Course Description
What are social determinants of health? What is it about living in certain communities that leads to poor health? How do we measure the health of a community? This course provides a broad overview to public health’s approach to answering these questions, and considers three modifiable factors influencing health: medical care factors, social and behavioral factors (e.g. tobacco, obesity, and stress) and environmental issues (e.g. clean air, clean water). In addition to examining the evidence that links these factors to community health, we will evaluate public policy influences, healthcare delivery system design factors and community planning strategies to improve public health. Students will be introduced to basic methodologies to collect meaningful data, discover how to read and interpret health-related research and learn how research findings can be applied to impact public policy.

“Healthy Communities” qualifies as a social science (Group II) general education course. Promoting the health of individuals and communities has been a central focus of social science theory and research for many disciplines, including sociology, anthropology, political science and economics. This course will introduce you to logic of social science and population health research through studying existing literature and the completion of three mini research projects that will be conducted during the Friday lab sections. We will examine research findings with a particular interest towards implications for developing policies to improve health.

Course Objectives/Learning Outcomes
Upon completion of this course students will be able to:
1. Understand the basic principles of public health and how it differs from medical care.
2. Discuss and write critically on important problems in public health.
3. Apply the basic concepts of epidemiology to relevant problems in public health.
4. Be up to date on current public health issues in the U.S. and abroad.
5. Ability to work in groups on both written and oral projects.

Course Website
The course website is located on the University of Oregon’s Blackboard system (https://blackboard.uoregon.edu). The class syllabus, announcements and other materials will be posted on the blackboard site. Please check the course website frequently for updates. In addition, make sure that the University registrar has your correct email address. I will use this email address to communicate with you.

Required Reading
There are two required readings for this course:


*Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World* by Tracy Kidder
  - It’s best to purchase this on Amazon or elsewhere online
  - The Smith Family Bookstore sometimes carries used copies of this book

The remainder of the required readings are reports or scientific articles which will be assigned each week and discussed in class, so students are expected to come prepared to class having read them.

Assignments and Course Grades
The course grade will be based on the following components:
- Canvas quizzes 10%
- Attendance and participation 10%
- 2 Assignments 30%
- Midterm Exam 20%
- Final Exam (Comprehensive) 30%

Attendance/participation (5%) and Student presentation (5%) (Total=10%)
Class will start promptly at 10am on Mondays and Wednesdays. Attendance will be taken during each class session. Failure to attend class will result in penalties to your grade. Half of your grade includes summarizing a current event relevant to public health using a power point presentation with an assigned partner. The presentation should be 10 to 15 minutes and include 3 or 4 discussion questions at the end for the class to discuss. Good sources for current events include NYTimes, NPR, CNN, Washington Post, Slate, the Atlantic, etc..

The other half of this grade is attendance I understand that there may be circumstances that prevent you from attending all class sessions. You may miss two class sessions during the term without penalty to your grade for personal reasons or illness; however, advance notification is required. Most course materials will be posted on Canvas; however, it is your responsibility to determine what information, assignments or required reading you missed.

Canvas Quizzes (10%)
It is important that students come prepared to discuss the assigned readings in class. Each session will be interactive and a portion of your grade will be based on your participation in class. We cover substantial material in a short period of time. Your success in this course will be directly related to your attendance, preparation, and participation in class.

To encourage participation, one weekly quiz will be posted on Canvas every Sunday and Tuesday. Quizzes are based on weekly reading and material prior to that day’s lecture (e.g., the quiz posted on Tuesday night Jan. 5 will be due Tuesday Jan. 12 at 11:59 pm). Online quizzes are between 5 to 10 questions and include multiple choice, true/false or short answer. You will have one week to complete each set of quizzes. After the due date, you will not receive credit for the quiz. You will be able to see the correct answers 2 days after the quiz is due. There are 10 Canvas quizzes total and each quiz is weighed equally, even though some quizzes are longer and may have more “points.” At the end of the term, your lowest Canvas quiz score will be dropped.

*Please note:* I understand that you may have technical difficulties with web-based quizzes. If you experience a technical issue, please email me and I will determine whether or not your quiz is eligible to be reset. In addition, I will do my best to respond to your requests promptly; however, if you experience technical difficulties the day before it is due, I cannot guarantee that your quiz will be reset prior to the deadline – please plan ahead!

2 assignments (15% each or 30% total)
You will complete 2 assignments individually based upon the given prompts posted on Canvas. The purpose of the assignments is to critically analyze a topic or problem in public health using the tools or resources discussed in class in a clear and concise manner. Please refer to the rubric and explanation of grading system (at the end of the syllabus) before you begin your assignment. Grades will be determined by a rubric at the end of this syllabus. Please use 12 size Times New Roman (or similar) font and 1-inch margins and adhere to the given page limit. Post assignments onto Canvas under the appropriate folder. You will be docked 1% for each day it is submitted after the due date (e.g., if you submit an assignment one day late, then the highest score you could get is 14% out of 15%).

Midterm (20%) and Comprehensive Final Exam (30%)
You will have one, closed book Midterm exam in this course (Wednesday of Week 6) and Final exam (March 17 (Thursday.) at 10:15 am). The Midterm exam will cover reading and material between weeks 1 and 5, while the Final is comprehensive and cover material throughout the entire course. The exams will include multiple choice, true/false and short- and long-answer essay questions. The weekly required reading and Canvas quizzes will help you prepare for the exams. We will also have reviews for both the Midterm and Final during the class session before the exam.

Classroom Environment
In order to create a classroom in which students are comfortable expressing their opinions and perspectives, I ask that students please approach the readings and others’ contributions with both an open mind and a willingness to question one’s own assumptions and biases.

Professional Practice
This course is a core course in the PPPM undergraduate pre-professional degree program. As such, students are expected to behave in a professional manner at all times.

- Students should treat each other and the instructor with the professional courtesy and respect expected in a workplace.
• All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.

• The classroom is a place of focused learning. This requires that students arrive on time, stay until the end of the class period, do not disrupt the class by leaving the room temporarily, and refrain from non-learning activities. Students who fail to adhere to these guidelines will be asked to leave for the remainder of the class session.

• I expect all course assignments to be completed using a word processor.

• Some assignments will require use of a spreadsheet program for data analysis and graphing. Some familiarity with a spreadsheet program (e.g. Excel), as well as basic concepts in mathematics and algebra at the high school level will be used when we cover the analytic components of the material.

• You will also be required to use PowerPoint for a presentation at the end of the term on your final project.

Course Workload
A general rule of thumb for the expected workload for a graduate level class is approximately 3-4 hours/week per credit hour. Thus, a four credit course will require approximately 12-16 hours of effort per week. Our class meets for three hours each week, so students should expect to spend an additional 9 to 13 hours per week studying for this course.

Writing Lab
This is a writing intensive course. If you struggle with writing, I strongly encourage you to use the PPPM writing tutor, Kathi Jaworski who you may email (kjaworski@write-to-know.com) or call (541-953-4755). Coaching can occur by phone call, email exchange or in-person meeting. Most PPPM coaching will be delivered virtually, and Kathi is willing to provide assistance outside of normal business hours: that is often when students are working and she herself is a night owl. On-campus meetings are possible if you would prefer to connect in-person and/or if you are a team that wants group coaching. Advance notice is particularly helpful, especially around midterms and finals when demand may be high.

You may also use the services of the Writing Lab: The Writing Lab begins week two of the term and closes at 5:00 pm the Wednesday of finals week. Free tutors are available. Upper-division and graduate student tutors are available on a drop-in basis or by appointment. (You must come to the writing lab to schedule your appointment.) 9:00am – 5:00pm, Monday – Friday, 72 PLC (Prince Lucien Campbell).

Documented Disabilities
Students who have a documented disability and anticipate needing accommodations in this course should make arrangements to see the instructor as soon as possible. They should also request that the Counselor for Students with Disabilities send a letter verifying the disability.

Calculators
We will use calculators periodically throughout the term, so please make sure you always bring one to class. A basic calculator (not a fancy graphing calculator) is all that is needed for this course.

Email
I will try to respond to all email within 48 hours of receiving them. It is, however, becoming increasingly difficult to keep up with the quantity of email that I receive, so I ask that you make sure that you have reviewed Blackboard and the syllabus prior to sending a note about course logistics. Please do
not send me emails if you need to miss a class for a routine matter, like a doctor appointment or job interview.

