



University of Maryland School of Public Health

HLTH 306 –Macro Level Influences on Community Health

Semester: Spring 2020
Section: 0101
Classroom and Time: SPH 0308; Tuesday/Thursday 8:00-9:15
Course webpage:
Instructor: Donna Howard, DrPH, MPH
Office Hours: T,TH- 9:30-10:30
OR: By Appointment
Office: 1234D SPH
Phone: (301) 405-2520
Email: dhoward1@umd.edu

Teaching Assistant: Charlene Kuo
Office: 1224P SPH
Email: cckuo@umd.edu
Office Hours: TH- 2:00-3:00
OR: By Appointment

Course Description:

This course will examine the macrosocial factors that impact community and individual health and well-being. Using the socioecological model as a framework and a case study methodology, the course will analyze the complex interplay between historical, political, and sociocultural factors in shaping laws, programs, and practices of individuals and community-based public health organizations and agencies. The legal, regulatory, and ethical dimensions of public health legislation will be explored in the context of individual case studies. The impact of legislation on population health, both domestically and globally, will be addressed along with the need for ongoing advocacy efforts.

Course Pre- and Co-requisites: None

Course Learning Objectives:

Upon completing this course, the student will be able to:

1. Identify historical landmark health legislation and its effect on behavioral and community health.
2. Discuss contemporary/current health legislative issues and their effects on behavioral and community health locally, nationally and globally.
3. Describe how contemporary/current health legislative issues affect the ability of community health organizations to effectively deliver meaningful community health services.
4. Explain the roles of local, state and federal governments in the process of specific health legislation development/implementation/reform.

Program Competencies Addressed in this Course:

The following competencies are addressed in this course:

1. Compare and contrast the fundamental characteristics and organizational structures of the health systems of the United States and other countries.
2. Characterize the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public policy.
3. Promote and advocate for effective community health initiatives at the local, state, and federal levels.

Skills Learned or Reinforced in this Course:

Students will gain an appreciation for, and foundational skills in, assessment of the role and impact of macro level factors on the health of individuals and communities.

Required Texts and Other Readings:

Required Text: There is no required text for this course.

Other Required Readings:

There are 2 daily newsfeeds that are required reading for this class. You will need to follow the links below to subscribe to each of them.

GHN (Global Health Now) daily newsfeed:

- free sign-up link: <http://www.globalhealthnow.org/subscribe>

KHN (Kaiser Health News) First Edition daily newsfeed:

- free sign-up link: <https://khn.org/email-signup>

In addition, a series of journal **articles, editorials, and essays** will be required reading. These, along with all other course materials, can be found on the course Canvas (**CV**) site accessed at (www.elms.umd.edu).

Required Technology and Other Materials: None

Course Communication:

Course communication will be through the H306 course Canvas. You will be informed of any scheduling changes, the posting of course lecture notes and exam study guides via Canvas email. You can also contact Dr. Howard and our H306 TA directly using your 'umd' email address or during scheduled office hours.

Please check the class Canvas every week for announcements!

Course Requirements and Expectations:

Students are expected to attend class regularly, participate in class discussions and complete required readings **PRIOR TO THE CLASS SESSION FOR WHICH IT IS ASSIGNED**.

While University policy prohibits mandating course attendance, attendance is critical to learning and successful attainment of the course objectives and curriculum competencies. If you hope to do well in this class, you must attend regularly and pay attention in class,

Major Graded Assignments: There will be 2 exams. Each exam will consist of multiple choice and/or fill-in questions and will cover material from class lectures and the assigned readings. The dates for the exams are as follows:

Exam 1: March 26 (100 POINTS)

Exam 2: Tuesday, May 19, 10:30-12:30 am- During Finals Week (100 POINTS)**

****Note: Final examinations are set by the University and often do not occur during typical class days/times. Students are expected to attend the final exam as scheduled and should plan accordingly.**

Take Home Assignments:

In addition to the exams, there will be 3 graded take home assignments:

1) “HOT HEALTH HAPPENINGS- Health Legislation in the News” ARTICLE DIGEST/PRESENTATION (27 POINTS) is to be written up and submitted electronically on our course Canvas. **[Due Date- Individual due dates are based on sign-up sheet]**

2) “Inside the Public Health Guild” INTERVIEW QUESTIONS x 3 (18 POINTS- 6 POINTS per set of Questions) which are to be written up and submitted electronically on our course Canvas.

