

Department of Public Health Sciences, University of Texas El Paso  
MPH Program Course Syllabus

<b>Course:</b>	<b>Social and Behavioral Aspects of Public Health</b>
<b>Course number/CRN:</b>	<b>PUBH 5353/14062</b>
<b>Semester/year</b>	<b>Fall 2016</b>
<b>Graduate credit hours:</b>	<b>3</b>
<b>Class location:</b>	<b>College of Business Admin, Room 330</b>
<b>Class meeting time:</b>	<b>Wednesday 5 – 7:50pm      FIRST CLASS Aug 24<sup>th</sup>      FINAL EXAM (Oral Presentations of Final Paper) Dec 7<sup>th</sup> 7:00 – 9:45pm</b>
<b>Class instructor:</b>	<b>Dr. Christina Sobin, HSSN Rm 401, <a href="mailto:casobin@utep.edu">casobin@utep.edu</a>, 915-747-8309</b>
<b>Office Hours:</b>	<b>Monday 10am – 12pm and by appointment</b>

<b>Course description:</b>	<b>This Public Health core course examines social, behavioral, cultural, psychological, and economic factors that influence health and illness, and includes critical evaluation of social and behavioral science principles, theories, techniques, and research for the purpose of understanding and resolving complex problems in public health through public health intervention programs. The course emphasizes Hispanic, border, and multicultural communities.</b>
<b>Course pre-requisites:</b>	<b>Admission to the MPH or Graduate Certificate in Public Health Program</b>
<b>Required text:</b>	<b>Coreil, Jeannine (2010) Social and Behavioral Foundations of Public Health (2nd ed) Thousand Oaks, CA: Sage Publications, Inc.</b>
<b>Additional readings:</b>	<b>See syllabus</b>
<b>Course format:</b>	<b>Graduate seminar format focusing on discussion, active student participation, critical analysis-guided lecture, case studies, multimedia, written assignments, exams and student presentations. Classes emphasize intellectual leadership, professionalism, mastery, integration and critical analysis of concepts and theories.</b>

***ASSOCIATION OF SCHOOLS OF PUBLIC HEALTH (ASPH) CORE COMPETENCIES FRAMEWORK:***  
 ASPH defined core competencies for the MPH degree are organized in five core discipline domains including Epidemiology; Biostatistics; Social and Behavioral Sciences; Health Policy and Management; and Environmental Health Sciences. ASPH also defined seven cross-domain competencies including communication and informatics; diversity and culture; leadership; professionalism; program planning; public health biology; and systems thinking. In addition, UTEP’s MPH Program has defined an additional ten core competencies in Hispanic and Border Health.

***HOW THIS COURSE CONTRIBUTES TO CORE COMPETENCIES:***  
 The textbook selected for this course was specifically designed and written by the author (Jeannine Coreil) to address all of the core competencies (10) in the Social and Behavioral Sciences domain. In addition, three central chapters on the sociocultural context of health, health disparities and diversity directly address all of our program’s ten core competencies in Hispanic and Border Health (listed below). The materials for this course were specially designed to promote the mastery of core competencies through practice, repetition, application, discussion, critical analysis and integration of theories and concepts that inform the core competencies. Materials include weekly previews and summaries of the week’s reading, study guides, written answers to study questions, weekly pre- and post-class quizzes on the reading assignments, unit examinations, weekly student presentations of core concepts, and a final paper with professional presentation that presents integration and critical analysis of published public health interventions specifically relevant to health disparities in the El Paso Border Region. Assignments for this course were specially designed to build six of seven cross-cutting competencies (excepting only public health biology) through assignments that require students to prepare weekly presentations of core concepts for classmates; lead high-level discussions and integration of reading assignments; critically evaluate intervention plans and illustrate systems thinking through applied examples.

<b>Learning Objectives:</b>	<p><b>By the end of this course, the student will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast the strengths and weaknesses of the major social science and behavioral science approaches and theories used by public health investigators and practitioners.</li> <li>2. Analyze, interpret, and present evidence-based data on social and behavioral determinants of health.</li> <li>3. Discuss how social and behavioral factors influence health, health outcomes, and health disparities.</li> <li>4. Explain how health and health-seeking behaviors reflect cultural differences in conceptualizations of health and illness.</li> <li>5. Assess the appropriateness and usefulness of social science and behavioral interventions aimed at different system levels, including individual behaviors, family systems, community organization, complex social systems, and the larger social and physical environment.</li> <li>6. Examine the roles of key community, governmental, non-governmental, and other important payers and players in public health planning, implementation and evaluation of public health programs, policies and interventions.</li> <li>7. Design, adapt, evaluate, and critique public health programs using the steps and procedures from one or more of the major social science and behavioral theories/models.</li> <li>8. Identify social and community factors influencing the health, health-seeking, illness and health disparities among vulnerable and underserved populations.</li> <li>9. Examine the impact of ethical practice in the planning, implementation, and evaluation of public health programs.</li> <li>10. Apply the socio-ecological framework to identify how individual, community, and population health is affected by factors at various levels and how it can be applied to effect change in program and policy.</li> </ol>
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<b>Assessment strategies:</b>	<ol style="list-style-type: none"> <li>1. Weekly text and supplemental article reading, written answers to weekly questions on reading assignments.</li> <li>2. Weekly pre- and post-class quizzes on reading assignments; three unit exams.</li> <li>3. Weekly student-led discussion of key concepts and analysis of text and supplemental readings.</li> <li>4. Final project presenting written (15-page) and oral presentation of integration and critical analysis of completed and published public health intervention for a public health problem relevant to the El Paso Border Region.</li> </ol>
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<b>MPH Program Competencies Addressed in Course</b>	<b>Learning Objectives</b>	<b>Assessment Strategies</b>
<b>SOCIAL &amp; BEHAVIORAL SCIENCES</b>		
1. Identify basic theories, concepts and models from a range of social and behavioral disciplines used in public health research and practice.	1	1,2,3
2. Identify the causes of social and behavioral factors that affect the health of individuals and populations.	3,4,8	1,2,3
3. Identify individual, organizational and community concerns, assets, resources and deficits for social behavioral science interventions.	6,7	1,2,3
4. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.	6	1,2,3
5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.	7,10	1,2,3,4
6. Describe the role of social and community factors in both the onset and solution of public health problems.	3,4	1,2,3
7. Describe the merits of social and behavioral science interventions and policies.	1	1,2,3,4
8. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.	2,7,10	1,2,3,4
9. Apply ethical principles to public health program planning, implementation, evaluation.	9	1,2,3
10. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.	5,10	1,2,3,4
	<b>Learning</b>	<b>Assessment</b>

