



UNIVERSITY
of HAWAII®
MĀNOA

OFFICE OF PUBLIC HEALTH STUDIES Undergraduate Course Syllabus Spring 2019

1. Course Information

- a. **Course Number and Title:** PH 301 – Issues in Public Health (Tobacco & Your Community: Addressing Disparities Among Local Populations)
- b. **Number of Credit Hours:** 3 Credits
- c. **Course Meeting Days and Times:** Tuesday & Thursday, 9:00 – 10:15 am
- d. **Course Meeting Place:** BioMedical Sciences Bldg, D-207
- e. **Pre-Requisite Courses:** PH 201

2. Instructor Information

- a. **Name:** Lisa Kehl, MSW, MPH, LSW, TTS
- b. **Phone Number:** 956-5756 (office) or 753-0762 (cell)
- c. **Email:** kehl@hawaii.edu
- d. **Office Location:** BioMed D-104U
- e. **Office Hours:** By appointment only

3. Course Description

This course is designed to introduce students to the research methodology of photovoice and how it can be used to address important policy issues in the community. Students will assess the facilitators and barriers of smoking initiation, cessation, and exposure to second-hand smoke within various communities. Students will learn about the history and current status of tobacco use and tobacco related disparities within the local populations, history of the tobacco industry and new and emerging products. Students will also complete the Tobacco Brief Intervention Certification Training where they will learn about the Transtheoretical Model (stages of change), how to implement the 5A model to assist individuals in quitting smoking, and the financial impact of prevention/cessation.

4. Course Schedule (Class Dates, Topics, and Assignments)

<i>Week</i>	<i>Dates</i>	<i>Topic</i>	<i>Assignments Due</i>
Week #1	1/8 & 1/10	Discussion/Lecture: Syllabus Overview Activity: Complete Demographic Survey Lecture: History of Tobacco Use and Control & Tobacco Settlement	
Week #2	1/15 & 1/17	Discussion/Lecture: History of Photovoice Data Collection & Ethics of Picture Taking in Public	
Week #3	1/22 & 1/24	Discussion/Lecture: Project Goals, Priority Populations, & Community Engagement	
Week #4	1/29 & 1/31	Activity: Oral Presentations of Student Photos Discussion: Student Reflection of Picture Taking Process and Photos Selected for Discussion Discussion: Review of Part #2 Picture Taking Assignment Lecture: Tobacco Policy	Due 1/29: 6 pictures for each 1) Promotion of Smoking Initiation & 2) Prevention of Smoking Initiation
Week #5	2/5 & 2/7	Tobacco Brief Intervention Certification Training Part #1 - Module I: Unhealthy Behaviors Cause Chronic Diseases - Module II: Nicotine Dependence as a Chronic Disease	2/7 – class in D211

Week #6	2/12 & 2/14	Discussion/Activity: Select Photos for Further Analysis Discussion/Lecture: SHOWED Method and Processes Discussion: Developing Evidence-Based Recommendations for Policy and Education Lecture: Electronic Cigarettes – Emergence and Control	Due 2/12: 6 pictures for each 3) Barriers to Quitting Tobacco, 4) Facilitators to Quitting Tobacco, 5) How/Where Exposed to 2 nd -Hand Smoke, 6) How/Where Protected from 2 nd -Hand Smoke
Week #7	2/19 & 2/21	Discussion/Lecture: Health Education and Communication Discussion: Current and Past HDOH Education Campaigns Discussion/Activity: Critiques of Educational Campaigns	
Week #8	2/26 & 2/28	Tobacco Brief Intervention Certification Training Part #2 - Module III: Using the Five “A” Model - Module IV: Putting Your Skills into Action	
Week #9	3/5 & 3/7	Discussion/Activity: Student Presentations of SHOWED Outcomes Lecture: Global Tobacco Issues	Due 3/5: SHOWED Worksheets
Week #10	3/12 & 3/14	Tobacco Brief Intervention Certification Training Part #3 - Module V: Anticipatory Guidance and Relapse - Module VI: Cost/Benefit of Prevention and Treatment of Tobacco Dependence - Review of Intervention Training & Certification Exam	3/14: Certification Exam
Spring	Break	***3/20 – Extra Credit: ACS Lobby Day / Kick Butts Day at the Capitol***	NO CLASS
Week #11	3/28	Activity: Creating Digital Storyboards of Identified Themes (Pt #1) Lecture/Discussion: Careers in Tobacco Control	
Week #12	4/2 & 4/4	Activity: Creating Digital Storyboards of Identified Themes (Pt #2) Lecture/Discussion: Developing Professional Skills in Oral Communication & Networking	
Week #13	4/9 & 4/11	Activity: Student Practice Presentations	Due 4/9: Digital Storyboards
Week #14	4/16 & 4/18	Lecture/Discussion: Tobacco Use Among College Students and on College Campuses	
Week #15	4/23 & 4/25	Presentation of Digital Storyboards and Policy/Education Recommendations to Invited Community Members	
Week #16	4/30 & 5/2	Discussion: Course Evaluation	

