Community Health Department
Spring 2016 Course Descriptions

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**Community Health 2**
Roelofs

| Lecture | Time Block: E+MW (10:30-11:45)  
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**Recitation Sections**  
- **Section A**  
  Time Blocks: GW 1:30-2:20
- **Section B**  
  Time Blocks: IW 3:30-5:00
- **Section C**  
  Time Blocks: IW 3:30-5:00
- **Section D**  
  Time Blocks: KW 4:30-5:20
- **Section E**  
  Time Blocks: JR 3:30-5:00
- **Section F**  
  Time Blocks: LR 4:30-5:20
- **Section H**  
  Time Blocks: EF 10:30-11:20
- **Section I**  
  Time Blocks: FF 12:00-12:50

**Course Description**

*CORE: Major and Plan B*

In this course we examine the components and goals of the U.S. healthcare system, defined as the finance, regulation, organization and delivery of healthcare. We begin the course with a big picture view of our own system through the lens of other countries' systems. After a brief history of healthcare policy in the U.S., we launch into the massive Patient Protection and Affordable Care Act, alternative policy proposals, and the next generation of reforms unrolling in the states. Throughout our systems-level discussion, we highlight the problems and solutions that reform is trying to address: how to maximize access and quality while minimizing cost. In the second part of the class, we focus on the details of healthcare and medicine in the U.S. including the practices and roles of the actors and institutions with special attention to the efforts to measure and improve quality and outcomes. We examine death, drugs and evidenced-based care, and take a look at mental health and veteran’s care. This course will help students get a solid grounding in the facts and give them opportunities to develop their own perspectives on the controversies in healthcare related to clinical practice, ethics, politics, and money.

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**Community Health 30**
Tendulkar

**Community Health Methods**

| Lecture | Time Block: D+ TR 10:30-11:45  
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**Course Description**

*Core Research Methods – Major; Core Inquiry and Evidence – Plan B*

This introductory research course is designed to enable students to develop knowledge and skills to access, generate, critically evaluate, adapt and implement evidence in public health practice (“evidence-based public health” or EBPH) to improve community health. The practice of evidence-based public health incorporates the best available evidence supporting public health interventions with consideration of community preferences, values, resources and assets. In this course, students will gain an appreciation for the value and power of research as a tool to improve community health. Specific topics will range from a basic introduction to the community health assessment process, ethical considerations in research, a basic introduction to qualitative and quantitative methodologies and an introduction to program evaluation. There will a particular emphasis on facilitating the acquisition of practical research and evaluation skills including an introduction to grant-writing and strategies for developing a research presentation. This course presumes no prior experience in or knowledge of research, evaluation or statistics. It is directed at sophomores who have not yet taken extensive research methods courses. The course combines lecture, seminar-style discussions, and in class activities to apply the concepts discussed in class.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Time Block</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>Fundamentals of Epidemiology</td>
<td>Woodin</td>
<td>H+TR (1:30-2:45)</td>
<td>In this introductory course intended for undergraduates, students will learn the basic principles of epidemiology, the science concerned with the distribution and causes of any condition affecting populations (e.g., heart disease, influenza, domestic violence, cancer, osteoporosis, etc.). Course participants will gain familiarity with basic epidemiologic approaches and an ability to evaluate the results of epidemiologic studies. Examples from many areas of epidemiology (e.g., environmental, occupational, nutritional) will be used in the lectures. The course also examines ethics in human research, screening, and historical case studies in epidemiology.</td>
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<tr>
<td>Race, Ethnicity and Health</td>
<td>Tendulkar/Rubin</td>
<td>E+ MW 10:30-11:45</td>
<td>Eliminating the disparities experienced by racial and ethnic minority populations in six areas of health status is the cornerstone of the Department of Health and Human Services' Race and Health Initiative, and is also integral to Healthy People 2010, the Nation's health agenda for the first decade of the 21st century. This course examines racial and ethnic categories, relevant data issues, the current health status of minority populations, and contemporary approaches to address these disparities. At the conclusion of this course students will understand and be able to apply knowledge about minority health data collection, analysis, and dissemination; the impact of ethnocentrism and racism health status and service delivery; and effective approaches to enhance minority health status and eliminate disparities.</td>
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<tr>
<td>Introduction to Global Health</td>
<td>Kosinski</td>
<td>F+TR 12:00-1:15</td>
<td>This is an introductory level course in global health that is designed for freshmen- and sophomore-level students interested in global health, community health, public health, and the health sciences. The course focuses primarily on health in low- and middle-income countries. The main principles of global health will be covered along with topics such as the following: health determinants and health disparities; socioeconomic status and health; human rights; culture and health; maternal and child health; water, sanitation, and hygiene; parasitic diseases and the Neglected Tropical Diseases (NTDs); HIV/AIDS, tuberculosis, and malaria; and occupational health. Class participation is an important part of the learning process and is highly encouraged.</td>
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<tr>
<td>Community Health 99</td>
<td>Changing Health Behaviors</td>
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<td>Rubin</td>
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<tr>
<td><strong>Course Description</strong></td>
<td><strong>Time Block: 6T 1:30-4:00</strong></td>
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<tr>
<td>Mid-level elective – Major</td>
<td><strong>Frameworks – Plan B</strong></td>
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This course provides an overview of the scientific basis for understanding health behavior in the context of broader community conditions and strategies available for creating change at multiple levels. Special focus is put on health communication, as a core element of public health interventions and programs in a population-based environment. The class will introduce students to the tools to develop, implement, and evaluate effective health communication strategies to achieve a broad range of public health goals from information dissemination to behavior change and advocacy. The course is organized around a program planning process and an introduction to a range of theories, evidence based strategies, and resources is provided. Students practice and reflect on the skills necessary to design and implement public health interventions in a variety of real-world settings. We start with how to identify, analyze and assess an issue, and continue by developing goals and objectives for change. We will then draw on theory, as well as best practices for developing programs to achieve desired outcomes. Finally, we will explore strategies for evaluating program effectiveness. To practice the skills learned through this course, the class will work with a community partner on a defined project. This course is required for students who plan to pursue a 5 year joint B/MS degree in Health Communication.