**Late Assignment Policy**
If you are unable to make it to class on the day an assignment is due, you may mail, email, or fax your assignment to me prior to the class time and date that assignment is due. Late assignments receive only partial credit. If an answer key is posted to the website, however, no late homework assignments are accepted (no credit).

**Missed Class Policy**
If you miss a class, please arrange to get class notes from a classmate. Instructor lecture notes are not available.

**Incomplete Policy**
Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

**Academic Misconduct**
You are expected at all times to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

**Plagiarism**
Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at: www.libweb.uoregon.edu/guides/plagiarism/students.

**Make up Exams: Midterm Exam**
Students who miss the midterm exam will receive a grade of zero for that exam unless there is a legitimate reason for missing the midterm exam (e.g. serious illness or family emergency). If the midterm exam is missed for a legitimate reason, the final exam weight will be increased by the amount of the midterm exam weight. This must be arranged prior to the scheduled midterm exam time.

**Make up Exams: Final Exam**
Students must take the final exam to receive a grade in the course. The date and time for the final exam will not be changed to accommodate scheduling conflicts. Final exams will not be given early under any circumstances. A make up final exam will be scheduled for students who miss the regularly scheduled final exam due to serious illness or family emergency.

**Inclusion Statement**
The School of Architecture and Allied Arts is a community that values inclusion. We are a
committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website at http://bias.uoregon.edu/index.html or by phoning 541-346-2037. The Dept. of PPPM has also developed its own Code of Conduct which will be discussed the first day of class.

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**Tentative Course Schedule**

Below is a tentative outline of the course sessions with assigned readings. Dates for some topics will inevitably change. Please rely on the class Canvas account for knowing what reading should be done for what class. It will be up to date. All the readings will be available for download on Canvas.

**Week #1: What is public health?**

**Monday (Jan. 4): Introduction**
- Schneider, Chapter 1: Public Health: Science, Politics, and Prevention
- Schneider, Chapter 31: Public Health in the 21rst century

**Assignments**
- Canvas quiz #1 will be posted tonight and due Tuesday Jan. 12 at 11:59pm

**Wednesday (Jan. 6): Why is public health controversial?**
- Schneider, Chapter 2: Why is Public Health controversial?
- Schneider, Chapter 3: Powers and Responsibilities of Government

**Assignments**
- Canvas quiz #2 will be posted tonight and due Tuesday Jan. 12 at 11:59pm
- List of student presentations will be posted on Canvas- presentations start Wednesday Jan. 20

**Week #2**

**Monday (Jan. 11): What really kills us in the United States today?**

*Guest lecture: Kathi Jaworski (PPPM Writing Tutor)*
- Schneider, Chapter 9: The “conquest” of infectious disease
- Schneider, Chapter 10: The resurgence of infection disease (read up to pg. 154 (“Biomedical basis of Aids”) and skim the remainder of this chapter)
- Schneider, Chapter 11: The biomedical basis of chronic diseases
- *Optional*: Take the Real Age Test (www.realage.com). Know your real age and why.
- *Optional*: [Ebolanomics of Ebola Drugs](The New Yorker, Aug. 25, 2014)

*Meet with your student presentation partners. Presentations start next Wednesday!*

NYTimes Video: Ebola crisis

**Assignments**
- Canvas quiz #3 will be posted tonight and due Tuesday Jan. 19 at 11:59pm (Monday Jan. 18 is a
Wednesday (Jan. 13): Social determinants of health: Place
  • Schneider, Chapter 16: Public health enemy number two and growing: Poor diet and physical inactivity

Guest lecture: Karen Edmonds from Food for Lane County, Eugene, OR

Assignments
  • Assignment #1 will be posted on Blackboard and due next Friday by 5pm (January 22).
  • Canvas quiz #4 will be posted tonight and due Sunday Jan. 24 at 11:59pm

Week #3
Monday (Jan. 18): No class- Martin Luther King Jr. Day

Wednesday (Jan. 20): Do people choose their own health?
  • Schneider, Chapter 13: Do people choose their own health?
  • Schneider, Chapter 14: How Psychosocial factors affect health behavior
  • Schneider, Chapter 18: Maternal and child health as a social problem

Optional: Read the World Health Organization’s use of the ecological framework for violence prevention or the American College Health Association’s Ecological model for a healthier campus

Video: Unnatural causes

In-class activity: Ecological models. Groups will design their own ecological models for an assigned topic at the UO (using seat belts, alcohol abuse, smoking, cancer screening, and obesity). You may appeal to outside sources. Make a list of societal or policy-level factors, then community-factors, institutional factors, and finally inter- and intra-personal factors that influence this topic. We will discuss these at the beginning of class next Monday.