5. Description of Course Assignments

Photo Taking Round #1 (Promotion of Smoking Initiation & Prevention of Smoking Initiation): Students will explore their community and take at least 6 photos for each of 2 study questions: (1) What *promotes* the initiation of smoking and the use of e-cigarettes among youth and young adults in your community?; and (2) What *prevents* the initiation of smoking and the use of e-cigarettes among youth and young adults in your community? Students will put their photos into a Google Slides presentation and caption each photo with a title and 2-3 sentences describing how the photo answers the question. Students must post the Google Slides presentation within the shared class Google folder before class time on the day it is due (1/29) for full credit.

Photo Taking Round #2 (Barriers to Quitting Tobacco, Facilitators to Quitting Tobacco, How/Where Exposed to 2nd-Hand Smoke, & How/Where Protected from 2nd-Hand Smoke): Students will explore their community and take at least 6 photos for each of 4 study questions: (3) What are the *barriers* to people quitting smoking and using e-cigarettes in your community?; (4) What are the *facilitators* to people quitting smoking and using e-cigarettes in your community?; (5) How and where are people *exposed* to second-hand smoke/vape in your community?; and

(6) How and where are people *protected from* to second-hand smoke/vape in your community? Students will put their photos into a Google Slides presentation and caption each photo with a title and 2-3 sentences describing how the photo answers the question. Students must post the Google Slides presentation within the shared class Google folder before class time on the day it is due (2/12) for full credit.

SHOWED Worksheets: Students will be required to complete SHOWED Worksheets for 3 of their photos that answer question #3 and 3 of their photos that answer question #4. The SHOWED Worksheets focus on the following questions: What do you SEE? What is HAPPENING? How do these issues relate to OUR lives? WHY does this situation exist? and What can we DO about these issues? Completed worksheets should be submitted as WORD or PDF documents using Lulima Assignments by class time on the day it is due (3/5).

Tobacco Brief Intervention Certification: Students will attend all 3 sessions of the Tobacco Brief Intervention Training on Weeks #5, #8 & #10. Students will complete demonstrations of their abilities to use the 5A Model for an individual who is not ready to quit, an individual who is ready to quit, and an individual who is experiencing relapse. Students will complete the certification exam with a passing grade of 80% or better on the final day of TBI instruction 3/14. Of the 40 points allotted to this assignment 10 points will be allotted for each skills demonstration and 10 points for the certification exam.

Creation/Development & Public Presentation of Digital Storyboard: Working in assigned pairs, students will be involved in creating/developing digital storyboards based on photographic data collected and discussed in class utilizing SHOWED worksheets. Presentations will range from 12 to 15 minutes per pair. Slides will contain photo collages and narratives of designated photos, including themes and recommendations for policy and community-level change. Google slides must be used for all presentations and shared to the designated class folder. Students will have 2-3 minutes to respond to peer and community questions following each presentation. Presentation and discussion will be stopped if they exceed 15 minutes per pair. Of the 50 points allotted to this assignment, 5 points will be awarded for sharing of Google Slides in the designated class folder by 4/9, 25 points will be awarded for content, and 20 points awarded for quality of presentation delivery.

6. Grading Rubric (For Course Assignments)

	Assignment	Points	Percentage of Total
1.	Attendance/Participation	40	20%
2.	Tobacco Brief Intervention – Skills Demonstrations (10 points x 3)	30	15%
3.	Tobacco Brief Intervention Certification Exam	10	5%
4.	Photo Taking Round #1	20	10%
5.	Photo Taking Round #2	30	15%
6.	SHOWED Worksheets	20	10%
7.	Creation/Development of Digital Storyboard	30	15%
8.	Public Presentation of Digital Storyboard	20	10%
	Total =	200	100%

7. Grading Scale:

This course will use +/- grading system	
A = 90-100	Excellent, distinctive work. Demonstrates sophisticated understanding: Nuanced and insightful account, powerful and effective application of concepts, frameworks and theories discussed in class and articulated in written work. [97-100, A+; 93-96, A; 90-92, A-]
B = 80-89	Above average work. Demonstrates accomplished understanding: Thorough, well-documented account; adequate and apt application of concepts, frameworks and theories discussed in class and articulated in written work. [87-89, B+; 83-86, B; 80-82, B-]
C = 70-79	Average work, sufficient, but not distinctive. Acceptable view with some misconceptions or oversight; not fully supported; acceptable but limited application of concepts, frameworks and theories discussed in class. [77-79, C+; 73-76, C; 70-72, C-]
D = 60-69	Poor, insufficient work. Naïve or inadequate understanding: simplistic account and use of concepts, frameworks and theories discussed in class. Unable to articulate thoughts and ideas in written work. [67-69, D+; 63-66, D; 60-62, D-]
F < 60	Unacceptable work

8. Course Policies:

- 1. Do the assignments on-time.** All students are expected to read the assigned articles/documents on Laulima by the respective dates of discussion, and complete all course assignments at undergraduate-level proficiency. Maximum benefit from this class can be achieved only if you attend class, complete the readings, assignments, and projects as they are assigned, and actively participate in the class discussions. It is the student's professional responsibility to be aware of the assignment deadlines and make the instructor aware of any reasons why you may not be able to meet them before the deadline passes. Your grade for the course can, and will, be affected by late work. Points will be deducted for late assignments, especially if the no communication has been made before the deadline passes.
- 2. Show up on time and participate.** All students are expected to show up on time and attend all classes. Since so much "in-class" learning and participation will be occurring, missing a class means missing critical knowledge, activities, and experiences that are difficult to re-create. In this course, each class builds on previous class content and prepares the student for future classes. If a student misses a class they are encouraged to set up an appointment to review missed course material with the instructor before the next class session. If more than two classes are missed, it could affect the student's grade for the overall course. It is the student's professional responsibility to notify the instructor of any anticipated absences in advance.
- 3. Use the proper format.** All written assignments must be typed with student's name and date all listed at the top of the page of the assignment. When necessary please use APA format (double-spaced, 1-inch margins, 11 or 12-point font, and with proper citations throughout). Handwritten assignments are not acceptable. Submit all assignments by class time on the due date through the drop box system in Laulima system at <https://laulima.hawaii.edu/portal> unless otherwise stated. Please ensure that your document is Microsoft Word compatible. You should also have access to your assignments, either electronically or printed out, for review during class unless otherwise specified.
- 4. Grades.** Final grades are based on completed assignments, prompt class attendance, and participation. All assignments must be completed for a passing grade. There will be no extra credit assignments. Submit all assignments through the drop box system in Laulima system at <https://laulima.hawaii.edu/portal>. Assignments must be submitted prior to class time on the due date to receive full credit for the assignment. Points will be deducted for late assignments. Grades can and will be affected by late work.

5. **Use references wisely.** Original written work is expected with appropriate citation of references. All references need to have author, title, year, publishers, place of publishers, journal name, volume and issue number, and page numbers. All written work must follow APA (American Psychological Association) citation and referencing style.
6. **Conduct Code—Do original work.** Plagiarism is unacceptable and will result in a failing grade for the assignment and possibly for the course, depending on the extent of the violation. Please be familiar with the University of Hawai'i Student Conduct Code, available online, at the Office of Student Affairs at the Student Services.
7. **Syllabus may be revised as needed.** The course schedule and assignments may need to be revised and some topics re-scheduled depending on the availability of guest speakers, pace of the learning, size of class, and the needs of the students.
8. **Appointments with instructor.** Students are welcomed and encouraged to meet with the course instructor to review their progress, or clarify course assignments and expectations. Please schedule a time to meet with the instructor by email.

