

**Tufts University**  
**Introduction to Community Health (CH 1) Syllabus**  
**Fall 2015**

**INSTRUCTOR & CONTACT INFORMATION**

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**OFFICE HOURS:**

Mondays, 1:30-4pm and Thursdays, 10-12pm *by appointment*. Please email Laura Pinkham at [Laura.Pinkham@tufts.edu](mailto:Laura.Pinkham@tufts.edu) to schedule a meeting during office hours.

**TEACHING ASSISTANTS**

Matt Chenoweth, MS, MPH- Lead TA  
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Mara Rettig  
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Anushi Shah  
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Monday 9:15-10:15am and Friday from 11:30-12:30; 574 Boston Ave, Lobby

Daiva Yee  
Email: [Daiva.yee@tufts.edu](mailto:Daiva.yee@tufts.edu)  
Office Hours: Monday, Noon-2 pm; Brown and Brew

**COURSE WEBSITE**

<https://trunk.tufts.edu/portal/site/5b50bea7-439b-46ac-aa74-fdcacc8b7450>

**CLASS & RECITATION SCHEDULE**

The course meets on Mondays and Wednesdays from 10:30-11:45am in Pearson 104. Mandatory recitation sessions are led once a week by the Teaching Assistants (TAs). Recitation sections are assigned at time of registration and may NOT be changed without explicit approval. If you have any difficulty with your assigned recitation time, please contact the Lead TA, Matt Chenoweth ([Matthew.Chenoweth@tufts.edu](mailto:Matthew.Chenoweth@tufts.edu))

| Section | Day       | Time              | Location                 |        |
|---------|-----------|-------------------|--------------------------|--------|
| A       | Wednesday | 4:30PM - 5:20PM   | 26 Winthrop St, Room 101 | Matt   |
| B       | Wednesday | 3:00PM - 3:50PM   | Jackson Hall, Room 5     | Matt   |
| D       | Thursday  | 1:30PM - 2:20PM   | Eaton Hall, Room 202     | Mara   |
| E       | Thursday  | 3:00PM - 3:50PM   | Anderson Hall, Room 309  | Mara   |
| G       | Friday    | 9:30AM - 10:20AM  | 574 Boston Ave, Room 404 | Anushi |
| H       | Friday    | 10:30AM - 11:20AM | 574 Boston Ave, Room 401 | Anushi |
| I       | Monday    | 9:30AM - 10:20AM  | 574 Boston Ave, Room 404 | Daiva  |
| J       | Thursday  | 9:30AM - 10:20AM  | Anderson Hall, Room 208  | Daiva  |

## COURSE DESCRIPTION

This introductory survey course explores the complex determinants of health and is designed to help students use their understanding of these determinants to develop strategies to improve the health of communities and populations. First, we will consider theoretical concepts that are key to understanding community/public health, such as the meaning of health, the concept of community, the ways in which health problems are analyzed and framed, and how we study communities/populations and the health issues they face. We will then apply these concepts to specific areas of public health concern, including communicable and non-communicable diseases, nutrition, and environmental issues. Within each area, we will focus on the social, political, economic, and biomedical aspects of health and illness. We consider how each of these issues emerged as a health problem and how the definition of the “problem” has changed over time. We will also explore how solutions have changed as the definitions of the problems have changed, and the ways in which various stakeholders have sought to influence both the definitions of the problems and their solutions.

The course is divided into six units:

- Unit One: Principles of Population Health
- Unit Two: Tools for Public Health
- Unit Three: Health Systems
- Unit Four: Biomedical & Environmental Basis of Disease
- Unit Five: Public Health Strategies & Interventions
- Unit Six: Overarching Themes in Public Health

## COURSE OBJECTIVES

This course is an introductory survey course, designed to expose students to a wide range of community/public health issues. The course introduces students to public health theory, evidence, and their application to improve the health of communities and populations. There is a focus on how social determinants, including social, cultural, economic, political, and environmental factors impact the health of individuals, communities, and populations. As a field, community/public health has emerged from social movements that view health as a form of social justice. As such, we examine health disparities, inequities, and strive to understand and create solutions for their elimination. Objectives of this course are to:

1. Describe the interdisciplinary, cross-cutting, or ecological character of public health and the contributions of a range of disciplines and professions to improving health of communities/populations
2. Discuss *social determinants of health*, including the role of social, cultural, economic and environmental factors
3. Identify the roles of public health in identifying and ameliorating *health disparities/inequities*
4. Explain the basic principles of *epidemiology*, including rates, risk factors, disease determinants, causation, and public health surveillance
5. Explain how *public health strategies are developed and applied* to improve the health of communities/populations
6. Explain the impact of *communicable and non-communicable diseases* on the health of communities/populations.
7. Describe the basic *organization of health care and public health systems* in the U.S. and identify criteria for evaluating these systems,

