Changing Health Policy through Cultural Understanding and Epidemiological Analysis
CPH 606/Spring 2019
Credits 4 units

Time: Tuesdays 10:00 to 11:50am      Thursdays 10:00 to 11:50am

Location: Drachman Hall, Room A123/125

Instructor:  Kacey Ernst, PhD; Room A246; kernst@email.arizona.edu, 520-626-7374
            John Ehiri, PhD; Room A256, jehiri@email.arizona.edu, 520-626-1355

Instructor Availability:
Kacey Ernst Office Hours: Call, email, or drop by
John Ehiri Office Hours:

Catalog Description: Students will develop the skills to work in another culture by discovering how culture influences health, finding existing data, analyzing and interpreting it in appropriate cultural contexts to form policy.

Course Prerequisite:
- CPH 573A Basic Principles of Epidemiology
- CPH 576A Biostatistics in Public Health

Course Description
To make a genuine contribution to improve health in another culture one must first acquire an intimate understanding and respect for local communities, a variety of cultures and belief systems, and their people. Such knowledge will facilitate the gathering of pertinent data, allow for the development and assessment of community needs and assets, and subsequently the prioritization of those needs.

The purpose of this course is to assist the student in understanding a community’s political and functioning structure and the influence culture has on matters of health, and to direct the student to where important health data can be gathered. This course will emphasize understanding four of the key drivers that underpin public health, education, economic stability, political stability and personal security, and food and water security. Using data available from Demographic and Health Survey datasets, the students will prioritize the health needs and assets of a country. The goal is to formulate a change in national policy or the implementation of an existing policy that would improve the health of the people living in that nation. The course culminates in the students presenting their proposal to a panel of experts, focusing on the importance of the proposed plan and how it can improve health of the community. This course strives to be pragmatic preparation for what the
College anticipates its graduates will be able to do: i.e., champion and advocate for a cause that will improve the health of the public.

The course will use a seminar format with student-faculty interaction simulated by a mixture of presentations by both students and instructors. Students must read the material and be prepared and willing to enter class discussions. The students will be divided into three teams and assigned to one of three different countries: Guatemala, Zimbabwe, and Nepal. The teams will be responsible for developing a basic understanding of the way local or regional cultures influence health in that country, researching health data from their assigned country, reviewing existing policies pertinent to the health data, and then developing a health policy or policy implementation plan that addresses a health issue of particular interest to them.

Course Objectives and Expected Learning Outcomes:

- **Course Objectives**

  During this course students will:
  1. Develop an understanding and respect for how culture and socio-behavioural norms may influence health.
  2. Gain an understanding of the international agreements on improving the health of children (Sustainable Development Goals)
  3. Carry intensive literature reviews to identify the cultural context of key global health drivers and policies in place to address them.
  4. Gain a working knowledge of Demographic and Health Survey data
  5. Understand the limitation and the utility of international “health” datasets
  6. Conduct basic statistical analyses using DHS data to identify patterns in health outcomes.
  7. Prioritize health issues based upon statistical analyses and what is culturally feasible
  8. Learn to identify key gaps between written policies and enacted policies.
  9. Learn to develop and defend a culturally appropriate policy or implementation plan for health action.

- **Learning Outcomes (Competencies Obtained):**

  Upon completion of this course students will be able to:

  **MPH Core Competencies**

  **Domain 1: Evidence-based Approaches to Public Health**
  2. Select quantitative and qualitative data collection methods appropriate for a given public health context
  3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
  4. Interpret results of data analysis for public health research, policy or practice

  **Domain 2: Public Health & Health Care Systems**
  5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
  6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

  **Domain 3: Planning & Management to Promote Health**
  7. Assess population needs, assets and capacities that affect communities’ health

Rev. June 2018
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention

**Domain 4: Policy in Public Health**
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

**Domain 6: Communication**
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

**Domain 8: Systems Thinking**
22. Apply systems thinking tools to a public health issue

**MPH Epi Competencies**
1. Search, describe and summarize findings from the scientific literature to describe the epidemiology of a public health problem, identify health disparities and identify risk factors.
3. Calculate appropriate measures of disease frequency and excess risk.
4. Interpret these epidemiological data analyses in the context of published literature and communicate key findings to various audiences.

