*Urban & Environmental Policy 203*

**Public Health: Community and Environment**

**SPRING 2020**

## A. INSTRUCTOR

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|---|---|
| **Name:** | **Nicole Vick**, MPH, CHES |
| **Email:** | nvick@oxy.edu<br>instructorndv@gmail.com |
| **Phone:** | 323-459-2695 |
| **Meeting Time:** | Wednesday, 7:15pm-10:10 pm |
| **Meeting Location:** | Johnson Hall 303 |
| **Office Hours:** | Immediately before class or<br>by appointment |

## 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.
6. Define and identify sources of evidence-based public health practice.
7. Examine the impact of local, state, and federal policies on health.

# E. TEXT

**Required Text:** Schneider, M.J. (2013). *Introduction to public health*. (5th ed.). Burlington, MA: Jones and Bartlett Learning.

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).

| Grade | Description | Definition | Points |
|---|---|---|---|
| A | Excellent | 94-100 | 4.00 |
| A- | Excellent | 90-93 | 3.70 |
| B+ | Above Average | 88-89 | 3.33 |
| B | Above Average | 84-87 | 3.00 |
| B- | Above Average | 80-83 | 2.70 |
| C+ | Average | 78-79 | 2.33 |
| C | Average | 75-77 | 2.00 |
| C- | Average | 70-74 | 1.70 |
| D+ | Below Average | 68-69 | 1.33 |
| D | Below Average | 64-67 | 1.00 |
| D- | Below Average | 60-63 | 0.70 |
| F | Failure | 59-0 | 0.00 |

## Evaluation criteria

| Criteria | Description | Points | Due |
|---|---|---|---|
| ***Class Participation*** | Debate & in-class discussions and assignments | **100** | • 3/18 (debate)<br>• A number of smaller in-class activities |
| ***Small Assignments*** | | **300** | |
| | **Personal essay**<br>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? | 50 | 1/29 |

| Criteria | Description | Points | Due |
|---|---|---|---|
| | **Epidemiology Problem Set**<br><br>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. | 150 | 2/19 |
| | **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.<br><br>Create a PowerPoint presentation:<br><br>• Provide background on the incident/situation<br>• Who are the players?<br>• Who was impacted?<br>• 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.<br>• Discussion any potential solutions<br><br>List of potential incidents:<br>• Exide Battery Factory– Los Angeles County<br>• Hookworm –Lowndes County Alabama<br>• Port of Los Angeles/710 Freeway Expansion – Los Angeles County<br>• Additional examples can be found here: http://umich.edu/~snre492/cases.html | 100 | 4/8 and 4/15 |
| ***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** | 3/4 |
| ***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.

**COURSE SCHEDULE**

| Day | Date | Topic | Notes |
|---|---|---|---|
| | | **PUBLIC HEALTH FUNDAMENTALS** | |
| Wed | 1/22 | 1. What is public health? Introduction to the course; public health models for understanding and action<br>2. Public health history | |
| Wed | 1/29 | 1. Epidemiology: individual determinants of disease & screening tests<br>2. Epidemiology: risk factors & study design/ challenges in collecting evidence | Personal Essay due |
| Wed | 2/5 | 1. Biology of health and disease<br>2. Biostatistics | |
| Wed | 2/12 | 1. Controversy in Public Health; role of the government in Public Health;<br>2. Actors in the public health system; Public health and health care | |
| Wed | 2/19 | 1. Social Determinants of Health<br>2. *Film screening: "Unnatural Causes"* | Epi problem set due |

| | | | |
|---|---|---|---|
| Wed | 2/26 | The "Isms" and their impact on health outcomes<br>*Film screening: "When the Bough Breaks"*<br><br>Discussion of Unnatural Causes & case studies<br>Midterm & debate review | |
| Wed | 3/4 | **MIDTERM EXAM** | |
| | | 3/9-3/13<br>**SPRING BREAK** | |
| | | **PUBLIC HEALTH IN PRACTICE** | |
| Wed | 3/18 | **Debate: Topic to be announced**<br><br>Turns Out it IS What You Know: Educational Attainment and Public Health | |
| Wed | 3/25 | HIV/AIDS* - Why are We STILL Struggling with This in 2019? | |
| Wed | 4/1 | Housing as a Public Health Issue | |
| Wed | 4/8 | Environmental Justice | Group presentations |
| Wed | 4/15 | Environmental Justice Pt. 2 and Final Review | Group presentations |
| | 4/22 | Wrap up<br>Take Home Exam Given | |
| Wed | TBD | Final Due | |
| ***Supported by the Remsen Bird Fund*** | | | |

## W 1.22.20—Course Introduction – What is Public Health and Where Did It Come From?

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/publichealthgateway/publichealthservices/essentialhealthservices.html

Healthy People 2020
http://www.healthypeople.gov/2020/default.aspx

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
http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1732886/pdf/v058p00751.pdf

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

Brief History of Public Health
http://sphweb.bumc.bu.edu/otlt/MPH-Modules/PH/PublicHealthHistory/PublicHealthHistory_print.html

