I. COURSE DOMAIN AND BOUNDARIES

The purpose of this course is to introduce students to several key concepts at the interface between epidemiology, public health, and policy. Policy has a well-documented, powerful, and sustained effect on public health indicators. This course covers the epidemiologic basis, types of evidence, theories, study designs, methods of communication, and current challenges and controversies in health policy.

In this course we intentionally use multiple methods of teaching and expect you to pursue multiple types of learning. The course content will be covered through readings, individual and group exercises, case studies, lectures, debates, and discussions. We seek to build both your practical skills (e.g., learning to do an elevator speech) and your analytic skills (e.g., writing a policy paper). We expect you to take initiative and participate actively in class discussions and debates. A goal of this course is to further develop your oral and written communication skills.

Prerequisite: S55-5002, Foundations of Public Health: Epidemiology

II. MPH FOUNDATIONAL KNOWLEDGE AND COMPETENCIES ADDRESSED IN THIS COURSE

A. Foundational Knowledge

- Explain public health history, philosophy and values.
- Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health.
- Explain the critical importance of evidence in advancing public health knowledge.
• Explain the social, political, economic determinants of health and how they contribute to population health and health inequities.

B. Foundational (or Specialization) Competencies

• Apply epidemiological methods to the breadth of settings and situations in public health.
• Advocate for political, social or economic policies and programs that will improve health in diverse populations.
• Evaluate policies for their impact on public health and health equity.
• Communicate audience-appropriate public health content, both in writing and through oral presentation.
• Explain the principles of study design for identifying risk factors for outcomes (e.g., sampling strategies, data collection, study design trade-offs).
• Analyze the effects of political, social, and economic policies on public health systems at the local, state, national and international level using a transdisciplinary approach (i.e. apply paradigms from economics, sociology, political science and theory, and law).
• Demonstrate an ability to synthesize complex information for a decision maker, addressing the issues of costs, benefits, distribution, effectiveness, efficiency, administrative ease, legality, equity, and political acceptability and make and support recommendations affecting health policy and practice.

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual's identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/
English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. Washington University Academic Support Policies

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb, Director of the Relationship and Sexual Violence Prevention Center, or Jen Durham Austin, Support Services Counselor. Both Kim Webb and Jen Durham Austin are confidential resources; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to us to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if we otherwise observe or become aware of such
an allegation, we will keep the information as private as we can, but as a faculty member of Washington University, we are required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI’s strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. READINGS

The instructor and TA may distribute additional readings, class notes, class exercises, and other materials during the semester. Most materials will be distributed via Canvas, and students are expected to check Canvas frequently for updates and new materials.

VI. ORGANIZATION OF COURSE

In-class meetings are a mix of lectures, discussions, group activities, case studies, quizzes, and policy debates. The week-by-week content of the course is shown in Table 1 (page 8).

To provide you with additional support, this course has TA and instructor office hours. The TA will also provide you with e-mail support if you become “stuck” during your work. The TA and the course instructor will always seek to provide you with a response within 24 hours of your e-mail; this time may be longer during weekends and holidays.
VII. ROLE OF FACULTY AND STUDENTS

Instructor Expectations

It is recognized that students have expectations of their instructors. In this course, you can expect the instructor and TA to:

- Be prepared for each class section;
- Provide selective readings, assignments, and in-class activities to facilitate student learning;
- Challenge you to synthesize new ideas and critically evaluate existing ones;
- Provide timely and constructive feedback on your performance;
- Be open-minded with regard to your thoughts and ideas; and
- Be available for questions or additional assistance outside of class.

To provide students with the best possible learning experience, we reserve the right to change the syllabus as needed.

Student Expectations

Students are expected to:

- Attend class on time and be prepared;
- Complete all required readings and assignments in a timely manner; and
- Participate actively in class.

If any student has problems with attendance, meeting deadlines, or taking a quiz on a given date, it is important that these difficulties be discussed promptly with the instructor or TA.