Assignments
  • Canvas quiz #5 will be posted tonight and due Tuesday Jan. 26 at 11:59pm

Week #4
Monday (Jan. 25): Epidemiology: Scientific foundation for public health
  • Schneider, Chapter 4: Epidemiology: The Basic Science of Public Health
  • Schneider, Chapter 5: Epidemiologic principles and methods
  • Optional: “This math model is predicting the ebola outbreak with incredible accuracy”
  • Optional: The cholera map that changed the world (explore the interactive map and data)

In-class activity: Discuss ecological models

Assignments
  • Canvas quiz #6 will be posted tonight and due Sunday Jan. 31 at 11:59pm

Wednesday (Jan. 27): Use of statistics and limitations
  • Schneider, Chapter 6: Problems and limits of epidemiology
• Schneider, Chapter 7: Statistics: Making sense of uncertainty
• Optional: Schneider, Chapter 8: The role of data in public health

Assignments
• Canvas quiz #7 will be posted tonight and due Tuesday Feb. 2 at 11:59pm

Week #5
Monday (Feb. 1): Behavioral factors in health: Tobacco
• Schneider, Chapter 15: Public health enemy number one: Tobacco

No Canvas quizzes next week!

Midterm review is Wednesday, so come prepared with questions!

Wednesday (Feb. 3): Behavioral factors in health: Intentional and unintentional injuries
• Schneider, Chapter 17: Injuries are not accidents

Midterm review (includes weeks 1 to 5)

Week #6
Monday (Feb. 8)

Midterm (includes weeks 1 to 5)

Assignments
• Canvas quiz #8 will be posted tonight and due Sunday Feb. 14 at 11:59pm

Wednesday (Feb. 10): Introduction to Environmental health- Guest lecture by Joel Iboa from Beyond Toxics
• Schneider, Chapter 20: A clean environment: The basis for public health
• Schneider, Chapter 21: Clean Air: Is it safe to breathe?
• Optional NY Times video: Chinese Coexist with Coal

Assignments
• Canvas quiz #9 will be posted tonight and due Tuesday Feb. 16 at 11:59pm

Week #7
Monday (Feb. 15): Introduction to healthcare, Part 1
• Schneider, Chapter 26: Is the medical care system a public health issue?

Optional readings
• KFF. “Key facts about the uninsured population” (Sept. 2013)

Assignments
• Canvas quiz #10 will be posted tonight and due Sunday Feb. 21 at 11:59pm
Wednesday (Feb. 17): Introduction to healthcare, Part 2
  • Schneider, Chapter 28: Health services research: Finding what works

Week #8
Monday (Feb. 22): Health Reform: The Affordable Care Act (ACA)
  • Schneider, Chapter 27: Why the U.S. Medical System Needs Reform
Optional readings
  • KFF. A Guide to the Supreme Court’s ACA Decision
  • The Atlantic article: Walmart and the end of employer-based healthcare

In-class video: Obamacare

Assignments
  • Assignment #2 will be posted on Canvas and due next Friday by 5pm (March 4).
  • Canvas quiz #10 will be posted tonight and due Sunday Feb. 28 at 11:59pm (on Mountains Beyond Mountains)

Wednesday (Feb. 24): Lane County Public Health
  • Guest lecture: Jennifer Jordan from Lane County Public Health

Week #9
Monday (Feb. 29): Mountains Beyond Mountains: Part 1 only
  • In-class discussion

Wednesday (March 2): Mental Health in Lane County- Guest Lecture by Sarah Sprague from Peace Health

No Canvas quizzes next week!

