HLTH 460 (0101) – MINORITY HEALTH

Semester: Fall 2015
Classroom and Time: Wednesday 4:00-6:45pm/SPH 1302
Instructor: Mary Garza, PhD, MPH
Office: 2371 SPH Building
Phone: 301-405-0766
Email: magarza@umd.edu

Office Hours: Wed. 3:00pm-4:00pm or by appointment

Teaching Assistant: Lola Taiwo, MPA
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Email: otaiwo1@umd.edu

Office Hours: Thurs.11:00am-12:30pm or by appointment

Course Description:
This course will expose students to major health issues and health care needs of minority populations. Students will critically examine the historical, political, social, economic, cultural, and environmental factors that have contributed to health disparities, including an examination of the intersection of these various factors. Aspects of culture, including attitudes and beliefs of specific minority populations that influence health will be explored, plus the role of health literacy. Additionally, students will critically examine community and institutional initiatives, policies, and strategies for eliminating health disparities using the Public Health approach and generation research.

Course Pre- and Co-requisites:
Required: Completed HLTH140 or HLTH230 or permission of SPHL-Behavioral & Community Health department. Restriction: Must be in a major within SPHL-Behavioral & Community Health department or obtain permission from Dr. Garza
Recommended: HLTH 200, HLTH 300, and HLTH 301

Course Learning Objectives:
Upon completing this course, the student will be able to:
1. Describe the major health problems that affect specific minority populations.
2. Explain the changing demographic profile of the U.S.
3. Identify ways in which beliefs and attitudes held by members of minority groups may improve or impair health status and the effective use of medical services.
4. Describe how environmental and institutional injustices have contributed to poorer health status for minorities and the mistrust of systems.
5. Elucidate the myriad of factors that influence and/or contribute to health disparities of minority groups in the United States, including the intersection of these factors.
6. Understand the limitations of the health care system that create frustration for minorities and underserved populations in need of medical services.
7. Define cultural competency and understand what it means to be culturally confident.
8. Identify your personal biases concerning health, being a member of a minority or majority group, and learn to work with individuals who are culturally different from you.
9. Apply the public health approach to various solutions proposed to eliminate health disparities in the U.S., including specific intervention strategies, etc.
10. Discuss the role religion plays in minority health.
11. Describe the role of health literacy in decreasing health disparities.
12. Describe different types of studies (e.g., review/descriptive, correlational, intervention) and how they apply to generation research.

Program Competencies Addressed in this Course:
The following competencies for Behavioral and Community Health are addressed in this course:
1. Identify individual and community level needs for health promotion and disease prevention.
2. Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies.
3. Describe how to plan, implement and administer short- and long-term community health interventions.
4. Serve as a public and community health education resource person.
5. Identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.
6. Demonstrate competency in planning, preparing and delivering effective community health presentations.

Required Texts and Other Readings:
Required: No Required Textbook
Additional Materials Required: Assigned peer-reviewed journal articles; see Session Outline below.
Recommended:

Course Requirements:
Class Philosophy—Engaging with our Class Community is Key! 😊 You are expected to come to class! Your thoughts, ideas, questions, and comments will enrich our collective learning experience. If you must miss a class, talk with a fellow student about what was covered. If you are ill or encountering difficulties, please let Dr. Garza know as soon as possible and contact the Learning Assistance Service (301-314-7693) or the Counseling Center (301-314-7651). It is more difficult to fix a problem after the fact—let Dr. Garza know about a problem ahead of time.
Primary prevention is helpful in many situations, not just when it comes to health!

All reading assignments must be completed prior to class. This way, you can fully participate in discussions and activities. Please make every effort to keep up with the assigned readings! Because of the breadth of material we will be covering this semester, it is impossible for Dr. Garza to discuss everything in class. You are responsible for material covered in assigned readings regardless of whether it is discussed in class or if it was included in the lecture notes.
Major Graded Assignments:
All assignments are to be typed and single-spaced and hard copies (i.e., paper copies) will be submitted by the deadline. In addition, please submit assignments electronically (via CANVAS) by the deadline.

