

Urban & Environmental Policy 203
Public Health: Community and Environment
FALL 2019

A. INSTRUCTOR

Name:	Nicole Vick, MPH, CHES
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Phone:	323-459-2695
Meeting Time:	Wednesday, 7:15pm-10:10 pm
Meeting Location:	Johnson Hall 303
Office Hours:	Immediately before class or by appointment

B. CATALOGUE DESCRIPTION

This course provides a focused approach to the fundamentals of public health. It is organized into two sections: Public Health Fundamentals and Public Health in Practice. The first section covers key concepts in public health: the ecological model of health, history of public health, controversial issues in public health, social determinants of health, inequities in health, epidemiology, and the interplay of research, evidence and politics in public health program and policy development and implementation. The second section of the course, Public Health in Practice, focuses on several areas of current public health practice. In each of these practice topics, the public health problem is described, stakeholders identified and suggested policy and programmatic responses are explored. One field trip is planned to expand learning in one of the practice topics.

C. INSTRUCTORS' COURSE DESCRIPTION

Many UEP majors have an interest in policy, social justice, community engagement, and health. The Public Health field encompasses all of the aforementioned areas and more. This course is a forum to discuss and analyze core public health practice, emerging public health topics, determinants of health, and the intersection between politics and evidence-based public health practice.

D. COURSE OBJECTIVES

By the end of this course, students will be able to...

1. Define public health, its three core functions, and ten essential services.
2. Describe the purpose of Healthy People 2020, its overarching goals, and action model.
3. Identify and explain the factors that contribute to population health outcomes.
4. Describe public health's role in assuring health equity in places where people work, live, and play.
5. Identify and analyze the role politics plays in public health.
6. Define and identify sources of evidence-based public health practice.
7. Examine the impact of local, state, and federal policies on health.

E. TEXT

Required Text: Schneider, M.J. (2013). *Introduction to public health*. (5th ed.). Burlington, MA: Jones and Bartlett Learning.

This text complements course content. Any additional readings, resources, or handouts will be available for download on the class Moodle site.

F. REQUIREMENTS AND METHODS OF EVALUATION

Course grades are based on the traditional A-F format (Excel rounding function is used when the grade is between two scores, such as 97.5).

Grade	Description	Definition	Points
A	Excellent	94-100	4.00
A-	Excellent	90-93	3.70
B+	Above Average	88-89	3.33
B	Above Average	84-87	3.00
B-	Above Average	80-83	2.70
C+	Average	78-79	2.33
C	Average	75-77	2.00
C-	Average	70-74	1.70
D+	Below Average	68-69	1.33
D	Below Average	64-67	1.00
D-	Below Average	60-63	0.70
F	Failure	59-0	0.00

Evaluation criteria

Criteria	Description	Points	Due
Class Participation	Debate & in-class discussions and assignments	100	<ul style="list-style-type: none"> • 10/16 (debate) • A number of smaller in-class activities
Small Assignments		300	
	Personal essay In two pages, reflect on the roots of your personal interest in public health and in that specific health problem. How has public health touched your life? Via a personal or family health crisis? Via travel around the U.S. or outside the U.S.? Via your parent's occupations? Via experiences of your friends?	50	9/4

Criteria	Description	Points	Due
	<p>Epidemiology Problem Set</p> <p>Observe the Occidental College campus for poor health outcomes and possible risk factors. Clearly state a scientific question (1 sentence) and a hypothesis (1 sentence) based on that scientific question. Provide one to two background paragraphs on the health problem. Propose a study design to test your hypothesis and explain how you would carry out your study. Describe what types of outcomes you would measure/look for.</p>	150	9/25
	<p>Environmental Justice Case Study (group project): Identify an instance of environmental injustice via the list below, through the media, or an incident in your hometown.</p> <p>Create a PowerPoint presentation:</p> <ul style="list-style-type: none"> • Provide background on the incident/situation • Who are the players? • Who was impacted? • What are the public health implications of the situation? Think of this in regards to the social determinants of health as well as the controversies of public health. • Discussion any potential solutions <p>List of potential incidents:</p> <ul style="list-style-type: none"> • Exide Battery Factory– Los Angeles County • Hookworm –Lowndes County Alabama • Port of Los Angeles/710 Freeway Expansion – Los Angeles County • Additional examples can be found here: http://umich.edu/~snre492/cases.html 	100	11/13
Midterm	This in-class exam will cover materials presented in the first half of the semester and it will be composed of multiple choice, short answer and essay questions.	300	10/9
Final Exam	You will be presented with a few public health scenarios and asked to evaluate and propose an appropriate public health response	300	12/4
TOTAL		1000	

