Time: Wednesdays, 3:30pm-6:20 pm

Location: Drachman Hall, Room A118

Instructor(s) and Contact Information:
Karen Lutrick, PhD
Assistant Professor, Family and Community Medicine
College of Medicine-Tucson, University of Arizona
Office: Room 226L, Alvernon Administrative Offices (655 N. Alvernon Way)
Phone: 520-626-3236
Email: klutrick@email.arizona.edu

Instructor Availability: By Appointment

Catalog Description: This course provides learning opportunities for graduate students in the development of sensitivities and competencies related to public health practice among multicultural populations with varying health beliefs, values, behaviors and needs in American society. Such cultural sensitivities and competencies are basic to effective program planning, implementation, service delivery, program evaluation, and successful health outcomes through public health education and health promotion. There are special emphases on the ethnic and cultural characteristics of primary ethnic/racial populations in the state of Arizona.

Course Prerequisites: This class is open to all graduate students in the Arizona Graduate Program in Public Health who have obtained permission of the instructor.

Course Objectives and Expected Learning Outcomes:
The syllabus needs to include a separate listing of Course Objectives and Expected Learning Outcomes (MEZCOPH Program Competencies):

- Course Objectives: During this course, students will:
  - Explore the ethnic, cultural, social, historical and political influences that impact health care
  - Understand how health disparities and the underlying social constructs
  - Work collaboratively to apply that knowledge to a lifecourse perspective
  - Conduct an analysis of a health issue and the socioecological factors, cultural, historical and political contexts at play
  - Interview content matter and clinical experts

- Learning Outcomes (Competencies Obtained): Upon completion of this course, students will be able to:
1. Recognize the ethnic, cultural, social, historical, and political influences and biases of both health care providers and client populations that impact health status and health care.
2. Identify some of the major ethnic and cultural groups represented in the U.S. and Arizona, their health status, health needs, and the quality of life among these cultural groups.
3. Learn differences in outcomes among various populations and discuss the relationship between race/ethnicity, class and gender in producing health inequities.
4. Examine the health beliefs that underlie the health behaviors among various cultural groups, distinguishing between those beliefs and behaviors that foster and those that hinder wellness.
5. Investigate health-related data and literature about ethnic, social, economic, political, and cultural factors impacting the health status of various cultural populations.
6. Determine the possible outcomes of poorly designed programs and interventions that lack cultural sensitivity and competence in design, implementation, and evaluation.

- Concentration Competencies Covered (MPH Concentrations/MS/PhD Programs):
  1. Identify the causes of social and behavioral factors that affect health of individuals and populations.
  2. Identify individual, organizational and community concerns, assets, resources and deficits for health behavior health promotion interventions.
  3. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
  4. Describe the role of social and community factors in both the onset and solution of public health problems.
  5. Apply ethical principles to public health program planning, implementation and evaluation.
  6. Specify multiple targets and levels of intervention for health behavior health promotion programs and/or policies.

Course Notes: A D2L Website will provide the course syllabus, selected readings, handouts, all class assignments, and announcements of 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. Course notes are the responsibility of the student.

Required Texts or Readings: Journal articles and assigned readings will be required and disseminated electronically on D2L.

Required or Special Materials: None required

Course Requirements: Students are expected to complete all required readings and come to class prepared for thoughtful and respectful discussion. Students are expected to complete required assignments satisfactorily.

Grading Scale/Student Evaluation and Policies:

Grading/Student Evaluation:

Total Points Available 1000  Extra credit: None
A= 900-1000 (90%-100%)  Missed Assignments: 0 points
B= 800-899 (80%-89%)  Late Assignments: 10% deduction on the assignment per day late.
C= 700-799 (70%-79%)
D= <699 (<69%)

Late assignments will receive a deduction of 10% per day late and there will be no extra credit offered. Students plagiarism will result in a 0 on the assignment and college and University policies will be followed if a student is suspected of plagiarism.

