

# **University of North Texas**

**College of Health and Public Service**

**Department of Rehabilitation and Health Services**

**PUBH 3010 Social Justice & Behavioral Foundations in Public Health**

Welcome to **PUBH 3010** (Social Justice & Behavioral Foundations in Public Health).  My name is Andrea Traylor. I will be your instructor this semester. This course exposes students to social justice challenges associated with culture, race, ethnicity, social class, gender, migration status; etc., all of which ultimately affect human health.

# **Course Information**

**Course Number and Title**: PUBH 3010 Social Justice & Behavioral Foundations in Public Health

**Meets**/**Location**: This course is 100% online, asynchronous. I will be available

during office hours, however, you do not need to wait for office hours to ask questions. Email me

whenever you have a question.

3 Credit Hours

This course will be held entirely online, with the opportunity to meet with the professor over Zoom as needed. Students are expected to:

1. Complete the readings for each module before viewing the course material online.
2. Watch all lecture videos and supplemental materials for each module.
3. Take quizzes and complete the assignments on time.
4. Participate in class discussions.

The class format will include lectures (videos), thought questions, homework, discussions, and quizzes/final exam as described below. The course website will show the steps students should follow in each module.

## **Instructor Information**

**Name**: Andrea Traylor, Ph.D., ME.d, CHES

**Office Location**: Chilton 218J

**Phone number**: (940)565-4938

**Email**: andrea.traylor@unt.edu

Email will be the best way to communicate with me this semester. In most cases, I will reply to messages left at the department within 48 hours and emails within 24 hours. Holidays and weekends will be 48 hours. **Office hours**: Tuesday/Thursday 2pm-4pm and by appointment on Zoom

## **Course Description**

## This course exposes students to social justice challenges associated with culture, race, ethnicity, social

## class, gender, migration status; etc., all of which ultimately affect human health and create health

## disparities. Students will be introduced to the concept of health equity and a broad overview of health

## disparities. They will learn about relevant cultural and historical issues, theories, empirical data and

## research that explain health disparities as well as approaches to change risk and health behaviors.

## Students will also be exposed to the complexity of health disparities and promotion of health equity and

## social justice. Additionally, they will learn about health efforts and progress that have been made to

## increase health promotion among all people regardless of background. These goals will be achieved

## through reading assignments in the texts, scholarly articles, videos, discussions, etc. that are intended to

## illustrate various aspects of particular issues under consideration and lectures.

##  **Pre-Requisites**

Recommended prerequisite(s): None

## **Course Objectives**

**Learning Objectives**

1. Describe the determinants of health disparities.
2. Describe the roles of culture in health, health behavior, and health disparities.
3. Describe the relationship between ethnomedical systems and health disparities.
4. Discuss research methods for health data.
5. Explain how various theories are used to explain health disparities
6. Apply theories and models to explain individual, community, and population health
7. Generate ideas for programs and policies that can promote health equity
8. Discuss the importance of social justice in health among population groups
9. Explain intervention approaches for some health-related behaviors
10. Evaluate the importance of social determinants in creating health disparities.

**Core Competencies** (student will be able to …)

1. Incorporate the determinants of health in the causation of disease and access to health services
2. Identify and contrast factors contributing to disparities in population health
3. Articulate the social determinants of health status in population groups
4. Discuss health disparities and factors that explain the disparities.
5. Describe a socioecological approach to how social factors play a role in health behaviors.

## **Required Materials**

Required Textbook: Edberg, Mark. (2023). Essentials of health, culture, and diversity: Understanding
people, reducing disparities. (2nd ed.) Jones & Bartlett Learning, Burlington: MA.



Additional Required Readings: Any additional required readings will be posted in Canvas each week and will be available electronically.

