### COURSE SYLLABUS

#### A. Overview

**Course Description**

This introductory course provides MPH students and public health minors with a broad and comprehensive overview of concepts, empirical research, and public health practice in community health sciences with an emphasis on: (1) social context and determinants of population health and (2) principles of planning interventions to protect and improve public health. The first half of the course describes ways to define and measure health and illness, the social construction of illness, social and behavioral determinants of health, and health disparities, including socioeconomic status (SES), race/ethnicity, gender, and age. In the second half of the course, students will learn about social and behavioral theories of health-related behavior change, health promotion strategies and methods, and public policy. The course provides case studies of evidence-based health promotion programs. It includes lectures, assigned readings, and in-class discussions.

**Prerequisites**

The course is open to MPH students in the Fielding School of Public Health and in other disciplines and to undergraduates in the public health minor program. Not open for credit to students with credit for course 200A, 200B, or 200C. A limited number of other qualified undergraduate students may be admitted if there is adequate room in the course by permission of the instructor.

**Instructor**

May Sudhinaraset, PhD  
Assistant Professor  
Community Health Sciences  
UCLA Fielding School of Public Health (FSPH)  
Office: 21-245 CHS  
Phone: 310-794-9276  
Email: msudhinaraset@ucla.edu

**Special Reader**

Shelley Jung  
Email: shelleyjung@ucla.edu  
Office Hours: Thursday 2-3PM – 21-245 CHS

**Class Days, Times, Location**

Tuesday & Thursday 3:00 pm - 4:50pm  
Room: 33-105A

**Office Hours**

By Appointment  
21-245 CHS

**Course Texts**

There is no required textbook. Reading materials will be posted online at
COM HLT 100: Introduction to Community Health Sciences
Term: Winter 2019
Units: 4

https://ccle.ucla.edu/course/view/18S-COMHLT100-1
Log-in using BOL userid and password
- View course syllabus and schedule
- Access course readings
- Get and hand in assignments
- View lecture presentations
- Read and submit postings to course discussion board

Required Readings
You may access one personal use copy of each article from the password-protected website for the class. Use your BOL username and password to log on. All readings must be completed before coming to class – you will be asked in class about issues in the readings. Please see ‘List of Required Readings’ in the Course Outline section of this syllabus.

Course Format
The course format is a 2-hour lecture twice a week (4 hours). The lecture will be supplemented with small group discussions, out-of-class activities, case studies, and examples from the public health literature.

Course Website
https://ccle.ucla.edu/course/view/18S-COMHLT100-1

Classroom Atmosphere
Students are expected to behave like professionals who come to class to learn. The most important part of each class is to make sure you and all other students get as much out of the course material and class as possible. Therefore, anyone using laptops, phones, or other electronics during class in a way that detracts from participation or distracts other students will be required to sit in the front row and refrain from using all electronics for the remainder of the quarter.

UCLA ADA Policy
Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu.

ADA Contact
Nickey Woods, Center for Accessible Education
A255 Murphy Hall,
Phone: (310) 825-1501, TTY / TTD: (310) 206-6083
Fax: (310) 825-9656

Inclusivity
UCLA’s Office for Equity, Diversity, and Inclusion provides resources, events, and information about current initiatives at UCLA to support equality for all members of the UCLA community. I hope that you will communicate with me or your TA if you experience anything in this course that does not support an inclusive environment, and you can also report any incidents you may witness or experience on campus to the Office of Equity, Diversity, and Inclusion on their website (https://equity.ucla.edu/).
## B. Learning Objectives:

The course is designed with the following learning objectives in mind. These learning objectives map to the Council on Education for Public Health (CEPH) Learning Experience and Competencies as shown below. These learning objectives will be achieved by students completing all the course readings, attending lectures and class discussions, and completing the assignments and exams.

