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Instructor Office Hours:
Wednesdays, 4:00-5:00pm or by appointment. Please always let me know if you plan to come, even during office hrs

Teaching Assistant:
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Course Description: This graduate course is an overview of significant social, cultural, and behavioral issues related to public health. Major public health problems and the influences of sociocultural issues are analyzed in relation to health behavior. Readings, discussions, films, and class experiences/assignments will focus on understanding the social and cultural issues that influence health-related behavior among specific populations with an emphasis on the populations in the U.S. and the Southwest.

Course Prerequisites: A bachelor's degree and admission into the Master of Public Health program (unless admitted under special circumstances by the instructor).

Course Objectives: Upon completion of the course, students will have a general background of significant social, cultural, and behavioral issues related to public health. They will have developed a foundation of skills and knowledge that will enhance their ability to work in the field of public health and assist in the development of culturally appropriate health promotion.

ASPH MPH Social and Behavioral Sciences Core Competencies: The social and behavioral sciences in public health address the behavioral, social and cultural factors related to individual and population health and health disparities over the life course. Research and practice in this area contributes to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations. A complete list of the Public Health Core and Course competencies addressed in CPH 577 is provided at the end of this syllabus. Key areas of competency addressed in CPH 577 are the ability to:

• Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
• Identify causes of socio-behavioral factors affecting individual and population health.
• Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
• Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
• Describe the role of social and community factors in both the onset and solution of public health problems.
• Describe the merits of social and behavioral science interventions and policies.
• Apply ethical principles to public health program planning, implementation and evaluation.
• Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

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

Required Text/Readings: Reading from professional, lay and government documents available on the course D2L site (http://www.d2l.arizona.edu/) and in some cases, distributed in class.

Course Format: Classes can include an instructor/speaker presentation, class discussion, group work and/or class activities addressing the designated topic.

Students are encouraged to share any additional journal or newspaper articles related to course topics with the class. Please email or bring them to class so they can be shared.

Course points will be earned based on the following:
1. Group/Class Participation & Attendance: Students are expected to attend every class, read all class assignments, participate in class and working group discussions/activities, complete written assignments, and complete in-class exams. Please inform the instructor of any expected absences prior to class. Attendance will be taken each week. Absences > 3 will result in an “automatic” 10 pt loss in the total participation points.

Most weeks, students will be divided into groups to discuss the topic of the week or engage in a class activity. Individuals will be placed in different groups each time. Discussions/activities will address readings, case studies, article highlights and specified issues. In most instances, the group will provide a verbal report back to the rest of the class. All discussion should be respectful and reflect understanding of individuals’ beliefs and experiences.

2. Service Learning: Students are required to complete a minimum of 3 hours engaged in a service learning experience and to work within an assigned group to connect service and academic coursework. Students involved in service-learning are expected to not only provide direct community service but also learn about the context in which the service is provided.

Service-learning is a form of experiential education that:
• is developed and implemented in collaboration with the community;
• responds to community-identified concerns;
• attempts to balance the service provided and the learning that takes place;
• enhances the curriculum by extending learning beyond the classroom and allowing students to apply what they’ve learned to real-world situations; and
• provides opportunities for critical reflection.

On 8/30, a list of agencies and tasks designed for a 3 hour time period will be shared with the class. Before the end of this class, each student will be asked to commit to a task and agency.
Based on the proposed service learning commitment, each student will be assigned to a peer group of 4-5. Each group will develop a 15-20 minute reflection outside of class to deliver in class on 10/18. To accommodate the extra time needed for an off-campus activity, class will be cancelled on 9/06 but the service learning experience can be completed between 8/30 and 10/15 depending on the schedule of the agency.

3. **Research Paper**: Research papers will focus on a specific health issue and an at risk population. All papers will include a discussion of the identified health issue, justification of the targeted population (for example epidemiological data), and identification of both positive and negative social, cultural, and/or behavioral factors that contribute to the specific health pattern or outcome. Topics must be pre-approved by the instructor. Topic proposal in the form of a paragraph (<300 words) is due 10/11.