[Due Dates: #1- February 18, 11:59 pm; #2- March 26, 11:59 pm; #3- April 23, 11:59 pm]

3) PUBLIC HEALTH POLICY POSITION PAPER (45 POINTS) which is to be written up and submitted electronically on our course Canvas. **[Due Date: April 14, 11:59 pm]**

In-Class Small Group Activities:

1) In-class Small Group Activities x 5 (10 POINTS- 2 POINTS per activity) will occur periodically throughout the semester. Students will work in pairs or small groups to complete a worksheet and then participate in a class debriefing. There will be 5 graded small group activities, each worth 2 points. You must be in class when the small group activities are happening to receive credit.

****Assignments must be written up and submitted electronically on our course Canvas by the due date/time set in the syllabus. If the assignment is submitted after the due date/time you will receive NO credit for it. Exceptions to this policy** will be considered only for those students who have a legitimate reason for turning in the assignment late and provide written documentation to substantiate this. In such an event, the professor *must* be contacted before the due date. Otherwise, no accommodations will be made for completing the assignment or receiving credit for it.

Bonus Points Opportunities

To encourage course attendance, and reward students who show up on time and engage in class discussions, there will be a few additional opportunities throughout the semester to earn bonus points for completing other worksheets in small groups.

Use of Course Assistance Websites and Online Group Forums: Course assistance websites, such as CourseHero and others, are not permitted resources for SPH courses, unless the professor explicitly gives permission for you to use one of these sites. Material pulled from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and more generally stifle the learning process. In addition, it is understandable that students may use one of a variety of online or virtual forums for course-wide discussion (e.g., GroupME, WeChat, etc.). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly prohibited. Examples include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Additional information on academic integrity is found in **University Course Related Policies**, below.

University Course Related Policies:

All University of Maryland-approved course policies are provided at the following website:

<http://www.ugst.umd.edu/courserelatedpolicies.html>

Policy descriptions, resources, and links to official policy documents are provided for:

Academic Integrity: What is cheating? What is plagiarism? What is the Honor Pledge?

Code of Student Conduct: What behavior is prohibited?

Sexual Misconduct: What to do in case of sexual harassment or sexual assault.

Non-Discrimination: Procedures to prohibit discrimination, complaints about discrimination, harassment, and retaliation.

Accessibility: Information about disability support services (DSS) and accommodations.

Attendance, Absences, or Missed Assignments: The student must notify the instructor in a timely manner (typically first week of class). Read this prior to Schedule Adjustment date.

Student Rights Regarding Undergraduate Courses: What should I find in the course syllabus? Am I allowed to see my exams after they are graded?

Official UMD Communication: Use of email, communication with faculty, communication about cancelled class meetings, and weather-related or other urgent notifications.

Mid-Term Grades: Provided for 100 and 200 level courses, and all student athletes.

Complaints About Course Final Grades: Questions about course grades should first be addressed to the course instructor.

Copyright and Intellectual Property: Who owns the work that I produce in class?

Final Exams: Final exams are scheduled by the University.

Course Evaluations: The School of Public Health is committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction.

Campus Resources: ELMS, counseling, learning workshops, tutoring, writing help, questions about graduation, adding or dropping classes, withdrawing from the semester, etc.

H306 Course Procedures and Policies:

Names/Pronouns and Self Identifications: The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g. should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed.

We will do our best to address and refer to all students accordingly and will support you in doing so as well.

Ground Rules: Arrive and depart from class at the appropriate time. It is disruptive and disrespectful to the class for students to pick up and leave during the session.

Show respect for yourself and others; listen actively and participate regularly. It is extremely rude to talk in class when someone else, either the professor or another student, is speaking.

Engaging in outside work during class time is unacceptable- this includes **outside work being done on your laptop**, text messaging, doing puzzles and reading the Diamondback.

Food consumption during class is discouraged.

