Time: Tuesdays and Thursdays, 8:00-9:15

Location: Drachman A120

Instructor and Contact Information: Elise C. Lopez, DrPH, MPH
1145 N. Campbell, Office #6
eclopez@email.arizona.edu
Office Hours by Appointment

Graduate Teaching Assistant and Contact Information: Allison Seitz (MPH Student)
Drachman Hall 2nd floor
seitza@email.arizona.edu
Office Hours: Tuesdays, 9:30-12:30

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.

Course Description: Analysis of the concept of community health services in relation to current legislative, environmental, economic and sociocultural issues. This writing emphasis course will require students to critically analyze public health topics, questions, and controversies. Students will learn to provide empirically-supported, clear, and concise argumentation in written documents and verbal presentations.

Course Prerequisites: Majors: PHLBS, PHLBS2, GLSBA GLH, GLSBA2 GLH2, GLSBS GLHL, GLSBS2 GLHL2, or GLSBA GLHD. Junior and Senior status. HPS/CPH 178, 200 and 350.

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
Program Competencies Covered:
1. Appropriately incorporate determinants of health (environmental, social, cultural, behavioral and biological) when studying the causation of disease and access to health services.
2. Write appropriately for an entry level position in the field of public health.
3. Analyze how personal health, community health and sexuality are related.
4. Distinguish between the roles that morals, ethics and law have on public health.

Course Notes: Course notes will not be provided.


Required or Special Materials: No special materials are needed for this course.

Device Policy: Laptops must be stowed and put away during every class period, except when Dr. Lopez is teaching (may be used to take notes on “how to” lectures), and during designated in-class activities. Otherwise, there is no need to have them out. Students will not need to take notes during debates or issue analysis presentations. Notes during guest lectures must be handwritten to model respect for and attentiveness to guest speakers. Students with on-call jobs or who require having their phone ringer on during class should let the instructors know ahead of time.

Course Requirements:
A. ISSUES ANALYSIS – 10 points each (60 POINTS TOTAL)
To prepare for class discussions, each student will analyze 7 of 8 “issues” from the textbook, using the Critical Thinking Template to develop an narrative analysis of the readings. (Presenting students do not prepare a written analysis). All 7 analyses (1-2 pages, 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 4-5 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. Presentation (e.g., Power Point, Canva, Sway…) on broader and/or historic background information on the issue topic at hand (10 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 (5-10 minutes);
4. a team-solicited class vote on the most convincing argument(s) from a public health perspective (1 minute);
5. a discussion on what public health intervention/program/project/research should be started based on this (those) argument(s) (5 minutes); and
6. an evaluation of the lead team (2 minutes).

Student teams need to meet with the graduate teaching assistant 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. DEBATES 10 points each (25 TOTAL POINTS)
To prepare for debates, student teams will be assigned an issue 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 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 10 points. Students will earn up to 5 points for their debate performance. All individual students will complete a debate outline on days they are debating, as well as days they are not debating. As with the Issue Analyses, the lowest graded Debate Outline will be dropped.

D. SUMMARY/REFLECTION – 10 points each (40 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 (2/3 page): (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 – 75 points each (150 POINTS TOTAL)

PAPER #1 – Due October 5 - SELECT ANY ONE:
- Are public health professionals guilty of presenting a one-sided picture of American Indian deficiencies? (Class Topic: American Indian Resilience)
- Should Complementary and Alternative Medicine (CAM) be covered by medical insurance alongside traditional medicine? (Class Topic: Alternative and Complementary Medicine)

PAPER #2 – Due November 30 – SELECT ANY ONE:
- Should public health professionals support the utilization of non-hospital birthing locations and options? (Class Topic: Birth Centers and the Midwifery Model)
- Should campus health clinics provide services to people accused or found responsible of perpetrating sexual misconduct? (Class Topic: Campus Sexual Assault)

Each paper will be a 3-4 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. APA referencing style must be used. Late papers will have a 5 points penalty per day, starting at 8:01 a.m. the day the paper is due.
F. **EDUCATIONAL ENTERTAINMENT SOCIAL MEDIA, 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-social media format 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 – 75 points (75 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, Cyclovia, or Tucson Indian Center. Students should ask to either 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 25 points.

H. **FINAL EXAM- 100 Points (100 POINTS TOTAL)**

A written, take-home final exam will be due on the last day of class by 8:00 a.m. (December 5). The prompt will be released on D2L after class on November 30th. Late papers will have a 5 points penalty per day, starting at 8:01 a.m. the day the paper is due.

Grading Scale/Student Evaluation and Policies:

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

There is no extra credit offered in this class. All assignments are due in the Dropbox on d2l before class begins. Late position papers and experience-based learning papers will be penalized 5 points daily starting at 8:01 a.m. on the day the assignment is due. All other late assignments will be penalized 1 point per day.

