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CHBE 9630 - Doctoral Seminar in Community Health

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Georgia Southern University, Jiann-Ping Hsu College of Public Health

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Georgia Southern University
Jiann-Ping Hsu College of Public Health
CHBE 9630 – Doctoral Seminar in Community Health
Spring 2015

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<u>Office Hours:</u>	Mondays and Wednesdays 2:00 – 5:00 PM and by appointment
<u>Class Meets:</u>	Wednesdays from 6:00 to 8:45 PM - Hendricks Hall 1003 (Peace Library)

Prerequisites: Permission

Catalog Description: This course will provide students with the opportunity to analyze the history and current applications of social and behavioral science theories, approaches, models and strategies (learned throughout the curriculum) to public health practice and research. This seminar will examine the breadth of epistemologies employed as we develop effective methods to create change across the ecological spectrum, from individual to policy levels. Emphasis will be placed on critical thinking skills to help students engage in dialogue about what will be effective research and practice in diverse public health settings over the next 10 years.

Required Texts:

- 1) Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States. Holmes, UC Press, 2013.
- 2) Primal Leadership. Goleman, Boyatzis, McKee, Harvard Business School Press, 2002.
- 3) Wisdom of Whores: Bureaucrats, Brothels, and the Business of AIDS. Elizabeth Pisani, W.W. Norton, 2008.

Additional Readings to be posted to Folio.

Social and Behavioral Sciences Concentration Competencies:

At the completion of their DrPH program all community health students will be able to:

1. Evaluate theories, concepts, and models from social and behavioral science disciplines (e.g. anthropology, sociology, psychology, health education) that are used in public health research and practice.
2. Analyze philosophical foundations and assumptions of research applied to community health problems.
3. Evaluate social and behavioral determinants of health equity at all ecological levels (individual through policy) applied in rural and urban settings.
4. Analyze health communication approaches including social marketing, media advocacy, and new communication technology.
5. Analyze the concept of Public Health Preparedness.
6. Compare U.S. Public Health and Global Public Health priorities and concerns.

7. Evaluate legislative advocacy skills that influence health policy.
8. Demonstrate planning, implementation, and evaluation of evidence-based community public health interventions.
9. Evaluate qualitative and quantitative methods and their use in community health intervention, evaluation, and research.
10. Utilize qualitative, quantitative, and mixed methods to address community health problems.
11. Evaluate Community-Based Participatory Research (CBPR) approaches when working with diverse communities.
12. Assess ethical principles critical to community-based research and practice.
13. Analyze the impact of power and privilege on health inequity at local, national, and global levels.
14. Demonstrate skills that support cultural competence and cultural humility when working with diverse communities.
15. Analyze current and future community-level needs for keeping the public healthy.
16. Analyze the collaborative and transdisciplinary relationships to respond to public health problems.
17. Develop program development and evaluation plans that include logic models, missions, goals, and objectives. Promote the public health and health education professions individually and collectively.
18. Assess the functional interrelationships of the five core areas of Public Health.

Course Learning Objectives (BASED ON THE COMPETENCIES ABOVE):

At the completion of this course the student will be able to:

1. Analyze the philosophical approaches and/or epistemologies that drive the development of various current research efforts. (9, 10, 11)
2. Analyze how best practices in social behavioral theory/approaches to individual behavior change and community health problem solving will contribute to effective public health strategies. (2, 13, 14)
3. Analyze the effectiveness of multidisciplinary or transdisciplinary approaches for enhancing policy research and policy development, implementation and evaluation. (15)
4. Compare and contrast social behavioral science research agenda with biomedical research agenda. (9, 10, 11)
5. Analyze efforts to accredit local public health and credential public health workforce members. (5, 15, 18)
6. Analyze the value of community-based research and stakeholder driven research to public health problem solving. (10,17)
7. Synthesize data from multiple sources that informs best practice in primary and secondary disease prevention. (12,13,14,15,16)
8. Analyze the status of systems based public health research and the importance of social behavioral science to this research. (1, 2)
9. Synthesize current and future research needs that can impact public health. (10, 11)

Overview of the Content to be Covered During the Semester:

Week	Topic	Readings	Assignment
1 Jan 14	Introduction to Course, JPHCOPH Competencies and Your Experiences in our DrPH Program	<p>JPHCOPH Competency set review</p> <p>Calhoun (2008). Development of a Core Competency Model for the MPH Degree, AJPH, 1598-1607.</p>	Faculty discussion leader
2 Jan 21	What is evidence based programming and why does it matter?	<p>Brownson et al. (2009). Evidence-based public health: A fundamental concept for public health practice. Annual Review of Public Health, 30. 175-201.</p> <p>Michie, S. & Abraham, C. (2004). Interventions to change health behaviors: Evidence-based or evidence inspired. Psychology & Health, 19(1), 29-49.</p> <p>Warnecke RB, et al., The National Institutes of Health Centers for Population Health and Health Disparities. Approaching health disparities from a population perspective. Am J Public Health 2008;98:1608–15.</p>	Student discussion leader 1:
3 Jan 28	Creating Lasting Change and the Concept of Culture	<p>Kagawa Singer, M (2012). Applying the concept of culture to reduce health disparities through health behavior research. Preventive Medicine, 55, 356-61.</p> <p>Schwartz, M.B. & Brownell, K.D. (2007). Actions necessary to prevent childhood obesity: Creating the climate for change. The Journal of Law, Medicine, & Ethics, 35(1), 78-89.</p> <p>Kleinman, A. & Benson, P.</p>	<p>Student discussion leader 2: (Kagawa Singer, Schwartz)</p> <p>Student discussion leader 3: (Kleinman articles)</p>

		<p>(2006). Anthropology in the Clinic: The problem of cultural competency and how to fix it. PLoS Medicine, 3(10):e94.</p> <p>Kleinman, A. & Benson, P. (2006). Culture, moral experience, and medicine. Mt Sinai J Med, 73(6):834-9.</p>	
4 Feb 4	Vulnerable Populations Focus: Migrant Farmworkers	<u>Fresh Fruit, Broken Bodies</u> Chapters 1-4	Student discussion leader 4: Assignment #1 due
5 Feb 11	Vulnerable Populations Focus: Migrant Farmworkers	<u>Fresh Fruit, Broken Bodies</u> Chapters 5-7, Appendix	Student discussion leader 5:
6 Feb 18	Measuring and Evaluating Public Health Partnerships	<p>Butterfoss & Kegler (2009) The Community Coalition Action Theory. In Emerging Theories in Health Promotion Practice and Research. 2nd edition. DiClemente, Crosby, and Kegler, eds. Pp. 237–276. San Francisco: Jossey-Bass.</p> <p>Kegler and Swan (2011) An Initial Attempt at Operationalizing and Testing the Community Coalition Action Theory. Health Education and Behavior 38(3):261–270.</p> <p>Retrum, et al. (2013) Implications of Network Structure on Public Health Collaboratives, Health Educ Behav October 2013 40: 13S-23S.</p> <p>Luque et al. (2011) A social network analysis approach to understand changes in a cancer disparities community partnership network. Annals of Anthropological Practice 35(2):112-35.</p>	<p>Student discussion leader 6: (Butterfoss, Kegler articles)</p> <p>Student discussion leader 7: (Retrum and Luque articles)</p>
7 Feb 25	Primal Leadership	<u>Primal Leadership</u> Part 1	Student discussion leader 8:

<p>8 Mar 4</p>	<p>Primal Leadership</p>	<p><u>Primal Leadership</u> Parts 2 & 3</p>	<p>Student discussion leader 9: Assignment #2 due</p>
<p>9 Mar 11 10 Break 16-20</p>	<p>Public Health Departments, Accreditation: <i>Dr. Shah</i></p>	<p>Beitsch LM, Rider NL, Joly BM, Leep C, Polyak G. (2013) Driving a public health culture of quality: how far down the highway have local health departments traveled? J Public Health Manag Pract, 19(6):569-74</p> <p>Livingood W, Marshall N, Peden A, Gonzalez K, Shah GH, Alexander D, Penix K, Lawrence R, Toal R, Woodhouse L. Health districts as quality improvement collaboratives and multijurisdictional entities. J Public Health Manag Pract. 2012 Nov;18(6):561-70.</p> <p>Shah, Gulzar H.; Beatty, Kate; and Leep, Carolyn (2013) "Do PHAB accreditation prerequisites predict local health departments' intentions to seek voluntary national accreditation?," <i>Frontiers in Public Health Services and Systems Research</i>: Vol. 2: No. 3, Article 4. Available at: http://uknowledge.uky.edu/frontiersinphssr/vol2/iss3/4</p>	<p>Student discussion leader 10:</p>
<p>11 Mar 25</p>	<p>Facilitating Transdisciplinary Efforts Special Focus: Community Health Workers</p>	<p>Islam N, et al. Integrating community health workers within patient protection and affordable care act implementation. J Public Health Manag Pract, 2015, 21(1):42-50.</p> <p>Balcazar H, Rosenthal EL, Brownstein JN, Rush CH, Matos S, Hernandez L. Community health workers can be a public health force for change in the United States: three actions for a new paradigm. Am J Public Health. 2011, 101(12):2199-203.</p>	<p>Student discussion leader 11:</p>