## GRADING & EVALUATION

Final grades for this course will be determined by the following assessments:

- |   |     |
|---|-----|
| 1. Paper 1: Public Health Issue Statement               | 20% |
| 3. Paper 2: Public Health Interventions                 | 30% |
| 4. Class Participation, including iClicker questions    | 10% |
| 5. Recitation, including weekly quizzes & participation | 20% |
| 6. Final Exam   | 20% |

## **Written Assignments**

You will submit two papers for this class, as described below. Prior to this, you will be required to submit a brief description of your paper to your TA for approval early in the semester, to ensure that your selected topic is appropriate for the class requirements. *Please see the CH 1 Trunk site for detailed instructions for each paper, as well as a set of Frequently Asked Questions about the written assignments.*

Submission of Proposed Paper Topic: You *must* submit your proposed paper for approval by your TA in writing. This need only be a paragraph, but must include: (a) a clear definition of the issue you wish to address, including how it is measured; (b) potential data sources for documenting the importance of this issue; and (c) identification of the community/population on which you intend to focus.

- Due date for PROPOSED PAPER TOPIC: Monday, September 21, 2015.

Paper #1. Public Health Issue Statement: The first paper will require you to investigate a public health problem. You will define the issue, describe the magnitude and scope of the problem, justify its importance to public health, and summarize research on the biological, environmental, and social determinants of the problem. In addition, you will identify and describe a community or population that is affected by this problem. You will submit a draft of this paper for review by your Writing Fellow (WF) and TA, then, taking their comments and suggestions into account, you will submit a final paper.

- Due date for FIRST DRAFT of paper #1: Wednesday, October 7, 2015 before class
- Due date for FINAL PAPER #1: Wednesday, October 21, 2015 before class

Paper #2. Public Health Interventions: Building on paper #1, you will search the peer-reviewed literature to identify and review interventions that have been found to be efficacious in addressing the public health problem that you have identified in paper #1. You will select, describe, and justify the intervention or set of interventions that you believe would be most effective in addressing the public health problem in the community or population that you are studying.

- Due date for FIRST DRAFT of paper #2: Monday, November 4, 2015
- Due date for FINAL PAPER #2: Monday, November 23, 2015

## **Class Participation & iClicker Questions (10%)**

There will be iClicker questions during each lecture. There will be at least one set of iClicker questions having to do with the prior lecture and at least one that refers to readings assigned for the session. Responses to iClicker questions are one way in which your class participation grade will be evaluated.

## **Recitation Participation & Quizzes (20%)**

Recitations will focus on application of the material presented in class and in readings. Most weeks, you will be assigned a reading to discuss in recitation. Reading the assigned article(s) prior to recitation is vital to your successful participation in discussion. Questions and critical challenges to the perspectives presented in the assigned reading are strongly encouraged.

*Note that attendance at recitation sessions is required. In addition, each recitation session will start with a brief quiz. Quizzes will be in the format of multiple-choice, true/false, fill-in-the-blank, or short answer. Students who arrive late to class or miss class, and thus miss a quiz, will earn a 0 for the missed quiz.*

## **Final Exam (20%)**

There is one exam for the course. It will be administered on **December 16<sup>th</sup> from 3:30-5:30 pm in Pearson 104**. The format of the exam will include multiple choice, true/false, fill-in, matching, and short answer questions. It will be cumulative. Unless you have documentation of a university-approved reason for missing the exam, *all students are required to take the exam on the date specified on the syllabus*.

## **REQUIRED MATERIALS & TEXTS**

One book is required for this course. It can be borrowed from the Tisch Library, purchased through the Tufts Bookstore, or through your own sources. There are also several copies that may be borrowed from the instructor. The required text is:

- Mountains Beyond Mountains by Tracy Kidder

All other required readings will be available at the course website on Trunk ([trunk.tufts.edu](http://trunk.tufts.edu)). Students are expected to have done the readings *prior* to coming to lecture/recitation.

The iClicker real-time response system will be used to ask questions during class. *Students must acquire an iClicker for this class.*

## **COURSE POLICIES & EXPECTATIONS**

Class participation: Learning is a collaborative process. Students are expected to be in class and to participate as actively as they feel comfortable. These contributions are invaluable to the learning process and are integral to success in this course. The class will utilize a variety of learning strategies, including lecture, discussion, interactive activities, and iClickers. Participation in class and in these activities is expected and constitutes part of your overall grade.

Absences: In fairness to classmates, attendance at all classes and recitation sessions is required. *Please email the Lead TA as well as your individual TA* as soon as possible in the case of an anticipated absence. Unexcused absences may negatively impact your grade. University-excused absences, with documentation, will not affect your grade in any way.