MPH Program Competencies Addressed in Course (cont.)	Objectives	Strategies
<b>HISPANIC AND BORDER HEALTH COMPETENCIES</b>		
1. Describe the historical, cultural, social, economic, political and other similarities and differences among Hispanic and border groups and how these affect health equity and health disparities.	3	1,2,3
2. Describe the roles of history, power, privilege, economics and other structural inequalities that restrict health equity and produce health disparities in Hispanic and border communities.	3,4,8	1,2,3
3. Identify the major chronic, infectious, and other public health challenges that face Hispanic and border communities.	6	1,2,3,4
4. Apply the basic principles of prevention and control for chronic, infectious, and other conditions especially those that differentially impact Hispanic and border communities.	6	1,2,3
5. Identify and access the major sources of public health data that pertain to Hispanic and border communities (e.g., vital statistics and disease registries, health and nutrition surveillance databases, census data, national surveys).	7	4
6. Develop public health strategies and interventions that are responsive to the unique needs and cultural values/traditions of Hispanic and border communities.	9	4
7. Recognize and apply the social justice perspective in public health practice for community capacity building and empowerment.	4	1,2,3
8. Know how to plan, implement, administer, and evaluate public health programs to Hispanic and border communities.	1,2	4
9. Effectively communicate information to the public and policy makers regarding the special public health challenges and needs of Hispanic and border communities.	6	4
10. Act as an effective resource person for Hispanic and border residents, organizations, and communities.	6	1,2,3,4
<b>BIostatistics Competencies</b>		
5. Apply descriptive techniques commonly used to summarize public health data.	2	4
9. Interpret results of statistical analyses found in public health studies.	7	4
<b>Epidemiology Competencies</b>		
9. Draw appropriate inferences from epidemiologic data.	2,3,7	1,2,3,4
<b>Health Policy &amp; Management Competencies</b>		
4. Discuss the policy process for improving the health status of populations	6,9,10	1,2,3,4

Grading scale & criteria	<p>Grading scale:                  A (&gt; 90%-exceptional graduate-level performance)                  B (80-89%-average graduate-level performance)                  C (70-79%-below average graduate-level performance)                  D (60-69%-unacceptable graduate-level performance )                  F (&lt; 60%-very unacceptable graduate-level performance)</p> <p>Grading components:                  Written answers to study questions turned in before the start of each class: 25%                  Weekly Quizzes (12) and Unit Exams (3): 25%                  Weekly student-led discussions and critical analysis of key concepts with class discussion: 25%                  Final Paper – Critical Analysis of Published Intervention Program for Selected Health Problem: 25%</p>
Incompletes	<p>The grade of "I" (incomplete) is considered only in very rare circumstances involving fully documented emergencies, must be requested at least three weeks prior to the last class of the fall term, and is given at the discretion of the instructor.</p>
<b>Course/Instructor &amp; Institutional Policies</b>	
Attendance:	<p>It is <u>UTEP policy</u> that all students attend all scheduled classes. Attendance will be taken at each class. When a student registers for a course, it is assumed that she/he has made arrangements to avoid conflicts that would result in chronic tardiness or absence from class. Students are personally responsible for all information or activities presented in class discussions, lectures, assignments, and/or readings. If you are unable to attend class, <i>it is your responsibility to inform the instructor before the class session</i>. Students will be administratively withdrawn for excessive unexcused absences of 2 or more classes. Compliance is mandatory with regard to assignment due dates, student-led discussions and class presentations, reading assignments, exams and all other activities. All emergency-related absences must be documented and verified by presentation of documents to the instructor. <i>Chronic tardiness not only reflects lack of commitment and professional behavior but also is disruptive to your classmates and the instructor. You are expected to be seated and ready to begin class at 5:00 PM.</i></p>
Reading assignments:	<p>Successful completion of homework assignments requires the completion and consideration of all assigned readings prior to class. Most students find that at least <u>5 days</u> are required to complete the assignments for each class, including typed answers to questions for reading assignments, identifying answers to study questions posed and developing the summary and in-depth student-led concept discussions.</p>
Writing standards	<p>Effective public health leaders and practitioners must have highly developed written and oral communication skills. Excellent writing skills are a critical element of communication and information dissemination. Our MPH graduate program both recognizes and expects good writing skills as the norm for course work. Please speak with the instructor for special resources and on-campus support (e.g., UTEP Writing Center).</p>
Policy for late assignments	<p>Due dates for homework, exams, presentations and final project are designed for fairness to all students. No exceptions will be made except in cases of unexpected university-designated closures. All weekly assignments are due at the beginning of class. Late submissions are not accepted.</p>
Permission to record	<p>Recording of lectures and discussion is not permitted.</p>
Cellphone/electronic tablet/ use policies:	<p><u>All cellular telephones, pagers, headphones, iPods, iPads, mp3 players, earpieces, and other forms of communication and entertainment technology equipment must be powered off and put away during the class period.</u> If a situation should arise which necessitates a student to be contacted by a physician or family member, the instructor shall be notified and cell phone can be set to "vibrate." Please be advised that students who use unauthorized technology during class time will be dismissed from that week's class session.</p>
Class participation:	<p>The class is conducted as a graduate seminar and relies on active student participation. In addition to weekly assignments for student-led summary, critical analysis and discussion of key concepts, students must be prepared to discuss, answer questions, and participate in class.</p>
Special accommodations:	<p>If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 915.747.5148, <a href="mailto:cass@utep.edu">cass@utep.edu</a>, or visit their office located in UTEP Union East, Room 106. For additional information, visit <a href="http://sa.utep.edu/cass/">http://sa.utep.edu/cass/</a>. CASS Staff are the only individuals who can validate and authorize accommodations for students with disabilities.</p>
MPH handbook:	<p><a href="http://chs.utep.edu/publichealthsciences/pdf/MPH%20STUDENT%20%20HANDBOOK%202013-2014.pdf">http://chs.utep.edu/publichealthsciences/pdf/MPH%20STUDENT%20%20HANDBOOK%202013-2014.pdf</a></p>

Student conduct:

**ETHICAL CONDUCT IS A CENTRAL TENET AND GUIDING PRINCIPLE OF ALL ACTIVITIES, DECISIONS AND CRITICAL ANALYSES CARRIED OUT BY THE PUBLIC HEALTH PROFESSIONAL.**

For this reason, students in the Master's of Public Health Program at UTEP are expected to be above reproach in all scholastic activities.

Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts." Regent's Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs Office: *"It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."* (<http://studentaffairs.utep.edu/Default.aspx?tabid=4386>)

Examples of "cheating" include:

- Copying from the homework, in-class work or exam paper of another student, engaging in written, oral, or any other means of communication with another student during an exam or homework assignment, or giving aid to or seeking aid from another student during a test;
- Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes";
- Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;
- Collaborating with or seeking aid from another student for an assignment without authority;
- Substituting for another person, or permitting another person to substitute for one's self, to take a test;
- Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.

