare growing up in rural Utah	Jordan Langford and Alyssa Lynn Hales, U of U SOM students	Online Video
August 3, 2020	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
August 10, 2020	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"> Recognize the importance of providing preventative health care services to patients, families, and/or communities 	<ul style="list-style-type: none"> Explain some of the challenges and realities many face when living in a rural community and will be able to discuss potential solutions to these problems. Explain some of the challenges and realities many people with refugee status face and be able to discuss potential solutions to these problems. 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. Show familiarity with common conditions that affect rural communities and refugee communities, including oral health, medical emergencies and trauma, mental health & substance abuse and nutrition. Describe how social determinants interface with and impact health and health service delivery in rural areas and in the care of refugees. Be familiar with the available resources and data relevant to describing and measuring rural population health. Utilize your observational skills and curiosity to identify possible solutions to problems that may be overlooked, but may be important for patient care.
<p>Knowledge for Practice</p> <ul style="list-style-type: none"> Develop and implement approaches for generating and applying new knowledge that emphasizes inquiry, discovery, and dissemination Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial Demonstrate knowledge of ethical principles pertaining to provision or withholding of care, confidentiality, and/or informed consent 	<ul style="list-style-type: none"> 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 & substance abuse . 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. Describe how social determinants interface with and impact health and health service delivery in rural areas and in refugee care. List several local, State and Federal organizations and resources that exist to support rural health and health systems and describe their function or role. Be familiar with the available resources and data relevant to describing and measuring rural population health.

<p>Practice Based Learning and Improvement</p> <ul style="list-style-type: none"> • Identify strengths, deficiencies, and limits in one's knowledge and expertise • Identify and perform learning activities that address one's gaps in knowledge, skills, and / or attitudes 	<ul style="list-style-type: none"> • Identify strengths, deficiencies, biases, and limits in one's knowledge and expertise through self-reflection and other learning activities
<p>Interpersonal and Communication Skills</p> <ul style="list-style-type: none"> • Demonstrate interpersonal and communication skills that result in the effective exchange of information with patients, families, peers, and/or team members • 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 	<ul style="list-style-type: none"> • Explain some of the challenges and realities many face when living in a rural community and will be able to provide solutions to problems. • Explain some of the challenges and realities many refugee patients face and will be able to provide solutions to problems. • 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. • 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 & substance abuse . • 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. • Describe how social determinants interface with and impact health and health service delivery in rural areas. • Gain the skill set to be an empathetic, communicative, and professional healthcare leader. • Identify strengths, deficiencies, biases, and limits in one's knowledge and expertise through self-reflection and experiential learning activities
<p>Professionalism</p> <ul style="list-style-type: none"> • Demonstrate respect for others in all interactions, including team, classroom and patient interactions, and during conflict resolution, students will treat peers, faculty, staff, patients, and / or patient's families with consideration, compassion, dignity, and respect • Demonstrate Integrity in all interactions, including team, classroom and patient interactions, students will exhibit honesty and integrity while maintaining personal control amidst adverse circumstances • 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 	<ul style="list-style-type: none"> • Gain the skill set to be an empathetic, communicative, and professional healthcare leader. • 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. • Students will complete the assigned online learning (guest lecturer viewing and associated online article and video viewing) every week. • 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.

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Students will actively participate in group discussion and display the ability to relay information via online postings while being respectful to other participants
<p>Interprofessional Collaboration and Teamwork</p> <ul style="list-style-type: none"> • Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust 	<ul style="list-style-type: none"> • 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. • Students will display the ability to relay information via online postings while being respectful to other participants

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.; Efid, 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:ycUw7UUfGu28ZmYtWx8T6GNnlo1Hw3IR6jwft43UQD8V5fNuKHeXaI0aLNfzGg4xXb2k6EyO3a_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

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=

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

Roseanne Moody Fairchild, Shiao-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

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5607916/pdf/10.1177_2333392817723981.pdf

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