Course Policies:
Email – The Official University Correspondence:
Please verify your email address by going to www.my.umd.edu. All enrolled students are provided access to the University’s email system and an email account. All official University email communication will be sent to this email address (or an alternate address if provided by the student). Email, VIA CANVAS (ELMS) has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis. I will ONLY use email via CANVAS (ELMS) to communicate important and time-sensitive information regarding the class. Also, we will only respond to email correspondence that is received through CANVAS and is sent to both Dr. Garza and the TA, so either can respond.

Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from “full mailbox” or “unknown user” errors for example), will not excuse a student from missing University announcements, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building. For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400.

Classroom etiquette:
You are expected to participate in class. Points will be given for class participation and this specifically includes, contributing to class discussions, and asking thoughtful questions.

Arrive and depart from class at the appropriate time. It is disruptive and disrespectful to the class for students to pick up and leave during the session.

Show respect for yourself and others. It is extremely rude to talk in class when someone else, either the professor, guest speaker, or another student, is speaking. Listening attentively and respectfully to all class members and guest speakers is expected.

We will provide a Break midway during the class session.

Personal Technology Use Policy: HLTH 460 permits and encourages the use of laptops and tablets to assist students in taking notes and in seeking further clarification of course material during the lectures. Use of personal technology must be conducive to the learning environment and not a distraction to the instructor and other students. If we notice you are searching the web, checking email, etc., you will be asked to close your laptop, and you no longer will have the privilege of using the laptop in class.
Classroom rules:
1. Unless required for class content, wireless network adapters should be disabled.
2. Applications not relevant to the class discussion should not be open. This includes but is not limited to: surfing the web, responding to email, Facebook, Instagram, Twitter, Canvas sites of other classes, instant messaging, etc. (See Personal Technology Use Policy above)
3. All sounds must be muted before the start of class and for the duration of class.
4. Please turn your cell phones off before coming to class and do not keep them on your desktop-put them away.
5. Under no circumstances should personal, non-emergency calls be placed or answered from within a classroom while a class is in session.
6. Under no circumstances should students view or send personal, non-emergency text messages.
7. Individuals who are aware that they may receive notice of an emergency during a class session should speak with the instructor before class. If such a notification is received, either quietly leave the class or wait until a break before responding.
8. In the event that an emergency notification is sent via UMD’s Emergency Notification System, notify the instructor and follow instructions accordingly.
9. Individuals who require video or audio recording devices to satisfy a DSS service should consult with the instructor to make arrangements for the placement and operation of these devices.
10. Individuals who wish to use audio or video recording devices, but are not doing so to satisfy a DSS service, must receive approval from the instructor before utilizing the equipment.

Absence Policy:
In accordance with University policy, if you are absent for a single (1) lecture due to illness or some form of personal or family emergency, this absence will be considered “excused” and the instructor will accept a note from you attesting to the date of the illness/incident, along with an acknowledgement that the information is true. However, you will need to contact the instructor in advance.

Multiple or prolonged absences, and absences that prevent attendance at a major scheduled grading event (like an exam or test) will require written documentation from an appropriate health care provider/organization and the professor must be informed prior to the absence. A link to pull information on the new policy covering absences from class can be found at http://www.president.umd.edu/policies/v100g.html

Late work and Missed Exams/Assignments:
Late work or missed exams will not be accepted unless there are extenuating circumstances, which can be verified with appropriate documentation. Thus, make-up exams will be given ONLY if you discuss the need with me prior to the scheduled date, the reason is acceptable, and you have proper documentation. For late assignments, one letter grade (10% of the assignment) will be deducted for each late day. I strongly recommend you give your assignment to a fellow student to submit for you on the day it is due. Please note: It is the student’s responsibility to obtain notes, handouts, or other information missed during an absence from a classmate.
Course Evaluations:
The University, the School of Public Health, and the Department of Behavioral and Community Health are committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction. Your evaluations help instructors improve their courses; help deans and department chairs decide on merit pay for faculty, renewal of contracts, and support tenure and promotion decisions; and help current and future students decide on classes. The system (www.CourseEvalUM.umd.edu) will open toward the last two weeks of the semester for course evaluations. You will receive an email and we will also announce it in class.

Available Support Services:
Students are highly recommended to use the campus Writing Center to improve their academic writing skills. There are also many helpful resources available on the library home page related to writing papers, time management, and research skills.