"Plagiarism" means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

"Collusion" means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.

## WEEKLY PLAN

Dates	Topic	Homework and Preparation for Class	In-Class Activities
<b>UNIT I - FOUNDATIONS</b>			
Aug 18 - Aug 23	<b>Course Introduction</b>  What is Public Health? Careers in Public Health  Review of Key Concepts (reading assignments)  Choosing a public health issue final project	<u><b>Reading:</b></u> - Chapter 1, <i>Why Study Social and Behavioral Factors in Public Health?</i> - Leischow, S. J., Best, A., Trochim, W. M., Clark, P. I., Gallagher, R. S., Marcus, S. E. & Matthews, E. (2008). Systems thinking to improve the public's health. <i>American Journal of Preventive Medicine</i> 35(2S):S196-S203. - Brownson, R. C., Fielding, J. E. & Maylahn, C. M. (2009). Evidence-based public health: A fundamental concept for public health practice. <i>Annual Review of Public Health</i> 30:175-201. - Holtzman, D., Neumann, M., Sumartojo, E. & Lansky, A. (2006). Behavioral and social sciences and public health at CDC. <i>Morbidity and Mortality Weekly Report</i> , Dec 22, 55 (Sup02); 14-16.	<p style="text-align: center;"><b>WEEK 1 – Aug 24<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>- Review of syllabus and discussion of assignments and exams</li> <li>- Introduction to Public Health with Class Discussion, review of major concepts from reading</li> <li>- Consideration of Public Health and career options</li> <li>- Group activity – read and outline MMWR article</li> <li>- Discussion and critical analysis; how to lead and participate in “discussion;” how to “critically analyze” reading material</li> </ul>
Aug 25 - Aug 30	<b>Historical and Ethical Perspectives on Public Health</b>	<u><b>Reading:</b></u> - Chapter 2, <i>Historical Perspectives on Population and Disease</i> - Gostin, L. O. (2003). Tradition, Profession and Values in Public Health. Module I in Jennings, B. Kahn, J. Mastroianni, A. & Parker, L. S., Eds., <i>Ethics in Public Health: Model Curriculum</i> : Association of Schools of Public Health. - Lee, L. M. (2012). Public Health Ethics Theory: Review and Path to Convergence. <i>Public Health Reviews</i> , Vol. 34, No. 1, 1 – 26.  <u><b>Writing Assignments:</b></u> - Prepare written answers for text reading assignment; bring two hardcopies to class; turn in one copy before class begins, keep one for use during class.  <u><b>Discussion Preparation:</b></u> - As you are reading, identify brief answers for each of the assigned questions (to be tested on pre-class quiz). - Develop summary, discussion topics, questions, exercises, and/or problems, for the “key concept” that you were assigned for in-depth consideration; prepare to lead class discussion on your key concept using your materials.	<p style="text-align: center;"><b>WEEK 2 – Aug 31<sup>st</sup></b></p> <ul style="list-style-type: none"> <li>- Turn-in answers before class begins</li> <li>- Pre-Class Quiz on assigned questions (multiple-choice)</li> <li>- Student-led in-depth discussion and critical analysis of key concepts; summary of key points; discussion of questions.</li> <li>- Post-Class Quiz on assigned questions (multiple-choice)</li> </ul>

<p>Sep 1 - Sep 6</p>	<p>Social Epidemiology/Reproductive Health</p>	<p><u>Reading:</u>                  - Chapter 3, <i>Social Epidemiology</i>                  - Chapter 10, <i>Reproductive Health</i></p> <p><u>Writing Assignments:</u>                  - Prepare written answers for text reading assignments; bring two hardcopies to class; turn in one copy before class begins, keep one for use during class.</p> <p><u>Discussion Preparation:</u>                  - As you are reading, identify brief answers for each of the assigned questions (to be tested on pre-class quiz).                  - Develop summary, discussion topics, questions, exercises, and/or problems, for the "key concept" that you were assigned for in-depth consideration; prepare to lead class discussion on your key concept using your materials.</p>	<p><b>WEEK 3 – Sep 7<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>- Turn-in answers before class begins</li> <li>- Pre-Class Quiz on assigned questions (multiple-choice)</li> <li>- Student-led in-depth discussion and critical analysis of key concepts; summary of key points; discussion of questions.</li> <li>- Post-Class Quiz on assigned questions (multiple-choice)</li> </ul>
<p>Sep 8 - Sep 13</p>	<p>Behavioral and Social Science Theory/ Health and Illness Behavior</p>	<p><u>Reading:</u>                  - Chapter 4, <i>Behavioral and Social Science Theory</i>                  - Chapter 5, <i>Health and Illness Behavior</i></p> <p><u>Writing Assignments:</u>                  - Prepare written answers for text reading assignments; bring two hardcopies to class; turn in one copy before class begins, keep one for use during class.</p> <p><u>Discussion Preparation:</u>                  - As you are reading, identify brief answers for each of the assigned questions (to be tested on pre-class quiz).                  - Develop summary, discussion topics, questions, exercises, and/or problems, for the "key concept" that you were assigned for in-depth consideration; prepare to lead class discussion on your key concept using your materials.</p>	<p><b>WEEK 4 – Sep 14<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>- Turn-in answers before class begins</li> <li>- Pre-Class Quiz on assigned questions (multiple-choice)</li> <li>- Student-led in-depth discussion and critical analysis of key concepts; summary of key points; discussion of questions.</li> <li>- Post-Class Quiz on assigned questions (multiple-choice)</li> </ul>
<p>Sep 15 - Sep 20</p>	<p><b>UNIT I EXAM</b></p>	<p><i>The Unit I Exam has two parts:</i>                  1) 1500 word essay on an assigned topic, written during the week before the exam and turned in electronically to TurnItIn.com by 10am Sep 19<sup>th</sup> (two days before exam);                  2) 45-item multiple-choice exam completed in class.</p> <p><i>Prepare for the Unit Exam by reviewing your class notes and answers, and writing your essay. Note that the in-class multiple-choice exam will include many of the questions from the pre-class quizzes. For this reason, it is important to pay close attention during each class, participate in discussions and correct initial errors in your notes and on the post-class quizzes.</i></p>	<p><b>WEEK 5 – Sep 21<sup>st</sup></b></p> <ul style="list-style-type: none"> <li>- (Upload essay to TurnItIn.com <b>NO LATER THAN 10 am Sep 19<sup>th</sup></b>)</li> <li>- In-class multiple-choice test based on study guide questions assigned and discussed in class.</li> </ul>

