Mel and Enid Zuckerman College of Public Health
University of Arizona

SYLLABUS

CPH 387: Health Disparities and Minority Health
Semester and Year (SPRING 2013)

Lecture Time/Location: M/W 11:00-11:50 Biological Sciences East, Rm 100.

Lecture Instructor: Scott C. Carvajal, Ph.D., MPH.
Associate Professor of Public Health & Section Chair, Health Behavior Health Promotion
Faculty Affiliate, Psychology & Latin American Studies
Office: Drachman Hall A254
Office Hours: Monday 1:00-3:00
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 on such matters and is in control of your gradebook.

Section Time/Location/Instructor/Office Hours

Section 001C: Fr 11:00AM - 11:50AM, Phys-AtmosSci, Rm 318
Instructor: Angela Armijo, BSW. Ms. Armijo’s email: aarmijo@email.arizona.edu
Office hours: Thurs 2-4pm. Drachman A206W #9.

Section 001F: Fr 1:00PM - 1:50PM, Saguaro Hall, Rm 223
Section 001G: Fr 2:00PM -2:50PM, Saguaro Hall, Rm 223*(note room change)
Instructor: David Dawley, BA, MPH. Mr. Dawley’s email: dawley@email.arizona.edu
Office hours: Wed 1-4pm. Drachman A219J.

Section 001B: Fr 10:00AM - 10:50AM, Meinel Optical Sci, Rm 422
Section 001D: Fr 11:00AM - 11:50AM, GittingsBldg, Rm 205
Instructor: Mabel Owusu-Ankomah, BSPH. Email: mowusuan@email.arizona.edu
Office Hours: Tue at 10-12pm and Thursday 10am-11am. Drachman A206W #10.

Section 001A: Fr 10:00AM - 10:50AM, R P HarvillBldg, Rm 332C
Section 001H: Fr 11:00AM - 11:50AM, Modern Languages, Rm 505
Instructor: Fidel Okoye, BS. Ms. Okoye’s email: fokoye@email.arizona.edu
Office hours: Wed 1-2:30pm and Thursday from 12-1:30pm. Drachman A206W #10

Section 001E: Fr 1:00PM - 1:50PM, Psychology, Rm 308
Instructor: Nicasia M Piearmanini, BSPH. Ms. Piearmanini’s email: niciapi@email.arizona.edu
**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 lessening 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. If you have difficulty accessing or using the system, please go to [http://help.d2l.arizona.edu/students/home](http://help.d2l.arizona.edu/students/home).

Note about Gen Ed status: [http://gened.oia.arizona.edu/content/frequently-asked-questions](http://gened.oia.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.

Undergraduate Public Health Competencies Addressed in this Class:

• Describe the historical development of public health systems and their role in society.
• Appropriately incorporate determinants of health (environmental, social, cultural, behavioral and biological) when studying the causation of disease and access to health services.
• Provide an environmental description for the major causes of communicable and non-communicable diseases and their pathology.
• Write appropriately for an entry level position in the field of public health.
• Describe an ecological approach to how sex and drugs play a role in public health.
• Construct and evaluate a community level intervention that addresses a current public health issue.
• Describe and compare health care issues between low-income, middle-income and high-income countries.
• Distinguish between the roles that morals, ethics and law have on public health.
• Identify individual and community behavioral health theories and their use in public health practice.

Course Notes: A D2L Website 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](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. 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). The top three of four exams will be counted toward your grade, make up exams will not be given. 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 final exam, optional if you are satisfied from your three prior exam results, 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. Also note 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 commentaries due 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 (there are 3 possible dates in the course schedule; February 8, March 8 & April 19). 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 2:00PM 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. (10 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 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 8:00AM on the day before (Thursday of that week) the discussion section that immediately follows the presentation of that material in that Monday or Wednesday lecture. 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 2 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 eight opportunities for commentaries throughout the semester. These commentaries will be checked for plagiarism.

THOUGHT PAPER. (40 points). You will write a 4-5 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 searches, 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 an optional, extra credit, service learning activity with a local organization addressing a health disparity). The first draft will be due two hours before the start of class (9:00AM) on April 17 and is worth 10 points. You will receive feedback on this assignment by 11:00am on April 25th and the final draft will be due two hours before the start of class (9:00AM) on May 1. The final draft will be worth 30 points and will be checked for plagiarism. 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>
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<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>10</td>
</tr>
<tr>
<td>Thought Paper (1st draft)</td>
<td>10</td>
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<tr>
<td>Thought Paper (final draft)</td>
<td>30</td>
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GRADES: 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>
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</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>
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</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.