9. Student Learning Objectives (for the Course):

- Identify gaps in knowledge related to tobacco use and cessation
- Demonstrate application of evidence-based tobacco cessation intervention skills
- Define and discuss challenges in tobacco control efforts
- Engage in critical thinking and both written and oral presentation skills
- Engage in self-directed inquiry & intellectual curiosity
- Actively participate in collaborative and cooperative work among student peers
- Foster a sense of cultural awareness & social justice
- Foster a respect for differences in cultural and personal identity

10. Required Text or Readings

Required Readings & Media on Lulima or Distributed in Class (during the semester, the instructor or invited speakers may assign additional readings that do not appear on this syllabus)

11. University Policies for Opportunity and Accommodation:

a) Equal Opportunity and Affirmative Action Policy

- i. The University of Hawai'i is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, status as a covered veteran, pregnancy, and domestic or sexual violence victim status. This policy covers admission and access to and participation, treatment, and employment in the University's programs and activities.
- ii. For more information on equal opportunity and affirmative action policies and complaint procedures for the UH Mānoa Campus, contact:
 - a. Students: Lori Ideta, Assistant Vice Chancellor & Dean of Students, EEO/AA,

Title IX & ADA Coordinator – (808) 956-3290 (V/T), idgeta@hawaii.edu

b. Employees: Mie Watanabe, EEO/AA Director, Title IX & ADA Coordinator – (808) 956-7077, eeo@hawaii.edu

c. Students with Disabilities: Ann Ito, KOKUA Program Director – (808) 956-7511 (V/T), kokua@hawaii.edu

b) Accommodations

- i. A student who may need an accommodation based on the impact of a disability is invited to contact me privately within the first weeks of the course. I would be happy to work with you and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text), and they are located in room 013 of the Queen Lili'uokalani Center for Student Services.

c) Sexual Harassment

- a. Sexual harassment is one type of sex discrimination under Title IX, United States Education Amendments of 1972. The U.S. Department of Education's Office for Civil Rights (OCR) states that sexual harassment is *any* unwelcome conduct of a sexual nature. Sexual violence is a severe form of sexual harassment. Some examples of sexual violence include threatening someone into unwanted sexual activity; sexual contact with someone who is drunk, drugged, unconscious, or otherwise unable to give a clear, informed "yes" or "no"; and rape or attempted rape. For more examples, visit the Office of Gender Equity website.
- b. If you would like to speak to someone *confidentially* about your options regarding something you have experienced or witnessed, please contact The Office of Gender Equity. This office provides information about options regarding University policies and procedures to potential complainants of gender-based discrimination, sexual violence, stalking, dating violence, or intimate partner violence. You can contact this office at (808) 956-7077 (voice or text) or via email at eeo@hawaii.edu.

d) Counseling and Mental Health Services

- i. From time to time, we all need help managing stress and life problems. At times, school can be overwhelming, especially when balancing other responsibilities such as family and work. The University of Hawai'i at Mānoa has a Counseling & Student Development Center (CSDC) that is available to all students. The phone number is (808) 956-7927, and the website is <http://manoa.hawaii.edu/counseling/>.

- i. *If you (or someone you know) are ever in need of crisis services anytime/anywhere, please know there are many community-based resources available.* Please speak to me privately for more information.

Two major organizations to know about are:

- a. National Suicide Prevention Lifeline (NSPL) – 1-800-273-TALK (8255)
 - 1. A free, 24-hour hotline available to anyone in emotional distress or a suicidal crisis.
- b. Crisis Line of Hawai'i – on O'ahu call 832-3100; Neighbor islands call 1-800-753-6879
 - 1. A local team of trained and experienced professionals 24 hours a day to help in times of mental health crisis.



e) Student Conduct Code and Academic Dishonesty

- a. The university expects students to maintain standards of personal integrity that are in

harmony with the educational goals of the institution; to respect the rights, privileges, and property of others; and to observe national, state, and local laws and University regulations.