Please turn your cell phones off before coming to class.

H306 MISSED EXAM POLICY

Missed Exams:

Students are expected to be in attendance on the specified date and time set in the syllabus for all exams. Make-up exams will be considered only for those students who have a legitimate reason for absence and provide written documentation to substantiate their absence from class on the day of the exam. In such an event, Dr. Howard *must* be contacted on the exam day. Otherwise, no accommodations will be made for taking a make-up exam. Self-signed notes are not appropriate as an excuse for absences or late submission of major scheduled grading events (i.e. exam or graded assignment).

If you are eligible to take a make-up please note that while the content will be the same as the in-class exam, the format of the make-up is different: multiple choice, true and false, fill-in and short answer essays.

It is the student's responsibility to check with the Dr. Howard, the course Teaching Assistant (TA), or classmates and obtain notes, handouts, or other information missed during an absence.

Under NO circumstances will there be extra credit opportunities in this class!

Inclement Weather / University Closings / Emergency Procedures:

In the event that the University has a delayed opening or is closed for an emergency or extended period of time, Dr. Howard will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies

Available Support Services:

If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service, 2202 Shoemaker Bldg, 301 (314-7693). Their educational counselors can help with time management, reading, note-taking and exam preparation skills. All their services are free to UM students.

If you need research assistance from a librarian, please contact Nedelina Tchangelova, the SPH Librarian, at: (nedelina@umd.edu); 301.405.9151

Accessibility & Disability Service:

If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from the Accessibility & Disability Service (ADS) (301.314-7682). If you are ill or encountering personal difficulties, please let Dr. Howard know as soon as possible. You can also contact Learning Assistance Services (301.314-7693) and/or the Counseling Center (301.314-7651) for assistance. If you intend to take any or all exams ADS it is your responsibility to **notify Dr. Howard within the first two weeks of the semester.**

Basic Needs Security:

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit <http://go.umd.edu/basic-needs> for information about resources the campus offers you and let me know if I can help in any way.

Copyright Notice:

Class lectures and other materials are copyrighted by Dr. Howard. This includes all tangible course materials, including but not limited to written or recorded lecture, PowerPoint presentations, handouts, tests, and other assignments. These materials **may not** be reproduced (e.g. students may not copy and distribute these materials) for anything other than personal use without my explicit written permission.

Photo/Video Release Statement:

Occasionally, the Department of Behavioral and Community Health may take photographs of classroom and building activities involving our students. Photographs taken at these events may

be published electronically or in print materials. If you do not wish to authorize use of such photos for these materials, please email Dr. Howard upon receipt of this syllabus.

Religious Observances:

The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. **It is the student's responsibility to inform Dr. Howard in advance of any intended absences for religious observance.**

Given the diversity of religious observances within our student body, students who foresee a conflict with a particular assignment due date or examination due to a religious observance, should **notify Dr Howard within the first two weeks of the semester to make appropriate accommodations. This is especially important for final examinations.** Every feasible effort will be made to accommodate students' request based on attendance of religious observances.

Academic Integrity:

The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. **Any of the following acts, when committed by a student in H306, constitutes academic dishonesty:**

- **CHEATING**: intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- **FABRICATION**: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **FACILITATING ACADEMIC DISHONESTY**: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- **PLAGIARISM**: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

The Honor Pledge is a statement you will be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

BCH Statement on Cheating

The Department of Behavioral and Community Health (BCH) has a zero tolerance policy on academic dishonesty of any kind. If a Departmental professor believes that a student has been involved in academically dishonest activity, the professor will report it to the University's Office of Student Conduct, and is not obligated to disclose the report to the student in question. Once referred, the Office of Student Conduct will contact the student in writing to inform them of the charges.

BCH Internal Exam Policy

BCH policy provides that no student may be required to take more than two **HLTH** examinations on the same day. When three or more regular **HLTH** examinations fall on the same day for an individual student, the student may request a change of date to one of the exams. The request must be received by the instructors at least three weeks prior to the exam date.

1. The student must email all three instructors (on the same email) of the **HLTH** courses requesting a change of date and availability to take the make-up exam the day before or after the original exam date.
2. Instructors must respond to the student request within one week of receipt identifying which exam will be changed.

