Mel and Enid Zuckerman College of Public Health  
University of Arizona

SYLLABUS

CPH400 CONTEMPORARY COMMUNITY HEALTH PROBLEMS

FALL 2014

TIME: Tuesday / Thursday 8-9:15am
LOCATION: Drachman Hall A120

INSTRUCTOR:
Kerstin M. Reinschmidt, PhD, MPH  
INSTRUCTOR:  
Agnes Attakai, MPA
Office: Drachman Hall A210  
Office: Drachman Hall A212E
Office Hours: T/Th 1-2pm; By appointment  
Office Hours: T/Th 9:15-10:15am; By appointment
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E-Mail: agnesa@email.arizona.edu

CATALOG DESCRIPTION: Analysis of the concepts of community health services, human ecology, and conservation of human resources, with emphasis on modern miasmas such as air, water, and noise pollution; the impact of social problems on community health, alcohol and drug abuse.  
This is a Writing Emphasis Course.

COURSE DESCRIPTION: Analysis of the concept of Community Health Services in relation to current legislative, environmental, economic and sociocultural issues.

COURSE PREREQUISITES: Public Health Major Status. CPH 178, 200, 350 and 381 (or concurrent) or approved substitutions. Satisfaction of the Mid-Career Writing Assessment (MCWA).

COURSE LEARNING OBJECTIVES: Upon completion of the course, students will be able to:

1. Examine and analyze selected contemporary public health issues in the context of current sociocultural, economic, environmental and political realities and in relationship to social justice, health equity, quality and access to health care
2. Think critically and articulate their arguments effectively with peers
3. Present public health perspectives in a variety of written formats
4. Guide and participate in discussions on relevant public health topics
5. Describe the role of health information, media, and advocacy as factors in health behavior, health decisions, and public health status

Course Notes: Course notes will not be provided.

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The textbook is available (1) at the Arizona Health Sciences Center Bookstore, and (2) as e-book (www.coursesmart.com). Additional and required class readings that do not use the issues found in the required text book will be available to students electronically on d2l.

COURSE REQUIREMENTS:
A. ISSUES ANALYSIS – 10 points each (50 POINTS TOTAL)
   To prepare for class discussions, each student will analyze 6 of 7 “issues” from the textbook, using the Critical Thinking Template. (Presenting students do not prepare a written analysis.) All 6 analyses (1 page, single-spaced) are to be submitted via d2l before class starts on the day the analysis is due. Each analysis can earn up to 10 points. The lowest graded analysis will be dropped from the final score.

B. STUDENT-LED CLASS DISCUSSIONS – 100 points each (100 POINTS TOTAL)
   Teams of 2-3 students will prepare one class-topic chosen/assigned during the first day of class. Students can earn up to 100 points per class discussion led.
   Discussion format:
   1. a ppt presentation on broader and/or historic background information on the issue topic at hand (15-20 minutes);
   2. small-group student discussions guided by 3-5 questions posed by the leading team (5-10 minutes);
   3. a class-wide, flexible format, pro/con discussion led by the team in charge (20 minutes);
   4. a team-solicited class vote on the most convincing argument(s) from a public health perspective (5 minutes);
   5. a discussion on what public health intervention/program/project/research should be started based on this (those) argument(s) (10-15 minutes); and
   6. an evaluation of the lead team (5 minutes).

   Student teams need to meet with the assigned instructor once before the class they are in charge of to discuss the design of the class, and assign team member responsibilities. The team must send the class outline (with names attached to specific sections) to the d2L dropbox at the latest 2 days before class to receive written feedback to the class design and content.

   Each member of the team must contribute (quantitatively and qualitatively) and can earn up to 100 points based on the instructors’, team members’ and class mates’ evaluations. Guidelines for evaluations follow:
   (a) Instructors will evaluate each individual team member (up to 100 points) based on quantity and quality of contributions to the project both before and during class.
   (b) Team members will evaluate each of the team members (including her/himself) based on contributions to the project both before and during class. Give a score of up to 100 points.
   (c) Fellow class mates will evaluate the team as a whole, paying attention to presentation of materials, and structure and content of class activities. Each individual team member will thus receive the same points (up to 100) from each fellow student.

   Each team member’s points will be calculated by averaging points given by instructors, team members and fellow students.