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>CEPH Competency/Learning Experience</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of this course, students should be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Identify key cultural, social, political, economic, and psychological determinants of health and health-related behaviors.</td>
<td>LE9: Explain behavioral and psychological factors that affect a population’s health</td>
<td>• Midterm Exam (Q3-8)</td>
</tr>
<tr>
<td></td>
<td>LE10: Explain the social, political and economic determinants of health and how they contribute to population health and health inequities</td>
<td></td>
</tr>
<tr>
<td>2. Describe how health and health-related behavior are conceptualized and measured at the individual, community, and societal levels.</td>
<td>LE11: Explain how globalization affects global burdens of disease</td>
<td></td>
</tr>
<tr>
<td>3. Explain theories of health-related behavior and behavior change</td>
<td>C6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels</td>
<td></td>
</tr>
<tr>
<td>4. Define the basic elements of program planning and intervention.</td>
<td>C4. Interpret results of data analysis for public health research, policy or practice</td>
<td>• Midterm Exam (Q1 and Q2)</td>
</tr>
<tr>
<td></td>
<td>C7. Assess population needs, assets and capacities that affect communities’ health</td>
<td>• Final Exam (Section 1)</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>CEPH Competency/Learning Experience</td>
<td>Assessment</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Upon completion of this course, students should be able to:</td>
<td>C13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes</td>
<td>• Final Exam (Section 1)</td>
</tr>
<tr>
<td>5. Describe community organizing and community-based participatory research, as well as societal level initiatives.</td>
<td>C20. Describe the importance of cultural competence in communicating public health content</td>
<td>• Final Exam (Section 3 Q1)</td>
</tr>
<tr>
<td>6. Identify the major modes of advocacy for changing health policy pertaining to populations.</td>
<td>C14. Advocate for political, social or economic policies and programs that will improve health in diverse populations</td>
<td>• Opinion Editorial Essay</td>
</tr>
</tbody>
</table>
COM HLT 100: Introduction to Community Health Sciences
Term: Winter 2019
Units: 4

C. Course Assignments

1. Class attendance and participation
   a. Maximum 2 missed classes—points will be subtracted from your grade for class participation for each additional class missed without a valid excuse
   b. You must complete readings before class, participate in class discussion and activities, and respond to and ask questions during class
   c. TA will lead discussion session to help you practice and master the material covered in class and in readings.

2. Social Entrepreneur Project
   a. You will work in teams of five to represent social entrepreneurs tackling a public health problem in Los Angeles. By the end of the quarter, you will identify a relevant public health problem in LA, choose a community to explore the prevalence of this public health problem, and apply concepts and theories learned in class. Additionally, you will present with your team in class and “pitch” an intervention in a Shark Tank 3-minute presentation.
   b. Assignments will be conducted in class throughout the quarter (3% for participation in discussions)
   c. Presentations will occur on March 14

3. Four Quizzes on Readings and Lectures
   a. Distributed through CCLE on week 2, week 4, week 7, and week 9
   b. Each will be available by Thursday at 5pm of the week it is distributed
   c. Must be completed by Friday 11:59 pm of that week
   d. Covers material in readings, videos, and class lectures/discussions
   e. Each quiz can be completed twice and only the highest grade will be counted

4. Exam 1 (Midterm)
   a. Take home exam distributed on February 7 at 3pm on the CCLE site
   b. Due February 9 by 11:59 pm—LATE exams will not be accepted without a valid excuse
   c. Covers first half of quarter
   d. The exam will be completed at home and uploaded onto CCLE
   e. Short essays

5. Op-Ed Essay 1
   a. Assignment available on February 12 at 3 pm on the CCLE site
   b. Due February 19 by 11:59 pm—LATE essays will not be accepted without a valid excuse
   c. 500-800 word essay written in op-ed style addressing a community health issue in response to a recent news story. Students write an op-ed based on a current news article or online news source about a community health issue. Students are asked to take a stance and advocate for a political, social, or economic policy or program.

6. Exam 2 (Final):
   a. Take home exam distributed at the end of the last day of class (March 14) on the CCLE site
b. Due on March 18 by 5 pm—LATE exams will not be accepted without a valid excuse

c. Covers second half of quarter
d. The exam will be completed at home and uploaded onto CCLE
e. Short essays

Grading:

1. Class attendance and participation 10%
2. Social Entrepreneur Project 10%
3. Four Quizzes on Readings and Lectures 10%
4. Exam 1 (Midterm) 25%
5. Op-Ed Essay 1 15%
6. Exam 2 (Final) 30%

Total 100%

Grading Policy:

Grades on exams, essay, participation, and course are final and not open to discussion. Corrections will be made, however, if a response is clearly and unambiguously incorrectly marked wrong or points have been totaled incorrectly.

Grading Scale: The grading scale for the course is shown below.