**MS Epi Competencies**
6. Demonstrate ability to manage and analyze epidemiological data from a variety of sources.
7. Organize and deliver clear presentations of research findings in varying professional formats to diverse audiences.

**PhD Epi Competencies**
1. Prepare scientific research or program proposals that articulate specific aims, summarize appropriate background literature, describe study methodology and identify significance and limitations of the approach.
5. Lead group interactions competently, ethically, respectfully and professionally to diverse audiences.
6. Organize and deliver clear presentations of research findings in varying professional formats to diverse audiences.

**MPH Global Competencies**
1. Develop governmental policies to improve the health of populations in low and middle incomes countries.
2. Analyze the strengths and weaknesses of interventions that address the major global health issues for women and children.
3. Display critical self-reflection, cultural humility, and ongoing learning in global health

**Course Notes:** Class PowerPoint presentations will be posted on D2L.

**Required Texts or Readings:** Readings are posted on D2L by week of assignment. A schedule of readings is included within the course schedule below. The amount of reading varies a lot throughout the semester. Some weeks the readings are quite long and other weeks relatively little. Space the readings out and prioritize your time accordingly.

Rev. June 2018
Required or Special Materials: STATA SE access is required, or SAS

Course Requirements:
- During the first week of this semester list your top 5 learning goals for this course and turn the list in to the instructors
- At mid-term, assess yourself and your peers to see how far you are to meet your goals and turn your evaluation in to the instructors
- At the end of the semester, assess yourself and your peers again and turn your evaluation in to the instructors
- Each team will present a formal 15-minute presentation of their report for group discussion.
- Each team will submit a 10-15-page double-spaced report four times over the semester. Feedback on the presentations from the instructors and from your peers will be given to the students. Instructors will give feedback on the reports to each of the teams.
- Each team is expected to have selected the topic area for their policy by week 10 and the teams should spend the next 2-3 weeks developing their policy or policy implementation plan incorporating the DHS data and pertinent existing policies.
- In addition, two individual analysis reports will be required to evaluate progress on individual analytical skills.
- A policy brief will be written and disseminated to “legislators” at least one week prior to the presentation.
- A scholarly 15-page report is to be submitted on the final day of class outlining why and how the policy was selected including justification of its enactment.
- Students will present in their groups to a panel of “legislators” their final defense lasting approximately 1.5 hours, to include 15-20 minutes of presentation followed by 1 to 1.25 hours of questioning by legislators and followed by an open question period from the class and instructors.

Grading Scale/Student Evaluation and Policies:

Individual Participation: 20 points
Group weekly Presentations (4 @ 10 points): 40 points
Group reports (4 @ 10 points): 20 points (if you receive ≤ 3 points you may redo the report for more points)
Individual reports (2 @ 10 points): 10 points
Peer Evaluation (10 point mid and 10 points final): 20 points
Final Report: 30 points
Final Presentation: 30 points

Total points: 200 points

Standard grading will be used to assign letter grades (90% and above) A, (80 – 89.9%) B, (70 – 79.9%) C, (60 – 69.9%) D, (below 60%) F.

University policy regarding grades and grading systems is available at: http://catalog.arizona.edu/policy-type/grade-policies

Required examinations, papers and projects:
- 4 group bi-weekly presentations

Rev. June 2018
- 4 group bi-weekly
- 2 individual analysis reports
- 2 peer evaluations
- 1 final report
- 1 final presentation

**Absence and Class Attendance/Participation:** (Expected attendance, participation levels)

In-person and Online courses: This course is designed to be highly interactive. All students must attend and engage in discussion each class period. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that religion. Absences pre-approved by the UA Dean of Students (or Dean’s designee will be honored.)

Please respect your group and notify them if you will be absent during the class so that you can coordinate providing them with your sections of reports and so they are aware if you may not be able to participate in one of the group presentations.