Public health students represent a diverse array of personal and professional backgrounds and experiences. The heterogeneity of thought that results from these different backgrounds is an asset to this type of course, wherein the goal is to examine the complex set of issues affecting policy development and implementation. It is requested that students respect and appreciate the viewpoints of others.

As a student enrolled in a graduate level course, you are expected to seek outside resources (e.g., textbooks, internet resources, journals) if needed to enhance your understanding of material covered in class.

VIII. ASSIGNMENTS AND GRADING CRITERIA

All required readings are to be completed prior to the session to which they are assigned. Assignments are due by 5:00 pm on the due date assigned. Assignments turned in after the due date will receive a deduction of 2% per day unless you have cleared the delay with Prof. Brownson beforehand.

There are several types of activities designed to solidify your understanding of course material, allow assessment of your class preparation, progress, and comprehension, and prepare you for your amazing careers after leaving the program. Details of each assignment are provided in the Attachment (page 16).

Participation (15% of final grade). Participation will be assessed as follows:

A. Attendance (50% of participation grade): You are required to attend 14/15 classes to receive full attendance points. A sign-in sheet will be used to track attendance. Permission to miss additional classes due to extraordinary circumstances may be granted without the loss of points.

B. Class discussions/online assessments (30% of participation grade): You will be expected to actively participate in class discussions and Canvas activities.

C. Completion of mid-term and final evaluations (20% of participation grade): A total of 20% of your participation grade will be given for completing the midterm (5%) and final evaluations (15%). This
information is very important in the consideration of modification of course content. We appreciate your comments about what you like about the course as well as your constructive feedback for improvements!

Grade Breakdown/Components

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Class attendance and participation (in class and on Canvas)</td>
<td>15</td>
</tr>
<tr>
<td>Elevator speech (individual)</td>
<td>5</td>
</tr>
<tr>
<td>Epidemiology and policy in the media (in pairs)</td>
<td>10</td>
</tr>
<tr>
<td>Student-led debates (3-4 students per team)</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes (n = 3)</td>
<td>20</td>
</tr>
<tr>
<td>Policy paper</td>
<td></td>
</tr>
<tr>
<td>Initial outline</td>
<td>(critiqued, not graded)</td>
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<tr>
<td>Draft of introductory section</td>
<td>(critiqued, not graded)</td>
</tr>
<tr>
<td>Full paper</td>
<td>40</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

Grading Scale*

94-100: A
90-93: A-
88-89: B+
82-87: B
80-81: B-
77-79: C+
74-76: C
70-73: C-
≤ 69:    F

*final percentage scores are not rounded up; you must get at least 94.0% for an A, 90.0% for an A-, 88.0% for a B+, etc. No exceptions. Please see Prof. Brownson with questions about this policy before the last day of class.
## IX. MPH COMPETENCY ALIGNMENT TO ASSESSMENT OPPORTUNITY

<table>
<thead>
<tr>
<th>MPH Competency(ies)</th>
<th>Assessment Opportunity</th>
</tr>
</thead>
</table>
| Apply epidemiological methods to the breadth of settings and situations in public health. | Quizzes  
Epidemiology and Policy in the Media  
Policy Paper |
| Advocate for political, social or economic policies and programs that will improve health in diverse populations. | Elevator Speech  
Student-Led Discussions/Debates |
| Evaluate policies for their impact on public health and health equity.               | Student-Led Discussions/Debates  
Policy Paper |
| Communicate audience-appropriate public health content, both in writing and through oral presentation. | Elevator Speech  
Epidemiology and Policy in the Media  
Policy Paper |
| Explain the principles of study design for identifying risk factors for outcomes (e.g., sampling strategies, data collection, study design trade-offs). | Quizzes  
Epidemiology and Policy in the Media  
Policy Paper |
| Analyze the effects of political, social, and economic policies on public health systems at the local, state, national and international level using a transdisciplinary approach (i.e. apply paradigms from economics, sociology, political science and theory, and law). | Quizzes  
Student-Led Discussions/Debates  
Policy Paper |
| Demonstrate an ability to synthesize complex information for a decision maker, addressing the issues of costs, benefits, distribution, effectiveness, efficiency, administrative ease, legality, equity, and political acceptability and make and support recommendations affecting health policy and practice. | Quizzes  
Elevator Speech  
Epidemiology and Policy in the Media  
Student-Led Discussions/Debates  
Policy Paper |
## X. COURSE OUTLINE

