

*Urban & Environmental Policy 203*  
**Public Health: Community and Environment**  
**SPRING 2017**

**A. INSTRUCTOR**

<b>Name:</b>	Nicole Vick, MPH, CHES
<b>Email:</b>	<a href="mailto:nvick@oxy.edu">nvick@oxy.edu</a> <a href="mailto:ndvick@sbcglobal.net">ndvick@sbcglobal.net</a>
<b>Phone:</b>	323-459-2695
<b>Meeting Time:</b>	Tuesday and Thursday, 1:30pm-2:55pm
<b>Meeting Location:</b>	Johnson Hall 106
<b>Office Hours:</b>	Immediately after 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*. (4<sup>th</sup> 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

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### Evaluation criteria

Criteria	Description	Points	Due
<b><i>Class Participation</i></b>	Debate & in-class discussions and assignments	<b>100</b>	<ul style="list-style-type: none"> <li>• 3/16 (debate)</li> <li>• A number of smaller in-class assignments</li> </ul>
<b><i>Small Assignments</i></b>	<p><b>Personal essay</b></p> <p>Choose the health problem of most relevance or interest to you from among the Healthy People 2020 topics listed at <a href="http://www.healthypeople.gov/2020/topics-objectives">www.healthypeople.gov/2020/topics-objectives</a>. In two pages, reflect on the roots of your personal interest in public health and in that specific health</p>	<b>50</b>	2/2

Criteria	Description	Points	Due
	<p>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?</p>		
	<p><b>Epidemiology Problem Set</b></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.</p>	150	2/16
	<p><b>Field Trip Reflection</b></p> <p>In two pages, react to the field trip. What is the real cost of buying cheap products that need to be shipped from outside of the US (in the global trade system)? Describe examples of incompatible land use that you witnessed. What is the impact of incompatible land use on community health? How are communities working to protect their health and democratize planning?</p> <p>NOTE: Please plan to attend the field trip. You will receive a deduction in points if you do not attend.</p>	100	5/9
<b>Midterm</b>	<p>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.</p>	<b>300</b>	3/14
<b>Take Home Final Exam</b>	<p>Format TBD. You will likely be presented with a specific public health scenario and asked to evaluate and propose an appropriate public health response</p>	<b>300</b>	5/9, 3pm
<b>TOTAL</b>		<b>1000</b>	

## 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
<b>PUBLIC HEALTH FUNDAMENTALS</b>			
Tue	1/24	What is public health? Introduction to the course; public health models for understanding and action	
Thu	1/26	Actors in the public health system; Public health and health care	
Tue	1/31	Biostatistics	
Thu	2/2	Biology of health and disease <i>Guest instructor: Dwain Morris-Irvin</i>	Personal Essay due
Tue	2/7	1 Epidemiology: individual determinants of disease & screening tests	
Thu	2/9	2 Epidemiology: risk factors & study design/ challenges in collecting evidence	
Tue	2/14	Public health history	
Thu	2/16	Controversy in Public Health; role of the government; vaccines as case study	Epi problem set due
Tue	2/21	1 Social Determinants of Health	
Thu	2/23	The “Isms” and their impact on health outcomes <i>*Joint film screening: “Unnatural Causes”</i>	Screening of Unnatural Causes, 7pm
Tue	2/28	2 Social determinants of health: discussion of Unnatural Causes & case studies	
Thu	3/2	Midterm & debate review	

