



**The University of Texas at El Paso
Department of Public Health Sciences
Course Syllabus**

COURSE INFORMATION

* PUBH 5322: Eliminating Health Disparities
CRN: 21058
Term: Spring 2025
Delivery Method: In-person
Meeting Day and Time: Thursdays, 5:30 am – 8:20 pm
Location: HSSN 135

INSTRUCTOR INFORMATION

Jeannie B. Concha, PhD MPH, Associate Professor
Written Communication: You can email me at jeannie@utep.edu
Phone Number: (915)747-8308
Office Location: HSSN CHS, Room 414
Office Hours:

- By appointment via in-person or online ZOOM or TEAMS
- I will also be available after class.

***COURSE DESCRIPTION**

This capstone course for MPH students examines the theoretical models, causes, consequences, and solutions related to health and healthcare disparities in Hispanic/border and other minority communities in the U.S. and globally. Students will read the seminal and current public health disparities to better understand the sociocultural, economic, geographic, environmental, nutritional, political, and individual factors contributing to health disparities and their solutions in the local U.S.-Mexico border community. Students must write a brief critical review and reflection paper for each week's readings. Students will also complete a series of health communication projects (i.e., social media health messaging, public service announcement video, and public comment) that communicate a Hispanic health disparity in the U.S./Mexico border region and solutions for reducing this disparity.

Admitted MPH Program student; completion of all public health core courses & PUBH 5352 and PUBH 5321 concentration courses; departmental permission

***REQUIRED MATERIALS**

New and Emerging Issues in Latinx Health
by [Airin D. Martínez](#) (Editor), [Scott D. Rhodes](#) (Editor)

ISBN-13
978-3030240424

Seminal readings will be assigned from peer-reviewed journals, book chapters, and materials posted on the websites of reputable organizations (e.g., CDC, APHA, PAHO, WHO). See syllabus

***ASSIGNMENTS AND GRADING**

Assignments for this course are assessed according to rubrics. You can find these rubrics by clicking on the appropriate assignment link in Blackboard and choosing to “View Rubric” from the button beneath the Points Possible for the assignment.

Grade Distribution:

- A 495 or more (> 90%-exceptional graduate-level performance)
- B 440 – 494 (80-89%-average graduate-level performance)
- C 385 – 439 (70-79%-below average graduate-level performance)
- D 330 – 384 (60-69%-unacceptable graduate-level performance)
- F less than 275 (< 60%-very unacceptable graduate-level performance)

9 Written Critical Review and Reflection Papers: Read all assigned material; prepare summary, analysis, and/or application of key concept(s) from your assigned sections for class discussion. Include your personal reflection on the information synthesized. (20 points each)

- Page 1 = Title Page APA format (no abstract is needed)
- Page 2&3 = Summary of information in readings. Summary and Analysis and/or Application of information in readings in relation to the US/Mexico Border
- Page 4 = Free thought about the readings and how it relates to US/Mexico border or your experience
- Page 5 = Reference page APA format

5 points	The summary is thoughtful and complete with sound examples; the analysis/or application includes original ideas about the meaning and application of the concepts. The summary and critical analysis stimulate active class discussion. Less than 4 points indicate that the summary is basic and repeats the book content. The critical analysis lists elements of the concept but lacks depth of understanding. Include your reflection on the content.
5 points	Organization of content, the flow of discussion.
5 points	Proper grammar, sentence structure, and punctuation. (I will submit your papers through Grammarly.com to assess your proper grammar, sentence structure, and punctuation level. I recommend you submit your papers to Grammarly.com before submitting the assignment).
5 points	American Psychological Association writing format is followed using the 7 th edition. Proper referencing and citation will also be assessed.

