



Pandemics, Immigrant Health and Health Disparity
Course Syllabus, 3 Credits, Fall 2017

General Information

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Office Hours: TBA; and by appointment
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Class Meets: Wednesday 2:30pm - 5:15pm

Course Description

This course will emphasize global migration issues related to pandemics and practical approaches to racial/ethnic minority and vulnerable populations. Students will develop the skills necessary to assess the risk of pandemics in different scenarios and the ability to identify research gaps in the literature and discuss adaptation strategies for specific topics discussed in cases studies.

We will examine the fundamental factors associated with pandemics and their causes and review the science of pandemics in general. Moreover, we will cover how climate-change factors impact migration and how pandemics impact the social and behavioral health of populations—specifically: (a) chronic illness such as HIV (b) drought and migration, (c) vector borne diseases such as Zika and Dengue, (d) foodborne diseases such as gastrointestinal bacterial infections, and (e) natural disasters.

This course is collaboratively presented by the Honors College and the Global Health Consortium in the Department of Health Promotion and Disease Prevention, which is housed within the Robert Stempel College of Public Health and Social Work.

Objectives

Upon successfully completing this course, students will be able to:

1. Define and identify pandemics and the interconnectedness with migration and immigrant health.
 - a. Define and identify pandemics and their interconnectedness with migration and immigrant health.
 - b. Discuss and assess pandemics' temporal and long-term impact on socio-behavioral public health.
 - c. Identify and assess major drivers of pandemics and ways to mitigate their socio-behavioral health impact.
 - d. Identify, compare, and contrast epidemiological methods and other methods to research and measure the relationship between pandemics and socio-behavioral health.
 - e. Recognize and discuss pandemics and their anticipated effect on socio-behavioral public health and migration.
 - f. Identify and discuss the effects of pandemics on the socio-behavioral health of racial/ethnic minority, vulnerable, and underserved populations in the US and globally.
 - g. Examine and recognize the importance of including migration and environmental changes in the context of population health.
2. Discuss and assess pandemics' temporal and long-term impact on socio-behavioral public health
 - a. Discuss the relevance of migration and pandemics and their impact on communities.
 - b. Define the temporal effect of pandemics.
 - c. Review key vocabulary terms associated with pandemics, migration, and health.
 - d. Discuss what constitutes an emergent pandemic and types of public health impacts.
3. Identify and assess major drivers of pandemics and ways to mitigate their socio-behavioral health impact
 - a. Recognize components of migration and human behaviors and their influences on health.
 - b. Discuss examples of interventions at different levels of pandemics.
 - c. Define the origins of pandemics.
 - d. Review cultural concepts relevant to upstream/distal ecological correlates of pandemics.
 - e. Define zoonosis and links between human and animal virus and bacteria.
 - f. Identify key areas for epidemics and pandemics and migration.

4. Identify, compare, and contrast epidemiological methods and other methods to research and measure the relationship between pandemics and socio-behavioral health
 - a. Identify reliable sources (research and health information databases) of information to inform the development pandemic preventions.
 - b. Demonstrate effective communication skills through an audio-visual presentation.
 - c. Link an emergent epidemic or pandemic with at least one theory-based solution that is culturally competent, collaborative, and viable in terms of addressing the underlying causes of the problem.
5. Recognize and discuss pandemics and their anticipated effect on socio-behavioral public health and migration.
 - a. Demonstrate effective communication skills through the discussion in class of pandemics and the effect on public health.
 - b. Link a health problem/issue with at least one causal culturally competent, collaborative, and viable in terms of addressing the underlying causes of the problem.
6. Identify and discuss the effects of pandemics on the socio-behavioral health of racial/ethnic minority, vulnerable, and underserved populations in the US and globally
 - a. Identify reliable sources (research and health information databases) of information to inform the development health promotion program and evaluation plans.
 - b. Demonstrate effective communication skills through an audio-visual presentation.
 - c. Link a health problem/issue with at least one theory-based solution that is culturally competent, collaborative, and viable in terms of addressing the underlying causes of the problem.
7. Examine and recognize the importance of including migration and environmental changes in the context of population health.
 - a. Identify reliable sources (research and health information databases) of information to inform themselves and future work in the public health field.
 - b. Link pandemics/issue with at least one solution or prevention approach that is culturally competent, collaborative, and viable in terms of addressing the underlying causes of the problem.

Global Learning Objectives:

Upon successfully completing this course, students will be able to:

1. Conduct a multi-perspective analysis of local, global, international, and intercultural issues related to pandemics and migration. (**Global Perspective**)

2. Discuss the interconnectedness of local, global, international, and intercultural issues related to pandemics, health, and migration. (**Global Awareness**)
3. Engage in local, global, international, and intercultural problem-solving associated with pandemics, health, and migration. (**Global Engagement**)

Course Prerequisites

There are no prerequisites for this course.

Technical requirements and skills:

Basic computer literacy is required. Students must be able to manage and organize their computer files, navigate within their computer's operating system, and use software/websites listed below.

This course utilizes the following tools:

1. Blackboard (Bb) Learn
2. Adobe Connect
3. PowerPoint
4. YouTube

Required Text

Students may purchase textbook online at the FIU Bookstore.

1. **Required book:** *The Spillover: Animal Infections and the Next human pandemic* (David Quammen) ISBN: 978-0-393-06680-7
2. **Required book:** *Pandemic: Tracking Contagions from Cholera to Ebola and Beyond* (Sonia Shah). ISBN: 125011800X, 9781250118004
3. Any additional supplemental required materials (i.e., articles, podcasts, videos, etc.) will be posted at least one week in advance to Blackboard for reading/viewing.

Other Resources:

FIU Library (2017).: <https://library.fiu.edu/>

FIU Library tutorials: <http://libguides.fiu.edu/infolit>

Suggested Websites and Online Resources

1. Centers for Disease Control and Prevention. (2016).
Division of HIV/AIDS.
Healthy Communities Program.
4. World Health Organization. (2016).
www.who.org.

Specific Competencies

This course will assist students in developing the following competencies

| Competency | Course Objectives |
|---|-------------------|
| Identify and assess the underlying ecological, cultural, and behavioral determinants of pandemics and how they affect the health of populations | 1,2,3 |
| Discuss and evaluate research and intervention programs that are collaborative and culturally appropriate, and address the underlying causes of pandemics | 3,4,5 |
| Specific competencies introduced in this course include: | |
| Identify interventions from the social and behavioral sciences to use in public health research of pandemics | 2,4,5 |
| Use lectures and school work to explain, discuss, and identify pandemics and public health issues related to immigration health | 5,6 |

Course Structure

This seminar style course will include guest lecturers from various agencies and university departments in addition to community partners who work in the twin areas of public health and social behavioral issues; international guest speakers will be featured via webinars. Sessions will consist of lectures, discussions, and interactive group exercises. Because of the interactive nature of this course, students are responsible for reading all assignments and being prepared to discuss the readings and take exams. Students are ultimately responsible for all assigned readings, including those that are not discussed in class meetings. Lecture notes will be available on Blackboard.

Course Expectations

This course will require a degree of self-motivation, self-discipline, and technology skills that can make it somewhat demanding for some students. Please contact instructor in the first week of class for assistance with technology or accommodation of any kind.

Expectations for performance in an Honors College course are the same as those in a traditional course. Review the syllabus very carefully in the first week, clarify any issues, and follow the course calendar. Review the *How To Get Started* information located in the course content.

Obtain a copy of the course's required textbooks and complete readings as they are assigned.

Students will introduce themselves to the class in the first assignment by recording a self-introduction using Adobe Connect and posting it in the appropriate discussion forum.

The instructor will respond to messages within 48 hours. Submit course assignments on time. The grades of late assignments will be penalized (and lowered) by 2% per day late.

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Changes or Modifications: The Instructor reserves the right to change, alter, add, or delete from the content of this course as deemed appropriate by the Instructor based upon class and students' needs.

Students are expected to:

- Attend each class session. If unable to attend, student is responsible for following-up with classmates and obtaining lecture notes. Students are encouraged to miss no more than one class without a written notice from doctor or another document excusing their absence from class.
- Review the material posted on Blackboard before the session starts.
- Read and review the materials before taking quizzes or tests.
- Interact with instructor/s and peers to learn from each other.
- Review and follow the course calendar
- Review the syllabus very carefully in the first week, clarify any issues, and follow the course calendar.
- Take the practice quiz to ensure that computer is compatible with Blackboard.
- Interact online with instructor/s and peers.
- Review and follow the course calendar.
- Submit assignments by the corresponding deadline.
- Respond to messages within 48 hours.
- Submit assignments on time. The grades of late assignments will be penalized (and lowered) by 2% per day late.

The instructor will:

- Respond to emails/messages within two business days.
- Submit grades and quizzes within the corresponding deadline.
- Log in to the Blackboard course at least once per week.
- Grade assignments within 8 days of the assignment submission deadline.
- Post grades once all students have completed quizzes and exams.

Class Policies and Procedures

Course Communication: Communication in this course will take place during class, by telephone or via email “**Messages**”. *Messages* is a private and secure text-based communication system which occurs within Blackboard among course members. Users must log on to Blackboard to send, receive, or read messages. The Messages tool is located in the Course Menu, on the left side of the course webpage. It is recommended that students check their messages routinely to ensure up-to-date communication. Please start the subject lines in messages with the following convention for appropriate tracking:

Course & Student’s Name: Subject of Message
(e.g., IHC U54 Bob Jones: Regarding midterm)

Please remember that the manner in which students communicate with professors is very important, especially in requests for clarification of an assignment or to notify the professor of a personal emergency. Consider reviewing “How to Email a Professor” for tips on how to appropriately communicate over email messaging.

Class Participation: This is a face-to-face class. Class participation is essential. Participation in class will be demonstrated by active involvement in discussions, round tables, and group exercises, and by answering questions and completing assigned exercises. Participation, in the form of group exercise discussions, constitutes 20% of the final grade in this course. Students are expected to use Blackboard, oral presentations, and Adobe Connect,. Presentations and discussion grading rubrics will be discussed in class and used to assess participation points.

Competency Assessment:

To mitigate any issues with students’ computers and online access, it is important that students ensure their computers are functional and compatible prior to submitting their assignments. Students are responsible for ensuring that their computers meet the minimum hardware requirements. Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. For further assistance, please contact FIU Online Support Services.

Examination/Quizzes

Tests will cover course content found in the readings and course lectures. Please review the course calendar for exact dates of tests and assignment deadlines and their corresponding content.

Late Assignment Policy: Unexcused late assignments will NOT be accepted. Assignments can be e-mailed or submitted as hard copies. Make-up assignments or exams will be allowed in the case of a University approved circumstance (i.e., serious illness, death in the family, military obligation or other emergency). Make-up assignment or exams must be completed within five days of the scheduled due date and must be accompanied by official documentation substantiating an excusable absence.

Course Schedule This schedule may be modified as the course progresses. Any changes, however, will be announced at least one class session in advance. Unless noted in **red**, all quizzes and assignments are due no later than the indicated weekly session.

Disability: Exams may be timed. If a student has any disability that may prevent completion of the exam on time, please let the instructor know by the second week of class by email. If a student has a disability and/or needs special assistance, please make arrangements through the Office of Disability Services (305.348.4131).

Accessibility and accommodations:

Please visit FIU's Americans with Disabilities Resource Center (American with Disability Act-ADA) Compliance webpage for information about accessibility involving the tools used in this course. Please visit Blackboard's Commitment Accessibility webpage for more information. For additional assistance, please contact FIU's Disability Resource Center.

Etiquette

Students are required to behave in a courteous manner and maintain a professional demeanor at all times (both in person and virtually). Side conversations in class are disruptive and show a lack of respect for fellow classmates and for the instructor. Please keep mobile phones "in silent-mode" or "vibrate-mode" and keep in mind that use of electronic devices (e.g., phones, laptops, tablets) may be prohibited at the instructor's discretion.

Academic Misconduct

In the Honors College, the term "honor" refers both to academic accomplishment and character. Students in the Honors College are held to the highest standards of personal accountability. Dishonesty in any form is antithetical to the very definition of being an Honors College student at FIU. **Any Honors College student found guilty of academic or other misconduct violating the University Student Code of Conduct or Code of Academic Integrity will be dismissed from the Honors College.** All Honors College students are expected to know what constitutes misconduct and to abide by both University and College policies on conduct and integrity.

Religious Observance

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Students must notify instructor at the beginning of the semester of the dates they will be absent or any anticipated problems with completing course work.

