



Department of Public Health Sciences
MPH Program Syllabus

Course name:	Eliminating Health Disparities
Course no.:	PUBH 5322
Course CRN:	22369
Semester/year	Spring semester
Graduate credit hours:	3
Class location:	College of Business Administration 330
Class meeting time:	Thursday 5:00-7:50 PM
Class instructor:	Jeannie B. Concha Ph.D., MPH
Office location:	HSN Bldg. Office 414
Phone:	915-747-8308
Email:	jeannie@utep.edu
Office hours:	Wednesdays 1:00 pm – 2:30 pm, Thursdays 2:00 pm – 3:30 pm, or by appointment
Preferred contact method:	Email & Blackboard
Course description: (MPH Capstone Course)	This capstone course for MPH students examines the theoretical models, causes, consequences, and solutions related to health and health care disparities in Hispanic/border and other minority communities in the U.S. and globally. Students engage in a community learning project to gain deeper understanding of the socio-cultural, economic, geographic, environmental, nutritional, political, and individual factors that contribute to health disparities and their solutions in the local U.S. - Mexico border community.
Course pre-requisites:	Admitted MPH Program student; completion of all public health core courses & PUBH 5352 and PUBH 5321 concentration courses; departmental permission
Required textbooks:	There is no required textbook. 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
Supplemental reading:	See appendices section of syllabus for listing
Course format:	Lecture & discussion, in-depth readings/reflective responses, student oral & written presentation, class learning project.
Major learning objectives	By the end of this course, students will be able to: <ol style="list-style-type: none">1. Discuss the evolution of health disparities and health equity as subjects of study and public health action.2. Identify the multiple dimensions of health disparities as described in <i>Healthy People 2020</i>.3. Describe how the selection of reference groups can affect the measurement of health disparities.4. Analyze, interpret, and present health disparities data in tabular and graphic form.5. Compare and contrast ethnic/racial and other health disparities in the U.S. population.6. Use the socioecological framework to inform and design social marketing interventions to eliminate health disparities and increase health equity.7. Critically assess existing programs & policies designed to eliminate health

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	<p>disparities in US groups.</p> <p>8. Present informational marketing tools on a major Hispanic health disparity and recommend practical strategies for its reduction;</p> <p>10. Collaborate to produce a comprehensive analysis of the major health disparities affecting border groups that can be used as an authoritative web-based source by policy makers, public health practitioners, and the public.</p>
Assessment strategies:	<p>1. Weekly written reflective responses on reading assignments</p> <p>2. Complete a well written fact sheet on a Hispanic Health Disparity issue for local population as the audience</p> <p>3. Create an Infographic on a Hispanic Health Disparity issue for local population as the audience</p> <p>4. Work as a team to create a short Public Service Announcement</p> <p>5. Class participation</p>

MATRIX

Program Competencies	Learning objectives	Assessment strategies
This course meets the following MPH Program core & concentration competencies		
HISPANIC AND BORDER HEALTH CONCENTRATION COMPETENCIES		
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.	1,2,5	1,3a,3b,4
2. Analyze the roles of history, power, privilege, economics and other structural inequalities that restrict health equity and produce health disparities in Hispanic and border communities.	1,2,5	1
3. Identify the major chronic, infectious, and other health challenges that face Hispanic and border communities.	5	1,3a,3b,4
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, and national surveys).	3,4,5	3a,3b,4
6. Develop public health strategies and interventions that are responsive to the unique needs and cultural values/traditions of Hispanic and border communities.	8,9	3a,3b,4
9. Effectively communicate information to the public and policy makers regarding the special public health challenges and needs of Hispanic and border communities.	10	4
10. Act as an effective resource person for Hispanic and border residents, organizations, and communities.	10	4
BIOSTATISTICS CORE COMPETENCIES		
1. Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.	3,4,5	2,3a,3b,4 1, 2,3a,3b,4
2. Interpret results of statistical analyses found in public health studies.	3,4,5	

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EPIDEMIOLOGY CORE COMPETENCIES: 3. Communicate epidemiologic information to lay and professional audiences. 4. Draw appropriate inferences from epidemiologic data.	8,10 8,9	3a,3b, 4 1,2,3a,3b
SOCIAL & BEHAVIORAL SCIENCES CORE COMPETENCIES 1. Identify the causes of social and behavioral factors that affect health of individuals and populations. 2. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions. 3. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.	1,2,6 7 6	1,3a,3b,4 3a,3b,4 3a,3b,4

