



# Health Communication & Health Inequalities Across the Health Professions in Greece and the U.S.A.

*An International Health Communication Summer Seminar by Rutgers University  
(U.S.A.) and the Hellenic Mediterranean University (Greece)*

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**Term:** Summer 2022  
(Monday, May 16 – Monday, June 20, 2022)

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*\* Additional faculty, laboratory, and institute directors from HMU and Rutgers will also participate in the program with guest lectures online, on campus, and at their facilities. They will be recognized in the final version of the syllabus before the program's launch.*

*Modes of Communication:*  Email OR via  WhatsApp group

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## Program Description

Research from across the globe speaks to the many determinants of health disparities that disproportionately affect a range of populations, including women, individuals with low socioeconomic status, ethnic and racial minorities, immigrants and refugees, people with disabilities, and individuals who identify as lesbian, gay, bisexual, transgender, queer or intersex (LGBTQI). Health inequalities—that is, systematic and avoidable inequalities in health outcomes—can be attributed to a wide variety of factors, including, but not limited to, discrimination. This is true in countries across the world, including the U.S. and Greece, as is the fact that research has documented disparities across a vast number of health outcomes (e.g., healthcare access, physical health outcomes, and mental health outcomes). Health disparities are challenging but not intractable problems. There are many examples of policy, educational, and other types of interventions designed to eliminate them and their deleterious effects on individuals, groups, communities, and populations.

The program adopts a socio-ecological approach to health; that is to say, the class will systematically explore how all the contexts and environments in which we live our lives influence our health, independently and in interaction. This means examining not only how individuals' characteristics (e.g., age, ethno-racial background, education) play a role in health, but also how interpersonal relationships, the organizations we interact with and are part of, as well as the communities and the legal/policy environments that we live in impact our health.

The emphasis will be on *communication* and examining *health disparities* in various *health professional contexts* (including the interaction between physicians, physician assistants, nurses, dietitians, social workers, or physical therapists and their patients). We will examine communication as a health-related outcome (e.g., improved communication between health care professionals and their patients, which leads to better health outcomes and patient-centered interprofessional teams), as an important social process through which the environments we traverse in our everyday lives shape our health (e.g., how advertising impacts our health behaviors, like smoking, or exercising), and through a technological lens as new and emerging digital technologies are transforming health communication from and between health professionals and patients/clients. As disparities disproportionately affect various populations, the program will emphasize inequalities that affect ethnic and racial minorities, immigrants and refugees, rural populations, and people living with low incomes, among others, both in Greece and the U.S.A.

To put knowledge developed through the program to work, students will work individually and in small teams to diagnose public health challenges in local communities and develop proposals for how to solve them. They will work closely with faculty both in the U.S.A. and Greece.

## Program Learning Objectives

*Upon the successful completion of this Program, students will be able to:*

- Describe what health disparities (or inequalities) are and the leading causes of them.
- Explain what the social determinants of health are and why they matter.

- Apply conceptual tools to analyze and explain how culture is related to health, health disparities, and health communication across health professional contexts.
- Articulate commonly used methodological approaches to diagnose health disparities and what causes them and methods for fighting and eliminating such disparities.
- Explain the different ways (direct and indirect) in which health communication can support and aid in the maintenance of health behavior change for individuals and groups.
- Evaluate critically claims and evidence regarding the effectiveness of health communication campaigns.
- Explain how to ensure that patients and service users have the peace of mind that health and care staff have all the relevant information about them at their fingertips so they can provide the best quality of care possible.
- Explain how new and emerging technologies (including but not limited to Artificial Intelligence-based tools and applications) are reshaping health professional and health communication practices.

## Basic Program Structure & Pedagogical Approaches

### *I. Program Structure:*

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The program will begin on both sides of the Atlantic simultaneously, approximately two weeks before students and instructors from both universities and countries meet in person on the island of Crete in Greece (See table 1). ***In the two weeks before departure***, students and instructors will focus on acquiring basic conceptual and methodological tools in an online class environment. During this week, we will also complete a general orientation for the trip to Greece.

*Please see the section in the program's CANVAS site (Canvas being the Program Management System we will be using for the Summer School), which contains details on the time in Greece along with a tentative schedule.*

***Subsequently, for two (2) weeks***, students and faculty from Rutgers and the Hellenic Mediterranean University (HMU) will meet and work in Crete. Our 'home' base in Crete will be in Heraklion, one of Hellenic Mediterranean University's campuses. In Crete, students from both countries will work separately and together on assignments, which will require getting visiting communities in Crete. The class schedule will include activities to aid students' immersion in the local culture during that time. Teams will present their work on the final class day in Crete.

***After completing two weeks in Greece, in the final week of the class***, students (individually and in their teams) will work with coaching from the instructors to finalize program assignments.

*There are some basics that you should keep in mind about the organization of the program:*

- Remember that this is a summer program. In approximately six (6) weeks, we will cover the material we would otherwise cover over an entire fall or spring semester, each of which is about 14-15 weeks long. That is to say this is an ***intensive program***.
- You should anticipate working on the program throughout most of the week. However, there

will be breaks for everyone to rest, catch up if need be, travel, and participate in extra-curricular activities.

- The program comprises four (4) *Units*, each of which has between 1 and 3 *Modules*. *Units* and *Modules* are clearly marked on our course management system site when you click and are viewing the *Modules* section. When you begin a particular Module, you will find a *Lesson Plan*, which you should read first, as it will give you an overview of what you need to do to successfully complete every module.

## **II. Approach**

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Two important acronyms capture two principles guiding the design of this program:

- (1) COIL, which stands for “Collaborative Online International Learning”; and
- (2) TBL, which is short for Team-Based Learning.

COIL is an innovative approach to teaching and learning, which provides academics and students with the ability to communicate and collaborate with peers internationally, using Internet-based tools and innovative online pedagogies. COIL allows universities and students to internationalize their programs of study. It also facilitates students’ development of intercultural communication competencies through interaction with peers and faculty from other countries. COIL-based courses may or may not involve students traveling abroad. In this program, students and faculty will be working together both remotely and synchronously in Greece.

Research shows that we learn best through concrete experience, interacting with texts and fellow learners and readers, engaging in challenging reading and writing tasks, being held accountable for our work, and receiving frequent feedback on our progress. This program has been designed with all this in mind and provides for all these dimensions, leaning on research on TBL. What will this look like? Read the next paragraph for more information.

The program content is divided into four (4) units of study (*see Program Schedule below*). Each unit focuses on a common theme and a set of related questions. You will do much of the processing and analysis of the readings in teams, into which you will be placed on the first day of class and will stay for the duration of the program. Your team will be comprised of students from students in the U.S. and students from Greece. Your interactions and performance in your team will be crucial to your success in the program. For each unit of study, we will go through a similar set of steps:

1. You will read a substantial portion of the text on your own (as you would do, of program, in most classes) and will take a short Readiness Assessment Test (RAT) on that section at the beginning of the unit of study. You will take each RAT twice, once on your own and once as a team. (BOTH grades will count—See *Program Assignments* for details.)
2. As the unit progresses, you will continue to read through the assigned texts and will engage in **in-class and online activities, BOTH on your own and as a member of your team**. These activities are designed to help you become comfortable with key concepts in research related to health literacy.

