

J-Term 2021 International Honors Program

New Orleans, USA: Public Health: Policy, Practice and Advocacy- IHP Health & Community

(IPBH3505 / 3 credits / 45 class hours)

NB: This syllabus is representative of the anticipated J-Term 2021 3-week program. Because courses take advantage of unique learning opportunities, actual course content will be responsive to the current context. In addition, considerations of student/public safety may change some course content. With global public health responses rapidly unfolding, some readings and content will necessarily be added/adapted closer to the start of the program.

Course Description

In this course, students will learn about public health in the US, and New Orleans, LA, specifically. Throughout, there will be an emphasis on exploring determinants of health including social, cultural, political, and economic factors. This course will actively examine how public health practitioners work to identify and respond to public health challenges building on local community strengths, while carrying out the three core functions of public health: assessment, program/policy development, and evaluation. To understand the applied nature of the discipline, students will examine resources, barriers and facilitators, and measurable outcomes that contribute to the efficacy of public health interventions. Moreover, students will come to understand the relationship between biology and policy, the process of moving from data to actionable intervention, and the potentially positive and negative consequences of small and large-scale public health programs and policies.

By learning with local public health experts, the class will explore various questions including: What are the major determinants of health in each local context? How are interventions designed and implemented in those contexts? What are the critical disease concerns in each context and how does the prevalence of disease vary in different segments of society? What are health disparities and how does public health work address systemic inequity? How can we explain why some members of society are healthy and others are less so? What are some effective interventions, programs, or policies that have improved health outcomes in these contexts? What can be done to reduce health status inequities between communities and regions?

Learning Outcomes

The *Public Health* course comprises 45 class hours of instruction and field experience (3 credits). Upon completion of the course, students will be able to:

- Characterize the core and crosscutting functions of public health in promoting individual and population health.
- Articulate the major components of the public and private US health care systems.
- Identify social, environmental, and other major determinants of health.
- Understand the relationship of the biological sciences to the development and implementation of public health programs and policy.
- Recognize the role of public health interventions in improving health outcomes, as well as barriers and complications to implementation.
- Recognize the roles that governmental, private, and non-profit stakeholders play in the assessment, development, and evaluation of public health policies, programs, and interventions.
- Understand how all of these powers work together to help or hinder health equity.

Materials

All course readings will be electronically available at the start of the program. Hard copy required course readings will be distributed upon arrival. You may opt in or out of getting hard copies. An electronic course reader for the first class session will be outlined below. Students are responsible for downloading reading materials and can print optional readings at their own discretion.

Course Schedule

See the program calendar distributed at the start of the program for corresponding dates of class sessions.

Module I: The Work of Public Health

Lectures and Readings

| Session | Lecture Topic | Key Concept | Reading |
|---------|--|--|---|
| PH 1 | Intro to key concepts in public health from the readings | Social Determinants of Health Wheel of Public Health | <p>What is Public Health? (Click through all of drop-down menus to review) http://www.aspph.org/discover/</p> <p>Braveman, P. and Gruskin, S. 2003. Defining equity and health. <i>Journal of Epidemiological Community Health</i>. Apr; 57(4):254-8. http://jech.bmj.com/content/57/4/254.full.pdf+html</p> <p><i>Global Health Watch</i> (open source documents) Specific readings and web addresses below. NOTE: These are important but long. You need to skim for the big ideas and not get caught up reading for detail. Review the Global Health Watch Homepage: https://www.ghwatch.org/about.html Click here to see GHW 4—choose one article per section to explore:https://www.ghwatch.org/node/45484.html</p> |
| PH 2 | Biology to Policy; HIV in New Orleans | Intro communicable diseases. HIV biology to policy, disease burden in New Orleans. Reviewing studies. Stigma and comorbidities. Representation in studies. | <p>We will be visiting the New Orleans Regional AIDS Planning Council. In preparation for the site visit and class, review their website looking at mission, funding, data collection, and interventions: http://norapc.org/</p> <p>Watt, James, Schuon, Jonathan, Davis, Jacob, et al “Reduced Serum Osteocalcin in High-Risk Alcohol Using People Living With HIV Does Not Correlate With Systemic Oxidative Stress or Inflammation: Data From the New</p> |