Your paper should include the following sections:

- **Title Page** (Title, Your name, Date, Course Number, Instructor Name)
- **Introduction**
  - This section should include a brief description of the overall purpose of the paper and provide an overview of the health issue.
- **Health Issue** (Review and synthesize of pertinent literature)
  - Discuss the specific health problem/issue.
  - Discuss the relationship between the biological pathway and the major behavioral factors influencing the disease process and/or health outcome.
  - Do not select a health issue that has a strong genetic determinant as you will have little opportunity to discuss behavioral factors.
- **Targeted Population**
  - Discuss the specific population on which you are focusing.
  - Provide a demographic description of the population.
  - Discuss any relevant social and cultural behaviors of the population.
- **Integration of the Health Issue and Target Population**
  - Explain how cultural and social behaviors serve as risk and/or protective factors for the specific population contributing to the control and/or occurrence of the health condition.
  - Identify positive and negative factors related to social and cultural behaviors.
- **Discussion of conclusions and recommendations**
  - Summarize the literature and your conclusions about the relationship between the population and the specific health pattern.
  - Make recommendations regarding what could be done to prevent and reduce the health problem in this population and how lessons learned in this population could be applied to other populations or the nation.
- **References Cited** - use the American Psychological Association (APA) style (http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx/). **Do not use Wikipedia as a cited reference.** Focus on peer-reviewed research articles.

**Other information**: The papers should be can longer than 10 double spaced pages, not including references or title page. Margins should be one inch and font should be Arial 12 point font. The research paper is due in electronic form via d2l by 5:00pm on 11/08/12. Name your files as follows: Student last name – CPH 577 Fall 2012. Do not submit a .pdf file.

If you have limited experience writing a scientific research paper, review articles in professional public health journals to understand the concise style typical of research manuscripts. Avoid using first person and unreferenced pronouns, e.g. “it”, “that” or “this” not followed by a noun. Other “pitfalls” will be reviewed on 10/25/2012.
Annabelle Nuñez, AHSC librarian dedicated to the College of Public Health, will offer students a 1-2 hour workshop for PubMed/Ovid Searching and RefWorks on 10/18/12 in AHSC Library Rm 2102 at 12:30. Attendance at this workshop is optional. This workshop will help students meet the reference criteria of the research paper.

A week before the workshop, you will be asked to commit to the workshop if you plan to attend. If you cannot attend, you can set up an appointment with Ms. Nuñez (anunez@ahsl.arizona.edu)

Please PROOFREAD your papers for typographical errors and grammar. Poor grammar reduces the readability of your paper and will have a negative impact on your grade.

4. **Exams:** The mid-term exam will cover all class presentations, required readings and related discussion/activities for classes 1-6. The mid-term exam will be on Oct 4th. The exam will be an essay format. All students will answer the same question, and then students will be able to select two additional questions from a list of options. Students can use the entire class period if needed.

There will be a final exam that will cover all class presentations, required readings, and related discussion. The final exam is scheduled for Wednesday Dec. 12, 10:30am-12:30 in Drachman Hall A118. The format will be similar to the mid-term with an essay format and a selection of required and choice essay questions. Students can use the entire exam period if needed.

5. **Public Health News Watch:** Throughout the semester you will be required to read or listen to popular media such as newspapers, news journals, and other news sources. You will identify 2 articles published between August 20th and September 27th, 2012, and write a two-page double spaced discussion/critique of each article. Submit your paper and the article (as a link or scanned attachment) in the D2L drop box. Please use one-inch margins, Arial 12 point font. Due dates for each News Watch are indicated on the Course Schedule. Do not summarize the article. Address the questions and discussion points listed below. Each discussion should include:

- Source of article, date published and page number
- Indicate if a published scientific article is cited as the source for the information.
- Discuss how the article relates to public health.
- How are social, cultural and behavioral factors discussed in the article. If they are not discussed – should they have been included?
- Critique the article
  - Was it well written and informative?
  - Did it adequately address the issue?
  - Was key information missing?

