

Course Syllabus

Public Health 150E. Introduction to Community Health and Human Development

Course Control Number: 75697

January 13, 2015, Version 1.0

Spring 2015

3 units, Mondays & Wednesdays, 4:00-5:30pm.

Room: 4 LeConte Hall

Weekly 50-minute Discussion Sections

Instructor:

Professor Amani Nuru-Jeter

287 University Hall

Office Hours by online appointment at <http://www.wejoinin.com/sheets/lrxsa>

Graduate Student Instructors:

GSI's	Discussion Section	Email	Office Hours
Lauren Harris	Section 102, T 11-12 103 GPB	lakharris@gmail.com	TBA
Evan Bissell	Section 101, T 1-2 109 Morgan	evanbissell@berkeley.edu	TBA
Nora Gilbert	Section 103, W 12-1 103 GPB	noragilbert@berkeley.edu	TBA

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Course Description: This course will consist of a survey of the major social, cultural, and bio-behavioral patterns of health and health behavior among individuals, families, neighborhoods, and communities. The course also will address the design, implementation, and evaluation of leading social and behavioral interventions and social policies designed to improve community and population health. Special attention will be given to racial, ethnic, socioeconomic, and residential patterns of health, in particular, in Alameda and Contra Costa counties. This course satisfies one of the core requirements of the undergraduate major in Public Health.

American Cultures Course (AC): This course satisfies the American Cultures requirement at UC Berkeley.

American Cultures Engaged Scholarship (ACES). This course provides an opportunity for students to enroll in Directed Study to take part in community-based research, in collaboration with community-based organizations. This will include completion and a class presentation of a community-based project. Students may elect to apply for this community-based enrichment (1 unit/Pass-Fail) through PH 198, section 016. This semester, community partners are Building Blocks for Kids, LifeLong Medical, Asian Health Services, and the “Station to Station” video/documentary project.

Pre-requisites: Undergraduate, upper-division standing. Details will be presented in class.

Learning Objectives:

Students completing this course should be able to demonstrate basic knowledge and familiarity with research in the following areas:

1. The tenets and utility of an ecological model for the conduct of research and practice in community health.
2. Major demographic, socioeconomic, cultural, and bio-behavioral patterns of health and health behavior in community settings.
3. Psychosocial and social factors associated with health outcomes, including self-efficacy, social support, and social capital.
4. Causes and consequences of leading health behaviors, including tobacco exposure, dietary patterns, physical activity, alcohol consumption, and sexual practices.

5. Major public health practices and policies to improve health outcomes in community settings.
6. Major theories of health and social behavior, e.g., social learning theory, stages-of-change model, and RE-AIM and their application in the conduct of research and practice in public health.
7. Geographic Information Systems (GIS), Health Impact Assessment (HIA), and the emerging use of information technology (e.g., mobile devices and remote sensors) to enhance health behaviors.
8. Basic research from epidemiology and public health on leading health conditions.

Reading Expectations:

Scientific journal articles and/or chapters will be assigned for most sessions. In most cases, readings should be completed done before class. Discussion sections will include review and presentation of readings.

Requirements:

1. Attend and actively participate in lecture and discussion sections.
2. Read assigned material prior to class.
3. Complete homework assignments.

Grading Policy:

1. Midterm exam (30%)
2. In-class final examination (35%)
3. Attendance and participation (15%)
4. Homework (20%)

Format:

Lectures and panel discussions (“In conversations”): In addition to lectures, panel discussions are convened to address important topics by leading researchers and practitioners in public health. There are also three sessions devoted to review and integration. These sessions are designed to identify common themes and issues associated with material presented in the preceding lectures and panel discussions.
LAPTOPS ARE NOT PERMITTED IN CLASS.

Discussion sections: In addition to three hours of lectures per week, students will be required to enroll in one of four weekly, 50-minute discussion sessions. Graduate student instructors will lead the discussion sections. There are three objectives:

1. Review and discussion of lectures and readings.
2. Instruction in the identification, retrieval, interpretation, and presentation of information obtained from the U.S. Census and leading public health databases.

Homework Assignments. There are four homework assignments. Homework assignments will be based in large part on demographic, socioeconomic, and health characteristics of selected locations in Alameda and Contra Costa counties. The homework assignments will be designed to assess students' ability to access, interpret, and present information from the U.S. census and other community-based databases.

Topic Schedule (* = primary reading; # supplementary reading)

January 21 (W)

Community Health and Human Development: Course Overview.

Lecturer: W. Satariano

January 26 (M)

Community Health Disparities: The Big Picture

Lecturer: W. Satariano

Film and class discussion (60 minutes): "In Sickness and in Wealth, Unnatural Causes"

January 28 (W)

Race, Ethnicity, and Community Health.

