

PPPM

Department of Planning, Public Policy and Management



UNIVERSITY
OF OREGON



University of Oregon
Department of Planning, Public Policy and Management
PPPM 4/507: Public Health Policy
Fall 2022 (11696/11749)

Professor Nicole Ngo (pronounced “No”)

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Office Hours: M/W 11:30am-12:30pm (in-person or virtual)

Office hours Zoom

link: <https://uoregon.zoom.us/j/98490769227?pwd=YkxxZ3FMVlJlYm5LaERicXJLUGxiUT09>

Class Zoom

link: <https://uoregon.zoom.us/j/94010016519?pwd=aGE4bkIrWlcrNU8yb0Nqd3lpODIzUT09>

Course Description

This course examines the social determinants of health and public health policies, including how they are shaped at the local, federal and international level. We also explore the intersection of public health with other issues around social and environmental justice, including culture, natural disasters, criminal justice and international cooperation. This course uses a combination of lectures and case studies, so the course is very participatory and requires frequent student engagement. This class builds upon concepts in PPPM 202 (Healthy Communities), which is not required prior to taking this course, but is strongly recommended.

Course Objectives/Learning Outcomes

Upon completion of this course students will be able to:

1. Critically analyze and discuss the role of government, nonprofits, and policy in public health.
2. Ability to write a memo related to public health policy.
3. Utilizing case studies as an opportunity to learn and teach your fellow peers.
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 Canvas system. The class syllabus, announcements and other materials will be posted on the Canvas 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 is one required text for this course:

Healing Gotham: New York City's Public Health Policies for the Twenty-First Century by Bruce Berg
ISBN-13: 978-1421415994
ISBN-10: 1421415992

The required readings also include case studies, which are available on Canvas (under files), scientific and news articles which will be assigned each week and discussed in class. Students are expected to come prepared to class having read them.

Assignments and Course Grades

Important note to graduate students: Use the Canvas page for PPPM 407/507 for class quizzes, assignments and materials. I will transfer your grades over to PPPM 507 manually later with the appropriate assignment weights.

The course grade will be based on the following components:

	<u>PPPM 407</u>	<u>PPPM 507</u>
Pre-class Canvas quizzes	12%	7%
Class attendance	5%	
Policy memo	20%	20%
Case study		
Presentation and discussion	5%	5%
Reaction paper	18%	20%
2 mini-lectures		8%
Take-home Midterm	20%	20%
Final Exam (Comprehensive)	20%	20%

Class attendance (undergraduates only)

Class will start promptly at 2:00pm on Wednesdays. Attendance will be taken during each class session. I understand that there may be circumstances that prevent you from attending all class sessions. You may miss **one** class session during the term without penalty to your grade for personal reasons or illness. Students will also have the opportunity to make-up for missed classes by making a 3 to 4 minute video on either the readings or lecture (see Canvas > Assignments > “Video discussion for missed attendance” for more information). Most course materials will be posted on Canvas; however, it is your responsibility to determine what information, assignments or required reading you missed and to reach out to me or another student in class.

Lectures will also be streamed through Zoom, but this is NOT a substitution for in-person attendance (i.e., it is *not a hybrid class*) because the class is designed for in-person learning and leans heavily on group discussions. *If you livestream it, it'll still count as an absence.* Recordings of the lecture will also be available through Canvas.

Pre-class Canvas Quizzes

It is important students come prepared to discuss the assigned readings and case studies in class. To encourage participation, one weekly quiz will be posted on Canvas that is due Tuesdays at 11:59pm. Quizzes are posted one week on 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 and cover material for class on Wed. Jan 13). Online quizzes are between 15 and 25 questions and include multiple choice, true/false, and short answer. After the due date, you will be docked points for being late unless excused (answers will be posted 7 days after the quiz due date; if you want to know the answer sooner, you can email me). There are 10 Canvas quizzes total and each quiz is weighed equally even though some quizzes are longer and may have more "points." *If the reason you are unable to take the quiz is excused (e.g., sick, etc.), then please email me so we can make other arrangements.*

Policy memo

The purpose of a memo is to provide an analysis and recommendation of a certain issue written for a targeted audience in a concise, evidence-based manner so the reader can make an informed decision based on the contents of the memo. Please use proper formatting (see assignment prompt), 12 size Times New Roman (or similar) font, double-spaced, and 1-inch margins and adhere to the given page limit. Post assignments onto Canvas under the appropriate folder. *You will be docked 1 point for each day it is submitted after the due date.*

Case study: Groups will present a case study to the class. Students will sign up for a case study presentation on a first-come, first-serve basis by Tuesday of week 2. The link for the sign-up will be posted on Canvas Announcements the first day of class. Students will have the opportunity to meet with their group on Wednesday of week 2. There are rubrics for parts 1 and 2 on Canvas, and I highly suggest reviewing them before starting since they will be used for grading.

- Part 1 (15 minutes): Presentation of case study (see Canvas Assignment prompt)
- Part 2 (40-50 minutes): Leading class discussion (see Canvas Assignment prompt)
- Part 3: Reaction paper (undergraduates only) (see Canvas Assignment prompt)
- Part 3: Extended reaction paper (graduate students only) (see Canvas Assignment prompt)

Mini-lectures (Graduate students only) (2 lectures- each worth 4%): Graduate students (individually or as partners) will give a 10-minute presentation on a particular topic for that lecture that I will assign. Sign up on Canvas (first come, first serve basis).

Take-home 48-hr Midterm Exam

You will have a take-home midterm exam (open book, open note). The prompt will be released at our regularly scheduled meeting time during week 6. The Midterm exam will cover reading and material between weeks 1 and 5.

Comprehensive Final Exam

You will have one, open book, open note Final exam. The Final is comprehensive and covers material throughout the entire course and occur over 2 hrs when the final exam is scheduled (schedule [here](#))

Late Assignment Policy

Late assignments receive only partial credit. If an answer key is posted to the website, however, no late homework assignments are accepted (no credit).

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

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.

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

You may 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 appoint. (You must come to the writing lab to schedule your appointment.) 9:00am – 5:00pm, Monday – Friday, 72 PLC (Prince Lucien Campbell).

Documented Disabilities

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

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 Canvas 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.

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

The University Student Conduct Code defines academic misconduct, which includes unauthorized help on assignments and examinations and the use of sources without acknowledgment. Academic misconduct is prohibited at UO. I will report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of the course. In our remote class, I will ask you to certify that your exams/papers are your own work. Exams are timed and Canvas automatically varies the questions students receive. I will adjust times to support students with accommodations through the Accessible Education Center. If a technological glitch disrupts your exam, don't panic. Take a photo to document the error message you're receiving and then email or call me.

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. All assignments submitted onto Canvas will be run through VeriCite, a plagiarism detection tool. 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: 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.

Diversity Statement

In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the impact of cultural, religious, gender, race, socioeconomic, physical and cognitive ability, and sexual differences. Students will be encouraged to develop or expand their respect and understanding of such differences.

School of PPPM Diversity Statement

(<http://blogs.uoregon.edu/equityandinclusion/files/2011/05/SAP-5Yr-Report-AAA1.pdf>)

PPPM strives to promote diversity along all dimensions, including and not limited to, those of race, ethnicity, culture, nationality, gender identity and expression, sexual orientation, socio-economic status, age, ability, religion, veteran status, family status, geographic location, and political beliefs. We are dedicated to fostering an inclusive, respectful, and supportive environment that ensures fair treatment, access, opportunity, and advancement for all students, faculty, and staff; as well as striving to identify and eliminate barriers that have prevented the full participation of historically underrepresented groups.

Campus Resources

The University of Oregon offers many services to help students successfully resolve problems and reach their professional and personal goals. Some of these services include the UO Career Center, Conflict

Resolution Services, Counseling and Testing Center, Crisis Center, Accessible Education Center (formerly Disability Services), Diversity Education and Support, Health Center, LGBT Education and Support Services, Men's Center, Nontraditional Student Programs, Office of Multicultural Academic Success, Office of the Dean of Students, Teaching and Learning Center, and Women's Center. Please take advantage of these services if they might be useful to you.

Classroom Behavior

Maintaining a safe classroom environment where everyone feels comfortable expressing their ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed, but it also means that students must pay attention and listen respectfully to each other's comments.

Sexual Violence, Harassment and Survivor Support

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are **not alone**. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.

Prohibited Discrimination and Harassment Reporting

Students experiencing any form of prohibited discrimination or harassment, including sex or gender based violence, may seek information on safe.uoregon.edu, respect.uoregon.edu, or investigations.uoregon.edu or contact the non-confidential Title IX office (541-346-8136), Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#).

Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support. This UO webpage includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support: <https://blogs.uoregon.edu/basicneeds/food/>

Accommodation for Religious Observances

The university makes reasonable accommodations, upon request, for students who are unable to attend a class for religious obligations or observance reasons, in accordance with the university discrimination policy which says "Any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of the absence." To request accommodations for this course for religious observance, visit the Office of the Registrar's website (<https://registrar.uoregon.edu/calendars/religious-observances>) and complete and

submit to the instructor the “Student Religious Accommodation Request” form prior to the end of the second week of the term.

Mental Health and Wellness Statement

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you’re facing such challenges, you don’t need to handle them on your own—there’s help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at health.uoregon.edu/ducknest.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

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	Date	Topic	Readings, case studies, presentations	Quizzes, Assignments
1	9/28	Introduction to public health	<ul style="list-style-type: none"> Berg: Chapter 1 Introduction 	<ul style="list-style-type: none"> Quiz #1 posted (due 10/4) Sign-up for case study presentation by next Tuesday (Oct. 4) <i>Grad students only:</i> sign-up for graduate student presentation by next Tuesday (Oct. 4) (sign-up on Canvas)
2	10/5	Chronic disease	<ul style="list-style-type: none"> Berg: Chapter 5 Helping a city lose weight Case study: Voluntary or regulated? The trans fat campaign in New York City 	<ul style="list-style-type: none"> Quiz #2 posted (due 10/11) Policy memo posted- due November 28 (see Assignments on Canvas for more information)

3	10/12	Infectious disease: HIV	<ul style="list-style-type: none"> • Berg: Chapter 4 Living with HIV/AIDS • Case study: Swaziland, HIV, and Option B+: What can we afford 	<ul style="list-style-type: none"> • <i>Quiz #3 posted (due 10/18)</i>
4	10/19	Cultural competency and Environmental health	<ul style="list-style-type: none"> • Berg: Chapter 3 Managing asthma • Case study: When BEST intentions go awry: Arsenic Mitigation in Bangladesh • <i>Graduate student presentation #1</i> 	<ul style="list-style-type: none"> • <i>Quiz #4 posted (due 10/25)</i>
5	10/26	Natural disasters	<ul style="list-style-type: none"> • Sheri Fink: The deadly choices at Memorial (Propublica/NYTimes) • Mazzei and Pascual: “Days were lost” Why Puerto Rico is still suffering a month after Hurricane Maria (Miami Herald) • Case study: Evacuate or stay? North Shore LIJ and Hurricane Sandy 	<ul style="list-style-type: none"> • <i>Quiz #5 posted (due 11/1)</i> • <i>Take-home midterm: Posted today and due next Friday Nov. 4 at 5pm</i>
6	11/2	Challenges in the U.S. public health system Guest lecture: Kristin Yarris , University of Oregon and Lane County Public Health	<ul style="list-style-type: none"> • Jay Varma: How Public Health Failed America (The Atlantic) • Atul Gawande: Costa Ricans live longer than we do. What's the secret? (The New Yorker) • Case study: The elusive TB case: the CDC and Andrew Speaker 	<ul style="list-style-type: none"> • <i>Quiz #6 posted (due 11/8)</i>
7	11/9	Criminal justice and public health	<ul style="list-style-type: none"> • Williams et al. (2011) "Balancing punishment and compassion for seriously ill prisoners" • Human rights watch (2012) Old Behind Bars, Summary (p. 1-13) only • Case study: Community savings or community threat: California policy for ill and elderly inmates • <i>Graduate student presentation #2</i> 	<ul style="list-style-type: none"> • <i>Quiz #7 posted (due 11/15)</i>

8	11/16	International cooperation in public health	<ul style="list-style-type: none"> • Sun et al. Out of control: How the world's health organization failed to stop the Ebola disaster (Washington Post) (must use link- no pdf version) • David Quammen: Why weren't we ready for the coronavirus? (New Yorker) • Case study: WHO- Beijing and the SARS crisis 	<ul style="list-style-type: none"> • <i>Quiz #8 posted (due 11/22)</i>
9	11/23	Movie: <i>Heroin(e)</i> and <i>Recovery Boys</i> streaming on Netflix	<ul style="list-style-type: none"> • Eric Eyre: Drug firms poured 780M painkillers into WV amid rise of overdoses (WV Gazette) • Eric Eyre: Suspicious drug order rules never enforced by state (WV Gazette) • Beth Macy: 'I am going to die if I keep living the way I am.' She was right (NY Times) • Josh Katz: How a police chief, a governor, and a sociologist would spend \$100 billion to solve the opioid crisis (NY Times—<i>must read online</i>) • <i>No case study</i> 	<ul style="list-style-type: none"> • <i>Quiz #9 (due 11/29)</i> • Policy memo due November 28 on Canvas by 11:59 pm! • Attendance via Zoom is optional
10	11/30	Infant and maternal health and Final review	<ul style="list-style-type: none"> • Martin and Montagne: The last person you'd expect to die in childbirth (ProPublica) • Martin and Montagne: Nothing protects black women from dying in pregnancy and childbirth (ProPublica) • <i>No case study</i> • <i>Optional:</i> Ellison and Martin: Severe complications for women during childbirth are skyrocketing (ProPublica) • <i>Optional:</i> Waldman: How hospitals are failing black mothers (ProPublica) 	
	12/8	Final exam: 2:45pm	<p>Open-book, open-note Final exam taken on Canvas from 2:45 to 4:45pm (exam will be taken REMOTELY)</p> <p>I'll be available for questions via a Zoom link during this period</p>	

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 (84-87)
 - **Meets minimal professional standards**
 - Factually and technically correct
 - Clear message to readers
 - May lack precision in language and presentation of data
- B+ (88-90)
 - **Solid professional work**
 - Factually and technically correct
 - Excellent tables and graphics
 - Falls short in some areas
- A- (90-93)
 - **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 (94-99)
 - **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