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Due Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group participation/Class attendance</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Service learning – a minimum of 3 contact hrs</td>
<td>15</td>
<td>by 10/15</td>
</tr>
<tr>
<td>Group service learning reflection</td>
<td>30</td>
<td>10/18</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>50</td>
<td>10/04</td>
</tr>
<tr>
<td>Research Paper</td>
<td>100</td>
<td>11/08</td>
</tr>
<tr>
<td>Public Health News Watch (2x20 points each)</td>
<td>40</td>
<td>9/06, 9/27</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
<td>12/12</td>
</tr>
</tbody>
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Total Possible Points for entire course: 300
A = 270–300 pts; B = 240–269 pts; C = 210–239 pts; D = 180–209 pts; Failure < 180 pts

Policy on turning in materials after the due date and time. Points will be subtracted from assignments turned in late unless prior instructor approval has been granted. The penalty will be calculated at a rate of 5% deduction per day late.

UA Required Statements:
Communications: You are responsible for reading emails sent to your UA account from your professor 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 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/2011%2D12/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: The official policy found at: http://deanofstudents.arizona.edu/codeofacademicintegrity

Classroom Behavior: 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 Policies on Disruptive Behavior in an Instructional Setting and Threatening Behavior by students found at http://deanofstudents.arizona.edu/sites/deanofstudents.arizona.edu/files/disruptive_threat_bklt_Web_0.pdf

Students must silence cell phones during class. The use of personal laptop computers is allowed in class as long as usage is related to CPH 577 classroom activities. Do not check your email or do work for other courses. Any other activities will result in the revoking of this privilege for the entire class.

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 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 found at http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy

Students will risk not receiving a grade for this course if they plagiarize. 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 on- or off-line sources.


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.

Complete list of ASPH Social and Behavioral Sciences Core Competencies addressed in CPH 577:

ANALYTICAL SKILLS:
- Defines a (public health) problem
- Determines appropriate uses and limitations of data
- Selects and defines variables relevant to defined public health problems
- Evaluates the integrity and comparability of data and identifies gaps in data sources
- Understands how the data illuminates ethical, political, scientific, economic, and overall public health issues
- Understanding basic research designs used in public health
- Makes relevant inferences from data

COMMUNICATION SKILLS:
- Communicates effectively both in writing and orally (unless a handicap precludes one of those forms of communication)
- Interpreting and presenting accurately and effectively demographic, statistical, and scientific information for professional and lay audiences adapting and translating public health concepts to individuals and communities
- Soliciting input from individuals and organizations
- Advocating and marketing for public health programs and resources, including political lobbying, grant writing, collaboration building, and networking
- Leading and participating in groups to address specific issues, including ability to work in teams, span organizational boundaries, and cross systems
- Using all types of media to communicate important public health information
- Demonstrating cultural competency in all of the above and community development

POLICY DEVELOPMENT and PROGRAM PLANNING SKILLS:
- Assess and interpret information to develop relevant policy options
- States policy options and writes clear and concise policy statements
- Articulating the health, fiscal, administrative, legal, social, political, and ethical implications of each policy option
- Deciding on the appropriate course of action and writing a clear and concise policy statement and implementation plan
- Translates policy into organizational plans, structures, and programs
- Identifying public health laws, regulations, and policies related to specific programs
- Developing mechanisms to monitor and evaluate programs for their effectiveness and quality

CULTURAL SKILLS:
- Understanding the current forces contributing to cultural diversity in the Southwest
- Interacting competently, respectively, and professionally with persons from diverse backgrounds
- Developing and adapting approaches to public health problems that take into account cultural differences
- Determining health related consequences of social structure
- Understands the dynamic forces contributing to cultural diversity

BASIC PUBLIC HEALTH SCIENCE SKILLS:
- Defining, assessing, and understanding the health status of population, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services
- Applying the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries