Community Health Department  
Fall 2016 Course Descriptions

<table>
<thead>
<tr>
<th>Community Health 1</th>
<th>Introduction to Community Health</th>
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<tbody>
<tr>
<td>Allen</td>
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<tr>
<td>Lecture</td>
<td>Time Block: E+MW 10:30-11:45</td>
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<tr>
<td></td>
<td><em>Meets the Social Sciences</em></td>
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<td>Distribution</td>
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<td>Recitation Sections</td>
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<tr>
<td>Section A</td>
<td>KW 4:30-5:20</td>
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<td>Section B</td>
<td>IW 3:00-3:50</td>
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<tr>
<td>Section C</td>
<td>CF 9:30-10:20</td>
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<tr>
<td>Section D</td>
<td>HR 1:30-2:20</td>
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<tr>
<td>Section E</td>
<td>JR 3:00-3:50</td>
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<tr>
<td>Section F</td>
<td>EF 10:30-11:20</td>
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<tr>
<td>Section G</td>
<td>CF 9:30-10:20</td>
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<tr>
<td>Section H</td>
<td>EF 10:30-11:20</td>
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<tr>
<td>Section I</td>
<td>GW 1:30-2:20</td>
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<tr>
<td>Section J</td>
<td>KW 4:30-5:20</td>
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**Course Description**

If health is a human right, what does this mean for our collective responsibility for creating the conditions that will enable people to achieve and maintain their optimal state of health? This introductory survey course in public health (designed for freshman and sophomores) examines the complex constellation of political, social, environmental, economic and biological factors that determine health outcomes across populations. We examine a variety of strategies to promote health, prevent disease and prolong life among populations and communities, including policy change, mass media approaches, and community-based interventions. Special attention will be given to the unequal distribution of health risks and outcomes across racial/ethnic groups, socio-economic levels, and geographic locations.

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<tr>
<th>Community Health 30</th>
<th>Community Health Methods</th>
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<td>Tendulkar</td>
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**Course Description**

This course is intended as an introductory research course designed to enable students to critically evaluate evidence and to develop the skills for utilizing evidence in public health practice ('evidence-based public health'). The practice of evidence-based public health (EBPH) incorporates the best available evidence supporting public health interventions with consideration of community preferences, values, resources and assets. Topics include, but are not limited to: (1) identifying and articulating a research question based on community priorities; (2) selecting and adapting existing research-tested interventions to best suit a particular community; (3) choosing appropriate study or evaluation designs; (3) conceptualizing and measuring relevant variables and outcomes; (4) sampling and data collection methods; and (5) conducting elementary data analysis for evaluation. 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>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CH 31</td>
<td>Introduction to Statistics for Health Applications</td>
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<td>Kosinski</td>
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<td><strong>Course Description</strong></td>
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<td></td>
<td>The goal of this course is to introduce students to the topic of statistics as it relates to community health, public health, and research in the health fields. This introductory level course does not require calculus and is directed to community health majors. This course heavily emphasizes the applications of statistics in the health field and does not attempt to provide mathematical derivations of statistical equations. This course is designed to provide a basic overview of key statistical topics and is not designed for mathematics or statistics majors.</td>
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<tr>
<th>Course Code</th>
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<tr>
<td>CEE/CH 154</td>
<td>Principles of Epidemiology</td>
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<td>Woodin</td>
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<td>(formerly CH/CEE 54)</td>
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<td><strong>Course Description</strong></td>
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<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>
<th>Course Code</th>
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<tbody>
<tr>
<td>CH 56</td>
<td>Introduction to Global Health</td>
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<td>Kosinski</td>
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<td><strong>Course Description</strong></td>
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<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>
<th>Course Code</th>
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<tr>
<td>CH 99</td>
<td>Designing Health Campaigns Using Social Media</td>
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<td>Gualtieri</td>
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<td><strong>Course Description</strong></td>
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<td>Even if you think you know social media, do you know how to use it to promote health organizations, reach people with health campaigns, and monitor health-related behaviors? This course will cover how the most popular types of social media are used in health and medicine and the processes of planning, executing, and evaluating social media use. We will examine how to bring creativity to the use of social media, how social media feeds into big data, and where social media fits into an organization’s overall online presence and health communication strategy.</td>
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**Community Health 106**
Ladin