<table>
<thead>
<tr>
<th>Community Health 108</th>
<th>Epidemiology: Plagues, Peoples and Politics</th>
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<td>Taylor</td>
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<td><strong>Course Description</strong></td>
<td><strong>Time Block: K+ MW 4:30-5:45</strong></td>
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<tr>
<td>Mid Level CH elective – Major</td>
<td><strong>Frameworks/Comp. – Plan B</strong></td>
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This course explores the history and evolution of some of the greatest challenges to human health. Considers the origins of epidemics, broadly defined, and the factors - rooted in biology, social organization, culture and political economy - that have shaped their course. Examines the interaction between societies’ efforts to cope with disease and the implications of the latter for world history, ancient and contemporary. Texts include eyewitness accounts by participants such as scientists, healers and the sick who search for treatment or cures; the politicians, administrators and communities who try to prevent or contain disease at both the local and international level; and the artists, composers and literary figures who interpret the effects of the great pandemics. Cases range from early plagues (syphilis, smallpox, bubonic plague) and the recurrent threats of influenza, malaria, and tuberculosis, to nineteenth-century famines and cholera, and "modern" scourges such as the global challenge of AIDS and Ebola. We also consider the “epidemics” of non-communicable disease that were so named in the late 20th/early 21st century. Cross-listed as Soc 108

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<th>Community Health 180</th>
<th>Internship</th>
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<td>Allen</td>
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<tr>
<td><strong>Course Description</strong></td>
<td><strong>Time Block: A+W (8:05-9:20)</strong></td>
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<tr>
<td>CORE – Major and Plan B</td>
<td><strong>Pre-requisites:</strong></td>
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<tr>
<td>CHP Majors Only, CH 1 and CH 30 for Major, CH 1 and CH 2 for Plan B</td>
<td><strong>HIGH DEMAND. DEPARTMENT CONSENT</strong></td>
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The internship, a one-credit (150-hour) field placement, is an integral part of the Community Health Program. It is designed to offer students the opportunity for “hands-on” experience in the health care, public health and health policy professions. Placements are available in diverse settings that allow the theories of the classroom to be applied and evaluated in real-life situations. Internships are available in hospitals, health centers, government agencies, consulting firms, non-profit agencies, as well as advocacy, health law, and public interest groups. The internship is designed to enable both the agency and the student to benefit from the experience. Placements offer students valuable opportunities for interacting with professionals and clients/consumers in the health field.
Community Health 182B
Tendulkar

Course Description

Upper Level CH elective with Research - Major Inquiry & Evidence or Research - Plan B
Pre-req: CH 1 AND CH 182A Fall 2015
Department consent

This course provides an overview of the scientific basis for understanding health behavior in the context of broader community conditions and strategies available for creating change at multiple levels. Special focus is put on health communication, as a core element of public health interventions and programs in a population-based environment. The class will introduce students to the tools to develop, implement, and evaluate effective health communication strategies to achieve a broad range of public health goals from information dissemination to behavior change and advocacy. The course is organized around a program planning process and an introduction to a range of theories, evidence based strategies, and resources is provided. Students practice and reflect on the skills necessary to design and implement public health interventions in a variety of real-world settings. We start with how to identify, analyze and assess an issue, and continue by developing goals and objectives for change. We will then draw on theory, as well as best practices for developing programs to achieve desired outcomes. Finally, we will explore strategies for evaluating program effectiveness. To practice the skills learned through this course, the class will work with a community partner on a defined project. This course is required for students who plan to pursue a 5 year joint B/MS degree in Health Communication.

