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**HS 3000 (CRN 11016/ 001): Community & Public Health; Winter 2018**

**Oakland University  
School of Health Sciences  
Health Sciences Program**

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<b>Faculty:</b>	Kwame Sakyi, MSPH, Ph.D.
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<b>Email:</b>	ksakyi@oakland.edu
<b>Office hours:</b>	<b>Tuesdays and Thursdays, 3.00 pm-4:00pm or by appointment</b>
<b>Course:</b>	HS 3000 – Winter 2018; 4 credits (CRN 11016/ 001)
<b>Course times:</b>	<b><u>1:00 – 2:47 pm, Tuesdays and Thursdays</u></b>
<b>Classroom:</b>	Human Health Building, Rm 1050

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**Course description**

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Biological, psychosocial, socio-cultural, economic, philosophical, political, ethical, environmental, community and public health organization factors, as determinants of health are discussed relative to the distribution, cause, prevention, and treatment of disease. Topics include epidemiological health indicators, goals, systems of health care delivery, disparities, diversity/stereotyping, gender, age, and disability issues. *This course satisfies the university general education requirement in the social science knowledge exploration area and in U.S. Diversity.*

Prerequisite(s): HS 2000 or instructor permission.

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**Learning outcomes**

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(Required General education objectives and cross-cutting capacities are in ***bold italics*** below):

The primary course objective is to increase students' understanding of factors associated with health disparities and individual wellness. As a result of this course, students will be able to:

1. Explain the determinants of health and health intervention strategies;
2. ***Evidence knowledge of concepts, methods, and theories designed to enhance our understanding of human behavior and/or societies;***
3. Converse clearly about the goals and objectives of Healthy People 2020;
4. Apply appropriate terminology, epidemiologic methods, and techniques to current public health problems;
5. Demonstrate an understanding of individual and community health promotion issues;
6. ***Develop and enhance the cross-cutting capacity of social awareness about health disparities that exist between race, ethnic, age, and gender groups;***
7. ***Demonstrate knowledge of how diverse value systems and societal structures are influenced by factors as race, ethnicity, gender, minority status, disability, and age;***
8. ***Identify the major challenges and issues that the above factors raise in contemporary society; and***
9. ***Demonstrate application of concepts and theories to health problems involving individuals, institutions, or nations.***

## Course Materials

1. *An Introduction to Community & Public Health* by James F. McKinzie, Robert R. Pinger, and Denise Seabert (2016). 9<sup>th</sup> Edition. Burlington, MA: Jones & Bartlett Learning.

**NOTE: Electronic access code is NOT required**

2. White iClicker remote (iClicker, iClicker2, or iClicker+ [new or used]), or iclicker Reef
  - If you are using the white iClicker remote (iClicker1, iClicker2, or iClicker+), register your clicker at <https://www1.iclicker.com/register-clicker/>
  - **When registering your iClicker, use your @oakland.edu email as your student ID (include the @oakland.edu).**
3. Additional material: Moodle, Oakland University's e-Learning software

## Academic integrity

All members of the academic community at the School of Health Sciences and the larger Oakland University are expected to practice and uphold standards of academic integrity and honesty. This includes plagiarism, cheating, unauthorized collaboration, fabrication, falsification of records or official documents, intentional misuse of equipment or materials, and aiding and abetting the perpetration of such acts. Any misrepresentation of students' work is cheating (i.e., claiming credit for ideas or work that students did not do and seeking a grade from that work). The preparation of reports, papers, and for examinations must represent each student's own efforts. Reference sources should be clearly indicated. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books, or notes has been approved by the professor, is a violation of the academic conduct standard expected in this course.

The Oakland University policy on academic conduct will be strictly followed with no exceptions. See the catalog under Academic Policies and Procedures for more information: [www.oakland.edu/pace/policies-procedures](http://www.oakland.edu/pace/policies-procedures). Any students not upholding academic integrity standards **will receive a zero on the assessment or the overall course grade.**

## Course format and expectations

The format of the course is a combination of lectures, in-class exercises, and discussions, based on the readings, other media sources, and the instructor's own experiences and research. Attendance and participation is expected for all classes. Exams will be based on lecture notes, videos, class discussions, and course readings.

