



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

TOPIC	CONTENT
<b>Course Name/Number CRN:</b>	Eliminating Health Disparities (PUBH 5322) (CRN: 21744)
<b>Semester/Year</b>	Spring 2021
<b>Graduate credit hrs:</b>	3
<b>Class location, day, time:</b>	ZOOM online remote Wednesdays 5:30 to 8:30pm
<b>Instructor, Office Hours:</b>	Jeannie B. Concha Ph.D., MPH <a href="mailto:jeannie@utep.edu">jeannie@utep.edu</a> By appointment online HSN Bldg. Office 414 Office phone: 915-747-8308
<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><b>Technology Support Center (TSC)</b></p> <ul style="list-style-type: none"> <li>• <b>Workshops on iMovie:</b> <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>• <b>Report issues to:</b> <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>



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<p><b>Course format</b></p>	<p>Lecture &amp; discussion, in-depth readings/reflective responses, student oral &amp; written presentation, class learning project.</p>
<p><b>THE COUNCIL ON EDUCATION FOR PUBLIC HEALTH FOUNDATIONAL AND CONCENTRATION COMPETENCIES (CEPH)</b></p>	<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>
<p><b>Course Competencies</b></p>	<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 2030</i>. Describe how the selection of reference groups can affect the measurement of health disparities.</li> <li>3. Present health disparities in graphic and video health communications form.</li> <li>4. Compare and contrast ethnic/racial and other health disparities in the U.S. population.</li> <li>5. Use the socioecological framework to inform and design social marketing interventions to eliminate health disparities and increase health equity.</li> <li>6. Critically assess existing programs &amp; policies designed to eliminate health disparities in US groups.</li> <li>7. Present informational marketing tools on a major Hispanic health disparity and recommend practical strategies for its reduction;</li> <li>8. 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 404 or more (&gt; 90%-exceptional graduate-level performance)</li> <li>▪ B 360 – 403 (80-89%-average graduate-level performance)</li> <li>▪ C 315 – 359 (70-79%-below average graduate-level performance)</li> <li>▪ D 270 – 314 (60-69%-unacceptable graduate-level performance )</li> <li>▪ F less than 225 (&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</li> </ul>	<p style="text-align: center;"><b>Due Date</b></p> <ul style="list-style-type: none"> <li>• Monday end of day prior to class meetings on Wednesday</li> </ul>	<p style="text-align: center;"><b>Point Value</b></p> <ul style="list-style-type: none"> <li>• Up to 220 points</li> </ul>
<ul style="list-style-type: none"> <li>• Student led discussion on assigned week (2 per student 10 points each)</li> </ul>	<ul style="list-style-type: none"> <li>• Assigned weeks</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/OpEd<ul style="list-style-type: none"><li>• Dissemination Matrix</li><li>• Preliminary Factsheet and Infographic Plan Due</li><li>• Final Products</li></ul></li></ul>	<ul style="list-style-type: none"><li>• February 8th</li><li>• March 8th</li> <li>• May 5<sup>th</sup></li></ul>	<ul style="list-style-type: none"><li>• Up to 100 points</li></ul>
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TOPIC	CONTENT		
Grading components	<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 28<sup>th</sup> and May 5th</li> <li>• May 12th</li> </ul>	<ul style="list-style-type: none"> <li>• Up to 100 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 = 450 points</b>		
Incomplete policy	<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>		
Attendance	<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>		
Reading assignments	<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>		
Writing standards	<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>		
Late Assignment Policy	<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>		
Permission to record	<p>Not permitted without express permission of the instructor.</p>		



TOPIC	CONTENT
<b>Classroom electronics</b>	<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>
<b>Class Participation</b>	<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>
<b>Special accommodations</b>	<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>
<b>UTEP MPH Program Handbook</b>	<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>
<b>Student conduct</b>	<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>



**CHEATING**” 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.

**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.

- 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.	





MPH Hispanic and Border Health Concentration Competencies	Learning Objective
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
<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.	
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
<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.	
5. Identify health disparities and approaches to achieving health equity.	2,4,5,7
<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.	



