



## **SYLLABUS**

### **PHPM600-Graduate Seminar (3 units)**

#### **"Health inequities in developing countries and methods to analyze health disparities"**

**Location and Time: TBD**

#### **Description of Course**

This course is based on the understanding that people's health is a reflection of the social realities for them. Our health is highly impacted by our surroundings. The society in which we live, the people with whom we interact, work, and collaborate hugely influences our health. Therefore, this course focuses on socio-economic determinants of health and provides framework to evaluate them using the existing literature on health disparity.

This is a survey course for graduate level students. This course draws scholarship from development economics and other social sciences to provide orientation on theories, methods, and processes used in health disparity analysis. The course further focuses on health disparity research from the developing world especially the South Asian countries to discuss the effect of caste, gender, religion, income and other socio-economic factors on peoples' health. The course also introduces various approaches used to study health disparities. This course also provides orientation to global health challenges from the developing countries from the health inequity perspective. By taking this course, the students will be more equipped to understand health inequities from the developing countries by understanding theories and studying methodologies to capture health inequities.

#### **Course Prerequisites or Co-requisites**

- Any public health graduate enrolled in global/international health or public health policy and management

#### **Instructor and Contact Information**

Preshit Nemdas Ambade, MHA, BAMS

E-mail: [preshitambade@email.arizona.edu](mailto:preshitambade@email.arizona.edu)

Office Hours: TBD

#### **Course Format and Teaching Methods**

It will be in-person class meeting every week for 2 hr. This is a lecture cum team-based course in which a 45 minutes lecture will be provided by the instructor introducing the topic. Students will discuss the pre-assigned readings in the class in the second half of the seminar lecture and will also participate in other classroom activities. This mixed approach is designed to use both lecturing and team-work environment for effective and active learning. Each class will involve working on case examples, as well as analyzing various components of the theories used in health inequity research. In addition, students will work individually and collaboratively on assignments before each class. The individual final class project will be a literature review project about any social inequity affecting the population health of the selected developing country and methods used to evaluate it.

## Course Objectives and Expected Learning Outcomes

Upon completion of the course the students will be able to:

1. Describe and critically analyze health inequity theories and methodologies to measure them.
2. Critically analyze methods used in health disparity research
3. Conduct a health disparity literature review for the assigned developing country
4. Develop academic document reviewing different methods used to analyze particular health disparity

## Teaching Philosophy

I intend to achieve a good blend of theory and practice in my classroom which is often desirable in the field of public health. My class activities will be more discussion based while my assignments will be focused on developing critical understanding of the topic. My class activities will be more geared towards team-based learning as public health professionals often work in teams. I want to inculcate learner centered objectives-based learning in my teaching where each class activity and assignment are aimed to achieve some learning objectives. I also want to use several technologies and resources available to aid my teaching which also can enhance students' learning process.

## Absence and Class Participation Policy

**Class Attendance Policy:** The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

**Class holidays policy:** The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

**Class absences policy:** Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>

**Overall class participation and attendance expectations:** Participating in the course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all lectures and discussion section meetings. Students who miss class due to illness or emergency are required to bring documentation from their health-care provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences.

## Makeup Policy for Students Who Register Late

Class registration after first class will not be allowed.

## Course Communications

Each week in-class group discussions will be held on the course topic assigned for the week. Separate discussion forum will be available on D2L for posting questions and queries related to weekly activities.

## Required Texts or Readings

There is no assigned text for the class however weekly readings will be made available on D2L for students' preparation.

## Required or Special Materials

Additional required content materials: If required, additional study material (ppts, articles etc.) will be posted on the D2L website for the specific week.

