### 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:ndvick@sbcglobal.net">ndvick@sbcglobal.net</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>323-459-2695</td>
</tr>
<tr>
<td>Meeting Time:</td>
<td>Tuesday and Thursday, 1:30pm-2:55pm</td>
</tr>
<tr>
<td>Meeting Location:</td>
<td>Johnson Hall 106</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Immediately after class or 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>
<tbody>
<tr>
<td>Class Participation</td>
<td>Debate &amp; in-class discussions</td>
<td>10</td>
<td>10/18 (debate)</td>
</tr>
<tr>
<td>Small Assignments</td>
<td>Personal essay</td>
<td>30</td>
<td>9/8</td>
</tr>
<tr>
<td></td>
<td>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 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>5</td>
<td></td>
</tr>
</tbody>
</table>

Revised 08/29/2016
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epidemiology Problem Set</td>
<td>Observe the Occidental College campus for poor health outcomes and possible</td>
<td>15</td>
<td>9/22</td>
</tr>
<tr>
<td></td>
<td>risk factors. Clearly state a scientific question (1 sentence) and a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>hypothesis (1 sentence) based on that scientific question. Provide one to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>two background paragraphs on the health problem. Propose a study design to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>test your hypothesis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Trip Reflection</td>
<td>In two pages, react to the LA Port field trip. What is the real cost of</td>
<td>10</td>
<td>12/6</td>
</tr>
<tr>
<td></td>
<td>buying cheap products that need to be shipped from outside of the US (in</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the global trade system)? Describe examples of incompatible land use that</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>you witnessed. What is the impact of incompatible land use on community</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>health? How are communities working to protect their health and democratize</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>planning?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NOTE: Please plan to attend the field trip. You will receive a deduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>in points if you do not attend.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Midterm</strong></td>
<td>This in-class exam will cover materials presented in the first half of the</td>
<td>30</td>
<td>10/13</td>
</tr>
<tr>
<td></td>
<td>semester and it will be composed of multiple choice, short answer and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>essay questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Take Home Final Exam</strong></td>
<td>There will be two sections to the exam: 1) description of a public health</td>
<td>30</td>
<td>12/13,</td>
</tr>
<tr>
<td></td>
<td>crisis scenario to which you need to evaluate several potential interventions</td>
<td></td>
<td>12pm</td>
</tr>
<tr>
<td></td>
<td>and 2) short answers covering material presented in the second half of the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>semester.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue</td>
<td>8/30</td>
<td>What is public health? Introduction to the course; public health models for understanding and action</td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td>9/1</td>
<td>Actors in the public health system; Public health and health care</td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td>9/6</td>
<td>Biology of health and disease</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guest instructor: Dwain Morris-Irvin</td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td>9/8</td>
<td>Biostatistics</td>
<td>Personal Essay due</td>
</tr>
<tr>
<td>Tue</td>
<td>9/13</td>
<td>1 Epidemiology: individual determinants of disease &amp; screening tests</td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td>9/15</td>
<td>2 Epidemiology: risk factors &amp; study design/challenges in collecting evidence</td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td>9/20</td>
<td>Public health history</td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td>9/22</td>
<td>Controversy in Public Health; role of the government; vaccines as case study</td>
<td>Epi problem set due</td>
</tr>
<tr>
<td>Tue</td>
<td>9/27</td>
<td>1 Social determinants of health and Unnatural Causes</td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td>9/29</td>
<td>The “Isms” and their impact on health outcomes</td>
<td>Screening of Unnatural Causes, 7pm</td>
</tr>
</tbody>
</table>