<table>
<thead>
<tr>
<th>Grade Point:</th>
<th>4.0</th>
<th>4.0</th>
<th>3.67</th>
<th>3.33</th>
<th>3.0</th>
<th>2.67</th>
<th>2.33</th>
<th>2.0</th>
<th>1.67</th>
<th>1.33</th>
<th>1.0</th>
<th>0.67</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Percentage:</td>
<td>100-98</td>
<td>97-93</td>
<td>92-90</td>
<td>89-88</td>
<td>87-83</td>
<td>82-80</td>
<td>79-78</td>
<td>77-73</td>
<td>72-70</td>
<td>69-68</td>
<td>67-63</td>
<td>62-60</td>
<td>&lt;60</td>
</tr>
<tr>
<td>Letter Grade:</td>
<td>A+</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>F</td>
</tr>
</tbody>
</table>
Message about Academic Integrity to all UCLA Students from UCLA Dean of Students: UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in suspension or dismissal.

Forms of Academic Dishonesty: As specified in the UCLA Student Conduct Code, violations or attempted violations of academic dishonesty include, but are not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic dishonesty:

Cheating: Unauthorized acquiring of knowledge of an examination or part of an examination
- Allowing another person to take a quiz, exam, or similar evaluation for you
- Using unauthorized material, information, or study aids in any academic exercise or examination – textbook, notes, formula list, calculator, etc.
- Unauthorized collaboration in providing or requesting assistance, such as sharing information
- Unauthorized use of someone else’s data in completing a computer exercise
- Altering a graded exam or assignment and requesting that it be regraded

Plagiarism: Presenting another’s words or ideas as if they were one’s own
- Submitting as your own through purchase or otherwise, part of or an entire work produced verbatim by someone else
- Paraphrasing ideas, data or writing without properly acknowledging the source
- Unauthorized transfer and use of someone else’s computer file as your own
- Unauthorized use of someone else’s data in completing a computer exercise

Multiple Submissions: Submitting the same work (with exact or similar content) in more than one class without permission from the instructor to do so. This includes courses you are currently taking, as well as courses you might take in another quarter

Facilitating Academic Dishonesty: Participating in any action that compromises the integrity if the academic standards of the University; assisting another to commit an act of academic dishonesty
- Taking a quiz, exam, or similar evaluation in place of another person
- Allowing another student to copy from you
• Providing material or other information to another student with knowledge that such assistance could be used in any of the violations stated above (e.g., giving test information to students in other discussion sections of the same course)

Fabrication: Falsification or invention of any information in an academic exercise

• Altering data to support research
• Presenting results from research that was not performed
• Crediting source material that was not used for research

While you are here at UCLA, if you are unsure whether what you are considering doing is cheating, don’t take chances, ask your professor. In addition, avoid placing yourself in situations which might lead your professor to suspect you of cheating.

Alternatives to Academic Dishonesty

• **Seek out help** – Meet with your professor, ask for assistance as needed.
• **Ask for an extension** – if you explain your situation to your professor, she/he might be able to grant you an extended deadline for an upcoming assignment.
• **See a counselor** at Student Psychological Services, and/or your school, college or department – UCLA has many resources for students who are feeling the stresses of academic and personal pressures.

If you would like more information, please come see us at the Dean of Students’ Office in 1206 Murphy Hall, call us at (310) 825-3871 or visit their website at www.deanofstudents.ucla.edu.
## Course Outline

<table>
<thead>
<tr>
<th>Class(week)</th>
<th>Date</th>
<th>Topics and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2(1)</td>
<td>01/08</td>
<td>Overview: What is Community Health?</td>
</tr>
<tr>
<td></td>
<td>01/10</td>
<td>Defining Health and Illness</td>
</tr>
</tbody>
</table>

**UNIT 2: METHODS OF STUDYING HEALTH AND ILLNESS**

| 3-4(2)      | 01/15 | Indicators of Population Health Status |
|             | 01/17 | Measuring Health Status and Programs: Surveys and Qualitative Methods |

**Q1**

**UNIT 3: SOCIAL DETERMINANTS OF HEALTH AND HEALTH-RELATED BEHAVIOR**

| 5-6(3)      | 01/22 | Heath Disparities: Basic Concepts |
|             | 01/24 | Socioeconomic Status (SES) |
| 7-8(4)      | 01/29 | Race, Ethnicity and Immigration Status |
|             | 01/31 | Gender and Health |

**Q2**

**UNIT 4: CHANGING HEALTH-RELATED BEHAVIOR AND OUTCOMES**

| 9-10(5)     | 02/05 | Neighborhood and Spatial Health Effects |
|             | 02/07 | **Exam 1 (Midterm) – Take home** |
| 11-12(6)    | 02/12 | Theories of Health-Related Behavior and Change |
|             | 02/14 | Theories of Health-Related Behavior and Change |
| 13-14(7)    | 02/19 | Health Outcome Case Study: Obesity, Diet, and Physical Activity |
|             | 02/21 | **Op-Ed Essay Due** |