**Course Description**

Mid-level elective – Stand Alone Major
Policy/Comparative – Plan B

Sophomore standing or consent

Ethical analysis has become an increasingly integral part of health policy and public health. A foundation in normative ethics and political philosophy is central to policy and medical decision-making because at the core of many policy and medical debates lie questions of distributive justice. This course will focus on evaluating how different values, ethical approaches, and evidence should inform policy making, clinical medicine, and public health practice. How should scarce resources, like organs for transplantation or hospital beds, be allocated? How much personal responsibility do people have for their own health and health behaviors? How much should they be held accountable for their health outcomes? How should public health effectively balance principles of equity and efficiency? Should medicine or public policy be specifically concerned with the health of underserved populations? This course aims to provide students with the skills necessary for analyzing and contributing meaningfully to current debates in health policy and medicine from an ethics perspective. This course will be taught using a case-method approach. Students will be required to prepare the cases and participate actively in class discussions. Together, we will consider the ethical dimensions of a range of leading issues in public health and health policy, including: organ transplantation, use of cost-effectiveness and comparative effectiveness in coverage decisions, resource allocation for vulnerable populations, personal responsibility for health, and the “right” to health care. Our time together will be spent primarily in discussion and debate, guided by myself and by student case discussants who will be leading the ethical analysis of various cases.

**Community Health 107**
Glickman-Simon

**Course Description**

Mid-level elective – Stand Alone Major
Science of Health – Plan B

Natural Science Distribution

This course offers students a view of clinical medicine from the perspective of patients, physicians and other players in the health care system. It explores the scientific principles that underlie the practice of clinical medicine and critically examines the scientific evidence supporting the routine decisions physicians make in the care of their patients. The course takes a case based approach, using a number of prevalent conditions - cardiovascular disease, cancer, HIV/AIDS, chronic pain syndromes and others - to illustrate the principles of biomedicine along with its effectiveness, risks and costs. There are no prerequisites, but a solid understanding of biological sciences is helpful.

**Community Health 108/SOC108**
Taylor

**Course Description**

Mid Level CH elective – Stand Alone Major
Frameworks/Comp. – Plan B

Meets the Social Science/World Civ/Humanities Distribution

This course will explore the history and evolution of some of the greatest challenges to human health. We consider the origins of epidemics, broadly defined, and the factors - rooted in biology, social relations, culture and political economy - that have shaped their course. We examine the interaction between societies' efforts to cope with disease and the implications of the latter for world history, ancient and contemporary. The course compares the explanations of historians and social scientists for why societies respond as they do to epidemics. Particular emphasis will be placed on the role of both medical knowledge and social relations in different societies and time periods.

Texts include eye-witness accounts by participants at many levels: 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 journalists, film-makers, novelists and artists who observe and comment more broadly on disease and the human condition. Cases are chosen from early plagues (syphilis, smallpox, bubonic plague), the recurrent threats of influenza, malaria, and tuberculosis, nineteenth-century famines and cholera, to the global challenge of AIDS and the emergence of new threats such as SARS, avian flu, Ebola and zika. We will also consider the "epidemics" of globalization spawned by changes in work, living and the environment. Throughout we will examine attempts at global governance.