Tue	3/7	<b>SPRING</b>	
Thu	3/9	<b>BREAK</b>	
Tue	3/14	<b>MIDTERM EXAM</b>	
Thu	3/16	<b>Debate: Topic to be announced</b>	
		<b>PUBLIC HEALTH IN PRACTICE</b>	
		<b>Politics and Policy</b>	
Tue	3/21	1 Housing and homelessness as public health issues: overview	
Thu	3/23	2 Housing as a public health issue: stakeholders, policies, and programs	
Tue	3/28	3 Lessons from the field	
		<b>Programs and Interventions</b>	
Thu	3/30	1 HIV/AIDS overview	
Tue	4/4	2 HIV/AIDS: stakeholders: <i>"Special Populations" Panel</i>	
Thu	4/6	3 HIV/AIDS: future directions	
		<b>Research</b>	
Tue	4/11	1 Violence as a public health issue: overview	
Thu	4/13	2 Violence as a public health issue: stakeholders, policies, and programs	
Tue	4/18	3 Violence as a public health issue: policies, and programs	
Thu	4/20	1 Global movement of goods and health impacts in Southern California: evidence	
Tue	4/25	2 Global movement and health impacts in Southern California: stakeholders Guest Lecture: Angelo Logan	
		<b>Movements for Change</b>	
Thu	4/27	3 Global movement of goods field trip**	
Tue	5/2	Wrap-up and introduction to take home assignment	
Tue	5/9	3:00pm Final Assignment Due	
<b>*Supported by the Remsen Bird Fund</b>			
<b>** Supported by the LA Encounters Fund</b>			

## Week 1

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### T 1.24.17—Course Introduction & Introduction to Public Health; Public Health Models for Action

Class

The 5 W'S and 1 H

Activity:

Class Activity: Students will identify Who, What, When, Where, Why, and How regarding Public Health

Readings:

Ch. 1 and 14

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/about/history/tengpha.htm>

Assignment  
(due 2/2):

Choose the health problem of most relevance or interest to you from among the Healthy People 2020 topics listed at [www.healthypeople.gov/2020/topics-objectives](http://www.healthypeople.gov/2020/topics-objectives). 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?

### Th 1.26.17—Actors in the Public Health System; Public Health and Health Care

Class

Class Discussion

Activity:

Readings:

Ch. 3, 26, 27, page 556

The Affordable Care Act and Public Health

<http://www.publichealth.northwestern.edu/nphr/2014-v2i1/JordanAndDuckett.html>

Why We Need Public Health to Improve Healthcare

<http://www.chronicdisease.org/?page=WhyWeNeedPH2impHC>

## Week 2

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### T 1.31.17— Biostatistics

Class

Activity:

Readings:

Ch. 7 and 8

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>

### TH 2.2.17— Biology of Health and Disease

Class

Guest lecture: Dwain Morris-Irvin

Activity:

Readings:

Ch. 9-12

Zika May Persist for Months in Newborns, Study Shows

<http://www.medicinenet.com/script/main/art.asp?articlekey=197874>

Exide cleanup: Lead-contaminated soil to be removed from 2 L.A. schools, district says

<http://www.latimes.com/local/lanow/la-me-ln-exide-schools-20160822-snap-story.html>

Assignments:

DUE: Personal essay

## Week 3

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### T 2.7.17— Epidemiology: Individual Determinants of Disease and Screening Tests

Class Eleven Blue Men

Activity:

Readings: Ch. 4-6

Eleven Blue Men

<https://utmedhumanities.wordpress.com/2014/10/12/eleven-blue-men-beron-roueche/>

### TH 2.9.17— Epidemiology: Risk Factors and Study Design/Challenges in Collecting Evidence

Class TBD

Activity:

Readings: Ch. 4-6

## Week 4

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### T 2.14.17— History of Public Health

Class Activity: Health Justice Manifesto-The Bigger Picture Project

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

Readings: The importance of the past in public health

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1732886/pdf/v058p00751.pdf>

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\\_source](http://www.npr.org/blogs/goatsandsoda/2014/10/30/360120406/awful-moments-in-quarantine-history-remember-typhoid-mary?utm_source)

### TH 2.16.17— Public Health, Controversy, & Law

Class Discussion

Activity:

Readings: Ch. 2

If Tuberculosis Spreads ...[http://mobile.nytimes.com/2014/07/09/opinion/if-tuberculosis-spreads.html?\\_r=2&referrer](http://mobile.nytimes.com/2014/07/09/opinion/if-tuberculosis-spreads.html?_r=2&referrer)

When It Comes To Day Care, Parents Want All Children Vaccinated

[http://www.npr.org/blogs/health/2014/12/08/368741409/when-it-comes-to-day-care-parents-want-all-children-vaccinated?utm\\_source](http://www.npr.org/blogs/health/2014/12/08/368741409/when-it-comes-to-day-care-parents-want-all-children-vaccinated?utm_source)

Assignments: DUE: Epidemiology Problem Set

## Week 5

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### T 2.21.17— Social Determinants of Health

Class Imagine that you are standing on the bank of a river and injured people start floating down the river towards you. What do you do?

