



MEL AND ENID ZUCKERMAN
COLLEGE OF
PUBLIC HEALTH

**Mel and Enid Zuckerman College of Public Health
University of Arizona**

**SYLLABUS
HPS 577**

Sociocultural and Behavioral Aspects of Public Health

Fall 2017

Time: Thursdays 9am-11:50am

Location: Drachman Hall, A118

Instructor: Uma Nair, Ph.D
umanair@email.arizona.edu

TA: **Adrienne Lent, MBA, MPH**
adriennelent@email.arizona.edu

Office Hours: By appointment

Course Description:

Socio-cultural and behavioral sciences are core elements of the practice of public health. This graduate course will provide an overview of how cultural, social, and behavioral factors relate to health behavior. Readings, discussions, class experiences, and assignments will focus on understanding how these factors influence health-related behavior in the Southwest, United States, and globally.

Course Objectives:

Upon completion of this course, each student should have:

- The ability to recognize, describe and critically evaluate how social, cultural, and behavioral factors influence population health.
- Gained an understanding of how to design socio-cultural and behavioral interventions aimed at improving population health across diverse groups.
- Developed a foundation of skills and knowledge that will enhance your ability to work in the field of public health.

MPH Program Competencies Covered:

- Apply a social and ecological framework to the description and analysis of public health problems at the individual, community, and population level.
- Identify basic theories, concepts, and models from a range of social and behavioral disciplines used in public health research and practice.
- Identify socio-cultural and behavioral factors affecting individual, community, and population health.
- Identify individual, organizational, and community concerns, assets, and resources and deficits for social and behavioral sciences.

- Describe the role of social, community, and behavioral factors contributing to the onset and solution to public health problems.
- Describe merits of social behavioral science interventions.
- Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

Course Format:

The material for this course will be presented in lecture/discussion format and include videos, guest speakers, case studies, and in-class presentations. Course participants will be expected to read the required readings prior to assigned class time and be prepared to discuss and integrate the information.

Course participants are encouraged to share additional journal or newspaper article related to the course topics with the class. Please email them to the instructor and TA or bring them to class so they can be shared.

Required Text/Readings:

Readings from peer-reviewed journals, government, professional, and lay documents will be available on the course D2L site. There is no required text book for this class.

Course Assignments and Grading

Assignments	Points
Discussion board posting	10
Service Learning Reflection Project and Paper	45
Media Reflection	15
Group Project- Identify the problem draft	10
Group Project- Problem statement draft	15
Group Project – Lit review draft	40
Group Project –Designing the Intervention draft	15
Group Project Class Presentation	40
Group Project Final Report	40
Peer Evaluation	10
Class Participation	10
Total	250

Grading Scale:

A= 225-250; B=200-224; C=175-223; D= 150-174; Failure < 150

Assignment to Groups:

The instructor will discuss options that would be used to assign class members to groups on the first day of class.

Discussion Board Questions

Based on readings for each week, each group will be responsible for posting **two** well-thought out questions to the weekly discussion board. These questions may related to applicability of current readings to the overall course or implications for policy and practice. Questions should demonstrate factual knowledge of the content and a comprehension of how this knowledge relates to social, cultural, or behavioral elements. All questions must be submitted by noon on the Wednesday before class. Groups posting a response after this time will receive a grade of zero (0) for that week. During the last 30 minutes of every class, 2-3 of these questions will be posed to the entire class to generate a facilitated discussion.

Service Learning Reflection Paper (4-5 Pages)

In order to understand how socio-cultural and behavioral health influences our community, students will participate with a local organization and write a reflection that connects that experience to the course. Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich experience, increase your skills in working with the community, and strengthen communities. It also extends the learning experience beyond the classroom setting to real-world situations and provides opportunities for critical reflection.

Students will be required to complete a minimum of three hours of volunteer activity with an organization. Students will follow regular volunteer application (if applicable), complete orientation processes for the organization they select and then participate in a minimum of three hours of volunteer activity. Students will be required to write a reflection paper based on this service learning assignment. Students will complete a volunteer log that is signed by the volunteer supervisor.

The reflection paper should include:

- A description of the organization (mission, goals, values, purpose, target population).
- Time spent volunteering and what you did with the organization.
- Some of the observed social and cultural determinants of health. Were these obvious or subtle?
- Barriers that the organization faces on a regular basis in the work that they accomplish.
- The most enjoyable part of the experience and why.
- How the curriculum and lessons learned in this course connected to what you experienced.

Do not wait until the last minute to select an organization. If you need assistance identifying an organization where you can complete your service-learning requirement, please contact the course instructor.

Media Article (Two Pages)

Throughout the semester you will be required to read or listen to popular media such as newspapers, news journals, websites (NPR, New York Times), podcasts, etc. You will identify one article between August 24 and October 1st, 2017 and write a single page discussion/critique of the article you have read. Please post the article by October 12th.

