

**EASTERN KENTUCKY UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY
OTS 520/720
Providing Health Services in Appalachia
SPRING 2006**

Instructor: Dr. Anne Blakeney [e-mail: anne.blakeney@eku.edu]
Office hrs: by apt. before or following class sessions

Pre-requisite: Consent of the instructor.

Course Description

An overview of Appalachian culture with emphasis on development and delivery of health care services. Examination of current social and economic factors which have an impact on the health of Appalachian people.

Required Texts:

1) *Appalachian Cultural Competency*. (2005). Susan E. Keefe, ed. Lexington: The University of Tennessee Press.

2) Selected Articles as on topical outline. These will be made available on reserve – if possible through e-quest.

3) *Icy Sparks*. (1998). Gwen Hyman Rubio. New York, New York: Penguin Books.

Recommended:

Health in Appalachia, Proceedings from the 1988 Conference on Appalachia, The Appalachian Center, University of Kentucky, Lexington, KY, 1989. (can be purchased directly from U.K.)

Course Requirements:

	<u>All Students</u>	<u>Graduate Students</u>
Rotate Weekly Discussion Leader in Pairs: Readings/Newspaper	10%	See additional requirements
Short Response Papers (dates due on topical outline)	50%	on next page
Special Project	20%	
Final Exam	20%	

Attendance Policy:

Attendance may be taken during regularly scheduled class periods. Students are expected to attend all classes and will be responsible for content covered in classroom sessions. Since we meet one day per week, it is very important that students attend all class sessions.

If an absent student fails to receive handouts or other materials distributed in class, it will be the student's responsibility to secure these materials from a classmate or to make arrangements with the instructor to obtain the materials. Students who miss a class session must make arrangements to view films in Crabbe Library.

GENERAL GUIDELINES FOR ASSIGNMENTS AND EXAMS:

All written assignments must be submitted by the end of class period on the date due to receive full credit. Exceptions must have prior approval of course instructor. Assignments turned in late will be penalized one full grade for each day late. No assignments will be accepted after the close of the last regularly scheduled meeting of the course. No grades of AINcomplete@ will be granted unless there is an emergency which is documented.

- A. Academic dishonesty will be defined and handled according to the policies on academic honesty in the EKU University Handbook for Students.

Academic Honesty Policy Implementation

Students are reminded that they are to abide by the Academic Honesty Policy of the College of Health Sciences. This policy is available in the Student Handbook or from the instructor.

- B. Written assignments must:
1. Use correct grammar, spelling and punctuation.
 2. Be clean and neat and submitted on 8 1/2 x 11 paper or via e-mail for distance learners.
 3. Include: title of assignment or activity, student's name, date and course number.
 4. Be written in an organized, clear manner.
 5. Include all items under specific format for the particular assignment.
 6. Be typed.

C. Student must complete all course requirements to receive a passing grade in the course.

(Revised) Standardized Disability Statement For Course Syllabi

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office on the third floor of the Student Services Building by e-mail at disserv@eku.edu or by telephone at (859) 622-2933 V/TTY. Upon individual request, this syllabus can be made available in alternative forms.

EXPECTATIONS FOR OUTSIDE WORK:

As per university policy, three hours outside preparation for each hour of lecture will be expected.

COURSE OBJECTIVES:

The student will:

1. Explore the historical roots of modern-day Appalachian culture.
2. Examine the stereotyped images of Appalachian people and the effects these images have upon self-esteem and self-concept of Appalachian people, particularly as they relate to mental health.
3. Gain knowledge of Appalachian communication patterns encountered in health screening and treatment.
4. Learn about the current social and economic factors in Appalachia that directly and indirectly have an impact on the health of people within the region.
5. Gain factual information about the access to health care within Appalachia.
6. Gain knowledge of current models of interdisciplinary health care delivery.
7. Learn to implement culturally appropriate, interdisciplinary health services in the Appalachian counties of Eastern Kentucky.

INSTRUCTIONAL ACTIVITIES:

lecture
films
discussions
readings
possible field trip (to be determined)

Graduate Requirements:

In all 500/700 level courses at EKU, graduate students are required to do clearly delineated additional work in order to receive graduate credit for the course. In this course, the following additional requirements must be met by graduate students in order to receive graduate credit for OTS 720. **These requirements will account for 25% of the total grade for graduate students:**

1) Read additional readings as noted on the Topical Outline.