Lecturer: Amani Nuru-Jeter

Viewing "When the Bough Breaks, Unnatural Causes"

*Williams DR. Race and health: Basic questions, emerging directions. *Annals of Epidemiology* 1997;7:322-333.

*Jones CP. Levels of racism: A theoretical framework and a gardener's tale. *American Journal of Public Health* 2000;90:1212-1215.

*Geronimus, AT. "Weathering and Age Patterns of Allostatic Load Scores Among Blacks and Whites in the United States. *American Journal of Public Health*. 2006.

February 02 (M)

Community Stressors and Birth Effects (Sex Ratio).

Lecturer: Ray Catalano

*Catalano R, Bruckner T, Anderson E, Gould JB. Fetal death sex ratios: a test of the economic stress hypothesis. *International Journal of Epidemiology* 2005;37:944-948.

*Catalano R, Goodman J, Margerison-Zilko CE, Saxton KB, Anderson E, Epstein M. Selection against small males in utero: a test of the Wells hypothesis. *Human Reproduction* 2012;1-7

#Catalano R, Brucker T, Smith ER. Ambient temperature predicts sex ratios and male longevity. *PNAS* 2008;105(6):2244-2247*

February 04 (W)

Community Development and Public Health: Problems and Prospects.

In conversation. SL Syme, D Jutte.

*Jutte D, LeWinn KZ, Hutson MA et al. Bringing researchers and community developers together to revitalize a public housing project and improve health. *Health Affairs* 2011;30(11):2072-2078.

#Witt S, Davis M, Siegal A, Briscoe A. The Health of Alameda County – Cities and Places: A Report for the Hospital Council of Northern and Central California, 2010. Alameda County Public Health Department, July 2010.

February 05 (Th).

Homework #1 posted.

February 09 (M)

Community Health and Human Development: A Life Course Perspective.

Lecturer: Cheri Pies.

*Halfon K, Hochstein M. Life course health development: An integrated framework for developing health, policy, and research. The Milbank Quarterly 2002;80(3):433-479.

February 11 (W)

Global Burden of Disease and Healthy People 2020

Lecturer: Kirk Smith

*Yach D, Hawkes C, Gould CL et al. The global burden of chronic diseases: Overcoming impediments to prevention and control. Journal of the American Medical Association 2004;291:2616-2622.

#Global Burden of Disease Project 2020. <http://www.globaburden.org> (Links to an external site.)

*Sondek EJ, Huang DT, Klein RJ et al. Progress toward the Health People 2010 goals and objectives. Annual Review of Public Health 2010;31:271-281.

*Koh HK. Perspective: A 2020 vision for healthy people. New England Journal of Medicine, May 5, 2010, pages 1-8. <http://healthpolicyandreform.nejm.or/?p=3398> (Links to an external site.).

*Additional reading from the Lancet special issue TBD.

February 16 (M)

Administrative Holiday

February 18 (W)

Homework #1 due in class today

Socioeconomic Position and Community Health.

Lecturer: Amani Nuru-Jeter

*Lynch J, Kaplan G. Socioeconomic position. In Berkman LF, Kawachi I (Eds.). Social Epidemiology. New York: Oxford University Press, 2000:13-35.

*Marmot M. Inequalities in Death – Specific Explanations of a General Pattern? The Lancet. 1984: 1003-1006

*Kaplan G, Pamuk E, Lynch J, Cohen R, Balfour J. Inequality in income and mortality in the United States: analysis of mortality and potential pathways. *BMJ*. 1996;312: 999-1003.

* Phelan J, Link B, Diez-Roux A, Kawachi I, Levin B. "Fundamental Causes" of Social Inequalities in Mortality: A Test of the Theory*. *Journal of Health and Social Behavior*. 2004; 45:265-285.

February 23 (M)

Healthy Cities: Housing, Transportation, and the Built Environment.

Lecturer: Jason Corburn

*Corburn J. Confronting the challenges in reconnecting urban planning and public health. *American Journal of Public Health* 2004;94:541-6.

*Jacobs DE, Wilson J, Dixon SL et al. The relationship between housing and population health: A 30-year retrospective analysis. *Environmental Health Perspectives* 2009;117(4):597-604.

#LaScala EA, Grenewald PJ, Johnson FW. An ecological study of the locations of schools and child pedestrian injury collisions. *Accident Analysis and Prevention* 2004;36:569-576.

#Istre GR, McCoy MA, Osborn L et al. Deaths and injuries from house fires. *The New England Journal of Medicine* 2001;344(25):1911-6.

