Urban & Environmental Policy 203
Public Health: Community and Environment
SPRING 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: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>Wednesday, 7:15pm-10:10 pm</td>
</tr>
<tr>
<td>Meeting Location:</td>
<td>Johnson Hall 203</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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</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>
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<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>
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<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>
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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>
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<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>
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</thead>
<tbody>
<tr>
<td><strong>Class Participation</strong></td>
<td>Debate &amp; in-class discussions and assignments</td>
<td>100</td>
<td>3/28 (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></td>
<td>o Valentine’s Day assignment</td>
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<tr>
<td><strong>Small Assignments</strong></td>
<td><strong>Personal essay</strong></td>
<td>300</td>
<td>1/31</td>
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<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</td>
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Revised 1/21/2018
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Points</th>
<th>Due</th>
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<tbody>
<tr>
<td>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>
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<tr>
<td>Epidemiology Problem Set (group project)</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.</td>
<td>150</td>
<td>2/28</td>
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<tr>
<td>Environmental Justice (Case Study): Identify an instance of environmental injustice via the list below, through the media, or an incident in your hometown. Write a 2-page paper with the following information:</td>
<td></td>
<td>100</td>
<td>4/25</td>
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<tr>
<td>• Provide background on the incident/situation</td>
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<tr>
<td>• Who are the players?</td>
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<td>• Who was impacted?</td>
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<td>• 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.</td>
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<td>• Discussion any potential solutions</td>
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<td>List of potential incidents:</td>
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<td>• Exide Battery Factory—Los Angeles County</td>
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<td>• Hookworm—Lowndes County Alabama</td>
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<td>• Port of Los Angeles/710 Freeway Expansion—Los Angeles County</td>
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<td>• Additional examples can be found here: <a href="http://umich.edu/~snre492/cases.html">http://umich.edu/~snre492/cases.html</a></td>
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<tr>
<td>Midterm</td>
<td>This in-class exam will cover materials presented in the first half of the semester and</td>
<td>300</td>
<td>3/21</td>
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Revised 1/21/2018
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Points</th>
<th>Due</th>
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<tbody>
<tr>
<td>it will be composed of multiple choice, short answer and essay questions.</td>
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<tr>
<td><strong>Take Home Final Exam</strong></td>
<td>You will be presented with a few public health scenarios and asked to evaluate and propose an appropriate public health response</td>
<td>300</td>
<td>5/7, 12pm</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>1000</td>
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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>COURSE SCHEDULE</th>
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<tbody>
<tr>
<td><strong>PUBLIC HEALTH FUNDAMENTALS</strong></td>
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<tr>
<td><strong>Day</strong></td>
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<tr>
<td>Wed</td>
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<td>Wed</td>
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<td>Wed</td>
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Revised 1/21/2018
NO CLASS – work on Valentine’s Day/STD assignment. What better day to focus on STDs than Valentine’s Day! Love is in the air and lots of things “go down” on Valentine’s Day.

For this assignment I would like you to create one of the following:

- 1-2 minute Public Service Announcement about the dangers of STDs (you can speak to just one STD in particular or talk about them all in general) and the importance of safe sex practices
- An infographic or some other visual that is FB/IG ready that would also speak to the dangers of STDs and the importance of safe sex practices.

I will award an extra 5 points if the PSA or infographic is posted on social media with a hashtag decided on in class.

Wed 2/21
1. Controversy in Public Health; role of the government; vaccines as case study
2. Social Determinants of Health
3. Film screening: “Unnatural Causes”

Wed 2/28
The “Isms” and their impact on health outcomes
Film screening: “When the Bough Breaks”
Discussion of Unnatural Causes & case studies

Wed 3/7
Career Panel
Midterm & debate review

SPRING BREAK – NO CLASS
3/12-16

Wed 3/21
MIDTERM EXAM

Wed 3/28
Debate: Topic to be announced

PUBLIC HEALTH IN PRACTICE

Wed 4/4
HIV/AIDS*

Wed 4/11
Turns Out it IS What You Know: Educational Attainment and Public Health

Wed 4/18
Environmental Justice

Wed 4/25
Violence as a Public Health Issue

*Supported by the Remsen Bird Fund
W 1.24.18—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/nphps/essentialservices.html
- Healthy People 2020
- CDC. Ten Public Health Achievements
  https://www.cdc.gov/about/history/tengpha.htm