- b. Academic dishonesty such as plagiarism, cheating, and other forms of dishonesty may result in a failing (“F”) grade for the assignment. More than one incident of academic dishonesty may result in a failing (“F”) grade for the course. Equally, more than one incident may also result in reporting the academic dishonesty to the UH Office of Judicial Affairs. Student should familiarize themselves with the University of Hawaii Student Conduct Code (http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/).

f) Other Useful Websites/Resources

- a. Writing resources
 - i. I want to see clear, concise, well-edited work for your assignments. It is essential that, as public health professionals, you are able to write clearly and edit your work. When you turn in your final paper, I will grade down if there are numerous grammatical errors, typos, and examples of non-standard English.
 - ii. You have plenty of time to start this process early and find someone who can help you meet these goals. You do not need to do this alone. In fact, most writers do not. I am happy to look at earlier drafts and provide advice and guidance, though I may not be able to provide detailed editing for you. If you need assistance with this, please contact the writing center (<https://sites.google.com/a/hawaii.edu/writingcenter/home>) and work with a writing tutor there. You should also work with your peers to provide editing and constructive advice for each other.
- b. Hawai'i State Legislature – <http://www.capitol.hawaii.gov/>, and the Public Access Room – <http://lrbhawaii.org/par/>
- c. University of Hawai'i Health Services Library – www.hawaii.edu/hslib
- d. OWL at Purdue's APA Formatting and Style Guide – <http://owl.english.purdue.edu/owl/resource/560/01/>
- e. Hawaiian Language Dictionary – <http://www.wehewehe.org/>
- f. University of Hawai'i Hawaiian Language Online – <http://www.hawaii.edu/site/info/diacritics.php>
- g. Hawai'i Health Data Warehouse – <http://hhdw.org/>
- h. University of Hawai'i Committee on Human Studies – <https://www.hawaii.edu/researchcompliance/human-studies>

12a. Linking Mānoa Institutional Learning Objectives for Undergraduate Students that are Addressed:

Keep appropriate ones and delete others.

1. Know -- Breadth and Depth of Knowledge

Students develop their understanding of the world with emphasis on Hawai'i, Asia, and the Pacific by integrating:

1a. General education
<ul style="list-style-type: none"> • Arts and humanities • Biological sciences • Languages • Physical sciences • Social sciences • Technology
1b. Specialized study in an academic field
1c. Understand Hawaiian culture and history
2. Do -- Intellectual and Practical Skills
Students improve their abilities to:
2a. Think critically and creatively
2b. Conduct research
2c. Communicate and report
3. Value -- Personal and Social Responsibility
Students demonstrate excellence, integrity, and engagement through:
3a. Continuous learning and personal growth
3b. Respect for people and cultures, in particular Hawaiian culture
3c. Stewardship of the natural environment
3d. Civic participation in their communities

12b. Linking Department Approved BA Public Health Competencies Addressed:

Keep appropriate ones and delete others:

Public Health Domains	Competencies: <i>Students should be able to:</i>
Role and Importance of Data in Public Health	1. Identify the basic concepts, methods, and be able to apply qualitative and quantitative tools of public health data collection, use, and analysis in elementary research analyses.
Identifying and Addressing Population Health Challenges	1. Apply core concepts of public health, grounded in an ecological perspective to assessing public health issues. 2. Articulate the natural and social determinants of health status in communities, and the dynamic interplay among these factors in various populations. 3. Identify current public health topics including an analysis of the societal attitudes that generate differential impacts to various communities
Determinants of Human Health	3. Identify the impact of the environment, social disparities, and both communicable and non-communicable diseases on health.
Project Implementation	1. Explore the fundamental concepts and features of a public health-related project. 3. Generate research questions, analyze and present data, and interpret and discuss findings. 4. Exhibit critical thinking and analytical abilities, including the capacities to engage in inductive and deductive thinking, quantitative reason, and to construct sound arguments
Health Communication	1. Apply abstract reasoning and critical thinking skills to communicate public health research and practice to public and professional audiences. 3. Demonstrate effective public speaking skills during classroom discussions and presentations