Grading Procedures:

Evaluation	Grading Rubric																																										
<table> <thead> <tr> <th>Assignment</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td>Exam 1</td> <td>100</td> </tr> <tr> <td>Exam 2</td> <td>100</td> </tr> <tr> <td><u>Assignments</u></td> <td><u>100</u></td> </tr> <tr> <td></td> <td>300</td> </tr> </tbody> </table>	Assignment	Points	Exam 1	100	Exam 2	100	<u>Assignments</u>	<u>100</u>		300	<p>Grades will be based upon total points earned throughout the semester:</p>																																
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<p>4) In-class Small Group Activities (10 POINTS)</p>																																											

- Course Schedule Summary -

Session	Date	Topic	Readings/Assignments+
# 1	1/28	Review Syllabus	Access Canvas (CV) course materials Review Course Assignments
# 2	1/30	Whose Responsibility is Health? A Socioecological Framework	<i>The person responsible for your health is...</i> (CV) <i>Government's role in protecting health and safety</i> (CV) Recommended: <i>The social determinants of health coming of age</i> (CV)
# 3	2/4	Who is Deserving?	<i>The cost of being uninsured in America</i> https://www.tedmed.com/talks/show?id=691172 TED Talk [16:11] (CV) <i>The Deserving and Underserving Poor: A Persistent Frame with Consequences</i> (CV) Recommended: <i>The Deserving Poor, the Family, and the U.S. Welfare System</i> (CV)
# 4	2/6	Milestones in Public Health Legislation of the 20th Century	<i>Ten Great Public Health Achievements-USA- 1900-1999</i> (CV)
# 5	2/11	Implications/Challenges to Ten Great Public Health Achievements in the 21st Century	<i>Applying Behavioral Economics to Public Health Policy</i> (CV) Recommended: <i>The Perils of Ignoring History: Big Tobacco Played Dirty and Millions Died. How Similar Is Big Food?</i> (CV)
# 6	2/13	Healthy Public Policy/Health in all Policies	<i>Health in All Policies (HiAP) Framework for Country Action</i> (CV) <i>Public Health, Politics, and the Creation of Meaning: A Public Health of Consequence</i> (CV) Recommended: <i>Understanding Evidence-Based Public Health Policy</i> (CV)
# 7	2/18*	Health Care Reform- ACA and more [Guest Lecturer: Dr Nancy Smith]	<i>Sick around America</i> (Film viewing) https://www.pbs.org/wgbh/frontline/film/sickaroundamerica/ [54:15] (CV) “INSIDE THE PUBLIC HEALTH GUILD” assignment due by 11:59pm
# 8	2/20*	Inside the Public Health Guild Interview with Dr Woodie Kessel- Gun Violence	<i>Dr. Kessel Biosketch</i> (CV) <i>Courage to fight gun violence</i> (CV) Recommended: <i>Firearm-Related Injury and Death in the United States: A Call to Action From the Nation's Leading Physician and Public Health Professional Organizations</i> (CV)
# 9	2/25*	CASE STUDY: Sexual Assault- UMCP Policy, Prevention- Part I [Guest Lecturer: Charlotte Sheffield]	<i>Dear Colleague Letter: Sexual Violence Background, Summary and Fast Facts</i> (CV) <i>SAPC Task Force Recommendation Summary</i> (CV) Recommended: Department of Education 2011 Dear Colleague Letter (CV); Press Release – Department of Education Press Issues New Interim Guidance on Campus Sexual Misconduct (CV)

* Major Scheduled Grading or Event/ TBD-To Be Determined/+[GHN & KHN are to be read daily](#)