Submitting Written Assignments: Hard copies of all assignments are to be submitted at the start of class AND electronically via the CH 1 Trunk site. As part of this course, we will utilize “TurnItIn” in the Trunk learning management system to help determine the originality of your work. TurnItIn is an automated system that instructors can use to quickly and easily compare each student’s assignment with billions of websites, as well as an enormous database of student papers that grows with each submission. When papers are submitted to TurnItIn, the service will retain a copy of the submitted work in the TurnItIn database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright on their original course work.

Late Paper Policy: *Late papers will lose half a grade for every day past the due date.* “Late” is defined as being 1 minute past the deadline. Please note that computer or printer problems (e.g., lost work) are *not acceptable* reasons for having a late paper. Please be sure to save your work regularly on your computer and to back it up elsewhere (e.g., USB drive, DropBox, GoogleDrive)

Technology in the Classroom: Research clearly demonstrates that students absorb and retain more learning in a classroom when they do not use laptops. Our prior course evaluations reveal that students are frequently distracted by the presence of laptops, tablets or smartphones in the classroom. *Therefore, none of these devices are permitted in class unless documentation specifying the need for this accommodation is processed through Student Services and communicated to the Instructor.* Please remember to turn off/silence your cell phones when class begins.

Exam Etiquette: Please do NOT bring unauthorized materials, information, or any electronic equipment with you to a room in which an exam is being administered. Do NOT engage in behavior that gives the appearance of cheating, such as passing a note to a friend, whispering to another student while the exam is in progress, or looking in the direction of another student's work. Do NOT bring your cell phone, tablet, music device, programmable calculator or any other electronic device to an exam room. If an exam proctor sees you handling an electronic device even to silence a phone if it rings or vibrates in the middle of the exam, the Judicial Affairs Administrator will treat it as an academic integrity violation. DO turn off your cell phone and put it out of reach, out of sight, or as instructed before the exam begins.

Guidelines for Classroom & Recitation Discussions: CH 1 is a survey course and covers a broad range of topics in the field of public health. Public health examines numerous complex topics from an ethical, political and social perspective. As such, we fully expect that there will be differences of opinions and, perhaps, debates. In fact, we hope that this will happen, as these discussions often generate the most important learning. In order to maintain productive discussion, we will maintain the following guidelines or "ground rules." *Please note that upholding these guidelines is the responsibility of everyone in the classroom.* In the classroom and in recitations, we will strive to:

- Show respect- all views are welcome
- Actively listen to others
- Maintain a sense of humor
- Be open to new ideas
- Be prepared and back up your position with evidence
- Allow time to think before responding

## **ACADEMIC INTEGRITY**

Tufts holds its students strictly accountable for adherence to academic integrity. The consequences for violations can be severe. It is critical that you understand the requirements of ethical behavior and academic work as described in Tufts' Academic Integrity handbook. If you ever have a question about the expectations concerning a particular assignment or project in this course, be sure to ask for clarification. The Faculty of the School of Arts and Sciences and the School of Engineering are required to report suspected cases of academic integrity violations to the Dean of Student Affairs Office. If cheating or plagiarism is suspected, this must be reported to the Dean. More information is available at:

<http://uss.tufts.edu/studentAffairs/documents/HandbookAcademicIntegrity.pdf>

## **STUDENT SERVICES**

Tufts is committed to providing support and equal access for all students so that they may fully realize their academic potential. If you need academic accommodations because of a disability, please contact the course director early in the semester so that your learning needs may be appropriately met. All discussions will remain confidential. More information can be found at the Tufts University Student Accessibility Services website:

<http://www.uss.tufts.edu/arc/disability/>

Accommodations: Students needing academic adjustments or accommodations because of a documented disability must present documentation from the Academic Resource Center and speak with the Lead TA by the second week of class. Accommodations for testing must be submitted at least two weeks prior to the exam/test date. All discussions remain confidential.

## Additional Resources:

- Tisch Library: For research assistance- <http://www.library.tufts.edu/tisch/subjectLib.html>
- Academic Resource Center (ARC): For writing and other academic assistance: <http://uss.tufts.edu/arc/>
- The Tufts University Counseling and Mental Health Service (CMHS). For personal and academic concerns- Sawyer House at 120 Curtis Street. 617.627.3360. <http://ase.tufts.edu/counseling/>