**TECHNICAL SUPPORT**

UIT Help Desk: [UIT Student Help Desk](http://www.unt.edu/helpdesk/index.htm) site (http://www.unt.edu/helpdesk/index.htm)

Email: helpdesk@unt.edu

Sage Hall, Room 130

(940)565-2324

Walk-in Availability: 8 am–9 pm

**For additional support, visit** [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) **(https://community.canvaslms.com/docs/DOC-10554-4212710328)**

## **Technical Requirements**

We will be using Canvas as our main platform for interaction this semester. You will need regular access to the internet, Canvas, and Zoom (including a webcam and microphone). We will be using programs in the Microsoft Office Suite including Word and PowerPoint. You will also have to access Adobe Acrobat Reader for pdf files. Finally, you will need to have the ability to upload and download files, send and receive emails with/without attachments, and communicate with fellow students in various electronic formats such as videoconferencing. Check the electronic resources available to students through the College of Health and Public Service as well as the library to see if they offer laptops and webcams for students to check out.

## **Course Requirements**

Performance in this course will be assessed in several ways including participation, quizzes, windshield survey, and final project. Weekly updates can be found in the Canvas Modules. See below for the points breakdown, details about the assignments, and the late work policy. Additional information for each assignment will be posted in Canvas. **It is your responsibility to go to the Weekly Instructions in Canvas to find all assigned materials.**

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| --- | --- | --- |
| **Assignment** | **Points Possible** | **Percentage of Final Grade** |
| Quizzes | 10 @ 10 points each | 100 pts |
| Video Evaluations | 4 @25 points each Total 25 points | 100 pts |
| Exams | 3 @ 10 points each | 300 pts |
| Discussions | 4 @ 25 points each | 100 pts |
| Total Points Possible |  600 points | 600 |

1. Each assignment will turn on at a particular time and be available for one week.
2. Assignments CANNOT be made up after they turn off.
3. Your assignments MUST be posted during the allotted time.
4. PLEASE do not e-mail me your assignment.
5. I will read each and every post and provide feedback when necessary.
6. All assignments/assessments turn off on Sunday at 11:59 pm.
7. Check **CANVAS** DAILY. Email-me by using the Canvas messaging system if you have questions.

**Readings and Assignments**: Students are expected to do all assigned readings for each week and be prepared to share their views on the different issues raised in the readings.

**Quizzes**: (**10 points**). There will be10 quizzes worth 100 points total. The quizzes are designed to test your knowledge and help you study for the exams. You will decide on the score that you want to earn on each quiz because you have multiple attempts until you earn a perfect score if that is what you want. Questions will be drawn from materials covered (textbook, articles, etc.).

The quiz will be posted for a week. The quizzes will turn on **Mondays (8am). The quizzes will close on Sunday (11:59pm). You must complete the quiz during this time.**

**Learning objectives, a through j are achieved through these activities.**

**QUIZ 1 covers assigned articles over weeks 1 and 2**

**QUIZ 2 covers chapters 1 and 2**

**QUIZ 3 covers chapter 5**

**QUIZ 4 covers chapter 6**

**QUIZ 5 covers chapter 7**

**QUIZ 6 covers chapter 9**

**QUIZ 7 covers chapter 10**

**QUIZ 8 covers chapter 11**

**QUIZ 9 covers chapter 12**

**Video Evaluations**: **(100 points total)**--Four videos will be shown in this class. The purpose is to provide

students with an opportunity to think about and comment on particular issue(s) that is/are being covered.

You are required to submit at least a one-page **typed-written (font size =12)** reaction paper of the video

(300 words).

