

AS.280 (PUBLIC HEALTH STUDIES)

AS.280.101. Introduction to Public Health. 3 Credits.

This course provides an overview of the field of public health. Topics include the major causes of morbidity and mortality; the socioeconomic, behavioral, and environmental factors that affect health; the analytical methods used in the field; the role of government in protecting the public's health; key features of the U.S. health care system; and current challenges in the field. The course also introduces students to the basic conceptual models and approaches that are central to public health practice. This course is restricted to freshmen and sophomores. Other students may enroll with the instructor permission. Your enrollment may be withdrawn at the discretion of the instructor if you don't meet one of those criteria.

Area: Social and Behavioral Sciences

AS.280.120. Lectures on Public Health and Wellbeing in Baltimore. 1 Credit.

An introduction to Urban Health with Baltimore as a case study: wellbeing, nutrition, education, violence and city-wide geographic variation. Lectures by JH Faculty, local government/service providers and advocates.

Area: Social and Behavioral Sciences

AS.280.161. Applications of Biological Concepts in Public Health. 3 Credits.

This course explores the basic biology concepts relevant to public health. Case studies will be used to examine key scientific principles and their application. This course is designed for public health students who are not intending to pursue a career in natural sciences or medicine. This course satisfies the Public Health Studies Biology requirement, but does not satisfy Pre-Med requirement. All freshman must have taken or be currently enrolled in AS.280.101 to register. Department Approval Required.

Prerequisite(s): AS.020.151

Area: Natural Sciences

AS.280.225. Population, Health and Development. 3 Credits.

This course will cover the major world population changes in the past century as well as the contemporary situation and projections for this century. Topics include rapid population growth, the historical and continuing decline of death and birth rates, contraceptive methods as well as family planning and child survival programs, population aging, urbanization, population and the environment and the demographic effects of HIV/AIDS. This course is restricted to Public Health Studies majors. Students minoring in Study of Women, Gender, and Sexuality can register with instructor approval.

Area: Social and Behavioral Sciences

AS.280.232. Applications of Precision Medicine in Public Health. 1 Credit.

This course will (1) introduce students to principles of precision medicine (PM) across the care continuum and (2) engage students to think critically about how PM will change the medical and public health landscape. Students will learn about the PM initiative and current examples of PM in disease prevention, diagnosis, treatment and surveillance. Students will identify challenges associated with incorporating PM into our health care system and discuss strategies to mitigate such challenges.

AS.280.235. Public Health Cardiology. 1 Credit.

This course will provide a hands on overview of the modern science behind cardiovascular disease. Topics will include the epidemiology of cardiovascular disease, prevention, interventions and risk factors that impact outcomes. Students will learn hands on skills to recognize and treat heart attacks including basic ECG recognition, cardiopulmonary resuscitation (CPR) and current treatment algorithms.

Area: Natural Sciences, Social and Behavioral Sciences

AS.280.240. Research Methods in Public Health. 4 Credits.

This course examines the research process, with an emphasis on formulating research questions, critically evaluating published research, and drawing objective conclusions from a body of scientific literature. Students conduct a systematic review of the scientific literature related to a public health issue. Labs focus on developing and documenting a sound review methodology and communicating the review findings effectively in writing.

Prerequisite(s): AS.280.101 AND (AS.280.345 OR AS.200.314 OR EN.553.230 OR EN.553.310 OR EN.553.311 OR EN.553.420 OR EN.553.430 OR EN.560.348 OR EN.553.211)

Area: Social and Behavioral Sciences

Writing Intensive

AS.280.312. Media, Politics, and Evidence in the History of Public Health. 3 Credits.

This writing intensive course will encourage students to consider what counts as evidence among public health professionals as well as popular audiences. Using case studies from the field of epidemiology, now emblematic of the field, students will learn about historical changes in theories of population health and disease. Through a series of writing assignments, students will interrogate the formal structure of scientific arguments and gain practice in synthesizing and communicating complex ideas to a lay audience. Juniors/Seniors Only

Prerequisite(s): AS.280.350

Area: Humanities, Social and Behavioral Sciences

Writing Intensive

AS.280.320. Seminar on Public Health and Well-being in Baltimore. 3 Credits.