**NOTE: This syllabus is not a contract. The instructor reserves the right to alter the course content or requirements based on new evidence, class discussions, or other pedagogical objectives.**

| Date                                   | Topic  | Class Reading<br>Reading required <i>prior</i><br>to class date   | Recitation Reading<br>Required <i>prior</i> to<br>recitation meeting  | Guest Speaker<br>& Due Dates |
|--|--|---|---|------------------------------|
| <b>PRINCIPLES OF POPULATION HEALTH</b> |  |   |   |                              |
| Wed<br>09/09/15                        | <b>Session #1. Course Overview</b><br><br><b>What is Community/Public Health?</b><br><br>Objectives: <ul style="list-style-type: none"> <li>• Review syllabus, course requirements</li> <li>• Define &amp; differentiate ‘community health,’ ‘public health,’ &amp; ‘population health’</li> <li>• Differentiate “upstream” versus “downstream” approaches to public health interventions</li> </ul>                   | Read course syllabus thoroughly! Bring questions to class and/or recitation.  | <b>No Recitation this week</b><br><br>Start reading Mountains beyond Mountains.   |                              |
| Mon<br>09/14/15                        | <b>Session #2. A Population-based Perspective on Health</b><br><br>Objectives: <ul style="list-style-type: none"> <li>• Discuss the strengths &amp; limitations of the WHO definition of health</li> <li>• Describe different ‘disciplinary lenses’ &amp; what they bring to the study of population health</li> <li>• Identify ways that populations change over time, and how these changes impact health</li> </ul> | Riegelman R and Kirkwood B. Public Health 101. Chapter 1 Public Health: <i>Population Health Approach</i> . pp 3-17 | <b>Recitation #1</b><br>“Public Health & Controversy: Allocation of Goods/Services”<br><br>Before recitation, read: Burdetti PP. Market justice and US health care. <i>Journal of the American Medical Association</i> . 2008 299: 91-93. |                              |
| Wed<br>09/16/15                        | <b>Session #3: Why is Public Health Controversial?</b><br><br>Objectives: <ul style="list-style-type: none"> <li>• Describe &amp; discuss major ethical perspectives</li> </ul>  | Roberts MJ & Reich MR. Ethical analysis in public health. <i>The</i>  |   |                              |

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|                         | <p>relevant to public health</p> <ul style="list-style-type: none"> <li>• Apply ethical principles to specific public health issues</li> <li>• Discuss sources of controversy in PH, including varied perspectives on health care (social and market justice).</li> <li>• Apply a framework for examining ethical issues in the selection &amp; development of PH programs</li> </ul>   | <p><i>Lancet</i>. 2002; 359: 1055-1059.</p> <p>Minkler M. Personal responsibility for health? A review of the arguments at century's end. <i>Health Education and Behavior</i>. 1999; 26: 121-135.</p> |  |                                   |
| <p>Mon<br/>09/21/15</p> | <p><b>Session #4. Social Determinants of Health</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Define &amp; provide examples of social determinants of health</li> <li>• Understand pathways &amp; mechanisms through which social determinants shape the health of individuals, communities, &amp; populations</li> <li>• Discuss strategies that may be used to address social determinants of health</li> </ul> | <p>Braveman PA, Gotlieb L. The social determinants of health: It's time to consider the causes of the causes. <i>Public Health Reports</i>, 2014; 129 (S2): 19–31.</p>                                 | <p><b>Recitation #2:</b><br/>“Pathways from Social Determinants to Health Inequities”</p> <p>Before recitation, read: Cooper et al. A bold new vision for health disparities interventions. <i>American Journal of Public Health</i>. 2015; 105( S3): 374-376.</p> | <p><b>DUE: Paper #1 Topic</b></p> |
| <p>Wed<br/>09/23/15</p> | <p><b>Session #5. Health Disparities and ‘Vulnerable Populations’</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Distinguish between health inequality, disparities and inequalities</li> <li>• Think critically about the underlying factors contributing to disparities across populations, including, race, ethnicity, gender, socioeconomic status, sexual orientation, and disability</li> </ul>              | <p>Braveman et al. Health disparities and health equity: The issue is justice. <i>American Journal of Public Health</i> 2011; 101: S149-155.</p>   |  |                                   |

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|                                | <ul style="list-style-type: none"> <li>Identify strategies for ameliorating health disparities</li> </ul>   |   |   |   |
| <b>TOOLS FOR PUBLIC HEALTH</b> |   |   |   |   |
| <p>Mon<br/>09/28/15</p>        | <p><b>Session #6. Introduction to Epidemiology</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Define epidemiology</li> <li>Discuss how epidemiological evidence can be used to improve population health</li> <li>Define core concepts of epidemiology, including incidence, prevalence, risk, and causation/association</li> </ul>  | <p>Schneider, CH 5: Epidemiology: Principles &amp; Methods in Epidemiology. <i>Introduction To Public Health</i>. Schneider MJ. Jones &amp; Bartlett, 2013.</p>   | <p><b>Recitation #3:</b> Epidemiology and “Paper #1 Workshop”</p> <p>Bring a draft of paper #1 to recitation and be prepared to share it with a peer.</p> | <p><b>Guest Speaker</b><br/>Matt Chenoweth, MS, MPH<br/>Community Health Program<br/>Tufts University</p> |
| <p>Wed<br/>09/30/15</p>        | <p><b>Session #7. Evidence-Based Public Health Practice</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Define “evidence” &amp; describe the “hierarchy of evidence” in public health</li> <li>Discuss the process of evidence-based decision-making</li> <li>Identify resources for locating evidence-based interventions</li> <li>Discuss application of evidence-based practice at various levels of the socio-ecologic model</li> </ul> | <p>Brownson, et al. The need for evidence-based public health (pp 1-45; chpt 1). In <i>Evidence-Based Public Health</i>. Oxford Scholarship Online, 2010.</p> <p>Kohatsu ND, Robinson JG, Torner JC. Evidence-based public health: An evolving concept. <i>American Journal of Preventive Medicine</i>. 2014;27(5):417– 421</p> |   |   |