| Week 1 | Topic: Foundations. Introduction & Overview: Why are we here? (R. Brownson)  
In class exercise: Moot court: Is academic epidemiology a failure? (student discussion) |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Thursday 8/29 | Required reading:  
| | Optional reading:  
| | Agenda:  
1. Introduction to course  
2. Explanation of assignments, quizzes, discussions, grading  
3. Walk-through course Canvas  
4. Review of policy paper assignment  
5. In class exercise  
| Quiz: None  
Assignment due: None |

| Week 2 | Topic: Foundations. Study Designs, Risk, and Causation (R. Brownson)  
| Thursday 9/5 | In class exercise: Debate on vaccine policy  
| | Required reading:  
| | Optional reading:  
| | Agenda:  
1. Overview of design issues  
2. Concepts of causation in policy  
3. Framing risk and risk communication  
4. Review of assignment on epidemiology and policy in the media  
5. Review of assignment on the elevator speech  
6. In class exercise  
| Quiz: None  
Assignment due: None |
**Week 3**

**Thursday 9/12**

**Topic**: Tools. Methods for Public Health Practice (R. Brownson)

**In class exercise**: Debate on public good versus the nanny state (led by M. Vogel)

**Required reading**:


**Optional reading**:


**Agenda**:

1. Overview of key public health methods (descriptive epi, policy surveillance, setting priorities, effective communication tips).
2. Global variations in the view of the nanny state.
3. Elevator speeches
4. In class exercise

**Quiz**: None

**Assignment due**: None

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**Week 4**

**Thursday 9/19**

**Topic**: Foundations. The Role of Theory and Policy Analysis (Sarah Moreland-Russell, R. Brownson)

**In class exercise**: Incorporating theory in real-world scenarios

**Required reading**:


**Optional reading**:


**Agenda**:

1. Political science theory
2. Concepts of team science
3. Methods of policy analysis
4. Considerations for legislative testimony
5. In class exercise

**Quiz**: None

**Assignment due**: Outline for final paper
<table>
<thead>
<tr>
<th>Week 5</th>
<th>Thursday 9/26</th>
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</table>
| **Topic:** Applications: Global and State Tobacco Control Policy (R. Brownson)  
**In class exercise:** E-cigarette case study; discussion  
**Required reading:**  
Public Health Law Center: Regulating electronic cigarettes & similar devices:  
**Optional reading:**  
**Agenda:**  
1. Epidemiology and global impact of tobacco use  
2. Policy approaches  
3. Emerging issues in tobacco control  
4. In class exercise  
5. Quiz  
**Quiz:** Quiz 1  
**Assignment due:** None |
<table>
<thead>
<tr>
<th>Week 6</th>
<th><strong>Thursday 10/3</strong></th>
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</table>
| **Topic:** Tools. Practice Guidelines and Systematic Reviews (R. Brownson)  
**In class exercise:** Case discussions: policy and obesity; IARC classification of carcinogens  
**Required reading:**  
Reuters: Cancer agency left in the dark over glyphosate evidence:  
CNBC: US jury rules against Bayer in Roundup cancer case:  
**Optional reading:**  
**Agenda:**  
1. Uses of systematic reviews and expert reviews  
2. Uses of evidence by policy makers  
3. Lessons about use of scientific evidence in policy making  
4. In class exercise  
5. Elevator speeches  
**Quiz:** None  
**Assignment due:** First set of elevator speeches |