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|------|--|---|--|
| | | Connecting field data/ clinical data to policy. | Orleans Alcohol Use in HIV Study” in Alcoholism: Clinical and Experimental Research. Volume 43, Issue 11 November 2019. Pages 2374-2383. https://doi.org/10.1111/acer.14186 |
| PH 3 | The Health Status of New Orleanian Communities | Structural health inequities | <p>New Orleans Department of Health, review this website: https://www.nola.gov/health-department/</p> <p>New Orleans Department of Health 5-Year Plan. Community Health Assessment. 2017-18. “DC Healthy People 2020 Annual Report and Action Plan 2017-2019.” April 2018 online. Report online at page listed above.</p> <p>LMC Health, University Medical Center, Community Health Needs Assessment. October 2018. Review the summary and read full assessment here: https://www.umcno.org/about-umc/community-health-needs-assessment/</p> <p>See local media news article at NOLA.com (notice quote from Camara Jones in the article): Russell, Girdon, and Karlin, Sam. April 6, 2020 online. “Coronavirus disparity in Louisiana: About 70% of the victims are black, but why?” online article available at: https://www.nola.com/news/coronavirus/article_d804d410-7852-11ea-ac6d-470ebb61c694.html</p> <p>Jones, Camara. <i>Levels of racism: a theoretic framework and a gardener's tale</i>, 2000. Am J Public Health. 2000 August; 90(8): 1212–1215.</p> <p>NB: Current resources about Covid-19 and inequitable impacts in Black and Brown New Orleans communities will be added.</p> |

Module 2: Intersections in Public Health

Lectures and Readings

| Session | Lecture Topic | Key Concept | Reading |
|---------|----------------------|--|--|
| PH 4 | The Ecological Model | Context is everything Varied resources, perspectives, ways of knowing Intersectionality Race and place LGBTQ Youth Rural Spaces | <p>Clint Smith, Ph.D.: <i>Race, place, histories</i> <i>Place Matters</i>: https://www.youtube.com/watch?v=saREW_BfxwY NPR TED Radio Hour: https://www.npr.org/2020/06/05/869765344/clint-smith-reflects-on-this-moment</p> <p>Kimberlé Crenshaw, J.D., LL.M.: <i>Race and gender</i> Watch this brief talk, then research Crenshaw further https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality</p> <p><i>The State of LGBTQ Youth Health and Wellbeing Symposium: Strengthening Our Schools to Promote</i></p> |

| | | | |
|------|--|--|---|
| | | | <p><i>Resilience and Health Among LGBTQ Youth: Emerging Evidence and Research Priorities</i> https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6551982/ National LGBTQ Taskforce https://www.thetaskforce.org/</p> <p><i>Rural Health Information Hub: review this website and click links to read more:</i> https://www.ruralhealthinfo.org/toolkits/health-promotion/2/theories-and-models/ecological</p> |
| PH 5 | The Socially Built Environment | | <p>Excerpts from the work of Mindi Fullilove, M.S., M.D. *We will divide chapters from both works among students: Fullilove, Mindy. <i>Root Shock: How Tearing Up City Neighborhoods Hurts America and What We Can Do About It</i>. New Village Press, New York, 2016</p> <p>Cooper, L.F., & Fullilove, From Enforcers to Guardians: A Public Health Primer on Ending Police Violence. Johns Hopkins University Press, Baltimore, 2020.</p> |
| PH 6 | The Role of Community in Individual Health | | <p>Excerpts from curated collection at the Robert Wood Johnson Foundation: Immigration, Healthcare and Health *We will divide readings among students by interest: https://www.rwjf.org/en/library/research/2017/09/immigration-status-and-health.html</p> |

Module 3: Drawing this all together in the Covid-19 World

Lectures and Readings

| Session | Lecture Topic | Key Concept | Reading |
|---------|---|---|--|
| PH 7 | The Need for Community: Politics of Health in the post-COVID-19 context | Ideology and policy; community participation and marginalization, structural oppression, health as a human right in post COVID-19 context | <p>Marston, C., Renedo, A. and Miles, S. “Community participation is crucial in a pandemic” <i>The Lancet</i> online. May 2020.</p> <p><i>The TED Interviews, Season 4 (The Covid-19 Context); review and closely watch 3 of the 15 (we will establish viewing groups to streamline)</i> https://www.ted.com/series/the_ted_interview</p> |
| PH 9 | Imagining a different future Final Presentation workshop | Small group workspace to share, co-create, refine final presentations, and imagine futures of Public Health | <p>Imagining a different future Camara Jones, M.D., M.P.H., Ph.D.: Social Determinants of Equity: https://www.youtube.com/watch?v=G3KOs7hg9Bs</p> <p>Review of your fieldnotes, in-class writings, and other assignments</p> |

Assignment Overview

This course is organized into three modules and a final cumulative assignment. Your faculty will give and grade the assignments for class, and other guest lectures will be incorporated into the class discussions.

