

Occidental College
Urban and Environmental Policy (UEP)
1882 Campus Road, Los Angeles, CA 90041

**UEP 307 - Public Health Practicum
Fall 2016**

Instructor: Heng Lam Foong
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Office Hours: By appointment
Office: UEP 103
Classroom: Fowler 209
Class Hours: Tuesday and Thursday from 5 pm to 6:25 pm
Practicum Hours: 8-10 hours per week. Times vary by location. Refer to Community Profiles.

Course Description:

UEP 307 Public Health Practicum is designed to provide students with real-world experiences to develop new skills and enhance insights into multiple health issues, concerns and possible solutions.

Public health is a vast field which includes many focus areas such as health education, policy, environmental health, epidemiology, maternal child health, and nutrition. Under supervision of the course instructor and in collaboration with a community proctor, students will partner with a health focused non-profit organization, community clinic, or government agency to develop mutually beneficial community-based learning project(s). During the course of the internship, students can expect to be active collaborators in improving the health of the community in the service area of our partner agencies by identifying and linking community members to health, legal and social service resources; developing health education materials and classes; facilitating trainings and workshops on healthy lifestyles; and helping to address any community identified health issue.

The combination of the community health engagement experience, class discussions, reflection sessions, reading materials and journal entries will help students reflect on the complexities of keeping communities healthy, and what is required to implement and support preventive approaches especially in under-resourced, under-served communities. Students should expect to spend 8 to 10-hours a week at their internship sites. *Prerequisite: UEP 203 Introduction to Public Health or UEP 295 Global Public Health*

Course Aims:

UEP 307 Public Health Practicum has six (6) specific aims:

1. To introduce you to myriad areas of public health and allow you to put theory to practice.
2. To challenge you to think critically about the social, cultural and systemic barriers to health.
3. To provide a unique opportunity for you to work alongside other health and social service practitioners such as community health promoters, and collaborate together to develop culturally relevant interventions.
4. To nurture your leadership, problem solving, inclusive decision making and teamwork skills.
5. To encourage you to develop a healthy curiosity about the diverse Los Angeles communities and develop respectful relationships and networks.
6. To help you to identify any specific areas of interests, this can lead to a clearer pathway into graduate school or public health profession.

Course Agreements & Expectations:

To ensure that all of us have the best possible learning experiences, let us mutually agree to bring our whole selves to class, to the internship and to any place where we gather to learn and reflect. Life happens and sometimes you or I will be late to class, or be late with an assignment. I will not know that you are facing any challenges unless you tell me. If you are unavoidably delayed, sick or have any reason to miss class or an assignment it is your responsibility to tell me as soon as possible.

As the course instructor, I propose that it is useful to have clear and specific expectations from the first day of class. These expectations are not meant to impose any undue hardship on you but are meant to support a respectful and professional learning environment for all of us, and for the community partners and members we will be collaborating with. I encourage you to consider that your display of professionalism and respect during this course, from being timely to communicating clearly and effectively, can have bearing on your future professional life. If you cannot meet any of the course expectations or need further clarification, please ask!

This course provides an important opportunity for students to experience a slice of the public health world through its community and class based aspects. As a student enrolled in UEP 307 please know that you will be expected to:

1. Attend and participate fully in all classes, internship, field trips and projects. Missed days without proper justification will be marked down 0.5 points for each day.
2. Your internship and class attendance count towards your grade so please let me know within 24-hours if you have missed an internship day.
3. Submit all assignments in a timely manner; late submissions without proper justification will be marked down 0.5 points for each day they are late.
4. Dress appropriately - business casual attire and closed toed shoes are a requirement at all times, at all the internship sites.
5. Contact the community proctor by phone ASAP if you will be late to your internship.

6. Avoid using your cell phones to take/make any personal calls/text or browse the internet while you are in class or at your internship. If you absolutely have to take/make an urgent call, please step outside of the classroom.