<b>WEEKLY PLAN</b>		
<b>ZOOM link for Wednesdays</b>		
<a href="https://us02web.zoom.us/j/86085887941?pwd=WjhKTUI1K3Y4eWxmdm14MDE1VDdwQT09">https://us02web.zoom.us/j/86085887941?pwd=WjhKTUI1K3Y4eWxmdm14MDE1VDdwQT09</a>		
<b>DATES</b>	<b>Weekly Topics &amp; Discussions</b>	<b>Assigned Required Readings Other Assignments DUE</b>
<b>WEEK 1</b> Jan 20	<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 Assignments  Cultural Competency Certificate <b>DUE Jan 20<sup>th</sup></b>
<p><b>Competency :</b> MPH Hispanic and Border Health Concentration Competencies 6. Identify health disparities and approaches to achieving health equity.</p> <p><b>Communication Competency</b> 20. Describe the importance of cultural competence in communicating public health content</p>		
<b>WEEK 2</b> Jan 27	<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>  <b>Discussion</b>	Week 2 Summary Reflection Paper <b>DUE Jan 28<sup>th</sup></b>  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 20. Describe the importance of cultural competence in communicating public health content</p>		
<b>WEEK 3</b> Feb 3	<b>Health Communications to Eliminate Disparities</b> <b>1. Health messaging</b>	Week 3 Summary Reflection Paper <b>DUE February 1<sup>st</sup></b>  Week 4 Communication Dissemination Plan
<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 10	<b>Review Student Health Communication Plans</b> <b>Unnatural Causes: When the bough breaks (29 minutes)</b> <b>Discussion</b>	Week 4 Summary Reflection Paper <b>DUE February 8<sup>th</sup></b> <b>STUDENTS PRESENT PLAN FEB 10<sup>th</sup> DUE</b>  Week 5 Readings Assigned
<b>Competency :</b> Public Health & 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		
<b>WEEK 5</b> Feb 17	<b>Education and Health Disparities</b> <b>Unnatural Causes: Becoming American (29 minutes)</b> <b>Discussion</b>	Week 5 Summary Reflection Paper <b>DUE February 15<sup>th</sup></b>  Week 6 Readings Assigned
<b>Competency :</b> 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 24	<b>Economic Stability and Health Disparities</b> <b>Unnatural Causes: Bad Sugar (29 minutes)</b> <b>Discussion</b>	Week 6 Summary Reflection Paper <b>DUE February 22<sup>nd</sup></b>  Week 7 Readings Assigned
<b>Competency:</b> 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		
<b>WEEK 7</b> March 3	<b>Health and Health Care – Health Disparities</b> <b>Unnatural Causes: Place Matters (29 minutes)</b>	Week 7 Summary Reflection Paper <b>DUE March 1<sup>st</sup></b>  Week 8 Readings Assigned
<b>Competency:</b> 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		
<b>WEEK 8</b> Mar 10	<b>Social and Cultural Context: Implicit Bias and Stereotyping</b> <b>Unnatural Causes: Collateral Damage (29 minutes)</b>	Week 8 Summary Reflection Paper <b>DUE March 8<sup>th</sup></b>  Week 10 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

**WEEK 9**  
Mar 17th

**SPRING BREAK (no class March 17th)**

**WEEK 10**  
March 24th

**US Mexico Health Readings and video**  
**Race the Power of an Illusion: The difference between us Discussion**

Week 10 Summary  
Reflection Paper  
**DUE March 22nd**

Week 11 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 11**  
March 31st

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

Week 12 Summary Reflection  
Paper  
**DUE March 29th**

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

**WEEK 12**  
April 7th

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

Week 12 Summary  
Reflection Paper  
**DUE April 5th**

**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 13**  
Apr 14th

**Work on Group Projects**

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

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



<b>WEEK 14</b> April 21 <sup>st</sup>	<ul style="list-style-type: none"><li>• <b>Online Class Group Presentation – Discussion</b></li></ul>	
<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 15</b> April 28 <sup>th</sup>	<ul style="list-style-type: none"><li>• <b>Online Class Group Presentation – Discussion</b></li></ul>	<b>Fact Sheets and Infographics 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 16</b> May 5 <sup>th</sup>	<b>Turn in Final Projects to blackboard or email</b>	



**SPRING 2021 SEMESTER  
Eliminating Health Disparities  
(PUBH 5322)**

**INDIVIDUAL READING ASSIGNMENTS: REFLECTIVE RESPONSES PAPER.**

- 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 11 font, double -spaced, APA style). Turn in these assignments on blackboard the Wednesday end of day before class. There will be a total of 9 reflection papers worth 20 points each.
  1. **Synthesized summary**: 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 the field of health disparities or health equity?
  6. **Critical Review of the articles**: In this section please provide an objective critique of the readings. Please keep your critiques objective and based on existing scientific knowledge. You can analyze based on:
    - a) Proposed theoretical assumptions
    - b) Methodology
    - c) Findings or implications
    - d) Are the proposed solutions offered in this article, if any, feasible or practical in real world terms? Explain why or why not?
  8. **Reflective Section**: In this section you write freely about your thoughts about the readings or share experience that give you insight regarding the topic. This is the section in which you can express your thoughts on the readings.
- Your papers will be receive a grade based on APA format, grammar, synthesis and 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.



## **ELIMINATING HEALTH DISPARITIES SPRING 2021 PUBH 5322**

For this course, students will complete 2 individual projects and 1 group project. Descriptions for each are below.