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| <p>Mon<br/>10/05/15</p> | <p><b>Session #8. Community Assessment &amp; Engagement</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Describe the purpose of a community assessment, as well as types &amp; sources of data</li> <li>• Define community organizing, community capacity, community participation</li> <li>• Identify assumptions that underlie the process of community organization</li> <li>• Explain the difference between needs-based and asset-based community organizing models</li> <li>• Articulate the steps that are commonly used in community organizing/mobilization</li> </ul> | <p>Frieden TR. Six components necessary for effective public health program implementation. <i>American Journal of Public Health</i> 2014; 104(1): 17-22.</p> <p>Fawcett et al. Conducting intervention research: The design and development process. Available at: <a href="http://ctb.ku.edu/en/table-of-contents/analyze/where-to-start/design-community-interventions/main">http://ctb.ku.edu/en/table-of-contents/analyze/where-to-start/design-community-interventions/main</a></p> <p>Example of Community Assessment:<br/>Allen JD, Leyva B, Tom L, Hillaire D, Bartholomew A, Reich A, Martinez LS. Priorities, concerns, and unmet needs among Haitians in Boston after the 2010 earthquake. <i>Health &amp; Social Care in the Community</i>. 2015;</p> | <p><b>Recitation #4</b></p> <p>“Finding Evidence that will Suite Your Audience”</p> <p>Look up data on the community upon which you are focused for your paper. Use the following website &amp; tool kits and/or search the peer-reviewed literature.</p> <p>Information sources:<br/>Centers for Disease Control and Prevention <a href="http://www.cdc.gov/stltpublichealth/cha/">http://www.cdc.gov/stltpublichealth/cha/</a></p> <p>Association for Community Health Improvement: <a href="http://www.assesstoolkit.org">http://www.assesstoolkit.org</a></p> |  |
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**US HEALTH SYSTEMS & INFRASTRUCTURE**

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| <p>Wed<br/>10/07/15</p> | <p><b>Session #9. Overview of the US Health Care System</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Define ‘health system’</li> <li>• Identify key goals of health care system</li> <li>• Discuss historical trends that shaped current system</li> <li>• Recognize different sources of financing for health care</li> <li>• Recognize the issues of cost, quality &amp; access as they related to disparities in health care</li> </ul>  | <p>Reigelman &amp; Kirkwood (eds). Public Health 101. <i>Chpt: 10 Health Care Institutions.</i> pp: 193-206.</p>   |   | <p><b>DUE: Draft Paper 1</b></p>   |
| <p>Mon<br/>10/12/15</p> | <p><b>Session #10. Integration of PH and Medical Approaches to Health</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Compare and contrast role of medical providers and public health practitioners in promoting individual &amp; population health</li> <li>• Discuss the benefits and challenges of combined medical and public health approaches to individual and population-level health</li> <li>• Describe Community-Oriented Primary Care and the steps involved in the practice</li> </ul> | <p>Koo D, Felix K, Dankwa-Mullan I, et al. A Call for Action on Primary Care and Public Health Integration. <i>American Journal of Preventive Medicine.</i> 2012; 42(6S2): S89-91</p> <p>Geiger H. Community-oriented primary care: A path to community development. <i>American Journal of Public Health</i> 2002; 92(11): 1713-1716.</p> <p>Geiger HJ. The First community health centers- A model of enduring value. <i>J Ambulatory Care Manage.</i> 28(4):313–320</p> | <p><b>Recitation #5:</b></p> <p>Zip Codes, Health Codes; “Paper Workshop”</p> <p>Bring a draft of paper #1 to recitation and be prepared to share it with a peer.</p> <p>Watch “Out in the Rural: A Health Center in Mississippi”- Available on Trunk</p> | <p><b>Guest Speaker</b><br/>Tony Schlaff, MD, MPH<br/>Professor of Public Health and Community Medicine<br/>Director, Public Health Programs</p> |