<table>
<thead>
<tr>
<th>Week 7</th>
<th><strong>Thursday 10/10</strong></th>
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</table>
| **Topic:** Applications: National. Law and Public Health (Linda Raclin, R. Brownson)  
**In class exercise:** TBA  
**Required reading:**  
Gerstein J. “Justices uphold precedent backing government regulators.” *Politico*; 26 June 2019:  
**Optional reading:**  
**Agenda:**  
1. Interdisciplinary approaches to law and public health  
2. Legal processes affecting population health  
3. Administrative legal processes affecting public health  
4. Assuring the best public health evidence is linked to policy making  
**Quiz:** None  
**Assignments due:** Second set of elevator speeches, Draft write-up of introduction of paper |
| Week 8 | **Thursday 10/17** | **Topic:** Applications. Understanding the Local Policy Process (Pam Walker, R. Brownson)  
**In class exercise:** Decision making and resource allocation in a local health agency: wild card contingencies  
**Required reading:**  
**Optional reading:**  
**Agenda:**  
1. Basics of the Big P policy process (legislative hearings, testimony, role of politics, advocacy)  
2. Trade-offs in making decisions in public health practice (small p policy)  
3. Macro forces affecting public health practice  
4. In class exercise  
**Quiz:** None  
**Assignment due:** None |
| Week 9 | **Thursday 10/24** | **Topic:** Applications: Global. Infectious Disease Policy (Bill Powderly, R. Brownson)  
**In class exercise:** What are the right lessons from Ebola?  
**Required reading:**  
**Optional reading:**  
**Agenda:**  
1. Overview of the impact of infectious diseases  
2. Policy approaches for controlling infectious diseases  
3. Debate on Ebola policy  
4. Quiz  
**Quiz:** Quiz 2  
**Assignment due:** None |
<table>
<thead>
<tr>
<th>Week 10</th>
<th><strong>Thursday 10/31</strong></th>
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<tbody>
<tr>
<td><strong>Topic:</strong> Applications. Student Presentations: Epidemiology and Policy in the Media (R. Brownson)</td>
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<tr>
<td>[Time permitting, a journal club will be held, article TBA]</td>
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<tr>
<td><strong>In class exercise:</strong> Recent media article reviewed where underlying research can be found and examined for accuracy.</td>
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<tr>
<td><strong>Required reading:</strong> TBA</td>
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<td><strong>Optional reading:</strong> TBA</td>
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<tr>
<td><strong>Activities:</strong> 10 students present examples (in pairs)</td>
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<tr>
<td><strong>Quiz:</strong> None</td>
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<td><strong>Assignment due:</strong> None</td>
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<tr>
<th>Week 11</th>
<th><strong>Thursday 11/7</strong></th>
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<tr>
<td><strong>Topic:</strong> Applications: Local. Social Justice and Policy Making (K. Furtado, R. Brownson)</td>
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<tr>
<td><strong>In class exercise:</strong> TBD</td>
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<tr>
<td><strong>Required reading:</strong></td>
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<tr>
<td><strong>Optional reading:</strong></td>
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<tr>
<td>Freudenberg, N., Franzosa, E., Chisholm, J., &amp; Libman, K. New Approaches for Moving Upstream How State and Local Health Departments Can Transform Practice to Reduce Health Inequalities. <em>Health Educ Behav</em> 2015; 42(1 suppl), 46S-56S.</td>
<td></td>
</tr>
<tr>
<td>For the Sake of All final report: [scan entire report and focus on recommendations on pages 68-70]</td>
<td><a href="https://forthesakeofall.files.wordpress.com/2014/05/for-the-sake-of-all-report.pdf">https://forthesakeofall.files.wordpress.com/2014/05/for-the-sake-of-all-report.pdf</a></td>
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<tr>
<td><strong>Agenda:</strong></td>
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<tr>
<td>1. Introduction to challenges of epidemiologic data for disparities policy</td>
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<td>2. Challenges for health equity interventions</td>
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<td>3. Social inclusion and policy making</td>
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<td>4. Lessons from local efforts to eliminate disparities</td>
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<tr>
