Urban & Environmental Policy 203
Public Health: Community and Environment
Fall 2014

A. INSTRUCTORS

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
<th>Meeting Time</th>
<th>Meeting Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole Vick, MPH, CHES</td>
<td><a href="mailto:ndvick@sbcglobal.net">ndvick@sbcglobal.net</a></td>
<td>323-459-2695</td>
<td>Monday and Wednesday, 5:40</td>
<td>Johnson Hall 303</td>
</tr>
<tr>
<td>Jacqueline Valenzuela, MPH, MCHES</td>
<td><a href="mailto:jvalenzuela@oxy.edu">jvalenzuela@oxy.edu</a></td>
<td>323-252-9852</td>
<td>Monday and Wednesday, 5:40-7:05</td>
<td>Fowler 302</td>
</tr>
<tr>
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B. CATALOGUE DESCRIPTION

This course explores the nation's public health challenges, the epidemiological basis of public health, and ways that public health functions as a combination of science and politics. The course examines the special vulnerabilities of low income and medically underserved populations who often work, reside, attend school, and play in neighborhoods with disproportionate exposures and poor quality medical care. The goal is to acquaint students with current public health issues, especially as they concern community, societal, and environmental influences on health and well-being.

Prerequisite: United States and U.S. Diversity

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, public health’s impact on communities and environments, 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. Analyze Healthy People 2020, its overarching goals, and action model.
3. Identify and explain the factors that contribute to population health outcomes.
4. Identify and analyze the political and health impact of current public health topics.
5. Apply the basic principles of epidemiology, including identifying credible sources of health data.
7. Describe public health’s role in assuring health equity in places where people work, live, and play.
8. Analyze the political implications of public health decision-making.
9. Examine the health impact of local, state, and federal policies.
10. Appraise the professional development needs of the public health workforce in light of evolving public health practice.
E. TEXTS

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Nicole Vick, MPH, CHES</th>
<th>Jacqueline Valenzuela, MPH, MCHES</th>
</tr>
</thead>
</table>

Required texts are meant to complement course content and to help you prepare for the group project. The instructor will make any additional readings, resources, or handouts 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).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Definition</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Excellent</td>
<td>98-100</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>Excellent</td>
<td>94-97</td>
<td>4.00</td>
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<tr>
<td>A-</td>
<td>Excellent</td>
<td>90-93</td>
<td>3.70</td>
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<tr>
<td>B+</td>
<td>Above Average</td>
<td>88-89</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>84-87</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>Above Average</td>
<td>80-83</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>78-79</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>75-77</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>Average</td>
<td>70-74</td>
<td>1.70</td>
</tr>
<tr>
<td>D+</td>
<td>Below Average</td>
<td>68-69</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>Below Average</td>
<td>64-67</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>Below Average</td>
<td>60-63</td>
<td>0.70</td>
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<tr>
<td>F</td>
<td>Failure</td>
<td>59-0</td>
<td>0.00</td>
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Please note, the calculation of your final grade will be affected by the following percentage weights:

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Percentage Weight</th>
<th>Points Possible</th>
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</thead>
<tbody>
<tr>
<td>1. Class Participation</td>
<td>15%</td>
<td>75 points</td>
</tr>
<tr>
<td>2. Visit to Health Promotion Program</td>
<td>15%</td>
<td>75 points</td>
</tr>
<tr>
<td>3. Midterm</td>
<td>20%</td>
<td>100 points</td>
</tr>
<tr>
<td>4. Group Project</td>
<td>30%</td>
<td>150 points</td>
</tr>
<tr>
<td>5. Cumulative Final Exam</td>
<td>20%</td>
<td>100 points</td>
</tr>
<tr>
<td>Total Possible</td>
<td><strong>100%</strong></td>
<td><strong>500 points</strong></td>
</tr>
</tbody>
</table>

Revised 09-01-2014
G. EVALUATION METHODS

1. Class Participation (15% of your total grade)

1.1. Attendance and Overall Participation: Being respectful and courteous to your colleagues is an important aspect of professionalism in the workplace. As a result, students are expected to attend all class sessions, arrive on time, stay for the entire session, and regularly participate during class discussion and group work. The instructors will note attendance, late arrivals, and level of participation for each class session. All course materials should be thoroughly read and discussion questions prepared before class. In-class assignments must take place in class. Cell phones should be turned to silent, and no texting is allowed. Laptops will not be allowed if they prove distracting [5% of class participation grade].

