SYLLABUS
CPH 387: Health Disparities and Minority Health, SPRING 2015

Lecture Time/Location: M/W 11:00-11:50; M Pacheco ILC, Room 120.

Lecture Instructor: Scott C. Carvajal, Ph.D., MPH.
Professor of Public Health & Chair, Health Behavior Health Promotion
Office Hours: M/W 11:50-12:10 (ILC) and by appointment (Drach A254)
E-mail: carvajal@email.arizona.edu

NOTE: All personal inquiries about your grades, grade appeals, excused/university sanctioned absences for lecture or discussion section, clarification of notes/exams/assignments, and enrollment status, should be communicated with your section instructor (after checking your gradebook through D2L, D2L pages and UAccess). Your section instructor has authority over all grades, class policy violation or absence determinations, and is in full control of your gradebook.

Section Time/Location/Instructor/Office Hours

Instructor: Luis Valdez, MPH. Mr. Valdez ’s email: jolitrac@email.arizona.edu
82638 001B-DIS Fr 9:00AM - 9:50AM Mines & Metallurgy, Rm 213
82639 001C-DIS Fr 10:00AM - 10:50AM Modern Languages, Rm 502
Office hours: Monday 12:15-1:15 & Wednesday 12:30-1:15: Drachman, 3rd floor: A31

Instructor: Robin Byler Thomas, MPH. Ms. Thomas email: rbthomas@email.arizona.edu
82645 001H-DIS Fr 1:00PM - 1:50PM R P Harvill Bldg, Rm 240
89593 001J-DIS Fr 2:00PM - 2:50PM R P Harvill Bldg, Rm 240
Office hours: Monday 12:00-2:00 or by appointment; Drachman 305A

Instructor: Stephanie Morales, BS, BA. Ms. Morales’ email: srmorales@email.arizona.edu
82626 001A-DIS Fr 9:00AM - 9:50AM R P Harvill Bldg, Rm 234
Office hours: Monday 9:15-10:30; Drachman A206W25

Instructor: Chloe Meltzer, BSPH. Ms. Meltzer’s email: acm5533@email.arizona.edu
82643 001F-DIS Fr 11:00AM - 11:50AM Modern Languages, Rm 406
Office Hours: Tuesday 1:00-2:15; Drachman A206W24

Instructor: Bari Sprecher, BSPH. Ms. Sprecher’s email: sprecher@email.arizona.edu
82642 001E-DIS Fr 11:00AM - 11:50AM Modern Languages, Rm 406
Office Hours: Weds 12:45-2:00; Drachman A206W24

Instructor: Chinagozi Sarah Ugwu, BA. Ms. Ugwu’s email: cugwu@email.arizona.edu
82640 001D-DIS Fr 10:00AM - 10:50AM Modern Languages, Rm 403
Office hours: Monday 12:30-1:45; Drachman A206W25

Instructor: Enid Quintana Torres, BS. Ms. Quintana’s email: enidquintana@email.arizona.edu
82644 001G-DIS Fr 1:00PM - 1:50PM R P Harvill Bldg, Rm 234
87815 001I-DIS Fr 2:00PM - 2:50PM R P Harvill Bldg, Rm 452
Office Hours: Monday 12:30-2:30; Drachman A206W23
**Course Description:** The course will explore gaps in health outcomes associated with race/ethnicity, social class, sex, sexuality, nationality, and migration status. Societal, environmental, and institutional factors that underlay health disparities between and within nations will be considered.

**Course Overview:** The course will broadly consider the role of social, environmental, institutional and cultural factors in impacting chronic disease, infectious disease and health promotion. Specific topics include programmatic approaches to change risk/health behaviors; means to address societal inequities known to impact health; government funding allocations for health research and programs; the impact of stigma and oppression on many health issues as well as how that may have shaped communities, institutions, and/or policymakers’ responses; and examining protective health influences within cultures that may be useful in health promotion efforts. This course approaches these topics with the recognition that the study of, and methods to reduce health inequities and promote minority health, are complex and under debate. Historically and currently oppressed or stigmatized overrepresented victims of adverse health-related events (e.g., for example infectious diseases, certain natural disasters, and specific workplace hazards), and structural impediments to lessoning their health consequences, will be discussed.