## Classroom expectations

Students registered or taking courses in the School of Health Sciences are expected to behave with professional conduct. Courtesy, honesty, and respect should be shown by students to faculty members, guest lecturers, administrative support staff, community partners, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions, and striving to help them achieve maximum benefits from their experience. Some topics will

be sensitive by nature, and all students are expected to be inclusive to differing ideas and opinions. Students are encouraged to exchange ideas and to integrate personal experiences into the class.

Students interested in receiving letters of recommendation for graduate school or professional job opportunities from Dr. Sakyi should be aware of several important requirements. You must spend appropriate time and energy building a relationship with him through your participation in class and office hours. You will need to earn a final grade of at least a 3.7 in this class.

## Emails

Emails directed to Dr. Sakyi should include **"HS 3000" in the subject line**. Most emails will be responded to within 48 hours, but note that Dr. Sakyi may be slower to respond on weekends and evenings.

## Electronics

All communication and musical devices (cell phones, iPods, tablets, etc.) are to be ***silenced*** during class. While laptop computers are permitted, students are encouraged to take notes by hand when possible. Any engagement in distracting or inappropriate browsing during class is prohibited. Students are ***not permitted to take photos of lecture slides*** in class, unless permission is explicitly granted.

## Attendance and participation

Attendance in class is required on dates of any scheduled assignments or examinations and is part of your participation grade. Students are expected to arrive for class on time and to refrain from disturbing the flow of the class through conversation or distracting behavior. Attendance will be taken periodically. A student who leaves class after attendance has been taken or has missed the majority of class will be marked absent. To receive the full 100 points, students must participate in at least 75% of the questions during the class session. Students are not able to hand-in clicker questions on a paper or to make-up missed points for iClicker questions. A maximum of 4 attendance sessions will be dropped for any situation resulting in lack of participation (e.g., illness, emergencies, accidents, car trouble, or clicker malfunction).

Students with emergency situations need to notify the professor promptly ***in advance*** or ***no later*** than the day of the class/examination (through email and/or voicemail) if they are unable to be present. If an absence is ***not excused*** on an exam day, a grade of 0.0 will be recorded. It is the responsibility of the student to request opportunities to complete missed assignments, examinations, or other course requirements in a timely manner. Students are responsible for all material covered in classes that they miss, even when their absences are excused.

For activities such as athletic competitions, where schedules are known prior to the start of a term, students must provide a written schedule showing days they expect to miss classes to their professor ***before or during the first two weeks of classes***. Students who expect to miss classes, examinations, or other assignments through their religious observance shall be provided with a reasonable alternative

opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent.

The University add/drop policy will be explicitly followed. It is the student's responsibility to be aware of the University deadline dates for dropping the course.

## Student accommodations

Students with disabilities who may require special accommodations should make an appointment with campus Disability Support Services, 106 North Foundation Hall (phone: 248-370-3266). Students should also bring their needs to the professor's attention as soon as possible (*before or during the first two weeks of classes*) and provide the "Letter of Accommodations" created by DSS.

## Evaluation

All components of the course requirements are mandatory and must be passed and completed. Failure to pass **each** individual course requirement component may result in failing the overall course. There are four exams each worth 20% of the final grade (80 points each).

All assessments will be completed ***in class, except the quizzes***. Students unable to attend class on days that there are assessments must make prior arrangements with Dr. Sakyi to make up the assessment. Unless prior arrangements have been made, ten percent (10%) of an assignment grade will be subtracted per day for *late assignments* after the due date. All assignments must be completed within **3** days (including weekends) of the due date.

