HSERV 556/FAMED 559 General Syllabus

Instructors: Sarah Ross-Viles MPH (sarahrv@uw.edu)
Gillian Schauer PhD (shauerg@uw.edu)

Teaching Assistant: Kaeli Barrett MPHc (barrettka@uw.edu)

Contact information:
For all questions about this course, please email hserv556@uw.edu.

Note: Instructors do not receive notifications if a comment or message is made via Canvas, so please contact the course email or instructors directly!

Course website:
All course materials, including readings, lecture videos, and lecture slides are available on the following Canvas website: https://canvas.uw.edu/courses/1212527 (tip: bookmark this website).

Course description:
HSERV 556 is an online, seminar-style, 2-credit course that introduces multidisciplinary perspectives on, potential explanations of, and interventions for health disparities in tobacco use and tobacco-related disease. FAMED 559 is the concurrent 1 or 2-credit version of this course open to medical school students. This course is dually relevant for scholars interested in health disparities in general and for those specifically interested in tobacco-related topics. Many of the materials in this course are relevant to understanding non-tobacco health inequities. Local and nationally-known researchers, practitioners, and clinicians have contributed to the lectures in the course.

Why focus on health disparities in the context of tobacco use, tobacco-related disease and tobacco prevention? Cigarette smoking is the leading cause of preventable disease, disability, and death in Washington State, the nation, and the world. Some demographic groups have higher smoking rates than others, and other groups suffer disproportionately from tobacco-related morbidity and mortality despite equal or lower rates. Disparities exist in groups defined by socioeconomic position, race and ethnicity, disability, geographic location, occupation, gender, sexual orientation, and age.

Course learning objectives:
Students completing the course will be able to:

1. Understand the health burden of commercial tobacco products on US populations.
2. Describe factors that create tobacco-related health disparities including tobacco industry tactics and social determinants of health.
3. Recognize relationships between the tobacco-related disease burden and other disease burdens.
4. Practice compassion for individuals addicted to commercial tobacco.
5. Develop intervention ideas to address tobacco-related health disparities.
6. Understand the role of healthcare systems in both countering and perpetuating tobacco-related disparities.
7. Use qualitative interviews to enhance understanding of a public health topic.
Course expectations and requirements:
Readings, Lectures, Discussion Posts, and Comments - see details in Assignments document

- Week 1
  - Read this syllabus and view the accompanying course overview video
  - Read the assigned readings and watch assigned video
  - Introduce yourself by posting a discussion post to your group’s Canvas discussion board, by Friday, March 30th at 11:59PM
  - Complete the anonymous evaluation of this week

- Weeks 2-5, 7-10
  - View the assigned lecture and read the assigned readings
  - Post a discussion post to your group’s Canvas discussion board, by each Wednesday at 11:59PM (see guidelines and grading rubric below).
  - Read posts from other students and comment on at least one other student’s discussion post by each Friday at 11:59PM
  - Complete the anonymous evaluation of the week

Ongoing Instructor Discussion (FAQ)
Instructors will be monitoring the weekly FAQ discussion board and will answer questions and respond to comments about the weekly materials. This discussion board is a place for students to dive more deeply into the content and to ask logistical questions about the course that may be of interest to the whole class.

Final Project - see details in Final Project document

- Week 6
  - Submit research question, interview guide, annotated bibliography and recruitment plan draft Friday, May 4th at 11:59PM

- Week 7
  - Meet with instructor for a 20-minute in-person meeting to discuss final project by Friday, May 11th at 11:59PM (Kaeli will send out sign up sheet)

- Week 8
  - Submit revised research question and interview guide (if requested) by Friday, May 18th at 11:59PM

- Week 9
  - Submit background section draft for final project by Friday, May 25th at 11:59PM

- Exam Week
  - Submit final project paper by Monday, June 4th at 11:59PM.

Course Evaluation
Complete anonymous course evaluation released by IAS at the end of the course.

Final grade composition:
Discussion posts: 50%
Participation (post comments): 15%
Final Project: 35%

Instructor feedback and grading:
The instructors and TA rotate grading during this course. Each non-participation assignment has a rubric which you should review closely. You will notice that feedback on assignments may include open-ended
questions about how you analyzed the materials. We do not expect you to respond to these questions; they are meant to guide you in additional synthesis in your work. Please contact us at any time with questions.