Please also note this course is interactive, all course-related and respectfully communicated questions and comments are welcome from the students during lecture. In addition, because of the sensitive and controversial nature of some of the topics, students may also ask questions or make comments for class discussion (if appropriate and respectful) through the Desire2Learn (D2L) web-based course management system that will accompany this class: [http://d2l.arizona.edu/](http://d2l.arizona.edu/). Using this system is required for the class as in addition to gradebook feature, future course assignments/readings will be disseminated there, for turning in homework, and for commenting/responding to others’ comments about course videos on various health disparities case examples.

Note about Gen Ed status: [http://gened.arizona.edu/content/frequently-asked-questions](http://gened.arizona.edu/content/frequently-asked-questions). This course is a designated General Education (Gen Ed) Tier II Individuals/Societies and Diversity Emphasis. As a general education course the collection of educational experiences are aimed to encourage you to develop a critical and inquiring attitude, an appreciation of complexity and ambiguity, a tolerance for and empathy with persons of different backgrounds or values and a deepened sense of self. Additionally, as an eligible writing intensive course, please make use of the Writing Skills Improvement Program. This program offers workshops for all students and individualized tutoring for eligible students, please consider using this valuable service program. For details of this program or more information go to: [http://wsip.web.arizona.edu/](http://wsip.web.arizona.edu/)

**Course Prerequisites:** None

**Course Learning Objectives:** Students upon completion should be to be able to:
- define health disparities and describe common societal characteristics used to express them.
- contrast health inequity vs health inequality in representing health disparities.
- describe various health outcomes, including access to care, as metrics of health disparities.
- identify the central determinants of health inequities according to the WHO.
- compare national wealth vs national inequality as sources of health disparities.
- contrast the concepts of race, ethnicity, nationality, and acculturation, and how they might relate to health status.
- evaluate the weight of the evidence for biology vs social/environmental causes of various health disparities.
● describe historical cases of health disparities within various oppressed or underrepresented populations in the US.
● describe common metrics to express socioeconomic status (SES) or social class.
● contrast SES from historically oppressed racial/ethnic group identity in accounting for US health disparities.
● explain why various historically oppressed groups might be skeptical with regards to engaging in scientific/medical research and why alternative to the mainstream scientific theories of disease origins are commonplace.
● identify and engage with international, national and local organizations (government or NGOs) that address one or more health disparities issues.
● communicate the goals of such organizations and personal reflections from your service learning project (orally, long written form, visual presentation form), and to develop listening skills in response to others’ SLPs.
● contrast health disparities vs minority health perspectives, and identify health assets and resources for positive health outcomes within US minority and/or oppressed groups that could guide health promotion projects.

Course Notes: A D2LWebsite will provide course content and announce significant course changes and updates. To access the D2L website, go to: http://d2l.arizona.edu/index.asp. You must have a valid UANetID and Password (this is the same ID and password that you use for UA WebMail). Students enrolled in the class have automatically been added to the mailing list for this class. The syllabus, selected readings, handouts, lecture slides (on most class lecture days any slide to be presented will be made available two or more hours before class), and class assignments will be available on this site. Course notes are the responsibility of the student and the slides alone are not comprehensive of the topics and details to be discussed in class.