Grading (Total 100 points):

- 40% Internship attendance & participation and community proctor evaluation
- 30% Class attendance and participation, and presentation
- 20% Final class paper which will be due in 3-segments
- 10% Satisfactory completion of reflection journals (minimum 3 pages per entry)

Guidelines for your 12-paged, double spaced final class paper:

✍ Project paper Sections 1&2 Organizational Background, Community Profile and Health Needs Assessment (**DUE** 9/29/16 at 5 pm PST by email): Describe the organizational history of your internship host site. Include why it was established and by whom; how it currently operates; what services it offers; its current service area; and how it is financially supported to provide these services. Then describe any social, cultural and systemic barriers to health that are faced by community members living in the service area. Start by sharing the community profile of the organization's service area; include a demographic profile and data (with citations) on the health status of the community. What barriers do community members face in trying to stay healthy? What services does the organization currently provide to remove some of these barriers? And what gaps remain? (4 to 5 pages)

✍ Project paper Section 3 Designed Health Project (**DUE** 10/27/16 at 5 pm PST by email): What have you done so far at the internship site? Describe at least one relevant activity and/or product that you have developed/designed, and as importantly describe the process of development and share what skill sets you applied (teamwork, problem solving, negotiation skills etc.) What health need did the activity/product meet? In addition, how are you interacting with 1) organizational staff and 2) community members/clients, and how have these interactions influenced your view of public health? (3 to 4 pages)

✍ Final comprehensive project paper (**DUE** 12/6/16 at 5 pm PST by e-mail or bring it to our last class). Combine sections 1, 2, 3 and 4, into one paper which provides a comprehensive overview of your public health practicum. Incorporate any edits and recommendations which I have shared and focus Section 4 on Evaluation and Recommendations. Describe your overall internship experience, and include at least one highlight and one challenge. 1. What can the organization do better to improve the learning experiences of future public health practicum students? 2. How can future students better prepare to support the organization and its community? 3. And what can the organization do to provide better or different services to the community in its service area? Share at least two recommendations for each question and cite evidence based programs and practices for question 3. (4 to 5 pages)

Note: Please cite your references using footnotes at the bottom of each page.

Journal entry assignments: Please handwrite in your journals (minimum 3 pages per entry) and bring them to class.

Journal question #1 (**DUE** 9/6/16): Please share your hopes and expectations for this course. Include what experiences & skills you'd like to bring to the sites and what you would like to learn.

Journal question #2 (**DUE** 10/6/16): Please write a journal entry on the first month of your internship – share any highlights and challenges (if any) on how you are working with the community proctor, staff and with the community clients.

Journal question #3 (**DUE** 11/10/16): Reflect on an event/situation that occurred during your internship. This can be something you observed or it can be something that you were directly involved in. In your journal entry 1) describe the event/situation; 2) what do you think was the root cause? 3) how did you or others around the event feel about it; 4) what did you, or what was the first thing that you considered doing; and 5) did the class material/discussion/meetings so far, relate to this issue and help suggest a course of action or a related public policy to that can affect the issue?

Journal question #4 (**DUE** 12/1/16): Think about where you grew up or where you currently live, Occidental College in Eagle Rock & Highland Park. Is access to basic health information, health care and preventive health needs (such as flu shots, healthy food, places to exercise etc.) something that you did not need to think twice about? Was it simply there when you needed it? You probably knew where to go, were able to communicate, and had the resources to access what you needed within a span of days or weeks. During your internship you have encountered racial and ethnic health disparities* in working with community members; Latinos who bear disproportionate rates of diabetes; limited English proficient and low-literacy persons who need help to understand and properly manage their chronic disease; individuals and families at risk of losing their homes due to unemployment, sometimes as a consequence of illness; individuals and families who are in need of help to secure the most basic resources such as food; persons of color who live in neighborhoods that are under-resourced and do not have the appropriate infrastructure or investments in affordable housing, healthy grocery stores, safe parks, transportation etc.; institutions that are not fully staffed or equipped to serve changing populations in their community; institutional data collection which is not sufficiently disaggregated to accurately portray the needs of all of its diverse residents; and on and on.