Week #10
Monday (March 7): In-class movie: Fed Up

Final review is on Wednesday, so come prepared with questions

Wednesday (March 9): Final Review

• Final Exam: March 17 (Thursday.) at 10:15 am
### Grading Rubric Example (will vary by specific assignment)

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<th>Criteria</th>
<th>Unacceptable professional quality</th>
<th>Minimally acceptable professional quality</th>
<th>Adequate professional quality</th>
<th>Very good professional quality</th>
<th>Highest professional quality</th>
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<td><strong>EVALUATION</strong></td>
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<td>Addressing each portion of assignment</td>
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<td>Providing adequate justification</td>
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<td>• Use of literature to present issues and arguments</td>
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<td>• Development of a coherent argument or reasoned position</td>
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<td>• Exhibition of higher-level thinking, synthesis and argumentation</td>
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<td>Writing (see below)</td>
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<td>• Clearly structured and organized</td>
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<td>• Professional tone</td>
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<td>• Grammar, referencing &amp; presentation</td>
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<td><strong>WRITING: Detailed Feedback</strong></td>
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<td><strong>Logical structure:</strong> Can your reader follow presentation of information?</td>
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<td>• Introductory section to orient the reader to the purpose of the document</td>
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<td>• Clear sequence of sections: logical order for writing task</td>
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<td>• Clear structure to sections</td>
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<td>• Uses subheadings effectively—reader can easily find key information</td>
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<td>• Uses paragraphs to support structure</td>
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<td>• Clear topic sentences</td>
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<td>• Links between paragraphs</td>
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<td>• Links within sections</td>
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<td><strong>Professional approach:</strong> May not apply for each assignment.</td>
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<td>• Objective paper avoids bias and prejudice</td>
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<td>• Assertions supported by evidence (references, clear information, citations) and not just opinion</td>
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<td>• Uses a range of high quality sources</td>
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<td>• Appropriate use of active and passive voice</td>
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<td>• Awareness of audience: avoids slang, jargon and informal language</td>
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**Weaknesses or Deficiencies**
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<th><strong>Coherence</strong></th>
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<td><strong>Grammar:</strong> <em>Errors can raise questions about sloppiness</em></td>
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<td>• Noun verb agreement</td>
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<td>• Correct use of tense</td>
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<td>• Complete sentences</td>
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<td>• Appropriate punctuation</td>
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<td>• No run on sentences</td>
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<td>• No spelling errors or typos</td>
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<td>• Other grammar issues</td>
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| **Referencing:** *Provide support for assertions in accepted referencing style.* |
| • In text references (author date, page) or footnotes |
| • Reference list (or footnotes) using proper citation format |

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<th><strong>Professional Presentation</strong></th>
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<tr>
<td>• Don’t overuse bullets</td>
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<td>• Professional format (page #s, clear print + graphics)</td>
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<td>• Free of handwritten edits</td>
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<td>• Use graphics to support text, but not replace it</td>
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<td>• Proofreading</td>
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Explanation of Grading System

- **C+ and Lower (below 80)**
  - Unacceptable work for professionals or undergraduate/graduate courses
  - Factual errors or calculation errors
  - Poorly written (misspellings, typos, poor grammar, poor sentence structure)
  - Graphics poor (inaccurate tables, poor titles, no data sources)

- **B- (81-83)**
  - Below acceptable standards for professionals
  - Minor errors of fact or calculation
  - Poorly constructed text, unclear graphics
  - Rushed or lack of attention to overall product

- **B (84-86)**
  - Meets minimal professional standards
  - Factually and technically correct
  - Clear message to readers
  - May lack precision in language and presentation of data

- **B+ (87-90)**
  - Solid professional work
  - Factually and technically correct
  - Excellent tables and graphics
  - Falls short in some areas

- **A- (91-94)**
  - High quality professional work
  - Technically, methodologically, and factually 100% accurate
  - Fall short of highest quality work in organization, flow of text or presentation
  - Clearly conveys conclusions to audience

- **A (95-99)**
  - Highest quality work
  - Technically, methodologically, and factually 100% accurate
  - Efficient language and graphics presented with emphasis
  - Easy to navigate and follow
  - Clear about main points and evidence provided to support these points
  - All graphics are clear and titled, sources, labeled