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

CPH 577: Sociocultural & Behavioral Aspects of Public Health

Spring 2011 Course Syllabus

Day and Time: Thursdays 1:00 - 3:50 p.m.

Class Location: Drachman Hall, A 118.

Instructor: Sheila H. Parker, MS, DrPH
parkers@email.arizona.edu or parkers@d2l.arizona.edu

Tucson Office: Drachman Hall A262
(520) 626-3667

Office Hours and Location:
Wednesdays 12:00 - 2:00 p.m. and Thursdays 9:00 - 11:30 a.m.
Mel and Enid Zuckerman College of Public Health
Drachman Hall A262

Teaching Assistant: Hilary C. Rees
hcrees@email.arizona.edu

Office Hours and Location: Thursdays 11:00 - 12:30.
Mel and Enid Zuckerman College of Public Health
Office Location in the Health Promotion Sciences Teaching Assistants Section on the 2nd Floor.

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, and 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

1. have a general background of significant social, cultural, and behavioral issues related to public health and contributing to the public's health.

2. develop a foundation of skills and knowledge that will enhance their ability to work effectively in the field of public health: assessing and analyzing public health behaviors...
and needs;
3. evaluate research data and other findings that can be applied to planning and delivering culturally appropriate and evidenced-based health promotion and public health services to diverse populations.

Course Notes: Notes are not provided. Power point slides used in class will be available on D2L (http://www.d2l.arizona.edu/) after class presentations.

Required Text/Readings: There is no required textbook for this course. However, there are required readings from professional, lay and government documents on the D2L site (http://www.d2l.arizona.edu/).

Course Format: Each class will include an instructor/speaker presentation, class discussion and/or group work regarding the designated topic. Students are encouraged to share any additional journal or newspaper articles related to course topics with the class. You may email or bring them to class so they can be distributed.

Syllabus Changes: Information contained in the course syllabus, other than the University of Arizona policies and attendance policy, may be subject to change with reasonable advance notice, as deemed appropriate. Such changes and updates will be posted on the D2L. It is the student's responsibility to check the D2L postings at least weekly.

Course Requirements:

A. Group/Class Participation & Attendance: Students are expected to attend every class, read all class assignments, participate in class and group assignments, complete written assignments, and complete all class examinations. Please inform the instructor of any unavoidable absences prior to class. Attendance will be taken each class period. Unexcused absences greater than 2 will result in an "automatic" 10 point loss for each occurrence in the total points for the course.

B. Learning Group Jigsaw Reading and Individual Reflective Writing Assignments

These are a series of ten (10) assignments throughout the semester. Each assignment is worth a possible 50 points for each student. The total number of possible points equal 500.

The Learning Group Defined
Each member of the class is assigned to a 4-member learning group randomly. This group assignment will be done twice during the semester. You will find your group and its members posted on D2L.arizona.edu. Each group member will have a role in the Learning Group's work. These roles will rotate throughout the semester. These roles and duties are:

Leader

1. Makes sure everyone understands the assignment
2. Takes over other roles if member is absent
3. Arranges "votes" for items of disagreement
Recorder

1. Records teams' work
2. Writes legibly
3. Emails results of work to absent team members

Supply Runner

1. Picks up & returns team folder in class
2. Distributes all papers to all team members
3. Writes absent members name on handouts and keeps in folder
4. Picks up team supplies as needed during the class

Reporter

1. Reports out for the team on work done during class and on D2L.
2. Time keeper
3. "Detective/Devil's Advocate" during discussion

The Learning Group's Purpose

The Learning Group's purpose is to help each member critically review and explain the required readings for the course. The activities will help students analyze and synthesize the knowledge gathered from the readings in the stated activities.

Step 1: Individual and Learning Group Stage

1. Consulting with your group members, create a timeline to complete these multifaceted assignments. You will be depending on your group mates and the rest of the class to get all of the information you will need to complete the entire assignment on time.

2. Each member will read all assigned readings. Each member in agreement with all other members, will then choose one assigned article to read critically for your "learning group."

3. Create individually a brief summary of the article and a list of 5 salient points about the article that you read. (If you had to teach the article to someone else what are the 5 main points you would want them to have)

4. Send your summary and 5 salient points to your other group members. Other group members are required to submit to you their comments and questions about the article.

5. Review and revise the summary and total 5 salient points, then send this second list to your Reporter
6. As a GROUP - ONLINE - come to consensus on the Top 5 salient points for each article.

7. Your Reporter will post the Top 5 to the D2L site under both the drop box "Learning Group" and in the discussions section for the articles by midnight each Tuesday (2/1, 2/8, 2/15, 2/22, 3/1, 3/8, 3/22, 3/29, 4/5, 4/12). Your Reporter will also be responsible for sharing your learning group’s salient points for each article with the class on the class meeting days.

