

Mel and Enid Zuckerman College of Public Health  
The University of Arizona

**SYLLABUS**

**CPH 577: Sociocultural & Behavioral Aspects of Public Health**

Fall 2008

**Thursdays, 9:00-11:50 am**  
**Location: Drachman Hall A-122**

**Instructor:**

Nicky Teufel-Shone, Ph.D.  
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**Instructor Office Hours:**

Thursdays, 4:00-5:00pm or  
by appointment

**Instructor:**

Lisa Staten, Ph.D.  
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**Instructor Office Hours:**

Tuesdays, 2:00-3:30 pm or  
by appointment

**Teaching Assistant:**

Phoebe Long  
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**TA Office Hours:**

Wed 4:00-5:00 pm or  
by appointment

**Course Description:** This graduate course is an overview of significant social, cultural and behavioral issues related to public health. Major public health problems and the influences of socio-cultural issues are analyzed in relation to health behavior. Readings, discussions, films, and class experiences/assignments will focus on understanding the social and cultural issues that influence health-related behavior among specific populations in the southwestern U.S., North America and internationally.

**Course Prerequisites:** A bachelor's degree and admission into the Master of Public Health program (unless admitted under special circumstances by the instructor).

**Course Objectives:** Upon completion of the course, each student will have a general background of significant social, cultural, and behavioral issues related to public health. They will have developed a foundation of skills and knowledge that will enhance their ability to work in the field of public health and assist in the development of culturally appropriate health promotion interventions.

**Course Notes:** Notes are not provided, but related articles are available on D2L. Power point presentations will be available on D2L after the class presentation.

**Required Text/Readings:**

Cohen, L, Chavez, V, Chehimi, S. (2007) *Prevention is Primary: Strategies for Community Well-Being*. Jossey-Bass: San Francisco, CA.

Other readings from professional, lay and government documents are available on the D2L site (<http://d2l.arizona.edu/>).

**Course Format:** Each class will include an instructor/speaker presentation and class discussion and group work regarding the designated topic.

Students are encouraged to share any additional journal or newspaper articles related to course topics with the class. Please email or bring them to class so they can be distributed.

**Course points will be earned based on the following:**

1. **Group/Class Participation & Attendance:** Students are expected to attend every class, read all class assignments, participate in class and working group discussions, complete written assignments, and the exams. Attendance will be taken each week.

Most weeks, students will be divided into discussion groups to address the topic of the week. Individuals will be placed in different groups each time. A special emphasis will be placed on the critical reading of course materials. Discussion activities will address case studies, article highlights, and specified issues. In most instances, the group will also complete a group discussion sheet and/or a verbal group report.

2. **Research Paper:** Research papers will focus on a specific health issue and a defined at risk population. All papers will include a discussion of the identified health issue, why the targeted population was selected (for example epidemiological data), and **both** positive and negative social, cultural, and behavioral factors that contribute to the specific health pattern or outcome. Topics must be pre-approved by the instructors.

Your paper should include the following sections:

- *Title Page* (Title, Your name, Date, Course Number, Instructor Name)
- *Introduction*
  - This section should include a brief description of the overall purpose of the paper and provide a general overview of the health issue.
- *Health Issue* (Review literature pertinent to this health issue)
  - Discuss the specific health problem/issue on which you are focusing.
  - Include a discussion of the relationship between the biological pathway and the major behavioral factors related to the health issue.

- Provide epidemiologic data to support that your issue is important to public health
- Do not select a health issue that has a strong genetic determinant as you will have little opportunity to discuss behavioral factors.
- *Targeted Population*
  - Discuss the specific population on which you are focusing your paper.
    - Population can be defined by ethnicity, country/region, gender, behavior (e.g. IV drug users) and/or age
  - Provide a demographic context for the population.
- *Integration of the Health Issue and Target Population*
  - Provide statistical data to support that the health issue is relevant to your target population.
  - Explain how cultural and social behaviors serve as risk and/or protective factors for the specific population contributing to the control and/or occurrence of the health condition.
  - Make sure to identify positive and negative factors related to social and cultural behaviors.
- *Discussion of conclusions and recommendations*
  - Summarize the literature and your conclusions about the relationship between the population and the specific health pattern
  - Make brief recommendations regarding what could be done to prevent and reduce the health problem in this population and how lessons learned in this population could be applied to other populations or the nation.
- *References Cited* - utilizing the style of the American Journal of Public Health. ([http://www.ajph.org/misc/ama\\_references.shtml](http://www.ajph.org/misc/ama_references.shtml)). **No more than 3 references should be web sites with information regarding your topic.** Focus on research articles. Points will be deducted for incorrect citation style and more than 3 websites as references.