- You must include information from all articles in your reflective paper (reference articles). The length of the reflection reviewed must be **3 full** pages, not including references (Times New Roman 12 font, double-spaced, APA style). Turn in these assignments on Blackboard by the end of the day before class on Tuesday. There will be nine reflection papers worth 20 points each. You will be required to submit your papers via Grammarly.com

1. **Page 1: APA title page**
2. **Page 2 & 3: Synthesized summary of readings:** Please provide an overview and synthesized summary of the assigned readings. This summary can address either of the following questions:
 - a) Overall topic and theme of the readings
 - b) What are the major questions raised by the author(s) of the article?
 - c) What are the underlying assumptions or theoretical unpinning of this article?
 - d) What methodology was used? (Design, data source(s), analytic approach)
 - e) What are the main conclusions reached by the author(s)?
 - f) What theoretical or methodological contribution does the author's work make to health disparities or health equity?

Critical Review of the Articles: In this section, please objectively critique the readings. Please keep your critique objective and based on existing scientific knowledge. You can analyze based on:

 - g) Proposed theoretical assumptions
 - h) Methodology
 - i) Findings or implications
 - j) Are the proposed solutions offered in this article, if any, feasible Or practical in real-world terms? Explain why or why not.
3. **Page 4: Reflective Section:** In this section, you write freely about your thoughts about the readings or share experiences that give you insight regarding the topic based on your experience or the US/Mexico border experience. This is the section where you can express your thoughts on the readings.
4. **Page 5: APA Reference Page**

- Your papers will receive a grade based on APA format, grammar, synthesis, organization of thoughts, and completeness of paper.
- Two students will lead the weekly discussion and facilitate discussion.
- Students should be prepared to discuss the assigned readings from the perspective of their own field/topic of interest or expertise.

2 Student-led discussions: Students will lead at least two weekly reading discussions. Students are expected to pose critical thought questions to the class to lead discussions and pose questions in relation to the US/Mexico border or Hispanic health. (10 points each). Students must submit their discussion questions the day before their assigned day to discuss by end of day. Upload them to black board for Dr. Concha To review

Public Comment on Bill/Resolution/Law related to Health Disparities – Group Project (100 points): As a group, you will identify local, state, or federal bills, resolutions, or laws related to health disparities and health equity. Once you have identified a bill, you will summarize the proposed bill/resolution/law during a class discussion and prepare a public comment on the proposed bill considering health disparities. You will have to identify a bill, resolution, or law that requests public comment.

WHAT IS A PUBLIC COMMENT?

A mechanism that has already been built into the federal rule-making process. Federal agencies implement laws passed by Congress through rules and regulations. When any federal agency needs to create a new regulation, it starts with a regulation proposal in the [Federal Register](#). Under the Administrative Procedures Act (1946), the agency is then required to request comments on that proposal by all members of the public. (Source: Public Comment Project)

The most valuable public comments are *unique*, *fact-based*, and *succinct*. The agency will have to sort through many identical form letters and expressions of opinion. As a scientist, your ability to synthesize data and research is your greatest strength when writing a public comment.

A few general guidelines:

1. Your comment can report on scientific evidence that opposes or supports the theory behind the regulation. Providing additional supporting evidence helps strengthen the agency's position by creating a stronger scientific foundation for its action.
2. Include a heading with the regulation name and the docket ID number. While this may seem superfluous, it demonstrates that you are taking the time to review the document and be well-informed carefully.
3. Use an opening sentence to establish your credibility. State who you are and summarize any of your experiences relevant to the proposal topic.
4. Use the next few sentences to summarize the data or research you have provided succinctly. You can (and are encouraged) go into further detail later in your comment, but starting with the equivalent of a discussion section will help the agency respond more effectively.
5. You do not have to conclude or make a judgment regarding the entirety of the regulation, but you do have to communicate the implications of the research you present clearly. Avoid leaving it up to the agency to infer how research or data relates to the regulation.
6. If you cite specific papers in your comment, your sources will help the agency staff find them later.
7. Check out the agency's mission statement and any statutes relevant to the regulation. Federal agencies' actions are driven by their mission and held to the standards dictated by statutes, so make your comment stronger by explaining how your information contributes to their mission

Public Comment Peer Evaluation (25 points):

Each of your group members will assess your contribution to the project, which will be worth 20 points. The average of your group's assessments for each member will be the points allocated to each student.