Required Texts/Readings:
- Westerners ‘are more promiscuous’ http://news.bbc.co.uk/2/hi/health/6101970.stm (from BBC press release) & "Panel 1: Key Messages", pages 1-2 from the study’s Full Report <D2L>


Note: Additional required readings focused on new events may be provided through D2L.
Course Requirements:

**EXAMS:** (120 total points total.) There will be four exams, including a final exam, all worth 40 points. The exams will consist of multiple choice items (30 points) and short essay questions (10 points). Exam questions will include instructor lecture, guest lecture, or media (in class and that assigned out of class) not detailed in the readings, as well as any material in the assigned readings (need not be addressed specifically in lecture). The short essay questions will include at least five options and responses are expected for at least two questions, expected to be around ½ page each and worth five points each. The exams will have space for your to write your short essay responses (no blue books are needed), though blank paper can be used to formulate drafts. Essay responses will be graded on content and coherence. Overall writing quality and prose will not be considered in the point’s determination of each essay response in most circumstances, though the responses should be legible and clear.

The final exam is scheduled to take place in the classroom at the time established in the final exam schedule [http://www.registrar.arizona.edu/schedules/finals.htm](http://www.registrar.arizona.edu/schedules/finals.htm). Thus the final will be in the ILC (room 120) at 10:30am-12:30am on Monday May 11th. The top three of four exams including your final exam will be counted toward your grade, make up exams will not be given. The final exam is not required if you are satisfied from your three prior exam results. The final exam is cumulative and includes material before and after Exam 3.

**ATTENDANCE AND CLASS PARTICIPATION.** (10 total points) Students are expected to attend class and participation will be accounted for in determining the final grade in this course. Attendance will be taken during all discussion sections. Please note that material will be provided in lecture that is not duplicated in other course material and the basis for exam questions. Also, lecture will be where guest lectures and educational media will be presented that are critiqued in the required commentaries due by the end of the day Thursday of that week.

**GROUP PRESENTATION.** (20 points). You will be in a group with 4-5 other students who will present on course materials during a 20 minute session one Friday discussion section during the semester. Your section instructor will determine the groups and your group’s presentation date. The topic for your group’s presentation will be co-determined by the group members and your discussion instructor. Half of the points will come from a common group evaluation and half will be determined individually by your section instructor, who will also request peer evaluations from your other group-members in determining your grade. All team members should participate in the research, development and delivery of the final presentation. The use of power point and other media are encouraged. You are required to email the presentations to your section instructor by 8:00AM the day before your presentation is scheduled so your instructor may review it. Following the in-class presentation, it will be posted to D2L so that students may have it to use as a resource. Further details on this assignment will be provided during discussion sections and through D2L.

**CLASS COMMENTARIES.** (20 total points): During the course of the semester you are required to complete five 1-page (double-spaced, 1-inch margins, Times New Roman 12 point font) commentaries of specialized activities identified in lecture (Monday or Weds) earlier that same week. For full credit you must use the format specified on the course web page (this includes your name, student ID, activity title and the date submitted— the D2L site will have complete guidelines) and have the commentary be cogent, critical, and reflect proper grammar/spelling. For full credit they also must be turned in through D2L before 11:59PM on the day before (Thursday of that week) the discussion section that immediately follows the presentation of that material. These will not be commentaries of traditional lectures by the course instructor, rather they will be commentaries of guest lectures and media documentaries presented during the main lecture and identified in lecture as a commentary opportunity. Each commentary is worth up to 4 points and the
five highest will form the basis for this component of the course grade. Any additional complete commentary (beyond the 5th) will count an additional point, there will be a minimum of nine opportunities for commentaries throughout the semester. These commentaries will be checked for plagiarism.