The main components to the grade are described below. The overall final grade you earn in this class will be based on six (7) key components:

1. Exam 1-4	320 points
2. Quizzes (1-3)	30 points
3. Reflection Assignment	30 points
4. Participation	20 points

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Total possible points (100%)      400 points

## Assessments

**Exams: 80%** (320 points total) We are using a new scantron grading system called Akindi. You will *not* need to purchase any scantrons for the exams. They will be provided to you by the instructor. The exams will include materials covered in class and your reading assignments from the course text book. **All the exams will be taking in class.**

**Exam 1:** 20%; 80 points

**Exam 2:** 20%; 80 points

**Exam 3:** 20%; 80 points

**Exam 4:** 20%; 80 points

**Quizzes: 7.5%** (10 points each; 30 points total)

There will be three quizzes in this class. They are based on three published papers that are part of your reading assignment for the course. The quiz needs to be taken before the class discussion covering the material. Below are the articles to read.

Quiz#	Article
1	Storeng, Katerini Tagmatarchi, et al. "Beyond body counts: a qualitative study of lives and loss in Burkina Faso after 'near-miss' obstetric complications." <i>Social Science &amp; Medicine</i> 71.10 (2010): 1749-1756.
2	Daly, Bobby, and Olufunmilayo I. Olopade. "A perfect storm: how tumor biology, genomics, and health care delivery patterns collide to create a racial survival disparity in breast cancer and proposed interventions for change." <i>CA: a cancer journal for clinicians</i> 65.3 (2015): 221-238.
3	Poteat, Tonia, Danielle German, and Deanna Kerrigan. "Managing uncertainty: a grounded theory of stigma in transgender health care encounters." <i>Social Science &amp; Medicine</i> 84 (2013): 22-29.

**Participation: 5%** (20 points total) Participation will be captured by attendance, which will be checked throughout the semester. You may have up to 4 missed classes without any penalty (i.e., losing any points). Leaving after an exam earns you zero participation points for that class session.

**Reflection Assignment: 7.5%** (30 points),

The goal of the reflection assignment is to help students identify a major public health problem in the United States, examine the problem through a health disparity lens, and offer actionable, realistic, solutions that harness communities' resources to solve them. Students' reflection will focus on the opioid epidemic. The reflection will be completed in class. Students will work in teams of 6-7 students. Each group will be assigned a topic in the table below. Each will prepare and give a **10-15minute presentation** in class. Details of the assignment is provided in a separate document on Moodle. T

The grading is as follows:

- **Presentation** 20 points
- **In-class peer grading** 5 points
- **In-group grading** 5 points, each group will evaluate the level of participation each group member.

Table 1: Reflection Assignment Topics, by Group

Group	Topic
A1	What is an opioid? Describe the different kinds of opioids that are used to treat pain or available on the market. How does it work in the body?
A2	Describe the public health burden of the opioid epidemic in Western Europe broadly, and one country specifically (magnitude, mortality, morbidity, social and economic burden).
A3	Describe the public health burden of the opioid epidemic in America (magnitude, mortality, morbidity, social and economic burden) and Michigan. Include the county in Michigan that is most affected
B1	Describe the populations (such as race, gender, socio-economic status, sexual orientation, or disability) that are most impacted by the opioid epidemic in America and explain why they are disproportionately affected.
B2	Describe the populations (such as race, gender, socio-economic status, sexual orientation, or disability) that are most impacted by the opioid epidemic in Michigan and explain why they are disproportionately affected.
C1	Examine the key <b>health system drivers</b> (at least three) of the opioid epidemic in America and Michigan. Support this with published research.
C2	Examine the key <b>individual level and social drivers</b> (at least three) of the opioid epidemic in America and Michigan. Support this with published research.
D1	Describe Naloxone and Saboxone as treatment approaches to reducing opioid related deaths. Present the debate for and against the use of these two drugs in tackling the epidemic.
D2	Identify three evidenced-based interventions that have been shown to reduce opioid use or addition.
D3	As a group, propose at least three innovate solutions to address the opioid epidemic. Discuss the potential effectiveness, cost implications, feasibility, and acceptability of your solution.