Additional Resources:

<https://publiccommentproject.org/how-it-works>

https://www.regulations.gov/docs/FactSheet_Public_Comments_Make_a_Difference.pdf

<https://www.usa.gov/how-laws-are-made> (under The Rule Making Process is the link for seeking public comment) you can check here if the bill you address is actually seeking public comment

Templates on how to write a public comment:

<https://publiccommentproject.org/comment-templates>

PSA Film or Social Media Series – Group Project (150 Points): Students must create a PSA or Social Media storyboard and a 3- minute Public Service Announcement film. Groups will select one of the health disparity priority health areas to be the topic of your PSA. Create a 2- to 3- minute video to communicate a health disparity to the residents of El Paso. The purpose of your video should be to raise awareness of the disparity related to your topic. Please use a social causation perspective to communicate how and why the disparity exists.

- 50 points for health messaging matrix plan and storyboard
- 100 for final PSA or SM health disparity and promotion messaging

PSA/SM Peer Evaluation (25 points):

Each of your group members will assess your contribution to the project, which will be worth 25 points. The average of your group’s assessments for each member will be the points allocated to each student.

CLAS- Culturally and Linguistically Appropriate Services Certification (50 points): Students must complete the U.S. Department of Health and Human Services Think Cultural Health CLAS online certification. <https://thinkculturalhealth.hhs.gov/clas/what-is-clas>. This activity is to introduce students to approaches for reducing health disparities. The CDC and the US Department of Health and Human Services recommend that health professionals complete Cultural Sensitivity and Cultural training.

TECHNOLOGY REQUIREMENTS

Some course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account works, and you can access the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need access to a computer or laptop. You must download or update the software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook, and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

QuestionPro: You will need to use the UTEP online QuestionPro to design and develop your online survey for your group research projects

SPSS: You will need to use SPSS to analyze data collected from your online survey

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

COURSE COMMUNICATION: How we will stay in contact with each other

Here are the ways we can keep the communication channels open:

- Office Hours: I will have office hours for your questions and comments about the course. My office hours are in-person; however, you can request a virtual meeting, and I will send you a Zoom link. Please see the days and times at the top of this syllabus.
- Email: UTEP e-mail is the best way to contact me. I will attempt to respond to your e-mail within 24 hours of receipt. When emailing me, email from your UTEP student e-mail account, and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, as well as your university identification number.
- Announcements: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

ATTENDANCE AND PARTICIPATION

Our class meetings are in person at HSSN, Room 135, every Thursday from 5:30 p.m. to 8:20 p.m.

Participation in the course's learning activities determines the course's attendance. Your participation in the course is important for your learning and success and for creating a community of learners. The completion of the following activities determines participation:

- Read/View all course materials to ensure understanding of assignment requirements.
- Participating in engaging discussions with your peers
- Other activities are indicated in the weekly modules.

As graduate students, you are responsible for attending and keeping up with course material.

ILLNESS PRECAUTIONS

Please stay home if you have symptoms of a communicable illness. If you are feeling unwell, please let me know as soon as possible so that we can work on appropriate accommodation.

***EXCUSED ABSENCES AND/OR COURSE DROP POLICY**

I will not drop you from the course. However, if you cannot complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

DEADLINES, LATE WORK, AND ABSENCE POLICY

Assignments

- Writing assignments will be due on Thursdays at noon (12:00 PM) via Blackboard. For every day the assignment is not turned in I will deduct 10% of the grade.

MAKE-UP WORK

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. You will receive a zero if you miss an assignment and the reason is not considered excusable. It is, therefore, important to reach out to me—in advance if possible—and explain with proper documentation why you missed a given course requirement.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare if you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a backup. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through Blackboard, please contact the UTEP Help Desk. You can email me your backup document as a last resort.

INCOMPLETE GRADE POLICY

Incomplete grades “I” may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

***ACCOMMODATIONS POLICY**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodation will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodation online via the CASS portal.