Rev. July 19, 2019
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

**Required examinations, papers and projects**: Specify the number of quizzes, examinations and papers. Identify the date and time of the final exam (or project due date), with links to the Final exam regulations: http://www.registrar.arizona.edu/staff/courses/final-exams?audience=staff&cat1=10

[USE THE FOLLOWING FORMAT]

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Reaction Papers</td>
<td>Weekly</td>
<td>250 (25%)</td>
</tr>
<tr>
<td>In-Class Discussions/Participation</td>
<td>Weekly</td>
<td>100 (10%)</td>
</tr>
<tr>
<td>Class Discussion Lead</td>
<td>To be assigned</td>
<td>150 (15%)</td>
</tr>
<tr>
<td>Subject Matter Expert Meeting</td>
<td>3-weeks before</td>
<td>30</td>
</tr>
<tr>
<td>Submit article</td>
<td>2-weeks before</td>
<td>10</td>
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<tr>
<td>Discussion questions</td>
<td>1-week before</td>
<td>10</td>
</tr>
<tr>
<td>Present your Paper</td>
<td>Week assigned</td>
<td>100</td>
</tr>
<tr>
<td>Analytic Essay</td>
<td>Various</td>
<td>500 (50%)</td>
</tr>
<tr>
<td>Proposal</td>
<td>Oct. 1 @ 11:59PM</td>
<td>50</td>
</tr>
<tr>
<td>Subject Matter Expert Interview</td>
<td>Oct. 15 @ 11:59PM</td>
<td>20</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>Oct. 22 @ 11:59PM</td>
<td>30</td>
</tr>
<tr>
<td>Initial Draft</td>
<td>Nov. 26 @ 11:59PM</td>
<td>100</td>
</tr>
<tr>
<td>Peer Review</td>
<td>Dec. 3 @ 11:59PM</td>
<td>50</td>
</tr>
<tr>
<td>Final Paper</td>
<td>Dec. 17 @ 3:30PM</td>
<td>250</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

**Description of each Assessment and Competencies Covered by the Assessment**

1. **Weekly Reaction Papers** (25%)
   - Part One: Reaction Paper
     - Write 1-2 pages, single-spaced in reaction to the readings for the week.
     - Due to D2L on Wednesday at midnight
     - Points: 20 pts x 10 = 200 (you can skip 4 weeks)
   - Part Two: Proposed Article
     - In the discussion forum for each week, identify a potential article that you think should also be included in this week’s readings. Utilize the criteria we discuss in evaluating literature and search strategies and post an APA citation.
     - 1-2 articles per week will be chosen and discussed in class.
     - Due to D2L on Wednesday at midnight
     - Points: 5 pts x 10 = 50 (you can skip 4 weeks)
   - This paper will cover the following competencies: 1-4

2. **In-Class Discussion/Participation** (10%)
   - Each student is expected to attend class prepared to critically and constructively engage with the content.
     - Engagement that is deemed distracting, disruptive or otherwise not constructive or developing a community of scholars will result in a loss of points.
     - Behaviors such as arriving late, leaving early, being unprepared, working on other assignments will result in a loss of points.

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• Students will receive feedback on their discussion points mid-way through the course (attached to the Annotated Bibliography feedback)
• This component will cover the following competencies: 1-4, 6

3. **Class Discussion Lead (15%)**
- Each student will participate on a team to lead one class session discussion. The team will consult with a clinician or public health researcher with expertise in the area selected. Teams will work together, but each member will:
  - Meet with the subject-matter expert at least once in-person (Ideally only one meeting with the entire group, but schedules may prohibit that. No more than 2 meetings should be scheduled.)
    - Points: 30 for a summary of the meeting
  - Select two relevant peer-reviewed published literature on a disease or health outcome relevant to the corresponding topic. Collaborate with team members to ensure the articles cover a variety of issues and minimize duplication.
  - Collaborate with team members to ensure the discussion questions are not duplicative or redundant and that they help the class connect the topics.
- Team members will:
  - Submit the selected articles to D2L 2 weeks prior to their class discussion.
    - Points: 10 for submitting articles
  - Provide a brief summary (3-5 minutes each) of each journal article, to introduce and set the tone for discussion during the scheduled class period.
    - Points: 100 for your individual presentation
  - Develop and facilitate 3-5 discussion questions for each article and/or an activity that should take about 90 minutes total. Student groups are encouraged to link questions to contemporary public health issues and the broader socio-cultural political contexts of health. Teams will submit discussion/activity outlines one week prior to the discussion.
    - Points: 10 for leading discussion/discussion question quality
- You can choose to skip your presentation week for the reaction papers, but do not have to
- This component will cover the following competencies: 1-6