*Joint film screening: “Unnatural Causes”
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/4</td>
<td>Tue</td>
<td>2 Social determinants of health: discussion of Unnatural Causes &amp; case studies</td>
</tr>
<tr>
<td>10/6</td>
<td>Thu</td>
<td>Midterm &amp; debate review</td>
</tr>
<tr>
<td>10/11</td>
<td>Tue</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>10/13</td>
<td>Thu</td>
<td>Midterm</td>
</tr>
<tr>
<td>10/18</td>
<td>Tue</td>
<td>Debate: Topic to be announced</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>PUBLIC HEALTH IN PRACTICE</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Politics and Policy</strong></td>
</tr>
<tr>
<td>10/20</td>
<td>Thu</td>
<td>1 Housing and homelessness as public health issues: overview</td>
</tr>
<tr>
<td>10/25</td>
<td>Tue</td>
<td>2 Housing as a public health issue: stakeholders, policies, and programs</td>
</tr>
<tr>
<td>10/27</td>
<td>Thu</td>
<td>3 Lessons from the field</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Programs and Interventions</strong></td>
</tr>
<tr>
<td>11/1</td>
<td>Tue</td>
<td>1 HIV/AIDS overview</td>
</tr>
<tr>
<td>11/3</td>
<td>Thu</td>
<td>2 HIV/AIDS: stakeholders: “Special Populations” Panel</td>
</tr>
<tr>
<td>11/8</td>
<td>Tue</td>
<td>3 HIV/AIDS: future directions</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Research</strong></td>
</tr>
<tr>
<td>11/10</td>
<td>Thu</td>
<td>1 Violence as a public health issue: overview</td>
</tr>
<tr>
<td>11/15</td>
<td>Tue</td>
<td>2 Violence as a public health issue: stakeholders, policies, and programs</td>
</tr>
<tr>
<td>11/17</td>
<td>Thu</td>
<td>3 Violence as a public health issue: policies, and programs</td>
</tr>
<tr>
<td>11/22</td>
<td></td>
<td>1 Global movement of goods and health impacts in Southern California: evidence</td>
</tr>
<tr>
<td>11/24</td>
<td>Tue</td>
<td>NO CLASS: THANKSGIVING BREAK</td>
</tr>
<tr>
<td>11/29</td>
<td>Tue</td>
<td>2 Global movement and health impacts in Southern California: stakeholders</td>
</tr>
<tr>
<td>12/1</td>
<td>Thu</td>
<td>3 Global movement of goods field trip** Guest instructor: Carla Truax</td>
</tr>
<tr>
<td>12/6</td>
<td>Tue</td>
<td>Wrap-up and introduction to take home assignment</td>
</tr>
<tr>
<td>12/6</td>
<td>Tue</td>
<td>Final review</td>
</tr>
<tr>
<td>12/13</td>
<td>Tue</td>
<td>12:00pm Final Assignment Due</td>
</tr>
</tbody>
</table>

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

T 8.30.16—Course Introduction & Introduction to Public Health; Public Health Models for Action

Class Activity:

CNN Politics. Obama’s final State of the Union in under two minutes

Readings:

Ch. 1 and 14

Key Public Health Functions and Services
http://www.cdc.gov/arthritis/temp/pilots-201208/pilot1/online/ph-approach/section1/roles.htm

Healthy People 2020

CDC. Ten Public Health Achievements

Assignment (due 9/8):
Choose the health problem of most relevance or interest to you from among the Healthy People 2020 topics listed at www.healthpeople.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 9.1.16—Actors in the Public Health System; Public Health and Health Care

Class Activity:

Readings:

Ch. 3, 26, 27, page 556

Key Public Health Functions and Services
http://www.cdc.gov/arthritis/temp/pilots-201208/pilot1/online/ph-approach/section1/roles.htm

Healthy People 2020

CDC. Ten Public Health Achievements

Prevention and Public Health Fund
http://www.hhs.gov/healthcare/facts/bystate/publichealth/ca.html

Prevention and Public Health Fund
http://www.hhs.gov/open/recordsandreports/prevention/

Week 2

T 9.6.16—Biology of Health and Disease

Class Activity: Guest lecture: Dwain Morris-Irvin

Readings:

Ch. 9-12

Zika May Persist for Months in Newborns, Study Shows

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

Revised 08/29/2016
**TH 9.8.16 — Biostatistics**

Readings: Ch. 7 and 8


Assignments: DUE: Personal essay

---

**Week 3**

**T 9.13.16 — Epidemiology: Individual Determinants of Disease and Screening Tests**

Class Activity: Eleven Blue Men

Readings: Ch. 4-6

Eleven Blue Men

[https://utmedhumanities.wordpress.com/2014/10/12/eleven-blue-men-berton-roueche/](https://utmedhumanities.wordpress.com/2014/10/12/eleven-blue-men-berton-roueche/)

**TH 9.15.16 — Epidemiology: Risk Factors and Study Design/Challenges in Collecting Evidence**

Class Activity: TBD

Readings: Ch. 4-6

---

**Week 4**

**T 9.20.16 — History of Public Health**

Class Activity: Health Justice Manifesto-The Bigger Picture Project

[https://www.youtube.com/watch?v=Oe4455f6ulk&list=PLGWDDcCZS9wlkeYh7AfJYydLaSVgi9vY0&index=1](https://www.youtube.com/watch?v=Oe4455f6ulk&list=PLGWDDcCZS9wlkeYh7AfJYydLaSVgi9vY0&index=1)

Readings: The importance of the past in public health


**TH 9.22.16 — Public Health, Controversy, & Law**

Class Activity: Lecture

Readings: Ch. 2

Awful Moments In Quarantine History: Remember Typhoid Mary?


