CPH 577: Sociocultural & Behavioral Aspects of Public Health

Fall 2010

Thursdays, 9-11:50am
Location: Drachman Hall A-118

Instructor: Nicky Teufel-Shone, PhD
Drachman Hall, A264
P.O. Box 245163
Tucson, AZ 85724-5163
Phone: (520) 626-9676
Fax: (520) 626-4830
Cell: (520) 419-4228 (may need to dial 1)
Email: teufel@u.arizona.edu

Instructor Office Hours: Wednesdays, 4:00-5:00pm or by appointment

Teaching Assistant: Carmella Kahn-Thornbrugh, MPH
Email: ckahn@email.arizona.edu

TA Office Hours: Mondays, 3:00-5:00pm or by appointment
1145 N. Campbell Ave. Rm. #13

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 socio-cultural 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 in the southwestern U.S., North America and internationally.

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

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.

Other readings from professional, lay and government documents are on the D2L site (http://www.d2l.arizona.edu/).

Course Format: Each class will include an instructor/speaker presentation and class discussion and group work regarding 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 distributed.

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, complete written assignments, and complete in-class exams. Please inform the instructor of any unavoidable absences prior to class. Attendance will be taken each week. Unexcused absences > 3 will result in an “automatic” 10 pt loss in the total participation points.

   Most weeks, students will be divided into discussion groups to address the topic of the week. Individuals will be placed in different groups each time. A special emphasis will be placed on course readings. Discussion activities will address case studies, article highlights, and specified issues. In most instances, the group will provide a verbal report back to the rest of the class.

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 the service and academic coursework. Students involved in service-learning are expected not only to provide direct community service but also to learn about the context in which the service is provided.

   Service-learning is a form of experiential education that:
   - is developed, implemented, and evaluated in collaboration with the community;
   - responds to community-identified concerns;
   - attempts to balance the service that is 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.

   Before 9/23, an in-class presentation on the process and benefits of service learning will be provided. A list of agencies and tasks designed for a 3 hour period will be shared with the class. On 9/23, in-class or on-line (yet to be determined) you will be asked to commit to a task and agency. Based on your proposed service learning commitment, you will be assigned to a peer group of 4-5. Each group will develop a 15-20 minute presentation outside of class to deliver in class on 12/02. To accommodate the extra time needed for an off-campus activity, class will be cancelled on 11/18 but the service learning experience can be completed any time between 9/24 and 11/19.

3. **Research Paper:** Research papers will focus on a specific health issue and a defined at risk population. All papers will include a discussion of the identified health issue, why the targeted population was selected (for example epidemiological data), and identify
both positive and negative social, cultural, and behavioral factors that contribute to the specific health pattern or outcome. Topics must be pre-approved by the instructor.

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 a general overview of the health issue.
- **Health Issue** (Review and synthesize literature pertinent to this health issue)
  - Discuss the specific health problem/issue on which you are focusing.
  - Include a discussion of 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 your paper.
  - Provide a demographic description of the population.
  - Discuss 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.
  - Make sure to 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** - utilizing the style of the American Journal of Public Health. (www.ajph.org/misc/ama_references.shtml). No more than 3 references should be web sites. Focus on peer-reviewed research articles.

**Other information:** The papers should be 10 double spaced pages, not including references. 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 Friday November 12th.

Annabelle Nuñez, AHSC librarian dedicated to the College of Public Health, will offer students a two hour workshop for PubMed/Ovid Searching and RefWorks. Attendance at this workshop is optional. This workshop will help students meet the reference criteria of the research paper. Dates and times of the workshops will be announced later in the semester. If you cannot attend, you can set up a personal 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 the overall grade.
4. **Exams:** There will be a mid-term exam that will cover all class presentations, required readings, and related discussion for classes 1-6. The mid-term exam will be on Oct 7th. The exam will be an essay format. Everyone in the class will answer one 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 will be during the final exam period on Dec. 14, 8:00 am-10am in Drachman Hall A118. The format will be similar to the mid-term with an essay format. Everyone in the class will answer two questions, and then students will be able to select one additional question from a list of options. 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 throughout the semester (between August 26th and October 27th, 2010) and write a one-page single spaced or 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 described in the article.
- Identify whether your assignment is 1 out of 2, 2 out of 2, etc. of the required News Watch assignments.
- 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 there 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:

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<thead>
<tr>
<th></th>
<th>Points</th>
<th>Due Date(s)</th>
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<tbody>
<tr>
<td>Group participation/Class attendance</td>
<td>50</td>
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<tr>
<td>Service learning – a minimum of 3 contact hrs</td>
<td>25</td>
<td>after 9/23; by 11/19</td>
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<td>Group service learning presentation</td>
<td>50</td>
<td>12/2</td>
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<tr>
<td>Mid-Term Exam</td>
<td>100</td>
<td>10/7</td>
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<tr>
<td>Research Paper</td>
<td>125</td>
<td>11/12</td>
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<tr>
<td>Public Health News Watch (2x25 points each)</td>
<td>50</td>
<td>9/16, 10/28</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
<td>12/14</td>
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Total Possible Points for entire course: 500

A = 450 – 500 pts; B = 400 – 449 pts; C = 350-399 pts; D = 300 – 349 pts; Failure < 300 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. There will be a loss of 5% per day late. Points lost for lateness on the research paper due on November 11th, cannot be made up in a revised version.