4. **Analytic Essay (50%)**
- Students will write an analytic essay on one health issue (disease, condition, etc.) and synthesize the health equity issues related to that health issue, including an analysis of the socioecological factors involved as well as the, cultural, social, political, historical contexts at play. Unless you receive prior approval from the instructor, a public health program/intervention should be proposed. The theme is intentionally broad so as to provide an opportunity to adapt the assignment to your area(s) of interest.
- In addition to referring to the literature, each student will interview a subject matter expert. Experts can include physicians, public health researchers, or program directors of public health service-providing institutions.
- **Format:** The paper should follow the American Journal of Public Health guide for authors for Analytic Essays with the following exceptions:
  - No more than 3000 words of text
  - A structured abstract (does not count towards the word count)
  - Subheadings to include at least:
    - Introduction & Background
    - Methods
    - Discussion
    - Public Health Implication
  - At least 2 original figures and/or tables that graphically represent either your selected health issue, methods, results or conclusion (does not count towards the word count)
  - No more than 40 references (does not count towards the word count)
- The essay will be broken up into the following steps:
  - Proposal (50 pts): Due 10/02

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Provide an overview of the health issue you have identified (approximately 500 words), including:

- Summary of the health issue
- Population of interest
- Cultural, social, political and/or historical contexts at play
- Hypotheses/expected results

Provide at least 5 key references

You will receive feedback on 10/09

- Subject Matter Expert Interview (20 pts): Due 10/16
- Annotated Bibliography (30 pts): Due 10/23

  - Provide an annotated bibliography of at least 20 references that you will utilize for your analytic essay
  - You will receive feedback on 10/31

- Initial Draft (100 pts): Due 11/27

  - Submit a draft that is at least 2000 words and includes drafts of your 2 figures/tables
  - Points will be awarded based on the overall "completeness" of the draft holistically as opposed to an in-depth review of the content. Points will be awarded based on:
    - There is content under each of the subheadings
    - The paper has a logical/cohesive thread running throughout
    - The paper is at least 2000 words
    - There are at least 2 figures and/or tables
    - There is a works cited page appropriately formatted
  - You will receive feedback on 12/04

- Peer Review (50 pts): Due 12/04

  - Provide substantive, constructive comments on a peer’s analytic essay
  - Points will be awarded based on overall “quality” of the feedback. Points will be awarded based on:
    - Comments go beyond style/grammar
    - Comments demonstrate a depth of engagement that includes a critical examination of the central themes
      - Comments such as “good job” or “this is confusion” are insufficient
    - Comments are included throughout the essay, including the tables/figures

- Final Draft (250 pts): Due Final Exam date

  - Incorporating the feedback from me and your peer reviewer, you will have two weeks to complete and finalize your analytic essay.

  - This paper will cover the following competencies: 1-6

**Required extracurricular activities:** Students are expected to spend a minimum of 1 hour (2 x 30 minutes) interviewing subject matter experts for the weekly discussion lead and analytic essay.