### **Individual Projects (total 100 pts):**

#### **Fact Sheet (50 pts):**

Students are required to create a fact sheet that presents health disparities from a social causation perspective. You are required to select one of the City of El Paso's top health priorities from one of the three community health assessments provided to you on blackboard. Once you have selected your priority, you will create a double-sided Fact sheet to communicate health disparities to the El Paso community. Communicate health disparities from a social determinant of health (SDH) perspective, that is, a social causation pathway to the health condition/problem you selected. Please prepare your fact sheet to meet a 6<sup>th</sup> to 8<sup>th</sup> grade literacy level. Your fact sheet should include, but is not limited, to the following:

1. A brief description/definition of the health problem you selected
2. A "did you know" SDH causation section describing how social factors contribute to health disparities in the health condition you chose.
3. Signs and symptoms of your health condition
4. Resources for more information on your condition
5. References

**AND**

#### **Infographic (25 pts)**

Students are required to create a complementary Infographic for their factsheet. This involves a primarily illustrative graphic of what you have presented in your fact sheet. Please prepare your Infographic so that it is understandable at a 6<sup>th</sup> to 8<sup>th</sup> grade literacy level.

**OR**

#### **Op-Ed (25 pts)**

Opinion letter to editor or an opinion-article on a local health issue to the local newspaper. Choose a current local public health issue in the El Paso region and write a concise, objective letter or opinion article to a local newspaper. You may choose to or not to submit it to the newspaper at the end of the term. I will have a guest speaker come discuss how to write a Opinion letter/article.



## Group Project (Total Points = 100)

Group Options

### Group Public Service Announcement or Public Comment (80 pts)

You will not be presenting your projects in a public setting, only to your classmates.

#### 1<sup>st</sup> Group Project Option

1. You can continue to create the video and utilize more text and photos for the video. I know this will be more difficult to do so you can choose to NOT do this project.

#### Group Public Service Announcement (80 pts)

Select one of the health disparity priority health areas to be the topic of your PSA. Create a short 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.

#### Peer Evaluation (20 points):

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

#### Assessment:

Your individual projects and group project will be assessed based on whether you followed direction, completeness, writing, grammar, and attention to selected audience. Please refer to the grading scale in the syllabus.

#### 2<sup>nd</sup> Group Project Option : Public Comment on a bill/resolution/law

2. As a group, you can read one of the response bills, resolutions, or laws and summarize the proposed bill/resolution/law during a class discussion and prepare a public comment on the proposed bill taking into account health disparities.

Here are links to current bills, resolutions, and laws regarding the coronavirus. You can search for COVID 19 or Coronavirus to see the list. For example you can use COVID-19

#### Keyword search: Coronavirus

<https://www.congress.gov/search?q={%22congress%22:%22116%22,%22source%22:%22legislation%22,%22search%22:%22coronavirus%22}&searchResultViewType=expanded&KWICView=false>

#### Keyword search: COVID 19

<https://www.congress.gov/search?q={%22congress%22:%22116%22,%22source%22:%22legislation%22,%22search%22:%22COVID%2019%22}&searchResultViewType=expanded&KWICView=false>

Examples of some bills/resolutions/laws





- a. HR 6074 Coronavirus Preparedness and Response Supplemental Appropriations Act, 2020
- b. HR 6207 To provide for unemployment benefits to workers affected by the 2019 Novel Coronavirus.
- c. S3476 A bill to provide for unemployment benefits to workers affected by the 2019 Novel Coronavirus.
- d. S3505 A bill to require private health insurance to rapidly cover preventive services and vaccines related to the coronavirus.
- e. HR 6173 Covering Coronavirus Test Act of 2020
- f. Sick Leave and Family Bill
- g. \$ 1 trillion stimulus package phase two bill (Who does it help?)
- h. HR 6201 Families First Coronavirus Response Act

### **Public Comment Assignment:**

#### **WHAT IS A PUBLIC COMMENT?**

A mechanism that is already built in to 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)

#### **A SHORTLIST OF TIPS FOR WRITING EFFECTIVE PUBLIC COMMENTS**

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 personal 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 their action.
2. Include a heading that states the regulation name and the docket ID number. While this may seem superfluous, it demonstrates that you are taking the time to carefully review the document and be well informed.
3. Use an opening sentence to establish your credibility. State who you are and summarize any of your experiences that are relevant to the topic of the proposal.
4. Use the next few sentences to succinctly summarize the data or research that you have provided. You can (and are encouraged) to 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 come to a conclusion or judgement regarding the entirety of the regulation, but you do have to clearly communicate the implications of the research you present. Avoid leaving it up to the agency to infer how research or data relates to the regulation.
6. If you are citing specific papers in your comment, including 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

**Additional Resources:**

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

[https://www.regulations.gov/docs/FactSheet\\_Public\\_Comments\\_Make\\_a\\_Difference.pdf](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>

**3<sup>rd</sup> Option : Create a 2 to 3 minute video outlining a currently passed US bill related to Health Disparities**

You can create an informational video outlining one of the Bills recently passed. Highlight how it affects the El Paso community. You must describe the bill for the lay general population. You can use a PowerPoint to outline and do a voiceover. You can consider it a PSA but is more informational on content of a bill. Brief, clear, common language.