



**Department of Public Health Sciences  
Master of Public Health Program**

<b>TOPIC</b>	<b>CONTENT</b>
<b>Course Name/Number CRN:</b>	Eliminating Health Disparities (PUBH 5322) (CRN: 21994)
<b>Semester/Year</b>	Spring 2020
<b>Graduate credit hrs:</b>	3
<b>Class location, day, time:</b>	College of Business Administration Room 330, Thursdays 5:00 to 7:50pm
<b>Instructor, Office Hours:</b>	Jeannie B. Concha Ph.D., MPH                      HSN Bldg. Office 414 <a href="mailto:jeannie@utep.edu">jeannie@utep.edu</a> Office phone: 915-747-8308 Tuesday 1:30-2:30 pm; Wednesday 3:30-4:30 pm and by appointment
<b>Course description:</b>	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 will read the seminal and current public health disparities 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. Students are required to 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. fact sheets, infographics, public service announcement video) that communicates a Hispanic health disparity in the U.S./Mexico border region and solutions for reducing this disparity.
<b>Course pre-requisites:</b>	Admitted MPH Program student; completion of all public health core courses & PUBH 5352 and PUBH 5321 concentration courses; departmental permission
<b>Required textbooks</b>	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
<b>Required Software</b>	Students will be asked to have access to infographic software and movie production software (e.g., iMovie)
<b>Supplemental reading:</b>	See appendices section of syllabus for listing
<b>Additional Resources</b>	<p>UTEP University Writing Center <a href="https://www.utep.edu/uwc/">https://www.utep.edu/uwc/</a></p> <p>Health Science Librarian</p> <ul style="list-style-type: none"> <li>• <b>Harvey Castellano</b> <a href="mailto:hcastell@utep.edu">hcastell@utep.edu</a></li> <li>• <a href="http://libguides.utep.edu/prf.php?account_id=81079">http://libguides.utep.edu/prf.php?account_id=81079</a></li> <li>• <a href="http://libguides.utep.edu/public_health">http://libguides.utep.edu/public_health</a></li> </ul> <p>Technology Support Center (TSC)</p> <ul style="list-style-type: none"> <li>• Workshops on iMovie: <a href="http://tsc.utep.edu/workshops">tsc.utep.edu/workshops</a> or <a href="https://admin.utep.edu/Default.aspx?tabid=74112">https://admin.utep.edu/Default.aspx?tabid=74112</a></li> <li>• Report issues to: <a href="https://servicedesk.utep.edu">https://servicedesk.utep.edu</a> or Frank Poblano <a href="mailto:fpoblano@utep.edu">fpoblano@utep.edu</a></li> </ul> <p>APA 6th Edition</p> <ul style="list-style-type: none"> <li>• Publication Manual of the American Psychological Association, Sixth Edition, By American Psychological Association, ISBN: 978-1-4338-0561-5, <a href="http://www.apa.org/pubs/books/4200066.aspx">http://www.apa.org/pubs/books/4200066.aspx</a></li> </ul>



TOPIC	CONTENT
<b>Course format</b>	Lecture & discussion, in-depth readings/reflective responses, student oral & written presentation, class learning project.
<b>THE COUNCIL ON EDUCATION FOR PUBLIC HEALTH FOUNDATIONAL AND CONCENTRATION COMPETENCIES (CEPH)</b>	<p>The UTEP MPH program is nationally accredited by the Council on Education for Public Health (CEPH). The CEPH has defined <u>22 foundational competencies</u> required for attainment of the MPH degree; in addition, our MPH program has defined <u>5 concentration competencies</u> that reflect the unique training that you will receive in our program in <i>Hispanic and Border Health</i>. During orientation, you were provided with the complete list of the foundational and concentration competencies. Each of your courses will address different competencies. The competencies that will be addressed in this course are listed below and during the first class session, your professor will review these with you. In different ways throughout the semester, you will be evaluated on your <u>knowledge</u> regarding the specific competencies addressed in this course, and you will be assessed on your <u>ability to apply</u> each of the competencies addressed in this course.</p>
<b>Course Competencies</b>	<p><b>Evidence-based Approaches to Public Health</b>            4. Interpret results of data analysis for public health research, policy or practice</p> <p><b>Public Health &amp; Health Care Systems</b>            6. Discuss means by which structural bias, social inequities, racism undermine health/create challenges in health equity at organizational, community, societal levels</p> <p><b>Planning &amp; Management to Promote Health</b>            7. Assess population needs, assets and capacities that affect communities' health</p> <p><b>Policy in Public Health</b>            15. Evaluate policies for their impact on public health and health equity</p> <p><b>Communication</b>            18. Select communication strategies for different audiences and sectors            19. Communicate audience-appropriate public health content, both in writing and through oral presentation            20. Describe the importance of cultural competence in communicating public health content</p> <p><b>MPH Hispanic and Border Health Concentration Competencies</b>            1. State and discuss the current major communicable, non-communicable, and environmental public health threats in Hispanic and border communities.            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.            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)            5. Identify health disparities and approaches to achieving health equity.</p>