3. As you work through the reading and activity sequence, there will be mini-lectures to help fill in gaps in your understanding.

4. You will have one major assignment to complete, most of which you will do while in Greece, as well as a few other smaller assignments and activities spread out throughout the program. Each assignment will require you to draw on materials, information, and knowledge acquired up to the date when the assignment is due. (For more information on major program assignments, see *Program Assignments & Tests* below.)

## Required & Recommended Program Texts

All required and supplemental readings will be provided to students electronically through CANVAS, our course management system (that means you are NOT required to purchase any books). However, if you would like to have a textbook for this class, pick one of the books recommended below. These are books that we will draw on for our class. Throughout the program, a selection of journal articles, book chapters, research reports, and audiovisual materials will be used to help students expand their knowledge around the topics we will cover in class and to support their project work (for more information on major program assignments, see *Program Assignments & Tests* below.)

Berkman, L. F., Kawachi, I., & Glymour, M. M. (Eds.). (2014). *Social Epidemiology*. Oxford University Press.

Cerrato, P., & Halamka, J. (2021). *The Digital Reconstruction of Healthcare: Transitioning from Brick and Mortar to Virtual Care (HIMSS Book Series)*. CRC Press [ISBN-13: 978-0367555979]

Harrington, N. G. (2014). *Health Communication: Theory, Method, and Application*. New York and London: Routledge.

Gálvez, A. (2011). *Patient citizens, immigrant mothers: Mexican women, public prenatal care, and the birth-weight paradox*. New Brunswick, NJ: Rutgers University Press. [ISBN-13: 978-0-8135-5142-5]

Schiavo, R. (2014). *Health Communication: From Theory to Practice* (2<sup>nd</sup> Edition). San Francisco, California: Jossey-Bass.

Yamasaki, J, Geist-Martin, P., & Sharf, B. F. (Eds.) (2017). *Storied Health and Illness: Communicating Personal, Cultural, & Political Complexities*. Long Grove, Illinois: Waveland Press, Inc.

## Program Assignments

*Below, you will find an overview of the assignments you will be asked to complete over the course of the class. More information will be provided, as necessary, in-class and online via our course management system.*

### 1. Community Health Project

60%

By June 10 (i.e., our last day in Greece for the program), you and your teammates will have to develop and present a research prospectus, which when implemented (e.g., by a research team, a local or national Department of Public Health, another government agency, a nonprofit or non-governmental organization) should help a community located in a specific geographic space

address a health issue of particular concern to its members. Even though you might not be in a position to implement your full-fledged research plan, you will have to conduct some formative research that will enable you to develop your research prospectus. This is research conducted to help you decide on and describe your target audience, understand the factors which influence their behavior, and determine the best ways to reach them. Your grade on this assignment will make up 60% of your overall course grade.

The assignment has two (2) components, one of which is a team deliverable (i.e., the Project Presentation) and one that is an individual deliverable (i.e., the Research Journal).

Teams will be comprised of both U.S.-based students and program participants from Greece, and the instructors will endeavor to create diverse teams, with respect to students' training and professional background. Team assignments will be distributed the first week of class.

Program co-leaders will introduce the communities and populations that students can focus on early in the program, so that teams can get closer to identifying what their focus will be before we all meet in Crete on May 29.

### ***Component #1: Project Presentation (50% of your overall course grade)***

In your presentation, your team *must* provide a socio-demographic profile of your community or population of choice, identify the critical health problems the community is dealing with, present the resources that the community has at its disposal to deal with these health issues and the resources that it is lacking, and provide recommendations for how local, state, or other policymakers can help improve the health of the community you have worked on over the course of the program. Our related class discussions and reading you do beyond class materials will help you develop a diagnosis of the health challenges that you have identified, as well as a research plan to address the particular health issues you are focusing on in the community of your choice.

Presentations should be approximately 20 minutes long.

Your presentation should include at least 12 references in a bibliography made available on your final PowerPoint slide(s). You can use online sources (produced, e.g., by research organizations, non-governmental organizations) and news media articles, but they should NOT represent the majority of your citations. The majority should be scholarly sources (peer-reviewed journal articles, book chapters, and books). You need to cite your sources following APA or AMA publication guidelines. You can follow the link below to get to a useful, online guide to APA:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

Teams will be able to revise their presentations after they deliver them on June 10 during the final day of the program in Crete taking into account the instructors' feedback. The final versions of the presentations must be submitted by the teams in Canvas on or before June 19 (at 4:59 pm ET / 11:59 pm in Greece).

## **Component #2: Research Journal (10% of your overall course grade)**

The purpose of the research journal—an individual assignment—is to have you reflect on your work as part of a team on this project, to reflect on the ways program discussions and readings helped you think about a particular community and its members’ health concerns, record events that happened during your work on this project and that you personally found interesting, and so on. It is in these journal entries that you can explore further the connections you have discovered between health, health disparities, and communication. The hope is that through these entries, your instructors will get a sense of how your thinking about community health and communication has developed over the course of the program. The research journals must be submitted by each student in Canvas on or before June 19 at 4:59 pm ET / 11:59 pm in Greece.

Your research journal submission should include at least two [2] entries and five [5] pages, double-spaced, typed in 11- or 12-point font.

### **Grading**

Each project component will be graded out of 100 points, it will be weighted as described above to calculate, and then that score will be added to your overall course grade.

*Example:* If a team receives a grade of 90% on their presentation and a member of the team receives 100% on the research journal, that team member’s grade for this assignment will be calculated as follows:  $(90\% * 50\%) + (100\% * 10\%) = 55\%$  will be added to this student’s overall course grade.

## **2. Reflections on Health Disparities**

### **& Health Communication in Greece and the U.S. through Photovoice**

**25%**

#### **Introduction**

Photovoice is an established method developed initially by health promotion researchers (Wang and Burris, 1997). By utilizing photographs taken and selected by participants, respondents can reflect upon and explore the reasons, emotions and experiences that have guided their chosen images. Since photovoice is a type of participatory action research, it also can be used as a qualitative research method, an assessment tool, a data collection method, or in another way that’s meaningful to the community. Participants of a photovoice project can act as fact-finders and provide qualitative data.

#### **Project Aim**

The main aim of the assignment is to give students – working independently and in their teams – the opportunity to qualitatively assess their experiences in the summer program and “speak” through photographs of what they learned.