Seminar combines lectures from AS.280.120 with additional readings and discussion to more deeply address urban health issues. The course will revolve around student projects that can impact health and wellbeing in Baltimore. If you are accepted for this course do NOT register for AS.280.120. Course registration is by instructor permission only. You will be asked to provide a brief description of a project in order to determine your potential linkage with this course. This course is utilizing the online active approval process. Permission requests should be submitted via SIS Self-Service upon the opening of your registration period. The instructor will review requests and approve registrations using SIS Self-Service for Faculty. Please note, a request does not guarantee registration into the course. Status inquiries should be address to the instructor or departmental administrator.

Area: Social and Behavioral Sciences

AS.280.325. Public Health in South Africa. 3 Credits.

This course provides an in-depth overview of Public Health in South Africa, including material on the political climate, health care services, and the impact of the HIV/AIDS epidemic. Course is taught in Cape Town, South Africa.

Area: Social and Behavioral Sciences

AS.280.326. Community-Based Learning in South Africa. 3 Credits.

3 Credit course taught in Cape Town, South Africa. This course may be used to satisfy the Public Health Applied Experience requirement. Students will participate in a community-based service learning program with a local NGO in Cape Town.

Area: Social and Behavioral Sciences

AS.280.329. The Good, the Bad, and the Ugly: Scientific Writing in Public Health. 3 Credits.

This course covers how to conduct a literature review, and interpret and evaluate scientific literature that focuses on public health. In addition, this course will provide students with fundamental skills of writing a scientific manuscript. Skills obtained in this course will prepare students for advanced-level senior year classes at Bloomberg and other graduate institutions.

Prerequisite(s): AS.280.350;AS.280.345

Area: Social and Behavioral Sciences

Writing Intensive

AS.280.335. The Environment and Your Health. 3 Credits.

This course surveys the basic concepts underlying environmental health sciences (toxicology, exposure assessment, risk assessment), current public health issues (air, water- and food-borne diseases) and global health threats (climate change, designing healthy communities, and sustainability). Public Health Studies, Environmental Sciences and Studies, Environmental Engineering, and Earth and Planetary Science majors have 1st priority for enrollment. Your enrollment may be withdrawn at the discretion of the instructor if you are not a PHS,ENVS, EHE or EPS major.

Area: Natural Sciences

AS.280.340. Fundamentals of Health Policy & Management. 3 Credits.

Through lectures and small group discussions, students will develop a framework for analyzing health care policy problems and gain familiarity with current issues including managed care, Medicare and the uninsured. Public Health Studies majors have 1st priority for enrollment. Your enrollment may be withdrawn at the discretion of the PHS program if you are not a PHS major.

Prerequisite(s): AS.280.101

Area: Social and Behavioral Sciences

AS.280.345. Public Health Biostatistics. 4 Credits.

Using problem-based learning focusing on public health topics, students learn to describe & summarize data, make inferences regarding population parameters, & test hypotheses. Recommended Course Background: Four years of high school math.

Prerequisite(s): Statistics Sequence restriction: students who have completed any of these courses may not register. EN.550.211 OR EN.550.230 OR AS.200.314 OR AS.200.315 OR EN.550.310 OR EN.550.311 OR EN.560.435 OR EN.550.420 OR EN.550.430 OR EN.560.348

Area: Quantitative and Mathematical Sciences

AS.280.346. Introduction to R Programming for Public Health. 1 Credit.

Formerly known as Advanced Biostatistics Laboratory, a complementary course to 280.345, Public Health Biostatistics, this course teaches R programming skills necessary for conducting independent data analyses, beyond those presented in the main course. No programming experience is necessary, but a willingness to learn independently and work with other students is indispensable.

Prerequisite(s): AS.280.345

Area: Quantitative and Mathematical Sciences

AS.280.347. Health Data Analysis Practicum. 2 Credits.

Students will learn to formulate precise scientific and policy questions, design exploratory and confirmatory statistical analyses to address the questions, conduct appropriate analyses using the statistical package R, and communicate their findings through graphical and tabular displays that are presented in writing and in person. The course will be run seminar style in which students conduct data analysis to present to one another in one meeting per week. Evaluation will be through class participation and a final project in which students will analyze their own data set to address a question of their choice. Students need to have taken an introductory statistics course at the level of AS.280.345 (Public Health Biostatistics) and must have some experience using the statistical software R to perform basic analyses.