**Q3**

| 15-16(8)    | 02/26 | Health Policy and Advocacy (Paula Tavrow) |
|             | 02/28 | Chronic stress: How disadvantage gets under the skin? (Courtney Thomas) |
| 17-18(9)    | 03/05 | Health Communication Interventions |
|             | 03/07 | Health Promotion in Schools, Worksites and Clinics (Panel Discussion) |
| 19-20(10)   | 03/12 | Intervention Planning and Evaluation: General Principles |
|             | 03/14 | Review class |
|             |      | **Shark Tank Presentations** |
|             |      | **Exam 2 (Final) – Take home** |
List of Required Readings:

<table>
<thead>
<tr>
<th>Class (Week)</th>
<th>Date</th>
<th>Topics and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(1)</td>
<td>01/08</td>
<td><strong>Overview: What is Community Health?</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contrasts community health sciences approach with other areas of public health (epidemiology, biostatistics, health services, environmental health sciences) and medicine. Specifically, CHS focuses on: (1) <strong>populations</strong> (not only patients, clinical populations, or people who are sick), (2) <strong>prevention</strong> (rather than solely treatment) of health problems and <strong>promotion</strong> of healthy behaviors, and (3) the cultural, social, economic, and psychological determinants of health and health-related behavior.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Readings</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Video</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Biomedical and Social Model of Health <em>(simplistic, but it makes a clear point)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=FRuy2I9yi0E">https://www.youtube.com/watch?v=FRuy2I9yi0E</a></td>
</tr>
<tr>
<td>2(1)</td>
<td>01/10</td>
<td><strong>Defining Health and Illness</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The WHO definition of health, which is not limited to absence of disease.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contrast “differential diagnosis” used in clinical medical practice to diagnose and define illness with the social construction of health and illness: how health/illness is defined in each paradigm, determining whether someone is healthy or ill, and the obligations of people perceived as ill.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Readings</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alma-Ata Declaration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ottawa Charter</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.who.int/healthpromotion/conferences/previous/ottawa/en/">http://www.who.int/healthpromotion/conferences/previous/ottawa/en/</a></td>
</tr>
</tbody>
</table>
### UNIT 2: METHODS OF STUDYING HEALTH AND ILLNESS

#### Indicators of Population Health Status

Measures of the health status and health-related behaviors of a population (as distinct from an individual): mortality rates, morbidity rates (disease registries or survey data), and DALYs and disability-free life expectancy types of measures. Sources of data such as: vital registration system, population registers in other countries, censuses, disease registries, and surveys.

**Readings**


**Video**

The DALY Show: [https://www.youtube.com/watch?v=Exce4gy7aOk](https://www.youtube.com/watch?v=Exce4gy7aOk)

---

#### Measuring Health Status and Programs: Surveys and Qualitative Methods

Key aspects of quantitative and qualitative methods used in community health research, including: quantitative surveys and qualitative methods based on focus group and interview data collection.

**Readings**


5(3) 01/22  **Health Disparities: Basic Concepts**

Social stratification of society by gender, age, race/ethnicity, immigrant status, socioeconomic status (SES), and other categories; defining health disparity; examples by national income (GDP), race/ethnicity, gender, age, and SES; measurement of health disparities; main hypotheses for the relationship between SES and health.

**Readings**


6(3) 01/24  **Socioeconomic Status (SES)**

The social gradient between SES and health; main hypotheses about the reasons for this relationship: SES differences in health care; health-related behavior; stressful occupations, home lives, environments; and discrimination.

**Video**

Unnatural Causes: Health in America.  

Unnatural Causes: There is no such thing as small stuff  

**Readings**


7(4) 01/29  **Race, Ethnicity and Immigration Status**

Definitions of race, ethnicity and culture; race, ethnic, and immigrant status differentials in health outcomes; the role of group differences in SES; group differences in health-related behaviors and access to care; cultural influences; measurement issues related to acculturation and promotion of cultural competency.

**Video**
Unnatural Causes: How Racism Impacts Pregnancy Outcomes.  

Unnatural Causes: Marshallese Displaced from Home Islands:  

Readings


8(4) 01/31 Gender and Health

Gender differences in health and mortality across the life course including, fetal survival to birth and sex ratios at birth, childhood, adolescents and young adults, middle adulthood, and old age; and, reasons for differentials, including biological differences in survival (e.g., survival in prenatal period), risk taking, reproductive, sexual, and maternal health, health-related behaviors.