The paper should include:

- Source of the article, date published, page number, link to the selected media source.
- How the article relates to public health.
- The social, cultural, and/or behavioral factors that are discussed in the article and how they relate to the public health problem presented.
- A critique of the selected media item: was it well done, key points made/missed, was the issue adequately addressed.

RESEARCH PROJECT (page limit does not include references)

Identify a public health problem (1 page; at least 3 references)

For the first step in this group project, your group will work within the topic assigned per the group assignment and identify a specific public health issue and an at-risk population. Provide a brief introduction, description of the problem and the at-risk population, and why you have chosen this problem and population.

Problem Statement: (3- pages; at least 6 references)

Develop an initial statement that comprehensively describes the community and the health issue you have identified. A problem statement is a description of the issue currently existing that needs to be studied. It provides the context for the intervention/problem and generates questions, which the research aims to answer. The statement of the problem is the focal point of any research.

Key components of the problem statement

- A rationale for choosing the problem
- Population affected by your public health problem
- Scope of the problem within your population: cite statistics for prevalence rates, national surveys
- Current efforts in the community to address the problem
- Limitations and gaps in current efforts
- Opportunities for reducing the scope of the problem

Review of the literature and Evidence-Based Intervention: (3-4 pages; at least 6 references)

Perform a review of the literature on sociocultural and behavioral factors that contribute to the problem. Discuss at least three topic areas from the course to analyze in detail and how they relate to the problem. Be sure to address:

- How social and behavioral determinants of health contribute to the issue
- Opportunities for prevention/treatment of the problem

Search the scientific literature for evidence-based intervention strategies for the public health problem. Be sure to use a systematic approach to identify relevant and effective interventions and how these interventions target sociocultural and/or behavioral factors.

Design your intervention (5 pages; at least 8 references)

Based on your understanding of the problem, review of the scientific literature in the field, and existing interventions, develop an intervention to target the selected public health problem. Be sure to include:

- A public health theory for your intervention and describe how the intervention is based on the theoretical elements
- Key inputs, processes, and resources involved in the intervention
- A timeframe for delivering the intervention
- An implementation plan for the intervention
- The outcomes and how they will be measured
- How you will evaluate the outcomes/successes
- Strengths of the intervention program
- Limitations of the intervention program. What does this not do and why?

Conclusion: (2 pages)

Summarize the project, highlight how your program was based on evidence-based approaches, discuss the sociocultural and behavioral aspects that it targeted, and describe key points that you would like to leave the reader with.

Group Project Presentation:

Each group will be required to present their final project to the class. All members of the group are required to speak during the presentation. Each presentation will last about 20 minutes (leaving around 5-10 minutes for discussion). The presentation should cover:

- An introduction of the problem
- The Target population and reasons for choosing the population (state prevalence rates, health disparities that exist)
- A brief overview of the literature (what has been done so far, gaps that exist)
- The proposed intervention/treatment program
 - key components of the program
 - implementation plan

- key outcomes
- evaluation plan
- strengths and limitations
- Takeaways

Final Written Examination:

There is no final exam for this course

Submission of Assignments:

Each assignment must be submitted in a Word document. Assignments should be submitted to the “Assignment” link on D2L before 11:59 pm on the due date. To avoid confusion, please upload your assignment with your first and last name and the name of the assignment (e.g. Keith Moon_Media reflection paper). It is your responsibility to ensure that the instructor receives your assignments by the due date. Problems with D2L or email are not acceptable reasons for late or non-submission of assignments.

Formatting Requirements:

Students should follow the following formatting requirements for all writing assignments:

- Double spaced
- 12 point fonts
- AMA/JAMA citations
- 1inch margins on all sides

References:

All references and citations in assignments should be within the past six years.

Absence and Class Participation Policy:

The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/2015-16/policies/classatten.htm> . 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>. Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored.

See: <http://uhap.web.arizona.edu/policy/appointed-personnel/7.04.02>

Participating in course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all lectures and discussion section meetings. Students who miss class due to illness or emergency are required to bring documentation from their healthcare provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences.

Policy for late assignments:

Assignments must be completed by the date assigned. Only in unforeseen and/or extenuating circumstances may the instructor agree to accept a late assignment. Any exceptions must be presented to the instructor in writing prior to the assignment date. The instructor must give permission, in advance, to extend any due dates beyond the assigned deadline(s).

Incomplete work/grades:

Incomplete work will not be accepted. Incomplete grades will be given only under special circumstances as outlined in University policy.

Requests for incompletes (I) and withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/2015-16/policies/grade.htm#I> and <http://catalog.arizona.edu/2015-16/policies/grade.htm#W> respectively.