The UA’s policy concerning class attendance, participation, and administrative drops is available at: [http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop](http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop)

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, [http://policy.arizona.edu/human-resources/religious-accommodation-policy](http://policy.arizona.edu/human-resources/religious-accommodation-policy).

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored, [http://deanofstudents.arizona.edu/](http://deanofstudents.arizona.edu/).
Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Presenters</th>
<th>Topic/Item</th>
<th>Readings*</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>All</td>
<td>Course Introduction What do you expect? Group assignments Overview of course Initial work group of brainstorming the fundamental problems Sources of data</td>
<td>Matanoski et. al. Tindana et. al. Barata et. al.</td>
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</table>
| 2     | Ernst      | Computer lab all morning Learn about the DHS and some analysis:  
Frequency  
Frequency cross tabs  
Chi square  
Anova | | |
| 25    | All for discussion | Informal Dialogue-Guatemala | Geo-Journal – be sure to have these completed by your informal dialogue– prepare at least two questions each person for the guests. | |
| 3     | All for discussion | Informal Dialogue – Zimbabwe | | |

Rev. June 2018
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<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Details</th>
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<tbody>
<tr>
<td>1/22</td>
<td>All</td>
<td>All for Discussion</td>
<td>Informal Dialogue-Nepal</td>
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<tr>
<td>1/24</td>
<td>Ernst</td>
<td>Computer lab all morning</td>
<td>Come with your datasets downloaded!</td>
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<tr>
<td>1/29</td>
<td>Ernst/Ehiri</td>
<td><strong>Economic security</strong> – definitions and measurement, connecting to health through analysis; international and national policies to improve economic security. What has worked, What hasn’t</td>
<td>Why Nations Fail - Ch 1&amp;2 Conditional Cash Transfer Economic Security ILO Pronyk et. al. Voll et. al. Moyo – Dead Aid</td>
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<tr>
<td>2/5</td>
<td>All</td>
<td>All - discussion</td>
<td>Reflect on assigned articles</td>
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<tr>
<td>2/7</td>
<td>All</td>
<td>Each group to present on the economic security situation in their assigned country</td>
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<td>2/12</td>
<td>Guest: Karin Shipman</td>
<td><strong>Micro-credit and micro-finance</strong> – the role of women</td>
<td>Millions Saved Health and Education Policies Vineis et. al. Davis et. al.</td>
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<tr>
<td>Date</td>
<td>Guest/Presenter</td>
<td>Topic</td>
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<tr>
<td>Thurs. 2/14</td>
<td>Georgia Pfeiffer</td>
<td>How to develop a policy brief? How to identify and select ‘stakeholders’ and who are they?</td>
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<tr>
<td>Tues. 2/19</td>
<td>Ernst / Ehiri</td>
<td><strong>Education</strong> - definitions and measurement, connecting to health through analysis; international and national policies to improve education. What has worked, What hasn’t</td>
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<tr>
<td>Thurs. 2/21</td>
<td>Todd Fletcher</td>
<td>Each student will select an article describing a success story relative to education and report on it to the group</td>
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<tr>
<td>Tues. 2/26</td>
<td>All – discussion</td>
<td>Reflect on assigned articles</td>
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<tr>
<td>Thurs. 2/28</td>
<td>All – presentations</td>
<td>Each group to present on the education situation in their assigned country</td>
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Epidemiology readings:
- Chandola et. al.
- Bloom et. al.
- Desai and Alva