2) In addition to the undergraduate course requirements listed above, graduate students must complete **4 additional article critiques** from articles in Appalachian Journal or The Journal of Appalachian Studies. You may select articles of your choice, read the article, and then write a **3 page minimum review/critique** of the article. Appalachian Journal and The Journal of Appalachian Studies are published quarterly. Copies are located in Crabbe Library. Note: The Appalachian Journal includes essays, interviews, some poetry, book reviews, etc. While you are encouraged to read everything in the journal, you should **focus your review papers on the scholarly essays** so that you become familiar with the scholarship available about the region. If you are unsure about an article that you wish to review, consult with the course instructor prior to writing your review. **Two article reviews will be due on the October 14th class meeting date and the remaining two reviews will be due on the December 2nd class meeting date. You may turn in your reviews prior to these deadlines if you wish to do so, but they must be turned in no later than these due dates.**

3) In addition to the article critiques/reviews, you should complete one of the following options as a graduate paper:

Option 1:

The student will research in depth one specific topic related to health care in Appalachia and write a comprehensive paper on it. There are many things which you might address including:
environmental issues and their impact on health or the human occupations which people pursue in Appalachia;

the constraints of delivering health care services in a rural region
the recent expansion of early intervention services in Appalachia, exploring the link between poverty and developmental delays in children;
the impact of poverty on the health and human occupations of Appalachian people;
the impact of the welfare-to-work programs in Appalachia, a region where jobs are terribly limited and there is no work for many people to transition into;
an assessment of the health needs of youth in rural Appalachia (don't forget socialization, leisure, etc.)
the lack of infrastructure, such as clean water and adequate sewage disposal, and the impact on health produced by this lack of infrastructure – with regard to youth, this especially affects their options for leisure activities;
the politics of health in Appalachia - who controls the resources, how they are delivered, who benefits and who loses, etc.
the health status of Appalachian migrants in an area such as Cincinnati's Over the Rhine district
the role of the flea market economy in maintaining health and/or in supporting human occupations in Appalachia
the role of families in the provision of health care services
specific factors that may make youth “at risk”
the school environment for youth: is it a risk factor that contributes to high drop out rates?

Option 2:

The student will conduct an in depth exploration of a specific topic area related to health care in Appalachia and prepare a journal article suitable for publication/presentation on this topic. Students who select this option may have a paper from another course which they wish to refine or expand. This is perfectly acceptable. For instance, one student in the past had done a paper for the adolescence course on the development of identity formation in adolescents. She had all of the literature review from psychology and human development completed. To this information, she added material on the difficulties faced by teens who are marginalized by poverty, race, class, gender, culture or ethnicity. She then explored the particular issues faced by Appalachian adolescents as they develop their own identity formation when they are marginalized by various factors. She presented her paper at two regional conferences.

Option 3:

The student will conduct a minimum of four in depth interviews with at risk youth (ages 12 – 19), identifying the work, leisure and self-care occupations and the health beliefs and practices of these individuals. The interviews will be transcribed into written form and incorporated into a written paper about Appalachian youth.

ADDITIONAL OPTIONS MAY BE NEGOTIATED WITH THE COURSE INSTRUCTOR. Students *always* have additional options which interest them. It is better to pursue something for which you have a passion. The options listed above are provided solely to give you an idea of what might be done, to start you thinking about what you might want to do.

For instance, one graduate student in the past decided to visit ASPI (Appalachia - Science in the Public Interest) which is located nearby in Rockcastle County. This is an internationally recognized environmental organization dedicated to solving environmental issues in local communities. They have developed low-cost solar heating units for low-income Appalachian people and they have installed them in the homes of elderly individuals in the region to cut down on the cost of heating. They have demonstration projects for organic gardening, urban gardening in small spaces, a compost toilet for homes where sewer systems are lacking, etc. They are a resource which the home health therapist in Appalachia might utilize for home health clients. The graduate student who visited ASPI then wrote a paper about the agency and how the resources which they offer might be incorporated into the rural practice in Appalachia. This information was incorporated into a literature review on the needs of low-income home health clients within the region.

If a graduate student wishes to combine the graduate paper requirement with the undergraduate Aproject requirement, this is also possible. It means that you would do your research and write the paper, which would be turned in at the end of the semester. For the undergraduate project requirement, you would do a presentation of the information that you learned and present it on the date set aside for the presentation of student projects.