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| <p>Wed<br/>10/14/15</p>                                       | <p><b>Session #11. Public Health: Past, Present, and Future</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Examine historical changes in the way that illness has been defined &amp; treated</li> <li>• Discuss key events that played a role in the evolution of public health practice over time</li> </ul>  | <p>Fairchild AL, et al.<br/>What history can tell us about the future.<br/><i>American Journal of Public Health. 2010; 100(1): 54-63.c</i></p>  |   | <p><b>Guest Speaker</b><br/>Matt Chenoweth, MS,<br/>MPH<br/>Community Health Program<br/>Tufts University</p> |
| <p><b>BIOMEDICAL &amp; ENVIRONMENTAL BASIS OF DISEASE</b></p> |   |   |   |   |
| <p>Mon<br/>10/19/15</p>                                       | <p><b>Session #12. Non-Communicable Diseases</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Examine non-communicable diseases (NCDs), compare and contrast them with chronic diseases and infectious diseases</li> <li>• Analyze the burden of NCD locally and at a national level in terms of the magnitude of the problem</li> <li>• Distinguish between determinants of disease at an individual level and at a population level</li> <li>• Identify strategies for reducing non-communicable disease risk factors</li> </ul> | <p>Bauer UE, et al<br/>Prevention of chronic disease in the 21st century: Elimination of the leading preventable causes of premature death and disability in the USA. <i>The Lancet. 2014</i></p> | <p><b>Recitation #6:</b></p> <p>“Community Interventions to Improve Physical and Emotional Well-being”</p> <p>Before recitation, read: Buckner-Brown J et al. Using the community readiness model to examine the built and social environment: A Case study of the High Point Neighborhood, Seattle, Washington, 2000–2010. <i>Preventing Chronic Disease. 2014. 11: E194</i></p> |   |
| <p>Wed<br/>10/21/15</p>                                       | <p><b>Session #13. Mental Health</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Describe mental well-being and categories of mental health disorders</li> <li>• Discuss the prevalence of mental health issues</li> <li>• Discuss competing perspectives on the causes of</li> </ul>   | <p>Hendersen et al. Mental illness stigma, help seeking and public health programs. <i>American Journal of Public Health. 2013:</i></p>   | <p>**Have read Mountains Beyond Mountains through Chapter #5</p>  | <p><b>DUE: Final Version Paper 1</b></p>  |

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|                         | <p>mental distress or illness</p> <ul style="list-style-type: none"> <li>• Outline major public health and medical strategies to promote mental health</li> </ul>   | 103(5): 77-80.   |   |   |
| <p>Mon<br/>10/26/15</p> | <p><b>Session #14. Public Health Nutrition</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Define public health nutrition</li> <li>• Discuss the relationship between nutritional patterns and states of health/illness</li> <li>• Characterize populations at the greatest risk for malnutrition &amp; nutrition-related disease</li> <li>• Identify methodologies for nutrition intervention at the level of the individual, community, population and policy levels</li> </ul> | <p>The Challenge of Improving Nutrition and Public Health</p> <p><a href="http://foodandagpolicy.org/sites/default/files/The_Challenge_of_Improving_Nutrition_and_Public_Health.pdf">http://foodandagpolicy.org/sites/default/files/The_Challenge_of_Improving_Nutrition_and_Public_Health.pdf</a></p>                       | <p><b>Recitation #7</b></p> <p>“Moving Public Health Nutrition Upstream: From Farm to Fork”</p> | <p>Virginia Chomitz,<br/>PhD, MS<br/>Assistant Professor<br/>Public Health &amp;<br/>Community Medicine<br/>Tufts Medical School</p>    |
| <p>Wed<br/>10/28/15</p> | <p><b>Session #15. Food Justice</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Gain knowledge of today’s food system, including how food is produced, distributed, and consumed.</li> <li>• Understand key issues surrounding equitable access to healthy food, including the roles of the market, planning, and policy.</li> </ul>  | <p>Agyeman J. Moving the field of food justice forward Through the lens of urban political ecology. <i>Geography Com 2014</i>; 8(3): 211–220.</p> <p>Larson N, Story MT, Nelson MC. Neighborhood environments: disparities in access to healthy foods. <i>American Journal of Preventive Medicine 2009</i>;36(1): 74-81.</p> |   | <p><b>Guest Speaker</b></p> <p>Julian Agyeman, Ph.D.<br/>FRSA, Professor of<br/>Urban and<br/>Environmental Policy<br/>and Planning</p> |