Activity:

Team A: Explain why you think it would be best to focus your energy assisting upstream.

Team B: Explain why you think it would be best to focus your energy assisting downstream.

Readings: Ch 13

Los Angeles County Department of Public Health (2013). *How Social and Economic Factors Affect Health*.  
[http://publichealth.lacounty.gov/epi/docs/SocialD\\_Final\\_Web.pdf](http://publichealth.lacounty.gov/epi/docs/SocialD_Final_Web.pdf)

Greater income inequality linked to more deaths for black Americans  
<http://newscenter.berkeley.edu/2014/12/01/income-inequality-higher-mortality/>

### TH 2.23.17 —The “Isms” and Their Impact on Health Outcomes

In-Class In-Class Discussion Regarding the Privilege Video and Quiz

Activity:

Readings: Ch 13

Watch: How Privileged Are You?

<https://www.youtube.com/watch?v=0UmowwMivvU>

Take the Quiz: [https://www.buzzfeed.com/regajha/how-privileged-are-you?utm\\_term=.iqk7b94kKV#.qeYaeKboxv](https://www.buzzfeed.com/regajha/how-privileged-are-you?utm_term=.iqk7b94kKV#.qeYaeKboxv)

How Racism Makes People Sick: A Conversation with Camara Phyllis Jones, MD, MPH, PhD  
<http://www.kpihp.org/how-racism-makes-people-sick-a-conversation-with-camara-phyllis-jones-md-mph-phd/>

How City Planning Can Cause Greater Generational Divides  
[http://www.huffingtonpost.ca/markus-moos/city-planning-generational-divide\\_b\\_6508024.html](http://www.huffingtonpost.ca/markus-moos/city-planning-generational-divide_b_6508024.html)

## Week 6

### T 2.28.17—Social Determinants of Health – discussion of “Unnatural Causes” and review of Case studies

Class Select one of the following case studies:

Activity: Jennings, B., Kahn, J., Mastroianni, A., and Parker, L. S. (n.d.). *Ethics and public health: Model curriculum*. Retrieved from <http://www.aspph.org/wp-content/uploads/2014/02/EthicsCurriculum.pdf>

Review this case study if your last name starts with A-M

- Module 4: Community-based practice and research: collaboration and sharing power
  - Case Study 1: Providing culturally appropriate services in a changing community p. 119-122 (4 pages)

Review this case study if your last name starts with N-Z

- Module 7: Ethical issues in environmental and occupational health.)
  - Case Study 1: Environmental Injustice in Homer, Louisiana: p. 170-173 (4 pages)

Readings: 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]

Ch 13, 14, 19

### TH 3.2.17— Mid-term and Debate Review

## Week 7

### T 3.7.17—NO CLASS SPRING BREAK

### TH 3.9.17— NO CLASS SPRING BREAK



## Week 8

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### T 3.14.17— Midterm Exam

### T 3.16.17— Debate

## Week 9

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### T 3.21.17— Housing and Homelessness as a Public Health Issue: Evidence

Class Guest Speaker: Heather Northover

Activity:

Readings: New York Debates Whether Housing Counts as Health Care.  
<http://www.npr.org/blogs/health/2014/07/28/335324046/new-york-debates-whether-housing-counts-as-health-care>

RWJF. Health Beyond Health Care: Housing  
[http://www.rwjf.org/en/blogs/new-public-health/2014/07/health\\_beyond\\_health.html?cid=](http://www.rwjf.org/en/blogs/new-public-health/2014/07/health_beyond_health.html?cid=)

### TH 3.23.17— Housing and Homelessness as a Public Health Issue: Stakeholders, policies, and programs

Class Group activity/case study: How Much Housing Can You Afford?