Community Health 184
Roelofs

Course Description

Upper Level CH elective with Research – Major Frameworks/Comparative/Research – Plan B
Pre-requisites: CH 1, CH 56
Jr or Sr standing or consent
Social Science or World Civ. distribution

This class will explore public health issues in the global economy with a focus on economic development and the social determinants of health as defined by the World Health Organization. The guiding question for this seminar is: What determines the social determinants of health? Global economic phenomena such as trade, debt, investment, financial crises, migration, resource exploitation, and industrial development have profound impacts on global health and countries' abilities to meet the basic human needs of their populations. Countries experiencing rapid economic transitions, such as China and Mexico, are also experiencing profound transitions in health related to changes in nutrition and the environment. Through examples from a diverse set of countries, we will investigate the health impacts of globalization, neoliberalism, and economic development projects and look at opportunities to mitigate negative effects through social standards, Health in All Policies initiatives, corporate responsibility, treaties, and sustainable development. Topics will include global supply chains in manufacturing; land, water and resource exploitation; transnational trade agreements; migration and domestic work; spread and adoption of Western cultural beliefs and practices related to health; environmental security and climate change; and policies related to food, tobacco and agriculture. The roles of governments, non-governmental organizations, international trade and development agencies, global corporations and social movements in challenging or promoting health in the global economy will also be highlighted.
**Community Health 186**  
Taylor

**Course Description**

Upper Level CH elective with research – Major Policy/Comp./Research- Plan B  
Pre-requisites: Jr./Sr. standing and 2 social science courses  
Social Science Distribution  
Department consent – see below

Responses to health-related dilemmas faced by nations in a global era. How political economy, social structure, international organizations, and cultural practices regarding health, disease and illness affect policy. The focus this spring will be on how nations and regions are coping with health threats that cross borders. What measures have been taken to meet emergent threats to the public health posed, or perceived to be posed, by both ‘products’ and ‘peoples’. Among the latter are communicable diseases such as SARS, avian flu, HIV/AIDS, tuberculosis and, most recently, Ebola. Many of these diseases are perceived to be carried by “outsiders,” thus the seminar is also an investigation of strategies of action towards migrants (including travelers, immigrants, refugees and displaced persons) when disease enters the picture. Case studies of diseases carried by products may include blood products (which can carry Hepatitis C) and beef products, which may transmit vCJD (the human form of BSE/“mad cow disease”). How do states and regions combat such threats as they debate the appropriate limits to government intervention? What is the role of international organizations in the construction of national policy? How is scientific information factored into policy decisions?

Prerequisites: Junior or Senior standing and two social science courses.

Note: This seminar is HIGH DEMAND. Students may email the instructor or call Community Health (7-3233) to be placed on a list for admission before pre-registration opens. Cross-listed as Soc 186.

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**Community Health 188-03**  
Ona

**Course Description**

Upper Level CH elective with research – Major Policy/Research – Plan B  
Pre-requisite: CH 1 and CH 2

The right to health is a contested idea. Is there a right to health? Even if we do agree that health should be considered a human right, disagreements abound about what the human right to health might mean, who should bear the responsibility to protect it, how to protect it, and how we, as concerned citizens might work together to enable its protection far more widely.

This seminar aims to cultivate a serious discussion about some key problems that animate right to health discourse. We will discuss progress (or lack thereof) of advancing the right to health globally, and gain the perspectives of a wide variety of experts, scholars, practitioners, policy makers, and patients in an effort to better enable students to be able to contribute to the future of the right to health movement. We will then build a set of skill and a “right to health toolkit” that will enable students to analyze current policy, draft new policy proposals, and consider their role as citizen activists with a stake in the global health equity project.

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**Community Health 196**  
Kosinski

**Course Description**

Upper Level CH elective with research- Major Science of Health/Research – Plan B  
Jr or Sr CH Major;  
Pre-requisites: CH 1 and CH 54 and CH 56  
World Cit or Natural Science Distribution

This course covers the basics of water, sanitation, and hygiene (WASH) infrastructure in the context of tropical public health. With respect to water, we will cover drinking water quality and quantity, appropriate water sources, and water treatment options. For sanitation, we will cover sanitation technologies (various types of latrines, sewers, and septic systems), including construction and use. Finally, we will cover hygiene in a tropical context. This includes essential hygiene practices in rural, urban, and peri-urban settings and under conditions of both water abundance and water stress. Additional topics to be addressed throughout the course include demand creation, assessment of current practices, and behavior change techniques. The course will emphasize appropriate use of the peer-reviewed literature and critical-thinking skills. Grading is based on quizzes and a final course project.