

PPPM

Department of Planning, Public Policy and Management



UNIVERSITY
OF OREGON



**University of Oregon
School of Planning, Public Policy and Management
PPPM 202: Healthy Communities
Winter 2019**

Professor Nicole Ngo
Office: 158 Hendricks Hall
Phone: 541-346-0687
Email: nngo@uoregon.edu
Office hours: Wednesday 3:30-5pm or by appointment

Course GE: Kerry O'Connor
GE office: 26E Hendricks Hall
GE email: kfo@uoregon.edu
GE office hours:

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.

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 two 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 Canvas system (<https://canvas.uoregon.edu>). 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 are two required readings for this course:

- *Introduction to Public Health* by Mary-Jane Schneider (fifth edition) (ISBN-10: 1284089231 | ISBN-13: 978-1284089233) (previous editions okay)
- *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World* by Tracy Kidder

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:

Attendance	5%
Current event presentation	3%
Canvas quizzes	7%
2 Assignments	20%
Lab	15%
Midterm Exam	20%
Final Exam (Comprehensive)	30%

Attendance (5%)

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. 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. 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.

Current event presentation (3%)

Students will work in groups of 3 to 4 to summarize a current event (in the past year) relevant to public health using a power point presentation. The presentation should be 10 minutes and include 3 or 4 discussion questions at the end for the class to discuss. Newspaper articles must come from reputable news outlets (*not* blogs), such as New York Times, Wall Street Journal, Washington Post, NPR, The Atlantic, The Register Guard, etc. Students will present their current event at the beginning of class, so *students must email me their presentation at least 30 minutes before class!* Sign-up for a topic/day: I

will email a sign-up sheet around the first week and sign-up will occur on a first-come, first-serve basis. Sign-up by Tuesday, January 15.

Canvas Quizzes (7%)

It is important 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 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 and cover material due on Wed. Jan 13). 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 the day 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 (10% each or 20% total)

Students 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. Use 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.*

Lab Assignments: 15%

In the discussion section of your Friday classes, you will work in groups on two mini-research projects. For each project you will have one session to develop your methodological approach. You will use the second and third session to collect data and do your write-up (plus continued data collection and work on your own time, if necessary) and you will have one session to present the results to the class. An example of a mini-research project is examining whether campus building architecture influences whether students walk up the stairs (and get exercise) versus taking an elevator. All of the projects will require the group to gather empirical data, analyze it, make conclusions and discuss policy implications.

There will be a group grade based upon two factors: A group oral presentation that includes each member of the group and a one page abstract written and reviewed by the group that describes the purpose, methods, findings and implications of the study. Each group member will complete an evaluation form that assesses each members' contribution to the project. Grades will be adjusted for any group members whose participation was either exemplary or problematic. See the PPPM 202 Lab syllabus for more information

Midterm (20%) and Comprehensive Final Exam (30%)

You will have one, closed book Midterm exam in this course (Week 6) and Final exam. 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

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

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 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.

Late Assignment Policy

If you are unable to make it to class on the day an assignment is due, you may email 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. 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: 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.

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.

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.

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. 7): Introduction

- Schneider, Chapter 1: Public Health: Science, Politics, and Prevention
- Schneider, Chapter 31: Public Health in the 21st century

Assignments

- Canvas quiz #1 will be posted tonight and due Sunday Jan. 13 at 11:59pm (for readings on Monday Jan 14)
- For current event presentations, I'll post a sign-up sheet on Google docs and will email link to

the class. Please sign up for a lecture topic—no more than 4 per group! First come, first serve basis. *Sign up by Jan. 14!*

Wednesday (Jan. 9): Why is public health controversial?

- Schneider, Chapter 2: Why is Public Health controversial?
- Schneider, Chapter 3: Powers and Responsibilities of Government (skim)

In-class activity: Example current event presentation.

Assignments

- Canvas quiz #2 will be posted tonight and due Tuesday Jan. 15 at 11:59pm
- Sign up [here](#) for current event discussion groups by next Wednesday, Jan. 16

Week #2

Monday (Jan. 14): What really kills us in the United States today?

- Schneider, Chapter 9: The “conquest” of infectious disease
- Schneider, Chapter 10: The resurgence of infection disease (read up to pg. 154 on “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.

Assignments

- Canvas quiz #3 will be posted tonight and due *Tuesday Jan. 22 at 11:59pm* (have more time for this quiz because of the MLK Jr. weekend)

Wednesday (Jan. 16): 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](#)

In-class activity: Ecological models

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

Assignments

- Canvas quiz #4 will be posted tonight and due Sunday Jan. 27 at 11:59pm

Week #3

Monday (Jan. 21): No class- Martin Luther King Jr. Day

Wednesday (Jan. 23): 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

- Canvas quiz #5 will be posted tonight and due Tuesday, Jan. 29 at 11:59pm
- Assignment #1 will be posted on Canvas under Assignments and due next Friday by 5pm (February 1) on Canvas.