Grading Procedures:
The total number of points students can earn in this course is 300. *Final Grades will NOT be changed. Below are the corresponding grades for the number of points earned. It is a departmental policy that extra credit is not provided in any HLTH course; therefore, the instructor will not provide extra points to place you in the next grade level. All half points have already been accounted for in the calculation below.

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<tr>
<th>Points</th>
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<td>281 – 270 A-</td>
<td>251 – 240 B-</td>
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In-Class Activities and Homework (40 points): There will be a variety of in-class activities including quizzes throughout the semester, as well as some brief assignments to be completed on Canvas before class. The point value of these activities will vary and they CANNOT be made up.

In-Class Participation (10 BONUS points): Participation points will be based on student engagement with course lectures and in-class discussions.

Summary and Intervention Critique (60 points): 2 Parts: Individual Paper (35 points):
Group Presentation: (25 points). The purpose of this exercise is to provide a critical analysis of the literature, and an intervention and apply the public health approach. The review must be original material developed by the students.

Group Presentation Critique/Format: The class will be divided into groups of 4-5 students. For each group, I will assign the target population and type of intervention. Imagine you are a health educator for a community-based organization and you are working with a team to target a specific population. Your charge is to find out what are the important public health problems and potential solutions (e.g., interventions). Thus, your first step is for each member to conduct a literature review to identify the important public health problems in the assigned target population. Step 2: Then you will discuss as a group the public health problems and select one public health problem. Step 3: Each member conducts a 2nd literature review on the selected
public health problem within the target population, focusing on the intervention type. Each member selects at least one good intervention article. Step 4: Meet as a group to discuss the public health problem, five potential solutions/interventions, using the public health approach. I challenge you to be innovative and creative in summarizing your charge and then narrowing it to a potential solution given your limited resources in a community-based organization. Make sure you are selecting a peer-reviewed intervention articles that is addressing the “gap” you have identified in the literature and intervention type. To ensure that you are selecting an appropriate intervention articles, submit your articles at least 3 weeks prior to your presentation due date (11/9/15) to obtain approval. If you are absent on your scheduled date to present, 15 points will be deducted from the total points. A grading rubric will be posted on ELMS/CANVAS. In addition, the list of groups with assigned presentation date will be posted on CANVAS.

Each Group will have 10 minutes to present their critique summary and use no more than 8 slides (Use Public Health Approach as the Framework). BE CREATIVE. Submit the PowerPoint critique summary presentation and copies of the 4-5 intervention articles you used via CANVAS (under Assignment) **DUE November 9th, 2015 by 6pm.** Please note this assignment should involve the critical analysis of a summary of interventions addressing health disparities among a minority group, using the public health approach. Simply reproducing what is already written in the articles is not acceptable. If there is any question regarding the article selection, please consult Dr. Garza.

Please make sure you review “How to develop a presentation” under Library Module on CANVAS. You will also be graded on format. Make sure you use the “notes” section under the slide to communicate your thought process, ideas, and key points you want to emphasize.

**Individual Paper Critique/Format:** Length of paper between 2 to 3 pages, single-spaced with 11-point font. A separate title page with the appropriate information should be included, using APA style. Using the intervention article you selected, focus of this paper is not a summary of your intervention article, but instead an analysis of the intervention in relation to the topics learned in class. The key point is that the critique MUST be linked to the readings, videos, discussions, guest speakers, and lectures. Therefore, your review will take into consideration the historical, political, social, economic, cultural, and/or environmental factors that have contributed to health disparities, including an examination of the intersection of these various factors and what can be done to address the public health problem. You must discuss between 5 to 7 different topics from our in-class discussions and readings that are relevant to your article and cite your work. References (minimum of seven) should use APA format only. A rubric will be posted on CANVAS. **The paper is DUE November 30, 2015 at 6pm.**

To assist and prepare you with the skills needed for your paper critique and presentation, Ms. Nedelina (Librarian) has created a Library Module on CANVAS with information relevant to these assignments and exams. Below are the specific DUE dates for the assignments.