***SCHOLASTIC INTEGRITY**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one’s own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

***GUIDANCE ON ARTIFICIAL INTELLIGENCE**

AI prohibited

Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is **not allowed** for assignments in this class. Each student is expected to use critical and creative thinking skills to complete tasks and not rely on computer-generated ideas. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the [Office of Community Standards](#).

AI is allowed only with prior permission from the instructor

Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or [DALL-E](#), is **only allowed with approval from the instructor BEFORE being used**. Without permission, you will be expected to think creatively and critically to complete assignments without assistance from these tools.

If given permission to use any of these tools, students must properly cite and give full credit to the program used upon submission of every relevant assignment. For example, text generated using ChatGPT must be cited:

Chat-GPT(version). Date of query (year/month/day). "Text of your query."
Generated using OpenAI. <https://chat.openai.com/>

A short paragraph describing how the tool(s) was/were used for the assignment must be included.

AI allowed with proper acknowledgement

Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is **only allowed with proper attribution given for its use**.

Students must properly cite and give full credit to the program used upon submission of every relevant assignment. For example, text generated using ChatGPT must be cited:

Chat-GPT(version). Date of query (year/month/day). "Text of your query."
Generated using OpenAI. <https://chat.openai.com/>

A short paragraph describing how the tool(s) was/were used for the assignment must be included.

Using AI for brainstorming

Some AI technologies or automated tools, particularly generative AI, such as ChatGPT or DALL-E, can be beneficial during the early brainstorming stages of an activity, and you are welcome to explore them for that purpose. However, remember that AI-generated ideas are not your own and may hinder your ability to think critically and creatively about a problem. It is also important to remember that these technologies often "hallucinate" or produce materials and information that are inaccurate or incomplete—even providing false citations for use.

That said, you cannot submit any AI-generated work in this course as your own. If you use any information or materials created by AI technology, you must cite it like you would any other source. Consider how this will affect your credibility as a writer and scholar before doing so. Any direct

use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the [Office of Community Standards](#).

Free use of AI without acknowledgement






Use of AI technologies or automated tools, including generative AI such as ChatGPT or DALL-E, is permitted in this class. Students must include a short paragraph, with each relevant assignment, explaining how the tool was used.


PLAGIARISM DETECTING SOFTWARE

Some of your coursework and assessments may be submitted to SafeAssign, a plagiarism-detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to attribute sources rather than paraphrase properly.

EDGE ADVANTAGES

This course is designed to equip students with essential Edge Advantages that contribute to their professional and personal development. Through the completion of course requirements and assignments, such as team projects, presentations, and essays, students will develop the following Edge Advantages:

	Problem-Solving	Assignments will challenge students to identify and address complex issues using innovative and analytical approaches. By identifying a public health issue, creating an online survey and analyzing the results, students can determine behavioral approaches to address the health issue.
	Communication	Class discussions and written assignments will improve students' skills in articulating ideas clearly and persuasively in both oral and written forms.
	Social Responsibility	Through community engagement opportunities and course content that encourages ethical considerations, students will foster a sense of responsibility towards their community and society at large. Students will use a systems thinking approach to learn how to identify public health approaches and solutions for solving public health issues.
	Confidence	By actively participating and successfully completing assignments, students will build self-assurance in their abilities to tackle academic and real-world challenges.
	Critical Thinking	The course's emphasis on analysis and synthesis of information will strengthen students' abilities to think critically and make informed decisions. Weekly summary reports will give students the opportunity to synthesize the weekly readings and pose critically though questions related to US/Mexico border and Hispanic health

	<p>Global Awareness</p>	<p>Be able to apply Healthy People 2030 objectives related to specific health conditions currently relevant to the U.S.-MX border region, Access to Health Services, Global Health, Social Determinants of Health, and Health Communication and Health Information Technology www.healthypeople.gov to program design.</p>
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***COURSE OBJECTIVES**