Grading scale & criteria	Assignment	Due date	Point Value
	Individual reading assignments reflective responses and 2 posed questions for engagement in class (20 points each)	Wednesday's end of day prior to class meetings	Up to 180 points
	Student led discussion on assigned week	Due on assigned week	Up to 20 points
	Fact Sheet <ul style="list-style-type: none"> • Preliminary Plan Due • Final Product 	February 15 th April 19 th	Up to 50 points
	Infographic		Up to 50 points
	Group PSA video <ul style="list-style-type: none"> • Preliminary Plan • Final 	February 15 th April 19 th	Up to 80 points
	Peer group evaluation on contribution to PSA		Up to 20 points
	Total Points		Up to 400 points
	Grading scale: <ul style="list-style-type: none"> ▪ A (> 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 (< 60%-very unacceptable graduate-level performance) 		
Class Participation	Active participation in this MPH capstone course is especially important. Students must be prepared to come to class to discuss, answer questions, and participate in all class activities. They also must actively participate in activities outside the classroom related to the community learning project. Prepared participation by students is a core feature of this capstone course.		
Incomplete policy:	An "I" (incomplete grade) can only be considered only <u>if requested by the student in advance of the conclusion of the course</u> and only for <u>legitimate, documented</u> emergencies. Failure to request and negotiate the terms of an "Incomplete" grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.		
Attendance:	It is UTEP policy 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 such conflicts. Students are responsible for any information or activities presented in class discussions, lectures, assignments, and/or readings. If you are unable to attend class, it is your responsibility to inform the instructor before the respective class session. Students may be administratively withdrawn for excessive unexcused absences (2 or more classes). Compliance to due dates, in class presentations, homework, exams and other activities, is mandatory. All emergency- related absences must be verified.		

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	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 in class and seated by 5:00 PM.
Reading assignments:	All assigned readings need to be completed prior to coming to the next scheduled class session. Example: the reading assignments for week 2 need to be completed prior to coming to the week 2 class session.
Writing standards	Effective public health leaders and practitioners are also effective written as well as oral communicators. Written communication is a critical element of the communication process. Our MPH graduate program both recognizes and expects good writing to be the norm for course work. Please feel free to seek out assistance from the UTEP Writing Center. It is free and they are very helpful.
Policy for late assignments	Due dates for homework, exams, presentations and other assignments are designed for fairness to all students. No exceptions to those dates will be made excepting in cases of university-designated closures. All assignments are due at the beginning of the class period on the due date. Five (5) points will be deducted for each day an assignment is late (including weekend days).
Permission to record lectures & discussions	Not permitted without express permission of the instructor
Cellphone/electronic tablet/ use policies:	Please note that all cellular telephones, pagers, headphones, iPods, iPads, mp3 players, earpieces, laptops, and other forms of communication and entertainment technology equipment must be powered off and put away during the class period. 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.
Field trip policies:	N/A
Class participation:	Active student participation in this course is very important. Students must be prepared to come to class to discuss, answer questions, and participate in all class activities.
Special accommodations:	If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 915.747.5148, cass@utep.edu , or visit their office located in UTEP Union East, Room 106. For additional information, visit http://sa.utep.edu/cass/ . CASS' Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.
MPH handbook:	http://chs.utep.edu/publichealthsciences/pdf/MPH%20STUDENT%20%20HANDBOOK%202013-2014.pdf
Student conduct:	Students 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." <u>Regent's Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22.</u> 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 (http://studentaffairs.utep.edu/Default.aspx?tabid=4386) "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

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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”.

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.

COURSE SCHEDULE*

DATES	Weekly Topics & Activities	Assigned Required Readings & Other
WEEK 1 Jan 17	Course overview/assignments Orientation to project Introduction to National Institute of Minority and Health Disparities (NIMHD)	Week 2 readings
WEEK 2 Jan 25	Overview of health disparities & health equity Social determinants of health & health disparities Unnatural Causes: In Sickness and in Wealth (56 minutes) Discussion	- Week 2 assigned reading list - Week 2 reading reflections
WEEK 3 Feb 1	Health disparity theories Unnatural Causes: When the bough breaks (29 minutes) Discussion	-Week 3 assigned reading list - Week 3 reading reflection
WEEK 4 Feb 8	Healthy People 2020 and health disparities Unnatural Causes: Becoming American (29 minutes) Discussion	- Week 4 assigned reading list -
WEEK 5 Feb 15	Hispanic and border health disparities overview I Unnatural Causes: Bad Sugar (29 minutes) Discussion	- Week 5 assigned reading list - Week 4 reading reflections -Preliminary plan for fact sheets and Infographics due
WEEK 6 Feb 22	Hispanic and border health disparities overview II Unnatural Causes: Place Matters (29 minutes)	- Week 6 assigned reading list - Week 5 reading reflections
WEEK 7 Mar 1	Unnatural Causes: Collateral Damage (29 minutes)	- Week 7 assigned reading list - Week 6 reading reflections
WEEK 8 Mar 8	Unnatural Causes: Not Just a paycheck (30 minutes)	- Week 8 assigned reading list -
WEEK 9 Mar 15	SPRING BREAK (no class March 13-17)	
WEEK 10 Mar 22	Race the Power of an Illusion: The difference between us Discussion	-Week 11 assigned reading list
WEEK 11 Mar 29	Race the Power of an Illusion: The story we tell Race the Power of an Illusion: The house we live in Discussion	
WEEK 12 April 5	<ul style="list-style-type: none"> In Class Student Presentation of Fact Sheets and Corresponding Infographic Project work in class 	
WEEK 13 April 12	<ul style="list-style-type: none"> In Class Student Presentation of Fact Sheets and Corresponding Infographic Project work in class 	
WEEK 14 April 19	<ul style="list-style-type: none"> Groups present Videos in Class 	Fact Sheets and Infographics Due PSA video DUE
WEEK 15 April 26	Work on final projects to prepare for public viewing	
WEEK 16 May 3	Presentation of your Portfolios and Public Service Announcement videos to Faculty and Students	
WEEK 17 May 10	Wrap up Health Disparities Overview of Projects	