## Assignments and Examinations: Schedule/Due Dates

- **In-class Group Discussion: (Total 16)** Every week student is expected to participate in in-class group discussion on the assigned topic. The student is expected to contribute individually in the group discussion using the week's reading material.
- **Midterm:** Midterm take home exam will consist of multiple-choice questions based on the topics covered from the essential reading by that time.
- **Final paper project: (Total 1)** Students will be required to submit a literature review project for the chosen health disparity and country. The students are expected to evaluate particular health disparity and methods used to evaluate it for the assigned country and prepare a final written project paper. The students will be assessed for their final paper based on a developed rubric which will be shared on first day of the class along with other introductory material. The final draft should be submitted no later than beginning of the last class.
- **Final individual presentation: (Total 1)** Students will present their findings from the "final health disparities literature review and analysis paper" on the last day of the class. The other students will assess the presenter student's presentation based on the provided rubric. This rubric will also made available on the first day of the class.
- **Peer review: (Total 2)** Each student will be graded by his/her other group members based on his/her participation in the in-class group activities/assignment given each week. Team members will anonymously evaluate each other's contributions to team functioning two times during the semester using a standard form to make written comments and award a numerical grade. Each of the two peer reviews will count for 10% of the total grade (peer review constitutes 20% of the overall course grade) and will give students some feedback on their team performance. Further details will be provided in the peer-evaluation rubric.

**Policy on revision and resubmission:** No late submission for final group project will be allowed after beginning of the last class. Students are encouraged to submit initial drafts and get early feedback before final submission.

## Assessment break-up:

### Individual performance:

- |                                       |            |
|---------------------------------------|------------|
| • In-class participation (attendance) | <b>5%</b>  |
| • <b>Take Home Midterm</b>            | <b>15%</b> |

### Team performance

- |  |            |
|--|------------|
| • Weekly in-class group discussion       | <b>25%</b> |
| • Final project Presentation             | <b>20%</b> |
| • Final project paper written assignment | <b>15%</b> |

### Peer Review

- |   |            |
|---|------------|
| • Individual contribution to team functioning (10% each for two peer reviews) | <b>20%</b> |
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<b>TOTAL</b>	<b>100%</b>
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## Grading Scale and Policies

Grading distribution:

A=90-100% of total points

B=80-89% of total points

C=70-79% of total points

D =60-69% of total points

E= <60% of total points

**Note:**

- No late work will be allowed for any of the assignments except peer reviews. 1 grade point will be deducted for each day in case of delay of submission of peer review with maximum deduction of seven grade points. Peer review submitted after seven days or later past the deadline will receive “zero” grades.
- Instructor may provide extra grade opportunities. These opportunities can be used to substitute for missing or late assignment, or to enhance the student’s grade.

Please see following links for grading policy-

- University policy regarding grades and grading systems is available at <http://catalog.arizona.edu/policy/grades-and-grading-system>

Provide a detailed explanation of the methods of evaluation and how the final grade will be calculated, including components/assignments, weightings, evaluation criteria, explanation of how late work will be graded, and description of extra-credit opportunities.

- **Requests for incomplete (I) or withdrawal (W)** must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

**Dispute of Grade Policy:** In case of any dispute or concerns on grading should be reported to the instructor within seven days of posting grades on D2L.

**Scheduled Topics/Activities**

Week	Topic
1	Introductions, course overview, team development
2	Health disparities and global health
3	Theories in health disparity research-1
4	Theories in health disparity research-2
5	Income and health disparity
6	Religion, caste and health disparity
7	Impact of racial disparities on health
8	Migration, race, ethnicity and health
9	Prominent health issues in South Asian countries
10	Methods used in health disparity research-1
11	Methods used in health disparity research-2
12	Methods used in health disparity research-3
13	New directions/methods/topics in health disparity research
14	Student final project presentations

**Classroom Behavior Policy**

- To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting,

- chatting, reading a newspaper, making phone calls, web surfing, etc.).
- Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.
  - Some learning styles are best served by using personal electronics, such as laptops and iPads. These devices can be distracting to other learners. Therefore, students who prefer to use electronic devices for note-taking during lecture should use one side of the classroom.

### **Threatening Behavior Policy**

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

### **Accessibility and Accommodations**

At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation.

If our class meets at a campus location: Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

### **Code of Academic Integrity**

- Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.
- The University Libraries have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>.
- *Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent.* Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

### **UA Nondiscrimination and Anti-Harassment Policy**

- The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>
- Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

### **Additional Resources for Students**

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>

Student Assistance and Advocacy information is available at <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

### **Subject to Change Statement**

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.