Sociologist Allan G. Johnson proposes that privilege is not about whom we are as individual people; privilege is not a thing that can be given or taken from you or me. Privilege is unearned and tied to social categories, often conferred to those in dominant groups whether they want it or not. Being a public health student from a prestigious institution

such as Occidental College conveys both power and privilege. Please read Chapter 1 of Johnson's book and a brief article by Michael Spencer, then reflect on your internship experiences this summer, also share how these experiences will/can influence your role in reducing health disparities as future public health practitioners.

Article links:

<http://bit.ly/1tH5ON3>

<http://bit.ly/1OZFJa8>

**Defined by US DHHS as "as affecting groups of people who have systematically experienced greater obstacles to health based on their racial or ethnic group; religion; socioeconomic status; gender; age; mental health; cognitive, sensory, or physical disability; sexual orientation or gender identity; geographic location; or other characteristics historically linked to discrimination or exclusion."*

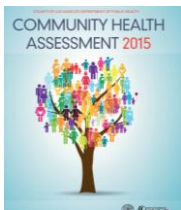
Readings include the following and articles which will be assigned weekly.

Edin, K.J & Shaefer, H.L. *\$2 a Day: Living on Almost Nothing in America*. New York: Houghton Mifflin Harcourt, 2015.

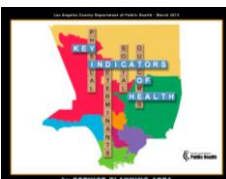
Skloot. R. *The Immortal Life of Henrietta Lacks*. New York: Random House, 2011.

Fadiman, A. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus and Giroux, 2012.

Other helpful resource materials:



Los Angeles County Department of Public Health, Office of Planning, Evaluation, and Development. *Community Health Assessment 2015*; Revised June 2015. Download 160 page report at: <http://bit.ly/2bs8tLi>



Los Angeles County Department of Public Health, Office of Health Assessment and Epidemiology. *Key Indicators of Health by Service Planning Area*; March 2013. Download 28 page report at: <http://bit.ly/2baeWXT>



Los Angeles County Department of Public Health, Office of Health Assessment and Epidemiology. *Social Determinants of Health: Housing and Health in Los Angeles County*; February 2015. Download 24 page report at: <http://bit.ly/1TYIbfc>

UEP 307 Course Schedule

Date	Topic/Activity	
	<p>Welcome to UEP 307: Public Health Practicum</p>	<p><u>Complete before first day of class</u></p> <ol style="list-style-type: none"> 1. Review partner profiles & share preferred community health site. Develop bios. 2. Acquire TB clearance. 3. Complete ethno health family interview
<p>August 30</p>	<p>Topic: Review class syllabus, expectations, and Q&A</p> <p>Assign/confirm community internship sites. Internships begin 9/6/16.</p> <p>Distribute and complete</p> <ul style="list-style-type: none"> ● Student internship waiver ● Journals <p>Exchange contact information.</p>	<p><u>Assignments for today</u></p>
<p>September 1</p>	<p>Topic: Internship site and community overview.</p> <p>Report back & discussion: Ethno health family interview.</p>	<p><u>Assignments for today</u></p> <p>Personal bio (<u>DUE</u> 9/1/16 at 5 pm PST by e-mail to foong@oxy.edu): Write a one or two paragraph personal biography which will be shared with your community proctor. You can view a how-to-guide and sample bio here.</p> <p>Complete ethno health family interview (<u>DUE</u> 9/1/16 in class).</p>
<p>September 6</p>	<p>Topic: Participatory engagement and cultural humility</p>	<p><u>Assignments for today</u></p> <p>Journal entry #1 (<u>DUE</u> 9/6/16 in class): Please share your hopes and expectations for this course. Include what experiences & skills you'd like to bring to the internship site and what you would like to learn.</p>