**Other information:** The papers should be 10-15 double spaced pages, not including references. Margins should be one inch and font should be Arial 12 point font. Submit your paper prior to class on November 20 by linking to the following site: <http://d2l.arizona.edu> and uploading your paper in the course specific drop box.

Annabelle Nuñez, AHSC librarian, will offer students a two hour workshop entitled: **PubMed Searching and RefWorks**. Attendance at this workshop is optional, but five extra credit points will be given to everyone who attends. Please be sure to sign in at the workshop. Attendance should help students meet the reference criteria of the research paper. The workshops will be offered on the following dates and times:

**PubMed Searching and RefWorks**

Thursday, September 11 at 1:00-3:00PM in Drachman A319

Friday, September 12 at 1:00-3:00PM in Drachman A319

Thursday, September 25 at 2:00-4:00PM in AHSL 2102A

Please **PROOFREAD** your papers for typographical errors and grammar.

3. **Exams:** There will be a take-home mid-term exam that will cover all class presentations, required readings, and related discussion for classes 1-7. Mid-term exam questions with format instructions and length limitations will be distributed at the end of class on October 9. You will be required to submit your completed exams via <http://d2l.arizona.edu> by 5:00pm on October 16th. The exam will be an essay format. Everyone in the class will answer two questions, and then students will be able to select one additional question from a list of options.

There will be a take-home final exam that will cover all class presentations, required readings, and related discussion. The final exam questions will be distributed at the end of the class period on December 4<sup>th</sup>. You will be required to submit your completed exam via <http://d2l.arizona.edu> by 10:00am on December 16<sup>th</sup>. The format will be similar to the mid-term with an essay format. Everyone in the class will answer two questions, and then select one additional question from a list of options.

4. **Public Health News Watch:** Throughout the semester you will be required to read or listen to popular media such as newspapers, news journals, and other news sources. You will identify 4 articles published throughout the semester (between August 28<sup>th</sup> and December 3<sup>rd</sup>, 2008) and write a one-page single spaced discussion/critique of each article. A hard copy of your paper and the article should be submitted in the identified class period to the TA, Phoebe Long. Please use one-inch margins, Arial 12 point font. Due dates for each News Watch are indicated on the Schedule of Topics. Do not summarize the article. Address the questions and discussion points listed below. Each discussion should include:

- Source of article, date published and page number
- Indicate if a published scientific article is cited as the source for the information described in the article.
- Discuss how the article relates to public health.
- How are social, cultural and behavioral factors discussed in the article?
  - If they are not discussed – should they have been included?
- Critique the article – (Demonstrate your critical thinking skills)
  - What is the potential impact on public health?
  - What additional questions did it raise?
  - Was it well written and informative?
  - Did it adequately address the issue?
  - Was there key information missing?

**Evaluation & Grading:** Students will be evaluated on their performance on the items listed above. Grades will be determined by assessing the percentage of total possible points obtained, as follows:

	<u>Points</u>	<u>Due Date(s)</u>
Class/Group participation	100	
Mid-term Exam	200	10/16
Research Paper	300	11/20
Public Health News Watch (4x50 points each)	200	9/18, 10/9, 11/6, 12/4
Final Exam	<u>200</u>	12/16
 Total Possible Points for entire course:	 1000	

A = 900 – 1000 pts ; B = 800 – 899 pts; C = 700-799 pts; D = 600 - 699; Failure = < 600

**Policy on turning in materials after the due date and time:** Points will be subtracted from assignments turned in late, unless prior instructor approval has been granted. There will be a loss of 5% from the total earned grade per day late. The deduction will be automatically generated for the first day even if an assignment is only one hour late. Please turn things in on time.