		<p>Perry H, et al. Community Health Workers in Low-, Middle-, and High-Income Countries. <i>Annu Rev Public Health</i>. 2014, 35:423-42.</p> <p>http://www.cdc.gov/dhds/pubs/docs/CHW_State_Laws.pdf</p>	
12 April 1	International Disease Control	<u>Wisdom of Whores</u> – Chapters 1-4	Student discussion leader 12:
13 April 8	International Disease Control	<u>Wisdom of Whores</u> – Chapters 5-9	Student discussion leader 13:
14 April 15	Public Health Workforce: <i>Dr. Mase</i>	TBA	Student discussion leader 14:
15 April 22	Systems Change and Complexity Science	<p>Mabry, et al. (2010) Systems science: a revolution in public health policy research, <i>AJPH</i> 100(7):1161-3.</p> <p>Mabry and Kaplan (2013) Systems Science: A Good Investment for the Public's Health, <i>Health Educ Behav</i> 40: 9S-12S</p> <p>Ip, et al. (2013) Reconciling Statistical and Systems Science Approaches to Public Health, <i>Health Educ Behav</i> 40: 123S-131S.</p>	Student discussion leader 15:
16 April 29	Public Health and GIS: <i>Dr. Jones</i>	TBA	Student discussion leader 16:
17 Finals week	Final exam		Final exam essay due on May 4th

Instructional Methods: This is a Seminar class. The primary means of learning will be **group discussions – roundtable**. Class meetings will be a combination of lecture, class discussion, class application of skills, and presentations.

Exam Schedule and

Final Examination: Final Exam is an essay to be turned in on May 4 by 11:59 pm.

Assignments (maximum total of 250 points):

1. Serving as discussion leader (2 times each) LO 2-4, 6, 8, 9—50 points (25 points x 2)
2. Individual participation LO 1-4, 6, 8, 9—50 points
 - a. Preparation for activity including synthesis of information evidenced by 14 discussion posts on Folio (up to 3 points each – 42 points – grading scale is 1=fair, 2=good, 3=great), and bringing discussion points to class (8 points for general in-class discussion)
 - b. Ability to synthesize information from others
 - c. Quality of critical thinking displayed
 - d. Quality of questioning
 - e. Use of inductive thinking and reasoning
 - f. Creation of a learning environment reflective of doctoral level discussion
3. Assignment #1 LO 8,9 – This assignment will involve identifying professional organizations/groups relevant to your interest areas. You will provide a 2 page report about which organizations you are interested in joining or are already involved with and how you envision becoming more involved in the organization(s), for example attending conferences or volunteering for committee service duties. – 25 points.
4. Assignment #2 LO 9 – You will find a position announcement for a job you would be interested in applying for if the time was right, etc. You will then prepare a cover letter as if you were applying and update your CV to apply for the job. You should review CV's of your professors or others to make sure your CV is formatted appropriately. Submit the job posting, the cover letter and your CV for the assignment. – 25 points.
5. Final essay LO 1,2,4,5,6,8,9 – Identify 5 main themes from the course and write an essay of approximately 3,000 words to discuss the most important things learned and discussed, similarities and differences in the material, and synthesis of the material read and discussed. – 100 points

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. *Nota Bene:* Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

NO EXTRA CREDIT PROJECTS WILL BE ASSIGNED.

The following point scale will be utilized in grading:

225-to-250 points (90%) A

200-to-224 points (80%) B

175-to-199 points (70%) C

150-to-174 points (60%) D

A cumulative total of 149 points or less will be considered as failing.

For calculation of your final grade, all grades above will be included.

Your grades ***will not*** be posted. All exams and assignments will be graded and returned promptly so that students may accurately calculate their grades at any point in time during the semester but the Folio gradebook will be used.

Academic Misconduct: "According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website:

<http://students.georgiasouthern.edu/judicial/faculty.htm>

2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**

- a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
- c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request For Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

First Offense - Not In Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the

first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

- a. Suspension for a minimum of one semester or expulsion.
- b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Department Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

Academic Handbook: Students are expected to abide by the Academic Handbook, located at <http://students.georgiasouthern.edu/sta/guide/>. Your failure to comply with any part of this Handbook may be a violation and thus, you may receive an F in the course and/or be referred for disciplinary action.

University Calendar for the Semester:

The University Calendar is located with the semester schedule, and can be found at:
<http://em.georgiasouthern.edu/registrar/resources/calendars/>

Attendance Policy:

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Attendance will not be recorded after this initial period. However, this class is highly based on participation and missing a class can have a consequence on the grade earned by a student.

One Final Note:

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the

syllabus and course material. The instructor will make every effort to inform students of changes as they occur. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.