	<p>Chimamanda Adichie: The Danger of a Single Story @ TED: Ideas Worth Sharing (18:50) http://bit.ly/6WfqX</p> <p>Begin welfare reform discussion</p>	<p>Tervalon, M., & Murray García, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. <i>Journal of Health Care for the Poor and Underserved</i>, 9(2), 117-125. http://bit.ly/Sv4hEy</p> <p>Geiger, J. (2005). The Unsteady March. <i>Perspectives in Biology and Medicine</i>, 48(1), Winter 2005, 1-9. http://bit.ly/1wVGimS</p>
September 8	<p>Topic: Welfare reform: 20 years later.</p>	<p><u>Assignments for today</u> Edin, K.J & Shaefer, H.L. (2016, August 22). Twenty years since welfare ‘reform’. America’s poorest are still dealing with the consequences of the legislation that Bill Clinton signed into law two decades ago today. <i>The Atlantic</i> (Google Drive)</p> <p>Marketplace Wealth & Poverty Desk: The Uncertain Hour S01-1 The Magic Bureaucrat (April 28, 2016) S01-2 White gloves, aluminum cans and plasma (May 11, 2016) S01-4 Everything but the kitchen sink (June 9, 2016) S01-5 Pregnant? We can help (June 23, 2016) S01-6 The road not taken (July 7, 2016) Retrieve all podcasts @ http://bit.ly/1UzNr7K</p>
September 13	<p>Topic: Housing and homelessness in Northeast LA: An assessment of recent changes and needs</p> <p><i>Speaker:</i> Monica Alcaraz, Regional Coordinator, NELA Coordinated Entry System (CES).</p>	<p><u>Assignments for today</u> Los Angeles County Department of Public Health, Office of Health Assessment and Epidemiology. Social Determinants of Health: Housing and Health in Los Angeles County; February 2015. Download 24 page report at: http://bit.ly/1TYlbfc</p>

		<p>Stoloff, J.A. (n.d.) A brief history of public housing. U.S. Department of Housing and Urban Development, Office of Policy Development and Research (Google Drive)</p> <p>Holland, G. & Sewell, A. (2016, May 30). Subsidized rent, but nowhere to go: Homeless vouchers go unused. Los Angeles Times. http://lat.ms/1stIDKC</p> <p>Holland, G. (2015, September 10). Highland Park non-profit takes homelessness into its own hands. Los Angeles Times. http://lat.ms/1U7JKI7</p> <p>Recycled Resources for the Homeless http://www.recycledresources.org/</p> <p>Housing Authority of the County of LA (HACOLA) Section 8 http://www.hacola.org/section-8</p>
September 15	Topic: Motivational interviewing and its role in facilitating behavior change (Part 1)	<p><u>Assignments for today</u></p> <p>Miller, W. & Rollnick, S. (2013) Motivational Interviewing: Helping People Change (3rd edition, pp. 1-13). New York, NY: The Guildford Press (Google Drive)).</p> <p>Author unknown (2011). MI Definition, Principles and Approach (Google Drive)</p> <p>MerloLab (November 25, 2009). The Ineffective Dentist. Gainesville, FL: University of Florida Department of Psychiatry. Retrieve @ http://bit.ly/1rLw6jl</p> <p>MerloLab (November 24, 2009). The Effective Dentist: Motivational Interviewing Demonstration. Gainesville, FL: University of Florida Department of Psychiatry. Retrieve @ http://bit.ly/1rhDbWG</p>

<p>September 22</p>	<p>Topic: Motivational interviewing and its role in facilitating behavior change (Part 2)</p>	<p><u>Assignments for today</u> Think about a person who has significantly influenced your life. This can be a teacher or coach or family member. Choose someone who has inspired & motivated you and helped you grow. Please write one or two paragraphs sharing this person's name, his/her role, characteristics you remember about this person, how s/he made you feel, and how you responded to this person. If you cannot think of one person, make a composite of two people.</p>
<p>September 29</p>	<p>Topic: Medi-Cal (Medicaid) benefits and what are changes in California with the implementation of the Affordable Care Act.</p> <p><i>Speaker:</i> Toni Vargas, Attorney, Neighborhood Legal Services of Los Angeles County, Health Consumer Center.</p>	<p><u>Assignments for today</u> Project paper Sections 1&2: Organizational Background, Community Profile and Health Needs Assessment (DUE 9/29/16 at 5 pm PST by e-mail to foong@oxy.edu)</p> <p>YouToons Get Ready for Obamacare: Health Insurance Changes Coming Your Way Under the Affordable Care Act @ The Henry J. Kaiser Family Foundation. Retrieve @ http://bit.ly/1n5X1hP</p> <p>Lauter, D. (2015, August 10). Two years into Obamacare, only one state still has more than 20% uninsured. Los Angeles Times. Retrieve @ http://lat.ms/1NnhEVo</p> <p>Terhune, C. (2015, June 21). California's Obamacare exchange to collect insurance data on patients. Los Angeles Times. Retrieve @ http://lat.ms/1IZslXu</p> <p>Covered California http://www.coveredca.com</p> <p>Young Invincibles http://younginvincibles.org</p>