Students have 7 days after grades are posted to inquire about grades on individual assignments. After 7 days have passed since an assignment grade was posted, grading will not be revisited.

Academic misconduct, such as plagiarism, will be referred to the Dean of Students. 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.
Requests for incompletes (I) and withdrawal (W) must be made in accordance with University policies. University policy regarding grades and grading systems is available at: [http://catalog.arizona.edu/policy-type/grade-policies](http://catalog.arizona.edu/policy-type/grade-policies).

**Absence and 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 two absences regardless of reason. Starting with the third absence, only medical emergencies documented in email communication will excuse the student’s absence. Personal reasons for absence, such as studying for another class or attending a job interview, will not be excused.

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 missed class.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>DISCUSSION LEADERS</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 24</td>
<td>HOW TO: Writing issue analyses, summaries/reflections, and position papers; Experience-based learning; Giving Effective Presentations</td>
<td>Lopez</td>
<td></td>
</tr>
<tr>
<td>Aug 29</td>
<td>ISSUE: Should the Healthcare System Continuously Strive to Extend Life?</td>
<td>Lopez</td>
<td>Issue Analysis (extending life)</td>
</tr>
<tr>
<td>Aug 31</td>
<td>ISSUE: Should Addiction to Drugs Be Labeled a Brain Disease?</td>
<td>Seitz</td>
<td>Issue Analysis (addiction as a disease)</td>
</tr>
<tr>
<td>Sept 5</td>
<td>ISSUE: Is the Cost of Treating Cancer Unsustainable? ISSUE: Does the Affordable Health Care Act Violate Religious Freedom by Requiring Employers' Health Insurance Plans to Cover Birth Control?</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; student led discussion 2&lt;sup&gt;nd&lt;/sup&gt; student led discussion</td>
<td>Issue Analysis (cancer tx cost OR ACA and religious freedom)</td>
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<tr>
<td>Sept 7</td>
<td>AMERICAN INDIAN RESILIENCE</td>
<td>Agnes Attakai Director Health Disparities Outreach Prevention Education, MEZCOPH Center for Rural Health</td>
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<td>Sept 12</td>
<td>ISSUE: Should the Cervical Cancer Vaccine for Girls Be Compulsory? ISSUE: Is There a Link Between Vaccination and Autism?</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; student led discussion 4&lt;sup&gt;th&lt;/sup&gt; student led discussion</td>
<td>Issue Analysis (cervical cancer vaccine OR vaccines and autism)</td>
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<tr>
<td>Sept 14</td>
<td>HOW TO: Critical Analysis of Sources, and in-class activity</td>
<td>Lopez</td>
<td>Reflection- American Indian Resilience</td>
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<tr>
<td>Sept 19</td>
<td>ISSUE: Should Marijuana Be Legalized for Medicinal Purposes? ISSUE: Are Restriction on Sugar and Sugary Beverages Justified?</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; student led discussion 6&lt;sup&gt;th&lt;/sup&gt; student led discussion</td>
<td>Issue Analysis (medical marijuana OR sugar restrictions)</td>
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<tr>
<td>Sept 21</td>
<td>COMPLEMENTARY AND ALTERNATIVE MEDICINE (CAM)</td>
<td>Robin Byler Thomas</td>
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<td>Sept 26</td>
<td>ISSUE: Are Homeopathic Remedies Effective? ISSUE: Do the Benefits of Statin Drugs Outweigh the</td>
<td>7&lt;sup&gt;th&lt;/sup&gt; student led discussion 8&lt;sup&gt;th&lt;/sup&gt; student led discussion</td>
<td>Issue Analysis (homeopathic remedies OR statin drugs)</td>
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<td>Date</td>
<td>Topic</td>
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<td>Sept 28</td>
<td><strong>ISSUE:</strong> Will Hydraulic Fracturing (Fracking) Negatively Affect Human Health and the Environment? <strong>ISSUE:</strong> Are Energy Drinks with Alcohol Dangerous Enough to Ban?</td>
<td>9th student led discussion 10th student led discussion Issue Analysis (fracking OR energy drinks)</td>
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<tr>
<td>Oct 3</td>
<td><strong>Film Fest:</strong> <em>AWAKE, A Dream from Standing Rock</em></td>
<td>Seitz</td>
<td>Reflection- Complementary and Alternative Medicine (CAM)</td>
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<tr>
<td>Oct 5</td>
<td><strong>BIRTH CENTERS AND THE MIDWIFERY MODEL</strong></td>
<td>Sandra Macon Eileen Devlin El Rio Birth and Women’s Health Center</td>
<td>POSITION PAPER 1</td>
</tr>
<tr>
<td>Oct 10</td>
<td><strong>ISSUE:</strong> Issue: Is It Necessary for Pregnant Women to Completely Abstain from All Alcoholic Beverages? <strong>ISSUE:</strong> Is There a Valid Reason for Routine Infant Male Circumcision?</td>
<td>11th student led discussion 12th student led discussion Issue Analysis (pregnant women OR drug addiction)</td>
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<tr>
<td>Oct 12</td>
<td><strong>HOW TO:</strong> Debating, Oral Argumentation Skills, and Responding to Tough Questions</td>
<td>Lopez</td>
<td>Reflection- Birth Centers and the Midwifery Model</td>
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<td>Oct 17</td>
