This course is intended for entering students in the Department of Community Health Sciences. It aims to provide students, who come from a very wide range of academic and professional backgrounds, with a core set of conceptual tools necessary for understanding relationships, problems, and policy alternatives in the field of community health.

Course Objectives:
At the conclusion of this course students will be able to:
- Discuss concepts and dynamics related to how health, illness and wellness are defined and assessed in public health;
- Describe basic statistical and demographic methods used in public health;
- Describe sociocultural differentials in health and have a basic understanding of underlying theories;
- Discuss and apply several basic theories and models of health behavior, health promotion and communication; and
- Discuss basic concepts of social marketing, community organizing and community empowerment in public health.

Course Grades and Requirements:
Students are expected to have a working knowledge of all the readings and to be prepared to discuss them. Assessment will be based on class participation, in-class discussion of the readings, participation in discussion sections, a take-home midterm essay examination, and a take-home final essay examination. The nature of the exam questions will be discussed in class. Both examinations will be based on the readings as well as information presented during class lectures.

The final course grade will be calculated based on:
- 20% on preparation for and participation in discussion sections
- 40% on the take-home midterm exam
- 40% on the take-home final exam

Students are required to attend a minimum of 7 of the 8 weekly discussion sections during the quarter and to complete the readings and worksheets before each discussion section meeting. Sections will start in the second week of the quarter. Sections will cover the prior week’s material. Worksheets must include (in writing): 1) 3-5 main themes of that week’s reading and 2) 3 questions about that week’s reading.

Required Texts
(1) Course Readings (Available in password protected portion of web site).

The Minkler book will be used in the second part of the course and will be available before then in the Health Sciences Bookstore.
Syllabus

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<td>Upchurch</td>
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Review Course Syllabus and Website

Visit the American Schools of Public Health Website – read what interests you.
http://www.asph.org/index.cfm

Visit the American Public Health Association Website – read what interests you.
http://www.apha.org/

http://www.whatispublichealth.org/index.html

Wed. Sept. 30  Upchurch  Health and Well-Being in the US: The Role of Public Health


Mon. Oct. 5    Upchurch  Health Indicators, Sources of Health Data, and Healthy People 2010

Visit the Centers for Disease Control Website – Read what interests you.
http://www.cdc.gov/

Visit the National Center for Health Statistics Website – Read what interests you.
http://www.cdc.gov/nchs/

Also, read “Survey and Data Collection Systems”
http://www.cdc.gov/nchs/express.htm


Wed. Oct. 7    Upchurch  Introduction to Basic Demographic Methods


PBS “Be A Demographer” Website – Go on interactive tour
http://www.pbs.org/wgbh/nova/worldbalance/demographer.html

Mon. Oct. 12   Upchurch  Sociocultural Aspects of Health: Age


House, J.S., Lantz, P.M., Herd, P., “Continuity and Change in the Social Stratification of Aging Over the Life Course: Evidence from a

Visit National Institute on Aging Website – Spotlight on Aging Research:  
http://www.nia.nih.gov/NewsAndEvents/SOAR/v1n1/

Recommended:  

Wed. Oct. 14 Upchurch  Sociocultural Aspects of Health: Gender  


Mon. Oct. 19 Upchurch  Sociocultural Aspects of Health: Socioeconomic Status (SES)  


Wed. Oct. 21 Upchurch  Sociocultural Aspects of Health: Race, Ethnicity, Nativity and Immigration Status  


Mon. Oct. 26   Upchurch   Understanding Health Disparities and Issues in Cultural Competency


National Center for Cultural Competency Website – Please review http://www11.georgetown.edu/research/gucchd/nccc/index.html


Wed. Oct. 28   Upchurch   Overview of Health in Los Angeles and MIDTERM REVIEW

Los Angeles County Department of Public Health, “Key Indicators of Health.” Available online at http://www.lapublichealth.org/ha/.

**Midterm Exams Distributed**
An essay exam will be distributed at the end of class on October 28th. Completed exams are DUE on Monday, November 2nd by 4:00pm. Late exams will not be accepted.

Mon. Nov. 2   Morisky   A Systematic Approach to Health Improvement: an introduction to Healthy People 2020

What is Healthy People http://www.healthypeople.gov/About/


Wed. Nov 4   Morisky   Health Promotion in the Community: Application of HP 2010


Havas S, Roccella EJ, Lenfant C. Reducing the public health burden from elevated blood pressure levels in the United States by

**Mon. Nov. 9** Morisky  *Theories and Models of Health Promotion and Education – 1*

National Cancer Institute: Theory at a glance. Read online at: [www.cancer.gov/Theory](http://www.cancer.gov/Theory)

Janz, Champion, & Strecher, Health Belief Model. (HB&HE, Ch. 3 new edition, pp. 45-66)

Linking Theory, Research, and Practice in Healthy Education – Education, Research and Training (ERT) [http://www.etr.org/recapp/forum/forumSummary200406.htm](http://www.etr.org/recapp/forum/forumSummary200406.htm)

**Wed. Nov. 11** Morisky  *Theories and Models of Health Promotion and Education – 2*

Veterans Holiday

Prochaska, Redding, & Evers, The Transtheoretical Model and Stages of Change. (HB&HE, Ch. 4, pp. 60-84)

Montano & Kasprzyk, Theory of Reasoned Action & Theory of Planned Behavior. (HB&HE, Ch. 5, pp. 85-112)

Montano, Perry, & Parcel, How Individuals, Environments, and Health Behavior Interact: Social Cognitive Theory. (HB&HE, Ch. 8, pp 153-178)

Lewis, Perspectives on Models of Interpersonal Health Behavior. (HB&HE, Ch. 12)

**Mon. Nov. 16** Morisky  *Effectiveness of community-based intervention Programs*


Wallack, Media Advocacy: A Strategy for Empowering People and Communities. In Minkler, Chapter 23, pp. 419-432.


**Wed. Nov. 18** Morisky  *Accountability and Cost Effectiveness in Health Promotion/Disease Prevention*

Prevention for a Healthy America-Investments in Disease Prevention Yield Significant Savings…. [http://www.calendow.org/uploadedFiles/Publications/Policy/General/Prevention%20for%20a%20Healthier%20America.pdf](http://www.calendow.org/uploadedFiles/Publications/Policy/General/Prevention%20for%20a%20Healthier%20America.pdf)

McGinnis JM, Foege WH. Actual Causes of Death in the United States. *JAMA* 1993; 270(18); 2207-2212.

**Mon. Nov. 23** Kar  *Community Organization for Health Promotion*

Wallerstein, Sanchez-Kerki, & Dow, Freirian Praxis in Health Education and Communication and Community Organization: A Case Study of an Adolescent Prevention Program.. In Minkler, Chapter 12, pp. 218-236.

Minkler, Community Organizing Among Elderly in San Francisco’s Tenderloin District. In Minkler, Chapter 15, pp. 272-288.


**Wed. Nov. 25** Kar  *Social Action for Health Promotion and Education*
Lebonte, Community, Community Development, and the Forming of Authentic Partnerships. In Minkler, Chapter 5, pp. 82-96.

Rudd & Glanz, How Individuals Use Information for Health Action: Consumer Information Processing. (HB&HE, Ch. 6)


Mon. Nov. 30 Kar Community Empowerment for Health Promotion


Wed. Dec. 2 Morisky Selected Case Studies: Implications for Health Education & Promotion and Review for final Exam


An essay exam will be distributed in class on December 2nd. Completed exams are DUE on Dec. 9 by 12:00pm. Late exams will not be accepted.