**Academic Integrity:** Students are expected to abide by the University of Arizona Code of Academic Integrity found at <http://dos.web.arizona.edu/uapolicies/>.

**Classroom Behavior:** Students are expected to silence all cell phones and pagers during class and not leave class to make calls unless it is an emergency. The use of personal laptop computers is allowed in class as long as usage is related to CPH 577 classroom activities. **Do not check your email or do work for other courses**. Any other activities will result in the revoking of this privilege. All discussion should be respectful and reflect understanding of individuals' beliefs and experiences. Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at <http://web.arizona.edu/~policy/disruptive.pdf> and the Policy on Threatening Behavior by Students found at <http://policy.web.arizona.edu/threatening.pdf>.

**Grievance Policy:** Students who believe they have been subjected to unfair treatment in the administration of academic policies may seek resolution of their complaints through the University Grievance Process found at <http://uhap.web.arizona.edu/chap6.html>

**Disability Accommodation:** Students, who anticipate issues related to the format or requirements of this course, need to meet with the instructor to discuss ways to ensure full participation in the course. If formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; <http://drc.arizona.edu/ada/grievances.html>) and notify the instructor of your eligibility for reasonable accommodations.

**Syllabus Change:** Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate.

<b>Course Schedule</b>			
<b>Class/ Date</b>	<b>Topic</b>	<b>Specific Issues</b>	<b>Guest Speakers / Exam / Assignments Due</b>
<b>1: 8/28</b>	Overview <b>Current Affairs</b>	Review of course requirements and policies Social, cultural and behavioral determinants of health	
<b>2: 9/4</b>	Social Determinants of Health	Why study social and behavioral factors in public health? How do we understand the relationship between health and behavior?	
<b>3: 9/11</b>	Disease Prevention and Health Promotion	Degrees of prevention and prevention movements <i>Moving Upstream</i>	<b>Identification of population and health issue for research paper due</b>
<b>4: 9/18</b>	Individual & Intra-Personal Theoretical Constructs for promoting behavior change	Behavior change models <i>How can a behavior change model guide a public health approach?</i>	<b>Public Health Newswatch #1 Due</b>
<b>5: 9/25</b>	Health Disparities	Socio-cultural barriers to health Public health response to health disparities How does discrimination and social inequity impact health outcomes and access to health care?	
<b>6: 10/2</b>	American Indian Health	American Indian health trends and cultural determinants of health Public health services available to American Indians Are health services meeting the needs of the people?	
<b>7: 10/9</b>	Child and Adolescent Health	Trends in childhood and adolescent health Youth risk factors that contribute to adult health problems Substance abuse and obesity Is health promotion in youth cost effective?	<b>Public Health Newswatch #2 Due</b>
<b>8: 10/16</b>		<b>No class</b> <b>Mid-Term Exam</b> <b>Due electronically by 5:00pm</b>	
<b>9: 10/23</b>	Community and societal change: Theoretical constructs	Behavior Change Models that go beyond the individual	

<b>Course Schedule</b>			
<b>Class/ Date</b>	<b>Topic</b>	<b>Specific Issues</b>	<b>Guest Speakers / Exam / Assignments Due</b>
<b>10: 10/30</b>	Border Health and CBPR: A Case Study	Impact of ethnicity on health outcomes Impact of immigration on access to care Promoting proactive communities Building healthy physical and social environments	
<b>11: 11/6</b>	Social Institutions	Impact of media, religion, education and government on health outcomes Does public health effectively leverage the influence of social institutions?	<b>Public Health Newswatch #3 Due</b>
<b>12: 11/13</b>	Exploring the gender and age gaps in Public Health	Significance of worldwide gender and age gaps	
<b>13: 11/20</b>	Societal stressors and public health	Physiological and psychological effects of chronic stress; historical trauma; post-traumatic stress disorder and the public health impact of war	<b>Research Paper Due</b>  <b>Guest Lecturer: Phoebe Long</b>
<b>Thanksgiving</b>			
<b>14: 12/4</b>	HIV: A case study for socioecological approach	Pulling everything together	<b>Public Health Newswatch #4</b>
<b>12/16 8:00- 10:00 am</b>		<b>Final Exam Due electronically by 10:00 am</b>	