1.2. Critical Analysis of Public Health News: Public health news is everywhere. Each class will include a warm-up and group activity. Students must complete readings, generate talking points, and prepare discussion questions before class. Students will use the readings, their discussion points, and questions to participate in a range of activities including, class debates, panel discussions, and media critiques (e.g. film, radio story). Readings and other content will be posted onto Moodle. Students will upload their notes onto Moodle [5% of class participation grade].

1.3. Peer Evaluation: Working in groups simulates a professional work environment. For this reason, students will be assigned a work group. Each group will select a health topic from Healthy People 2020. A portion of the total points earned for class participation will be assigned by your peers after the group project, making it of the utmost importance for you to fully participate in all group activities [5% of class participation grade].

2. Visit a Public Health Organization (15% of your total grade)

Each Healthy People 2020 group will find a public health organization (public or private, not-for-profit, or for-profit) that relates to their group’s topic. Each group will contact the organization, arrange a visit, and interview the program coordinator/director/or their designated staff member. The group will collect information from the interview and summarize results in a 15-minute interactive presentation. The person you interview will also evaluate their experience with the group. Specific presentation content and the grading rubric will be posted onto Moodle. Each group will submit one hard copy of their presentation to their instructor.

3. Midterm Exam (20% of your total grade)

This exam may include multiple choice, true/false, short answer, and/or essay questions. Content will be covered during the group activities, instructor lectures, readings, and student presentations. A study guide will be posted onto Moodle. The exam will take place on October 15, 2014. You must arrive on time to take the test. Make sure you eat and take a restroom break before starting the test. The instructor will schedule a make-up exam only due to demonstrated illness or emergency.
4. **Group Project (30% of your total grade)**
Students will work with their Healthy People 2020 group to complete this project. Group members will apply skills learned throughout the course to describe and address a public health problem in an academic poster presentation. All groups will conduct a 15-minute presentation and participate in a poster session that will be open to UEP students and faculty and other interested parties. The instructors will assign the presentation date and final grade. Each group will submit one hard copy of their presentation to their instructor and will also print a poster according to the instructors’ specifications. Specific presentation content, grading rubric and poster specifications will be posted onto Moodle.

5. **Cumulative Final Exam (20% of your total grade)**
This exam may include multiple choice, true/false, short answer, and/or essay questions. Content will be covered during the group activities, instructor lectures, readings, and student presentations. A study guide will be posted onto Moodle, however, students will lead a study session as assigned by the instructors. *The final exam will take place on Saturday, December 13, 2014.* You must arrive on time to take the test. Make sure you eat and take a restroom break before starting the test. The instructor will schedule a make-up exam only if you miss the final exam due to demonstrated illness or emergency.

H. **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](http://www.oxy.edu/student-handbook/academic-ethics/academic-ethics).

Late assignments lose 15% of points each day. Assignments more than one day late will not be accepted.

I. **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](http://www.oxy.edu/disability-services).

J. **CLASS STRUCTURE**
Every class period will be structured similarly.

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:40-5:45</td>
<td>Attendance</td>
</tr>
<tr>
<td>5:45-6:00</td>
<td>Warm-up Activity</td>
</tr>
<tr>
<td>6:00-6:45</td>
<td>Lecture or other structured activity</td>
</tr>
<tr>
<td>6:45-7:00</td>
<td>Group Activity and Report-Back</td>
</tr>
<tr>
<td>7:00-7:05</td>
<td>Wrap-up</td>
</tr>
</tbody>
</table>

Revised 09-01-2014
K. TENTATIVE CLASS SCHEDULE

The following schedule is tentative. Guest lecturers, films, fieldtrips, and other activities will be presented. Students will be alerted of 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. Please note, “R & K” refers to the Riegelman and Kirkwood textbook required for Professor Vick’s class, while “S” refers to the Schneider textbook required for Professor Valenzuela’s class. Content from the optional textbook chapters will be included in class lectures, as deemed appropriate by the instructors.

Week 1

W 8.27.14—Course Introduction

Warm-up: In class activity

Healthy People 2020

Assignments: In Class—Instructors will assign groups.

