Urban & Environmental Policy 203
Public Health: Community and Environment
FALL 2018

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 302</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Immediately before class or by appointment</td>
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</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>
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<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>94-100</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>
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<tr>
<td>B</td>
<td>Above Average</td>
<td>84-87</td>
<td>3.00</td>
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<tr>
<td>B-</td>
<td>Above Average</td>
<td>80-83</td>
<td>2.70</td>
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<tr>
<td>C+</td>
<td>Average</td>
<td>78-79</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>Average</td>
<td>75-77</td>
<td>2.00</td>
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<tr>
<td>C-</td>
<td>Average</td>
<td>70-74</td>
<td>1.70</td>
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<tr>
<td>D+</td>
<td>Below Average</td>
<td>68-69</td>
<td>1.33</td>
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<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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Evaluation criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>Debate &amp; in-class discussions and assignments</td>
<td>100</td>
<td>• 10/24 (debate)</td>
</tr>
<tr>
<td></td>
<td>• A number of smaller in-class activities</td>
<td></td>
<td></td>
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<tr>
<td>Small Assignments</td>
<td><strong>Personal essay</strong>&lt;br&gt;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?</td>
<td>300</td>
<td>9/5</td>
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Revised 8/22/2018
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Points</th>
<th>Due</th>
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<tbody>
<tr>
<td><strong>Epidemiology Problem Set (group project)</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>10/3</td>
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</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 | 11/14 |
|  | 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 | 10/17 |
| **Take Home Final Exam** | You will be presented with a few public health scenarios and asked to evaluate and propose an appropriate public health response | 300 | TBD |
| **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.

<p>| COURSE SCHEDULE |</p>
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>PUBLIC HEALTH FUNDAMENTALS</td>
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<tr>
<td>Wed</td>
<td>8/29</td>
<td>1. What is public health? Introduction to the course; public health models for understanding and action</td>
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<td></td>
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<td>2. Actors in the public health system; Public health and health care</td>
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<td>3. Public health history</td>
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<tr>
<td>Wed</td>
<td>9/5</td>
<td>1. Epidemiology: individual determinants of disease &amp; screening tests</td>
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<td></td>
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<td>2. Epidemiology: risk factors &amp; study design/ challenges in collecting evidence</td>
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<td></td>
<td>9/12</td>
<td>1. Biology of health and disease</td>
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<td></td>
<td></td>
<td>Guest lecture: LA County Department of Public Health Childhood Lead Poisoning Prevention Program</td>
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Revised 8/22/2018
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Wed 9/19</td>
<td>1. Controversy in Public Health; role of the government in Public Health;</td>
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<tr>
<td>Wed 9/26</td>
<td>1. Social Determinants of Health</td>
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<td></td>
<td>2. Film screening: “Unnatural Causes”</td>
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<tr>
<td>Wed 10/3</td>
<td>The “Isms” and their impact on health outcomes</td>
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<tr>
<td></td>
<td>Film screening: “When the Bough Breaks”</td>
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<td></td>
<td>Discussion of Unnatural Causes &amp; case studies</td>
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<tr>
<td>Wed 10/10</td>
<td>Career Panel</td>
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<td></td>
<td>Midterm &amp; debate review</td>
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<tr>
<td>Wed 10/17</td>
<td>MIDTERM EXAM</td>
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<tr>
<td>Wed 10/24</td>
<td>Debate: Topic to be announced</td>
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<tr>
<td><strong>PUBLIC HEALTH IN PRACTICE</strong></td>
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<tr>
<td>Wed 10/31</td>
<td>Turns Out it IS What You Know: Educational Attainment and Public Health</td>
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<td>Wed 11/7</td>
<td>HIV/AIDS* - Why are We STILL Struggling with This in 2018?</td>
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<tr>
<td>Wed 11/14</td>
<td>Environmental Justice</td>
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<tr>
<td>Wed 11/21</td>
<td>Thanksgiving Break</td>
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<tr>
<td>Wed 11/28</td>
<td>Violence as a Public Health Issue</td>
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<td></td>
<td>Final Review</td>
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*Supported by the Remsen Bird Fund*
W 8.29.18—Course Introduction & Introduction to Public Health; Public Health Models for Action
Actors in the Public Health System; Public Health and Health Care; Public Health History

Class Activity: Introductions
Readings:
- World Café- The 5 W’S and 1 H
  Class Activity: Students will identify Who, What, When, Where, Why, and How regarding Public Health
  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=WhyWeNeedPH2impHC
- 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 9/5):
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 9.5.18—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 9.12.18—Biology of Health and Disease; Biostatistics

Class
Guest Speaker – Childhood Lead Poisoning Prevention Program

Revised 8/22/2018
Activity:
Readings: Ch. 7, 9-12


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

W 9.19.18—Controversy & Law
Class
Activity:
Readings: 1 Son, 4 Overdoses, 6 Hours

Assignments:

W 9.26.18—Social Determinants of Health
Class
Activity: Film: Unnatural Causes
Readings:

Ch. 13-14
https://www.youtube.com/watch?v=q-3mUIG6bA

The Vicious Cycle of Stress and Poor Health [PDF]


Baltimore Draws 10-year Blueprint to Cut Racial Health Disparities

W 10.3.18—The “Isms” and Their Impact on Health Outcomes
Class
Activity: Health Justice Manifesto-The Bigger Picture Project
https://www.youtube.com/watch?v=Oe4455l6ulk&list=PLGWDDcCZ9wlkeYh7Af7ytdLaSVgi9vY0&index=1

Unnatural Causes: When the Bough Breaks

Revised 8/22/2018
Readings: Ch. 18  
Health Justice Manifesto-The Bigger Picture Project  
https://www.youtube.com/watch?v=Oe445I6ulk&list=PLGWDDcCZS9wIkeYh7AfjTydLa5Vgi9Y0&index=1

The Last Person You’d Expect to Die in Childbirth  

Nothing Protects Black Women From Dying in Pregnancy and Childbirth  

W 10.10.18— Midterm and Debate Review; Public Health Career Panel  
Class Activity: TBD  
Readings:

W 10.17.18— Midterm Exam

W 10.24.18— Debate

W 10.31.18— Turns out is JS 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 11.7.18— HIV/AIDS: Overview  
Class Activity:  
Readings:  

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

W 11.14.18— Environmental Justice

Class Activity: 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

The Flint Water Crisis: MuckReads
https://www.propublica.org/article/the-flint-water-crisis-muckreads

W 11.21.18— NO CLASS. THANKSGIVING BREAK

W 11.28.18— Violence as a Public Health Issue and The Future of Public Health

Class Activity: Panel
Readings: Ch. 17

Deadly Force in Black and White


Date TBD — Final Assignment Due

* sponsored by Remsen Bird Funds