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| <p>Mon<br/>11/02/15</p> | <p><b>Session #16. Communicable Diseases</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Understand the pathogenesis of infectious diseases including, route of pathogen entry, host responses, &amp; environmental influences</li> <li>• Be familiar with the natural history of major infectious diseases in the US</li> <li>• Understand the social, economic, behavioral, demographic and environmental determinants of infectious disease</li> <li>• Be familiar with the broad principles of infectious disease prevention, including strategic use of prophylactic vaccines and vector control</li> </ul> | <p>Khabbaz R Moseley RR, Steiner RJ, Levitt AM, Bell BP.<br/>Challenges of infectious diseases in the USA. Lancet. 2014; 384: 53–63</p>   | <p><b>Recitation #8:</b><br/>“Communicable Diseases and Climate Change”</p> <p>Read one chapter (on the health issue of your choice) from the document entitled, “<i>A Human Health Perspective on Climate Change</i>” April 22, 2010.</p> |   |
| <p>Wed<br/>11/04/15</p> | <p><b>Session #17. Environmental Health</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Define ‘environment’; distinguish between natural, built, and altered environment</li> <li>• Describe the major environmental problems caused by solid and hazardous waste, water pollution, air pollution and agriculture</li> <li>• Describe factors that affect population susceptibility to adverse health outcomes following exposure to environmental</li> <li>• Recognize methods of assessment and potential PH responses to selected environmental exposures and hazards</li> </ul>                             | <p>Gute, DM, Taylor M. Revitalizing neighborhoods through sustainable brownfields redevelopment. Local Environment 2006; 11(5): 537-558.</p> <p>Greenberg, M. Should housing be built on former brownfield sites? AJP 2002; 92(5): 7037</p> | <p>**Have read Mountains Beyond Mountains through Chapter #12</p>  | <p><b>Guest Speaker</b><br/>David Gute, PhD, MPH,FACE<br/>Professor, Department of Civil and Environmental Engineering</p> <p><b>DUE: Draft Paper 2</b></p> |
| <p>Mon<br/>11/09/15</p> | <p><b>Session #18. Violence</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Distinguish between categories of accidents &amp; injuries</li> <li>• Identify factors that increase risk for violence &amp; accidents at the individual, community and societal level</li> </ul>  | <p>Sumner SA, Mercy JA, Dahlberg LL et al. Violence in the United States: Status, Challenges, and Opportunities. <i>Journal of the American</i></p>   | <p><b>Recitation #9</b><br/>“Addressing Violence using Multi-Level Interventions”</p> <p>Mozafarriani D, Hemenway D, Ludwig</p>  |   |

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|   | <ul style="list-style-type: none"> <li>Describe and discuss the pros/cons of interventions to minimize violence at the individual, community &amp; societal level</li> </ul>   | <i>Medical Association.</i><br>2015;314(5):478-488.   | DS. Curbing gun violence: Lessons from public health. <i>Journal of the American Medical Association.</i><br>2013; 309(6): 551-552 |  |
| <b>PUBLIC HEALTH STRATEGIES AND INTERVENTIONS</b> |  |   |  |  |
| Tues<br>11/10                                     | <b>Session #19. Health Promotion/Disease Prevention</b><br><br>Objectives <ul style="list-style-type: none"> <li>Articulate the importance of health promotion and disease prevention initiatives for population health</li> <li>Demonstrate knowledge of key principles related to primary, secondary and tertiary prevention</li> <li>Demonstrate application of the ecological framework to interventions directed at population health promotion and disease prevention efforts</li> </ul> | Richard L, et al. Ecological models revisited- their uses and evolution in health promotion over two decades. <i>Annu Rev Public Health.</i> 2011<br>Barrerra J, Castro FG, et al. Cultural adaptations of behavioral health interventions: A progress report. <i>Journal of Consulting and Clinical Psychology.</i><br>2013;81(2):196-205. |  |  |
| Wed<br>11/11/15                                   | <b>Holiday</b>   |   |  |  |
| Mon<br>11/16/15                                   | <b>Session #20. Health Communications</b><br><br>Objectives <ul style="list-style-type: none"> <li>Discuss the role of health communications in public health campaigns or interventions</li> <li>Learn basic steps for developing campaigns or programs informed by health communications theory</li> <li>Identify the characteristics of successful (and unsuccessful) health communication efforts</li> </ul>   | Cheng H, Kotler P, Lee N. <i>Social marketing for public health.</i> Introduction: Chapter One. San Francisco, CA: Jones & Bartlett Publishing.   | <b>Recitation #10:</b><br>“Paper Workshop”<br><br>Bring a draft of paper #2 to recitation and be prepared to share it with a peer. | <b>Guest Speaker</b><br>Carolyn Rubin, EdD<br>Assistant Professor<br>Public Health &<br>Community Medicine<br>Tufts Medical School |
| Wed   | <b>Session #21. Public Health Preparedness and</b>   | Hyde J, Kim B,  | **Have read  | <b>Guest Speaker</b>   |