G. ACADEMIC ETHICS AND LATE ASSIGNMENT POLICY

The Oxy Student Handbook states “Academic misconduct occurs when a student misrepresents others' work as her/his own or otherwise behaves so as to unfairly advantage her/himself or another student academically.” Examples of academic misconduct include cheating and plagiarism. The college expects each student behaves in an ethical manner and expects staff and faculty to report such behavior. Visit the Student Handbook for more information about academic ethics: <http://www.oxy.edu/student-handbook/academic-ethics/academic-ethics>. Late assignments will not be accepted.

H. ACCOMMODATIONS

Students with documented disabilities who are registered with Disability Services are required to present their accommodation letter to the instructor at the beginning of each semester or as soon as possible thereafter. Any student who experiences significant physical or mental impairments may contact Disability Services at (323) 259-2969 to learn about available services and support. More information is available at <http://www.oxy.edu/disability-services>.

I. TENTATIVE CLASS SCHEDULE

The following schedule is tentative. Guest lecturers, films, fieldtrips, and other activities will be presented. Students will receive email noting any changes and updates will be posted onto Moodle. Even though the schedule may vary, students are expected to complete all readings and assignments by the designated date, unless stated otherwise by the instructors.

COURSE SCHEDULE

Day	Date	Topic	Notes
PUBLIC HEALTH FUNDAMENTALS			
Wed	8/28	1. What is public health? Introduction to the course; public health models for understanding and action 2. Actors in the public health system; Public health and health care	
Wed	9/4	1. Epidemiology: individual determinants of disease & screening tests 2. Epidemiology: risk factors & study design/ challenges in collecting evidence	Personal Essay due
Wed	9/11	1. Biology of health and disease 2. Biostatistics	
Wed	9/18	1. Controversy in Public Health; role of the government in Public Health; 2. Public health history	
Wed	9/25	1. Social Determinants of Health 2. <i>Film screening: “Unnatural Causes”</i>	Epi problem set due

Wed	10/2	The "Isms" and their impact on health outcomes <i>Film screening: "When the Bough Breaks"</i> Discussion of Unnatural Causes & case studies Midterm & debate review	
Wed	10/9	MIDTERM EXAM	
Wed	10/16	Debate: Topic to be announced	
		PUBLIC HEALTH IN PRACTICE	
Wed	10/23	Turns Out it <u>IS</u> What You Know: Educational Attainment and Public Health	
Wed	10/30	HIV/AIDS* - Why are We STILL Struggling with This in 2019?	
Wed	11/6	Housing as a Public Health Issue	
Wed	11/13	Environmental Justice	Group presentations
Wed	11/20	Environmental Justice Pt. 2 and Final Review	Group presentations
	11/27	NO CLASS	
Wed	12/4	Final Exam	
*Supported by the Remsen Bird Fund			

W 8.28.19—Course Introduction & Introduction to Public Health; Public Health Models for Action Actors in the Public Health System; Public Health and Health Care