<td>5. In class exercise</td>
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<td><strong>Quiz:</strong> None</td>
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<td><strong>Assignment due:</strong> None</td>
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<tr>
<th>Week 12</th>
<th><strong>Thursday 11/14</strong></th>
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<tr>
<td><strong>Topic:</strong> Applications. Student Presentations: Epidemiology and Policy in the Media (R. Brownson)</td>
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<tr>
<td>[Time permitting, a journal club will be held, article TBA]</td>
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<tr>
<td><strong>In class exercise:</strong> Recent media article reviewed where underlying research can be found and examined for accuracy.</td>
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<td><strong>Required reading:</strong> TBA</td>
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<td><strong>Optional reading:</strong> TBA</td>
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<tr>
<td><strong>Agenda:</strong> 10 students present examples (in pairs)</td>
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<td><strong>Quiz:</strong> None</td>
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<td><strong>Assignment due:</strong> None</td>
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<td>Week 13</td>
<td>Thursday 11/21</td>
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<td><strong>Topic:</strong> Applications: National. Mental Health and Gun Violence (R. Brownson)</td>
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<td><strong>In class exercise:</strong> Case study of Swanson article; discussion on handgun regulation</td>
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<tr>
<td><strong>Required reading:</strong></td>
<td></td>
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<tr>
<td><strong>Optional reading:</strong></td>
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<tr>
<td>“A Gun is Not a Disease”: <a href="http://epimonitor.net/Briefs-Gun-Not-a-Disease.htm">http://epimonitor.net/Briefs-Gun-Not-a-Disease.htm</a></td>
<td></td>
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<tr>
<td>Gary Slutkin: Let's treat violence like a contagious disease, April 2013 at TEDMED 2013 <a href="https://www.ted.com/talks/gary_slutkin_let_s_treat_violence_like_a_contagious_disease?language=en">https://www.ted.com/talks/gary_slutkin_let_s_treat_violence_like_a_contagious_disease?language=en</a></td>
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<tr>
<td><strong>Agenda:</strong></td>
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<tr>
<td>1. Review of the public health impact of gun violence</td>
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<tr>
<td>2. Overview of policy approaches</td>
<td></td>
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<tr>
<td>3. Debate on the pros and cons of gun regulation and mental health issues</td>
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<tr>
<td>4. Time to prepare for your Week 14 debate</td>
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<tr>
<td>5. In class exercise</td>
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<tr>
<td><strong>Quiz:</strong> None</td>
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<tr>
<td><strong>Assignment due:</strong> None</td>
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<table>
<thead>
<tr>
<th>Week 14</th>
<th>Thursday 12/5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic:</strong> Student-determined policy debates</td>
<td></td>
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<tr>
<td><strong>In class exercise:</strong> Two policy issues, identified based on the interest of the students, will be discussed/debated; teams of 2 or 3 each will present on topics chosen by students</td>
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<tr>
<td><strong>Required reading:</strong> None</td>
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<tr>
<td><strong>Optional reading:</strong> None</td>
<td></td>
</tr>
<tr>
<td><strong>Agenda:</strong></td>
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<tr>
<td>1. Present the core policy-related issue</td>
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</tr>
<tr>
<td>2. Engage the class in discussion/debate</td>
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<td>3. Score the debate with which you are not involved</td>
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<td><strong>Quiz:</strong> None</td>
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<tr>
<td><strong>Assignment due:</strong> Final paper</td>
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Week 15
Thursday 12/12