UNIT II – CONTEXT AND PROGRAMS			
<p>Sep 22 - Sep 27</p>	<p>Social Environment/ Social Reactions to Disease</p>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>- Chapter 6, <i>The Social Environment and Health</i></li> <li>- Chapter 7, <i>Social Reactions to Disease</i></li> </ul> <p><b><u>Writing Assignments:</u></b></p> <ul style="list-style-type: none"> <li>- Prepare written answers for text reading assignments; bring two hardcopies to class; turn in one copy before class begins, keep one for use during class.</li> </ul> <p><b><u>Discussion Preparation:</u></b></p> <ul style="list-style-type: none"> <li>- As you are reading, identify brief answers for each of the assigned questions (to be tested on pre-class quiz).</li> <li>- Develop summary, discussion topics, questions, exercises, and/or problems, for the “key concept” that you were assigned for in-depth consideration; prepare to lead class discussion on your key concept using your materials.</li> </ul>	<p style="text-align: center;"><b>WEEK 6 – Sep 28</b></p> <ul style="list-style-type: none"> <li>- Turn-in answers before class begins</li> <li>- Pre-Class Quiz on assigned questions (multiple-choice)</li> <li>- Student-led in-depth discussion and critical analysis of key concepts; summary of key points; discussion of questions.</li> <li>- Post-Class Quiz on assigned questions (multiple-choice)</li> </ul>
<p>Sep 29 - Oct 4</p>	<p>Comparative Health Cultures/Health Disparities, Diversity and Cultural Competence</p>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>- Chapter 8, <i>Comparative Health Cultures</i></li> <li>- Chapter 9, <i>Health Disparities, Diversity, Cultural Competence</i></li> </ul> <p><b><u>Writing Assignments:</u></b></p> <ul style="list-style-type: none"> <li>- Prepare written answers for text reading assignments; bring two hardcopies to class; turn in one copy before class begins, keep one for use during class.</li> </ul> <p><b><u>Discussion Preparation:</u></b></p> <ul style="list-style-type: none"> <li>- As you are reading, identify brief answers for each of the assigned questions (to be tested on pre-class quiz).</li> <li>- Develop summary, discussion topics, questions, exercises, and/or problems, for the “key concept” that you were assigned for in-depth consideration; prepare to lead class discussion on your key concept using your materials.</li> </ul>	<p style="text-align: center;"><b>WEEK 7 - Oct 5</b></p> <ul style="list-style-type: none"> <li>- Turn-in answers before class begins</li> <li>- Pre-Class Quiz on assigned questions (multiple-choice)</li> <li>- Student-led in-depth discussion and critical analysis of key concepts; summary of key points; discussion of questions.</li> <li>- Post-Class Quiz on assigned questions (multiple-choice)</li> </ul>

<p>Oct 6 - Oct 11</p>	<p>Planning and Evaluating Public Health Programs</p>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>- Chapter 13, <i>Planning Health Promotion and Disease Prevention Programs</i></li> <li>- Centers for Disease Control and Prevention. (1999). Framework for program evaluation in public health. MMWR 48(No. RR11).</li> </ul> <p><b><u>Writing Assignments:</u></b></p> <ul style="list-style-type: none"> <li>- Prepare written answers for text reading assignments; bring two hardcopies to class; turn in one copy before class begins, keep one for use during class.</li> </ul> <p><b><u>Discussion Preparation:</u></b></p> <ul style="list-style-type: none"> <li>- As you are reading, identify brief answers for each of the assigned questions (to be tested on pre-class quiz).</li> <li>- Develop summary, discussion topics, questions, exercises, and/or problems, for the “key concept” that you were assigned for in-depth consideration; prepare to lead class discussion on your key concept using your materials.</li> </ul>	<p style="text-align: center;"><b>WEEK 8 - Oct 12</b></p> <ul style="list-style-type: none"> <li>- Turn-in answers before class begins</li> <li>- Pre-Class Quiz on assigned questions (multiple-choice)</li> <li>- Student-led in-depth discussion and critical analysis of key concepts; summary of key points; discussion of questions.</li> <li>- Post-Class Quiz on assigned questions (multiple-choice)</li> </ul>
<p>Oct 13 - Oct 18</p>	<p>Community-Based Intervention/ Social Marketing</p>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>- Chapter 14, <i>Community-Based Approaches to Health Promotion</i></li> <li>- Chapter 15, <i>Social Marketing in Public Health</i></li> </ul> <p><b><u>Writing Assignments:</u></b></p> <ul style="list-style-type: none"> <li>- Prepare written answers for text reading assignments; bring two hardcopies to class; turn in one copy before class begins, keep one for use during class.</li> </ul> <p><b><u>Discussion Preparation:</u></b></p> <ul style="list-style-type: none"> <li>- As you are reading, identify brief answers for each of the assigned questions (to be tested on pre-class quiz).</li> <li>- Develop summary, discussion topics, questions, exercises, and/or problems, for the “key concept” that you were assigned for in-depth consideration; Prepare written to lead class discussion on your key concept using your materials.</li> </ul>	<p style="text-align: center;"><b>WEEK 9 - Oct 19</b></p> <ul style="list-style-type: none"> <li>- Turn-in answers before class begins</li> <li>- Pre-Class Quiz on assigned questions (multiple-choice)</li> <li>- Student-led in-depth discussion and critical analysis of key concepts; summary of key points; discussion of questions.</li> <li>- Post-Class Quiz on assigned questions (multiple-choice)</li> </ul>