Week 2

M 9.1.14—No Class

W 9.3.14—Introduction to Public Health

Warm-up: As MERS Virus Reaches U.S., Public Health System Springs Into Action

Readings: R&K: Ch 1  S: Ch 1

Assignments: In Class—All groups will have selected their Healthy People 2020 topic and started looking for a public health organization for the visit assignment.

Week 3


Warm-up: Reminder: Birth Control Does More Than Just Prevent Pregnancy

Health Justice Manifesto - {The Bigger Picture Project}
https://www.youtube.com/watch?v=Oe445Sl6ulk&list=PLGWDDcCZS9wlkeYh7AfjTydLaSVgj9yY0&index=1

RWJF. Social Media Use in Health Policy Research.

Readings: An Introduction To Health In All Policies: A Guide For State And Local Governments

The Potential Costs and Benefits of Providing Free Public Transportation Passes to Students in LA County

R&K: Ch 12  S: Ch 2,3

Revised 09-01-2014
Assignments: In class—groups report on progress made in finding a visit site. Instructors will post visit-related presentation details onto Moodle.

**W 9.10.14—Social Determinants of Health (Part I)**

**Warm-up:** Wellesley Institute. *Making The Connections: Our City, Our Society, Our Health.*
[https://www.youtube.com/watch?v=q-3mUiGi6bA](https://www.youtube.com/watch?v=q-3mUiGi6bA)

The Vicious Cycle of Stress and Poor Health [PDF]

“The LAST STRAW” Game

**Readings:**

R&K: Ch 4  S: Ch 13, 14, 19

Assignments: Continue working on public health program visit.

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**Week 4**

**M 9.15.14—Social Determinants of Health (Part II)**

**Warm-up:**
- White High School Drop-Outs Are As Likely To Land Jobs As Black College Students [PDF]
- New York Debates Whether Housing Counts As Health Care.
- RWJF. Health Beyond Health Care: Housing
  [http://www.apha.org/NR/rdonlyres/1CED3CEA-287E-4185-9CBD-BD405FC60856/0/ethicsbrochure.pdf](http://www.apha.org/NR/rdonlyres/1CED3CEA-287E-4185-9CBD-BD405FC60856/0/ethicsbrochure.pdf)

**Readings:**

R&K: Ch 2  S: Ch 4, 5, 6

Assignments: Continue working on public health program visit.

**W 9.17.14—Principles of Epidemiology, Data, and Evidenced Based Practice (Part I)**

**Warm-up:** Even With $100 Million, WHO Says It Will Take Months To Control Ebola

**Readings:**

R&K: Ch 2  S: Ch 4, 5, 6

Assignments: Continue working on public health program visit.

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**Week 5**

**M 9.22.14—Principles of Epidemiology and Data (Part II)**

**Warm-up:** In class activity

**Readings:**

R&K: Ch 3  S: Ch 7, 8

Assignments: Continue working on public health program visit.

**W 9.24.14—Populations of Interest**

**Warm-up:** Suicide Risk in the Elderly

**Readings:**

R&K: Ch 2, 3  S: Ch 18, 29

Assignments: Continue working on public health program visit.

Revised 09-01-2014
Week 6

M 9.29.14—Group visit presentations (Part I)
Assignments: All groups submit a hard copy of their presentation. Randomly selected groups present their findings.

W 10.1.14—Group visit presentations (Part II)
Assignments: Randomly selected groups present their findings. Instructors will post midterm study guide onto Moodle.

Week 7

M 10.6.14—Infectious disease (Part I)
Warm-up: If Tuberculosis Spreads ...
Readings: R&K: Ch 7
Assignments: Study for midterm.

W 10.8.14—Infectious disease (Part II)
Warm-up: In class activity
Readings: See Moodle.
Assignments: Study for midterm.

Week 8

M 10.13.14—No Class
Assignments: Study for midterm.