**Extensions and late assignments**
We expect you to be active, on-time participants in the online discussion. However, we will grant extensions on a case-by-case basis *if we are notified by email (hserv556@uw.edu) before the due date*. Otherwise, we will deduct one point from your discussion post and half a point from participation activities that you submit within a week of the original due date. *If an assignment has not been submitted within a week, and you have not contacted the instructors to request an extension, you will not receive credit.*

**Late Registration**
Students will be allowed to enroll in the course up until the third week of the quarter. Once enrolled, the student will have up to one week to submit any missed assignments. Students will also be required to submit assignments on-time for whichever week they enroll.

**Writing help**
We expect students to turn in proofread work that is free of grammatical, spelling, or punctuation errors. If you want help with writing, it is available on campus. The Odegaard Writing & Research Center is a free interdisciplinary writing center providing writing and research assistance from trained writing tutors and librarians during all stages of the writing process. Open Monday-Thursday from 9:00am to 9:00pm, Friday from 9:00am to 4:30pm, and Sunday from 12:00pm to 9:00pm. Visit [http://depts.washington.edu/owrc](http://depts.washington.edu/owrc) to reserve your spot and for more information about services and staff members.

If you have questions on writing feedback, please contact the instructors for support.

**Office hours**
Your instructors are available to meet by phone, email or in person. Please email hserv556@uw.edu to schedule a meeting.

**Academic Integrity:**
([http://sph.washington.edu/students/academicintegrity/](http://sph.washington.edu/students/academicintegrity/))
Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity.

The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of the University of Washington Student Conduct Code (WAC 478-120). We expect you to know and follow the university’s policies on cheating and plagiarism, and the SPH Academic Integrity Policy. Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington Community Standards and Student Conduct website.

**Access and Accommodation:**
The majority of pre-recorded lectures include subtitles to increase viewing accessibility. Please contact
the instructors with any issues viewing or accessing the course content.

(http://depts.washington.edu/uwdrs/faculty-resources/syllabus-statement/):
Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Lecture and Topic Schedule
Note: Readings are listed on Canvas and in the Course Bibliography document.

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>LECTURE TITLE and SPEAKER</th>
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| 1     | 1      | **Introduction to Tobacco Use & Tobacco-related Health Disparities**  
Course Overview Video - Sarah Ross-Viles  
University of Washington, Tobacco Studies Program  
The Gardener’s Tale Video - Camara Jones MD, MPH, PhD  
National Center for Chronic Disease Prevention and Health Promotion |
| 2     | 1      | **Tobacco, Social Justice, and Health Equity**  
Sarah Ross-Viles MPH, UW TSP  
University of Washington, Tobacco Studies Program |
| 3     | 1      | **What explains SES-related disparities in smoking and how can we achieve health equity in tobacco control?**  
Donna Shelley MD, MPH  
New York University School of Medicine |
| 4     | 2      | **Mentholated Tobacco Products: How the African-American Community is Targeted**  
Phillip Gardiner DrPH  
Tobacco Related Disease Research Program (TRDRP), University of California |
| 5     | 2      | **Tribal Tobacco Education and Policy Initiative using Culturally-based Strategies**  
CoCo Villaluz, ClearWay Minnesota  
Tobacco Use among Alaska Native People  
Dana Diehl, Alaska Native Tribal Health Consortium  
Tacuk Cecilia Martz, Elder Advisor |
| 6     | 2      | **Final Project Development Week**  
Sarah Ross-Viles MPH |
<table>
<thead>
<tr>
<th>Date</th>
<th>Page</th>
<th>Title</th>
<th>Speaker/Institution</th>
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<tbody>
<tr>
<td>May 9</td>
<td>3</td>
<td>Tobacco Use Among Sexual and Gender Minorities</td>
<td>Amanda Fallin PhD, RN University of Kentucky College of Nursing</td>
</tr>
<tr>
<td>May 16</td>
<td>3</td>
<td>How the Tobacco Industry Has Influenced Military Tobacco Use</td>
<td>Kimberlee Homer Vagadori MPH Project Director, California Youth Advocacy Network</td>
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<tr>
<td>May 23</td>
<td>3</td>
<td>Mental Illness and Smoking</td>
<td>Jaimee Heffner PhD Staff Scientist, Tobacco &amp; Behavior Science Group Fred Hutchinson Cancer Research Center</td>
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<tr>
<td>May 30</td>
<td>3</td>
<td>Addressing Disparities in Tobacco Dependence Treatment</td>
<td>Tim McAfee MD, MPH CDC Office of Smoking and Health</td>
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</tbody>
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Exam Week
June 6