

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 2019 (15150/15169)

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Office Hours: Wednesday 10am-12pm or by
appointment

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 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

The course grade will be based on the following components:

	<u>PPPM 407</u>	<u>PPPM 507</u>
Pre-class Canvas quizzes	10%	5%
Class attendance	5%	
Policy memo	13%	13%
Case study		
Presentation and discussion	5%	5%
Reaction paper	12%	16%
2 mini-lectures		6%
Midterm Exam	20%	20%
Final Exam (Comprehensive)	35%	35%

Class attendance (undergraduates only)

Class will start promptly at 3:30pm on 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 **one** class session 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.

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 Tuesday at 11:59pm. Quizzes are posted one week in 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 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."

Policy memo

You will write one 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 the example on Canvas > Files), 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% 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 11 out of 12%).

Case study: Groups of 2-3 students will present a case study to the class. There is a rubric for parts 1 and 2 on Canvas.

Part 1 (15 minutes): Presentation of case study

- Summary and analysis/evaluation of case study – this includes summarizing the main points of the case study and explicitly stating how it relates to the other readings of the day. The analysis/evaluation addresses the following questions: What are the main problem(s) discussed in the case study? Who are the stakeholders? How does it relate to the other readings for the day? You may also discuss these questions with the rest of the class.

Part 2 (40-50 minutes): Leading class discussion

- The group will then lead a discussion of the case study based around several questions. You may use questions available under the “Teaching Notes” for each case study on Canvas or make your own.

Part 3: Reaction paper (undergraduates only)

- Each student will *individually* write a 2 to 3 page double spaced (maximum) paper on their reactions to the *all* the readings for that class, including the class discussion of the case study due *two days* after your presentation by 11:59pm on Canvas (e.g., present on Wed. Oct. 1, then reaction paper is due Friday 11:59pm). There are tips for writing a reaction paper on Canvas > Files.
- *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 11 out of 12%).

Part 3: Extended reaction paper (graduate students only)

- Write an extended reaction paper related to the topic and current event chosen. In addition to reacting to the readings and class discussion of the case study, students will also include material from at least **4** peer-reviewed scientific articles or reports related to the same topic to *support or counter* the findings in the readings. (Be careful about online resources and do not use newspaper articles. If you have any questions about an appropriate source, please contact me). Then students will make suggestions on related policies based on the readings, class discussion, and additional literature. The extended reaction paper should be 4 pages double-spaced maximum with 12 pt font and 1” margins (not including references or figures/tables or the reference page). The paper is due one week after the presentation at 11:59 pm onto Canvas. If you have questions about this, please talk with me. There is an example literature review on Canvas.
- *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 11 out of 12%).

Mini-lectures (Graduate students only) (2 lectures- each worth 2.5%): Graduate students (individually or as partners) will give a 10 minute presentation on a particular topic for that lecture that I will assign. A sign-up sheet will be sent around week 1.

Midterm (20%) and Comprehensive Final Exam (35%)

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.

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

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.

Student food pantry

For students facing food insecurity, there is a student food pantry at the Episcopal Campus Ministry located at 1329 E. 19th Ave. UO students with ID are eligible to go to the pantry once a week, where free supplemental food for students and their families, including canned fruits, vegetables, frozen vegetables, bread, rice, pasta, cereal, fresh vegetables and dairy products are available. The UO Student Sustainability Center also operates their own programs for students to access healthy, nutritious foods. You can find more information about this at their website (<https://emu.uoregon.edu/sustainability>).

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, quizzes, presentations	Case Study/Assignments
1	10/2	Introduction to public health and example case study	<ul style="list-style-type: none"> Berg: Chapter 1 Introduction Quiz #1 posted (due 10/8) 	The elusive TB case: the CDC and Andrew Speaker
2	10/9	Chronic disease: Obesity	<ul style="list-style-type: none"> Guest lecture by Gene Grigsby (<i>Solving Community Health Problems: A Nonprofit Case Study</i>) Berg: Chapter 5 Helping a city lose weight Quiz #2 posted (due 10/15) 	Voluntary or regulated? The trans fat campaign in New York City
3	10/16	Infectious disease	<ul style="list-style-type: none"> Berg: Chapter 4 Living with HIV/AIDS Quiz #3 posted (due 10/22) 	Swaziland, HIV, and Option B+: What can we afford
4	10/23	Culture and Environmental health	<ul style="list-style-type: none"> Berg: Chapter 3 Managing asthma <i>Graduate student presentation #1</i> Quiz #4 posted (due 10/29) 	When BEST intentions go awry: Arsenic Mitigation in Bangladesh
5	10/30	Natural disasters <i>and</i> Midterm review	<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) 	Evacuate or stay? North Shore LIJ and Hurricane Sandy
6	11/6	Active transportation and health; Midterm	<ul style="list-style-type: none"> Guest lecture by Thomas Gotschi Quiz #5 posted (due 11/12) 	<i>No case study</i>
7	11/13	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 <i>Graduate student presentation #2</i> Quiz #6 posted (due 11/19) 	Community savings or community threat: California policy for ill and elderly inmates <ul style="list-style-type: none"> Policy memo posted- due December 1 (see Assignments on Canvas for more information)
8	11/20	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) 	WHO- Beijing and the SARS crisis

			<ul style="list-style-type: none"> • Laurie Garrett: The Ebola Review, Part 1 (Foreign Policy) • (Optional) Scobell and Wortzel: Chapter 4 (SARS 2002-2003) of the <i>Chinese national security decision-making under stress</i>. • Quiz #7 posted (due 11/26) 	
9	11/27	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) • Jose Del Real: Needle by needle, a heroine crisis grips California's Rural North (NY Times) • Quiz #8 (due 12/3) 	<ul style="list-style-type: none"> • <i>No case study</i> • Policy memo due December 1 on Canvas by 11:59 pm!
10	12/4	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>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) 	<i>No case study</i>
	12/11	Final exam: 2:45pm		

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 	

<ul style="list-style-type: none"> • 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 (84-87)
 - **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- (91-93)
 - **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 (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