Class	Introductions
Activity:	World Café- The 5 W'S and 1 H Class Activity: Students will identify Who, What, When, Where, Why, and How regarding Public Health
Readings:	Ch. 1, 3, 26, 27 American Public Health Association: What is Public Health? http://apha.org/what-is-public-health The Public Health System and the 10 Essential Public Health Services https://www.cdc.gov/nphsp/essentialservices.html Healthy People 2020 http://www.healthypeople.gov/2020/default.aspx CDC. Ten Public Health Achievements https://www.cdc.gov/mmwr/preview/mmwrhtml/mm6019a5.htm Why We Need Public Health to Improve Healthcare http://www.chronicdisease.org/?page=WhyWeNeedPH2impHC The importance of the past in public health http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1732886/pdf/v058p00751.pdf Public Health https://www.britannica.com/topic/public-health Awful Moments in Quarantine History: Remember Typhoid Mary? http://www.npr.org/blogs/goatsandsoda/2014/10/30/360120406/awful-moments-in-quarantine-history-remember-typhoid-mary?utm_sourc Brief History of Public Health http://sphweb.bumc.bu.edu/otlt/MPH-Modules/PH/PublicHealthHistory/PublicHealthHistory_print.html

Assignment (due 1/30):	In two pages, reflect on the roots of your personal interest in public health and in that specific health problem. How has public health touched your life? Via a personal or family health crisis? Via travel around the U.S. or outside the U.S.? Via your parent's occupations? Via experiences of your friends?
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W 9.4.19— Epidemiology: The Basic Science of Public Health

Class	Eleven Blue Men
Activity:	CDC Solve the Outbreak
Readings:	Ch. 4-6,8 Eleven Blue Men https://utmedhumanities.wordpress.com/2014/10/12/eleven-blue-men-berton-roueche/

W 9.11.19— Biology of Health and Disease; Biostatistics

Class	"Forensics Files"
Activity:	

Revised 8-13-2019

Readings: Ch. 7, 9-12
<https://www.revealnews.org/episodes/poisoned-ignored-and-evicted-the-perils-of-living-with-lead/>
 Johns Hopkins Bloomberg School of Public Health. Biostatistics and Epidemiology within the Paradigm of Public Health. <http://ocw.jhsph.edu/courses/fundepi/pdfs/lecture1.pdf>
<http://www.nbcsandiego.com/news/local/14-Deaths-Linked-to-Hepatitis-A-Outbreak-in-San-Diego-County-441758503.html>
<https://www.cdc.gov/hepatitis/hav/afaq.htm#UScommon>

W 9.18.19— Controversy & Law; Public Health History

Class

Activity:

Readings: 1 Son, 4 Overdoses, 6 Hours
<https://www.nytimes.com/2018/01/21/us/opioid-addiction-treatment-families.html?hp&action=click&pgtype=Homepage&clickSource=image&module=photo-spot-region®ion=top-news&WT.nav=top-news>

Assignments:

W 9.25.19— Social Determinants of Health

Class Film: Unnatural Causes

Activity:

Readings: Ch. 13-14
 Social determinants of health contributed to half of hospital readmissions, study finds
<https://www.beckershospitalreview.com/population-health/social-determinants-of-health-contributed-to-half-of-hospital-readmissions-study-finds.html>
 Wellesley Institute. *Making The Connections: Our City, Our Society, Our Health*.
<https://www.youtube.com/watch?v=q-3mUiGi6bA>
 The Vicious Cycle of Stress and Poor Health [PDF]
 Pager D. (2004). The mark of a criminal record. *Focus* Vol. 23, No. 2, Summer 2004 [PDF]
 For children trapped in poverty, breaking free is getting harder
<http://www.latimes.com/local/california/la-me-california-poverty-suburbs-homeless-part4-20181128-htmlstory.html>
<https://www.vox.com/identities/2018/4/4/17189310/martin-luther-king-anniversary-race-inequality-racism>
 Baltimore Draws 10-year Blueprint to Cut Racial Health Disparities
<https://khn.org/news/baltimore-draws-10-year-blueprint-to-cut-racial-health-disparities/>