## General guidelines for all the video evaluations

While you’re viewing a video, think about and write down the following:

1. What are the most important points or ideas in the video? **(2 point)**
2. What significance do these ideas have for a course of this nature? **(2 point)**
3. Write a response to at least one major issue discussed. Use your critical thinking skill here. Make sure you integrate relevant concepts and theories that you learn in the textbook, scholarly articles, videos, notes, etc. to substantiate your views. **(13 points). Make sure you clearly address this point because it is worth 13 points.**
4. Do you think the video is relevant to the class topic under discussion (here you state if the video presents anything to illustrate or explain a point raised in the text, articles, or in class discussion? Did the video make you look at anything differently?) If you think the video is not relevant to the topic, feel free to say so but you must be certain to explain your position. **(7 points). Make sure you clearly address this point because it is worth 7 points.**
5. Did you find anything problematic? Please explain. **(1 point)**

Video 1— **SEPT 3 (8am) to Tuesday, Sept 8 (11:59 pm) ---Learning objectives a, f, g, and h achieved.**

Video 2-**-- SEP 30 (8am) to Tuesday, OCT 6 (11:59 pm) --Learning objectives a, b, c, and i achieved**

Video 3-**--Oct 28 (8am) to Tuesday, NOV 3 (11:59 pm) --Learning objectives a, b,g, h, and j achieved**

Video 4 -- **NOV 18 (8am) to Tuesday, NOV 24 (11:59 pm) –Learning objectives a, b, e, g, h, i, and j achieved.**

**You must complete video assignments during these times.**

**Discussions**: (**100 points total**). Discussion questions are posted. You are required to POST in your

comments on THURSDAY, read all of the posts of your classmates, and reply to two of the posts that you

read.

* 1. In your discussions, be as detailed as possible. Refrain from simple answers like “I agree”, “yes, this is true”, etc. Please make sure you explain why you agree or think the posting is good or true. Whatever you say, make sure you explain why you think the way you do. What I will be looking for in the postings is how well students integrate concepts and theories learned in the text and articles into their discussions. **Show off your critical thinking skill!!!** While discussion assignments will be available for a week, students will have **Mondays from 8am to Thursdays @ 11:59 pm** to post their response to my original discussion questions. **You will lose some points if you post your response to my original discussion questions after 11:59 pm on Thursdays.** Use the rest of the week to read all the posts of classmates and reply to TWO of your classmates’ posts. NOTE**: You have to post your answer for the discussion question(s) FIRST before you see the posts of your classmates.** Please be courteous in the Course-room. Do not post anything offensive, threatening, inflammatory, or illegal. Also, do not call people names if you disagree with their views.

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| 90%-100% | Very detailed answer  | Answer/post has an extensive use of relevant textbook/article material –concepts and theories | Posted a comment and two reply posts |
| 80%-89% | Detailed answer | Answer/post contains a high level of use of textbook/article material—concepts and theories | Posted a comment and one reply. |
| 70%-79% | Moderate answer | Answer/post has a moderate use of relevant textbook material/article—concepts and theories | Posted a comment, no reply. Grammatical errors |
| 60-69% | Basic answer | Answer/post contains a superficial knowledge of relevant textbook/article material --concepts and theories. | Post not relevant.  |

**Discussion assignments must be completed during these times.**

**Discussion 1: August 26 (8am) to September 1 (11:59 pm) -- Learning objectives a, b, d, e, and f are achieved**

**Discussion 2: September 23 (8am) to September 29 1 (11:59 pm) --Learning objectives a, b, d, and g are achieved**

**Discussion 3:, Oct 28 (8a) to Nov 35 (11:59 pm) --Learning objectives a, g, i, and j achieved.**

**Discussion 4: Nov 6 (8am) to, Nov 12 (11:59 pm) –Learning a, b, d, e, and f achieved.**

**Examinations**. **(300 points total)**—There will be three exams given during the semester on the dates specified in the schedule (see below). The exam will be available for one week. However, you will have a certain amount of time to take the exam once you begin it. Also, you will have only ONE attempt once you begin an exam.

**Exams must be taken during these times. (Learning objectives a through j achieved)**

**Exam 1: SEPT 16 (8 am) to Sunday, SEPT 22 (11:59 pm)--**Over chapters 1 to 4 and articles covered during WEEKS 1-4.

**Exam 2: OCT 21 (8 am) to Monday, OCT 27 (11:59 pm) --**Over chapters 5 to 8 and articles covered during WEEKS 5-8.

**Exam 3: DEC 9 (8 am) to DEC 12 (11:59 pm) (NOTE—no make-up for final EXAM) --** Over chapters 9 to 12 and articles covered during WEEKS 10 - 15.