Video:  
SOPHIE. Gender Equality and Health  
https://www.youtube.com/watch?v=L98_NaNlzGc

Readings

Rieker, P.P. and Bird, C.E. 2005. Rethinking Gender Differences in Health: Why We Need to Integrate Social and Biological Perspectives. Journals of Gerontology. 60B:40-47

Explore the CDC Websites

UNIT 4: CHANGING HEALTH-RELATED BEHAVIOR AND OUTCOMES

9(5) 02/05 Neighborhood and Spatial Health Effects
Theories and hypotheses about the relationship between neighborhood characteristics and health. Methods and issues in measuring neighborhoods.

**Video:**

**Readings**


**Optional Readings**


<table>
<thead>
<tr>
<th>10(5)</th>
<th>02/07</th>
<th><strong>Exam 1 (Midterm)– Take home [NO CLASS]</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12(6)</td>
<td>02/12</td>
<td><strong>Theories of Health-Related Behavior and Change</strong></td>
</tr>
<tr>
<td></td>
<td>02/14</td>
<td>Intrapersonal and interpersonal theories that explain behavior change, including: (1) Health Belief Model, (2) the Trans-theoretical Model, (3) the Theory of Reasoned Action/Theory of Planned Behavior (5) Precaution Adoption Process Model, and (6) Social Cognitive Theory. Theories of behavior change that take a larger frame, including social ecological theory, organizational theories, social networks effects and the diffusion of innovations.</td>
</tr>
</tbody>
</table>

**Required readings:**


Optional readings:


13(7) 02/19

Health outcome case study: Obesity, Diet, and Physical Activity

Prevalence and trends in overweight and obesity, association with health status, costs to the healthcare system, measurement issues. Prevention strategies.

Video


Unnatural Causes: The Importance of Culturally Appropriate Care for Native Americans http://www.unnaturalcauses.org/video_clips_detail.php?res_id=77

Readings


Explore the CDC websites
Adult overweight and obesity: http://www.cdc.gov/obesity/adult/index.html
Childhood overweight and obesity:
http://www.cdc.gov/obesity/childhood/index.html

14(7) 02/21 Community Organizing and Community-Based Participatory Research

Different models for organization of communities from social planning or community mobilization through Freire’s conceptualization to today’s community-based participatory research and coalition building.

Guest Lecture: Dr. Marie Kennedy, Visiting Professor, Department of Urban Planning, UCLA Luskin School of Public Affairs

Readings


15(8) 02/26 Health Policy and Advocacy

Health promotion through changing the policy environment in which people live; major modes of advocacy/affecting policy: (1) changing the law through legislation (Congress or legislatures), (2) changing regulations or enforcement (Administrative branch), (3) changing the law through law suits (Judicial system), and (4) changing public opinion (mass media campaigns); major elements of advocacy.

Guest Lecturer: Dr. Paula Tavrow, Director, Bixby Program in Population and Reproductive Health, Associate Professor at the CHS department, UCLA

Readings


Brownson RC, Ewing R, McBride TD, Royer C. 2006. Researchers and

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 16(8) | 02/28| **Chronic stress: How disadvantage gets under the skin?**  
**Guest Lecture: Courtney Thomas**  
**Video**  
Unnatural Causes: Growing Wealth Divide is Bad for Health  
Unnatural Causes: How unemployment affects families  
**Readings**  
| 17(9) | 03/05| **Health Communication Interventions**  
Basic strategies used to communicate with public and professionals, including social marketing and health campaigns, media interventions, and risk communications.  
**Readings**  
| 18(9) | 03/07| **Health Promotion in Schools, Worksites and Clinics**  
**Panel Discussion: Sang Leng Trieu (The LA Trust), Kevin Riley (Worksites), Laura Vargas (Planned Parenthood LA-Promotoras Comunitarias Program)** |
Video
Unnatural Causes: YES! Program

Readings


19(10) 03/12 Intervention Planning and Evaluation: General Principles

Basic steps in planning for community or organization-based interventions, including: (1) needs assessments, (2) formative research, (3) creating objectives, (4) picking a strategy and implementation plan, (5) monitoring implementation, and (6) understanding outcomes.

Readings


20(10) 03/14 Review class