W 10.15.14—Midterm
**Week 9**

**M 10.20.14—Non-infectious disease (Part I)**

Warm-up: "The Corner" - Jose Vadi (The Bigger Picture Project)
https://www.youtube.com/watch?v=8xVZ5EaGvMw&list=PLGWDDcCZ59wlkeYh7AfJTydLa5Vgi9vY0&index=9

It’s Lack of Exercise—Not Calories—That Make Us Fat, Study Says [PDF]


**Readings:**
R&K: Ch 6
S: Ch 11, 15

**Assignments:**
Instructors will post poster presentation information onto Moodle.

**Week 10**

**M 10.27.14—Occupational Health**

Warm-up: Too Young To Smoke, But Not To Pick Tobacco
http://www.npr.org/2014/05/14/312181116/too-young-to-smoke-but-not-to-pick-tobacco

**Readings:**
R&K: Ch 8
S: Ch 16, 17, 30

**Assignments:**
Prepare for poster presentation.

**W 10.29.14—Environmental Health**

Warm-up: Doctors: Climate change harming our patients right now. http://www.publichealthnewswire.org/?p=10507

Guest Speaker:
Elizabeth K. Rhoades, PhD
Emergency Preparedness and Response Unit
Los Angeles County Department of Public Health

**Readings:**
http://www.publichealth.lacounty.gov/docs/climatechange1.pdf

http://www.publichealth.lacounty.gov/docs/climatechange2.pdf

**Assignments:**
R&K: Ch 8, 13
S: Ch 20, 21, 22, 23, 24, 25

Prepare for poster presentation.
**Week 11**

**M 11.3.14—Public Health Workforce**

**Warm-up:** Physician joins skid row cleanup to get homeless off the streets

**Readings:** Who will keep the public healthy. Report brief.

**Assignments:** Prepare three questions to ask the panelists. Prepare for poster presentation.

**W 11.5.14—Public Health Career Panel**

**Assignments:** In class—Engage in meaningful discussion with the panelists.

**Week 12**

**M 11.10.14—Health Institutions and Systems**

**Warm-up:** Survey: Half of Americans don’t understand health care law

New challenge for Obamacare: Enrollees who don’t understand their insurance plans

**Readings:** R&K: Ch 10, 11  
S: Ch 26, 27

**Assignments:** Prepare for poster presentation.

**W 11.12.14—Public Health Communications**

**Warm-up:** Race and Police Shootings 10 MIN, 16 SEC  
If They Gunned Me Down 7 MIN, 11 SEC

#IfTheyGunnedMeDown ponders portrayal of minorities killed by police

**Readings:**
- Public Health Literacy Defined [PDF]
- Public Health Literacy in America [PDF]
- Stableford, S and Mettger, W. Plain Language: A Strategic Response to the Health Literacy Challenge [PDF]
- U.S. DHHS, Plain Language: A Promising Strategy For Clearly Communicating Health Information And Improving Health Literacy
[http://www.health.gov/communication/literacy/plainlanguage/PlainLanguage.htm](http://www.health.gov/communication/literacy/plainlanguage/PlainLanguage.htm)
- U.S. DHHS, Quick Guide to Health Literacy

**Assignments:** Prepare for poster presentation.
Week 13

M 11.17.14—The Future of Public Health

Warm-up: Prevention and Public Health Fund
http://www.apha.org/advocacy/Health+Reform/PH+Fund/

Prevention and Public Health Fund
http://www.hhs.gov/open/recordsandreports/prevention/

Readings:
Public Health Accreditation Board http://www.phaboard.org/
American Journal of Public Health | April 2010, Vol 100, No. 4
http://www.idph.state.ia.us/adper/common/pdf/healthy_iowans/health_pyramid.pdf


Assignments:
R&K: Ch 14
S: Ch 28,30
Final exam study guide posted onto Moodle. Instructors assign topics for students to lead in discussion.

W 11.19.14—Poster presentation (Part I)

Assignments:
All groups submit a hard copy of their presentation.
Randomly selected groups present to practice for the poster session.

Week 14

M 11.24.14—Poster presentation (Part II)

Assignments:
Randomly selected groups present to practice for the poster session.

W 11.26.14—No class

Assignments:
Prepare interactive activity for student led final exam review sessions.

Week 15

M 12.1.14—Poster Session

Assignments:
All groups bring poster printed according to instructors’ specifications and present to guests.

W 12.3.14—Final Exam Student-Led Review Session

Assignments:
Present interactive activity for student led final exam review sessions.

Week 16

S 12.13.14—Final Exam

Assignments:
In class—Take final exam from 1-4pm