TOPIC	CONTENT		
<b>Assessment strategies</b>	<ol style="list-style-type: none"> <li>1. Weekly written reflective responses on reading assignments</li> <li>2. Complete a well written fact sheet on a Hispanic Health Disparity issue for local population as the audience</li> <li>3. Create an Infographic on a Hispanic Health Disparity issue for local population as the audience</li> <li>4. Work as a team to create a short Public Service Announcement</li> <li>5. Class participation</li> </ol>		
<b>Learning objectives</b>	<p><b>By the end of this course, students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the evolution of health disparities and health equity as subjects of study and public health action.</li> <li>2. Identify the multiple dimensions of health disparities as described in <i>Healthy People 2020</i>.</li> <li>3. Describe how the selection of reference groups can affect the measurement of health disparities.</li> <li>4. Present health disparities in graphic and video health communications form.</li> <li>5. Compare and contrast ethnic/racial and other health disparities in the U.S. population.</li> <li>6. Use the socioecological framework to inform and design social marketing interventions to eliminate health disparities and increase health equity.</li> <li>7. Critically assess existing programs &amp; policies designed to eliminate health disparities in US groups.</li> <li>8. Present informational marketing tools on a major Hispanic health disparity and recommend practical strategies for its reduction;</li> <li>9. Collaborate to produce a social marketing video of the major health disparities affecting border groups that can be used as an authoritative source by policy makers, public health practitioners, and the public.</li> </ol>		
<b>Grading scale</b>	<p><b>Grading scale:</b></p> <ul style="list-style-type: none"> <li>▪ A 270 or more (&gt; 90%-exceptional graduate-level performance)</li> <li>▪ B 240 – 269 (80-89%-average graduate-level performance)</li> <li>▪ C 210 – 239 (70-79%-below average graduate-level performance)</li> <li>▪ D 180 – 209 (60-69%-unacceptable graduate-level performance )</li> <li>▪ F less than 179 (&lt; 60%-very unacceptable graduate-level performance)</li> </ul>		
<b>Grading components</b>	<p style="text-align: center;"><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Written critical review and reflective papers (one may be an opinion editorial op-ed)</li> </ul>	<p style="text-align: center;"><b>Due Date</b></p> <ul style="list-style-type: none"> <li>• Wednesday's end of day prior to class meetings</li> </ul>	<p style="text-align: center;"><b>Point Value</b></p> <ul style="list-style-type: none"> <li>• Up to 180 points</li> </ul>
	<ul style="list-style-type: none"> <li>• Student led discussion on assigned week</li> </ul>	<ul style="list-style-type: none"> <li>• Assigned week</li> </ul>	<ul style="list-style-type: none"> <li>• Up to 20 points</li> </ul>
	<ul style="list-style-type: none"> <li>• Fact Sheet and Infographic               <ul style="list-style-type: none"> <li>• Preliminary Factsheet and Infographic Plan Due</li> <li>• Final Products</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• February 13<sup>th</sup></li> <li>• May 7th</li> </ul>	<ul style="list-style-type: none"> <li>• Up to 50 points</li> </ul>