		<p>Neighborhood Legal Services of Los Angeles County http://www.nlsla.org/programs/practices</p>
October 6	<p>Topic: Women's health: Screening programs and support resources in Los Angeles County.</p> <p><i>Speaker:</i> Jenifer K. Metz, MPH, California Health Collaborative, Los Angeles Cancer Partnership: Every Woman Counts</p>	<p><u>Assignments for today</u> Journal question #2 (DUE 10/6/16): Please write a journal entry on the first month of your internship – share any highlights and challenges (if any) on how you are working with the community proctor, staff and the community clients</p> <p>Breast Cancer Action (2013, November). Disparities in breast cancer: Through the breast cancer-care continuum. http://bit.ly/1MhdYFN</p> <p>California Health Collaborative Cancer Detection Program: Every Woman Counts http://bitly.com/Ram06v</p> <p>Culturally relevant cancer health education materials, activities, recipes and toolkits can be found at: American Cancer Society http://www.cancer.org/</p> <p>Susan G. Komen for the Cure http://sgk.mn/R5ADKP</p> <p>National Cancer Institute www.cancer.gov</p>
October 13	<p>Topic: <i>Popular</i> (for the people) education: Shared learning for collective social action.</p> <p><i>Speaker:</i> Nancy Zuniga, Program Manager, IDEPSCA (<i>Instituto de Educacion Popular del Sure de California</i>) Workers Health Program.</p>	<p><u>Assignments for today</u> Kerka, S. (1997) Popular Education: Adult Education for Social Change. ERIC Clearinghouse on Adult Career and Vocational Education Columbus OH. (Google Drive)</p> <p>Wiggins, N. & Rios, T. (2007). An Introduction to Popular Education. Community Capacitation Center, Multnomah County Health Dept. (Google Drive)</p>

October 18	Group reflection	<p>Assignments for today Remen, N.R. (1999). Helping, Fixing, or Serving? http://bit.ly/1E3Wgm2</p>
October 20	<p>Topic: Health literacy</p> <p>Small group activity: Reviewing health education materials for low literacy populations</p> <p>Taster's Choice: Smart Menu in South L.A. @ Public Matters Vimeo site (6:30) https://vimeo.com/6857602</p>	<p>Assignments for today Pleasant, A., Cabe, J., Martin, L.T., & Rikard, R.V. A Prescription is Not Enough: Improving Public Health with Health Literacy (IOM Report). Washington, DC: The Institute of Medicine Roundtable on Health, Nov. 2013. Retrieve @ http://bit.ly/1Q9lfuE</p> <p>Centers for Disease Control and Prevention (CDC). 2009. Simply Put: A guide for creating easy to understand materials. In Moodle or retrieve @ http://1.usa.gov/1BJ7603</p>
October 27	<p>Topic: Food security & health: Current issues and resources for food & nutrition programs.</p> <p><i>Speaker:</i> Frank Tamborello, Executive Director & Community Educator, Hunger Action Los Angeles</p>	<p>Assignments for today Project paper Section 3: Designed Health Project (DUE 10/27/16 at 5 pm PST by e-mail to foong@oxy.edu)</p> <p>Los Angeles County Department of Public Health, Office of Health Assessment and Epidemiology. Social Determinants of Health: Rising Food Insecurity in Los Angeles County; July 2015. Download 20 page report at: http://bit.ly/1pbnfbw</p> <p>Hunger Action Los Angeles. Review The People's Guide and Market Match http://www.hungeractionla.org/</p> <p>LAC Department of Social Services CalFresh https://dpss.lacounty.gov/dpss/calfresh/</p>
November 3	Topic: Working effectively with LEP (limited English proficient) persons in health settings	<p>Assignments for today The Office of Minority Health National Standards on Culturally and Linguistically</p>