**Course Schedule:** Readings are available on the D2L course site. The schedule below is subject to change, pending guest speaker availability.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>In-Class Activity</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08/28</td>
<td>Introduction and Overview &amp; Life Stages</td>
<td>Identify life stage groups</td>
<td></td>
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<tr>
<td>2</td>
<td>09/04</td>
<td>Theoretical Foundations</td>
<td></td>
<td>Reaction paper</td>
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<tr>
<td>#</td>
<td>Date</td>
<td>Topic</td>
<td>Activity</td>
<td>Assignment</td>
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<tr>
<td>3</td>
<td>09/11</td>
<td>Social Epidemiology, Embodiment of Health Inequity</td>
<td>Groups plan for discussion week</td>
<td>Reaction paper</td>
</tr>
<tr>
<td>4</td>
<td>09/18</td>
<td>Health Equity</td>
<td>Groups brainstorm/peer review paper ideas</td>
<td>Reaction paper</td>
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<td></td>
<td></td>
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<td></td>
<td>Bring potential research paper topic</td>
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<tr>
<td>5</td>
<td>09/25</td>
<td>Colonialism, Historical Trauma &amp; Sovereignty</td>
<td>Search strategy development with UAHS Librarian</td>
<td>Reaction paper</td>
</tr>
<tr>
<td>6</td>
<td>10/02</td>
<td>Racism and Health</td>
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<td>Reaction paper</td>
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<td></td>
<td>Analytic Essay: Proposal</td>
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<tr>
<td>7</td>
<td>10/09</td>
<td>Gender, Sex, Orientation &amp; Power</td>
<td></td>
<td>Reaction paper</td>
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<tr>
<td>8</td>
<td>10/16</td>
<td>Special Topics (TBD based on class interest)</td>
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<td>Reaction paper</td>
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<td></td>
<td>Analytic Essay: SME Interview</td>
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<tr>
<td>9</td>
<td>10/23</td>
<td>Migration, Immigration &amp; Transnationalism</td>
<td>Student-led Discussions</td>
<td>Reaction paper</td>
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<td></td>
<td>Analytic Essay: Annotated Bibliography</td>
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<tr>
<td>10</td>
<td>10/30</td>
<td>Life Stage: Maternal/Prenatal</td>
<td>Student-led Discussions</td>
<td>Reaction paper</td>
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<tr>
<td>11</td>
<td>11/06</td>
<td>Life Stage: Infant/Early Childhood</td>
<td>Student-led Discussions</td>
<td>Reaction paper</td>
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<tr>
<td>12</td>
<td>11/13</td>
<td>Life Stage: Adolescent</td>
<td>Student-led Discussions</td>
<td>Reaction paper</td>
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<tr>
<td>13</td>
<td>11/20</td>
<td>Life Stage: Mid-Life Chronic</td>
<td>Student-led Discussions</td>
<td>Reaction paper</td>
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<tr>
<td>14</td>
<td>11/27</td>
<td>Thanksgiving – No class</td>
<td></td>
<td>Analytic Essay: Initial Draft</td>
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<tr>
<td>15</td>
<td>12/04</td>
<td>Life Stage: Mid-Life Acute</td>
<td>Student-led Discussions</td>
<td>Reaction paper</td>
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<td></td>
<td>Analytic Essay: Peer Review</td>
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<tr>
<td>16</td>
<td>12/11</td>
<td>Life Stage: Older Adults/Elderly</td>
<td>Student-led Discussions</td>
<td>Reaction paper</td>
</tr>
<tr>
<td>FINAL EXAM</td>
<td>Tuesday 12/17, 3:30-5:30PM</td>
<td>Analytic Essay: Final Draft</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 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

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 campuses and in its vehicles. The official policy can be found at: http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy

University Course Policies: (please see the following URL):
https://academicaffairs.arizona.edu/syllabus-policies

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

MEZCOPH Committee on Inclusion and Equity - Optional Syllabus Language

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
It is recommended that instructors use “content advisories” when assigning certain kinds of course materials. The purpose of these advisories is to alert students to the possibility of unexpected exposure to content evocative of prior traumatic experiences. So alerted, students can talk with the instructor about alternate materials, if such is possible, since students will remain responsible for requirements of the course. The policy is not meant to restrict course content in any way, but to provide ample information about course content in advance, enabling students with legitimate concerns to plan better. Students are encouraged to speak with the instructor at the beginning of the semester prior to course content engagement to voice concerns.