*The main questions you will answer are:*

- Which were the best or worst moments during the summer school?
- What did you learn that was new? What of the knowledge you already had around the program’s subject matter changed through your participation in the program?
- What surprised you?
- What do you think could improve the summer school?

**Elements of the Project**

1. Photographs – Capture images that mean something to you, regarding the main questions of the project. Select 3 to 6 photographs that accurately represent your impressions of the summer program.

2. Narratives – Write up a short narrative to go with each picture, using the SHOWED method. This narrative helps the image deliver a clear message. *(We will discuss the SHOWED method in class.)*

**Project Phases & Directions**

1. Introduction to photovoice (by Dr. Kleio Koutra) during a class session.
2. Take pictures as many as you like (from 29<sup>th</sup> of May to the 10<sup>th</sup> of June 2022. You will need to select 3-6 photos.
3. Discuss photos with the SHOWED method (in your teams you will discuss, select photos organize them into categories, and write up narratives).
4. Edit the photos as needed (format: clear and crisp photographs, create a short video)
5. Representatives from each group will produce the project’s short video.
6. Present your Team Photovoice Project at our final class day session on June 10<sup>th</sup>.

**3. Quiz on Course Content 10%**

A brief quiz that will consist of 10-14 questions will be administered via Canvas for students to complete before the entire class convenes in Crete. It is intended to help each student assess their knowledge of key course concepts and for faculty to evaluate the progress of the class as a whole. The quiz will be automatically graded in Canvas and every student will be able to attempt completing it two times.

The quiz must be completed by Saturday, May 28 at 4:59 pm ET / 11:59 pm in Greece.

**4. In-Class Activities 5%**

You can earn another 5% toward your final program grade by completing activities when these are posted to the course management system (Canvas) and/or announced in our live class meetings.

**5. International Health Communication Summer School Experience Evaluation**

All students will participate in a research activity designed to evaluate the Summer School experience that will help improve and develop it further.



## Student Assessment

A student’s final grade in this program is a function of the number of points (up to a possible total of 100 points) that the student accumulates for each assignment. Students are graded solely on the quality of their work – not on how they compare to their peers. The final grade (and only the final grade) will be a letter grade. Rutgers University allows the following standard grades: A, B+, B, C+, C, D, and F. An F is used for failing work or for a student who has stopped attending class without formally withdrawing. Letter grades are assigned based on the total number of points a student accumulates in class (scores at or over the halfway point between two grades will be rounded up— for example, a score of 83.5, 83.6, and so forth, up to 83.9, will be rounded up to 84). The table below reflects equivalencies between the letter and 0-100 grading scale employed at Rutgers University and the Greek university grading scale equivalent scores.

**NOTE:** Students who do not take this program for credit must still complete all assignments. While they will receive a grade, it will be for their personal evaluation and shared with their program director.

*Scores will be converted based on the following scales:*

Grade (A-F)		Score Scale (U.S.A.) (0-100)	Quality Points (U.S.A.) (0.0-4.0)	Score Scale (Greece) (0,00-10,00)
A	<i>Exceptional, Outstanding Performance</i>	93-100	4.0	8,5-10,0
B+		88-92	3.3	>8,00-8,49
B	<i>Solid, Competent Performance</i>	83-87	3.0	7,50-8,00
C+		78-82	2.3	>7,00-7,49
C	<i>Average, Satisfactory Performance</i>	70-77	2.0	6,50-7,00
D	<i>Passing, Minimal Performance</i>	60-69	1.0	5,00-6,49
F	<i>Failing, Inadequate Performance</i>	<60	0.0	<5,00

## Course Schedule

Reading and writing assignments are listed on *the date of the session that they are due to be completed*. Check the course management system for updates to the schedule, as well as additional information on assignments.

On our course’s CANVAS site and at the end of this document, you can also find a *timetable* that includes the specific dates on which specific course modules, readings, and assignments will be discussed and completed.

**UNIT 1 ■ INTRODUCTIONS (THE COURSE, THE ISSUES, THE PEOPLE)**

**MODULE 1 | DAY 1**

<b>Mon, May 16</b>	<b>8am - 9am ET 3pm - 4pm Greece</b>	Canvas & Zoom ( <i>look for link on Canvas</i> )	<b>Overview of the Program: Introductions, Objectives, Expectations, and Schedule</b>
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**MODULE 2 | DAYS 2-3**

<b>Tue, May 17</b>	Asynchronous	Canvas	<b>Mapping Central Concepts: Health Disparities, Health Communication, Health Professions (<i>Preparation</i>)</b>	
<b>Wed, May 18</b>	<b>8am - 10am ET 3pm - 5pm Greece</b>	<b>Zoom (<i>look for link on Canvas</i>)</b>	<b>Mapping Central Concepts: Health Disparities, Health Communication, Health Professions (<i>Live Class Meeting</i>)</b>	
	1 <sup>st</sup> hour		1- <i>Key concepts and moderated discussion among all based on readings and guided by faculty</i> 2- <i>Review of the course's main assignments and class teams</i>	Drs. Matthew Matsaganis (School of Communication & Information, Rutgers), Riva Touger-Decker (School of Health Professions, Rutgers)
	2 <sup>nd</sup> hour		1- <i>Introduction to the Photovoice method, a participatory research method for vulnerable populations</i> 2- <i>Description of Photovoice assignment for the program/course</i>	Dr. Kleio Koutra (Department of Social Work, HMU)

*>Required & Supplemental Readings and Other Materials:*

Please check our program CANVAS site for the assigned readings and other class materials, such as videos, etc.

*Required Readings:*

Daniel, K. L. (2009, December). Social marketing and health communication: From people to places. *American Journal of Public Health, 99*(12), p. 2120-2122.

Diez-Roux, A. (2012). Conceptual approaches to the study of health disparities. *Annual Review of Public Health, 33*(1), 41-58.

Kreps, G. L., & Maibach, E. W. (2008). Transdisciplinary science: The nexus between communication and public health. *Journal of Communication, 58*, 732-748.

Schiavo, R. (2014). *Health Communication: From Theory to Practice* (2nd Edition). San Francisco, California: Jossey-Bass.  
*Chapter 1. What is health communication?*

*Readings Focused on Photovoice Method:*

Lindhout, P., Teunissen, T., & Reniers, G. (2021). What about Using Photovoice for Health and Safety? *International Journal of Environmental Research and Public Health, 18*(22), 11985. <https://doi.org/10.3390/ijerph182211985>

Badanta, B., Acevedo-Aguilera, R., Lucchetti, G., & de Diego-Cordero, R. (2021). 'A picture is worth a thousand words'-A photovoice study exploring health professionals' experiences during the COVID-19 pandemic. *Journal of clinical nursing, 30*(23-24), 3657–3669. <https://doi.org/10.1111/jocn.15887>

*Supplemental/Optional Readings:*

Goulbourne, T., & Yanovitzky, I. (2021). The communication infrastructure as a social determinant of health: Implications for health policymaking and practice. *The Milbank Quarterly, 99*(1), 24-40.