Students will have the opportunity to choose a partner and conduct research on a “local” epidemic, which occurred between 1/1/1782 and 1/1/2016 in the greater Boston area.
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Time Block</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>Community Health 180</td>
<td>Internship</td>
<td>A+W (8:05-9:20)</td>
<td>The internship, a one-credit (150-hour) field placement, is an integral part of the Community Health Department. 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.</td>
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<tr>
<td>Community Health 182A</td>
<td>Community Health Education</td>
<td>Mondays 10:30-11:45</td>
<td>In this course, we will participate in a community-based research project. Through this opportunity, students will have the opportunity to develop community-based partnerships and leverage these partnerships to support the engagement of these partners in research activities, learn more about how community-based programming is conceived and implemented, including learning about the real world challenges associated with improving community health from the perspective of community stakeholders, participate in research activities (e.g. work with Institutional Review Boards, submit, development of data collection instruments, analysis), conduct field work and participate in dissemination activities (e.g. writing data summaries, creating powerpoint presentations and writing manuscripts). Students will be required to travel to community sites for sessions. This is an excellent opportunity to learn the basics of field methods.</td>
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<tr>
<td>Community Health 188-16</td>
<td>Community Mental Health</td>
<td>M 1:30-4:00</td>
<td>Community mental health is a growing and dynamic field. It is a movement to provide care to mental health consumers/peers in community-based settings. It also encourages us to understand mental health from an ecological perspective and examine the social determinants of mental health, considering potential causes, treatment and prevention strategies at the individual, family and community level. Students will examine the complex factors that contribute to mental health, and the effects of community and family support and culture. Using this lens, this class will look at the experiences of specific populations such as racial and ethnic minorities, immigrants, and LGBTQ youth. This course highlights resilience and community-based strategies for health promotion and overall community wellness. This class centers the perspective and voices of mental health consumers/peers in this work and what innovative strategies are being developed for those in recovery. Interactive, experiential, art-based learning activities will be used throughout the course to promote reflection and dialogue about current, critical issues in the field. Students will be expected to be active participants in class discussion and write a research paper about a topic in the community mental health field.</td>
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<td>Course Name</td>
<td>Instructor</td>
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<td>188-22</td>
<td>Substance Use, Health and Society</td>
<td>Acevedo</td>
<td>T 1:30-4:00</td>
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<td><strong>Course Description</strong></td>
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<td></td>
<td>Upper Level CH or Upper Level with Research – Stand</td>
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<td>Alone Major</td>
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<td>Frameworks/Research – Plan B</td>
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<td></td>
<td>Substance abuse is a growing public health concern in</td>
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<td>the United States. This course will provide an</td>
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<td>overview of the research on substance use disorders</td>
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<td></td>
<td>(tobacco, alcohol, and other drugs), including the</td>
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<td>antecedents and consequences of different types of</td>
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<td>addictions. We will examine the impact of substance</td>
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<td>use disorders on the individual, family, community,</td>
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<td>and society at-large. Students will consider how</td>
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<td>substance use disorders are influenced by factors</td>
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<td></td>
<td>such as age, gender, culture, race/ethnicity, sexual</td>
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<td>identity, and socio-economic status. Additional</td>
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<td>topics may include issues related to prevention,</td>
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<td>treatment approaches, and past and current policies</td>
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<td>associated with drug control and treatment,</td>
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<td>particularly as they relate to social inequalities.</td>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Time Block</th>
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<tbody>
<tr>
<td>188-23</td>
<td>Race, Inequality and Health Policy in the US</td>
<td>McGregor</td>
<td>W 1:30-4:00</td>
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<td><strong>Course Description</strong></td>
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<td>Upper Level CH or Upper Level with Research – Stand</td>
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<td>Alone Major</td>
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<td></td>
<td>Policy/Research – Plan B</td>
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<td>This upper level seminar will critically examine the</td>
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<td>unequal distribution of disease and mortality in the</td>
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<td>United States along the axes of race, ethnicity,</td>
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<td>class and place. Through in-depth engagement with</td>
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<td>case studies, historical texts and public health</td>
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<td>literature we will explore why individuals from some</td>
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<td>race/ethnicities, class backgrounds, and geographies</td>
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<td>are more vulnerable to premature death and adverse</td>
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<td>outcomes than others. What is the role of history,</td>
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<td>politics and institutions in the epidemiological</td>
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<td></td>
<td>patterns of disease and illness in the United States?</td>
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<td>Students will explore topics such as the high levels</td>
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<td>of cardiovascular disease in the U.S. Deep South, the</td>
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<td>public health impacts of the War on Drugs, disparities</td>
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<td>in mental health, and the persistent racial disparity</td>
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<td>in HIV/AIDS. We will pay particular attention to the</td>
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<td>role of public policy in addressing health inequalities</td>
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<td>and students will analyze how federal, state and local</td>
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<td>policies shape life chances of vulnerable citizens.</td>
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<td>Student work will culminate in a policy memo and</td>
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<td>presentation, allowing them to hone valuable skillsets</td>
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<td>for future participation in the research and policy</td>
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<td>processes.</td>
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This is a course on how to design a research problem, to gather data and evaluate evidence, using qualitative methods. Citizens as well as sociologists need to become informed consumers of social research not least because it is invoked, increasingly, to support or challenge public policies in American society. However, qualitative or "interpretive" methods yield data that are not always numerical and thus pose several challenges: how are the relevant facts to be collected? How does the researcher marshall evidence that is not quantitative? How can an audience be convinced that the findings are significant and true? We will hear throughout the semester from invited speakers about how they have approached the choice and formulation of research questions and about the intellectual and practical challenges involved in their type of data collection. Students will learn how to select/approach a research site and use a variety of methods in the field including: keeping a field journal, participant observation, interviewing of various kinds, focus groups and content analysis.