If Tuberculosis Spreads ...


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


Assignments: DUE: Epidemiology Problem Set

---

Revised 08/29/2016
Week 5

T 9.27.16 — Social Determinants of Health

Class Activity: Group discussion: 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?

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

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

Readings: Ch 13


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

TH 9.29.16 — Social Determinants of Health - the “Isms”

In-Class Activity: “Step Up, Step Back”

Readings: Ch 13

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

Week 6

T 10.4.16 — Social Determinants of Health – discussion of “Unnatural Causes” and review of Case studies

Class Activity: Select one of the following case studies:

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)

https://www.youtube.com/watch?v=q-3mUjGi6bA

The Vicious Cycle of Stress and Poor Health [PDF]

Ch 13, 14, 19

**TH 10.6.16 — Mid-term and Debate Review**

**Week 7**

**T 10.11.16 — NO CLASS**

**TH 10.13.16 — Mid-term Exam**

**Week 8**

**T 10.18.16 — Debate**

**TH 10.20.16 — Housing and Homelessness as a Public Health Issue: Evidence**

Class:  
Activity:  
Readings:  

- New York Debates Whether Housing Counts As Health Care.

- RWJF. Health Beyond Health Care: Housing

**Week 9**

**T 10.25.16 — Housing and Homelessness as a Public Health Issue: Stakeholders, policies, and programs**

Class:  
Activity: Group activity/case study  
Readings:  

- Corporation for Supportive Housing. Housing is the Best Medicine: Supportive Housing and the Social Determinants of Health.

**TH 10.27.16 — Housing and Homelessness as a Public Health Issue: Lessons from the Field**

Class:  
Activity: Guest Speaker: TBD  
Readings: TBD

**Week 10**

**T 11.1.16 — HIV/AIDS: Overview**

Class:  
Activity: Brainstorm/Fishbowl: Why are we still talking about HIV/AIDS?  
Readings: Ch. 10


Revised 08/29/2016
TH 11.3.16 — HIV/AIDS: Stakeholders
Class Activity: Panel Presentation
Readings: TBD

**Week 11**

T 11.8.16 — HIV/AIDS: Reflections on Panel and “What’s Next?”
Class Activity: Discussion
Readings: California Legislature Sends Landmark PrEP and PEP Education Bill to Governor Brown

TH 11.10.16 — Violence as a Public Health Issue: Evidence
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
Exploring a Culture of Health: Building Resilience to Undo the Effects of Childhood Trauma
About the CDC-Kaiser ACE Study
https://www.cdc.gov/violenceprevention/acestudy/about.html

**Week 12**

T 11.15.16 — Violence as a Public Health Issue: Stakeholders
Class Activity: TBD
Readings: Ch. 10

TH 11.17.16 — Violence as a Public Health Issue: Policies and Programs
Class Activity: Race and Police Shootings 10 MIN, 16 SEC
If They Gunned Me Down 7 MIN, 11 SEC
#IfTheyGunnedMeDown ponders portrayal of minorities killed by police

Revised 08/29/2016
Readings:  
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  
Exploring a Culture of Health: Building Resilience to Undo the Effects of Childhood Trauma  

Week 13  
**T 11.22.16— Global Movement of Goods and Health Impacts in Southern CA: Evidence**  
Class Activity:  
Is Globalization a Good Thing or a Bad Thing? (Gradients of Agreement)  
Readings:  
The Pros and Cons of Globalization  
http://www.forbes.com/sites/mikecollins/2015/05/06/the-pros-and-cons-of-globalization/#23325f32170a  

**TH 11.24.16— NO CLASS: THANKSGIVING BREAK**  

Week 14  
**T 11.29.16— Global Movement of Goods and Health Impacts in Southern CA: Stakeholders**  
Class Activity:  
Lecture  
Readings:  
Ch. 25  

**TH 12.1.16— Global Movement of Goods and Health Impacts in Southern CA: Field Trip**  
Class Activity:  
Guided Tour with Carla Truax  
Readings:  

Week 15  
**T 12.6.16— Final Review**  
Assignments:  
DUE: Field Trip Reflection  

Week 16  
**T 12.13.16— Final Assignment Due**