Hannawa, A. F., Kreps, G. L., Paek, H. J., Schulz, P. J., Smith, S., & Street, R. L., Jr (2014). Emerging issues and future directions of the field of health communication. *Health communication, 29*(10), 955–961. <https://doi.org/10.1080/10410236.2013.814959>

Schiavo, R. (2014). *Health Communication: From Theory to Practice* (2nd Edition). San Francisco, California: Jossey-Bass.  
*Chapter 2. Current health communication theories and issues*

**UNIT 2 ■ SOCIAL DETERMINANTS OF HEALTH: FINDINGS, CHALLENGES, SOLUTIONS**

**MODULE 1: PART I | DAYS 4-5**

<b>Thu, May 19</b>	Asynchronous	Canvas	<b>Introduction to Social Determinants of Health (SDH): Determinants at the Individual and Population Levels (Part 1) (Preparation)</b>	
			<b>ASSIGNMENT DUE</b> Complete <b>Quiz on Syllabus &amp; Course Policies</b> on Canvas by 11:59 pm tonight (in your time zone)	
<b>Fri, May 20</b>	<b>8am - 10am ET 3pm - 5pm Greece</b>	<b>Zoom (look for link on Canvas)</b>	<b>Introduction to Social Determinants of Health (SDH): Determinants at the Individual and Population Levels (Part 1) (Live Class Meeting)</b>	
	1 <sup>st</sup> hour		1-Introduction to social determinants	Dr. Lois

			<i>of health: A U.S. perspective</i> <i>2-Brief introduction to U.S. healthcare system</i>	Rockson (School of Health Professions, Rutgers)
	2 <sup>nd</sup> hour		<i>Introduction to health literacy and numeracy as determinants of health</i>	Dr. Areti Christina Eftymiou, (Department of Social Work, HMU)

>Required & Supplemental Readings and Other Materials:

Please check our program CANVAS site for the assigned readings and other class materials, such as videos, etc.

*Required Readings:*

Donkin, A., Goldblatt, P., Allen, J., Nathanson, V., & Marmot, M. (2017). Global action on the social determinants of health. *BMJ Glob Health*, 3. <https://doi.org/10.1136/bmjgh-2017-000603>.

Marmot, M., & Allen, J. J. (2014). Social determinants of health equity. *American journal of public health*, 104 Suppl 4(Suppl 4), S517–S519. <https://doi.org/10.2105/AJPH.2014.302200>

Papanicolaos, I., Woskie, L. R., & Jha, A. K. (2018). Health care spending in the United States and other high-income countries. *Journal of American Medical Association*, 319(10),1024-1039. <https://doi.org/10.1001/jama.2018.1150>

Sørensen, K., Pelikan, J. M., Röthlin, F., Ganahl, K., Slonska, Z., Doyle, G., Fullam, J., Kondilis, B., Agrafiotis, D., Uiters, E., Falcon, M., Mensing, M., Tchamov, K., van den Broucke, S., Brand, H., & HLS-EU Consortium (2015). Health literacy in Europe: comparative results of the European health literacy survey (HLS-EU). *European Journal of Public Health*, 25(6), 1053–1058. <https://doi.org/10.1093/eurpub/ckv043>

World Health Organization (2006). Commission on Social Determinants of Health Report.

*Supplemental/Optional Readings:*

Krahn, G. L., Walker, D. K., & Correa-De-Araujo, R. (2015). Persons with disabilities as an unrecognized health disparity population. *American journal of public health*, 105 Suppl 2(Suppl 2), S198–S206. <https://doi.org/10.2105/AJPH.2014.302182>

Sørensen, K., Van den Broucke, S., Fullam, J., Doyle, G., Pelikan, J., Slonska, Z., Brand, H., & HLS-EU Consortium Health Literacy Project European. (2012). Health literacy and public health: A systematic review and integration of definitions and models. *BMC Public Health*, 12(80). <https://doi.org/10.1186/1471-2458-12-80>

*Radio Program:*

Blakemore, E. (2018, August 20). *Why are Black and Latino kids more likely to die of certain cancers* [Radio broadcast]. National Public Radio. <https://www.npr.org/sections/health-shots/2018/08/20/640284696/why-are-black-and-latino-kids-more-likely-to-die-of-certain-cancers>

**Video:**

World Minds. (2014). *Sir Michael Marmot: Social Determinants of Health* [Video]. YouTube. <https://www.youtube.com/watch?v=h-2bf205upQ>

**Online Resources (Websites):**

American Public Health Association (APHA). *COVID-19 and Equity*. <https://www.apha.org/topics-and-issues/communicable-disease/coronavirus/equity>

Centers for Disease Control and Prevention (CDC). *Health literacy*. <https://www.cdc.gov/socialdeterminants/>

Centers for Disease Control and Prevention (CDC). *Social Determinants of Health: Know What Affects Health*. <https://www.cdc.gov/socialdeterminants/>

**MODULE 2 | DAYS 6-7 & 9**

Sat, May 21 Sun, May 22	Asynchronous	Canvas	<b>Professional- and Organizational-Level Determinants of Health</b> <i>(Preparation)</i>	
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Tue, May 24	8am - 10am ET 3pm - 5pm Greece	Zoom (look for link on Canvas)	<b>I. Professional- and Organizational-Level Determinants of Health</b> <b>II. The Role of Culture in Health Disparities</b> <i>(Live Class Meeting)</i>	
	1 <sup>st</sup> hour		1-Patient-healthcare provider communication 2-Patient rights and informed consent 3-Discrimination and racism in healthcare settings 4-Cultural competence	Drs. Matthew Matsaganis (School of Communication & Information, Rutgers) and Lois Rockson (School of Health Professions, Rutgers)
	2 <sup>nd</sup> hour		<i>Interprofessional communication in healthcare and why it matters for health outcomes (the case of medical interpreters)</i>	Dr. Christos Kontogiorgis (School of Medicine, Democritus University of Thrace)

>Required & Supplemental Readings and Other Materials:

Please check our program CANVAS site for the assigned readings and other class materials, such as videos, etc.

*Required Readings:*

Real, K., & Buckner, M. M. (2014). Interprofessional communication: Healthcare teams and medical interpreters. In N. Harrington, *Health Communication: Theory, Method, and Application* (pp. 147-178). Routledge.

Wright, K., Sparks, L., & O'Hair, H. D. (2013). *Health Communication in the 21<sup>st</sup> Century (2<sup>nd</sup> Edition)*. Wiley-Blackwell. *Chapter 2: Provider-patient communication.*

*Supplemental / Optional Readings:*

Arora, N. K. (2003). Interacting with cancer patients: The significance of physicians' communication behavior. *Social Science and Medicine*, 57, 291-308.