Assignment **(due 1/29)**: 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 1.29.20— Epidemiology: The Basic Science of Public Health

Class Activity: Eleven Blue Men

CDC Solve the Outbreak

Readings: Ch. 4-6,8

Eleven Blue Men
https://utmedhumanities.wordpress.com/2014/10/12/eleven-blue-men-berton-roueche/

## W 2.5.20— Biology of Health and Disease; Biostatistics

Class Activity: "Forensics Files"

Readings: Ch. 7, 9-12
https://www.revealnews.org/episodes/poisoned-ignored-and-evicted-the-perils-of-living-with-lead/

Johns Hopkins Bloomberg School of Public Health. Biostatistics and Epidemiology within the Paradigm of Public Health. http://ocw.jhsph.edu/courses/fundepi/pdfs/lecture1.pdf

http://www.nbcsandiego.com/news/local/14-Deaths-Linked-to-Hepatitis-A-Outbreak-in-San-Diego-County-441758503.html

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

**W 2.12.20— Controversy & Law; Actors in the public health system; Public health and health care**

Class Activity:

Readings: 1 Son, 4 Overdoses, 6 Hours
https://www.nytimes.com/2018/01/21/us/opioid-addiction-treatment-families.html?hp&action=click&pgtype=Homepage&clickSource=image&module=photo-spot-region&region=top-news&WT.nav=top-news

Assignments:

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**W 2.19.20—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.beckershospitalreview.com/population-health/social-determinants-of-health-contributed-to-half-of-hospital-readmissions-study-finds.html

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]
Pager D. (2004). The mark of a criminal record. *Focus* Vol. 23, No. 2, Summer 2004 [PDF]

For children trapped in poverty, breaking free is getting harder
http://www.latimes.com/local/california/la-me-california-poverty-suburbs-homeless-part4-20181128-htmlstory.html

https://www.vox.com/identities/2018/4/4/17189310/martin-luther-king-anniversary-race-inequality-racism

Baltimore Draws 10-year Blueprint to Cut Racial Health Disparities
https://khn.org/news/baltimore-draws-10-year-blueprint-to-cut-racial-health-disparities/

**W 2.26.20— 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=PLGWDDcCZS9wIkeYh7AfJTydLaSVgi9vY0&index=1

Unnatural Causes: When the Bough Breaks

Readings:
Ch. 18
Health Justice Manifesto-The Bigger Picture Project
https://www.youtube.com/watch?v=Oe4455l6ulk&list=PLGWDDcCZS9wIkeYh7AfJTydLaSVgi9vY0&index=1

The Last Person You'd Expect to Die in Childbirth
https://www.propublica.org/article/die-in-childbirth-maternal-death-rate-health-care-system

Nothing Protects Black Women From Dying in Pregnancy and Childbirth
https://www.propublica.org/article/nothing-protects-black-women-from-dying-in-pregnancy-and-childbirth

**W 3.4.20— Midterm Exam**

**W 3.11.20— SPRING BREAK**

**W 3.18.20— Debate**

**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

https://edsource.org/2018/facing-unprepared-kindergartners-a-rural-school-district-restores-preschool-for-all/595667

https://www.vox.com/identities/2018/4/5/17199810/school-discipline-race-racism-gao

https://edsource.org/2018/how-a-tiny-native-american-communitys-trauma-might-impact-education-law/595719

Freudenberg N, Ruglis J. Reframing school dropout as a public health issue. Prev Chronic Dis 2007;4(4). http://www.cdc.gov/pcd/issues/2007/oct/07_0063.htm.

National Poverty Center. Policy Brief. Education and Health

**W 3.25.20— HIV/AIDS: Overview**

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

Experts Panel
Ch. 10

Readings:
https://www.nbcnews.com/feature/nbc-out/dense-sexual-networks-behind-high-hiv-rates-gay-black-men-n946661

https://www.cnn.com/2018/08/02/health/condom-cdc-reuse-tweet-trnd/index.html

https://www.ajmc.com/focus-of-the-week/prep-for-hiv-prevention-essential-for-ending-the-epidemic-but-out-of-reach-for-many

AIDS.gov. A Timeline of HIV/AIDS. Https://www.aids.gov/hiv-aids-basics/hiv-aids-101/aids-timeline/

California Legislature Sends Landmark PrEP and PEP Education Bill to Governor Brown
https://lalgbtcenter.org/about-the-center/press-releases/california-legislature-sends-landmark-prep-pep-education-bill-to-governor-brown

### W 4.1.20— "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://www.citylab.com/life/2018/07/why-i-hate-watch-house-hunters/564278/

the devaluation of assets in black neighborhoods
https://www.brookings.edu/research/devaluation-of-assets-in-black-neighborhoods/

### W 4.8.20— 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

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

### W 4.25.20— Environmental Justice Pt. 2 and Final Exam Review

Class Activity: Group Presentations Part 2 and Final Exam Review

Readings:

### W 4.22.20— Wrap Up and Take Home Exam Given

### W 5.X.20— Final Exam Due

* sponsored by Remsen Bird Funds