There will be two types of assignments for this class:

1. In-class writing assignments at the beginning of each class to assess comprehension. You will be asked to define concepts and/or connect the readings to larger class themes expressed in site visits and lectures. Each exercise will be no longer than 10 minutes. This will be done on computers and submitted online in class.
2. One assignment due at the end of each of the 3 modules that will take the form of one paper, one mini-project, and one final small-group presentation (with a brief individual assessment paper) that will be workshopped and shared with classmates at our last class.

All work for this course will be handed in electronically via Moodle. See the assignment details in this syllabus listed after the full class listing of topics and readings.

Assignment Submission and Logistics

Assignments (except for hard copy assignments) should be submitted via the course's Moodle site. Assignments are due the day assigned, uploaded to Moodle. Grades will be returned via Moodle as well.

Students may never use email to submit assignments, per SIT IT Policy.

PLEASE SUBMIT ALL ASSIGNMENTS AS A MICROSOFT WORD FILE or PPT to allow for in-document comments.

All assignments are to be double spaced with one-inch margins in 11 Times New Roman font. The American Psychological Association (APA) referencing and citation style is preferred.

When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, for example, (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper. If you are referring to an idea from another work but not directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication and not the page number in your in-text reference. All sources that are cited in the text must appear in the reference list at the end of the paper.

Please include your name on every page of the assignment itself in the header, and the file name should have the following naming convention:

Name_ NameOfAssignment.doc
e.g. Josslyn_MappingHealthcareSystem.doc

For hard copy assignments, you may be asked to submit the original. **KEEP A DIGITAL COPY OF ALL WORK YOU TURN IN ON YOUR COMPUTER**, so as to avoid unexpected disaster and significant inconvenience for all parties involved; this may mean photographing any hard copy assignments (and keeping a copy in .jpg or .pdf). Assignments that are not easily legible will be returned ungraded.

**See end of syllabus for late work and make-up assignments policies.

Evaluation and Grading Scale

| Assignment | Points |
|---|------------------------|
| Module 1 In-class writing | 15 (3 @ 5 points each) |
| Module 1 Paper | 20 |
| Module 2 In-class writing | 15 (3 @ 5 points each) |
| Module 2 Mini-project | 20 |
| Module 3 In-class writing | 5 (1 @ 5 points each) |
| Module 3 Small group presentation/individual assessment | 25 |
| Total Possible | 100 |

| Grading Scale | | | | | |
|--|----|---------------|----------|----|---------------|
| 94-100% | A | Excellent | 74-76% | C | Average |
| 90-93% | A- | | 70-73% | C- | |
| 87-89% | B+ | | 67-69% | D+ | |
| 84-86% | B | Above Average | 64-66% | D | Below Average |
| 80-83% | B- | | below 64 | F | Fail |
| 77-79% | C+ | | | | |
| Note: Where decimal points are used in grading, below 0.5 will be rounded down, while 0.5 and above will be rounded up. For example, 93.4 will be an A-, while 93.5 will be an A. | | | | | |

Assignment Details

In-Class Writing Assignments – 5 points each

For 7 of our 8 class sessions, we will begin with in-class writing to assess comprehension. You will be asked to define concepts and/or connect the readings to larger class themes expressed in site visits and lectures. Each exercise will be no longer than 10 minutes. This will be done on computers and submitted online in class.

Module One paper: Mapping the Healthcare System – 20 points

You will be expected to understand and be able to (1) describe the basics cycles of Public Health work in the US and (2) describe how the US healthcare system is organized and shapes people's access to prevention and care. In order to do this assignment well, you will need to be engaged in lectures, seek out information, talk with people, and be observant to learn about the healthcare system in each context.

This assignment will contain a visual plus about 1,000 written words. You will demonstrate your knowledge in three steps:

1. Draw a map that shows an overview of the US healthcare system(s) you have been exploring.
2. In about 700 words, you will narrate your map of that system, explain some of the strengths and challenges. Show that you have a clear concept of the major parts of the system.
3. Address one of these two aspects in your final 300 words:
 - a. Describe US public health work in relation to your map
 - b. Describe other systems and networks of care that complement or fill in gaps of the formal Public Health system.