Step 2: Online Group Discussions to Individual Reflective Writings

1. Ask questions and have discussions about the other articles so that their salient points make sense to you. Any member/All members are encouraged to respond to the questions from their other class mates. You are "teaching" your classmates the material contained in the articles they did not critically read.

2. From the discussions list on our D2L site - note the 5 salient points for the articles you DID NOT read.

3. Individually write a 800 -1000 word essay, critically reflecting on the following:
   - Summarize and critique all of the articles and how they informed you about the topics, determinants of health, health behaviors, and health interventions.
   - How does the new knowledge that you have gained from the readings, the jigsaw process, and classroom experiences enrich your understanding of public health and health promotion practice in your field of endeavor.
   - How will you share this knowledge with others and/or apply it?
   - As a result of this learning experience, what other information/knowledge will you seek to better understand and apply the topics covered? How will you gather this information or experience?

4. Post your essay to the Dropbox marked Critical Reflections: Jigsaw


6. Of course, online work can be done anytime as long as it is completed by the deadline date, but do be considerate of your group mates and their need for the information only you can provide.
C. 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 identify both positive and negative determinants that contribute to the specific health pattern or outcome. Topics must be pre-approved by the instructor no later than March 31, 2011. The research paper is worth a possible 250 points. An outline of your paper is due April 7, 2011 by 5:00 p.m. The outline is worth 50 points. The final paper is worth 200 points.

Your research paper should include the following sections:

~ Title Page (Title, Your name, Date, Course Number, Instructor Name)
~ Table of Contents
~ 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
  1. Review and synthesize literature pertinent to this health issue
  2. Discuss the specific health problem/issue on which you are focusing.
  3. Include a discussion of the relationship between the biological pathway and the major behavioral factors influencing the disease process and/or health outcome.
  4. Present and discuss the theoretical framework(s) that help you to understand, explain, and analyze the social, cultural and behavioral aspects of the issue.
  5. Do not select a health issue that has a strong genetic determinant as you will have little opportunity to discuss behavioral factors.
~ Targeted Population
  • Identify and discuss the specific population on which you are focusing your paper.
  • Provide a demographic description of the population.
  • Discuss the relevant social and cultural context and behaviors of the population.
~ Integration of the Health Issue and Target Population
  • Using a theoretical framework(s) such as Social Ecology Model, PRECEDE-PROCEED or other model, identify the health determinants and explain how they affect the health behaviors related to this issue. Be sure to cover the intra-personal, interpersonal, organizational, community, cultural, social institutions and other positive and negative determinants that serve as risk and/or protective factors for the specific population, contributing to the control and/or occurrence of the health condition.
~ Conclusions and recommendations
  • Summarize the literature and your evidence-based conclusions about the relationship between the population and the specific health pattern. Give the criteria that you use to make your judgments.
  • Make recommendations regarding what can be done to prevent and/or reduce the health problem in this population and how lessons learned in this population could be applied to other populations or the nation.
~ References and Citations - use the style of the American Psychological Association (APA). (http://owl.english.purdue.edu/owl/resource/60101).
No more than 3 references should be credible web sites. Focus on peer-reviewed research articles.

Format for the paper: The paper should be 20 double spaced pages, not including references. Margins should be one inch and font should be Arial 12 point font. Include a page header at the top of every page. To create a page header, insert page numbers flush right. Then type “TITLE OF YOUR PAPER” in the header flush left. The research paper is due in written form and electronic form via D2L "Dropbox" by 4:00 p.m., Friday, April 29, 2011. The electronic version of the paper should be in *.doc format only. If your work is submitted in a format that the instructor cannot open, it will not be graded.

Your Research and Library Support: Annabelle Nunez is the AHSC librarian dedicated to the College of Public Health. She will offer students a two hour workshop for PubMed/Ovid Searching and EndNotes. Attendance at this workshop is not optional, it is required. This workshop will help students meet the reference criteria of the research paper. Dates and times of the workshops will be announced later in the semester. If you cannot attend, you can set up a personal appointment with Ms. Nunez (anunez@ahsl.arizona.edu). Ms. Nunez has been asked to supply the names of all attendees for the workshop to the instructor so that they will receive 25 points for their attendance.

Please PROOFREAD your papers for typographical errors, proper spelling and grammar. Errors will reduce the readability of your paper and will have a negative impact on the overall grade.

The research paper serves as your final project or final examination for the course.