**Missed assignments**. You will be given an opportunity to make up for only ONE missed exam, discussion, and/or video during **pre-finals week**. However, you will have only **24 hours** to make up for a missed assignment instead of a week. Dates for make-up assignments will be posted. Make-up assignments will be given toward the end of the semester**. I do not need to know if you missed an assignment. Please do not e-mail to inform me about your missed assignments.** Make-up assignments will **NOT** cover the same materials that you missed. Please check announcements and your e-mail daily. There is **no make-up quiz.** There is **no make-up exam for the final exam**.

**Please Do Not Ask for extra work at the end of the semester. Also, keep in mind that your online**

**presence can be tracked.**

**COMMUNICATIONS**

Information will be sent to students via their e-mail (please check your e-mail daily) and posted on

CANVAS- check the Announcements tab daily.
***Interaction with Instructor Statement****:* The primary means to contact me will be via e-mail (CANVAS messaging system) or telephone: 940.565.4267. However, I prefer e-mails since I try my best to respond to students within 24 hours, even on weekends. In case I do not reply to your e-mail within 48 hours, please e-mail me again. I am also available during my office hours. You may just come in (**Zoom meetings**). I will send out an e-mail in case I cannot hold office hours.

**\*See Canvas or the Course Calendar on last page of syllabus for due dates\***

**\*It is your responsibility to go to the Weekly Instructions in Canvas to find all assigned materials\***

## **AI Policy**

The use of generative AI should be considered a creative tool. Use of AI must be cited. If assignments are flagged as 100% AI, a 0 will be reported for the assignment. The student will need to address the turnit in score.

## **Late Work Policy**

I will not accept late work unless you have a university excuse, (i.e. death in the family, sick with a doctor’s note, etc). Assignments are listed weekly, with each module opening on Monday at 8am. However, you have until Sunday at 11:59pm to turn in assignments (**except the original discussions**). Please contact me if you have any issues meeting a deadline. All assignments are set to close 24 hours after the assignment is due. If it is turned in late, there will be a point reduction. Once an assignment closes, you may not submit work.

## **Grading**

**All of the components of a student’s grade will have a point value system, based on A being equivalent to a 4.0. Points will be given based on a student’s performance, such as the quality of information posted in the weekly quizzes, writing skills, research skills, and ability to illustrate comprehension of all course topics. Each assignment will include a rubric for specific details on grading criteria.**

**Total Points Possible for Semester/Grading Scale = 600**

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| --- |
| **537 –600 = A** |
| **477 – 536 = B** |
| **417 – 476 = C** |
| **357 – 416 = D** |
| **356 and below = F** |

## **COURSE EXPECTATIONS**

As the instructor of this course, I am responsible for:

1. Providing course materials that will assist and enhance your achievement of the stated course goals
2. Providing timely and helpful feedback within the stated guidelines
3. Assisting in maintaining a positive learning environment for everyone

As a student in this course, you are responsible for:

1. Reading and completing all requirements of the course in a timely manner
2. Working to remain attentive and engaged in the course and interact with your fellow students
3. Assisting in maintaining a positive learning environment for everyone

**UNT POLICIES**

## **COVID-19 Policies**

#### **Guidelines for individuals who test positive for COVID-19**

As of April 29, 2022, the University will no longer offer contact tracing for positive test cases. Individuals who test positive for the virus should follow current [Centers for Disease Control Isolation and Precautions for People with COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/your-health/isolation.html) and follow the treatment advice of their medical provider. Students, faculty, and staff should handle COVID-19-related absences like other health-related absences.

#### **Guidelines for individuals who have been exposed to COVID-19**

Individuals exposed to the virus should follow the current [Centers for Disease Control](https://www.cdc.gov/coronavirus/2019-ncov/your-health/if-you-were-exposed.html) recommendations and their medical provider's treatment advice. Students, faculty, and staff should handle COVID-19-related absences like other health-related absences.