Mikesell, L., Marti, A., Guzmán, J. R., McCreary, M., & Zima, B. T. (2020). Attending to parent and child rights to make medication decisions during pediatric psychiatry visits. In *Joint Decision Making in Mental Health*.

Sparks, L., Villagran, M. M., Parker-Raley, J., & Cunningham, C. B. (2007). A patient-centered approach to breaking bad news: Communication guidelines for health care providers. *Journal of Applied Communication Research*, 35, 177- 196.

**MODULE 3 | DAYS 8 & 9**

<b>Mon, May 23</b>	Asynchronous	Canvas	<b>The Role of Culture in Health Disparities (<i>Preparation</i>)</b>	
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<b>Tue, May 24</b>	<b>8am - 10am ET 3pm - 5pm Greece</b>	<b>Zoom (<i>look for link on Canvas</i>)</b>	<b>I. Professional- and Organizational-Level Determinants of Health II. The Role of Culture in Health Disparities (<i>Live Class Meeting</i>)</b>	
	1 <sup>st</sup> hour		1- <i>Patient-healthcare provider communication</i> 2- <i>Patient rights and informed consent</i> 3- <i>Discrimination and racism in healthcare settings</i> 4- <i>Cultural competence</i>	Drs. Matthew Matsaganis (School of Communication & Information, Rutgers) and Lois Rockson (School of Health Professions, Rutgers)
	2 <sup>nd</sup> hour		<i>Interprofessional communication in healthcare</i>	Dr. Christos Kontogiorgis

			<i>and why it matters for health outcomes (the case of medical interpreters)</i>	(School of Medicine, Democritus University of Thrace)
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**>Required & Supplemental Readings and Other Materials:**

Please check our program CANVAS site for the assigned readings and other class materials, such as videos, etc.

**Required Readings:**

Dutta, M. J., Anaele, A., & Jones, C. (2013). Voices of hunger: Addressing health disparities through the culture-centered approach. *Journal of Communication*, 63(1), 159-180.

Alhasanat, D., & Giurgescu, C. (2017). Acculturation and postpartum depressive symptoms among Hispanic women in the United States: Systematic review. *The American Journal of Maternal/Child Nursing*, 42(1), 21–28.

Erwin, D. O., Treviño, M., Saad-Harfouche, F. G., Rodriguez, E. M., Gage, E., & Jandorf, L. (2010). Contextualizing diversity and culture within cancer control interventions for Latinas: changing interventions, not cultures. *Social Science & Medicine* (1982), 71(4), 693–701.

<https://doi.org/10.1016/j.socscimed.2010.05.005>

Kreuter, M. W., & McClure, S. M. (2004). The role of culture in health communication. *Annual review of public health*, 25, 439–455.

<https://doi.org/10.1146/annurev.publhealth.25.101802.123000>

**Optional / Supplemental Reading:**

Knoll, M., Götz, M., Adriasola, E., et al. (2021). International differences in employee silence motives: Scale validation, prevalence, and relationships with culture characteristics across 33 countries. *Journal of Organizational Behavior*, 42, 619-648. <https://doi.org/10.1002/job.2512>

**MODULE 4: PART I | DAY 10**

<b>Wed, May 25</b>	Asynchronous	Canvas	<b>Technology, Media, and Health Disparities (Preparation)</b> <i>(Note: The Live Class Meeting for this topic will take place in Crete on Tuesday, May 31)</i>	
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**>Required and Supplemental Readings, and Other Materials:**

Please check our program CANVAS site for the assigned readings and other class materials, such as videos, etc.

**Required Readings**

Chou, W.-Y., S, Gaysynsky, A., & Cappella, J. N. (2020). Where we go from here: Health misinformation on social media. *American Journal of Public Health*, 110, S273-S275. <https://doi.org/10.2105/AJPH.2020.305905>

- Davies, A., & Mueller, J. (2020). Introduction to mHealth. In: Developing Medical Apps and mHealth Interventions. Health Informatics. Springer, Cham. [https://doi.org/10.1007/978-3-030-47499-7\\_1](https://doi.org/10.1007/978-3-030-47499-7_1)
- Kourou, K., Manikis, G., Poikonen-Saksela, P., Mazzocco, K., Pat-Horenczyk, R., Sousa, B., Oliveira-Maia, A. J., Mattson, J., Roziner, I., Pettini, G., Kondylakis, H., Marias, K., Karademas, E., Simos, P., & Fotiadis, D. I. (2021). A machine learning-based pipeline for modeling medical, socio-demographic, lifestyle and self-reported psychological traits as predictors of mental health outcomes after breast cancer diagnosis: An initial effort to define resilience effects. *Computers in biology and medicine*, 131, 104266. <https://doi.org/10.1016/j.combiomed.2021.104266>
- Matsaganis, M. (in press). Ethnic media. In E. Ho, K. Bylund, J. van Weert, I. Basnyat, & N. Bol (Eds.), *International Encyclopedia of Health Communication*. Routledge.
- Vereen, R. N., Kurtzman, R., & Noar, S. M. (2021). Are social media interventions for health behavior change efficacious among populations with health disparities?: A meta-analytic review. *Health Communication*. <https://doi.org/10.1080/10410236.2021.1937830>

#### *Optional/Supplemental Readings*

- Anderson-Lewis, C., Darville, G., Mercado, R. E., Howell, S., & Di Maggio, S. (2018). mHealth Technology Use and Implications in Historically Underserved and Minority Populations in the United States: Systematic Literature Review. *JMIR mHealth and uHealth*, 6(6), e128. <https://doi.org/10.2196/mhealth.8383>
- Bull, S., & Ezeanochie, N. (2016). From Foucault to Freire through Facebook: Toward an Integrated Theory of mHealth. *Health education & behavior: The official publication of the Society for Public Health Education*, 43(4), 399–411. <https://doi.org/10.1177/1090198115605310>
- Green, N., Rubinelli, S., Scott, D., & Visser, A. (2013). Health communication meets artificial intelligence. *Patient Education and Counseling*, 92(2), 139–141. <https://doi.org/10.1016/j.pec.2013.06.013>
- Kirk Sell, T. K., Hosangadi, D., Smith, E., et al. (2021). *National Priorities to Combat Misinformation and Disinformation for COVID-19 and Future Public Health Threats: A Call for a National Strategy*. Baltimore, MD: Johns Hopkins Center for Health Security.
- Manikis, G.C., Pat-Horenczyk, R., Fotiadis, D.I., Tsiknakis, M., Simos, P.G., Kourou, K.D., Poikonen-Saksela, P., Kondylakis, H., Karademas, E.C., Marias, K., Katehakis, D.G., Koumakis, L., & Kouroubali, A. (2019). Computational Modeling of Psychological Resilience Trajectories During Breast Cancer Treatment. *2019 IEEE 19th International Conference on Bioinformatics and Bioengineering (BIBE)*, 423-427.
- Myrick, J. G. (2019). Media effects and health. In M. B. Oliver, A. A. Raney & J. Bryant (Eds), *Media effects: Advances in theory and research* (pp.308-323). Routledge.
- Ryan, P., Luz, S., Albert, P., Vogel, C., Normand, C., & Elwyn, G. (2019). Using artificial intelligence to assess clinicians' communication skills. *BMJ*, 364. <https://doi.org/10.1136/bmj.l161>
- Sieck, C. J., Sheon, A., Ancker, J. S., Castek, J., Calahan, B., & Siefer, A. (2021). Digital inclusion as a social determinant of health. *npg Digital Medicine*, 4, 52-54. <https://doi.org/10.1038/s41746-021-00413-8>
- Yang, Q. (2017). Are social networking sites making health behavior change interventions more effective? A meta-analytic review. *Journal of Health Communication*, 22(3), 223-233. <https://doi.org/10.1080/10810730.2016.1271065>



