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>Weingart Center 117</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>
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<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>
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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>
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<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>
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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>10/17 (debate)</td>
</tr>
<tr>
<td></td>
<td>• A number of smaller in-class assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Assignments</td>
<td>Personal essay</td>
<td>300</td>
<td>9/7</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>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In two pages, reflect on the roots of your personal interest in public health and in that specific health</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Description</td>
<td>Points</td>
<td>Due</td>
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<tr>
<td>--------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Problem</strong></td>
<td>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></td>
<td></td>
</tr>
<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.</td>
<td>150</td>
<td>9/26</td>
</tr>
<tr>
<td><strong>Field Trip Reflection</strong></td>
<td>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?</td>
<td>100</td>
<td>12/5</td>
</tr>
<tr>
<td><strong>Midterm</strong></td>
<td>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.</td>
<td>300</td>
<td>10/12</td>
</tr>
<tr>
<td><strong>Take Home Final Exam</strong></td>
<td>Format TBD. You will likely be presented with a specific public health scenario and asked to evaluate and propose an appropriate public health response</td>
<td>300</td>
<td>12/X, 12pm</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>1000</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>8/29</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>8/31</td>
<td>Actors in the public health system; Public health and health care</td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td>9/5</td>
<td>Biostatistics</td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td>9/7</td>
<td>1 Epidemiology: individual determinants of disease &amp; screening tests</td>
<td>Personal Essay due</td>
</tr>
<tr>
<td>Tue</td>
<td>9/12</td>
<td>2 Epidemiology: risk factors &amp; study design/challenges in collecting evidence</td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td>9/14</td>
<td>Public health history</td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td>9/19</td>
<td>Controversy in Public Health; role of the government; vaccines as case study Medical Care and public health: health care reform</td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td>9/21</td>
<td>1 Social Determinants of Health</td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td>9/26</td>
<td>2 Social determinants of health: discussion of Unnatural Causes &amp; case studies</td>
<td>Epi problem set due</td>
</tr>
<tr>
<td>Thu</td>
<td>9/28</td>
<td>Biology of health and disease</td>
<td>Guest instructor: TBA</td>
</tr>
<tr>
<td>Tue</td>
<td>10/3</td>
<td>The “Isms” and their impact on health outcomes *Joint film screening: “Unnatural Causes”</td>
<td>Screening of Unnatural</td>
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</table>

*Joint film screening: “Unnatural Causes”
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Thu</td>
<td>10/5</td>
<td>Midterm &amp; debate review</td>
<td>Causes, 7pm</td>
</tr>
<tr>
<td>Tue</td>
<td>10/10</td>
<td><strong>FALL BREAK – NO CLASS</strong></td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td>10/12</td>
<td>MIDTERM EXAM</td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td>10/17</td>
<td>Debate: Topic to be announced</td>
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### PUBLIC HEALTH IN PRACTICE

#### Politics and Policy

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thu</td>
<td>10/19</td>
<td>1. Turns Out it IS What You Know: Educational and Public Health: overview</td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td>10/24</td>
<td>2. Turns Out it IS What You Know: Educational and Public Health: stakeholders, policies, and programs</td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td>10/26</td>
<td>3. Turns Out it IS What You Know: lessons from the field</td>
<td></td>
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</table>

#### Programs and Interventions

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue</td>
<td>10/31</td>
<td>1 HIV/AIDS overview</td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td>11/2</td>
<td>2 HIV/AIDS: stakeholders: “Special Populations” Panel</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Susan Alvarado, Donta Morrison, and Samuel Gonzalez*</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>*Sponsored by the Remsen Bird Fund</td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td>11/7</td>
<td>3 HIV/AIDS: future directions</td>
<td></td>
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</table>

#### Research

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Thu</td>
<td>11/9</td>
<td>1 Violence as a public health issue: overview</td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td>11/14</td>
<td>2 Violence as a public health issue: stakeholders, policies, and programs</td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td>11/16</td>
<td>3 Violence as a public health issue: policies, and programs</td>
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</tbody>
</table>

#### Movements for Change

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue</td>
<td>11/21</td>
<td>1 Global movement and health impacts in Southern California</td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td>11/23</td>
<td><strong>NO CLASS – THANKSGIVING</strong></td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td>11/28</td>
<td>2 Global movement and health impacts in Southern California: stakeholders Guest Lecture: Jessica Tovar</td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td>11/30</td>
<td>3 Global movement of goods field trip** Guest instructors: Zully Juarez and Wendy Gutschow</td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td>12/5</td>
<td>Wrap-up and introduction to take home assignment Field trip reflection due</td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td></td>
<td>3:00pm Final Assignment Due</td>
<td></td>
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</table>

*Supported by the*
**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

- The Public Health System and the 10 Essential Public Health Services [https://www.cdc.gov/nphpsp/essentialservices.html](https://www.cdc.gov/nphpsp/essentialservices.html)
- CDC. Ten Public Health Achievements [https://www.cdc.gov/about/history/tengpha.htm](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](http://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 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](http://www.publichealth.northwestern.edu/nphr/2014-v2i1/JordanAndDuckett.html)
- Why We Need Public Health to Improve Healthcare [http://www.chronicdisease.org/?page=WhyWeNeedPH2impHC](http://www.chronicdisease.org/?page=WhyWeNeedPH2impHC)

**Week 2**

**T 9.5.17— Biostatistics**

**Class Activity:** Ch. 7 and 8


Revised 08/29/2017
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: Ch. 4-6  
Readings: 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=PLGWDDcCZ9wIkeYh7AfJTydLaSVgi9vYO&index=1  
Readings: The importance of the past in public health  
Awful Moments in Quarantine History: Remember Typhoid Mary?  

**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  

**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.

Revised 08/29/2017
Readings:  
Ch 13  

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:  
https://www.youtube.com/watch?v=q-3mUjG6bA

The Vicious Cycle of Stress and Poor Health [PDF]  

Ch 13, 14, 19

**TH 9.28.17 — Biology of Health and Disease**

In-Class  
Activity:  
Readings:  
TBD

**Week 6**

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

Class  
Activity:  
Ch 13  
Readings:  
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  

How City Planning Can Cause Greater Generational Divides  
http://www.huffingtonpost.ca/markus-moos/city-planning-generational-divide_b_6508024.html

Revised 08/29/2017
TH 10.5.17— Mid-term and Debate Review

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)

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]

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 Activity: TBD

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 Activity: TBD

Revised 08/29/2017

Class Activity: TBD
Readings: TBD

Week 10

T 10.31.17 — HIV/AIDS: Overview

Class Activity: Brainstorm/Fishbowl: Why are we still talking about HIV/AIDS?

TH 11.2.17 — HIV/AIDS: Stakeholders

Class Activity: Panel Presentation
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 Activity: Discussion

TH 11.9.17 — Violence as a Public Health Issue: Evidence


Revised 08/29/2017
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 [http://www.nydailynews.com/news/national/funds-studies-gun-violence-article-1.1809263]


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 Activity: TBD

Readings: CH. 10

**TH 11.16.17— 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


Readings: Injury Prevention and Control: Division of Violence Prevention [https://www.cdc.gov/violenceprevention/]

**Week 13**


Class Activity: Is Globalization a Good Thing or a Bad Thing? (Gradients of Agreement)

Readings: Ch. 25


**TH 11.23.17— NO CLASS**

**Week 14**

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

Class Activity: Guest Lecture: Jessica Tovar

Readings: Ch. 25

**TH 11.30.17— Global Movement of Goods and Health Impacts in Southern CA: Field Trip**
Guided Tour with Zully Juarez and Wendy Gutschow

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*