<p>Oct 20 - Oct 25</p>	<p>Policy and Advocacy/Environmental Health</p>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>- Chapter 16, <i>Approaches to Policy and Advocacy</i></li> <li>- Brulle, RJ and Pellow, DN (2006) Environmental Justice: Human Health and Environmental Inequalities. Annual Review of Public Health 27:103-24.</li> </ul> <p><b><u>Writing Assignments:</u></b></p> <ul style="list-style-type: none"> <li>- Prepare written answers for text reading assignment; bring two hardcopies to class; turn in one copy before class begins, keep one for use during class.</li> </ul> <p><b><u>Discussion Preparation:</u></b></p> <ul style="list-style-type: none"> <li>- As you are reading, identify brief answers for each of the assigned questions (to be tested on pre-class quiz).</li> <li>- Develop summary, discussion topics, questions, exercises, and/or problems, for the “key concept” that you were assigned for in-depth consideration; prepare to lead class discussion on your key concept using your materials.</li> </ul>	<p style="text-align: center;"><b>WEEK 10 - Oct 26</b></p> <ul style="list-style-type: none"> <li>- Turn-in answers before class begins</li> <li>- Pre-Class Quiz on assigned questions (multiple-choice)</li> <li>- Student-led in-depth discussion and critical analysis of key concepts; summary of key points; discussion of questions.</li> <li>- Post-Class Quiz on assigned questions (multiple-choice)</li> </ul>
<p>Oct 27 - Nov 1</p>	<p style="text-align: center;"><b>UNIT II EXAM</b></p>	<p><i>The Unit II Exam has two parts:</i></p> <ol style="list-style-type: none"> <li>1) 1500 word essay on an assigned topic, written during the week before the exam and turned in electronically to TurnItIn.com by 10am Oct 31<sup>st</sup> (two days before exam);</li> <li>2) 62-item multiple-choice exam completed in class.</li> </ol> <p><i>Prepare for the Unit Exam by reviewing your class notes and answers, and writing your essay. Note that the in-class multiple-choice exam will include many of the questions from the pre-class quizzes. For this reason, it is important to pay close attention during each class, participate in discussions and correct initial errors in your notes and on the post-class quizzes.</i></p>	<p style="text-align: center;"><b>WEEK 11 – Nov 2<sup>nd</sup></b></p> <ul style="list-style-type: none"> <li>- (Upload essay to TurnItIn.com <b>NO LATER THAN 10 am Oct 31<sup>st</sup></b>)</li> <li>- In-class multiple-choice test based on study guide questions assigned and discussed in class.</li> </ul>
<p>Nov 3 - Nov 8</p>	<p>Special Populations</p>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>- Chapter 17, <i>Childhood Overweight and Obesity</i></li> <li>- Chapter 11, <i>Adolescent Health</i></li> <li>- Chapter 12, <i>Public Health and Aging</i></li> </ul> <p><b><u>Writing Assignments:</u></b></p> <ul style="list-style-type: none"> <li>- Prepare written answers for text reading assignments; bring two hardcopies to class; turn in one copy before class begins, keep one for use during class.</li> </ul> <p><b><u>Discussion Preparation:</u></b></p> <ul style="list-style-type: none"> <li>- As you are reading, identify brief answers for each of the assigned questions (to be tested on pre-class quiz).</li> <li>- Develop summary, discussion topics, questions, exercises, and/or problems, for the “key concept” that you were assigned for in-depth consideration; prepare to lead class discussion on your key concept using your materials.</li> </ul>	<p style="text-align: center;"><b>WEEK 12 - Nov 9</b></p> <ul style="list-style-type: none"> <li>- Turn-in answers before class begins</li> <li>- Pre-Class Quiz on assigned questions (multiple-choice)</li> <li>- Student-led in-depth discussion and critical analysis of key concepts; summary of key points; discussion of questions.</li> <li>- Post-Class Quiz on assigned questions (multiple-choice)</li> </ul>

<p>Nov 10 - Nov 15</p>	<p>Violence and Injury</p>	<p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>- Chapter 19, Prevention of Unintentional Injuries</li> <li>- Chapter 20, <i>Violence and Public Health</i></li> </ul> <p><u>Writing Assignments:</u></p> <ul style="list-style-type: none"> <li>- Prepare written answers for text reading assignments; bring two hardcopies to class; turn in one copy before class begins, keep one for use during class.</li> </ul> <p><u>Discussion Preparation:</u></p> <ul style="list-style-type: none"> <li>- As you are reading, identify brief answers for each of the assigned questions (to be tested on pre-class quiz).</li> <li>- Develop summary, discussion topics, questions, exercises, and/or problems, for the “key concept” that you were assigned for in-depth consideration; prepare to lead class discussion on your key concept using your materials.</li> </ul>	<p>WEEK 13 - Nov 16</p> <ul style="list-style-type: none"> <li>- Turn-in answers before class begins</li> <li>- Pre-Class Quiz on assigned questions (multiple-choice)</li> <li>- Student-led in-depth discussion and critical analysis of key concepts; summary of key points; discussion of questions.</li> <li>- Post-Class Quiz on assigned questions (multiple-choice)</li> </ul>
<p>Nov 17 - Nov 22</p>	<p>Mental Health and Workplace Health Promotion</p>	<p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>- Chapter 18, <i>Mental Health and Illness</i></li> <li>- Chapter 21, <i>Occupational Health</i></li> </ul> <p><u>Writing Assignments:</u></p> <ul style="list-style-type: none"> <li>- Prepare written answers for text reading assignments; bring two hardcopies to class; turn in one copy before class begins, keep one for use during class.</li> </ul> <p><u>Discussion Preparation:</u></p> <ul style="list-style-type: none"> <li>- As you are reading, identify brief answers for each of the assigned questions (to be tested on pre-class quiz).</li> <li>- Develop summary, discussion topics, questions, exercises, and/or problems, for the “key concept” that you were assigned for in-depth consideration; prepare to lead class discussion on your key concept using your materials.</li> </ul>	<p>WEEK 14 - Nov 23</p> <ul style="list-style-type: none"> <li>- Turn-in answers before class begins</li> <li>- Pre-Class Quiz on assigned questions (multiple-choice)</li> <li>- Student-led in-depth discussion and critical analysis of key concepts; summary of key points; discussion of questions.</li> <li>- Post-Class Quiz on assigned questions (multiple-choice)</li> </ul>
<p>Nov 24 - Nov 29</p>	<p><b>UNIT III EXAM</b></p>	<p><i>The Unit III Exam has two parts:</i></p> <ol style="list-style-type: none"> <li>1) 1500 word essay on an assigned topic, written during the week before the exam and turned in electronically to TurnItIn.com by 10am Nov 28<sup>th</sup> (two days before exam);</li> <li>2) 35-item multiple-choice exam completed in class.</li> </ol> <p><i>Prepare for the Unit Exam by reviewing your class notes and answers, and writing your essay. Note that the in-class multiple-choice exam will include many of the questions from the pre-class quizzes. For this reason, it is important to pay close attention during each class, participate in discussions and correct initial errors in your notes and on the post-class quizzes.</i></p>	<p>WEEK 15 – Nov 30<sup>th</sup></p> <ul style="list-style-type: none"> <li>- (Upload essay to TurnItIn.com NO LATER THAN <u>10 am Nov 28<sup>th</sup></u>)</li> <li>- In-class multiple-choice test based on study guide questions assigned and discussed in class.</li> </ul>

<p><b>FINAL EXAM</b> Dec 7<sup>th</sup></p>	<p><b><i>BORDER REGION PUBLIC HEALTH PROBLEM EVALUATION OF PREVIOUS INTERVENTION APPROACH:</i></b></p> <p>In lieu of a final exam, each student will be required to prepare a FINAL PROJECT including a 15-page (double-spaced) written document and a 10-minute oral presentation using PowerPoint slides to be presented to the class on Wednesday, Dec. 7<sup>th</sup> during our Final Exam Period (7:00 – 9:45pm).</p> <p>Students will prepare the FINAL PAPER throughout the semester. At the start of the semester, each student will select one unresolved public health problem relevant to the El Paso Border Region, and related to one of the health focus areas identified in the “Healthy Border 2020” and “Border Health Framework” (documents provided to students electronically at the start of the semester). Over the course of the semester, while integrating new knowledge gained and using the current published literature, students will identify one intervention program that has been previously used for the health problem selected and write a paper describing the program and critically analyzing the strengths and the weaknesses of the program. Specific requirements and expectations for the FINAL PROJECT are given in detail below.</p>	<p><b>CLASS PRESENTATIONS</b> Dec 7<sup>th</sup> 7 – 9:45pm</p>
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### OVERVIEW OF ASSIGNMENTS AND DETAILED INSTRUCTIONS

**1. WRITTEN ANSWERS TO STUDY QUESTIONS (turned in each week before class begins):**

Completing the assigned readings every week is required for your success in the course. Before each class you will be given study questions to help guide and stimulate your reading. Each week you will be required to prepare written typed answers to each question. To each class you will bring two hardcopies (printed pages) of your answers. You will turn in one copy to the instructor before the class begins and you will keep one copy to make notes on and modify during the class discussion. Answer pages must be stapled together and your name and the due date must be at the top of each page. These answer pages will be important tools for you during exam preparation.