Activity:

Readings: Corporation for Supportive Housing. Housing is the Best Medicine: Supportive Housing and the Social Determinants of Health.  
[http://www.csh.org/wp-content/uploads/2014/07/SocialDeterminantsofHealth\\_2014.pdf](http://www.csh.org/wp-content/uploads/2014/07/SocialDeterminantsofHealth_2014.pdf)

Santa Monica Has Highest Rent Prices, Report Says  
<http://ktla.com/2017/01/06/santa-monica-has-nations-highest-rent-prices-report-says/>

## Week 10

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### T 3.28.17— Housing and Homelessness as a Public Health Issue: Lessons from the Field

Class Guest Speaker: TBD

Activity:

Readings:

### TH 3.30.17— HIV/AIDS: Overview

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

Activity:

Readings: Ch. 10  
 AIDS.gov. A Timeline of HIV/AIDS. <https://www.aids.gov/hiv-aids-basics/hiv-aids-101/aids-timeline/>

## Week 11

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### T 4.4.17— HIV/AIDS: Stakeholders

Class Panel Presentation

Activity:

Readings: TBD

**TH 4.6.17— HIV/AIDS: Reflections on Panel and “What’s Next?”**

Class Discussion

Activity:

Readings: 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>

**Week 12****T 4.11.17— Violence as a Public Health Issue: Evidence**

Class VIDEO: “Wounded Places:  
 Activity: “How childhood trauma affects health across a lifetime”

Readings: Centers for Disease Control and Prevention. (2009). The History of Violence as a Public Health Issue  
[http://www.cdc.gov/violenceprevention/pdf/history\\_violence-a.pdf](http://www.cdc.gov/violenceprevention/pdf/history_violence-a.pdf)

Gun violence research: History of the federal funding freeze  
<http://www.apa.org/science/about/psa/2013/02/gun-violence.aspx>

NRA lobbying led to law that stopped CDC from using federal funds to study gun violence  
<http://www.nydailynews.com/news/national/funds-studies-gun-violence-article-1.1809263>

Exploring a Culture of Health: Building Resilience to Undo the Effects of Childhood Trauma  
<http://blogs.discovermagazine.com/citizen-science-salon/2014/06/17/exploring-culture-health-building-resilience-undo-effects-childhood-trauma/>

About the CDC-Kaiser ACE Study  
<https://www.cdc.gov/violenceprevention/cestudy/about.html>

**TH 4.13.17— Violence as a Public Health Issue: Stakeholders**

Class TBD

Activity:

Readings: Ch. 10

**Week 13****T 4.18.17— Violence as a Public Health Issue: Policies and Programs**

Class Race and Police Shootings 10 MIN, 16 SEC

Activity: If They Gunned Me Down 7 MIN, 11 SEC  
<http://www.kcrw.com/news-culture/shows/press-play-with-madeleine-brand/race-and-police-schizophrenia-and-monkey-photographers#seg-race-and-police-shootings>

Readings: Injury Prevention and Control: Division of Violence Prevention  
<https://www.cdc.gov/violenceprevention/>

**TH 4.20.17— Global Movement of Goods and Health Impacts in Southern CA: Evidence**

Class Is Globalization a Good Thing or a Bad Thing? (Gradients of Agreement)

Activity:

Readings: Ch. 25

The Pros and Cons of Globalization  
<http://www.forbes.com/sites/mikecollins/2015/05/06/the-pros-and-cons-of-globalization/#23325f32170a>

## **Week 14**

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### **T 4.25.17— Global Movement of Goods and Health Impacts in Southern CA: Stakeholders**

Class            Guest Lecture: Angelo Logan

Activity:

Readings:      Ch. 25

### **TH 4.27.17— Global Movement of Goods and Health Impacts in Southern CA: Field Trip**

Class            Guided Tour with Carla Truax

Activity:

Readings:

## **Week 15**

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### **T 5.2.17— Final Review**

## **Week 16**

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### **T 5.9.17— Final Assignment and Field Trip Reflection Due**