Grading Rubric

| Less than 14 points- No credit, option to redo | 14-15.9 | 16-17.9 | 18-20 points |
|--|---|--|---|
| <p>Does not make a meaningful attempt at addressing the assignment;</p> <p>Has multiple inaccuracies and/or needs supporting details;</p> <p>Supporting ideas and context are provided superficially but not accurate or are not 'unpacked' or examined;</p> <p>Limited or no connections to case studies are made;</p> <p>Paper is not poorly written or falls far short of the word requirement.</p> | <p>A reasonable description however has factual errors;</p> <p>Needs more accurate and necessary details;</p> <p>Ideas/examples are not well 'unpacked' or contextualized;</p> <p>Connections to the case study/networks need to be made more clearly (questions will still remain about this, but those questions can be identified in the paper);</p> <p>Paper is acceptably written but not done well or does not meet the word requirement.</p> | <p>A reasonably thorough description with few significant factual errors;</p> <p>Provides some accurate and necessary details;</p> <p>Ideas/examples could be more 'unpacked' and properly contextualized;</p> <p>Connections to the case study/networks are clearly made but not as well thought out (questions will still remain about this, but those questions can be identified in the paper);</p> <p>Paper is well-written and meets the word requirement.</p> | <p>A clear and thorough description with few significant factual errors;</p> <p>Provides accurate and necessary details;</p> <p>Ideas/examples are 'unpacked' and well contextualized;</p> <p>Connections to the case study/ networks are clearly and thoughtfully made (questions will still remain about this, but those questions can be identified in the paper);</p> <p>Paper is well-written and meets the word requirement.</p> <p>In addition to the above, a 10-point paper is excellent, has a little something extra that sets it apart, and shows effort beyond the basic requirements.</p> |

Module 2 Mini-Project: Explore and Map a critical/neglected health situation in New Orleans

Your faculty will distribute the assignment details upon arrival to the program. The assignment will be 1,250 (min) to 1500 (max) words (4-5 typed pages). Assignment details and rubric will be discussed in the first class and then project themes will be reviewed by faculty in the 3rd class, well before the submission of final assignment at the end of the 6th class. This assignment is worth 20 points. The rubric that follows is typical and shows the level of work expected.

Module 2 Mini-Project: Grading Rubric

| Points | Poor 0-12 | Fair 13-14 | Average 15-16 | Very Good 17-18 | Excellent 19-20 |
|--|--|--|---|---|--|
| Mapping experience of neglected health condition and/or at-risk population | Did not identify a relevant neglected health condition and/or at-risk population | Map of the of neglected health condition and/or at-risk population and its implications is unclear and confusing | Map clear, yet unsophisticated. Makes some connections between of neglected health condition and/or at-risk population and implications for outcomes and interventions. | Map demonstrates appreciation of relevant elements that shape outcomes and interventions. | Map demonstrates appreciation of relevant elements that shape outcomes and interventions, as well as connections between these elements. |
| Integrates program Components | Does not cite evidence from program components | Integrates minimal evidence from program components | Integrates limited evidence from program components | Utilizes evidence from program components, but not exceptionally well | Utilizes strong and insightful evidence in both the map and the explanation |
| Writing Style | Writing style is not comprehensible. Several mistakes are present | Writing style is confusing and mistakes are present | Writing style is straightforward and not compelling. Some mistakes may be present | Writing style is fluid, language is somewhat compelling. Few mistakes are present | Writing style includes compelling language, no significant errors present |
| Components | Assignment was turned in late or is missing most components | Assignment is missing several components | Assignment is missing some components | Assignment addresses all components | Assignment strongly fulfills all components outlined in prompt |

Module 3 Small Group Presentation: Choose a topic and Explore as a group

Your faculty will distribute the assignment details upon arrival to the program. The assignment will be a 15-20-minute presentation. Assignment details and rubric will be discussed in the second class and then presentation themes will be reviewed by faculty in the 5th class, well before the submission of final assignment in the 8th class. This presentation is worth 20 points. Additionally, there will be a reflective self-assessment of up to 500 words detailing your experience in the project and your contributions; it will be worth 5. The rubric that follows is typical for a presentation and shows the level of work expected.