C. MINI DEBATES 10 points each (50 TOTAL POINTS)
   To prepare for mini debates, student teams will use 5 of the “issues” to formulate affirmative or negative positions, as well as rebuttals for the opposing position. The debate outlines (no more than 1 page) to be submitted independently by each team member can be submitted in bullet format. More details for this
assignment and in-class activity will follow during the course of the semester. All mini debate outlines are to be submitted via d2l before class starts on the day the mini debate outline is due. Each outline can earn up to 7 points. Each team will enact their debate during class time for an additional 3 points maximum per student. Classmates and instructors will offer constructive feedback.

D. SUMMARY/REFLECTION – 10 points each (50 TOTAL POINTS)
Students will prepare a summary and reflection (up to 1 page, single-spaced) on class topics without prior reading assignments after class. After a brief summary (1/3 of a page) of the most important points discussed during class, the reflection should address:

1. how the topic/important points relate to other public health topics, and
2. if/how the student relates to the topic from a professional perspective.

E. TWO POSITION PAPERS – 100 points each (200 POINTS TOTAL)
PAPER #1 – Due October 14 – SELECT ANY ONE:
   * Are public health professionals guilty of presenting a one-sided picture of American Indian deficiencies? (Class Topic: American Indian Resilience)
   * Does the Affordable Care Act meet the public health needs of all Americans? (Class Topic: Affordable Care Act)

PAPER #2 – Due December 4 – SELECT ANY ONE:
   * Should infectious disease be a top priority for U.S. public health professionals? (Class Topic: Infectious Disease)
   * Should public health professionals be engaged in the health of populations around the world? (Class Topic: Global Health)

Each paper will be a 2-3 page single-spaced narrative clearly divided into four sections:

1. Introduction,
2. Arguments for,
3. Arguments against,
4. Your personal opinion.

These are professional papers. Your Pro/Con arguments must be documented by data from at least 3 each (6 total) professional journals such as education/law/medicine/political science/public health/ religious or social sciences. There must be no unsupported allegations or assumptions. Your Personal Opinion must be based on the precepts stated in either the Pro or Con section and your personal belief. Choose any format for referencing, such as APA, but be persistent. Late papers will have a 5 points penalty per day.

F. EDUCATIONAL ENTERTAINMENT AUDIOS, POSTERS AND PUBLIC SERVICE ANNOUNCEMENTS – 10, 20, and 30 points respectively (60 POINTS TOTAL)
Each of these creative forms of presentation will be based on previous class topics. Assignments will be graded by team, i.e. each team member will receive the same points. The education entertainment will earn up to 10 points, the posters up to 20 points, and the public service announcement up to 30 points, for a total of 60 points.

G. EXPERIENCE-BASED LEARNING – 100 point (100 POINTS TOTAL)
Students will spend at least two hours, but no more than 4 hours, with an organization/event of their choice to experience public health in action. Suggested events may be part of the Mayor’s Initiatives, Living Streets Alliance, Southern Arizona Arts & Cultural Alliance, or Tucson Indian Center. Students should ask to either

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volunteer for or just observe events. Upon completing their involvement, students will write a 2-page, single-spaced summary and reflection focusing on: (1) description of the event, (2) summary of what happened and/or what participants said about this event, (3) reflection on how the event fits into public health, and (4) reflection on how students experienced the event as future public health professionals. Students will present (ppt with text and pictures; no more than 8 slides) and discuss their experience during a dedicated class. The written assignment will be worth 50 points, the presentation/discussion an additional 50 points.

**GRADING/STUDENT EVALUATION:** 610 Total Points. Grading points is based on the following percentage system:

A = 90-100% — B = 80-89% — C = 70-79% — D = 60-69% — E = 59% or less

**CLASS ATTENDANCE/PARTICIPATION:** Students are expected to attend each scheduled class prepared to discuss the assigned topic. **Attendance is required and will be recorded. Each student is allowed one absence regardless of reason.** Starting with the second absence, only medical emergencies and scheduling conflicts documented in email communication will excuse the student’s absence. For unexcused absences, 5 points per class missed will be taken off the student’s final semester points.