**DAY 11: FINAL CLASS BRIEFING BEFORE TRAVELING TO GREECE**

<b>Thu, May 26</b>	<b>Optional Live session</b> 8am - 9am ET 3pm - 4pm Greece	Canvas & Zoom <i>(look for link on Canvas)</i>	<b>Final Details in Preparing for Trip to Crete</b>	
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**☉ DAYS 12-14: BREAK, TRAVEL DAYS ☉**

**Rutgers students:** Welcome to Greece!

**HMU students:** Team members from the U.S.A. and Greece meet in-person!

**(ALL TIMES FROM HERE ON LOCAL TO GREECE)**

<b>Sat, May 28</b>			<i>Complete Quiz on Course Content on Canvas by 4:59 pm ET in the U.S. or 11:59 pm in Greece</i> <b>(ASSIGNMENT DUE)</b>	
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<b>Sun, May 29</b>	<b>7:30pm</b>	Heraklion (Crete)	ALL participants from the U.S. meet in the hotel lobby ALL participants from Greece meet in the hotel lobby or at the restaurant <i>(Dinner sponsored by Rutgers)</i>	
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**MODULE 1: PART II | DAY 15**

<b>Mon, May 30</b>	<b>9:15am – 2pm</b>	HMU Campus	<b>I. Welcome to Crete &amp; HMU II. Social Determinants of Health at the Individual and Population Levels (Part 2)</b>	
	9:15am		<i>Rutgers Students Meet in Hotel Lobby</i>	
	9:30am		<i>Departure from hotel to HMU campus for Rutgers students</i>	
	10am		<i>Class convenes on HMU campus</i>	
	10am – 11:30am		<i>Welcome to Crete and HMU Perspectives on study abroad programs &amp; institutional partnerships in higher education</i>	All Faculty Dr. Nikolaos Katsarakis, Rector (HMU) Dr. Dan Waite, Executive Director, Rutgers Global

				Study Abroad Dr. Irini Dimou (Department of Business Administration & Tourism, HMU) Dr. Argyroula Kalaitzaki (Social Work Department, HMU) Dr Konstantinos Petridis International Relations Office (HMU)
	11:30am - 1pm		1-Social determinants of health at the individual and population levels: A Greek perspective 2-Brief introduction to Greek healthcare system	Dr. George Kritsotakis (Department of Business Administration & Tourism, HMU)
	1pm - 2pm		Lunch on campus (HMU cafeteria) and return to hotel for Rutgers students	
	2:15 pm		US student in-country orientation in hotel lobby	

>Required and Supplemental Readings, and Other Materials:

Please check our program CANVAS site for the assigned readings and other class materials, such as videos, etc.

Required Readings:

- Kritsotakis, G., Vassilaki, M., Melaki, V., Georgiou, V., Philalithis, A. E., Bitsios, P., Kogevinas, M., Chatzi, L., & Koutis, A. (2013). Social capital in pregnancy and postpartum depressive symptoms: a prospective mother-child cohort study (the Rhea study). *International journal of nursing studies*, 50(1), 63-72. <https://doi.org/10.1016/j.ijnurstu.2012.08.012>
- Kritsotakis, G., & Gamarnikow, E. (2004). What is social capital and how does it relate to health? *International journal of nursing studies*, 41(1), 43-50. [https://doi.org/10.1016/s0020-7489\(03\)00097-x](https://doi.org/10.1016/s0020-7489(03)00097-x)
- Rose G. (2001). Sick individuals and sick populations. *International Journal of Epidemiology*, 30(3),

**MODULE 4: PART II | DAY 16**

<b>Tue, May 31</b>	<b>9:15am – 2pm</b>	HMU Campus	<b>Technology, Media, and Health Disparities</b>	<b>Note:</b> Students and faculty complete <b>COVID-19 self- testing today</b> in advance of tomorrow’s “Class in the Field”
	9:15am		<i>Rutgers Students Meet in Hotel Lobby</i>	
	9:30am		<i>Departure from hotel to HMU campus for Rutgers students</i>	
	10am		<i>Class convenes on HMU campus</i>	
	10am – 11am		<i>Ethnic media and health disparities</i>	Dr. Matthew Matsaganis (School of Communication & Information, Rutgers)
	11am – 12pm		<i>1-eHealth and mHealth applications in fighting health disparities 2-Social media and health inequalities</i>	Dr. Yonaira Rivera (School of Communication & Information, Rutgers)
	12pm - 1pm		<i>Resilience among women living with breast cancer</i>	Dr. Georgios Manikis, Computational BioMedicine Laboratory (CBML), Foundation for Research and Technology— Hellas (FORTH)
	1pm - 2pm		<i>Lunch on campus (HMU cafeteria) and return to hotel for Rutgers students</i>	

**UNIT 3 ■ DIAGNOSING & INTERVENING TO ADDRESS HEALTH DISPARITIES**

**CLASS IN THE FIELD EXPERIENCE #1 | DAY 17**

<b>Wed, June 1</b>	<b>9:15am – 2pm</b>	Travel to the Municipality of Malevizi	<b><i>Class in the Field: Trip to Municipal Open Elder Care Center</i></b>	
	9:15am		<i>Rutgers Students Meet in Hotel Lobby</i>	
	9:30am		<i>Bus from hotel to Malevizi (bus makes 1<sup>st</sup> stop at HMU for students)</i>	
	10am – 11:30am		1-Community-based social and health services for elders 2-Discussion around structural and societal obstacles in delivering services to the elderly population in Greece	Chrysoula Katsapi (Director of the Social Services for Elders, Municipality of Malevizi) & Lina Pelekidou, Ph.D. Candidate (Social Work Department, HMU)
	11:30am – 1pm		1-Examples of place/community-based and policy-centered interventions to address health inequalities 2-Actions and interventions with elders	Chrysoula Katsapi (Director of the Social Services for Elders, Municipality of Malevizi)
	1pm – 2pm		<i>(Students can have lunch on their own after returning to Heraklion and to the hotel [for Rutgers students])</i>	