1. The assignments are all graded and require the following times for completion: (Total 5 points)
   a. **Pre-test** (0.5 points) – 15 minutes to complete; due September 14, 2015 at 12 midnight
   b. **13 quizzes** (0.31 points each – total of 4 points) – all can be completed in less than 30 minutes; due September 21, 2015 midnight
   c. **Reflective paragraph** (0.5 points) – 10 minutes to complete; due December 9, 2015 at noon.
Three EXAMS will be given, each worth a different point value (see below). Each exam will consist of multiple choice, true-and-false, fill-in and short answer/essay questions. Questions will be derived from all aspects of class, including lecture, assignments, readings, guest speakers, videos, and any other supplemental materials. Although exams are not cumulative, new material will build on previous topics, and broader concepts will be included on all exams, including the public health approach, generation research concepts, determinants of health, etc.

**Exam 1** (September 30, 2015): Exam 1 is worth 50 points and will cover Sessions #1 - #4.

**Exam 2** (October 28, 2015): Exam 2 is worth 75 points and will cover Sessions #6 - #8.

**Exam 3** (TBA): Exam 3 is worth 75 points and will cover Sessions #10 - #15.

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<thead>
<tr>
<th>Course Schedule Summary</th>
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<td><strong>Session</strong></td>
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## Required Session Outline

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Wednesday/09-02-15</th>
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<tbody>
<tr>
<td><strong>Topic:</strong> Introduction to Minority Health; Introductions and Syllabus Review</td>
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<tr>
<td><strong>Assignments:</strong></td>
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<td>Student Information Form</td>
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<td>In-class Activities</td>
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<tr>
<th>Session 2</th>
<th>Wednesday/09-09-15</th>
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<tr>
<td><strong>Topics:</strong> Why Minority Health &amp; Public Health Approach and Library Science Presentation</td>
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<tr>
<td>(Guest Speaker: Ms. Nedelina Tchangalova, Physical Sciences and Public Health Librarian Engineering &amp; Physical Sciences Library, University of Maryland).</td>
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<tr>
<td><strong>Learning Objectives for Session</strong></td>
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<td>1. Describe the major health problems that affect specific minority populations</td>
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<td>4. Apply the public health approach to various solutions proposed to eliminate health disparities in the U.S., including national health care, specific intervention strategies.</td>
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<tr>
<td><strong>Required Reading:</strong></td>
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<td><strong>Assignments:</strong></td>
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<td>Video: Race – The Power of an Illusion: Episode 2-The Story We Tell.</td>
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<td>Library Homework Assignment Due September 14, 2015 midnight</td>
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<tr>
<th>Session 3</th>
<th>Wednesday/09-16-15</th>
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<tr>
<td><strong>Topic:</strong> Understanding Minority Health- Social Justice and Public Health and Generation Research Framework</td>
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<td>1. Define cultural competency and understand what it means to be culturally confident.</td>
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3. Identify ways in which beliefs and attitudes held by members of minority groups may improve or impair health status and the effective use of medical services.

4. Describe how environmental and institutional injustices have contributed to poorer health status for minorities and the mistrust of systems.

5. Elucidate the myriad of factors that influence and/or contribute to health disparities of minority groups in the United States, including the intersection of these factors.

6. Describe different types of studies (e.g., review-descriptive, correlational, intervention) and how they apply to generation research.

**Guest Speaker: Dr. Stephen Thomas** – Professor of Health Services Administration and Director of the University of Maryland Center for Health Equity, School of Public Health, University of Maryland

**Required Reading:**


**Assignments:**

- Video: Race the Power of an Illusion: Episode 3-The House We Live In
- Library Homework Assignment: DUE Monday, September 21, 2015 at midnight

**Session 4**

**Topic:** Health Literacy: A Social Justice

**Learning Objectives for Session**

1. Describe the role of health literacy in decreasing health disparities.

**Guest Speaker: Dr. Alice M. Horowitz,** Research Associate Professor, School of Public Health, University of Maryland.

**Required Reading:**


**Assignments:**

Exam Review
### Session 5

**Wednesday/09-30-15**

#### EXAM 1

<table>
<thead>
<tr>
<th>Session 6</th>
<th>Wednesday/10-07-15</th>
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<td><strong>Topics:</strong> Understanding Specific Groups: Disadvantaged Whites and Understanding the Role Religion Plays in Minority Health</td>
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#### Learning Objectives for Session

- Describe the major health problems that affect specific minority populations.
- Describe how environmental and institutional injustices have contributed to poorer health status for minorities and the mistrust of systems.
- Elucidate the myriad of factors that influence and/or contribute to health disparities of minority groups in the United States, including the intersection of these factors.
- Apply the public health approach to various solutions proposed to eliminate health disparities in the U.S., including national health care, specific intervention strategies.
- Discuss the role religion plays in minority health.