All holidays or special events observed by organized religions will be honored for those students who express affiliation with that particular religion. Absences pre-approved by the instructor will be honored. Points potentially missed for these pre-approved absences can be regained only if make-up assignments are requested and submitted via email within 14 days of the holiday/special event.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>DISCUSSION LEADERS</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>AUG 28</td>
<td>HOW TO: Writing Issue Analyses, summaries/ reflections, and position papers; Experience-based Learning</td>
<td>AA/KMR</td>
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<tr>
<td>SEPT 2</td>
<td>ISSUE #21: Does Obesity Cause a Decline in Life Expectancy?</td>
<td>KMR /AA</td>
<td>ISSUE #21 ANALYSIS</td>
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<td>SEPT 4</td>
<td>ISSUE #14: Do Ultrathin Models and Actresses Influence the Onset of Eating Disorders?</td>
<td>AA/KMR</td>
<td>ISSUE #14 ANALYSIS</td>
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<tr>
<td>SEPT 9</td>
<td>ISSUE #4: Are We Winning the War on Cancer?</td>
<td>1ST STUDENT-LED DISCUSSIONS</td>
<td>ISSUE #4 ANALYSIS</td>
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<tr>
<td>SEPT 11</td>
<td>ISSUE #17: Do Cell Phones Cause Cancer?</td>
<td>2ND STUDENT-LED DISCUSSIONS</td>
<td>ISSUE #17 ANALYSIS</td>
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<td>SEPT 16</td>
<td>AMERICAN INDIAN RESILIENCE</td>
<td>AA / KMR</td>
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<td>SEPT 18</td>
<td>ISSUE #9: Do Religion and Prayer Benefit Health?</td>
<td>3RD STUDENT-LED DISCUSSIONS</td>
<td>ISSUE #9 ANALYSIS</td>
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<tr>
<td>SEPT 23</td>
<td>ISSUE #12: Should the Cervical Cancer Vaccine for Girls Be Compulsory?</td>
<td>4TH STUDENT-LED DISCUSSIONS</td>
<td>ISSUE #12 ANALYSIS</td>
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<tr>
<td>SEPT 25</td>
<td>AFFORDABLE CARE ACT</td>
<td>Guest: Daniel Derksen MD; Professor, Public Health Policy &amp; Mgmt</td>
<td>SUMMARY/REFLECTION on 09/16</td>
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<tr>
<td>SEPT 30</td>
<td>ISSUE #15: Is There a Valid Reason for Routine Infant Male Circumcision?</td>
<td>5TH STUDENT-LED DISCUSSIONS</td>
<td>ISSUE #15 ANALYSIS</td>
</tr>
<tr>
<td>OCT 2</td>
<td>HOW TO: Debating, Giving Presentations, Visually Presenting (PPT, Poster), Creating Educational Entertainment</td>
<td>KMR / AA</td>
<td>SUMMARY/REFLECTION on 09/25</td>
</tr>
<tr>
<td>OCT 7&amp;9</td>
<td>CANCELLED to make up time for experience-based learning</td>
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<td>OCT 14</td>
<td>Commit to Poster Topics: Form Teams; Educational Entertainment: Developing an Audio Telenovela–Story</td>
<td>IN-CLASS ACTIVITY</td>
<td>POSITION PAPER #1 DUE by 11:59pm</td>
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08/18/14
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<tr>
<th>Date</th>
<th>Event</th>
<th>Type</th>
<th>Details</th>
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<tbody>
<tr>
<td>OCT 16</td>
<td>ISSUE #5: Should Marijuana be Legalized for Medical Purposes?</td>
<td>1st STUDENT DEBATE</td>
<td>ISSUE #5 DEBATE OUTLINE</td>
</tr>
<tr>
<td>OCT 21</td>
<td>ISSUE #16: Is There a Link Between Vaccination and Autism?</td>
<td>2nd STUDENT DEBATE</td>
<td>ISSUE #16 DEBATE OUTLINE</td>
</tr>
<tr>
<td>OCT 23</td>
<td>Educational Entertainment: Developing an Audio Telenovela – Finalize and Record Story</td>
<td>IN-CLASS ACTIVITY</td>
<td>Submit Team Posters by 11:59pm</td>
</tr>
<tr>
<td>OCT 28</td>
<td>INFECTIOUS DISEASE</td>
<td>Guest: Eyal Oren, PhD; Assistant Professor, Epi and Biostats</td>
<td>Submit Educational Entertainment by 11:59pm</td>
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<tr>
<td>OCT 30</td>
<td>Issue #19: Is Breastfeeding the Best Way to Feed Babies?</td>
<td>3rd STUDENT DEBATE</td>
<td>ISSUE #19 DEBATE OUTLINE</td>
</tr>
<tr>
<td>NOV 4</td>
<td>GLOBAL HEALTH</td>
<td>Guest: Jennifer Winkler MPH; Coordinator, Global Health Institute</td>
<td>SUMMARY/REFLECTION on 10/28</td>
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<td>NOV 6</td>
<td>ISSUE #18: Will Global Warming Negatively Impact Human Health?</td>
<td>4th STUDENT DEBATE</td>
<td>ISSUE #18 DEBATE OUTLINE</td>
</tr>
<tr>
<td>NOV 13</td>
<td>ISSUE #20: Is it Safe to Consume Genetically Engineered Foods?</td>
<td>5th STUDENT DEBATE</td>
<td>ISSUE #20 DEBATE OUTLINE</td>
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<tr>
<td>NOV 18</td>
<td>Student Presentations on Experience-Based Learning</td>
<td>STUDENT PRESENTATIONS</td>
<td>SUMMARY/REFLECTION on 11/04</td>
</tr>
<tr>
<td>NOV 20</td>
<td>Media as Advocacy Tool / Public Service Announcement</td>
<td>AA/KMR</td>
<td>Submit Experience-Based Learning Reflection</td>
</tr>
<tr>
<td>NOV 25</td>
<td>Public Service Announcement – Finalize</td>
<td>IN-CLASS ACTIVITY</td>
<td>Submit Public Service Announcement by 11:59pm</td>
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**HAPPY THANKSGIVING! (November 27 – 30)**