Module 3 Small Group Presentation: Grading Rubric

| Points | Poor 0-12 | Fair 13-14 | Average 15-16 | Very Good 17-18 | Excellent 19-20 |
|---|--|---|--|---|--|
| Defining the inquiry and using Observations | Inquiry and observations are lacking, does not reference required themes | Some inquiry process and observations are present, minimally references themes | Defined inquiry and observations are described, but not succinctly, references inquiry process minimally | Defined inquiry and observations are present and descriptive, student has demonstrated thoroughness and has referenced process adequately | Defined inquiry and observations are richly, yet concisely described, student references process and demonstrates creativity in approach |
| Analysis | Overall analysis is weak and limited to cursory conclusions, assumptions are not addressed | Observations do not connect to topics clearly, but some reference are made, assumptions are not addressed | Utilizes observations to draw basic conclusions, does not address assumptions | Utilizes observations to draw conclusions and addresses assumptions, does not discuss additional questions to explore | Utilizes observations to draw insightful conclusions, explores assumptions, notes additional questions to explore |
| Presentation Organization | Presentation is disorganized and inhibits an understanding of student's ideas | Presentation lacks organization and does not connect observations to key findings | Presentation is somewhat organized, but clear findings are difficult to discern | Presentation is organized but does not address a variety of ideas. Key findings are present, conclusions are clear | Presentation fluidly addresses a number of different topics, while presenting a clear conclusion |
| Connection to Course Material | No mention of ideas discussed or read in class | Makes a limited attempt to connect to ideas in class | Draws on limited ideas from class, no mention of readings | Draws on ideas from class and readings but is not specific | Draws strongly on ideas from class, specific references to program components and readings |

Expectations and Policies

Class preparation

This program is built upon the conviction that experiences result in deep insights and powerful learning. Course assignments are created to facilitate such first-hand learning opportunities. Dialogue in class about these insights and participation in these activities is critical. For this reason, your participation is required. As a learning community, each one of us influences the learning environment. Please take responsibility for your role in this environment and come to class prepared and ready to engage with others in a positive and thought-provoking manner.

Technology in the classroom

Electronic devices are critical tools for learning and communication, but our IHP courses prioritize engaged conversations unhindered by personal electronic devices. *Students, faculty, and visitors are expected to keep cell phones, laptop computers, and other devices out of sight, sound, and mind during class sessions.* There will be times when technology is needed for presentations or projects. Faculty will advise students of these times. Of course, students with accommodations are always welcome to have the technology needed.

Participation

IHP is an experiential learning program. You have to show up to have the experience. As such, participation is a minimum expectation, not generally to be rewarded with class credit. Students are expected to attend all classes, guest lectures, and field activities unless they have a medical excuse that has been communicated and approved of by IHP staff, or faculty. *Missing one class means a small makeup assignment (as determined by the faculty); missing two classes means a sizable makeup assignment; missing three classes means a grade reduction of 2% of the total course grade.* Failure to attend classes or field activities means that a student may not be eligible for credit from their universities, or could result in program dismissal.

Materials

All course readings will be electronically available from the first week. Hard copy of required course readings will be distributed once you arrive. Students are responsible for downloading these materials and can print the optional readings at their own discretion. You may opt in or out of getting hard copies.

Policy on deadlines

Unless otherwise noted, coursework assignments are due on the day of the deadlines via Moodle (or on paper for a few assignments). Unexcused late work will result in a lower grade one full level per day (for example, a B will drop to a B-). No exceptions will be permitted; extensions are not given unless there are necessary circumstances. Exact deadlines for assignments will be confirmed by the instructor and provided to students at the start of each country program.

Keep an additional copy of all work you turn in, so as to avoid unexpected disaster and significant inconvenience for all parties involved; this may mean taking photos or scanning any handwritten assignments. Assignments that are not easily legible will be returned ungraded.

Academic integrity

Academic dishonesty is the failure to maintain academic integrity. It includes, but is not limited to, obtaining or giving unauthorized aid on an examination, having unauthorized prior knowledge of the content of an examination, doing work for another student, having work done by another person for the student, and plagiarism. Academic dishonesty can result in severe academic penalty, including failure of the course and/or dismissal from the institution/program.

Plagiarism is the presentation of another person's ideas or product as one's own. Examples of plagiarism are: copying verbatim and without attribution all or parts of another's written work; using phrases, charts, figures, illustrations, computer programs, websites without citing the source; paraphrasing ideas, conclusions or research without citing the source; and using all or part of a literary plot, poem, film, musical score, computer program, websites or other artistic product without attributing the work to its creator.

Students can avoid unintentional plagiarism by carefully following accepted scholarly practices. Notes taken for papers and research projects should accurately record sources of material to cited, quoted, paraphrased or summarized, and research or critical papers should acknowledge these sources in references or by use of footnotes.

Violations of IHP/SIT Study Abroad's academic integrity policy are handled as violations of the student code of conduct, and will result in disciplinary action. Please discuss this with faculty if you have any questions.

Violations of SIT Study Abroad academic integrity policy are handled as violations of the student code of conduct and will result in disciplinary action. Please discuss this with your Program Director or faculty if you have questions.

General Considerations

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.

- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Please refer to the SIT Study Abroad Student Handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

NB: The instructors retain the right to change the syllabus as needed. Given the flexible field program, changes may occur that are beyond our control.