



Course: ALD HTH 102 -- **Public Health & Social Justice**
Division: Health Sciences
Program: Associate in Science in Public Health for Transfer (AS-T)

Instructor: Jasmine Smith, MPH
Semester: Spring 2019

Instructor Email Address: SmithJi@wlaac.edu
Units: 3 Units

Class Numbers & Meeting Dates/Times:
26543: Wed & Fri 1:30pm-3:00pm
28131: Mon, Tue, Thu 1:07-2:02pm

Class Location/Address:
CHAS/Augustus Hawkins High School
Venice High School

Office Hours & Location: TBA during first week of classes
Instructor responds to emails between 9am-5pm Monday-Friday ONLY.

Welcome Statement

Hello students! Welcome to Allied Health 102, Public Health & Social Justice! This semester, we will be learning about what public health & social justice are and how they affect us on an everyday basis. We will use a variety of learning tools to dive into the major concepts of these subjects in ways that will prepare you for real-world academic & professional environments.

Course Description

This course provides an introduction to health inequities in the United States which stem from unequal living conditions. Students will explore how education, socioeconomic status, racism, and gender shape health epidemics and policy development. The basic skills necessary for advocating for health and social justice will be theoretically demonstrated.

Required Texts & Course Website

- Donahue, Martin. *Health and Social Justice*. 2012. ISBN 978-1-118-08814-2.*
- Open Educational Resources (OERs) posted to the course Google Drive Site

The online version of this textbook in PDF form is available **FOR FREE on the ALD HTH 102 Google Drive Website. Internet access is **REQUIRED** for this course. If you have trouble accessing the internet, let me know ASAP so I can assist you. The course website is: www.ShortUrl.at/mAMQW*

Course Objectives

Upon successful completion of this course, students will be able to:

1. Compare & contrast two paradigms that seek to explain these health disparities: individual approach and public health model.
2. Describe disparities in health outcomes in the U.S. by race, socioeconomic status & gender.
3. Contrast United States policy on access to health insurance with that of other developed countries, and analyze new health care policies under the Affordable Care Act.
4. Analyze contribution of environmental conditions to disparate health using case studies.
- 5a. Review recent public health literature detailing ways that race, socioeconomic status and gender become embodied in disparate health outcomes.
- 5b,c. Outline advocacy skills, such as preparing a policy brief, giving public testimony, community outreach, and/or writing a letter to an editor or politician
6. Analyze case studies of prevalent health problems to compare individual behavior change approaches versus public health approaches.
7. Identify, assess and utilize credible information resources on public health current issues, such as the Internet, social media, media outlets, and libraries
8. Describe strategies or tactics to improve health inequalities, such as advocacy, community organizing, and/or policy change.

Course Student Learning Outcomes (CSLOs)

<u>Course SLO</u>	<u>Assessment Method</u>	<u>Criterion Level</u>
<i>One sentence that describes a major piece of knowledge, skill, or ability that students can demonstrate by the end of the course</i>	<i>Major assignment, project or test used to demonstrate or apply outcome</i>	<i>Reflects satisfactory performance on the SLO</i>
1. Analyze case studies of prevalent health problems both locally and globally.	In a group presentation, students will discuss the prevalent problems in healthcare at local and global levels.	75% of students assessed will achieve this SLO
2. Describe and implement strategies to improve health inequalities.	In a research report, students will integrate strategies to improve health inequalities in diverse population groups.	75% of students assessed will achieve this SLO
3. Identify, assess and analyze reliable information and data referencing the multi-faceted variables of health access and health care.	In a research report, students will be able to identify evidence based strategies that influence access and health care.	75% of students assessed will achieve this SLO

Course Requirements & Grading Criteria

This course will utilize a variety of learning tools and educational exercises to establish competency in the general premises of public health & social justice, including lectures, readings, class discussions, presentations, exams, and research papers.

Grading

1. Exams

.....40%

- One In-class Quiz
- One In-class Midterm Exam
- One In-class Cumulative Final Exam

2.

Assignments.....

.....40%

- In-class assignments (2 Journal Reflection Posts & 1 Case-Study Assignment)
- Research Paper (3-5 pages), Research Prep Assignment, & PowerPoint Presentation Project

3.

Participation.....

.....20%

- Participation in discussions of course material (in class or in office hours)
- Attendance at all class meetings & adherence to student conduct agreement during class
- Returned Signed Syllabus

Letter Grades

A = 100% - 90%

B = 89% - 80%

C = 79% - 70%

D = ≤69% - 60%

A minimum grade of “C” is required to pass this course. I care about your success! If you're having a hard time retaining course material & concepts, contact me so that we can devise a plan to improve your performance in the course, before there is risk of failing the course.