**Topic:** *Wrap up. Epidemiology and Public Health in a Changing World: Policy Implications* (Senator Brian Williams, R. Brownson)

**In class exercise:** Discussion on the role of the epidemiologist; addressing macro trends in your career; what do you want to be when you grow up? Understanding policy issues facing St. Louis and the future of our region.

**Required reading:**

**Optional reading:**

**Agenda:**
1. Discussion of macro trends affecting epidemiology and policy
2. Exploration of career implications
3. In class discussion
4. Quiz

**Quiz:** Quiz 3

**Assignment due:** None
XI. ATTACHMENT: DETAILED DESCRIPTIONS OF ASSIGNMENTS AND GRADING CRITERIA

Elevator Speech (completed in Weeks 6 and 7)

A brief speech or presentation that can be delivered in the time it takes an elevator to go from the top floor to the first floor—usually about 2 minutes—is called an elevator speech. The purpose is to have a prepared presentation that grabs attention and gets your message across in a few words.

For this assignment, you will base your speech on an answer to one of the questions below. The questions relate to the topics discussed this semester and/or are in need of attention. You will be required to present your speech to the class and submit a written copy to your instructor.

We encourage you to speak without notes. However, if you need a few notecards, we will not penalize you for using them. We will penalize for straight reading from notecards. You have a maximum of 2 minutes to deliver your speech.

Questions (choose one; you may come up with another idea, but run it by the instructor)

Local policy
Should we implement Complete Streets in St. Louis?
Should the city health department invest more funds in tobacco control?
How should St. Louis prioritize the limited amount of public health funds?
How might we decrease rates of infant mortality in St. Louis?
Does the municipal fragmentation of St. Louis County impose barriers to health?
How might we prioritize the recommendations of the Ferguson Commission (now Forward Through Ferguson)?
What actions are needed to implement the recommendations of the Ferguson Commission (now Forward Through Ferguson)?

State policy
Is gun violence a public health issue?
Should a legislator vote against a proposal to repeal the motorcycle helmet law?
How should Missouri prioritize the limited amount of public health funds?
Should the state accept Medicaid expansion funds from the federal government?

International policy
What actions are needed to address climate change?
How do we best address the 71 million people globally, who are in forced migration?
What are the public health challenges or rapid urbanization in several parts of the world?

GRADING CRITERIA:
1) Content
   o Persuasive use of data
   o Organized in a logical sequence
   o The “ask” is clear
2) Presentation
   o Effective oral communication (volume, clarity, rate)
   o Eye contact
   o Responses to questions
   o Less than 2 minutes (not including questions)
   o Not reading directly from notes
Epidemiology and Policy in the Media (Weeks 10 and 12)

Find an example of epidemiology and policy in the media. This can be the small p or the Big P. You should first find a story in the media, most likely the print media that uses research findings to support a policy change. This can come from a left leaning outlet (e.g., MSNBC), a right leaning outlet (e.g., Fox News) or one in the middle (e.g., CNN). These could also be articles from news magazines (e.g., TIME, Newsweek, The Economist) or newspapers (e.g., the St. Louis Post Dispatch, the New York Times).

The news story should allow you to find the original scientific study. You should then examine how accurately the original study is portrayed, what is emphasized, what is left out, what you would have written differently if you were the writer of the media study.

In pairs, you will have 8 minutes to present your findings in class to include:

Slide 1: The public health issue
Slide 2: The policy described or policy implications (include the role of epidemiology)
Slide 3: Key findings in the media portrayal
Slides 4 and 5: An overview of the original study
Slides 6 and 7: Parts portrayed accurately, parts emphasized and parts left out of the media study
Slide 8: Summary and conclusion

After your presentation, we will have up to 5 minutes of question/answer.

GRADING CRITERIA:

1) Selection of a public health policy issue with clear links to evidence/epidemiology
2) Description of evidence as presented by the research article
3) Description of what is portrayed (or not portrayed) accurately in the media story
4) Concise description of the type of policy (e.g., small p, Big P)
5) Clear oral communication (including clear slides)
6) Succinct answers to questions
Student-Led Debates (Week 14)

Based on topics generated in class, student groups of 3-4 each will engage the class in a debate of two different/opposing policy approaches. These may involve specific policies/laws (e.g., Should we regulate handgun purchases? Should we ban high school football?) or more general policy approaches that may affect health (e.g., Should we spend more on national defense or on funding for CDC/NIH?).