Evaluation and Grading

| Course Requirements | Points |
|--|--------|
| Classroom Participation/ introduction by Adobe | 10 |
| Group papers | 20 |
| In class exam midterm | 20 |

| | |
|-------------------------------------|------------|
| Site visit group report | 10 |
| Final 20 minutes group presentation | 20 |
| Final Exam | 20 |
| Total | 100 |

Students will be evaluated on their performance in five areas: (1) course participation, (2) group papers; (3) midterm exam; (4) site visit written report, (5) final emergent pandemic presentation.

| Letter Grade | Range | Letter Grade | Range | Letter Grade | Range |
|--------------|---------------|--------------|---------------|--------------|---------------|
| A | 92.6% - 100% | B- | 79.6% - 82.5% | D+ | 66.6% - 69.5% |
| A- | 89.6% - 92.5% | C+ | 76.6% - 79.5% | D | 62.6% - 66.5% |
| B+ | 86.6% - 89.5% | C | 72.6% - 76.5% | D- | 59.6% - 62.5% |
| B | 82.6% - 86.5% | C- | 69.6% - 72.5% | F | < 59.5% |

Incomplete grade: All grades are final. NO INCOMPLETES WILL BE GIVEN FOR THIS COURSE.

FIU Honor Code

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism. All students are expected to abide by the Florida International University Honor Code. Any violation will be reported.

Global Learning

This upper division class has been designated as a Global Learning (GL) course.

Global Awareness:

- Students will be able to demonstrate knowledge of the interrelatedness of local, global, international and intercultural issues, trends and systems.
- *Course Learning Outcome:* Students will demonstrate knowledge of the interrelated global dynamics (e.g., social-cultural, political, economic) that shape aesthetics, values, and authority in diverse cultural contexts.

Global Perspectives:

- Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.
- *Course Learning Outcome:* Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority (e.g., economic, political, sociological, technological, cultural).

Global Engagement:

- Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.
- *Course Learning Outcome:* Students will be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority.

Course Schedule and Assignments:

This schedule may be modified as the course progresses. Any changes will be announced at least one class session in advance.

| Date and week sessions | Topic | Assignments/Due date |
|------------------------|-----------------------------------|---|
| Week 1 Aug. 23 | Course Introduction and Overview | Purchase texts Read Syllabus |
| Week 2 Aug. 30 | History of pandemics and concepts | Cholera Child and the Jump introduction and Chapter 1 Sonia Shah |

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| | | |
|----------------------------|---|--|
| Week 3 Sept.6 | History and statistics of pandemics/ and migration | David Quammen Chapters 1 and 2 |
| Week 4 Sept. 13 | The impact of pandemics in the XIX and XX The Spanish Flu Guest Speaker | Crowds: The amplification of epidemics in the global metropolis |
| Week 5 Sept. 20 | Causes and consequences of Pandemics Black Death (Guest speaker) | Discuss group papers topics and groups |
| Week 6 Sept. 27 | The current burden of pandemics and immigration (Guest Speaker) | Guest lecturer articles |
| Week 7 Oct. 4 | HIV Pandemics (guest speaker) Dr. Beck-Sague | HIV among Women and Minority populations articles |
| Week 8 Oct. 11 | HIV in Florida (guest speaker) | Guest lecturer articles Group Paper Due |
| Week 9 Oct. 18 | Midterm | |
| Week 10 Oct. 25 | Public health responses to pandemics (guest speaker) Dr. Carlos Espinal | Guest lecturer articles |
| Week 11 Nov. 1 | Ebola Case study / Socio-behavioral impact of pandemics among immigrants (guest speaker) | Presentation of a Case study of a pandemic |
| Week 12 Nov. 8 | Public Health responses to Pandemics Site visit Florida Health Department | |
| Week 13 Nov. 15 | Site visit group reports due and presentations | Site Reports due and presentations |
| Week 14 Nov. 22 | Site visit group reports due and presentations | Site Reports due and presentations |
| Week 15 Nov. 29 | Next pandemics and Final Exam Review | Final Exam Review |

| | | |
|---------------------------|-------------------|-------------------|
| Week 16 Dec. 6 | Final Exam | Final Exam |
|---------------------------|-------------------|-------------------|

** The schedule and reading assignments are subject to change, but students will be given at least one-week notice if any changes occur.

Suggestions for students to be successful in course:

1. Be prepared (e.g., complete readings and prepare case studies) for each discussion session and participate fully. Address and resolve questions as they arise.
2. Organize study time around objectives listed in syllabus as well as those presented for each class session.
3. Other resources available for this course:
 FIU Library. (2017).
 FIU Library tutorials.
 FIU Division of Information Technology. (2017).
4. Adobe Connect Tutorials.