

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

A. INSTRUCTOR

Name:	Nicole Vick, MPH, CHES
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Phone:	323-459-2695
Meeting Time:	Tuesday and Thursday, 1:30pm-2:55pm
Meeting Location:	Weingart Center 117
Office Hours:	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*. (4th 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
<i>Class Participation</i>	Debate & in-class discussions and assignments	100	<ul style="list-style-type: none"> • 10/17 (debate) • A number of smaller in-class assignments
<i>Small Assignments</i>	<p>Personal essay</p> <p>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. In two pages, reflect on the roots of your personal interest in public health and in that specific health</p>	50	9/7

Criteria	Description	Points	Due
	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>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.</p>	150	9/26
	<p>Field Trip Reflection</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	12/5
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	10/12
Take Home Final Exam	Format TBD. You will likely be presented with a specific public health scenario and asked to evaluate and propose an appropriate public health response	300	12/X, 12pm
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			
Tue	8/29	What is public health? Introduction to the course; public health models for understanding and action	
Thu	8/31	Actors in the public health system; Public health and health care	
Tue	9/5	Biostatistics	
Thu	9/7	1 Epidemiology: individual determinants of disease & screening tests	Personal Essay due
Tue	9/12	2 Epidemiology: risk factors & study design/ challenges in collecting evidence	
Thu	9/14	Public health history	
Tue	9/19	Controversy in Public Health; role of the government; vaccines as case study Medical Care and public health: health care reform	
Thu	9/21	1 Social Determinants of Health	
Tue	9/26	2 Social determinants of health: discussion of Unnatural Causes & case studies	Epi problem set due
Thu	9/28	Biology of health and disease <i>Guest instructor: TBA</i>	
Tue	10/3	The “Isms” and their impact on health outcomes <i>*Joint film screening: “Unnatural Causes”</i>	Screening of Unnatural

			Causes, 7pm
Thu	10/5	Midterm & debate review	
Tue	10/10	FALL BREAK – NO CLASS	
Thu	10/12	MIDTERM EXAM	
Tue	10/17	Debate: Topic to be announced	
		PUBLIC HEALTH IN PRACTICE	
		Politics and Policy	
Thu	10/19	1. Turns Out it <u>IS</u> What You Know: Educational and Public Health: overview	
Tue	10/24	2. Turns Out it <u>IS</u> What You Know: Educational and Public Health: stakeholders, policies, and programs	
Thu	10/26	3. Turns Out it <u>IS</u> What You Know: lessons from the field	
		Programs and Interventions	
Tue	10/31	1 HIV/AIDS overview	
Thu	11/2	2 HIV/AIDS: stakeholders: <i>“Special Populations” Panel</i> <i>Susan Alvarado, Donta Morrison, and Samuel Gonzalez*</i> <small>*Sponsored by the Remsen Bird Fund</small>	
Tue	11/7	3 HIV/AIDS: future directions	
		Research	
Thu	11/9	1 Violence as a public health issue: overview	
Tue	11/14	2 Violence as a public health issue: stakeholders, policies, and programs	
Thu	11/16	3 Violence as a public health issue: policies, and programs	
		Movements for Change	
Tue	11/21	1 Global movement and health impacts in Southern California	
Thu	11/23	NO CLASS – THANKSGIVING	
Tue	11/28	2 Global movement and health impacts in Southern California: stakeholders Guest Lecture: Jessica Tovar	
Thu	11/30	3 Global movement of goods field trip** Guest instructors: Zully Juarez and Wendy Gutschow	
Tue	12/5	Wrap-up and introduction to take home assignment	Field trip reflection due
Tue		3:00pm Final Assignment Due	
*Supported by the			

Remsen Bird Fund ** Supported by the LA Encounters Fund		
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Week 1

T 8.29.17—Course Introduction & Introduction to Public Health; Public Health Models for Action

Class

Activity: Introductions

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/nphpsp/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 9/7):

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. 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 8.31.17—Actors in the Public Health System; Public Health and Health Care

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. 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

T 9.5.17— 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>

<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>

TH 9.7.17— 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-berton-roueche/>

Assignments: DUE: Personal essay

Week 3

T 9.12.17— Epidemiology: Risk Factors and Study Design/Challenges in Collecting Evidence

Class TBD

Activity:

Readings: Ch. 4-6

TH 9.14.17— History of Public Health

Class Health Justice Manifesto-The Bigger Picture Project

Activity: <https://www.youtube.com/watch?v=Oe4455I6ulk&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

Week 4

T 9.19.17— Public Health, Controversy, & Law

Class Activity: TBD

Readings: Ch. 2

If Tuberculosis Spreads ... 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

TH 9.21.17— 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

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

Week 5

T 9.26.17— Social Determinants of Health –review of Case studies

Class

Activity:

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 9.28.17 — Biology of Health and Disease

In-Class Guest Lecture

Activity:

Readings:

TBD

Week 6

T 10.3.17— The “Isms” and Their Impact on Health Outcomes

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=0UmowwMivyU>

Take the Quiz: 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

TH 10.5.17— Mid-term and Debate Review

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](http://www.aspph.org/wp-content/uploads/2014/02/EthicsCurriculum.pdf). 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

Week 7

T 10.10.17—NO CLASS FALL BREAK

T 10.12.17— Midterm Exam

Week 8

T 10.17.17— Debate

TH 10.19.17— Turns out is IS What You Know: Educational Attainment and Public Health: Overview

Class TBD

Activity:

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.

Readings:

National Poverty Center. Policy Brief. Education and Health

Week 9

T 10.24.17— Turns out is IS What You Know: Educational Attainment and Public Health: Stakeholders, policies, and programs

Class TBD

Activity:

Readings: TBD

TH 10.26.17— Turns out is IS What You Know: Educational Attainment and Public Health: Lessons from the Field

Class TBD

Activity:

Readings: TBD

Week 10

T 10.31.17— 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/>

TH 11.2.17— HIV/AIDS: Stakeholders

Class Panel Presentation

Activity: Susan Alvarado, Donta Morrison, and Samuel Gonzalez*
*Sponsored by the Remsen Bird Fund

Readings: TBD

Week 11

T 11.7.17— 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>

TH 11.9.17— 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

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/acestudy/about.html>

Week 12

T 11.14.17— Violence as a Public Health Issue: Stakeholders

Class TBD

Activity:

Readings: CH. 10

TH 11.16.17— 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/>

Week 13

T 11.21.17— 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>

TH 11.23.17— NO CLASS

Week 14

T 11.28.17— Global Movement of Goods and Health Impacts in Southern CA: Stakeholders

Class Guest Lecture: Jessica Tovar

Activity:

Readings: Ch. 25

TH 11.30.17— Global Movement of Goods and Health Impacts in Southern CA: Field Trip

Class Guided Tour with Zully Juarez and Wendy Gutschow

Activity:

Readings:

Week 15

T 12.5.17— Final Review

Week 16

T 12.X.17— Final Assignment and Field Trip Reflection Due

*Sponsored by the Remsen Bird Fund