Policy and cultural readings:
- Keiper et. al
- UNESCO report
- exec.summary
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<tr>
<th>Date</th>
<th>Time</th>
<th>Instructor</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>10</td>
<td>Tues.</td>
<td>Ernst / Ehiri</td>
<td><strong>Political stability and personal security</strong> - definitions and measurement, connecting to health through analysis; international and national policies to improve political stability and personal security what has worked, what hasn’t</td>
<td>Epi readings&lt;br&gt;Jong-A-Pin – Measurement&lt;br&gt;MA Thomas – WW gov&lt;br&gt;Bausch Ebola&lt;br&gt;Rico et al. IPV&lt;br&gt;<strong>Policy and cultural readings</strong>&lt;br&gt;World Value Survey “Half the Sky”&lt;br&gt;Chapter 5 The shame of honor&lt;br&gt;Chapter 14 What you can do&lt;br&gt;US Report on Human Trafficking</td>
<td>MID TERM EVAL DUE</td>
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<tr>
<td>10</td>
<td>Thurs.</td>
<td>All – Reactions/discussion</td>
<td>Reflect on assigned articles</td>
<td>Each student will select an article describing a success story relative to political stability and personal security and report on it to the group</td>
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<td>11</td>
<td>Tues.</td>
<td>Guest – Elizabeth Oglesby</td>
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<td>Individual Report 1 due</td>
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<tr>
<td>11</td>
<td>Thurs.</td>
<td>All – presentations</td>
<td>Each group to present on the political stability and personal security situation in their assigned country</td>
<td>Group Report 3- Political Stability and Health</td>
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<tr>
<td>Date</td>
<td>Instructor</td>
<td>Topic</td>
<td>Epi readings</td>
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<tr>
<td>12 Tues 3/26</td>
<td>Ernst / Ehiri</td>
<td>Climate change impacts on food &amp; water security - definitions and measurement, connecting to health through analysis; international and national policies to mitigate climate change as it will influence food &amp; water security what has worked, what hasn’t.</td>
<td>Epi readings Barrett et al. Lobell et al. Privatization water Water Security Measurement (pg 20-31) Policy and cultural readings Food security – globalization Food security – cultural aspects Water policy Africa State of Food Security</td>
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<tr>
<td>12 Thurs. 3/28</td>
<td>All - discussion</td>
<td>Read and reflections</td>
<td>Each student will select an article describing a success story relative to food and water security and report on it to the group.</td>
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<tr>
<td>13 Tues. 4/2</td>
<td>Ernst</td>
<td>Computer lab all morning – preliminary work for final presentation</td>
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<tr>
<td>13 Thurs 4/4</td>
<td>Guest – Zackry Guido</td>
<td>Food security under future climate change conditions</td>
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<tr>
<td>14 Tues. 4/9</td>
<td>All – presentations</td>
<td>Each group to present on the impacts of climate change on food &amp;</td>
<td>Group Report 4 – Food and water security and Health in the face of Climate change</td>
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Rev. June 2018
<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>14 Thurs. 4/11</td>
<td>GROUP WORK INDEPENDENTLY FOR FINAL PROJECT</td>
</tr>
<tr>
<td>15 Tues. 4/16</td>
<td>Individual Report 2 due</td>
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<tr>
<td>15 Thurs. 4/18</td>
<td>Practice for Groups – this is a “dress rehearsal” Dr. Ehiri and Dr. Ernst and classmates to provide critical feedback</td>
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<tr>
<td>16 Tues. 4/23</td>
<td>Zimbabwe defense Team - Presentation to “Legislators”</td>
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<td>16 Thurs. 4/25</td>
<td>Guatemala defense Team - Presentation to “Legislators”</td>
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<td>17 Tues. 4/30</td>
<td>Nepal defense Team - Presentation to “Legislators”</td>
</tr>
<tr>
<td>Exam Week Thurs. 12/9-15</td>
<td>Final papers due</td>
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Communications: You are responsible for reading emails sent to your UA account from your instructor 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: https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students

Accessibility and Accommodations:
At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation. If our class meets at a campus location: Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable. 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.

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.

Rev. June 2018
• 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.

Gender Pronoun Guideline
It is already UA policy that class rosters are provided to instructors with a student’s preferred name. Students may share their preferred name and pronoun with members of the teaching staff and fellow students, as desired, and these gender identities and gender expressions will be honored in this course. As the course includes group work and in-class discussion, it is critical to create an educational environment of inclusion and mutual respect. In this class, to be inclusive of all gender identities and expressions, students will be referred to by their first or last names, the pronoun of their choice, or by default, the pronoun “they”.

Content Advisory Guideline

This course may contain material of a mature nature, which may include explicit language, depictions of nudity, sexual situations, and/or violence. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback. http://gened.arizona.edu/content/course-syllabus-guidelines.”