Week #4

Monday (Jan. 28): Epidemiology: Scientific foundation for public health

- Schneider, Chapter 4: Epidemiology: The Basic Science of Public Health
- Schneider, Chapter 5: Epidemiologic principles and methods

Assignments

- Canvas quiz #6 will be posted tonight and due Sunday Feb. 3 at 11:59pm

Wednesday (Jan. 30): 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. 5 at 11:59pm
- Reminder: Assignment #1 due Friday, Feb. 1 by 5pm on Canvas!

Week #5

Monday (Feb. 4): Behavioral factors in health: Tobacco

- Schneider, Chapter 15: Public health enemy number one: Tobacco
- Franks P, Jerant AF, Leigh, JP et al. Cigarette prices, smoking and the poor: Implications of recent trends. *Am J Public Health, 2007; 97: 1873-77*

Midterm review is Wednesday, so come prepared with questions!

No canvas quizzes next week!

Wednesday (Feb. 6): Behavioral factors in health: Intentional and unintentional injuries

- Schneider, Chapter 17: Injuries are not accidents

Optional: [Eugene Vision Zero Draft Plan](#)

Midterm review (includes weeks 1 to 5)

Week #6

Monday (Feb. 11): Midterm (includes weeks 1 to 5)

Assignments

- Canvas quiz #8 will be posted tonight and due Sunday Feb. 17 at 11:59pm

Wednesday (Feb. 13): Introduction to Environmental health- *Guest lecture from Mysti Frost at [Beyond Toxics](#)*

- Schneider, Chapter 20: A clean environment: The basis for public health

Optional

- Schneider, Chapter 21: Clean Air: Is it safe to breathe?

Assignments

- Canvas quiz #9 will be posted tonight and due Tuesday Feb. 19 at 11:59pm

Week #7

Monday (Feb. 18): 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

- Assignment #2 will be posted on Canvas and due next Friday by 5pm (March 1).
- Canvas quiz #10 will be posted tonight and due Sunday Feb. 24 at 11:59pm

Wednesday (Feb. 20): Introduction to healthcare, Part 2

- Schneider, Chapter 27: Why the U.S. Medical System Needs Reform

Optional readings

- KFF. A Guide to the Supreme Court’s ACA Decision

Week #8

Monday (Feb. 25): Medical care and public health for the aging population

- Chapter 29: Public health and the aging population
- [NYTimes article: Fighting to honor a father’s last wish: To die at home](#)

Optional: [Institute of Medicine: Dying in America- Summary](#) (p. 1-4, read bold passages in p. 5-20)

Wednesday (Feb. 27): Public health in low-income countries

- Mountains Beyond Mountains: Part 1 only

Optional

- Chapter 25: Population: The ultimate environmental health issue

Week #9

Monday (March 4): Lane County Public Health: [Jennifer Webster](#) from Lane County Public Health

Wednesday (March 6): Mental Health— Guest lecture UO Counseling Center

- Schneider, Chapter 19: Mental Health: Public health includes healthy minds

Week #10

Monday (March 11): In-class movie: *Fed Up*

Final review is on Wednesday, so come prepared with questions

Wednesday (March 13): Final Review

❖ **Final Exam:** 10:15 on Tuesday, March 19.

Grading Rubric Example (will vary by specific assignment)

<i>Criteria</i>	Unacceptable professional quality	Minimally acceptable professional quality	Adequate professional quality	Very good professional quality	Highest professional quality
EVALUATION					
Addressing each portion of assignment <ul style="list-style-type: none"> Will vary 					
Providing adequate justification <ul style="list-style-type: none"> Use of literature to present issues and arguments Development of a coherent argument or reasoned position Exhibition of higher-level thinking, synthesis and argumentation 					
Writing (see below) <ul style="list-style-type: none"> Clearly structured and organized Professional tone Grammar, referencing & presentation 					

WRITING: Detailed Feedback	Weaknesses or Deficiencies
Logical structure: <i>Can your reader follow presentation of information?</i> <ul style="list-style-type: none"> Introductory section to orient the reader to the purpose of the document Clear sequence of sections: logical order for writing task Clear structure to sections Uses subheadings effectively—reader can easily find key information Uses paragraphs to support structure Clear topic sentences Links between paragraphs Links within sections 	
Professional approach: <i>May not apply for each assignment.</i> <ul style="list-style-type: none"> Objective paper avoids bias and prejudice Assertions supported by evidence (references, clear information, citations) and not just opinion Uses a range of high quality sources Appropriate use of active and passive voice Awareness of audience: avoids slang, jargon and informal language Coherence 	

<p>Grammar: <i>Errors can raise questions about sloppiness</i></p> <ul style="list-style-type: none"> • Noun verb agreement • Correct use of tense • Complete sentences • Appropriate punctuation • No run on sentences • No spelling errors or typos • Other grammar issues 	
<p>Referencing: <i>Provide support for assertions in accepted referencing style.</i></p> <ul style="list-style-type: none"> • In text references (author date, page) or footnotes • Reference list (or footnotes) using proper citation format 	
<p>Professional Presentation</p> <ul style="list-style-type: none"> • Don't overuse bullets • Professional format (page #s, clear print + graphics) • Free of handwritten edits • Use graphics to support text, but not replace it • Proofreading 	

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