Assignment (due 2/7):
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. 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 1.31.18—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-rouche/
**W 2.7.18— Biology of Health and Disease; Biostatistics**

**Class Activity:**  
Guest Speaker – Childhood Lead Poisoning Prevention Program

**Readings:**  
Ch. 7, 9-12

Johns Hopkins Bloomberg School of Public Health. Biostatistics and Epidemiology within the Paradigm of Public Health.  


[https://www.cdc.gov/hepatitis/hav/afaq.htm#UScommon](https://www.cdc.gov/hepatitis/hav/afaq.htm#UScommon)

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**W 2.14.18— NO CLASS**

**Class Activity:**  
Work on Epi Problem Set

**Readings:**  
[https://npin.cdc.gov/stdawareness/](https://npin.cdc.gov/stdawareness/)

**Assignments:**  
Valentine’s Day/STD assignment  
What better day to focus on STDs than Valentine’s Day! Love is in the air and lots of things “go down” on Valentine’s Day.

For this assignment I would like you to work in teams of 3-4 and create one of the following:

- 1-2 minute Public Service Announcement about the dangers of STDs (you can speak to just one STD in particular or talk about them all in general) and the importance of safe sex practices
- An infographic or some other visual that is FB/IG ready that would also speak to the dangers of STDs and the importance of safe sex practices.

I will award an extra 5 points if the PSA or infographic is posted on social media with a hashtag decided on in class.

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**W 2.21.18— Controversy, & Law; Social Determinants of Health**

**Class Activity:**  
Film: Unnatural Causes

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.)

Revised 1/21/2018
Case Study 1: Environmental Injustice in Homer, Louisiana: p. 170-173 (4 pages)

Does the flu vaccine cause Alzheimer's??

Readings:

Ch. 13-14
https://www.youtube.com/watch?v=q-3mUiGi6bA

The Vicious Cycle of Stress and Poor Health [PDF]

1 Son, 4 Overdoses, 6 Hours

Baltimore Draws 10-year Blueprint to Cut Racial Health Disparities

**W 2.28.18 — 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=PLGWDDcCZS9wlkeYh7AfJTydLaSVgi9vY0&index=1

Unnatural Causes: When the Bough Breaks

Maternal, Child, and Adolescent Health: African American Infant Mortality

Readings:

Ch. 18
Health Justice Manifesto-The Bigger Picture Project
https://www.youtube.com/watch?v=Oe4455l6ulk&list=PLGWDDcCZS9wlkeYh7AfJTydLaSVgi9vY0&index=1

The Last Person You’d Expect to Die in Childbirth

Nothing Protects Black Women From Dying in Pregnancy and Childbirth

**W 3.7.18 — Midterm and Debate Review; Public Health Career Panel**

Class Activity: TBD

Readings:

3.12 – 3.16.18 – SPRING BREAK NO CLASS

**W 3.21.18 — Midterm Exam**

**W 3.28.18 — Debate**

Revised 1/21/2018
W 4.18 — HIV/AIDS: Overview
Class Activity: Brainstorm/Fishbowl: Why are we still talking about HIV/AIDS?*

Experts Panel – Dontá Morrison and Traci Bivens
Sponsored by the California Community Foundation-Kaiser Foundation Hospitals, Community Health Engagement Program.

Readings:

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

W 4.17 — Turns out is IS What You Know: Educational Attainment and Public Health
Class Activity:


National Poverty Center. Policy Brief. Education and Health

W 4.18 — Environmental Justice
Class Activity: Panel Presentation
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 4.25.18 — Violence as a Public Health Issue and The Future of Public Health
Class Activity: Panel
Readings: Ch. 17

Deadly Force in Black and White


M 5.7.18 — Final Assignment Due
Revised 1/21/2018