Grading scale											
<b>A</b>	100%	4.0	<b>B</b>	89%	3.5	<b>C</b>	79%	2.9	<b>D</b>	69%	1.9
	99%	4.0		88%	3.5		78%	2.8		68%	1.8
	98%	4.0		87%	3.4		77%	2.7		67%	1.7
	97%	3.9		86%	3.4		76%	2.6		66%	1.6
	96%	3.9		85%	3.3		75%	2.5		65%	1.5
	95%	3.8		84%	3.3		74%	2.4		64%	1.4
	94%	3.8		83%	3.2		73%	2.3		63%	1.3
	93%	3.7		82%	3.2		72%	2.2		62%	1.2
	92%	3.7		81%	3.1		71%	2.1		61%	1.1
	91%	3.6		80%	3.0		70%	2.0		60%	1.0
	90%	3.6							<b>F</b>	≤59%	0.0

### Student Resources

We want you to succeed! And we want you to connect with resources that will help you succeed in this class (and others). The following are resources that are free, incredibly helpful, & available to all:

#### Office of Disability Support Services (DSS)

The Office of Disability Support Services is responsible for verifying that students have disability related needs for academic accommodations and for planning appropriate accommodations. Students with learning, psychological, or physical disabilities who need academic accommodations can contact DSS in 106 North Foundation Hall or by (248) 370-3266. Website: <https://oakland.edu/dss/>.

#### Graham Health Center

The Graham Health Center provides affordable health care on campus. You can schedule appointments for health concerns and illnesses, sprains, asthma, etc. The Center is located at 408 Meadow Brook Rd. Call (248) 370-2341 for more information. Website: [www.oakland.edu/ghc/](http://www.oakland.edu/ghc/)

#### Oakland University Counseling Center

The OU Counseling Center provides mental health services (including personal counseling; psychological and psychoeducational testing; career testing and counseling; substance abuse evaluation, treatment, and prevention; consultation and outreach; and crisis intervention) for students and staff. The Center is located in the Graham Health Center, East Wing. Call (248) 370-3465 for more information. Website: [www.oakland.edu/oucc](http://www.oakland.edu/oucc)

#### Center for Multicultural Initiatives (CMI)

The Center for Multicultural Initiatives provides support for underrepresented students and facilitates campus-wide diversity initiatives. Stop by at 104 North Foundation Hall or contact [cmi@oakland.edu](mailto:cmi@oakland.edu) or (248) 370-4404. Website: [www.oakland.edu/cmi/](http://www.oakland.edu/cmi/)

### **Veterans Support Services**

The Office of Veteran Support Services (VSS) is the campus office responsible for supporting student veterans and military families. Through VSS, veterans and their dependents can be connected to campus and community resources to help ensure they are receiving the benefits they have earned. To learn more about the services afforded from the VSS, visit 116 North Foundation Hall, or contact [VSS@oakland.edu](mailto:VSS@oakland.edu) or 248-370-2010. Website: [www.oakland.edu/veterans](http://www.oakland.edu/veterans).

### **The Gender and Sexuality Center (GSC)**

The Gender and Sexuality Center serves Oakland University's LGBTQIA community by providing and fostering a campus environment that promotes inclusion and understanding around issues of gender and sexuality through education, outreach, and advocacy. The Center offers a variety of resources on safer sex, sexual health, healthy relationships, on and off campus organizations, and information on LGBTQIA topics and needs. It is located at the Oakland Center, Room 49D. Contact the GSC at (248) 3702-4336 or [gsc@oakland.edu](mailto:gsc@oakland.edu). Website: [www.oakland.edu/gsc/](http://www.oakland.edu/gsc/)

### **The Writing Center**

The OU Writing Center is open to all students to provide writing consultation to brainstorm ideas, revise drafts, and refine written works. The Writing Center is located in room 212 of Kresge Library. Email [ouwc@oakland.edu](mailto:ouwc@oakland.edu) or call (248) 370-3120. Website: [www.oakland.edu/ouwc](http://www.oakland.edu/ouwc)

### **English as a Second Language (ESL) Institute**

The ESL Institute offers support for English as a second language students at all levels. Visit O'Dowd Hall, Room 326 for more information. Website: [www.oakland.edu/esl/](http://www.oakland.edu/esl/)

### **The Tutoring Center**

The Tutoring Center offers various free support services, including individual and group peer tutoring, supplemental instruction, and study skills assistance. Everyone learns differently, and the Tutoring Center strives to help students gain control over their academic success. Contact the Center at [tutoring@oakland.edu](mailto:tutoring@oakland.edu) or (248) 370-4454, or visit 103 North Foundation Hall. Website: [www.oakland.edu/tutoring](http://www.oakland.edu/tutoring).