<p>Learning Objectives:</p>	<p>Course Objectives: Upon completion of this course, the student will learn:</p> <ol style="list-style-type: none"> 1. Discuss the evolution of health disparities and equity as subjects of study and public health action. 2. Identify the multiple dimensions of health disparities as described in <i>Healthy People 2030</i>. Describe how the selection of reference groups can affect health disparities measurement. 3. Present health disparities in graphic and video health communications form. 4. Compare and contrast ethnic/racial and other health disparities in the U.S. population. 5. Use the socioecological framework to inform and design social marketing interventions to eliminate health disparities and increase health equity. 6. Critically assess existing programs & policies designed to eliminate health disparities in US groups. 7. Present informational marketing tools on a major Hispanic health disparity and recommend practical strategies for its reduction. 8. Collaborate to produce a social marketing video of the major health disparities affecting border groups that policymakers, public health practitioners, and the public can use as an authoritative source.
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<p>Assessment Strategies:</p>	<ol style="list-style-type: none"> 1. Assessment: Knowledge gained through weekly readings and student lead discussions on seminal health disparities and epidemiological research articles. Students will also access large-scale databases (e.g. BRFSS) to assess disparities of a specific health issue. Application is assessed through weekly written critical review of assigned readings and class discussion of assigned readings. 2. Assessment: Knowledge gained through students' review of US-Mexico or Hispanic Community Health Assessments and Reports as part of the course project requirements. The application of this knowledge is assessed through the in-class presentation and completion of a PSA for public health/health disparity, which is required to include assets, resources, and local capacity. 3. Assessment: Knowledge gained through weekly readings and student-led discussions on public health policy readings and activities (e.g., federal public health budget/housing). The application of this knowledge is assessed through group written public comment. 4. Assessment: Knowledge gained through the completion of a public health fact sheet, infographic, and PSA video that communicates a Hispanic Health Disparity with available resources to address selected disparity. Application of this knowledge is assessed through the design and use of infographic website tools in the design and
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creation of a complementary fact sheet and infographic. Application of this knowledge is also gained via group design and development of a PSA using video making technology (e.g. iMovie).

- 5. Assessment:** Knowledge gained through the completion of a public health fact sheet, infographic, and PSA video that communicates a Hispanic Health Disparity. Application of this knowledge is assessed through the incorporation of the National CLAS standards in the projects.

MPH Foundational Competencies		
	Learning Objectives	Assessment Strategies
Evidence-based Approaches to Public Health		
1. Apply epidemiological methods to the breadth of settings and situations in public health practice		
2. Select quantitative and qualitative data collection methods appropriate for a given public health context		
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate		
4. Interpret results of data analysis for public health research, policy or practice	2,3,4,5	1,2,4
Public Health & Health Care Systems		
5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings		
6. Discuss means by which structural bias, social inequities, and racism undermine health/create challenges to achieving health equity at organizational, community, and systemic levels	1, 5,9	1,2,3,4
Planning & Management to Promote Health		
7. Assess population needs, assets and capacities that affect communities' health	2, 6,7,	1,2,3,4
8. Apply awareness of cultural values and practices to the design, implementation or critique of public health policies or programs		
9. Design a population-based policy, program, project or intervention		
10. Explain basic principles and tools of budget and resource management		
11. Select methods to evaluate public health programs		
Policy in Public Health		
12. Discuss the policy-making process, including the roles of ethics and evidence		
13. Propose strategies to identify relevant communities and individuals and build coalitions and partnerships for influencing public health outcomes		
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations		
15. Evaluate policies for their impact on public health and health equity	1,2,7	1,2,3
Leadership		
16. Apply leadership and/or management principles to address a relevant issue		
17. Apply negotiation and mediation skills to address organizational or community challenges		
Communication		