**Academic Integrity Policy**

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. *Work submitted may be analyzed by software for academic integrity.*

**ADA Policy**

UNT makes reasonable academic accommodations for students with disabilities. I aim to make success in this course attainable for all students. Please reach out to me about accommodation options. Students seeking accommodation should register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu/>. You may also contact them by phone at 940.565.4323.

**Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)**

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

**Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

**Access to Information - Eagle Connect**

Students’ access point for business and academic services at UNT is located at [my.unt.edu](https://my.unt.edu/). All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect).

**UNT POLICIES Continued**

**Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classrooms, labs, discussion groups, field trips, etc. Visit UNT’s [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) to learn more.

**Sexual Assault Prevention**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off-campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5CSurvivorAdvocate%40unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5Coeo%40unt.edu) or at (940) 565 2759.

**Transmission and Recording of Student Images in Electronically-Delivered Courses**

This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings. I will provide accommodations for students who do not wish to appear in class recordings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

**Class Recordings & Student Likenesses**

Synchronous (live) sessions in this course will be recorded for students enrolled in this course to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

**Copyright Notice**

Some or all of the materials on the course website may be protected by copyright. Federal copyright law

prohibits the reproduction, distribution, public performance, or public display of copyrighted materials

without the express and written permission of the copyright owner, unless fair use or another exemption

under copyright law applies. Additional copyright information may be located on the UNT website.

**UNT POLICIES Continued**

**Important Notice for F-1 Students taking Distance Education Courses**

**Federal Regulation**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken online or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to the completion of the class. An online or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no online or distance education classes may be considered to count toward a student's full course of study requirement.

**University of North Texas Compliance**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, they should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

**Rules of Engagement**

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

* While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
* Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
* Ask for and use the correct name and pronouns for your instructor and classmates.
* Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
* Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
* Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
* Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
* Avoid using “text-talk” unless explicitly permitted by your instructor.
* Proofread and fact-check your sources.
* Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) for more information

**For all other UNT Policies, please go to the Student Handbook.**

**Student Programs/Services/Organizations**

**Academic Support Services**

[Academic Resource Center](https://success.unt.edu/asc)

[Academic Success Center](https://success.unt.edu/asc)

[UNT Libraries](https://library.unt.edu/)

[Writing Center](https://writingcenter.unt.edu/)

[Math Lab](https://math.unt.edu/mathlab)

**Library Resources**

[UNT Libraries](https://library.unt.edu/)

[UNT Library Research Support](https://library.unt.edu/research-support-services/)

Subject Librarian - Jennifer Rowe

Phone: 940-369-7815

Email: jennifer.rowe@unt.edu

[PUBH Subject Library Resources Page](https://guides.library.unt.edu/PublicHealth)

[PUBH 1010 Introduction to Public Health](https://guides.library.unt.edu/PUBH1010)

**Student Support Services**

[Registrar](https://registrar.unt.edu/index.html)

[Financial Aid](https://financialaid.unt.edu/index.html)

[Student Legal Services](https://studentaffairs.unt.edu/student-legal-services)

[Career Center](https://careercenter.unt.edu/)

[Multicultural Center](https://idea.unt.edu/multicultural-center)

[UNT Care Team](https://studentaffairs.unt.edu/care-team)

[Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)

[CARE Team](https://studentaffairs.unt.edu/care-team)

[Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center)

[Pride Alliance](https://edo.unt.edu/pridealliance)

[UNT Food Pantry](https://studentaffairs.unt.edu/food-pantry)

[ALL Programs and Services](https://studentaffairs.unt.edu/push/unt-resources)

**Student Organizations**

Did you know there are more than 400 student organizations at UNT? Joining an organization is a great way to meet other students with similar interests. There are clubs related to academics, recreation, advocacy, entertainment, and so much more. Many organizations offer students opportunities to gain leadership skills and network with others to expand career opportunities.