### **Registrar's Office**



You can access your registration record, class offerings, schedules, and academic calendars (including final exam schedules) at [www.oakland.edu/registrar](http://www.oakland.edu/registrar).

## **Course schedule**

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The class schedule below is a guide. Dr. Sakyi reserves the right to alter this schedule. Exams may fall on different days based on the actual pace of the course material.

Day	Date	Reading	Course content	Assessment
Thurs	Jan. 4	Syllabus CH 1	Course introductions & requirements; Introduction & history of public health	
Tues	Jan. 9	CH 2	Governmental & Non-governmental health organizations ( <b>Recorded Lecture Online—Moodle</b> )	
Thurs	Jan. 11	CH 3	Epidemiology: The Study of Disease, Injury, and Death in the Community	
Tues	Jan. 16	CH 3	Epidemiology: Data Sources, Uses and Study design	
Thurs	Jan. 18	CH 4	Epidemiology: Prevention & Control of Communicable and Non-communicable diseases	
Tues	Jan. 23	CH 13	Health Care Delivery	<b>Exam #1, in class: Chapters 1-4</b>
Thurs	Jan. 25	CH 7	Maternal, Reproductive and Infant Health	
Tues	Feb. 1	CH 7	Maternal, Reproductive and Infant Health	
Thurs	Feb. 6	CH 7 & 8	Child Health and Adolescent Health	<b>Quiz #1, due 12:00pm Storeng et al., 2010</b>
Tues	Feb. 8	CH 8 & 9	Young and Old Adult Health	
Thurs	Feb. 13	CH 10	Minority Health & Health Disparities: Intro and Determinants of Health	
Tues	Feb. 15	CH 10	Minority Health & Health Disparities: Black & Hispanic Americans	<b>Exam #2, in class Chapters 7-9, 13</b>
Thurs	Feb. 20		Winter Recess—No Class	
Tues	Feb. 22			
Thurs	March 1	CH 10, Daly et al (2015)	Minority health & Health disparities: Asian, NHOPI, and AIAN Americans, Immigrants	<b>Quiz #2, due 12:00pm Daly et al</b>
Tues	March 6	CH 10	Minority health & Health disparities: Asian, NHOPI, and AIAN Americans, Immigrants	<b>Guest Lecture</b>
Thurs	March 8	CH 10	Minority Health and Health Disparities: Disability Health	<b>Guest Lecture</b>
Tues	March 13	Poteat (2013)	Minority Health & Health Disparities: Lesbian, Gay, Bisexual and Transgender Health	
Thurs	March 15	CH 11	Community Mental health	<b>Quiz #3, due 12:00pm Poteat et al. (2013)</b>
Tues	March 20	CH 5	Community Organizing and Health promotion programming	
Thurs	March 22	CH 14	Environmental health: Intro, Air & Water Quality,	
Tues	March 27	CH 14	Environmental health: Food, Waste, and Radiation	<b>Exam #3, in class Chapters 5,10-11</b>
Thurs	March 29		Environmental Health: Climate Change	
Tues	April 3		Environmental Health: Built Environment	
Thurs	April 5		Opioid Epidemic: Group A1-A3	<b>Reflection Due, 1:40 pm</b>
Tues	April 10		Opioid Epidemic: Group B1-C2	
Thurs	April 12		Opioid Epidemic: Group D1-D3	
Tues	April 17		No class	
Thurs	April 19			
Tues	April 24		Final Exam, Noon-3pm	Chapters 14-15, +topics