Area: Quantitative and Mathematical Sciences

AS.280.349. Making Work Safer. 3 Credits.

This course explores major health and safety issues that affect workers in the United States, with an emphasis on developing and selecting interventions to prevent occupational injuries. In this course, students will examine the morbidity, mortality, and economic costs associated with work-related injuries; interact with key surveillance systems and other data sources used for tracking such injuries; and apply principles of injury prevention and decision-making through a basic policy analysis process.

Prerequisite(s): AS.280.340

Area: Social and Behavioral Sciences

AS.280.350. Fundamentals of Epidemiology. 4 Credits.

A practical introduction to epidemiology focusing on the principles and methods of examining the distribution and determinants of disease morbidity and mortality in human populations. This course is restricted to Public Health Studies only. Any remaining open seats at the start of the semester will open up to all other majors.

Area: Quantitative and Mathematical Sciences

AS.280.360. Clinical & Public Health Behavior Change. 3 Credits.

This course explores the theory and practice of changing the health behaviors of individuals, and the public health and medical impact of doing so. Theoretical concepts are integrated with practical clinical applications, especially in the areas of diet and fitness. Skill building in persuasive, health-related communication will be included in smaller group discussions.

Area: Social and Behavioral Sciences

AS.280.380. Global Health Principles and Practices. 3 Credits.

Global health addresses the staggering global disparities in health status, drawing on epidemiology, demography, anthropology, economics, international relations and other disciplines. We review patterns of mortality, morbidity and disability in low and middle income countries, starting with malnutrition, infectious diseases and reproductive health, and continuing to an emerging agenda including mental health, injury prevention, surgical care, chronic diseases, and health impacts of climate change. Gender, health systems and health workforce challenges, and career trajectories in global health are also discussed. Recommended course background: Minimum of one prior course in Public Health.

Area: Social and Behavioral Sciences

AS.280.399. Community Based Learning - Practicum Community Health Care. 3 Credits.

This course is designed to expose students to urban health with focus on Baltimore City through lectures, class discussions, and experiential learning. Students will select a community-based organization (CBO) according to their expressed interests and schedule in order to complete 45 hours of service based learning. Grades are based on participation, completion of service learning project, presentation, and papers. Open to Junior Public Health Studies majors only. Others by permission of instructor.

Area: Social and Behavioral Sciences

AS.280.427. Communicating Science: Skills to Analyze and Communicate Science News. 3 Credits.

Science communication is challenging. Experts are seldom trained to translate jargon in everyday language. In this course students will expand their knowledge of the biology basics of several public health issues, develop the critical thinking needed to assess health science reporting, and practice science communication skills.

Prerequisite(s): AS.020.151 OR AS.020.152 OR AS.020.243 OR AS.020.123 OR AP Biology.

Area: Humanities, Natural Sciences

AS.280.428. Environmental Health and Disasters. 3 Credits.

Environmental Health and Disasters examines the core principles and applications of environmental health science in disaster and humanitarian emergency response. Lecture topics range from emerging infectious diseases to toxicology to climate change. Students will have the opportunity to apply lessons learned through completion of weekly in-class case studies based on recent global events. Juniors/Seniors only

Area: Natural Sciences, Social and Behavioral Sciences

AS.280.429. An Introduction to Public Health Evaluation Using Population-Based Survey. 3 Credits.

Students will be introduced to key concepts for public health program evaluation, including how to develop evaluation research questions, common evaluation study designs, and aspects of study implementation including sample size calculation and questionnaire development. Students will become familiar with how to analyze datasets to answer global health evaluation research questions, and effectively interpret and summarize evaluation study results for key audiences. Students will get hands-on experience working with a Demographic and Health Survey (DHS) dataset to apply skills learned in each module. The DHS program provides indicators in areas of population, health, and nutrition from more than 300 surveys in 90 countries (see www.dhsprogram.com). Juniors/Seniors only

Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences

AS.280.430. Communicating Public Health Findings Through Research-Based Theatre. 3 Credits.