- Course Schedule Summary -

Session	Date	Topic	Readings/Assignments
# 10	2/27*	CASE STUDY: Sexual Assault- UMCP Policy, Prevention- Part II [Guest Lecturer: Charlotte Sheffield]	2018 U.S. Department of Education Proposed Title IX Regulation Fact Sheet (CV)
# 11	3/3	CASE STUDY: Voluntary or Regulated? The Trans Fat Campaign in NYC- Part I Recommended: A Case Study of the New York City Trans-fat Story (CV)	Voluntary or Regulated? The Trans Fat Campaign in NYC (CV)
# 12	3/5	CASE STUDY: Voluntary or Regulated? The Trans Fat Campaign in NYC- Part II Film viewing and Discussion: Weight of the Nation-	(TBD) (CV)
# 13	3/10	CASE STUDY: Systems Thinking and Public Health Policy- Part I [Guest Lecturer: Taj Keshav]	(TBD) (CV)
# 14	3/12	CASE STUDY: Systems Thinking and Public Health Policy- Part II [Guest Lecturer: Taj Keshav]	(TBD) (CV)
	3/17, 3/19	SPRING BREAK	<u>Study Guide for Exam 1 posted</u>
# 15	3/24	In- Class ADVOCACY PANEL	(TBD) (CV)
# 16	3/26*	Exam 1	<i>“INSIDE THE PUBLIC HEALTH GUILD”</i> assignment due by 11:59pm
# 17	3/31*	Inside the Public Health Guild Interview? with Wes Queen- MD Legislative Process <i>The Legislative Process2</i> (CV)	<i>Wes Queen Biosketch</i> <i>The Legislative Process</i> (CV)
# 18	4/2	CASE STUDY: Scientific Method in the Real World: Experience Corps and the Johns Hopkins Study- Part I	<i>Scientific Method in the Real World: Experience Corps and the Johns Hopkins Study</i> (CV)
# 19	4/7	CASE STUDY: Scientific Method in the Real World: Experience Corps and the Johns Hopkins Study- Part II	(TBD) (CV)
# 20	4/9	NO FORMAL CLASS- Work on Position Paper	

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- Course Schedule Summary -

Session	Date	Topic	Readings/Assignments
# 21	4/14*	CASE STUDY: Swaziland, HIV and Option B+: What Can We Afford?- Part I	<i>Swaziland, HIV and Option B+ (CV)</i> POLICY POSITION PAPER due by 11:59pm
# 22	4/16	CASE STUDY: Swaziland, HIV and Option B+: What Can We Afford?- Part II	<i>What is Prevention of Mother-to-Child Transmission(option B+ (CV)</i>
# 23	4/21	CASE STUDY: Community Savings or Community Threat? California Policy for III and Elderly Inmates- Part I	<i>Community Savings or Community Threat? (CV)</i>
# 24	4/23*	CASE STUDY: Community Savings or Community Threat? California Policy for III and Elderly Inmates- Part II	<i>Balancing Punishment and Compassion for Seriously Ill Prisoners (CV)</i> “INSIDE THE PUBLIC HEALTH GUILD” assignment due by 11:59pm
# 25	4/28*	GUILD INTERVIEW- TBD	
# 26	4/30	CASE STUDY: Health in All Policies	(TBD) (CV)
# 27	5/5	CASE STUDY: Health in All Policies	Study Guide for Exam 2 posted CV)
# 28	5/7	Social Justice and Ethical Implications of Policy	<i>What does Social Justice require for the public’s health? Health Ethics and Policy Imperatives (CV)</i> <i>Moral Hazard: A Tempest-Tossed Idea (CV)</i>
# 29	5/12	Ongoing Tensions, Opportunities and Challenges	(TBD) (CV)
# 30	5/19* During* Finals Week	EXAM 2: Tuesday, May 19 Place: SPH 0308 //Time: 10:30-12:30	

* Major Scheduled Grading or Event/ TBD-To Be Determined/+[GHN & KHN are to be read daily](#)