TOPIC	CONTENT		
<b>Grading components</b>	<ul style="list-style-type: none"> <li>• Group Project               <ul style="list-style-type: none"> <li>• Preliminary Plan</li> <li>• Presentations</li> <li>• Final Product</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• February 13</li> <li>• April 30<sup>th</sup> and May 7th</li> <li>• May 14<sup>th</sup> h</li> </ul>	<ul style="list-style-type: none"> <li>• Up to 40 points</li> </ul>
	<ul style="list-style-type: none"> <li>• Peer group evaluation on contribution to PSA</li> </ul>	<b>Last day of class</b>	<ul style="list-style-type: none"> <li>• Up to 10 points</li> </ul>
	<b>Total = 300 points</b>		
<b>Incomplete policy</b>	<p>The grade of "I" (incomplete) is considered only in very rare circumstances involving fully documented emergencies, must be requested at least <u>four weeks</u> prior to the last class of the fall term, and is allowed at the discretion of the instructor.</p> <p>Incomplete assignments will be graded for partial credit.</p>		
<b>Attendance</b>	<p>It is <u>UTEP policy</u> that <u>all students attend all scheduled classes</u>. 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. <u>Students will be administratively withdrawn for excessive unexcused absences of 2 or more classes.</u></i> 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>		
<b>Reading assignments</b>	<p>All assigned readings need to be completed prior to coming to the next scheduled class session. Example: Complete the reading assignments for week 2 prior to coming to the week 2 class session.</p>		
<b>Writing standards</b>	<p>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.</p>		
<b>Late Assignment Policy</b>	<p>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. Five (5) points will be deducted for each day an assignment is late (including weekend days).</p>		
<b>Permission to record</b>	<p>Not permitted without express permission of the instructor.</p>		



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<p><b>Classroom electronics</b></p>	<p>Please note that all cellular telephones, Apple or Android tablets and Laptops must be used for the purpose of enhancing the learning environments.</p> <p>The use of headphones, iPods, mp3 players, earpieces and other forms of entertainment technology equipment must be powered off and put away during the class period. If a situation should arise, for example, when a physician or family member contacts a student, the student must be notify the instructor and cell phone can be set to “vibrate.”</p> <p>Please be advised that students who use unauthorized technology during class time will be dismissed from that week’s class session.</p>
<p><b>Class Participation</b></p>	<p>Due to Remote Online course reformat, you will be required to participate in online live group discussions and complete course assignments. I will send everyone a Zoom link each week for our discussions Thursday starting at 5pm.</p>
<p><b>Special accommodations</b></p>	<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>
<p><b>UTEP MPH Program Handbook</b></p>	<p>Available at <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>
<p><b>Student conduct</b></p>	<p>“Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and 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>University of Texas Regent’s Rules and Regulations</u>, Part One, Chapter VI, Section 3.2, Subdivision 3.22.</p> <p>FOR THE PUBLIC HEALTH PROFESSIONAL, ETHICAL CONDUCT IS A CENTRAL TENET AND GUIDING PRINCIPLE OF ALL ACTIVITIES, DECISIONS AND CRITICAL ANALYSES. STUDENTS IN THE MASTERS OF PUBLIC HEALTH PROGRAM AT UTEP ARE EXPECTED TO BE <u>ABOVE REPROACH</u> IN ALL SCHOLASTIC ACTIVITIES.</p> <p>Students who engage in scholastic dishonesty will be subject to disciplinary penalties, including failure in the course and dismissal from the university. “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.” (<a href="http://studentaffairs.utep.edu/Default.aspx?tabid=4386">http://studentaffairs.utep.edu/Default.aspx?tabid=4386</a>)</p> <p>“<u>CHEATING</u>” means copying from the work another student; possession and/or use during an exam or home test of materials which are not authorized by the person giving the test; 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; falsifying research data, laboratory reports, and/or other records or academic work offered for credit.</p> <p>“<u>PLAGIARISM</u>” 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</p>



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.

- 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.