Results of public health research have the potential to catalyze positive social change, yet often need to be creatively communicated to target audiences in order to produce meaningful effects. Research-based theatre is gaining traction in the health and social sciences as a compelling and effective means of disseminating research findings to audiences beyond those that typically read scientific journal articles. Equipped with the results of a recent mixed-methods study of sexual violence on JHU campuses, students will collaboratively prepare a messaging strategy, a research-based script, print/digital materials, and an audience evaluation plan for a live campus dissemination event at the end of the semester.

Area: Humanities, Social and Behavioral Sciences

AS.280.431. Beyond Borders: Migration, Ethics, and Public Health. 3 Credits.

This course explores the public health, ethical, and policy implications of international human migration both globally and within the United States. It is intended for upper-level undergraduate students interested in bioethics, migration, public health, and political philosophy. The first part of the course acquaints students with the various types of migrants and relevant political theory, including citizenship, freedom of movement, open/closed borders, and human rights. In the second part of the course, students discuss different ethical/philosophical concepts related to migration and apply them in analysis of a wide variety of public health and health policy cases. The course culminates with a final paper that students workshop collaboratively. This course challenges students to draw connections between ethical theory and real-world events and policies involving human migration. This is a Gordis Teaching Fellowship course.

Area: Social and Behavioral Sciences

AS.280.432. Statistical Thinking for Informed Decision Making. 3 Credits.

Much of the science that we are exposed to on a daily basis is not through original research articles but through sources such as news reports, articles from content aggregators, and social media postings. While these convenient sources of information can be useful in some respects, it is important to read the original scientific articles on which these reports are based. Only in this way can we better understand the state of science on the issues we care about. In this course, students will primarily learn about statistical concepts within the domains of association studies, causal inference, survey analysis, and survival analysis that provide the background necessary to read a wide variety of primary research in public health. Required readings from a custom course textbook will be supplemented by in-class lecture, discussion, and guided simulation exercises. Simulation exercises will use the Shiny environment in the R programming language which allows for point-and-click style exploration and does not require any coding. All code used to create these simulation activities will be made available so that students familiar with R or who want to learn more have the chance to explore on their own time. Secondary goals of the class include (1) examining the differences between information contained in original research articles and secondary sources and (2) improving written and oral communication about statistical ideas.

Prerequisite(s): AS.280.345

Area: Quantitative and Mathematical Sciences

AS.280.433. How to Feed the World: Perspectives in Global Food and Nutrition Security. 3 Credits.

How do we produce not only enough food, but enough of the right kinds of food, to nourish a growing population? In this course we define global food security and position it within the landscape of nutritional problems. We then discuss key challenges associated with food production and food distribution including climate change, weak supply chains, and changing dietary patterns. Finally, we learn about current efforts to improve global food security through policies, programs, and new technologies. This course is suitable for students with an interest in food, nutrition, global health, environmental sustainability, and complex systems.

Area: Social and Behavioral Sciences

AS.280.434. Public Health Nutrition in Latin America. 3 Credits.

This course examines drivers and determinants of health in Latin American population from a public health nutrition perspective. Students will be able to discuss the Global Nutrition Transition framework, drawing from historical public health nutrition issues in Latin America to understand current diet-related concerns and patterns. This is a discussion-based course in which students will be constantly reflecting on past and current issues and lessons learned from these countries. By the end of this course, students be able to propose future public health policies and strategies to improve the nutritional profile of the Latin American population both in Latin American Countries and in Latino immigrant communities here in the United States. Gordis Teaching Fellowship course open to junior and seniors only.

Area: Social and Behavioral Sciences

AS.280.435. Alcohol Use and Social Disparities: A Public Health Perspective. 3 Credits.

This upper-level course examines alcohol use from an ethical, epidemiological, and social justice perspective. The course is structured in three parts: 1.) Ethical issues in alcohol-related harms, 2.) Alcohol and marginalized populations, and 3.) Alcohol and injustice. This course models how to frame a complex problem from a public health perspective and teaches students to critically engage with social justice concepts. This seminar-format course incorporates guest lectures, small group exercises, case studies, and role plays. Gordis Teaching Fellowship course open to juniors and seniors.

Area: Social and Behavioral Sciences

AS.280.436. Using Secondary Data to Conduct Public Health Research. 3 Credits.