**2. PRE/POST-CLASS QUIZZES AND UNIT EXAMS:**

At the beginning of each class you will be given a “pre-class” quiz testing the knowledge you gained during your weekly reading, studying and preparing written answers to study questions. The correct answers to the quiz questions will be woven into our discussions during class and you will have a second chance to answer the same questions at the end of class (“post-class” quiz). In this way, you will be exposed to central concepts multiple times which is very important for integration of new concepts. Repetition of information is a very effective way to master new information. The weekly study questions and quizzes will prepare you well for each Unit Exam, which will include questions taken from the weekly study guides and pre-class quizzes.

**3. PREPARE SUMMARY OF YOUR ASSIGNED KEY CONCEPT(S) AND CRITICAL ANALYSIS FOR CLASS DISCUSSION:**

At the end of each class, each student will be assigned one or more “key concepts” from the next week’s readings. For the next class, you will be responsible for summarizing, critically analyzing and leading the class in discussion of your assigned concept(s). Thus, all students will actively participate in the presentation and discussion of new ideas during every class session. Preparing to lead the class in review of a key concept will require that you efficiently summarize the concept and related ideas; critically analyze the details of the concept, and think through applications of the concept(s) in “real life” situations

involving public health. You will have approximately 10 minutes to cover your topic with the class and you are free to use visual aids (PowerPoint slides, handouts, charts, illustrations), exercises, problems or “challenges” as you lead the class in reviewing, critically analyzing and discussing your assigned concept. How to accomplish each component of this assignment is explained below.

Summarizing the key idea is simply explaining what the concept means or to what the “concept” refers. Summarizing must be done in your own words. Critical analysis is the process of taking apart the summary of the concept and examining in some detail the elements of the concept, event or process. Note that “critical analysis” does not refer to negative criticism aimed only at finding fault. Critical analysis is a process of exploration, and could include for example thinking about the true meaning of what is suggested, the implications of what is suggested, and the application of the ideas presented. During critical analysis, discussion naturally takes place. It is each student’s responsibility to guide the discussion in a meaningful and relevant way, in other words, guide the discussion in a way that helps the class to develop their thinking about and understanding of the concept(s). To ensure productive discussion that pertains to the topic at hand, the student should develop specific probe questions that will stimulate discussion and new ideas.

#### 4. FINAL PROJECT – 15-PAGE PAPER WITH ORAL PRESENTATION

In lieu of a final exam, each student will be required to complete a final project that critically analyzes one previously published public health intervention program for a public health problem specifically relevant to the El Paso Border Region. This project gives students the opportunity to integrate and apply new knowledge gained for the purpose of critically evaluating critical elements of a public health intervention for a health problem of the student’s choosing and relevant to the El Paso Border Region. The PAPER will be at least 15 pages (double-spaced, 1” margins, 11pt or 12pt font), fully referenced, and formatted according to APA standards. The PAPER must include the following sections: I) Overview and history of the selected public health problem in the El Paso Border Region; II) Review of different types of inventions previously attempted for the problem; III) Description of the intervention selected for in-depth review and why; IV) In-depth summary and review of the intervention and outcomes; V) Critical analysis of the intervention program strengths and weaknesses; VI) Suggestions for modification, amendment or different intervention strategies for the problem (based on the critical analysis); VII) Conclusions for future intervention attempts. The ORAL PRESENTATION will be a 10-minute summary using PowerPoint slides and summarizing the content and conclusions of the paper (outline above). All presentations will be given on the final exam day for the course (Thursday, Dec. 8<sup>th</sup>, 7:00-9:45pm). Attendance at this session is mandatory. Students not in attendance for the final oral presentations will receive no credit for the final project.

The target public health problem selected for study by each student must be specifically relevant to the El Paso Border Region. Before selecting the public health problem of interest, students must read “Healthy Border 2020” and the “Border Health Framework” and identify a health problem consistent with these strategic plans. Students will then select from the published literature one published intervention previously used to address the health problem and for the final project complete a critical analysis of the program. The published intervention selected for critical analysis must include an evaluation component and use either pre- and post-measures, control and comparison groups, and/or experimental or quasi-experimental methods. At the start of the semester, students are provided with an electronic folder of articles describing different types of intervention programs. In addition, the document “Finding Effective Programs and Policies” (included in the folder) is an excellent guide to evidence-based and best-practice programs. It is strongly recommended that students begin the Final Project at the beginning of the semester and continue work on the project throughout the course.

**REQUIRED ADDITIONAL READINGS (listed in syllabus)**

**WEEK 1**

Leischow, S. J., Best, A., Trochim, W. M., Clark, P. I., Gallagher, R. S., Marcus, S. E. & Matthews, E. (2008). Systems thinking to improve the public's health. *American Journal of Preventive Medicine* 35(2S):S196-S203.

Brownson, R. C., Fielding, J. E. & Maylahn, C. M. (2009). Evidence-based public health: A fundamental concept for public health practice. *Annual Review of Public Health* 30:175-201.

Holtzman, D., Neumann, M., Sumartojo, E. & Lansky, A. (2006). Behavioral and social sciences and public health at CDC. *Morbidity and Mortality Weekly Report*, Dec 22, 55 (Sup02); 14-16.

**WEEK 2**

Gostin, L. O. (2003). Tradition, Profession and Values in Public Health. Module I in Jennings, B. Kahn, J. Mastroianni, A. & Parker, L. S., Eds., *Ethics in Public Health: Model Curriculum*: Association of Schools of Public Health.

Beauchamp, D. & Steinbock, B. (1999). Ethical theory and public health. In Beachamp D. E., Steinbock B. (Eds.). *New ethics for the public's health*. New York: Oxford, pp. 3-24.

**WEEK 8**

Centers for Disease Control and Prevention. (1999). Framework for program evaluation in public health. *MMWR* 48(No. RR11).