W 10.2.19— The “Isms” and Their Impact on Health Outcomes

Class Health Justice Manifesto-The Bigger Picture Project

Activity: <https://www.youtube.com/watch?v=Oe445516ulk&list=PLGWDDcCZS9wlkeYh7AfJTydLaSVgi9vY0&index=1>

Unnatural Causes: When the Bough Breaks

Readings:

Ch. 18

Health Justice Manifesto-The Bigger Picture Project

<https://www.youtube.com/watch?v=Oe445516ulk&list=PLGWDDcCZS9wlkeYh7AfJTydLaSVgi9vY0&index=1>

The Last Person You’d Expect to Die in Childbirth

<https://www.propublica.org/article/die-in-childbirth-maternal-death-rate-health-care-system>

Nothing Protects Black Women From Dying in Pregnancy and Childbirth

<https://www.propublica.org/article/nothing-protects-black-women-from-dying-in-pregnancy-and-childbirth>

W 10.9.19— Midterm Exam**W 10.16.19— Debate****W 10.23.19— Turns out it IS What You Know: Educational Attainment and Public Health**

Class

Activity:

Readings: <https://www.propublica.org/article/segregation-now-the-resegregation-of-americas-schools/#intro>

<https://edsources.org/2018/facing-unprepared-kindergartners-a-rural-school-district-restores-preschool-for-all/595667>

<https://www.vox.com/identities/2018/4/5/17199810/school-discipline-race-racism-gao>

<https://edsources.org/2018/how-a-tiny-native-american-communitys-trauma-might-impact-education-law/595719>

Freudenberg N, Ruglis J. Reframing school dropout as a public health issue. Prev Chronic Dis 2007;4(4). http://www.cdc.gov/pcd/issues/2007/oct/07_0063.htm.

National Poverty Center. Policy Brief. Education and Health

W 10.30.19— HIV/AIDS: Overview

Class Brainstorm/Fishbowl: Why are we still talking about HIV/AIDS?*

Activity:

Experts Panel

Ch. 10

Readings:

<https://www.nbcnews.com/feature/nbc-out/dense-sexual-networks-behind-high-hiv-rates-gay-black-men-n946661>

<https://www.cnn.com/2018/08/02/health/condom-cdc-reuse-tweet-trnd/index.html>

<https://www.ajmc.com/focus-of-the-week/prep-for-hiv-prevention-essential-for-ending-the-epidemic-but-out-of-reach-for-many>

AIDS.gov. A Timeline of HIV/AIDS. <https://www.aids.gov/hiv-aids-basics/hiv-aids-101/aids-timeline/>

California Legislature Sends Landmark PrEP and PEP Education Bill to Governor Brown

<https://lgbtcenter.org/about-the-center/press-releases/california-legislature-sends-landmark-prep-pep-education-bill-to-governor-brown>

W 11.6.19— “A House is Not a Home” - Housing as a Public Health Issue

Class Where will YOU live?

Activity:

Readings: Public Health for All: Rethinking the Legacy of Public Health & Housing

<https://medium.com/the-block-project/public-health-for-all-rethinking-the-legacy-of-public-health-housing-685842f1b5f0>

<https://www.citylab.com/life/2018/07/why-i-hate-watch-house-hunters/564278/>

the devaluation of assets in black neighborhoods

<https://www.brookings.edu/research/devaluation-of-assets-in-black-neighborhoods/>

W 11.13.19— Environmental Justice

Class Lecture and Group presentations

Activity:

Readings: Ch. 20-23, 25, 31

Has the Moment for Environmental Justice Been Lost?

<https://www.propublica.org/article/has-the-moment-for-environmental-justice-been-lost>

The Flint Water Crisis: MuckReads

<https://www.propublica.org/article/the-flint-water-crisis-muckreads>

W 11.20.19— Environmental Justice Pt. 2 and Final Exam Review

Class Group Presentations Part 2 and Final Exam Review

Activity:

Readings:

W 11.27.19— NO CLASS

W 12.4.19— Final Exam

* sponsored by Remsen Bird Funds