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| <p>11/18/15</p>                                   | <p><b>Disaster Management</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Describe the role of public health in emergency preparedness &amp; disaster management</li> <li>• Identify &amp; explain the core system capacities for public health preparedness &amp; response</li> <li>• Summarize the purpose and importance of an emergency response plan</li> <li>• List and describe phases of disaster management</li> </ul>  | <p>Martinez LS, Clark M, Hacker K. Better prepared but spread too thin: the impact of emergency preparedness funding on local public health. <i>Disaster Management Response</i>. 2006 Oct-Dec;4(4):106-13.</p> | <p>Mountains Beyond Mountains through Chapter #19</p>                   | <p>Linda Sprague Martinez, PhD, MSW. Assistant Professor, Macro Practice Boston University School of Social Work</p>                                  |
| <p>Mon<br/>11/23/15</p>                           | <p><b>Session #22. Health Policy</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Describe the public health policy-making process, structure and context</li> <li>• Describe the nature of public policy and legal interventions to promote and protect population health</li> <li>• Discuss the potential conflict between individual rights and maximizing population health</li> <li>• Describe examples of health policies or laws that have had substantial impacts on population health in the US</li> </ul> | <p>Brownson RC, Chiqui JF, Stamatakis KA. Understanding evidence-based policy in public health. <i>American Journal of Public Health</i>. 2009. 99(9): 1576-1582.</p>   | <p><b>No recitation this week</b></p>                                   | <p><b>DUE: Final Paper #2</b></p>   |
| <p>Wed<br/>11/25/15</p>                           | <p><b>Holiday</b></p>  |   |   |   |
| <p><b>OVERARCHING THEMES IN PUBLIC HEALTH</b></p> |  |   |   |   |
| <p>Mon<br/>11/30/15</p>                           | <p><b>Session #23. Global Health</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Describe key public health concepts related to global health, including: demographic and epidemiological transitions, measures of health status, and the burden of disease.</li> <li>• Describe how globalization has changed the patterns</li> </ul>   | <p>Jamison, Somers, Allyene et al. Global health 2035. <b>Read Executive Summary only.</b> <i>Lancet</i> 2013; 382: 1898–955.</p> <p>Video available at:</p>  | <p><b>Recitation #11:</b></p> <p>“Climate Change and Global Health”</p> | <p><b>Guest Speaker</b></p> <p>Fernando Ona, PhD, MPH<br/>Assistant Professor<br/>Public Health &amp; Community Medicine<br/>Tufts Medical School</p> |

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|                         | <p>of the spread of disease and the methods needed to control disease</p> <ul style="list-style-type: none"> <li>• Discuss how social and cultural factors can affect a society’s vulnerability to morbidity and mortality and its approaches to prevention and control.</li> <li>• Identify key organizations and institutions, their roles in global health, and the manner in which they can cooperate to address key global health issues.</li> </ul>  | <p><a href="http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(13)62105-4/fulltext#article_upsell">http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(13)62105-4/fulltext#article_upsell</a></p> <p>Frenk J, Gómez-Dantés O, Moon S. From sovereignty to solidarity: a renewed concept of global health for an era of complex interdependence. <i>The Lancet</i> 2013; 383(9911): 94-97</p> |  |  |
| <p>Wed<br/>12/02/15</p> | <p><b>Session #24. One Health: Interaction among Human, Animal, and Environmental Health</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Discuss the interplay between health/illness among humans, animals and the environment.</li> <li>• Articulate social, behavioral, structural, and environmental factors that impact the health and welfare of humans, animals and the environment</li> <li>• Appreciate that interdisciplinary approaches and perspectives are needed to ameliorate local and global health challenges that affect human, animal, and environmental health</li> </ul> | <p>Barrett MA and Ofosky SA. <i>One Health: Interdependence of people, other species and the planet.</i> p 364-77.</p>  |  |  |

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| <p>Mon<br/>12/07/15</p> | <p><b>Session #25. Moving Beyond Mountains beyond Mountains</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Define health from a human rights perspective; how is the right to health similar/differ from other human rights?</li> <li>• Identify the ethical, resource, and economic implications of health as a universal human right</li> <li>• Discuss potential interventions to maximize the potential for health among all</li> </ul> | <p>Gruskin S, Bogecho D, Ferguson L. Rights-based approaches to health policies and programs: Articulations, ambiguities, and assessment. <i>Journal of Public Health Policy</i>, 2010; 31(2):129-45.</p> <p>Finish reading Mountains Beyond Mountains.</p> | <p><b>Recitation #12</b></p> <p>“Health and Human Rights”</p> <p>Before recitation, read: Gostin LO, Powers M. What Does Social Justice Require For The Public's Health? <i>Public Health Ethics And Policy Imperatives Health Affairs</i>, 2006; 25(4):1053-1060</p> | <p><b>Guest Speaker</b><br/>Jon Schaffer,<br/>Senior Strategist for<br/>Grassroots Organizing.<br/>Partners in Health</p> |
| <p>Wed<br/>12/09/15</p> | <p><b>Session #26. Exam Review</b></p>   |   |   |   |
| <p>Wed<br/>12/16/15</p> | <p><b>Final Exam 3:30-5:30pm</b></p>   |   |   |   |