Honors Option: This course offers an option for students enrolled in the honors college. Eligible students may commit to an honors contract to be signed by the student and instructor. In addition, with sustained guidance by the lecture instructor, honors students will write a 10 page research paper or external (outside of syllabus materials) literature review on a course theme in place of the standard thought paper and the class commentaries. This paper may also include an in-depth service learning component. The first draft and final drafts will be due the same dates as the standard report is due. Total points of the honors component will reflect 50 points, the equivalence of the standard report and commentaries. The lecture instructor will also grade the final honors paper. Attendance will be equivalently accounted for and class participation will be derived from required interaction with the instructor during the semester as well as the standard Friday discussion expectations. For further details please contact the lecture instructor and request the honors contract.

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 generally be posted to D2L one hour prior, however students should take thorough notes. For students who wish to use LAPTOPS or comparable devices for note-taking, they will need to sit in the first five rows of the auditorium. Students should not have any electronic device open during discussion section. Please know if your laptop is open during class what is on the screen is 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. A second violation will result in another absence, 10 point deduction from the participation points earned, and potentially 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 not use any electronic device with the exception of a laptop or tablet (publically seen and in the 1st five rows of the class only). Students who talk on cell phones, text message, 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 and the Policy on Threatening Behavior by Students found at: 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.

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. 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/2012-13/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/2012-13/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 (1/10/2013)

WEEK 1: Jan 9, 11
Topics: Course overview and current topic(s) of emphasis.
Read: Course syllabus

WEEK 2: Jan 14, 16, 18
Topics: Global disparities in HIV/AIDS
Read: Excerpts from the Introduction and Prevalence of HIV Infections, AIDS Cases, and Deaths Among Selected Groups in the US and in Other Countries Stine, Gerald J, AIDS Updates 2009. (all pages 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 21 (MLK day, no class), 23, 25
Topics: Global and national health inequities from the perspective of the Commission on Social Determinants of Health of the World Health Organization.

WEEK 4: Jan 28, 30, Feb 1
Topics: Does relative wealth or relative equality determine the health status differences within developed nations?

WEEK 5: Feb 4, 6, 8
Exam 1 is on <Monday, Feb 4>. Materials to be covered include all assigned readings, D2L linked articles, and all class presentations/lectures/videos in lecture to this point. The lecture following the exam will be a review of the results, final conclusions from this course segment, and introduction to the next segment.
*Friday February 8th Groups 1 & 2 will due their oral presentation.

WEEK 6: Feb 11, 13, 15
Topics: 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 18, 20, 22
Topics: Disparities from epidemiology perspectives and mental health disparities in the US
Read: LaVeist (2005). Chapter 4: The epidemiological profile of racial/ethnic minorities

WEEK 8: Feb 25, 27, 29
Topics: Health Behaviors and disparities in the United States
WEEK 9: March 4,6,8*
Exam 2 is on <Monday, March 4>. Materials to be covered include LaVeist chapters 1-2, 4-9, and all class presentations/lectures/videos post exam 1. The lecture following the exam will be a review of the results and conclusion of that course segment.
*Friday March 8th Groups 3 & 4 will due their oral presentation.

Note: Current student points update will be available on the D2L gradebook by 11:00am on March 5th. The last day to drop without Deans’ approval is also March 5.

SPRING INTENSIVE STUDY WEEK (no class) March 11- March 15

WEEK 10: March 18, 20, 22
Topics: African American health disparities

WEEK 11: March 25, 27, 29
Topics: Native American health disparities

WEEK 12: April 1, 3, 5
Topics: Latino/Latina, Asian Americans, health disparities and cultural assets, part 1

WEEK 13: April 8,10, 12
Topics: Latino/Latina, Asian Americans, health disparities and cultural assets, part 2;

WEEK14: April 15, 17, 19*
Exam 3 is on <Monday, April 15>. Materials to be covered include LaVeist chapters 10-13, Aquirre McLaughlin, et al., (2009), and all class presentations/lectures/videos post exam 2. The lecture following the exam will be a review of the prior course segment and introduction to the next segment.
First Draft of Report/Paper Due on April 17, 9:00A.M.
*Friday April 19th Groups 5 & 6 will due their oral presentation.

WEEK 15: April 22, 24, 26
Topics: Intervention and policies to reduce health disparities in the US

WEEK 16: April 29, May 1
Topics: Review in preparation of the final exam (based on chapter 5,14 and prior course material). Final Draft of Report/Paper Due on May 1, 9:00A.M.

OTHER DATES: The final will be Monday the 6th, in the main lecture hall of the course, 10:30 am - 12:30 pm (see final exam guide: http://registrar.arizona.edu/schedules/finals.htm). Final grades will be available by May 10.