**WEEK 10**

Brulle, RJ and Pellow, DN (2006) Environmental Justice: Human Health and Environmental Inequalities. *Annual Review of Public Health* 27:103-24.

## **SUPPLEMENTARY READINGS**

1. Glanz K, Bishop DP. The Role of Behavioral Science Theory in Development and Implementation of Public Health Interventions. *Annual Review of Public Health* 2010; 31: 399-418.
2. Braveman et al. Broadening the focus. The need to address the social determinants of health. *American Journal of Preventive Medicine* 2011;40(1S1):S4-S18.
3. Halifors et al. Efficacy vs. effectiveness trial results of an indicated “model” substance abuse program: implications for public health. *Research & Practice*, 2006; 96(12), 2254-2259.
4. Rychetnik et al. (2002). Criteria for evaluating evidence on public health interventions. *J Epidemiol Community Health*, 56, 119-127.
5. Li et al. Community health needs assessment with precede-proceed model: a mixed methods study. *BMC Health Services Research* 2009, 9:181 doi:10.1186/1472-6963-9-181
6. King et al. Reaiming RE-AIM: Using the model to plan, implement, and evaluation effects of environmental change approaches to enhancing population health. *American Journal of Public Health*, 2010;100 (11), 2076-2084.
7. Brewer & Fazekas. Predictors of HPV vaccine acceptability: A theory-informed, systematic review. *Preventive Medicine*, 2007; 45:107-114.
8. Kiviniemi et al. Individual-level factors in colorectal cancer screening: a review of the literature on the relation of individual-level health behavior constructs and screening behavior. *Psychooncology*, 2010; Oct. 27 [Epub ahead of print].
9. Costanza et al. Moving mammogram-reluctant women to screening: A pilot study. *Ann Behav Med*. 2009;37(3):343-349.
10. Pizacani et al. Moving multiunit housing providers toward adoption of smoke-free policies. *Preventing Chronic Disease* 2011;8(1). [http://www.cdc.gov/pcd/issues/2011/jan/10\\_0015.htm](http://www.cdc.gov/pcd/issues/2011/jan/10_0015.htm)
11. Smith et al. The design of a community lifestyle programme to improve the physical and psychological well-being of pregnant women with a BMI of 30 kg/m<sup>2</sup> or more. *BMC Public Health* 2010;10:284. <http://www.biomedcentral.com/1471-2458/10/284>
12. Moreno et al. Display of health risk behaviors on my space by adolescents. Prevalence and associations. *Arch Pediatr Adolesc Med*. 2009;163(1):27-34.
13. Christakis & Fowler. The spread of obesity in a large social network over 32 years. *NEJM* 2007;357:370-9
14. Kimbrough et al. Accessing social networks with high rates of undiagnosed HIV infection: The social networks demonstration project. *AJPH* 2009;99(6):1093-1099.
15. Fernandez-Cerdeno et al. Marketing HIV prevention for heterosexually-identified Latino men who have sex with men and women: The Hombres Sanos campaign. *Journal of Health Communication*, in press.
16. Rothschild et al. Reducing alcohol-impaired driving crashes through the use of social marketing. *Accident Analysis and Prevention* 2006;38:1218-1230.
17. Rhodes et al. Outcomes from a community-based, participatory lay health adviser HIV/STD prevention intervention for recently arrived immigrant latino men in rural north carolina. *AIDS Educ & Prevention*, 2009; 21(Supplement B): 103–108.
18. Nguyen et al. A Qualitative Assessment of Community-Based Breast Health Navigator Services for Southeast Asian Women in Southern California: Recommendations for Developing a Navigator Training Curriculum. *AJPH*. Published online ahead of print November 18, 2010: e1–e7. doi:10.2105/AJPH.2009.176743)
19. Griffith et al. Community-based organizational capacity building as a strategy to reduce racial health disparities. *J Primary Prevent* 2010;31:31-39
20. Coughy et al. The child asthma link line: A coalition-initiated, telephone-based, care coordination intervention for childhood asthma. *Journal of Asthma* 2010;47:303-309.
21. Martinez-Donate et al. Crossing borders: Impact of the California Tobacco Control Program on both sides of the US-Mexico border. *American Journal of Public Health*, 2008;98:258-267.

22. Rovniak et al. Engaging community businesses in HIV prevention: A feasibility study. *Am J Health Promot* 2010;24(5):347-353.
23. Kaiser et al. Perceived influences on physical activity and diet in low-income adults from two rural counties. *Nursing Research*, 2010;59(1), 67-75.
24. Song et al. A corner store intervention in a low-income urban community is associated with increased availability and sales of some healthy foods. *Public Health Nutrition* 12(11), 2060-2067.
25. Kok et al. A taxonomy of behavior change methods; an intervention mapping approach. *Health Psychology Review*, 2015.
26. CDC. Health Disparities and Inequalities Report. *MMWR* 2011; 60 (suppl):1-113  
<http://www.cdc.gov/mmwr/pdf/other/su6001.pdf>
27. Wilkinson R, Marmot M, eds. *Social Determinants of Health: the Solid Facts*. 2nd ed. Geneva, Switzerland: World Health Organization; 2003. Access at: <http://www.euro.who.int/en/what-we-publish/abstracts/social-determinants-of-health.-the-solid-facts>
28. Adler N & Rehkopf D. U.S. Disparities in Health: Descriptions, Causes, and Mechanisms. *Annual Review of Public Health* 2008; 29: 235-52.
29. Woolf SH, Braveman P. Where Health Disparities Begin: The Role of Social and Economic Determinants and Why Current Policies May Make Matters Worse. *Health Affairs* 2011; 30(10): 1852-1859. DOI: 10.1377/hlthaff.2011.0685.
30. Marmot M, Bell R, Bloomer E, Goldblatt P; Consortium for the European Review of Social Determinants of Health and the Health Divide. WHO European review of social determinants of health and the health divide. *Lancet* 2012 Sep 15;380(9846):1011-29. doi: 10.1016/S0140-6736(12)61228-8. Epub 2012 Sep 8.
31. Williams DR, Sternthal M. Understanding Racial-Ethnic Disparities in Health: Sociological Contributions. *Journal of Health and Social Behavior* 2010 51: S15. DOI: 10.1177/0022146510383838
32. Murray CJL, et al. (2006) Eight Americas: Investigating mortality disparities across races, counties, and race-counties in the United States. *PLoS Medicine* 3(9): e260. DOI: 10.1371/journal.pmed.0030260.  
Vega WA, Rodriguez MA, Gruskin E. Health Disparities in the Latino Population. *Epidemiological Reviews* 2009; 31:99-112. DOI: 10.1093/epirev/mxp008.
33. Bertrand JT. Diffusion of Innovations and HIV/AIDS. *Journal of Health Communication* 2004; 9: 113-121.
34. Grier S, Bryant CA. Social Marketing in Public Health. *Annual Review of Public Health* 2005; Vol. 26: 319-339. DOI: 10.1146/annurev.publhealth.26.021304.144610.
35. Sallis JF, Owen N. Ecological Models of Health Behavior. Chapter 20; In Glanz G, et al. (eds). *Health Behavior and Health Education. Theory, Research & Practice*, 3<sup>rd</sup> edition, 2002: 462-484.
36. Richard L, et al. Ecological Models Revisited: Their Uses and Evolution in Health Promotion Over Two Decades. *Annual Review of Public Health* 2011; 32: 307-26; DOI: 10.1146/annurev-publhealth-031210-101141
37. Sampson RJ, et al. Neighborhoods and Violent Crime: A Multilevel Study of Collective Efficacy. *Science* 1997; Vol. 277 no. 5328 pp. 918-924; DOI: 10.1126/science.277.5328.918.
38. Campbell MK et al., Church-based health promotion interventions: Evidence and lessons learned. *Annual Review of Public Health* 2007; 28: 213-34.
39. Katz, D. L. (2009). School based interventions for health promotion and weight control: Not just waiting on the world to change. *Annual Review of Public Health* 2009; 30: 253-72.
40. Bastida E, Brown HS 3rd, Pagán JA. Persistent disparities in the use of health care along the US-Mexico border: an ecological perspective. *Am J Public Health*. 2008; 98(11):1987-95.
41. Mier N, Ory MG, Zhan D, Conkling M, Sharkey JR, Burdine JN. Health-related quality of life among Mexican Americans living in colonias at the Texas-Mexico border. *Social Science & Medicine* 2008; 66:1760-1771.
42. Ramirez AG, Thompson IM, Vela L. (eds). *The South Texas Health Status Review. A Health Disparities Roadmap*. Springer, 2013.