[Student Organization Homepage](https://studentaffairs.unt.edu/student-org)

**UNT Student Organizations Related to Public Health**

For a full list of public health-related Student Organizations, go to the Student Organization page and search “public health”

[Public Health Alliance](https://unt.campuslabs.com/engage/organization/public-health-alliance)

[Future Without Poverty](https://unt.campuslabs.com/engage/organization/future-without-poverty)

[UNT Rotaract Club](https://unt.campuslabs.com/engage/organization/rotaract-club)

[Global Medical Brigades](https://fundraise.globalbrigades.org/empowered/chapter/university-of-north-texas-medical-brigades)

[Student Health Advisory Committee](https://unt.campuslabs.com/engage/organization/student-health-advisory-commitee)

[Alternative Breaks](https://studentaffairs.unt.edu/center-for-leadership-and-service/programs/alternative-breaks)

[Health Occupation Students of America](https://unt.campuslabs.com/engage/organization/hosa-unt)

[Pre-Physician Assistant Club](https://unt.campuslabs.com/engage/organization/pre-physician-assistant-club)

[Collaborative Urban Planning Association](https://unt.campuslabs.com/engage/organization/apaso_unt)

[Delta Sigma Theta Sorority, Inc.](https://unt.campuslabs.com/engage/organization/delta-sigma-theta-sorority-inc)

[Public Administration Student Association](https://unt.campuslabs.com/engage/organization/public-administration-student-association)

[Alpha Epsilon Delta Health Pre-Professional Honor Society](https://unt.campuslabs.com/engage/organization/alphaepsilondelta)

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# **Calendar**

**Tentative calendar for the course, including information for the weekly topics, required readings, and the due dates for assignments. Remember, supplemental readings are not listed here.** **It is your responsibility to go to the Weekly Instructions in Canvas to find all assigned materials. These dates and topics are subject to change. All readings from text unless otherwise specified.**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Topic | Materials | Assignments/Activities |
| Week 18/19-8/25 |  Introductions/Syllabus What is health equity? | Readings in Week 1 | Introduction |
| Week 28/26-9/1 |  Mental Health disparities: Diverse populations | Readings in Week 2 | Discussion 1Quiz 1 |
| Week 39/3-9/8 |  There is health… The starting point | Chapters 1 and 2 | Quiz 2Video 1 |
| Week 49/9-9/15 |  Ethnomedicine 1: Cultural  Health systems Ethnomedicine 2: Cultural  system | Chapter 3 and 4 |  |
| Week 59/16-9/22 | **Exam 1** |  |  |
| Week 69/23-9/29 | The moral dimension | Chapter 5 | Discussion 2Quiz 3 |
| Week 79/30-10/6 | Cultures, healers, andinstitutions of health | Chapter 6Readings week 7 | Quiz 4Video 2 |
| Week 810/7-10/13 | Sociocultural ecology ofdisease and illness | Chapters 7 | Discussion 3Quiz 5 |
| Week 910/14-10/20 | Culture and subculture | Chapters 8Readings in Week 9 |  |
| Week 1010/21-10/27 | **Exam 2** |  |  |
| Week 1110/28-11/3 | Dimensions of culture in asampling | Chapter 9 | Quiz 6Video 3 |
| Week 1211/4-11/10 | A primer on researchstrategies | Chapter 10 | Discussion 4Quiz 7 |
| Week 1311/11-11/17 | Incorporating culturalknowledge | Chapter11 | Quiz 8 |
| Week 1411/18-11/24 | Being culturallycompetent | Chapter 12 | Quiz 9Video 4 |
| Week 1511/25-12/1 | Thanksgiving Break |  |  |
| Week 1612/2-12/8 | **Make up Assignments** | Readings inModule 16 | Make-up DiscussionMake up Exam |
| Week 1712/9-12/12 | **Final** | Available 12/9-12/12 | Final (Exam 3) due12/12 by 11:59pm |