An example of such a debate will be provided in Week 1 or Week 2.

The format includes:
- Presentation of view 1: 4-5 minutes
- Presentation of view 2: 4-5 minutes
- Opposing team rebuttal: 1-2 minutes
- Affirmative team rebuttal: 1-2 minutes
- Class discussion: 10-15 minutes

Be prepared to address questions such as:
- Is the evidence stronger for view 1 or view 2?
- At the state or national level, which view is more supported by policy makers in power?
- How has the media affected view 1 or view 2?
- As a public health practitioner, what could/should be your role?

GRADING CRITERIA:

1) **Analysis**: Did the debaters get to the heart of the issue with logic?
2) **Reasoning**: Did the debaters clash intelligently with their opponents?
3) **Evidence**: Did the debaters understand and use evidence effectively?
4) **Organization**: Were speeches clear and logically ordered?
5) **Delivery**: Did debaters speak well?
Quizzes (administered Weeks 5, 9, and 15)

You will complete three quizzes covering course material. Each quiz will take approximately 25 minutes to complete. We will administer quizzes at the beginning of class during Week 5 (9/26), Week 9 (10/24), and Week 15 (12/12), prior to the lecture review and other activities. Quizzes will cover the material in the previous weeks (not cumulative) through multiple choice, short answer, and true/false formats. If any question is completed correctly by less than 50% of the class, that question will be dropped and those with the correct answer will receive a bonus point.
Policy Paper (due in Week 14)

Audience for the paper: A policy maker of your choosing at the global, national, state, or local level. In your outline and on your cover page, state the audience. You may assume your audience has some knowledge of health but no formal training in public health.

Goal: Your paper should seek to review one of the following:

1. A policy-related issue where significant progress has been shown over the past few decades contrasted with one with little progress

or

2. A recent policy-related issue where the evidence is still developing but the need for policy action is urgent

or

3. Another policy-related issue worthy of review (run your idea by the instructor)

Methods to obtain input prior to the final submission (required):
A detailed outline is due in Week 4 (1 page, single spaced)
A draft write-up of the Introduction is due in Week 7 (about 2 pages, double spaced)

Format for the paper (maximum of 12 pages, double spaced text, 12 pt font, references not included in the 12-page limit; maximum of 2 tables/figures). Follow JAMA style formatting for the references (guide to citing in JAMA style is posted).

A. Introduction: description of the public health problem

What is the public health issue of interest? Almost always, if there is going to be a policy solution, it is because something is wrong (e.g., high level of tobacco use, childhood obesity) or insufficient with other consequences (e.g., a road that is needed to facilitate increased traffic makes the streets less friendly for bicycling). Give some background on the scope of the problem. Also, you need to briefly explain why it is a problem. This is the place to describe the descriptive epidemiology of the issue (person, place, time).

B. Description of the policy

Following the categories of process, content, outcomes (Brownson et al. 2009), describe the policy. What are effective policy approaches for addressing the public health problem? What role has been played by advocates? What knowledge is lacking? Has this been Big P, small p, or both? Who has a vested interest (the policy will affect them somehow)?

C. The role of epidemiology and scientific evidence in shaping the policy

Describe the role of epidemiology and other public health disciplines in shaping the policy. How certain is the evidence base? What have been contributions from disciplines outside of the health sector?

D. Summary and lessons learned

This final section describes the overall progress and what we have learned about this public health issue and policy progress. Have social norms changed over time? Are there lessons that could be applied to other areas of public health? What about populations with high health disparities (Who stands up for them??)?? What are one or two key learnings that you have gained from writing this paper?
REFERENCE

GRADING CRITERIA:

1) Selection of an issue with public health implications
2) Quality and logic of the writing
3) Use of evidence to inform the policy approach
4) Use of authoritative sources to back up your arguments
5) Lessons that draw appropriately from the data presented