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

A. INSTRUCTOR

<table>
<thead>
<tr>
<th>Name:</th>
<th>Nicole Vick, MPH, CHES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:nvick@oxy.edu">nvick@oxy.edu</a></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:instructorndv@gmail.com">instructorndv@gmail.com</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>323-459-2695</td>
</tr>
<tr>
<td>Meeting Time:</td>
<td>Wednesday, 7:15pm-10:10 pm</td>
</tr>
<tr>
<td>Meeting Location:</td>
<td>Johnson Hall 303</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Immediately before class or</td>
</tr>
<tr>
<td></td>
<td>by appointment</td>
</tr>
</tbody>
</table>

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.
7. Examine the impact of local, state, and federal policies on health.
E. TEXT


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).

<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>94-100</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent</td>
<td>90-93</td>
<td>3.70</td>
</tr>
<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>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>59-0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Evaluation criteria**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
</table>
| **Class Participation** | Debate & in-class discussions and assignments                               | **100** | • 10/16 (debate)  
                        | • A number of smaller in-class activities                                   |        |
| **Small Assignments**  | **Personal essay**                                                         | **300** |     |
|                       | 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? |        | 9/4 |

Revised 8-13-2019
### Criteria | Description | Points | Due |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Epidemiology Problem Set</strong></td>
<td>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.</td>
<td>150</td>
<td>9/25</td>
</tr>
</tbody>
</table>
| **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. Create a PowerPoint presentation:  
- 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 | 100 | 11/13 |
| List of potential incidents:  
- 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](http://umich.edu/~snre492/cases.html) | | |
| **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.

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

Revised 8-13-2019
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
</table>
| Wed   | 10/2  | The “Isms” and their impact on health outcomes<br>
  |      | *Film screening: “When the Bough Breaks”*<br>
  |      | Discussion of Unnatural Causes & case studies<br>
  |      | 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 IS 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 Activity: Introductions

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/nphpsp/essentialservices.html

Healthy People 2020

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=WhyWeNeedPHzimpHC

The importance of the past in public health

Public Health
https://www.britannica.com/topic/public-health

Awful Moments in Quarantine History: Remember Typhoid Mary?

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?

W 9.4.19—Epidemiology: The Basic Science of Public Health

Class Activity: Eleven Blue Men

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 Activity:
“Forensics Files”

Revised 8-13-2019
Readings: Ch. 7, 9-12


https://www.cdc.gov/hepatitis/hav/afaq.htm#UScommon

W 9.18.19—Controversy & Law; Public Health History

Class Activity: 1 Son, 4 Overdoses, 6 Hours
Readings:

Assignments:

W 9.25.19—Social Determinants of Health

Class Activity: Film: Unnatural Causes
Readings:
Ch. 13-14

Social determinants of health contributed to half of hospital readmissions, study finds

https://www.youtube.com/watch?v=q-3mUIG6bA

The Vicious Cycle of Stress and Poor Health [PDF]

For children trapped in poverty, breaking free is getting harder


Baltimore Draws 10-year Blueprint to Cut Racial Health Disparities

Revised 8-13-2019
W 10.2.19 — The “Isms” and Their Impact on Health Outcomes
Class Activity: Health Justice Manifesto-The Bigger Picture Project
https://www.youtube.com/watch?v=Oe445J6ulk&list=PLGWDDcCZS9wIkeYh7AfJydLaSVgj9vY0&index=1

Unnatural Causes: When the Bough Breaks

Readings:
Ch. 18 Health Justice Manifesto-The Bigger Picture Project
https://www.youtube.com/watch?v=Oe445J6ulk&list=PLGWDDcCZS9wIkeYh7AfJydLaSVgj9vY0&index=1
The Last Person You’d Expect to Die in Childbirth
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


National Poverty Center. Policy Brief. Education and Health

W 10.30.19 — HIV/AIDS: Overview
Class Activity: Brainstorm/Fishbowl: Why are we still talking about HIV/AIDS?
Experts Panel
Ch. 10

Revised 8-13-2019

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

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

Class Activity: Where will YOU live?

Readings: Public Health for All: Rethinking the Legacy of Public Heath & Housing
[https://medium.com/the-block-project/public-health-for-all-rethinking-the-legacy-of-public-health-housing-685842f1b5f0](https://medium.com/the-block-project/public-health-for-all-rethinking-the-legacy-of-public-health-housing-685842f1b5f0)


the devaluation of assets in black neighborhoods

**W 11.13.19— Environmental Justice**

Class Activity: Lecture and Group presentations

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](https://www.propublica.org/article/has-the-moment-for-environmental-justice-been-lost)

The Flint Water Crisis: MuckReads

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

Class Activity: Group Presentations Part 2 and Final Exam Review

Readings:

**W 11.27.19— NO CLASS**

**W 12.4.19— Final Exam**

* sponsored by Remsen Bird Funds