Plagiarism:

Plagiarism is the misappropriation of the work of others as one's own, whether found in print or electronic media. Plagiarism involves both the direct use and paraphrasing of words, thoughts, or concepts of another without giving proper attribution to the source of the information. Accepted standards of attribution expected of all students in this College are as follows:

- A direct quotation must always be identified by quotation marks, indentation, and single spaces or use of reduced type/font size of the quoted material.
- A footnote or citation must be used to show the exact source of verbal and quantitative material.
- A paraphrase (restatement of a text or portion of text for the purpose of simplifying, shortening, or reinterpreting information) also requires an exact citation to or acknowledgement of the original author.

Any paper submitted by a student for formal assessment during the course must be written by the student in their own words, except for quotations from published source, which should be indicated or acknowledged as such. The incorporation of material from other works or a paraphrase of such material without acknowledgement will be treated as plagiarism and so will the following:

- The verbatim copying of another's work without acknowledgement
- Paraphrasing of another person's work by simply changing a few words or altering the order of presentation, without acknowledgement.
- Quotation of phrases from another's work without due acknowledgement.

Assignments submitted to D2L Drop Boxes are screened for plagiarism and provided an 'originality' score. Any score below 25% is acceptable. Score above 25% raises a red flag to the student and the instructor. Students are advised to read and understand the section of the Student Handbook concerning academic dishonesty. The minimum punishment in this course for academic dishonesty will be zero points for an assignment.

When convinced that plagiarism has taken place, the instructor shall have the discretion to decide what happens with respect to the assessment, and whether any marks will be awarded to the assignment, based on the gravity and extent of the plagiarism committed. If you are unsure if you are committing plagiarism, the best action is to cite the source.

The University Libraries have some excellent tips for avoiding plagiarism available at:
<http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>.

Communications:

You are responsible for reading emails sent to your UA account from your professor and 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>

Classroom Behavior Policy:

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (i.e. texting, chatting, reading a newspaper, making phone calls, web surfing, etc.). Students are asked to refrain from disruptive conversations with people sitting around them during lecture. 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.

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. See: <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Accessibility and Accommodations

Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit <http://drc.arizona.edu/>.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. 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.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

UA Nondiscrimination and Anti-Harassment Policy

The University is committed to creating and maintaining an environment free of discrimination, <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Respectful Behavior and Classroom Etiquette:

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. All classroom discussions and email communications should be respectful of other's beliefs and experiences and allow everyone to have an opportunity to contribute.

UA Smoking And Tobacco Policy:

The purpose of this policy is to establish the University of Arizona's commitment to protect the health of university faculty, staff, students, and visitors on its campuses and its vehicles. <http://policy.arizona.edu/ethics---and---conduct/smoking---and---tobacco---policy>

Additional Resources for Students

UA Academic policies and procedures are available at:

<http://catalog.arizona.edu/2015-16/policies/aaindex.html>

Student Assistance and Advocacy information is available at: <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

Course Schedule:

See below

CHP 577: Sociocultural and Behavioral Aspects of Public Health (Fall 2017)

Date	Topic	Guest Speakers	Assignments
8/24/17	Introductions, course overview and orientation, defining health	None	Discussion Board 1
8/31/17	Doing a peer-reviewed lit search Behavior and Social Science Theories	None	Discussion Board 2
9/7/17	Social Epidemiology, Social Ecological models Social Determinants of Health	<i>Jason Gillette</i>	Discussion Board 3 Identify Problem
9/14/17	Behavioral Theory, Behavioral Ecological Model Planning and Evaluation of Public Health Programs	None	Discussion Board 4
9/21/17	Work on service learning project	<i>None</i>	Media Reflection and Problem Statement
9/28/17	Mental Health Epidemiology Mental health in public health	<i>Dr. Tricia Haynes, PhD</i>	Discussion Board 5
10/05/17	Drug Use and Public Health	None	Discussion Board 6
10/12/17	CBPR and Public Health	<i>Guest Lecture TBD</i>	Discussion Board 7 Literature review
10/19/17	Gender-based violence and Public Health	<i>Dr. Nicole Yuan, PhD</i>	Discussion Board 8
10/26/17	Sexual Minority and Public Health	<i>Ryan Reikowsky</i>	Discussion Board 9
11/02/17	Native Americans, and Health	<i>Guest: Jen Bea</i>	Design intervention and conclusion
11/09 /17	Health Care Policy and Public Health	<i>Adrienne Lent Dr. Julie Armin</i>	Discussion Board 10
11/16/2017	Health Disparities and Public Health	<i>Dr. Usha Menon</i>	Service Learning Paper
11/23/17	Thanksgiving (No class)		
11/30/17	Group Presentations		
12/7/17	Group Presentations		
12/14/17	Final Group Project Paper Due		

* Readings for every week will be posted no later than the Friday prior to the week's class