	<p>Small group activity: Memory exercise</p>	<p>Appropriate Services (CLAS). Review 15 standards. http://1.usa.gov/mT0jib</p> <p>Gunzel, J.S. A right to a medical interpreter, but not a guarantee. Public Insight Network. http://bit.ly/L42Xww</p> <p>Kritz, F.L. (2010, December 27). Medical interpreters are a patient's right. Los Angeles Times. http://lat.ms/1eElBWh</p>
<p>November 10</p>	<p>Topic: Non Discrimination and the ACA – Understanding Section 1557 of the Affordable Care Act</p> <p><i>Speaker:</i> Mara Youdelman, Managing Attorney, National Health Law Program (GoToMeeting)</p>	<p><u>Assignments for today</u></p> <p>Journal question #3 (<u>DUE</u> 11/10/16): Reflect on an event/situation that occurred during your internship. This can be something you observed or it can be something that you were directly involved in. In your journal entry 1) describe the event/situation; 2) what do you think was the root cause? 3) how did you or others around the event feel about it; 4) what did you, or what was the first thing that you considered doing; and 5) did the class material/discussion/meetings so far, relate to this issue and help suggest a course of action or a related public policy to that can affect the issue?</p> <p>Youdelman, M (2015, September). Nondiscrimination and the ACA. Health Advocate, Volume 41. http://bit.ly/2dQ9grD</p> <p>Perkins, J., Turner, W., Quinn, J., Edwards, E. & Youdelman, M. (2016, May 16). Highlights of the Section 1557 Final Rule. National Health Law Program. http://bit.ly/2e8PuHp</p>

November 17	Group reflection and Report back on the three assigned books by Skloot, Fadiman and Edin & Shaefer.	<p><u>Assignments for today</u> Unnatural Causes... Is Inequality Making Us Sick? Interview with Dr. Camara Jones. San Francisco, CA: California Newsreel, 2008. Retrieve @ http://bit.ly/1w44h4k</p>
December 1	Practicum site presentations	<p><u>Assignments for today</u> Journal question #4 (DUE 12/1/16): Final reflection due. See page 4 for prompt.</p>
December 6	<p>Last day UEP 307: Public Health Practicum class</p> <p>Internship review and feedback in class</p> <p>Final comprehensive project paper including Sections 1, 2, 3 and 4 Evaluation and Recommendations (DUE 12/6/16 at 5 pm PST in class or by e-mail to foong@oxy.edu)</p>	<p><u>Resources for your final paper:</u></p> <p>U.S. Department of Health and Human Services. (2011, April). HHS Action Plan to Reduce Racial and Ethnic Disparities: A Nation Free of Disparities in Health and Health Care. Retrieve @ http://1.usa.gov/h5JlX8</p> <p>County of Los Angeles Department of Public Health (2013, March). Key Indicators of Health by Service Planning Area. Retrieve @ http://1.usa.gov/1JrdQBS</p> <p>County of Los Angeles Department of Public Health (2015, September). Community Health Improvement Plan for Los Angeles County 2015-2020 http://publichealth.lacounty.gov/plan/docs/CHA_CHIP/CHIPforLACounty20152020.pdf</p> <p>Centers for Disease Control and Prevention (CDC). (2013, November). Health disparities and inequalities report – United States. http://www.cdc.gov/MMWR/pdf/other/su6203.pdf</p> <p>IOM (Institute of Medicine) (2010) Demographic Changes, a View from California: Implications for Framing Health Disparities: Workshop Summary. Washington, DC: The National Academies Press. Retrieve @ https://www.ncbi.nlm.nih.gov/books/NBK220</p>

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