D. 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 2 articles published throughout the semester (between January 13, 2011 and April 14, 2011) and write a one-page single spaced or two-page double spaced critique of each article. Submit your paper and the article (as a link or scanned attachment) in the D2L drop box. Please use one-inch margins, Arial12 point font. Due dates for each News Watch are indicated on the Course Schedule. Address the questions and discussion points listed below. Each discussion should include:

1. Identify whether your assignment is #1 of 2 or # 2 of 2 of the required News Watch assignments.
2. Source of article, date published and page number
3. Your summary of the article's content
4. Indicate if a published scientific article is cited as the source for the information described in the article.
5. Discuss how the article relates to public health.
6. How are social, cultural and behavioral factors discussed in the article? If they are not discussed - should they have been included? Why?
7. Critique the article
   - Was it well written and informative? With what criteria do you make this judgment?
   - Did it adequately address the issue? Why or why not?
• Was there key information missing? What is it?
• Identify professional literature that supports or opposes the position presented in the article. (Properly cite the sources)

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

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<thead>
<tr>
<th>Points</th>
<th>Due Date(s)</th>
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<tbody>
<tr>
<td>Attendance in the Research Workshop</td>
<td>25 To Be Announced</td>
</tr>
<tr>
<td>Research Paper Outline</td>
<td>50 4/7</td>
</tr>
<tr>
<td>Research Paper</td>
<td>200 4/29</td>
</tr>
<tr>
<td>Public Health News Watch</td>
<td>50 2/10 &amp; 4/14</td>
</tr>
<tr>
<td>Learning Group Activities (2x25 points each)</td>
<td>500 2/1 &amp; 3, 2/8 &amp; 10, 2/15</td>
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</table>

Total Possible Points for entire course: 825

*Remember that all assignments submitted in electronic version must be in *.doc format only. If your work is submitted in a format that the instructor cannot open, it will not be graded.*

**Grading Scale:** A = 825 - 784 pts; B = 783 - 701 pts; C = 700-578 pts; D = 699-537 pts; Failure< 536 pts

**Policy for submitting late work:** Late submissions for the Learning Group Jigsaw Reading and Individual Reflective Writing assignments will not be accepted. For all other assignments, points will be subtracted from assignments turned in late unless prior instructor approval has been granted. There will be a loss of 5% of the grade per each day that the work is late. Points lost for lateness on the research paper due on April 29, 2011 cannot be restored in a revised version.

**Academic Integrity:** Students are expected to abide by the University of Arizona Code of Academic Integrity found at [http://deanofstudents.arizona.edu/academicintegrity](http://deanofstudents.arizona.edu/academicintegrity). Plagiarism is not tolerated.

**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 and other electronic devices is not allowed in class. The student's undivided attention is required
during every class meeting. All discussions 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.
Attention is required during every class meeting. All discussions should be respectful and reflect understanding of individuals' beliefs and experiences. Students are expected to be familiar with the UA Policy on Disruptive Behavior 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/) and notify the instructor of your eligibility for reasonable accommodations.
## Course Schedule:

<table>
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<tr>
<th>Week/Date</th>
<th>Topics &amp; Assignments</th>
<th>Readings</th>
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| **Week 1:** 1/13 | Introduction to the course  
Public Health: Definition, History, Core Functions and Essential Services  
| **Week 2:** 1/20 | Determinants of Health and Health Disparities  
| **Week 4:** 2/3 | Intra-Personal Factors Influencing Health  
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<tbody>
<tr>
<td><strong>Assignments:</strong>&lt;br&gt;2nd Learning Group Activities due 2/8 and 2/10&lt;br&gt;#1 of 2 Public Health News Watch due 2/10</td>
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<tr>
<td><strong>Assignment:</strong>&lt;br&gt;3rd Learning Group Activities due 2/15 and 2/17</td>
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<td><strong>Assignment:</strong>&lt;br&gt;4th Learning Group Activities due 2/22 and 2/24</td>
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<tr>
<td>Week/Date</td>
<td>Topics &amp; Assignments</td>
<td>Readings</td>
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| **Week 8: 3/3** | Culture in Health and Illness  
  • Acculturation  
| **Week 9: 3/10** | Review and Reflection  
 Assignment: 6th Learning Group Activities due 3/8 and 3/10 | Readings to be announced |
| **Week 10: 3/17** | No class  
 Spring Break March 12 - 20, 2011 | |
| **Week 11: 3/24** | "Silent" Health Disparities  
 • Stress, Coping and Health  
 • Terrorism, Major Conflict, and War and the Public's Health  
| **Week 12: 3/31** | Childhood and Adolescent Health  

Assignment: 5th Learning Group Activities due 3/1 and 3/3  
Assignment: 7th Learning Group Activities due 3/22 and 3/24  
Assignment: 8th Learning Group Activities due 3/29 and 3/31  
Research topic approved by the instructor, no later than March 31
<table>
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<tr>
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<th>Topics &amp; Assignments</th>
<th>Readings</th>
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</table>
| **Assignments:** | 9th Learning Group Activities due 4/5 and 4/7  
Research paper outline is due 4/7 |
| **Week 14:** 4/14 | The Political Dimensions of Public Health  
- The Politics of Health  
- Social Justice  
| **Assignments:** | 10th Learning Group Activities due 4/12 and 4/14  
#2 of 2 Public Health News Watch is due 4/14 |
| **Week 16:** 4/28 | Reflection and Review | Assignment:  
Research paper is due Friday, 4/29 at 4:00 p.m. |