**THOUGHT PAPER.** (30 points). You will write a 4 page (excluding title and reference pages, double spaced, 12 point font, APA style for citations and reference) paper on a health disparity issue or theme addressed in this course. As part of the paper you will need to identify and critique: 1) the issue's scope or context as a health inequality and/or health inequity using course readings and/or approved outside sources; 2) a local organization that addresses the issue (through web searchers, notes from in class presentations and/or interview with organization personnel); 3) a recent national or international media report and one journal publication relevant to the issue from an approved list/database provided in class; and 4) personal objective reflection (may include a service learning activity with a local organization addressing a health disparity). The first draft will be due at the start of class on April 17th. You will bring two paper copies to class, one to turn in to your section instructor (to be returned on or before the following Friday) and one used for peer feedback that will be returned to you during class on this day. Your 1st draft and satisfactory completion of the peer review for another student is worth up to 5 points. Your final paper will be due 11:59PM on Thursday, April 30 and must be turned in through D2L. On May 1st, at class you will also turn in your peer reviewed paper copy to your section instructor and failure to do so will result in a points deduction. The final draft will be worth 25 points and will be checked for plagiarism: you will receive your grade on this assignment no later than 8:00am on May 8th. Additional details of this assignment, including expectations and requirements if you plan to include an optional service learning element, will be posted through D2L.

**Grading/Student Evaluation:**

**TOTAL ASSIGNMENTS' POINTS:** (OUT OF 200)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam scores (best 3 out of 4)</td>
<td>120</td>
</tr>
<tr>
<td>Attendance</td>
<td>10</td>
</tr>
<tr>
<td>Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Commentaries (minimum of 5)</td>
<td>20</td>
</tr>
<tr>
<td>Thought Paper (1st draft and completing peer review)</td>
<td>5</td>
</tr>
<tr>
<td>Thought Paper (final draft)</td>
<td>25</td>
</tr>
</tbody>
</table>

**GRADERS:** Your letter grade will be determined based on the following point totals or corresponding percentages:

<table>
<thead>
<tr>
<th>Points</th>
<th>%</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>180 &amp; above</td>
<td>≥ 90</td>
<td>A</td>
</tr>
<tr>
<td>160-179</td>
<td>≥ 80</td>
<td>B</td>
</tr>
<tr>
<td>140-159</td>
<td>≥ 70</td>
<td>C</td>
</tr>
<tr>
<td>120-139</td>
<td>≥ 60</td>
<td>D</td>
</tr>
<tr>
<td>Below 119</td>
<td>&lt; 59</td>
<td>F</td>
</tr>
</tbody>
</table>

**NOTE on grade access:** Family Education Rights and Privacy Act (FERPA) states that grades cannot be sent to students via email. Please do not ask for any of your grades via email at any point during the semester. We are unable to do so, even after final grades are entered. Please use the secure gradebook through D2L to examine your grades and attend teaching assistants’ office hours if there are particular questions about grading or your assignments.

**Class Attendance/Participation:** Attendance is mandatory. Attendance will not be taken during lectures, though significant course material required for assignments due that course week and included on exams will not be duplicated in course readings or Friday discussion sections. Attendance
records will be kept for the Friday discussion section. Students with no discussion absences will receive 2 additional points to their class participation grade. Repeated tardiness to either lecture or discussion section will be counted as absences on the third and successive incidents. Repeated absences will result in a loss of participation points. Each unexcused absence of the discussion section beginning with the second results in three points deducted from the class participation grade and after the forth an administrative drop action will be initiated (class expulsion). All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean’s designee) and communicated with students’ designated graduate teaching assistant prior to the day to be missed will be honored.

**Student Expectations, Code of Conduct, Policies and Academic Integrity.** Students should contribute actively to classroom discussions. Lecture class time will reflect a blend of instructor presentations that closely correspond to the topics in the readings, guest speakers, interactive activities, and educational media to more fully explore various course themes. You are responsible for all materials and information from the lectures regardless of whether they are detailed in the assigned readings (likewise materials in the readings but not covered in lectures or discussion sections may be on exams). Overview slides for lectures will be posted to D2L, however students should take thorough notes. **Students should not have any electronic device open during discussion sections (Fridays) unless authorized by the section instructor for a specific activity.** During lecture, only approved electronic devices used for note-taking (e.g., LAPTOPS used for note taking) may be used. Please know if your laptop is open during class what is on the screen is treated as public and a teaching team will ask you to leave if material unrelated to the course is being viewed. The first violation of the policy will result in an unexcused absence and applied to the participation grade. A second violation will result in another absence, up to a 10 point deduction from the participation points earned, and a report to the Dean of Students. Please note NO late or emailed assignments will be accepted; you must submit all written assignments via D2L.