Assessment of MPH Foundational Competencies	Learning Objective
<b>Evidence-based Approaches to Public Health</b>	
4. Interpret results of data analysis for public health research, policy or practice	2,3,4,5
<b>Assessment:</b> 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.	
<b>Public Health &amp; Health Care Systems</b>	
6. Discuss means by which structural bias, social inequities, racism undermine health/create challenges in health equity at organizational, community, societal levels	1, 5,9
<b>Assessment:</b> 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.	
<b>Planning &amp; Management to Promote Health</b>	
7. Assess population needs, assets and capacities that affect communities' health	2, 6,7,
<b>Assessment:</b> Knowledge gained through students' review of US-Mexico or Hispanic Community Health Assessments and Reports as part of the course project requirements. Application of this knowledge is assessed through the in class presentation and completion of a public health/health disparity fact sheet and infographic which is required to include assets, resources, and local capacity.	
<b>Policy in Public Health</b>	
15. Evaluate policies for their impact on public health and health equity	1,2,7
<b>Assessment:</b> Knowledge gained through weekly readings and student led discussions on public health policy readings and activities (e.g., federal public health budget/housing). Application of this knowledge is assessed through weekly written critical review and reflection of assigned readings and activities.	
<b>Communication</b>	
18. Select communication strategies for different audiences and sectors	6,7,8,9
<b>Assessment:</b> 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 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).	
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	6,7,8,9
<b>Assessment:</b> 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 completion and presentation of a fact sheet, infographic, and PSA. Students must present their projects to their peers and a public forum to departmental faculty and students, where their projects will be judged by departmental faculty and students on readability, visual effects, content, and cultural and linguistic competency.	
20. Describe the importance of cultural competence in communicating public health content	6,8,9
<b>Assessment:</b> 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.	
<b>MPH Hispanic and Border Health Concentration Competencies</b>	
<b>Learning Objective</b>	
1. State and discuss the current major communicable, non-communicable, and environmental public health threats in Hispanic and border communities.	1,2,5
<b>Assessment:</b> knowledge is gained through weekly readings and student-led discussions on seminal health disparities literature and documentary videos. Knowledge and application of the competency is assessed through weekly 3-page written critical review and reflection of readings and videos. Knowledge and application is also assessed through evaluation of students participation in class discussions regarding the weekly readings.	



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
<p><b>Assessment:</b> knowledge is gained through student's review of National Partnership for Action to End Health Disparities recommendations and identification of one Hispanic health priority in Healthy Border 2020 or US-Mexico Border Community Health Assessment Reports for their course projects. Application of the competency is assessed through the completion of a fact sheet and infographic with statistical information on the Hispanic health priority area and prevention and control resources available to the Hispanic population. Accommodating cultural values is assessed by determining if the health communication factsheets and infographics meet CLAS (Culturally and Linguistically Appropriate Services) standards, assessing knowledge and application of the competency.</p>	
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
<p><b>Assessment:</b> Knowledge gained through student's review of US-Mexico regional initiatives to address the US-Mexico border health priority selected by the students. Application is assessed through the completion of a fact sheet, infographic, and PSA video with initiatives listed as available resources/services on health priority.</p>	
5. Identify health disparities and approaches to achieving health equity.	2,4,5,7
<p><b>Assessment:</b> knowledge is gained through student's reading and viewing of required course readings and health disparities documentary videos. Knowledge and application of the competency is assessed through the completion of weekly written summary, critical review, and reflection of the readings. In addition, application is assessed by a student's participation in weekly class discussions on assigned readings and videos. Application of this competency will also be determined by a student's ability to identify a health disparity for their course projects.</p>	





## WEEKLY PLAN

DATES	Weekly Topics & Activities	<i>Discuss Assigned Required Readings Other Assignments</i>
<b>WEEK 1</b> Jan 23	<b>Course overview/assignments, Orientation to project Introduction to National Institute of Minority and Health Disparities (NIMHD) &amp; National Partnership to End Health Disparities</b>	- Week 2 readings assigned
<p><b>Competency :</b> MPH Hispanic and Border Health Concentration Competencies 5. Identify health disparities and approaches to achieving health equity.</p>		
<b>WEEK 2</b> Jan 30	<b>Overview of health disparities &amp; health equity Social determinants of health &amp; health disparities Unnatural Causes: In Sickness and in Wealth (56 minutes)</b>	- Week 2 assigned reading list - Week 2 reading reflections - Week 3 readings assigned
<p><b>Competency:</b> Policy in Public Health 15. Evaluate policies for their impact on public health and health equity</p> <p>Evidence-based approaches to Public Health 4. Interpret results of data analysis for public health research, policy or practice</p>		
<b>WEEK 3</b> Feb 6	<b>Health Communications to Eliminate Disparities 1. Health messaging (TBD guest speaker)</b>	-Week 3 assigned reading list -Week 3 reading reflection -Week 4 reading assigned
<p><b>Competency :</b> Communication 18. Select communication strategies for different audiences and sectors 19. Communicate audience-appropriate public health content, both in writing and through oral Presentation 20. Describe the importance of cultural competence in communicating public health content</p>		
<b>WEEK 4</b> Feb 13	<b>Review Student Health Communication Plans Unnatural Causes: When the bough breaks (29 minutes) Discussion</b>	Week 5 readings assigned Preliminary Plan for fact sheets and infographic or opinion piece
<p><b>Competency :</b> Public Health &amp; Health Care Systems 4. Discuss means by which structural bias, social inequities, racism undermine health/create challenges in health equity at organizational, community, societal levels</p>		
<b>WEEK 5</b> Feb 20	<b>Education and Health Disparities Unnatural Causes: Becoming American (29 minutes) Discussion</b>	- Week 5 assigned reading list - Week 6 reading assigned - Preliminary plan for fact sheets and Infographics due