18. Select communication strategies for different audiences and sectors	6,7,8,9	2,3,4
19. Communicate audience-appropriate public health content, both in writing and through oral presentation, to a non-academic, non-peer audience with attention to factors such as literacy and health literacy	6,7,8,9	
20. Describe the importance of cultural competence in communicating public health content	6,8,9	3,5
InterProfessional and/or Intersectoral Practice		
21. Integrate perspectives from other sectors and/or professions to promote and advance population health		
Systems Thinking		
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative		
MPH Hispanic and Border Health Concentration Competencies		
	Learning Objectives	Assessment Strategies
1. State and discuss the current major communicable, non-communicable, and environmental public health threats in Hispanic and border communities.	1,2,5	2,3,4
2. State the basic principles of prevention and control of communicable and non-communicable disease; discuss how these principles can be modified to accommodate cultural values and practices in Hispanic and border communities.	1,5,7	1,2,3,4
3. Identify and access public health data on communicable and non-communicable disease in Hispanic and border communities (including vital stats and disease registries; health and nutrition surveillance data; census data; national surveys).		2,3,4
4. Identify, access and summarize the content of one or more current initiatives relevant to border health (e.g., Healthy Border 2020; US/Mexico Border Philanthropy Partnership; Paso Del Norte Regional Strategic Health Framework).	4,6,8,9	3,4
5. Identify health disparities, and approaches to achieving health equity.	2,4,5,7	1,2,3,4

This course includes assessments related to the following learning outcomes (check all that apply):

Learning Outcomes	Yes	No
1. Students will be able to plan a health promotion strategy , interventions, and programs.	X	
2. Students will be able to implement health promotion strategies, interventions, and programs.	X	
3. Students will be able to conduct evaluation and research related to health promotion.		X

Tentative Class Schedule and Activities

WEEKLY PLAN		
Course Calendar is Subject to Change		
DATES	Weekly Topics & Discussions	<i>Assigned Required Readings Other Assignments DUE DATES</i>
WEEK 1 Jan 23	<ul style="list-style-type: none"> • Course overview/assignments, <ul style="list-style-type: none"> • Individual Summary/Reflection Papers • Orientation to Group projects <ul style="list-style-type: none"> • Public Comment • Social Media Series or Public Service Announcement • Introduction to the National Institute of Minority and Health Disparities (NIMHD) & National Partnership to End Health Disparities • Definitions of Health Disparities 	<ul style="list-style-type: none"> • Week 2 Readings Assignments in Blackboard • Summary/Reflection paper DUE Jan 30th at Noon • CLAS Certificate for Behavioral Health Professionals DUE Thursday, March 17th. Submit certificate to BlackBoard • Think about group selections
Week 1: Competency MPH Hispanic and Border Health Concentration Competencies 4. Identify health disparities and approaches to achieving health equity. Public Health and Health Care Systems 6. Discuss means by which structural bias, social inequities, and racism undermine health/create challenges to achieving health equity at organizational, community, and systemic levels		
WEEK 2 Jan 30	In-Class Discussion of Week 2 Readings <ul style="list-style-type: none"> • History of Health Disparities • Social determinants of health & health disparities • IN-CLASS FILM: Unnatural Causes: In Sickness and In Wealth (56 minutes) 	<ul style="list-style-type: none"> • Week 3 Reading Assignments • Week 3 Summary Reflection Paper DUE Feb 6th at Noon • Group Identified Hispanic Health Disparity Topic using Health Disparity Widget DUE Feb 6th
Competency: Policy in Public Health 15. Evaluate policies for their impact on public health and health equity Evidence-based Approaches to Public Health		

WEEK 3 Feb 6th	<ul style="list-style-type: none"> Health Communications to Eliminate Disparities <ol style="list-style-type: none"> Health messaging Review PSA/SM from Previous class APHA requirements for Film Festival Submission Public Comment Overview 	<ul style="list-style-type: none"> Week 4 Communication Dissemination Plan Assignment DUE February 13th Group Identify Regulation for Public Comment via regulations.gov DUE Feb 7th.
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Competency: Communication

18. Select communication strategies for different audiences and sectors

19. Communicate audience-appropriate public health content, in writing and through oral presentation

WEEK 4 Feb 13th	<ul style="list-style-type: none"> Review Group Health Communication Plans Review Group Public Comment Selection IN-CLASS FILM: Unnatural Causes: When the bough breaks (29 minutes) 	Week 5 Readings Summary Reflection Paper DUE February 20th Noon
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Competency: Public Health & Health Care Systems