#### Required Reading: Disadvantaged Whites


#### Required Reading: Role of Religion and Health

### Session 7  
**Wednesday/10-14-15**

**Topics:** Understanding Specific Cultural Groups: Asian Americans and Managing Mental Health

**Learning Objectives for Session**
- **Describe the major health problems that affect specific minority populations.**
- **Describe how environmental and institutional injustices have contributed to poorer health status for minorities and the mistrust of systems.**
- **Elucidate the myriad of factors that influence and/or contribute to health disparities of minority groups in the United States, including the intersection of these factors.**

**Guest Speaker for Managing Mental Health:** Zainab Okolo, M.A., Undergraduate Coordinator - Department of Family Science  
School of Public Health - University of Maryland, College Park

**Required Reading:**

**Assignments:**
Group Work on Presentations

### Session 8  
**Wednesday/10-21-15**

**Topic:** Understanding Specific Cultural Groups: Homeless Community

**Learning Objectives for Session**
- **Describe the major health problems that affect specific minority populations.**
- **Describe how environmental and institutional injustices have contributed to poorer health status for minorities and the mistrust of systems.**
- **Elucidate the myriad of factors that influence and/or contribute to health disparities of minority groups in the United States, including the intersection of these factors.**
- **Apply the public health approach to various solutions proposed to eliminate health disparities in the U.S., including national health care, specific intervention strategies.**

**Guest Speaker:** Marian Moser Jones, Assistant Professor, Department of Family Science  
University of Maryland School of Public Health

**Required Reading:**


**Assignments:**

**Exam Review**

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<th>Session 9</th>
<th>Wednesday/10-28-15</th>
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**Exam Review**

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<th>Session 10</th>
<th>Wednesday/11-04-15</th>
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**Exam Review**

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<th>Session 11</th>
<th>Wednesday/11-11-15</th>
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**Exam Review**

**Topics:** Understanding Specific Cultural Groups: LGBT Health and Hispanics/Latinos

**Learning Objectives for Session**

- *Describe the major health problems that affect specific minority populations.*
- *Describe how environmental and institutional injustices have contributed to poorer health status for minorities and the mistrust of systems.*
- *Elucidate the myriad of factors that influence and/or contribute to health disparities of minority groups in the United States, including the intersection of these factors.*
- *Apply the public health approach to various solutions proposed to eliminate health disparities in the U.S., including national health care, specific intervention strategies.*

**Guest Speaker:** Dr. Tonia Poteat, Assistant Professor, Johns Hopkins University and Office of the Global AIDS Coordinator, Washington

**Required Reading:** LGBT Health


**Required Reading: Hispanics/Latinos**


**Assignments:**
- Presentations
- Discussion of Video: Becoming American

**Session 12**

**Wednesday/11-18-15**

**Topic:** The Role of ACA and the Uninsured in Minority Health

**Learning Objectives for Session**

- Understand the limitations of the health care system that create frustration for minorities and underserved populations in need of medical services
- Apply the public health approach to various solutions proposed to eliminate health disparities in the U.S., including national health care, specific intervention strategies

**Guest Speaker: Dr. Christopher King**, Lecturer, Department of Health Services Administration, University of Maryland, School of Public Health

**Required Reading:**

   [http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2011/rwjf71997](http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2011/rwjf71997)


**Assignments:**
- Presentations
- Papers Due: November 30, 2015 by 6pm

**Session 13**

**Wednesday/11-25-15**

**THANKSGIVING HOLIDAY**
Session 14

**Topics:** Understanding Specific Cultural Groups: African Americans/African Immigrants

**Learning Objectives for Session**

- Describe the major health problems that affect specific minority populations.
- Describe how environmental and institutional injustices have contributed to poorer health status for minorities and the mistrust of systems.
- Elucidate the myriad of factors that influence and/or contribute to health disparities of minority groups in the United States, including the intersection of these factors.
- Apply the public health approach to various solutions proposed to eliminate health disparities in the U.S., including national health care, specific intervention strategies.