- Session Outline -

*** Major Scheduled Grading or Event**

Session 1	Tuesday, 1/28
Review Syllabus Access CANVAS (CV) course materials Review Course Assignments	
Session 2	Thursday, 1/30
Whose Responsibility is Health? A Socioecological Framework Learning Objectives for Session [#1, #2, #3, #4] Readings: The person responsible for your health is... (CV) Government's role in protecting health and safety (CV) Recommended: The social determinants of health coming of age (CV)	
Session 3	Tuesday, 2/4
Who is Deserving? Learning Objectives for Session [#1, #2, #3, #4] Assigned Film Viewing: The cost of being uninsured in America https://www.tedmed.com/talks/show?id=691172/ TED Talk Readings: The Deserving and Underserving Poor: A Persistent Frame with Consequences (CV) Recommended: The Deserving Poor, the Family, and the U.S. Welfare System (CV)	
Session 4	Thursday, 2/6
Milestones in Public Health Legislation of the 20 th Century Learning Objectives for Session [#1, #2, #3, #4] Readings: Ten Great Public Health Achievements- USA- 1900-1999 (CV)	
Session 5	Tuesday, 2/11
Implications/Challenges to Ten Great Public Health Achievements in the 21 st Century Learning Objectives for Session [#1, #2, #3, #4] Readings: Applying Behavioral Economics to Public Health Policy (CV) Recommended: The Perils of Ignoring History: Big Tobacco Played Dirty and Millions Died. How Similar Is Big Food? (CV)	
Session 6	Thursday, 2/13
Healthy Public Policy/Health in all Policies Learning Objectives for Session [1#, #2, #3, #4] Readings: Health in All Policies (HiAP) Framework for Country Action (CV) Public Health, Politics, and the Creation of Meaning: A Public Health of Consequence (CV) Recommended: Understanding Evidence-Based Public Health Policy (CV)	

- Session Outline -

* Major Scheduled Grading or Event

Session 7*	Tuesday, 2/18
<p>Health Care Reform- ACA and more Learning Objectives for Session [#1, #2, #3, #4] Film: Sick around America: https://www.pbs.org/wgbh/frontline/film/sickaroundamerica/ “INSIDE THE PUBLIC HEALTH GUILD” assignment due by 11:59 pm</p>	
Session 8*	Thursday, 2/20
<p>Inside the Public Health Guild Interview with Dr. Woodie Kessel- Gun Violence Learning Objectives for Session [#2, #3, #4] Readings: Dr. Kessel Biosketch (CV) Courage to fight gun violence (CV) Recommended: Firearm-Related Injury and Death in the United States: A Call to Action From the Nation's Leading Physician and Public Health Professional Organizations (CV)</p>	
Session 9	Tuesday, 2/25
<p>CASE STUDY: Sexual Assault- UMCP Policy, Prevention- Part I Learning Objectives for Session [#1, #2, #3, #4] Readings: Dear Colleague Letter: Sexual Violence Background, Summary and Fast Facts (CV) SAPC Task Force Recommendation Summary (CV) Recommended: Department of Education 2011 Dear Colleague Letter (CV); Press Release - Department of Education Press Issues New Interim Guidance on Campus Sexual Misconduct (CV)</p>	
Session 10	Thursday, 2/27
<p>CASE STUDY: Sexual Assault- UMCP Policy, Prevention- Part II Learning Objectives for Session [#1, #2, #3, #4] Readings: 2018 U.S. Department of Education Proposed Title IX Regulation Fact Sheet (CV)</p>	
Session 11	Tuesday, 3/3
<p>* Major Scheduled Grading Event CASE STUDY: Voluntary or Regulated? The Trans Fat Campaign in NYC- Part I Learning Objectives for Session [#1, #2, #3, #4] Readings: Voluntary or Regulated? The Trans Fat Campaign in NYC (CV) Recommended: A Case Study of the New York City Trans-fat Story (CV)</p>	