Please turn off all cell phones, PDAs, etc. before class. Do no use any electronic device with the exception of a laptop for approved courses purposes. Students who talk on cell phones, text message, engage in social media, play on their laptop, check email, eat, read newspapers, leave class early without prior approval, or engage in any other disruptive behaviors will be asked to leave the class and minimum consequence of an unexcused absence will be counted. These are considered disruptive behaviors as per the Code of Conduct Guidelines; Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at: [http://policy.arizona.edu/disruptive-behavior-instructional](http://policy.arizona.edu/disruptive-behavior-instructional) and the Policy on Threatening Behavior by Students found at: [http://policy.arizona.edu/threatening-behavior-students](http://policy.arizona.edu/threatening-behavior-students)

Depending on severity, the first incident a student is removed from class for a disruption may result in up to a 10 point deduction from the total points earned; a second offense would result in a notification to the Dean of Students and/or an administrative drop from the class. All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the Dean of Students and online: The official policy found at: [http://deanofstudents.arizona.edu/policiesandcodes/codeofacademicintegrity](http://deanofstudents.arizona.edu/policiesandcodes/codeofacademicintegrity).

As outlined in the University of Arizona Code of Academic Integrity, cheating will not be tolerated. In addition to the issues discussed in the code, you should be especially cautious of plagiarism. Plagiarism is the copying of other people’s work without giving them credit. If you turn in a paper that is copied from another published work or another student’s paper you are guilty of plagiarism. Be aware that software is used to check the submitted work for plagiarism. The following are further examples of plagiarism: a) Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea; b) Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.; c) Quoting a passage without quotation marks or citations, so that it looks like your own; d) Paraphrasing a passage without citing it, so that it looks like your own; e) Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources. Individual, pairs or multiple students who
plagiarize will receive a failing in the class, and the case will be referred to the University Of Arizona Office of Student Affairs. As long as you produce independent work, give proper recognition of sources, do not duplicate your or another student’s work from another course, and do not share your paper with other students, you are not at risk for plagiarism.

Communications: You are responsible for reading emails sent to your UA account from your teaching team members and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at: http://www.registrar.arizona.edu/emailpolicy.htm. The instructor/teaching team will utilize news page on D2L as well as the D2L email system to communicate with and contact students. Students are encouraged to check their D2L email accounts on a consistent basis. It is recommended students take advantage of the forwarding system D2L offers so that emails are sent to the email.arizona accounts. When emailing, students are expected to be respectful and courteous. Please note that the paging system that D2L offers will not be used.

Disability Accommodation: If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. The official policy can be found at: http://catalog.arizona.edu/2013-14/policies/disability.htm

Grade Appeal Policy: All assignments will be graded by your discussion instructor. Student appeals and inquiries are to be directed to your discussion instructor as they have full control over your gradebook. For more information go to: http://catalog.arizona.edu/2013-14/policies/gradappeal.htm

Syllabus Changes: 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. Such notification and changes will be identified both through electronic communication and verbally during lecture.
COURSE SCHEDULE (1/14/2015)

WEEK 1: Jan 14, 16
Topics: Course overview and current topic(s) of emphasis.
Read: Course syllabus

WEEK 2: Jan 21, 24 (MLK Day is Jan 19th, no class)
Topics: Global disparities in infectious and chronic diseases
Read: Excerpts from the Prologue, Preface and Introduction. Stine, Gerald J, AIDS Update 2014. ("part1" in D2L with the Stine link)
Read: Westerners ‘are more promiscuous’ [http://news.bbc.co.uk/2/hi/health/6101970.stm] & "Panel 1: Key Messages" (from pages 1-2 from the Full Report of the study, D2L)

WEEK 3: Jan 26, 28, 30
Topics: Global disparities in infectious and chronic diseases (continued)
Read: Excerpts from the Prevalence of HIV Infections, AIDS Cases, and Deaths Among Selected Groups in the US and in Other Countries Stine, Gerald J, AIDS Update 2014. ("part2" in D2L with the Stine link)

WEEK 4: Feb 2, 4, 6*
Topics: Global and national health inequities from the perspective of the Commission on Social Determinants of Health of the World Health Organization.