4. Discuss means by which structural bias, social inequities, and racism undermine health/create

WEEK 5 Feb 20th	Education and Health Disparities Unnatural Causes: Becoming American (29 minutes) Discussion	Week 6 Readings Summary Reflection Paper DUE February 27th at Noon
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Competency: Public Health & Health Care Systems

6. Discuss means by which structural bias, social inequities, racism undermine health/create challenges in health equity at organizational, community, societal levels

Planning & Management to Promote Health

7. Assess population needs, assets, and capacities that affect communities' health

Communication

19. Communicate audience-appropriate public health content, both in writing and through oral Presentation

WEEK 6 Feb 27th	Economic Stability and Health Disparities Unnatural Causes: Bad Sugar (29 minutes) Discussion	Week 7 Readings and Summary Reflection Paper DUE March 6th at Noon PUBLIC COMMENT DUE March 7th END of DAY
Competency: Public Health & Health Care Systems 6. Discuss means by which structural bias, social inequities, and racism undermine health/create challenges in health equity at organizational, community, and societal levels		
WEEK 7 Mar 6th	Health and Health Care – Health Disparities Unnatural Causes: Place Matters (29 minutes)	Week 9 Readings and Summary Reflection Paper DUE March 20th at NOON
Competency: Public Health & Health Care Systems 6. Discuss means by which structural bias, social inequities, and racism undermine health/create challenges in health equity at organizational, community, and societal levels		
WEEK 8 SPRING BREAK		
WEEK 9 Mar 20th	Commercial and Political Determinants of Health Unnatural Causes: Collateral Damage (29 minutes)	Week 10 Readings and Summary Reflection Paper DUE March 27th at NOON CLAS certificate DUE March 17th End of DAY
Competency: Public Health & Health Care Systems 6. Discuss means by which structural bias, social inequities, and racism undermine health/create challenges in health equity at organizational, community, and societal levels		
WEEK 10 March 27th	Social and Cultural Context of Health: Implicit Bias and Stereotyping Race the Power of an Illusion: The Difference Between Us Discussion	Week 11 Readings and Summary Reflection Paper DUE April 3 at NOON
Competency: MPH Hispanic and Border Health Concentration Competencies 2. State the basic principles of prevention and control of communicable and non-communicable diseases: discuss how these principles can be modified to accommodate cultural values and practices in Hispanic and border communities. Identify health disparities and approaches to achieving health equity.		

WEEK 11 April 3 rd	US Mexico Health Readings and video Race the Power of an Illusion: The story we tell Discussion	Week 12 Readings and Summary Reflection Paper DUE April 10th at NOON
Competency: Public Health & Health Care Systems 6. Discuss means by which structural bias, social inequities, and racism undermine health/create		
WEEK 12 April 10 th	Hispanic Health Disparities Race the Power of an Illusion: The House We Live In Discussion	Week 13 Work on Health Communication PSA or SM project
WEEK 13 Apr 17	Present Drafts for Feedback	Week 14 Group Presentations
Discuss means by which structural bias, social inequities, racism undermine health/create challenges in health equity at organizational, community, societal levels Competency: Communication 18. Select communication strategies for different audiences and sectors 19. Communicate audience-appropriate public health content, both in writing and through oral		
WEEK 14 April 24	<ul style="list-style-type: none"> Group Presentation – Discussion and Feedback on PSA videos 	
Competency: Communication 18. Select communication strategies for different audiences and sectors 19. Communicate audience-appropriate public health content, both in writing and through oral		
WEEK 15 May 1 st	<ul style="list-style-type: none"> Work on Group Projects 	

<p>Competency : Communication</p> <p>18. Select communication strategies for different audiences and sectors</p> <p>19. Communicate audience-appropriate public health content, both in writing and through oral Presentation</p>		
<p>WEEK 16 May 8</p>	<p>Present PSAs at CHS forum for Faculty to Review Turn in Final PSA Projects to blackboard or email Groups can also submit their PSAs to the APHA</p>	

***COURSE RESOURCES:** Where you can go for assistance

UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources or visit https://www.utep.edu/advising/student_resources/student-success-resource-hub.html.