They will also have the opportunity to participate in an ongoing research project supported by NIH and use the project data to pursue a research question of their choice. In addition to the topics/methods above, students will learn how to do archival research, how to code data using the most sophisticated qualitative software packages available, and how to generate Freedom of Information requests for different kinds of data in both Britain and the US. They will be exposed to comparative methods as well as the considerable challenges of handling confidential materials. The course is designed for students who wish to develop a research proposal (which could be for a thesis, for an independent study or for practice and interest) and to do some "hands-on" research. It is strongly recommended for anyone who is thinking of conducting primary qualitative research for a senior honors thesis in any of the social sciences. Prerequisites: Sophomore standing or instructor consent. Recommended: CH001 or SOC001 Cross-listed as SOC 149-18
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.

### Community Health 197

**Tendulkar**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Senior Honors Thesis</th>
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<tbody>
<tr>
<td>Upper Level CH or Upper level with research - Stand Alone Major</td>
<td>Upper Level CH or Upper level with research - Stand Alone Major</td>
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<tr>
<td>Science of Health/Research – Plan B</td>
<td>Inquiry &amp; Evidence or Research – Plan B</td>
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<tr>
<td>Jr or Sr standing</td>
<td>Dept. Consent</td>
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<tr>
<td>Pre-requisites: CH 54 and CH 56</td>
<td>Full year course with CH 198 in Spring – must complete both</td>
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This seminar style course (to accompany the thesis) is intended to provide guidance to undergraduate students in the Community Health program on all aspects of writing their undergraduate theses. Specific topics to be covered will be identified by the faculty member, in collaboration with the students at the first seminar session, in order to be responsive to student needs and interests. However, it is expected that topics covered through the discussions will include the topic of identifying and articulating feasible and important research questions, conducting preliminary research, framing arguments, effective time management, writing and editing your thesis, managing faculty and thesis committee relationships and developing and delivering effective oral thesis presentations. It is also expected that students will continue to work closely with their advisor and thesis committee throughout the year to support their thesis writing and development. Students will be asked to share components of their thesis with the group throughout the semester. This seminar is intended to provide students with an additional venue within which to obtain and provide constructive feedback and support from an additional faculty member and their peers in a collaborative and supportive environment.

### Community Health 199

**Staff**

<table>
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<tr>
<th>Course Description</th>
<th>Fieldwork</th>
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<tbody>
<tr>
<td>Mid level CH-Stand Alone Major</td>
<td>Time Block: ARR</td>
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<tr>
<td>Floating elective or cluster determined by content – Plan B</td>
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<tr>
<td>Department Consent</td>
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Research in a health or health-care related setting. Students who are interested in an internship-like experience may arrange with a professor to supervise such a course under this number.