**CLASS IN THE FIELD EXPERIENCE #2 | DAY 18**

<b>Thu, June 2</b>	<b>9:15am – 2pm</b>	Class Meets in the City of Heraklion	<b><i>Class in the Field: The Roma Population in Heraklion and Health Disparities</i></b>	Ms. Aliki Psaraki (Coordinator, Support Center for Roma and Vulnerable Groups of the
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				Municipality of Heraklion)
	9:15am		<i>Rutgers Students Meet in Hotel Lobby</i>	
	9:30am		<i>Bus from Hotel to Roma Reservation; HMU students meet at Roma</i>	
	9:45am – 11:00am		<ul style="list-style-type: none"> <li>➤ <i>1<sup>st</sup> group of students and faculty: Introduction and visit with 1<sup>st</sup> group of Roma population</i></li> <li>➤ <i>2<sup>nd</sup> group of students and faculty: Introduction and visit with 2<sup>nd</sup> group of Roma population</i></li> </ul>	
	11:00am – 12:15pm		<ul style="list-style-type: none"> <li>➤ <i>1<sup>st</sup> group of students and faculty: Introduction and visit with 2<sup>nd</sup> group of Roma population</i></li> <li>➤ <i>2<sup>nd</sup> group of students and faculty: Introduction and visit with 1<sup>st</sup> group of Roma population</i></li> </ul>	
	12:15pm – 2pm		<i>Return to hotel for All students for debriefing discussion &amp; lunch Reflect on visit and discuss plans for teams' Community Health &amp; Health Communication projects</i>	
	2pm		<i>Rutgers Students &amp; Faculty meeting in Hotel Lobby</i>	

## MODULE 1 | DAY 19

<b>Fri, June 3</b>	<b>9:15am – 7pm</b>	HMU Campus	<b>Conceptual &amp; Methodological Approaches to Addressing Health Disparities (Part 1)</b>	<b>Note:</b> <i>Students and faculty complete COVID-19 self-testing today in advance of weekend's activities</i>
	9:15am		<i>Rutgers Students Meet in Hotel Lobby</i>	
	9:30am		<i>Departure from hotel to HMU campus for Rutgers students</i>	
	10am		<i>Class convenes on the HMU campus</i>	
	10.00am – 11.20pm		<i>Approaches to diagnosing and intervening to address health</i>	Drs. Matthew Matsaganis and

			<i>inequalities</i>	Yonaira Rivera (School of Communication & Information, Rutgers), Dr. Riva Touger-Decker (School of Health Professions, Rutgers), Dr. Kleio Koutra (Department of Social Work, HMU)
	11.30am – 12.15pm		<i>TIMELY Project: Reinforcement learning methods to support patient compliance</i>	Dr. Lefteris Koumakis, Institute of Computer Science, Foundation for Research and Technology - Hellas (FORTH)
	12:15pm – 1pm		<i>Natural language understanding and related Artificial Intelligence (AI) methods and tools</i>	Maria Evangelia Chatzimina, Ph.D. Student (Department of Electrical and Computer Engineering, HMU)
	1pm - 2pm		<i>Lunch on campus (HMU cafeteria) and return to hotel for Rutgers students</i>	
	2pm – 2:30pm		<b>BREAK</b>	
	2:30pm		<i>Rutgers students meet faculty in lobby for taxis to Knossos; HMU students travel to Knossos</i>	
	3pm – 7pm	Archaeological Site of Knossos & Museum	<i>All students and faculty meet at Knossos for Tour &amp; Visit</i>	
	7:30pm	TBD	<i>Dinner sponsored by HMU</i>	

>Required & Supplemental Readings and Other Materials:

Please check our program CANVAS site for the assigned readings and other class materials, such as videos, etc.

*Required Readings:*

- Scerpella, D., Bouranis, N. , Webster, M. , Dellapina, M. , Koeuth, S. , Parker, L. , Kales, H. & Gitlin, L. (2021) Using Geographic Information Systems (GIS) for targeted national recruitment of community-dwelling caregivers managing dementia-related behavioral and psychological symptoms: A recruitment approach for a randomized clinical trial. *Journal of Geographic Information System*, 13, 302-317. <https://doi.org.10.4236/jgis.2021.133017>
- Krieger N. (2012). Methods for the scientific study of discrimination and health: An ecosocial approach. *American Journal of Public Health*, 102(5), 936–944. <https://doi.org/10.2105/AJPH.2011.300544>
- Wilkin, H. A., Matsaganis, M. D., & Golden, A. G. (2018). Community health interventions: Implementing communication infrastructure theory-based strategies in the field. In Y.-C. Kim, M. D. Matsaganis, H. A. Wilkin, & J.-Y. Jung, (Eds.), *The communication ecology of 21st century urban communities*. Peter Lang.

*Supplemental / Optional Readings:*

- Fitzpatrick, A. L., Steinman, L. S., Tu, S.-P., Ly, K. A., et al. (2009, December). Communicating with pictures: Perceptions of cardiovascular health among Asian Immigrants. *American Journal of Public Health*, 99(12), 2147-2149.
- Minkler, M., & Wallerstein, N. B. (2008). Improving health through community organization and community building. In Glanz, K., Rimer, B. K., & F. M. Lewis (Eds.), *Health behavior and health education: Theory, research, and practice (3rd Edition)*, pp. 279-311.

*(Note: Please also see the readings on Photovoice provided early in the course, when we first talked about this methodology)*

*Supplemental Material:*

*a. Podcast*

- Amos, M.A. (Host). (2020, July 21). Building Resilience in Puerto Rico [Audio podcast episode]. In *The American Health Podcast*. Bloomberg American Health Initiative. <https://americanhealth.libsyn.com/building-resilience-in-puerto-rico>

*b. Community Project Plan (Results from Phase 2 of “Puerto Rico Stands” work):*

- Esiely Barrera, H. (2019, April). *Grassroots and Community Partnerships to Achieve Health Equity in Puerto Rico after Hurricane María: Sector Maná/Palmarito Community Project Plan 2019*. Puerto Rico Stands. <https://tinyurl.com/yxsddmtw>

© DAYS 20 & 21 ©

Sat, June 4	9am – 8pm	Western Crete (Chania, Rethymno, and return to Heraklion)	Class Field Trip	
Sun, June 5	11am – 8:00pm	Southern Heraklion Prefecture (Gortyna, Matala)	Class Field Trip	