- Session Outline -

*** Major Scheduled Grading or Event**

Session 12	Thursday, 3/5
<p>CASE STUDY: Voluntary or Regulated? The Trans Fat Campaign in NYC- Part II Film viewing and Discussion: Weight of the Nation Learning Objectives for Session [#1, #2, #3, #4] <i>Readings: TBD (CV)</i></p>	
Session 13	Tuesday, 3/10
<p>CASE STUDY: Systems Thinking and Public Health Policy- Part I Learning Objectives for Session [#1, #2, #3, #4] <i>Readings: TBD (CV)</i></p>	
Session 14	Thursday, 3/12
<p>CASE STUDY: Systems Thinking and Public Health Policy- Part II Learning Objectives for Session [#1, #2, #3, #4] <i>Readings: TBD (CV)</i> Study Guide for Exam 1 posted (CV)</p>	
Spring Break	
Tuesday, 3/17 & Thursday, 3/19	
Session 15	Tuesday, 3/24
<p>In- Class Advocacy Panel Learning Objectives for Session [#2, #3, #4] <i>Readings: TBD (CV)</i></p>	
Session 16*	Thursday, 3/26
<p>Exam 1 <i>"INSIDE THE PUBLIC HEALTH GUILD" assignment due by 11:59 pm</i></p>	
Session 17	Tuesday, 3/31
<p>Inside the Public Health Guild Interview with Wes Queen- MD Legislative Process Learning Objectives for Session [#2, #3, #4] <i>Readings:</i> Wes Queen Biosketch The Legislative Process (CV) The Legislative Process 2 (CV)</p>	
Session 18*	Tuesday, 4/2
<p>CASE STUDY: Scientific Method in the Real World: Experience Corps and the Johns Hopkins Study- Part I Learning Objectives for Session [#1, #2, #3 #4] <i>Readings:</i> Scientific Method in the Real World: Experience Corps and the Johns Hopkins Study (CV)</p>	
Session 19	Tuesday, 4/7
<p>CASE STUDY: Scientific Method in the Real World: Experience Corps and the Johns Hopkins Study- Part II Learning Objectives for Session [#1, #2, #3, #4]</p>	

- Session Outline -

* Major Scheduled Grading or Event

Session 20	Thursday, 4/9
NO FORMAL CLASS – Work on Position Paper	
Session 21*	Tuesday, 4/14
<p>CASE STUDY: Swaziland, HIV and Option B+: What Can We Afford?- Part I Learning Objectives for Session [#1, #2, #34, #4] Readings: Swaziland, HIV and Option B+ (CV) POLICY POSITION PAPER due by 11:59 pm</p>	
Session 22	Thursday, 4/16
<p>CASE STUDY: Swaziland, HIV and Option B+: What Can We Afford?- Part II Learning Objectives for Session [#1, #2, #3, #4] Readings: What is Prevention of Mother-to-Child Transmission(option B+) (CV)</p>	
Session 23	Tuesday, 4/21
<p>CASE STUDY: Community Savings or Community Threat? California Policy for Ill and Elderly Inmates- Part I Learning Objectives for Session [#1, #2, #3, #4] Readings: Community Savings or Community Threat? California Policy for Ill and Elderly Inmates (CV)</p>	
Session 24*	Thursday, 4/23
<p>CASE STUDY: Community Savings or Community Threat? California Policy for Ill and Elderly Inmates- Part II Learning Objectives for Session [#1, #2, #3, #4] Readings: Balancing Punishment and Compassion for Seriously Ill Prisoners (CV) “INSIDE THE PUBLIC HEALTH GUILD” assignment due by 11:59 pm</p>	
Session 25*	Tuesday, 4/28
<p>Inside the Public Health Guild Interview- TBD Learning Objectives for Session [#2, #3, #4] Readings: TBD (CV)</p>	
Session 26*	Thursday, 4/30
<p>CASE STUDY: Health in All Policies Learning Objectives for Session [#2, #3, #4] Readings: TBD (CV)</p>	

- Session Outline -

*** Major Scheduled Grading or Event**

Session 27	Tuesday, 5/5
<p>CASE STUDY: Health in All Policies Learning Objectives for Session [#2, #3, #4] Study Guide for Exam 2 posted (CV)</p>	
Session 28	Thursday, 5/7
<p>Social Justice and Ethical Implications of Policy Learning Objectives for Session [#1, #2, #3, #4] Readings: What does Social Justice require for the public's health? Health Ethics and Policy Imperatives (CV) Moral Hazard: A Tempest-Tossed Idea (CV)</p>	
Session 29	Tuesday, 5/12
<p>Ongoing Tensions, Opportunities and Challenges Learning Objectives for Session [#1, #2, #3, #4] Readings: TBD (CV)</p>	
Session 30* DURING FINALS WEEK	
EXAM 2	
Place: SPH 0308	
Time: 10:30-12:30	