## WEBSITE RESOURCES

The Paso del Norte Institute for Health Living. Resources. Available at: <http://chs.utep.edu/pdnhl/resources.php>

- City of El Paso, Department of Public Health. *2013 Community Health Assessment (CHA)*.
- Paso del Norte Health Foundation/City of El Paso Department of Public Health. *Paso del Norte Regional Strategic Health Framework Report, 2012*.
- Strategic Health Intelligence Planning Group. *Assessment of Determinants of Health in the PdNHF Region: A Review of Select Health Indicators for the counties of El Paso and Hudspeth in Texas; the counties of Doña Ana and Otero in New Mexico; and the city of Ciudad Juárez, Chihuahua, Mexico*.

Centers for Disease Control and Prevention (CDC). *The Community Guide*. Available on the web at: <http://www.thecommunityguide.org/index.html>. Access to materials showing “what is known,” “what works,” and “where to go next” in the field of public health. Systematic reviews are used to answer (1) which program and policy interventions have been proven effective? (2) are there effective interventions that are right for the target community? (3) what might effective interventions cost? and what is the likely return on investment?

World Health Organization (WHO). WHO Case studies on the social determinants of health. [http://www.who.int/sdhconference/resources/case\\_studies/en/](http://www.who.int/sdhconference/resources/case_studies/en/).

CDC. Healthy People 2020 Website. <http://www.healthypeople.gov/2020/topicsobjectives2020>.

United States–México Border Health Commission Health Disparities and the U.S.-México Border: Challenges and Opportunities, White Paper October 25, 2010. Access at: [http://www.borderhealth.org/files/res\\_1719.pdf](http://www.borderhealth.org/files/res_1719.pdf)

CDC. Hispanic/Latino Heritage Month (overview with additional information sources). <http://www.cdc.gov/Features/HispanicHeritageMonth/>

CDC. Hispanic or Latino Populations. <http://www.cdc.gov/minorityhealth/populations/REMP/hispanic.html>

CDC. Other At-Risk Populations. <http://www.cdc.gov/minorityhealth/populations/atrisk.html>

## GRADING RUBRIC

Every student begins this class with a grade of “A” (576 points). Your performance on each week’s written answers, pre- and post-class quizzes, and critical analysis and class discussion of assigned concepts, determines whether you maintain maximum points. In other words, less than optimal performance on these weekly components will result in point deduction from the total for each component.

**1. WRITTEN ANSWERS TO STUDY QUESTIONS (turned in each week *before* class begins) (25% of total grade, 144 points):**

Your WRITTEN ANSWERS to study questions will be scored each week after class with a score of either 3 (very good), 2 (acceptable), or 1 (poor):

3 (“very good”) The written answers follow the required format, have no grammatical or typographical errors, are provided in complete sentences, and demonstrate reasonable or excellent understanding of the concepts queried.

2 (“acceptable”) The written answers follow the required format, are logically constructed and address the concept queried, but contain some (no more than three) grammatical and/or typographical errors, and include up to three incomplete answers.

1 (“poor”) The written answers do not follow the required format, contain more than three grammatical or typographical errors, and/or do not provide complete and/or accurate answers for more than three questions.

**2. PRE/POST-CLASS QUIZZES AND UNIT EXAMS WITH ESSAY AND MULTIPLE CHOICE COMPONENTS (25% of total grade, 144 points):**

QUIZZES (72 points) Pre and post quizzes are summed for a total of 6 points per class (quizzes build knowledge for Unit Exams)

UNIT EXAM MULTIPLE CHOICE (42 points per exam) (Unit Exam I – 45 questions; Unit Exam II – 62 questions; Unit Exam III – 35 questions)

UNIT EXAM ESSAY QUESTION (30 points per exam) grading follows rubric for written answers above.

**3. PREPARE SUMMARY OF YOUR ASSIGNED KEY CONCEPT(S) AND CRITICAL ANALYSIS FOR CLASS DISCUSSION (25% of total grade, 144 points total):**

Your key idea summary, critical analysis and discussion will be scored each week with a score of either 3 (very good), 2 (acceptable), or 1 (poor):

3 (“very good”) The summary is thoughtful and complete with good examples; the critical analysis includes original ideas about the meaning and application of the concepts; the summary and critical analysis stimulate active class discussion.

2 (“acceptable”) The summary is basic and repeats the book content; the critical analysis lists elements of the concept but lacks depth of understanding; class discussion is limited.

1 (“poor”) The summary does not include one or more main ideas; the critical analysis misses central concepts; class discussion is not carried by the information presented.

**4. FINAL PROJECT – 15-PAGE PAPER WITH ORAL PRESENTATION (25% of total grade, 119 points for paper/17 points per section; 25 points for presentation,)**

Points will be deducted for not meeting the requirements for each section defined in the instructions above, including the logical construction of sentences, paragraphs and sections that address the goal of each section; grammatical correctness and accuracy; APA style formatting; and appropriate and correct referencing.