Academic Integrity: Students are expected to abide by the University of Arizona Code of Academic Integrity found at http://deanofstudents.arizona.edu/academicintegrity.

Classroom Behavior: Students are expected to silence all cell phones and pagers during class and not leave class to make calls unless it is an emergency. 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 all students in the class. All discussion should be respectful and reflect understanding of individuals’ beliefs and experiences. Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at http://web.arizona.edu/~policy/disruptive.pdf and the Policy on Threatening Behavior by Students found at http://policy.web.arizona.edu/threatening.pdf.

Grievance Policy: Students who believe they have been subjected to unfair treatment in the administration of academic policies may seek resolution of their complaints through the University Grievance Process found at http://uhap.web.arizona.edu/chap6.html

Disability Accommodation: Students, who anticipate issues related to the format or requirements of this course, need to meet with the instructor to discuss ways to ensure full participation in the course. If formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; http://drc.arizona.edu/) and notify the instructor of your eligibility for reasonable accommodations.

Syllabus Change: 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.
<table>
<thead>
<tr>
<th>Class/ Date</th>
<th>Topic</th>
<th>Specific Issues</th>
<th>Guest Speakers / Exam / Assignments</th>
</tr>
</thead>
</table>
| 1: 8/26     | Overview of Behavior and Health | Review of course requirements and policies  
Identifying socio-behavioral aspects of morbidity and mortality in the US  
Why study social and behavioral factors in public health? | |
| 2: 9/02     | Social, Cultural and Behavioral Determinants of Health  
Taking an Ecological Perspective | A Framework for Understanding Health Behavior and to Guide Prevention and Intervention  
Degrees of prevention and prevention movements  
What is the rationale for moving upstream? | |
| 3: 9/09     | Intra-personal Factors Influencing Health  
Theories to Guide Intervention | The impact of individual characteristics, e.g. education and income level on health knowledge, attitudes, and beliefs, and subsequently health behaviors  
How do perceived susceptibility, perceived severity, perceived benefits and perceived barriers to care influence health behavior? | |
| 4: 9/16     | Interpersonal Factors Influencing Health  
Theories to Guide Intervention | Interpersonal processes can have a powerful impact on health  
Family, friends and peers provide social identity, support, and role definition that influence health behaviors  
Does a strong social networks increase or decrease health risks? | Introduction to Service Learning  
Public Health News Watch 1 Due |
| 5: 9/23     | Community Factors Influencing Health  
Theories to Guide Intervention | Social Capital and Resilience  
Community Engagement  
Building healthy physical and social environments  
Is community-engagement a new public health paradigm? | Commit to a Service Learning Site |
| 6: 9/30     | Social Institutions and Public Health | Impact of media, religion, education and local social structures on health behaviors and outcomes  
Does public health effectively leverage the influence of social institutions? | Identification of population and health issue for research paper due |
| 7: 10/07    | Mid-term Exam | | |
| 8: 10/14    | “Silent” Health Disparities  
Stress, Coping and Health | Physiological and psychological effects of chronic stress  
Trauma: post-traumatic stress disorder and intergenerational stress  
How does discrimination and social inequity impact health outcomes and access to health care? | |
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<tbody>
<tr>
<td>9: 10/21</td>
<td>Childhood and Adolescent Health</td>
<td>Youth risk factors that contribute to adult health problems&lt;br&gt;Substance abuse and obesity&lt;br&gt;Is health promotion in youth cost effective?</td>
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<td>Health of an Aging Populations</td>
<td>Depression and quality of life&lt;br&gt;Elder abuse and neglect&lt;br&gt;Is public health ready for aging baby boomers?</td>
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<td>10: 10/28</td>
<td>Public Health and American Indian Populations</td>
<td>American Indian health trends and cultural determinants of health&lt;br&gt;Public health services available to American Indians&lt;br&gt;Are health services meeting the needs of the people?</td>
<td>Public Health News Watch 2 Due</td>
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<tr>
<td>11: 11/4</td>
<td>Public Health and Hispanic Populations</td>
<td>Impact of ethnicity on health outcomes&lt;br&gt;Impact of immigration on access to care&lt;br&gt;How healthy is the fastest growing population of the United States?</td>
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<td>12: 11/11</td>
<td>No class</td>
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<td>VETERAN’S DAY</td>
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<tr>
<td>11/12</td>
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<td>Research Paper Due by 5:00pm (D2L drop box)</td>
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<td>13: 11/18</td>
<td>No class</td>
<td></td>
<td>Service Learning Time</td>
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<td>11/25</td>
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<td>THANKSGIVING BREAK</td>
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<tr>
<td>14: 12/02</td>
<td>Reflection and Synthesis</td>
<td>Applying new knowledge to your experience&lt;br&gt;Refer to 3 Core Functions and 10 Essential Services</td>
<td>Group Presentations</td>
</tr>
<tr>
<td>12/14</td>
<td>8:00-10:00 am</td>
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<td>FINAL EXAM</td>
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