WEEK 5: Feb 9, 11, 13*
Topics: Does relative wealth or relative equality determine the health status differences within developed nations?
**Exam 1 is on <Friday Feb 13>**. Materials to be covered include all assigned readings, D2L linked articles, and all class presentations/lectures/videos in lecture to this point.

WEEK 6: Feb 16, 18, 20
Topics: Review of exam results, final conclusions from this course segment, and introduction to the next segment: race/ethnicity and health in the United States
Read: LaVeist (2005). Introduction through Chapter 1 (xv through page 12). Historical aspects of race/ethnicity and health

WEEK 7: Feb 23, 25, 27
Topics: Disparities from epidemiology perspectives & mental health disparities
Read: LaVeist (2005). Chapter 4: The epidemiological profile of racial/ethnic minorities
*Friday February 27th Groups 1 & 2 will do their oral presentation.*

WEEK 8: March 2, 4, 6*
Topics: Disparities & health behaviors in the US
**Exam 2 is on <Friday March 6>**. Materials to be covered include LaVeist chapters 1-2, 4, 5, 9, and all class presentations/lectures/videos post exam 1.
WEEK 9: March 9, 11, 13*
Topics: Review of exam II results, final conclusions from this course segment, and introduction to the next segment: racial group specific health disparity patterns.
Note: The last day to drop without Deans' approval is March 10.
*Friday March 13th Groups 3 & 4 will do their oral presentation.

SPRING INTENSIVE STUDY WEEK (no class March 16-20)

WEEK 10: March 23, 25, 27*
Topics: Native American health disparities
*Friday March 27th Groups 5 & 6 will do their oral presentation.

WEEK 11: March 30, April 1, 3
Topics: Latino/Latina health disparities

WEEK 12: April 6, 8, 10*
Topics: Asian Americans health disparities
Read: Potential additional current topical reading(s) on health disparities added via D2L.
*Note April 11? is MEZCOPH's internship conference. No formal discussion sections lead by instructors will be held. Class time/locations are available for student-lead group and individual study in preparation for the exam on the upcoming Monday. Attendance will not be taken.

WEEK 13: April 13*, 15, 17*
Topics: Exam taken and review of exam II results, final conclusions from this course segment.
Exam 3 is on <Monday April 13>, Materials to be covered include LaVeist chapters 10-13, Aguirre McLaughlin, et al., (2009), and all class presentations/lectures/videos post exam 2.
1st Draft of Thought Paper Due on Friday April 17. Bring 2 paper copies to class, one submitted to your discussion instructor and one for peer feedback to be received during class this day. You will receive instructor feedback on your 1st draft on or by Friday April 24th.

WEEK 14: April 20, 22, 24
Topics: Approaches to reduce disparities through policy change or interventions.

WEEK 15: April 27, 29, (April 30*), May 1*
Topics: Intervention and policies to reduce health disparities in the US
Final Draft of Thought Paper Due (submitted via D2L) on Thursday April 30th, 11:59PM.
You must include the paper copy of the peer edited 1st draft on Friday May 1st at class.
Read: Potential additional current topical reading(s) on health disparities added via D2L.

WEEK 16: May 4, 6, 11* (all classes this week in the main Lecture hall)
Topics: Review in preparation for the final exam (chapter 14, added D2L reading, and prior course material). Current students’ collective points (including the Thought Paper) will be updated on D2L by 3:00PM May 8th. The final will be held Monday May 11th, in the main lecture hall of the course, 10:30 am - 12:30 pm. All grades/final total points will be available by the end of the day on May 15th.