February 25 (W)

Climate Justice and Community Health

Lecturer: Rachel Morello-Frosch

*Frumkin H, Hess J, Luber G, Malilay J et al. Climate change: The public health response. *American Journal of Public Health* 2008;98(3):435-445.

*Klienbergl, E. Race, place, and vulnerability: urban neighborhoods and the ecology of support. Chapter 2. In *Heat Wave: A Social Autopsy of a Disaster in Chicago*. Chicago IL: University of Chicago Press, 2003:79-128.

#Alrich N, Benson WF. Disaster preparedness and the chronic needs of vulnerable adults. *Preventing Chronic Disease* 2008;5(1):1-7.

March 02 (M)

Engaging Communities in Public Health Research and Practice

Lecturer: Merry Minkler

*O'Fallon LR, Deary A. Community-based participatory research as a tool to advance environmental health sciences. *Environmental Health Perspectives* 2002;110:155-159.

*Vasquez VB, Lanza D, Hennessey-Lavery S, Facente S, Halpin HA, Minkler MA. Addressing food security through public policy action in a community-based participatory research partnership. *Health Promotion and Practice* 2007;8(4):342-349.

Technology and Community Health

March 04 (W)

Technology and Community Health

Lecturers: Joel Moskowitz, Lauren Harris and Gianna Peralta

* Hardell L, Carlberg M. Using the Hill viewpoints from 1965 for evaluating strengths of the risk for brain tumors associated with use of mobile and cordless phones. *Review of Environmental Health*. 2013; 2: 97-106.

* Lester, Richard T., et al. "Effects of a mobile phone short message service on antiretroviral treatment adherence in Kenya (WeTel Kenya1): a randomised trial." *The Lancet* 376.9755 (2010): 1838-1845.

* Mallenius, Seppo, Matti Rossi, and Virpi Kristiina Tuunainen. "Factors affecting the adoption and use of mobile devices and services by elderly people—results from a pilot study." *6th Annual Global Mobility Roundtable* 31 (2007).

March 09 (M)

Media, Health Literacy, and the Community,

In conversation: J. Swartzburg, D. Tuller

*Rosin H. Annals of broadcasting – Life lessons: How soap can change the world. *The New Yorker* 5 June 2006:40-45.

*Zaracoolas C, Plesant AF, Greer DS. *Advancing health literacy: A framework for understanding and action*. San Francisco: Jossey Bass Press, 2006: sv-18.

March 10 (Tu)

Homework #2 posted

March 11 (W)

Immigration and Community Health.

In conversation: Scarlett Lin Gomez, Kurt Organista, Irene Bloemraad

Viewing “Becoming American, Unnatural Causes”

* Watch video clips: http://www.unnaturalcauses.org/video_clips.php?vid_filter=Episode%203%20-%20Becoming%20American (Links to an external site.)

*Frisbie WP, Cho Y, Hummer RA. Immigration and the health of Asian and Pacific Islander adults in the United States, American Journal of Epidemiology 2001;53:372-397.

*Marielena L, Gamboa C, Kahramanian I, Morales LS et al. Acculturation and Latino health in the United States: A review of the literature and its sociopolitical context. Annual Review of Public Health 2005;26:367-397.

March 16 (M)

Review and Integration II

March 18 (W)

Midterm Exam

March 23-27

Spring Break

March 30(M)

Design and Evaluation of Social and Behavioral Intervention: Social Learning, Stages of Change, and the RE-AIM Model.

Lecturer: J Deardorff

*Friden TR. A framework for public health action: The health impact pyramid. American Journal of Public Health 2010;100(4):590-595.

*King DK, Glasgow RE, Leeman-Casstillo B. Reaiming RE-AIM: using the model to plan, implement, and evaluate the effects of environmental change approaches to enhancing population health. *American Journal of Public Health* 2010;100(11):2076-2084.

April 01 (W)

Homework #2 due in class

Social Networks, Social Support, and Community Health

Lecturer: Amani Nuru-Jeter

*Berkman LF, Glass T. Social integration, social networks, and health. In Berkman LF, Kawachi I (Eds.). *Social Epidemiology*. New York: Oxford U Press, 2000;137-173.

* Caughy MO, O'Campo PJ, Muntaner C. When being alone might be better: neighborhood poverty, social capital, and child mental health. *Social Science and Medicine*. 2003; 57: 227-237.

* Christakis NA, Fowler JH. The Spread of Obesity in a Large Social Network over 32 Years. *The New England Journal of Medicine*. 2007;357:370-379.

April 06 (M)

Biological Factors and Community Health.