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<thead>
<tr>
<th>Date</th>
<th>Video: The Milagro Beanfield War (Part 1)</th>
<th>KMR/AA</th>
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<tbody>
<tr>
<td>DEC 2</td>
<td>Video: The Milagro Beanfield War (Part 2)</td>
<td>KMR/AA</td>
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<tr>
<td>DEC 4</td>
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<td>POSITION PAPER #2 DUE by 11:59pm</td>
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<tr>
<td>DEC 9</td>
<td>Review POSTERS, EDUCATIONAL ENTERTAINMENT &amp; PUBLIC SERVICE ANNOUNCEMENTS</td>
<td>AA / KMR</td>
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<td></td>
<td></td>
<td>SUMMARY/REFLECTION on 12/2 and 12/4</td>
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COMMUNICATIONS: You are responsible for reading emails sent to your UA account from your professors 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

DISABILITY ACCOMMODATION: If you anticipate issues related to the format or requirements of this course, please meet with us. We would like 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 us 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/2014%2D15/policies/disability.htm

ACADEMIC INTEGRITY: 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. Find the official policy at: http://deanofstudents.arizona.edu/codeofacademicintegrity

PLAGIARISM: What counts as plagiarism?

- Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
- Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Quoting a passage without quotation marks or citations, so that it looks like your own.
- Paraphrasing a passage without citing it, so that it looks like your own.
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.

CLASSROOM BEHAVIOR: We will debate controversial public health topics. We expect all involved to treat others’ opinions with courtesy. The use of electronic devices such as cell phones, ipods etc. will not be tolerated. Laptops can be used only to take notes related to our class, or upon the instructor’s invitation to use them for class purposes. Using laptops for purposes other than those approved and repeated reminders will put the student at hazard of being administratively dropped from the class. The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. This information is available at: http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines

Students are expected to be familiar with the UA Policy on Disruptive and Threatening Student Behavior in an Instructional Setting found at: http://policy.arizona.edu/disruptive-behavior-instructional and the Policy on Threatening Behavior by Students found at: http://deanofstudents.arizona.edu/sites/deanofstudents.arizona.edu/files/Disruptive_threat_bklt_2012.pdf

GRIEVANCE POLICY: Should a student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of

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the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance using the Graduate College Grievance Policy that can be found at: http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy

GRADE APPEAL POLICY: http://catalog.arizona.edu/2014-15/policies/gradappeal.htm

UA SMOKING AND TOBACCO POLICY: The University's "Smoking and Tobacco Policy" is designed to promote the health and wellness of all members of the University community, including visitors to campus, and it will prohibit the use of tobacco- and nicotine-containing products on property owned or controlled by the UA. This includes the main campus, the Arizona Health Sciences Center, the Phoenix Biomedical Campus, UA South, all satellite campuses, University vehicles, and any property leased by the UA. Smoking cessation aids, such as nicotine gum, patches, and nasal sprays, will be permitted, but all other forms of tobacco or nicotine - including pipes, cigars, cigarettes and e-cigarettes, all types of smokeless tobacco, and water pipes - will be prohibited. The latest version of the policy is available at: http://policy.arizona.edu/sites/default/files/Tobacco-Free.pdf

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.