Students will learn how to use administrative claims, electronic health records, and other secondary data sources to conduct public health research. The course will address privacy issues, data cleaning, creation of new variables, missing data, and documentation of data analysis decisions. Students will have the opportunity to apply course concepts to real data sets. This course is intended for undergraduates in their junior or senior year who are interested in conducting public health research with large, secondary data sets. AS.280.345 (Public Health Biostatistics) OR other introductory statistics class required. Some familiarity with R is recommended, but not required. This is a Gordis Teaching Fellowship course.

Prerequisite(s): AS.200.314 OR AS.230.205 OR AS.280.345] OR EN.550.211 OR EN.550.310 OR EN.550.311 OR EN.550.413 OR EN.550.420 OR EN.550.430 OR EN.560.348

Area: Quantitative and Mathematical Sciences

AS.280.437. Saving Newborn Lives in Low Resource Settings. 3 Credits.

Child mortality has declined precipitously over the past 25 years, but neonatal mortality has remained largely unchanged. Today, around the world, 45 percent of all child mortality occurs in newborns, and these deaths are overwhelmingly in low-income countries. Prematurity, events during childbirth, and infections like pneumonia and sepsis are the largest killers of newborns, and most of these deaths could be prevented with quality care during childbirth. Students will spend the first half of the course learning the direct and indirect causes of perinatal and newborn mortality and interventions that have been proven to prevent perinatal and newborn deaths in low resource settings, such as skilled birth attendance, essential newborn care, helping babies breathe, kangaroo mother care, and treatment of the sick newborn. Students will spend the second half of the course working in teams to critically evaluate newborn health in a chosen country and propose a solution that will reduce perinatal and newborn deaths. Students will have the opportunity to present their final project design to a panel of professionals working in international public health. This class is designed to be highly engaging, so students should come prepared to work in groups, debate ideas, and discuss their points of view. Students will also have the opportunity to learn how to treat a newborn who is not breathing at birth, and simulate kangaroo mother care for thermoregulation. This is a Gordis Teaching Fellowship course.

Prerequisite(s): (AS.280.225 OR AS.280.380) AND AS.280.350

Area: Social and Behavioral Sciences

AS.280.438. Reproductive Health in Crisis: Issues in Meeting the Needs of Vulnerable Populations. 3 Credits.

Introduces students to the reproductive health needs of over 65 million people affected by humanitarian, economic, and environmental crises globally. Presents an overview of health care delivery systems in a variety of contexts, and examines the reproductive health consequences of disruptions in service provision during times of crisis. Examines the impact of policies and programs targeting affected groups. Discusses international standards in humanitarian response. Includes discussion of maternal and newborn health, family planning, abortion, and gender based violence. Students develop competency to conduct reproductive health service needs assessments and design an emergency preparedness plan that ensures provision of essential care. For the final project, students apply their skills to plan a response program to meet the reproductive health needs of a specific crisis-affected population. This is a Gordis Teaching Fellowship course.

Area: Social and Behavioral Sciences

Writing Intensive

AS.280.439. Ecological Change and Infectious Disease. 3 Credits.

This course will introduce students to key concepts in infectious disease ecology and epidemiology. Students will also learn how key ecological changes are influencing infectious disease dynamics. Ecological changes explored in the course include climate change, water management, deforestation, agriculture, and urbanization. Gordis Teaching Fellowship course. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

Prerequisite(s): AS.280.350 can be taken concurrently; AS.280.335

Area: Natural Sciences

AS.280.440. Introduction to Harm Reduction: Principles and Examples in Public Health. 3 Credits.

Harm reduction is an increasingly popular paradigm in public health research and practice. This course introduces students to the principles of and current research in harm reduction. The class will focus on a) history and principles of harm reduction, and appropriate research methods; b) harm reduction & substance abuse and policy; c) harm reduction & sexual health and sex work; d) ethical considerations in harm reduction. This seminar-format course uses journal clubs, small group discussions, and interactive debates. Gordis Teaching Fellowship course. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

Prerequisite(s): AS.280.345 OR EN.553.112 OR EN.550.112 OR EN.553.211 OR EN.550.211

Area: Quantitative and Mathematical Sciences

AS.280.441. Social Media and Public Health. 3 Credits.