**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

MPH Hispanic and Border Health Concentration Competencies

4. Identify, access and summarize the content of one or more current initiatives relevant to border health.

<b>WEEK 6</b> Feb 27	<b>Economic Stability and Health Disparities</b> <b>Unnatural Causes: Bad Sugar (29 minutes)</b> <b>Discussion</b>	- - Week 6 reading reflections - Week 7 readings assigned
<p><b>Competency:</b> Public Health &amp; Health Care Systems</p> <p>6. Discuss means by which structural bias, social inequities, racism undermine health/create challenges in health equity at organizational, community, societal levels</p>		
<b>WEEK 7</b> March 5	<b>Health and Health Care – Health Disparities</b> <b>Unnatural Causes: Place Matters (29 minutes)</b>	- Week 7 reading reflections Week 8 readings assigned
<p><b>Competency:</b> Public Health &amp; Health Care Systems</p> <p>6. Discuss means by which structural bias, social inequities, racism undermine health/create challenges in health equity at organizational, community, societal levels</p>		
<b>WEEK 8</b> Mar 12	<b>Social and Cultural Context: Implicit Bias and Stereotyping</b> <b>Unnatural Causes: Collateral Damage (29 minutes)</b>	- Week 8 reading reflections Week 10 readings assigned
<p><b>Competency:</b> Public Health &amp; Health Care Systems</p> <p>6. Discuss means by which structural bias, social inequities, racism undermine health/create challenges in health equity at organizational, community, societal levels</p>		
<b>WEEK 9</b> Mar 19	<b>SPRING BREAK (no class March 16-22)</b>	
<b>Week 10</b> March 26rd	<b>COVID 19 Pandemic Safety Precautions Community Mitigation – Classes Cancelled</b>	
<b>WEEK 11</b> April 2 <sup>nd</sup> <b>ZOOM discussion</b>	<b>Social and Cultural Context: Implicit Bias and Stereotyping</b> <b>Tentative : Unnatural Causes: Collateral Damage (29 minutes)</b> <b>Race: Power of an Illusion-</b>	- Week 12 readings assigned -



**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

Policy in Public Health

15. Evaluate policies for their impact on public health and health equity

MPH Hispanic and Border Health Concentration Competencies

1. State and discuss the current major communicable and non-communicable and environmental public health threats in Hispanic and border communities.

**WEEK 12**

Apr 9<sup>th</sup>

**ZOOM Discussion**

**US Mexico Health Readings and video**

**Race the Power of an Illusion: The difference between us Discussion**

- Week 13 readings assigned

**Competency :** MPH Hispanic and Border Health Concentration Competencies

2. State the basic principles of prevention and control of communicable and no communicable disease: 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 13**

April 16

**ZOOM Discussion**

**Hispanic Health Disparities**

**Race the Power of an Illusion: The story we tell Discussion**

Week 14 readings reflection

**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

**WEEK 14**

Apr 23

**ZOOM Discussion**

**Hispanic Health Disparities**

**Race the Power of an Illusion: The house we live in Discussion**

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 Presentation

**WEEK 15**

April 30<sup>th</sup>

**ZOOM/Yuja Presentations**

• **Blackboard collaborate/zoom or Yuja Online Class Group Presentation – Discussion**

**Competency :** Communication

18. Select communication strategies for different audiences and sectors

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

20. Describe the importance of cultural competence in communicating public health content



<b>WEEK 16</b> May 7 <sup>th</sup> <b>ZOOM/Yuja</b> <b>Presentations</b>	<ul style="list-style-type: none"><li>• <b>Blackboard collaborate/zoom or Yuja Online Class Group Presentation – Discussion</b></li></ul>	<b>Fact Sheets and Infographics</b> <b>DUE</b>
<b>Competency :</b> Communication 18. Select communication strategies for different audiences and sectors 19. Communicate audience-appropriate public health content, both in writing and through oral Presentation 20. Describe the importance of cultural competence in communicating public health content		
<b>WEEK 17</b> May 14	<b>Turn in Final Projects to blackboard or email</b>	