<td><strong>ISSUE:</strong> Is the Affordable Care Act Successful? <strong>ISSUE:</strong> Is the Use of &quot;Smart&quot; Pills for Cognitive Enhancement Dangerous?</td>
<td>1st debate (Group 1- for; Group 2- against) 2nd debate (Group 3- for; Group 4- against) Debate Outline (ACA success OR smart pills)</td>
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<td>Oct 19</td>
<td><strong>ISSUE:</strong> Should Embryonic Stem Cell Research Be Permitted? <strong>ISSUE:</strong> Do Religion and Prayer Benefit Health?</td>
<td>3rd debate (Group 5- for; Group 6- against) 4th debate (Group 7- for; Group 8- against) Debate Outline (Stem cells OR religion, prayer, and health)</td>
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<tr>
<td>Oct 24</td>
<td><strong>ISSUE:</strong> Should Pro-Life Health Providers Be Allowed to Deny Prescriptions on the Basis of Conscience? <strong>ISSUE:</strong> Is There a Valid Link Between Saturated Fat and Heart Disease?</td>
<td>5th debate (Group 9- for; Group 10- against) 6th debate (Group 11- for; Group 12- against) Debate Outline (prescription denial OR heart disease)</td>
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<tr>
<td>Oct 26</td>
<td><strong>HOW TO:</strong> Creating Effective Public Media</td>
<td>Lopez</td>
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<tr>
<td>Oct 31</td>
<td><strong>CANCELLED to make up time for experience-based learning</strong></td>
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<tr>
<td>Nov 2</td>
<td><strong>Individual Presentations on Experience-Based Learning</strong></td>
<td>All</td>
<td>Experience-Based Learning Summary + Presentation Slides</td>
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<tr>
<td>Nov 7</td>
<td><strong>Individual Presentations on Experience-Based Learning</strong></td>
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<tr>
<td>Date</td>
<td>Event Description</td>
<td>Instructor(s)</td>
<td>Details</td>
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<td>Nov 9</td>
<td>Individual Presentations on Experience-Based Learning</td>
<td>All</td>
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<tr>
<td>Nov 14</td>
<td>In-Class Activity</td>
<td>Lopez/Seitz</td>
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<td>Nov 16</td>
<td>CAMPUS SEXUAL ASSAULT</td>
<td>Lopez</td>
<td>Social Media and Posters</td>
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<tr>
<td>Nov 21</td>
<td><strong>Film Fest:</strong> <em>The White Helmets</em></td>
<td>Lopez</td>
<td>PSAs (video, podcast, or commercials)</td>
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<td>Nov 23</td>
<td><strong>OFF- Thanksgiving</strong></td>
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<td>Nov 28</td>
<td>Group presentations: Posters, educational entertainment, and public service announcements (Groups 1-6)</td>
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<td>Reflection- Campus Sexual Assault</td>
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<tr>
<td>Nov 30</td>
<td><strong>Film Fest:</strong> <em>Let’s Talk About Sex</em></td>
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<td>POSITION PAPER 2</td>
</tr>
<tr>
<td>Dec 5</td>
<td>Group presentations: Posters, educational entertainment, and public service announcements (Groups 7-12)</td>
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<td>FINAL</td>
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</tbody>
</table>
Communications: You are responsible for reading emails sent to your UA account from your instructor and the announcements that are placed on the course website. 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: https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students

Disability Accommodations:
It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately, so that we can discuss options. You are also welcome to contact the Disability Resources (520-621-3268) to establish reasonable accommodations (as it is very important that you be registered with the DRC). For additional information on Disability Resources and reasonable accommodations, please visit http://drc.arizona.edu/students

Code of Academic Integrity
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercise must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity, available through the office of the UA Dean Students: http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity

Classroom Behavior: (Statement of expected behavior and respectful exchange of ideas: Present policies to foster a positive learning environment, including use of cell phones, mobile devices, etc.). Students are expected to be familiar with the UA Policy on Disruptive Student Behavior in an Instructional Setting found at: http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting

Threatening Behavior Policy: The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one’s self, http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students

Nondiscrimination and Anti-harassment Policy:
The University of Arizona is committed to creating and maintaining an environment free of discrimination, http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

UA Smoking and Tobacco Policy:
The purpose of this Policy is to establish the University of Arizona’s (University) commitment to protect the health of University faculty, staff, students, and visitors on its campuses and in its vehicles, http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy

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 by the instructor.