Class Policies

Attendance

- Attendance of **all** class sessions is **required** and is counted towards your final grade.
- Attendance will be recorded during each class session. Unexcused tardiness & absences will result in lowered participation grades & potential withdrawal from course.

Classroom Etiquette

- Our classroom is a **NO-PHONE ZONE** during lectures. Phones may only be used during breaks & with instructor's consent. Phones should remain on silent during class.
- Laptop/tablet use during class is permitted **for learning purposes only**. Students using

laptops/tablets for any other reason will have this privilege revoked.

- Be respectful & courteous of others by refraining from side conversations during class lectures & assignments.

Late Work/Make-Up Assignments

- Late work & make-up assignments are not offered or accepted in this course.
- Life happens! If you have an emergency & are unable to complete an exam/assignment, it is your responsibility to **contact me ASAP** & make alternate arrangements. Missing assignments will receive a “ZERO” grade.

Tutoring & Support

- Your success is my goal as your instructor! If for any reason you are having a hard time understanding/retaining course material, please utilize office hours or schedule an appointment to meet with me. Also, if you have an IEP, or need any sort of learning accommodation, please let me know ASAP.
- If there are factors outside of the classroom environment that are negatively affecting your learning experience in this course, please talk to me after class or during office hours to discuss your situation and get the resources you need to help you succeed!

Academic Integrity & Recording Devices

Violations of academic integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one’s identity for the purpose of enhancing one’s grade. According to code 9803.15, disruption of classes or college activities is prohibited and will not be tolerated. Refer to the catalog and the Standards of Student Conduct in the Schedule of Classes for more information. State law in California prohibits the use of any electronic listening or recording device in a classroom without prior consent of the instructor and college administration. Any student who needs to use electronic aids must secure the consent of the instructor. If the instructor agrees to the request, a notice of consent must be forwarded to the Vice President of Academic Affairs for approval (WLAC College Catalog).

For more information, refer to the attached link:

http://www.wlac.edu/academics/pdf/WLAC_Catalog_Policies.pdf

Campus Resources

Office of Disabled Student Programs and Services (DSP&S)

Student Services Building (SSB) 320 | (310) 287-4450.

West Los Angeles College recognizes and welcomes its responsibility to provide an equal educational opportunity to all disabled individuals. The Office of Disabled Students Programs and Services (DSP&S) has been established to provide support services for all verified disabled students pursuing a college education. DSP&S students may qualify for: priority registration, registration assistance, special parking permits, sign language interpreters and assistive technology (WLAC College Catalog).

Sexual Misconduct and Sexual Harassment Resources

Title IX (of the 1972 Education Amendments) protects students and staff alike from discrimination based on sex, including Sexual Harassment and Sexual Assault, which are forms of Sexual Misconduct. Under Title IX, all people in the educational environment must be treated equitably, regardless of sex, sexual orientation or expression, and/or transgender identity. For

more information: www.wlac.edu/Title-IX/Index.aspx

If you have experienced or learned of a possible violation of Title IX and/or would like to know about options, resources (including confidential services), the law, or District policy, please do not hesitate to contact a Title IX Coordinator:

College Title IX Coordinator: Glenn Schenk

Phone: (310) 287-4275

Email: schenkga@wla.edu

District Title IX Office: Office for Diversity, Equity and Inclusion

Phone: (213) 891-2315

Email: TitleIX@email.laccd.edu

Disclaimer: Course syllabus and class schedule may be changed at the discretion of the instructor. Any changes made will be communicated to students in an appropriate time frame.