**Assignments:**

- Presentations
- Video: When the Bough Breaks

Session 15

**Topics:** Understanding Specific Cultural Groups: Native Americans

**Learning Objectives for Session**

- Describe the major health problems that affect specific minority populations.
- Describe how environmental and institutional injustices have contributed to poorer health status for minorities and the mistrust of systems.
- Elucidate the myriad of factors that influence and/or contribute to health disparities of minority groups in the United States, including the intersection of these factors.
- Apply the public health approach to various solutions proposed to eliminate health disparities in the U.S., including national health care, specific intervention strategies.

**Guest Speaker:** Erica Roberts, PhD Candidate, University of Maryland, College Park

**Required Reading:**


**Assignments:**

- Reflective paragraph Due 12/09/15 by noon
- Integrating course content information and Final Review

Session 16

**Wednesday/12-?-15**

**FINAL EXAM (TBA)**

*Depending on how guest speakers or activities may occur, some adaptations to the syllabus may have to be made. I will always make sure to inform you beforehand and update the changes on CANVAS.*

**Critical university policies:**
Religious Observances:
The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. **It is the student’s responsibility to inform the instructor in advance (Within two weeks of the start of the semester) of any intended absences for religious observance.**

Special Accommodations/Disability Support Services:
If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (301-314-7682). If you are ill or encountering personal difficulties, please let the instructor know as soon as possible. You can also contact Learning Assistance Services (301-314-7693) and/or the Counseling Center (301-314-7651) for assistance.

Academic Integrity:
The University’s code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

- **CHEATING**: intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- **FABRICATION**: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **FACILITATING ACADEMIC DISHONESTY**: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- **PLAGIARISM**: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see: [http://www.shc.umd.edu/code.html](http://www.shc.umd.edu/code.html).

The Honor Pledge is a statement undergraduate and graduate students should be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:

**I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.**

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [http://www.shc.umd.edu](http://www.shc.umd.edu).

**Statement on Cheating**
The Department of Behavioral and Community Health has a zero tolerance policy on academic dishonesty of any kind. If a Departmental instructor believes that a student has been involved in academically dishonest activity, he or she will report it to the University’s Office of Student...
Conduct, and is not obligated to disclose the report to the student in question. Once referred, the Office of Student Conduct will contact the student in writing to inform them of the charges.

In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (http://www.umd.edu) and snow phone line (301-405-SNOW), as well as local radio and TV stations.

**TEN TIPS FOR SUCCESS IN HLTH 460**

You already possess the intellectual capacity to succeed in college or you wouldn’t be here. However, successful students must exhibit a combination of successful attitudes as well as being smart. To be a successful student in this course you must:

1. **learn that** student **and** professor make a team. I want exactly the same thing you want: I want you to learn meaningful and relevant material in this class and earn a good grade.
2. **have educational goals.** Successful students have legitimate goals and are motivated by what they represent in terms of career aspirations and life’s desires.
3. **be responsible and active.** Successful students get involved in their studies, accept responsibility for their own education, and are active participants in it!
4. **have a positive attitude.** Successful students know their personal behavior affects their feelings and emotions, which in turn can affect learning. Act like you’re disinterested and you’ll become disinterested.
5. **be a good time manager.** Successful students do not procrastinate. They have learned that time control is life control and have consciously chosen to be in control of their life.
6. **ask questions.** Successful students ask questions to provide the quickest route between confusion and understanding.
7. **take good notes.** Successful students take notes that are understandable and organized, and review them often.
8. **know how to study.** Successful students don’t cram for exams. They know that divided periods of study are more effective than cram sessions, and they practice it.
9. **talk about what they’re learning.** Successful students get to know something well enough that they can put it into words.
10. **be considerate of others.** Successful students recognize that everyone in the class have invested time, money, and effort into completing this course. They do not talk or socialize inappropriately during class or engage in other classroom distractions that interfere with learning.