Lecturer: Darlene Francis

* Francis, D, Dioro J, Liu D, Meany M. Nongenomic Transmission Across Generations of Maternal Behavior and Stress Responses in the Rat. *Science*. 1999; 286: 1155-1158.

*Taylor SE, Repetti RL, Seeman TE. Health psychology: What is an unhealthy environment and how does it get under the skin? *Annual Review of Psychology* 1997;48:411-447.

April 08 (W)

Preventing and Interrupting Violence: Community and Institutional Approaches

Lecturer: Peter Kim

* please read document entitled "Readings" in folder for 4/08, including "related stories" links.

April 13 (M)

Health and Social Behavior: An Overview.

Lecturer: Ahna Suleiman

*Emmons K. Health behaviors in a social context. In Berkman L, Kawachi I (Eds.). *Social Epidemiology*. New York: Oxford University Press, 2000:242-266.

*Berrigan D, Dodd K, Troiano R, Krebs-Smith SM, Barbash RB. Patterns of health behavior in U.S. adults. *Preventive Medicine* 2003;36(5):615-623.

*Oromond BA, Spillman BC, Waldmann TA, Caswell KJ, Tereshchenko B. Potential national and state medical savings from primary disease prevention. *American Journal of Public Health* 2011;101(1):157-164.

April 15 (W)

Drugs, Alcohol and Health Disparities

Lecturers: Denise Herd and William Kerr

*Lee, J et al. Thizzin' – Ecstasy use contexts and emerging social meanings. 2011.

*Wechsler H, Davenport A, Dowdall G et al. Health and behavioral consequences of binge drinking in college: a national survey of students at 140 campuses. *Journal of the American Medical Association* 1994;272(21):1672-1677.

#Alamar B, Glantz SA. Effect of increased social unacceptability of cigarette smoking on reduction in cigarette consumption. *American Journal of Public Health* 2006;1359-1363.

#Carter L. Molly Overtakes Weed In Music Culture. 2013.

#Connor J, Norton R, Ameratunga S, Jackson R. The contribution of alcohol to serious car crash injuries. *Epidemiology* 2004;15(3):337-344.

April 20 (M)

Homework #3 due in class

Food Access, Food Policy and Community Health

Lecturers: Barbara Laraia and Mark Bittman

*Bittman M. How should we eat? *New York Times*. February 15, 2015. <http://www.nytimes.com/2015/02/25/opinion/how-should-we-eat.html> (Links to an external site.).

*Bittman M, De Schutter O, Pollan M, Salvador R. How A National Food Policy Could Save Millions of American Lives. Washington Post. November 7, 2014. http://www.washingtonpost.com/opinions/how-a-national-food-policy-could-save-millions-of-american-lives/2014/11/07/89c55e16-637f-11e4-836c-83bc4f26eb67_story.html (Links to an external site.).

*Sturm R, Datar A. body mass index in elementary school children, metropolitan area food prices and food outlet density. Public Health 2005;119:1059-1068.

*Seligman HK, Laraia BA, Kushel MB. Food insecurity is associated with chronic disease among low-income NHANES participants. Journal of Nutrition 2010;140(2):304-310.

April 22 (W)

Sexual Practices and Community Health,

Lecturer: Summer Starling

*Taylor, M. Slut shaming has little to do with sex, study finds. Al Jazeera. May 29, 2014.

*Armstrong E, Hamilton L, Armstrong E, Seely J. "Good Girls": Gender, Social Class and Slut Discourse on Campus. Social Psychology Quarterly 2014, Vol. 77(2) 100–122

April 23 (Thu)

Homework #4 posted

April 27 (M)

School-Based Programs and Community Health,

Lecturers: Kristine Madsen & Emily Ozer.

* Martin, C. Rethinking School Lunch By Design. New York Times. October 16, 2013. <http://opinionator.blogs.nytimes.com/2013/10/16/rethinking-school-lunch/>

*Ozer E, Wright. Beyond school spirit: the effects of youth-led participatory action research in two urban high schools. J Research on Adolescence 2012; 22(2):267-283.

*Patterson B. "Community schools idea growing in Richmond," Richmond Confidential, September 24, 2012. www.richmondconfidential.org/2012/09/24/community-schools-idea-growing-richmond (Links to an external site.).

April 29 (W)

Homework #4 due in class today

ACES Student Presentations of Community-Based Projects

May 04 (M)

No class

May 05 (Tu)

Final Review with GSIs 1-2pm in 109 Morgan

May 06 (W)

Final Review with Amani Nuru-Jeter and GSIs 4-5:30pm in 4 Le Conte

May 07 (Th)

Final Review with GSIs 11-12pm in 155 Kroeber

May 15 (F)

Final Exam, 8-11 am in 230 Hearst Gym