CLASS SCHEDULE

<u>WEEK</u>	<u>DATE</u>	<u>LECTURE TOPIC</u>	<u>PRE-CLASS READINGS/ASSIGNMENTS</u>
1	1/7/19- 1/11/19	<ul style="list-style-type: none">• Syllabus & Course Requirements• What are Public Health & Social Justice?• Socioeconomic Status, Education Level & Poverty As Determinants of Health -- PT I	<i>Ch.1-3 Donahue</i> RETURN SIGNED SYLLABUS
2	1/14/19- 1/18/19	<ul style="list-style-type: none">• Socioeconomic Status, Education Level and Poverty As Determinants of Health -- PT II	<i>Ch.4-6 Donahue</i>
3	1/21/19- 1/25/19	<ul style="list-style-type: none">• 1/21/19 -- MLK HOLIDAY -- NO SCHOOL• Race/Gender as Factors in Unequal Health Outcomes PT I	<i>Ch.7-8 Donahue</i>
4	1/28/19- 2/1/19	<ul style="list-style-type: none">• Race/Gender as Factors in Unequal Health Outcomes PT II	<i>Ch.9-10 Donahue</i>
5	2/4/19- 2/8/19	<ul style="list-style-type: none">• Race/Gender as Factors in Unequal Health Outcomes PT III	<i>Ch.11-12 Donahue</i> Reflection Post 1
6	2/11/19- 2/15/19	<ul style="list-style-type: none">• Access to Healthcare & the Health Insurance Crisis PT I	<i>Ch.30-31 Donahue</i>
7	2/18/19- 2/22/19	<ul style="list-style-type: none">• 2/18/19 -- PRESIDENTS' DAY -- NO SCHOOL• Access to Healthcare Health Insurance Crisis PT II	<i>Ch.37-39 Donahue</i>
8	2/25/19- 3/1/19	<ul style="list-style-type: none">• Environmental Justice and Health PT I• QUIZ: 2/28 & 3/1	<i>Ch.22-23 Donahue</i>

9	3/4/19- 3/8/19	<ul style="list-style-type: none"> Environmental Justice and Health PT II 	<i>Ch.24-25 Donahue In-Class Group Case Study Assignment</i>
10	3/11/19- 3/15/19	<ul style="list-style-type: none"> Infectious & Chronic Disease & their Social Determinants PT I 	<i>Ch.34-36 Donahue</i>
11	3/18/19- 3/22/19	<ul style="list-style-type: none"> Infectious & Chronic Disease and their Social Determinants PT II 	<i>Ch. 40., Ch 19 Donahue</i>
12	3/25/19- 3/29/19	<ul style="list-style-type: none"> Infectious & Chronic Disease PT III MIDTERM EXAMS: 3/28 & 3/29 	<i>Ch. 20-21 Donahue</i>
13	4/1/19- 4/5/19	<ul style="list-style-type: none"> 4/1/19 -- CESAR CHAVEZ DAY -- NO SCHOOL Case Studies: Violence & Drugs 	<i>Ch. 13, 17, 18 Donahue</i>
14	4/8/19- 4/12/19	<ul style="list-style-type: none"> Case Studies: Obesity, Nutrition & Exercise In-Class Research Prep Assignment 	<i>Ch. 16, 20 Donahue</i>
15	4/15/19- 4/19/19	<ul style="list-style-type: none"> 4/15-4/19 -- SPRING BREAK -- NO SCHOOL 	
16	4/22/19- 4/26/19	<ul style="list-style-type: none"> Current Issues in Public Health & Social Justice Research Paper/Presentation Asst. Explained 	OER; TBA
17	4/29/19- 5/3/19	<ul style="list-style-type: none"> Current Issues in Public Health & Social Justice PT II 	OER; TBA Reflection Post #2
18	5/6/19- 5/10/19	<ul style="list-style-type: none"> Strategies, Tactics and Skills to Influence Health Policies and Health Outcomes PT I 	OER; TBA
19	5/13/19- 5/17/19	<ul style="list-style-type: none"> Strategies, Tactics and Skills to Influence Health Policies and Health Outcomes PT II 	OER; TBA
20	5/20/19- 5/24/19	<ul style="list-style-type: none"> PAPERS/PRESENTATIONS DUE 5/20 & 5/22 STUDENT POWERPOINT PRESENTATIONS 	OER; TBA 5/24/19 -- Final SG Posted
21	5/27/19- 5/31/19	<ul style="list-style-type: none"> 5/27/19 -- MEMORIAL DAY -- NO SCHOOL FINAL EXAM REVIEW STUDY SESSIONS 	OER; TBA
22	6/3/19- 6/7/19	<ul style="list-style-type: none"> CUMULATIVE FINAL EXAM : DATE TBA 	

Student Acknowledgement Sheet

After reading the syllabus carefully, please sign below acknowledging your willingness to abide by the course policies & rules of conduct of West LA College outlined in this document. Failure to adhere to

policies outlined in this syllabus may lead to withdrawal from course & disciplinary action in accordance with WLAC policies. Don't hesitate to contact me If you have questions/comments about the syllabus. Please sign, detach, and turn into instructor on 2nd day of classes. Thank You!

Student Name

Student Signature

Date