MODULE 2 | DAY 22

Mon, June 6	9:15am – 2pm	HMU Campus	<b>Conceptual &amp; Methodological Approaches to Addressing Health Disparities (Part 2)</b>	<b>Note:</b> Students and faculty complete <b>COVID-19 self-testing today</b> in advance of tomorrow's "Class in the Field"
	9:15am		<i>Rutgers Students Meet in Hotel Lobby</i>	
	9:30am		<i>Departure from hotel to HMU campus for Rutgers students</i>	
	10am		<i>Class convenes on HMU campus</i>	
	10am – 11am		<i>The right to health of vulnerable groups (e.g., refugees): Legal and policy challenges during and after the COVID-19 pandemic</i>	Dr. Eleni Koutsouraki (Department of Social Work, HMU)
	11:15am – 11:45am		<i>Communication During Crises</i>	Dr. Alexandros Apostolakis, (Department of Business Administration & Tourism, HMU)
	12pm –		<i>Understanding The Refugee's</i>	Lina Pelekidou,



	1pm		<i>Trauma Through Cultural Adaptation of Clinical Ethnographic Narrative Interview In Greek</i>	Ph.D. Candidate (Social Work Department, HMU)
	1pm – 2pm		<i>Lunch on campus (HMU cafeteria) and return to hotel for Rutgers students</i>	

**CLASS IN THE FIELD EXPERIENCE #3 | DAY 23**

<b>Tue, June 7</b>	<b>9:15am – 4pm</b>	Anogeia	<b><i>Class in the Field: Unaccompanied Minors with Refugee Status &amp; Health</i></b>	
	9:15am		<i>Rutgers Students Meet in Hotel Lobby</i>	
	9:30am		<i>Bus pick-up from Hotel; Bus will pick up HMU students on campus</i>	
			<i>Unaccompanied minors with refugee status: Support structures and actions</i>	Nikolaos Pagalos, Scientific Coordinator & Sofia Morfoniou, Psychologist (Center for Unaccompanied Minors, Anogeia)
			<i>Social work and unaccompanied minors with refugee status in Greece: The Anogeia center as an example of good practice</i>	Dr. Katerina Oikonomou (Social Work Dep., HMU)
			<i>Role play simulation: Protecting refugees' right to health during a crisis on a Greek island</i>	Dr. Eleni Koutsouraki (Department of Social Work, HMU)
	4pm		<i>Bus to return HMU students to campus and Rutgers students to hotel</i>	
	After 4pm		<i>Rutgers Students &amp; Faculty meeting in Hotel Lobby</i>	

**CLASS IN THE "FIELD" EXPERIENCE #4 & TEAMS WORK ON PROJECTS | DAY 24**

<b>Wed June 8</b>	<b>9:15am – 8:30pm</b>	HMU Campus	<b>Teams Work on Major Projects and Presentations, and Class in the Field</b>	
	9:15am		<i>Rutgers Students Meet in Hotel Lobby</i>	
	9:30am		<i>Departure from hotel to HMU campus for Rutgers students</i>	
	10am		<i>Class convenes on HMU campus</i>	
	10am - 12pm		<i>Teams work on final projects together</i>	
	12pm - 1pm		<i>The role of human body composition measurement in correctly defining obesity – Presentation of the Laboratory of Dietetics &amp; Human Body Composition</i>	Prof. Vassilis Zafirooulos, Dean of School of Health, Director of the Laboratory of Dietetics & Human Body Composition
	1pm - 2pm		<i>Lunch on campus (HMU cafeteria)</i>	
	2pm – 4:30pm		<i>Tour of Laboratory of Dietetics &amp; Human Body Composition (DietBody)</i>	
	4:30pm – 8:30pm		1-Visit olive tree grove at the Digenakis Estate 2- The Cretan diet and its health benefits from the Minoan era to today	Dr. Anastasia Markaki (Department of Nutrition & Dietetics, HMU)

**TEAMS WORK ON PROJECTS WITH FACULTY | DAY 25**

<b>Thu, June 9</b>	<b>Morning – 2pm</b>	HMU Campus	<b>Faculty Work with Teams on Community Health &amp; Health Communication Projects</b>	<b>Note:</b> Students and faculty complete <b>COVID-19 self-testing</b> today in advance of weekend's extracurricular activities
	Before 10am		<i>Teams go to supermarket in City Center (Team activity)</i>	
	10am		<i>Rutgers students meet in hotel lobby for bus to HMU campus</i>	
	10:30am-		<i>Tour of Laboratory of Health and</i>	Dr. Maria

	12pm		<i>Road Safety (LaHeRS); Use of the driving simulator and demonstration of electric cars</i>	Papadakaki (Department of Social Work, HMU)
	12pm-1pm		<i>Teams present supermarket project in the context of the Cretan Diet</i> <b>(ASSIGNMENT DUE)</b>	
	1pm - 2pm		<i>Lunch on campus (HMU cafeteria)</i>	
	2pm – 5pm		<i>Teams work with faculty on major projects</i>	
	5pm		<i>Bus returns Rutgers students to hotel</i>	

**© DAY 26: FINAL CLASS MEETING IN CRETE (GREECE)**

<b>Fri, June 10</b>	<b>9:15am – 2pm</b>	HMU campus	<b>Team Presentations of Community Health Projects &amp; Photovoice Reports</b> <b>(ASSIGNMENTS DUE)</b>	
	9:15am		<i>Rutgers Students Meet in Hotel Lobby</i>	
	9:30am		<i>Departure from hotel to HMU campus for Rutgers students</i>	
	10am – 1pm		<i>Class convenes on HMU campus with student team presentations of final projects &amp; Photovoice assignment</i>	
	1pm – 3pm		<i>Faculty meetings over lunch with students in small groups for program evaluation and return to hotel for Rutgers students</i>	
	3pm – 8pm		<b>BREAK</b>	
	8pm	TBD	<i>Group dinner (sponsored by Rutgers)</i>	

**© DAY 27 ©**

<b>Sat, June 11</b>	<b>Before 11 am</b>			
	<b>11 am – 8pm</b>	Eastern Crete: (Seli, Plaka, Spinalonga, Aghios Nikolaos, and return to	<b>Class Field Trip Final Program Dinner</b> (Sponsored by Rutgers)	<b>Note:</b> Students get tested for COVID-19 in advance of departure from Crete / Greece on Sunday morning

		Heraklion)		
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**☉ DAY 28: BREAK, TRAVEL DAY ☉**  
**Rutgers students:** Return to the U.S.A.

**UNIT 4 ■ INDEPENDENT & TEAMWORK, PROJECT SUBMISSION, COURSE EVALUATIONS**

<b>Mon, June 13 – Thu, June 16</b>			Students work independently to revise their assignments, in advance of submitting final versions by Sunday, June 19  Pentecost – National Holiday in Greece	
<b>Fri, June 17</b>			Juneteenth – Rutgers University Holiday	
<b>Sun, June 19 (by 4:59pm EDT, 11:59pm in Greece)</b>		Canvas	FINAL VERSIONS OF COMMUNITY HEALTH PROJECT & RESEARCH JOURNALS DUE TODAY <i>(ASSIGNMENTS DUE)</i>	
<b>Mon, June 20</b>		Canvas	Complete online course evaluations	