This upper-level undergraduate research methods design course explores the growing role of social media in public health research. The course first introduces the current social media landscape, tying in different public health and health communication theories of importance to social media research. This is followed by a discussion of qualitative and quantitative research methods that have been used to conduct social media research, as well as the unique ethical considerations presented by this novel field. The course will then delve into each type of social media platform in depth, discussing how public health research has been conducted and how this ever-changing field continues to move forward. By the end of the course, students will have given explicit consideration to the strengths and challenges posed by conducting social media research in public health, and will be able to apply social media research methods to a public health issue of their interest. Some background in research methods is preferred but not required. Gordis Teaching Fellowship course. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

Area: Social and Behavioral Sciences

AS.280.442. Genetics and Public Health. 3 Credits.

DNA is the code of life and variability in this code can be critical in determining human health outcomes. In a post-genomic era with increasingly advanced genetic tools and data it is critical for future public health professionals to understand the role that genetics plays in disease on the individual and population level. More and more, genetics is instructing public health interventions by informing individuals of their risk of acquiring certain diseases, explaining disease etiology, guiding treatment options in the wake of personalized medicine, and may dictate the future of genetic-based disease treatment in the form of gene therapy. The goal of this semester long course is to expand upon basic genetic concepts and apply them to understanding how variation in the human genome can impact health outcomes and inform treatment. We will look at how genetic diseases are inherited, the various ways in which they can manifest as pathology, and how they are discovered and diagnosed. We will also learn how to interpret genome wide association studies and genetic test results and explore the field of genetic counseling. We will finish by looking at the future of genetic medicine by looking at personalized medicine, gene therapy, and gene drive technologies and the potential ethical implications of these interventions. Prior genetics coursework is useful, but not required. Gordis Teaching Fellowship course. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

Prerequisite(s): AS.020.151 AND AS.020.152

Area: Natural Sciences

AS.280.443. Health-Related Stigma: Concepts, Considerations, and Interventions. 3 Credits.

Health-related stigma plays an important role in health and social outcomes, however its impact on individuals and populations varies according to context. Through readings, discussions, and assignments, students acquire the framework and skills to conceptualize and assess stigma across a range of health domains. To develop their understanding and analytical approach, students examine examples of HIV/AIDS, smoking, obesity, addiction, and mental health stigma. In each case, students consider key questions including: What are the forms and consequences of stigma? What theories apply? What ethical issues exist? How might interventions minimize or leverage stigma for health promotion? Throughout the semester, students also consider broader questions including: When should interventions target stigma? What are the ethical considerations in health-related stigma research? Is stigma always a threat to health? As the course places a strong emphasis on reading, critiquing, and applying health and social scientific literature, knowledge of or experience with psychology, sociology, ethics, and/or statistics is recommended but not required. Gordis Teaching Fellowship course. Priority registration is given to Public Health Studies majors. Other students will be permitted registration as space allows.

Area: Social and Behavioral Sciences

AS.280.445. Mental Health and the Gut. 3 Credits.

Explores the strong, bidirectional communication between the gastrointestinal tract and the brain. Reviews the role of the microbiome in shaping brain health, the link between gastrointestinal symptoms and mental health, and new and seminal research on the brain-gut connection in specific psychiatric disorders, including neurodevelopmental disorders, sleep disorders, depression and anxiety, bipolar disorder, schizophrenia and other psychotic disorders, dementia, and Parkinson's/ other movement disorders. Develops students' skills in reading and critiquing literature as well as designing and analyzing studies on the microbiome and mental health. Gordis Teaching Fellowship course. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

Prerequisite(s): AS.280.345 OR (EN.553.211 (EN.550.211) OR EN.553.112); Students who have taken AS.280.236 are not permitted to take AS.280.445.

Area: Social and Behavioral Sciences

AS.280.446. Quality of Life: Concepts and Challenges in Assessing Wellbeing. 3 Credits.

Quality of life means something different to nearly everyone. While public health and regulatory professionals agree that quality of life matters, developing tools that appropriately conceptualize and evaluate quality of life across varying populations remains a challenge. This course will explore the role of quality of life and other health status and functional outcomes in public health. The course is structured in three segments: 1) Conceptualizing quality of life, 2) Measuring quality of life, 3) Valuing quality of life. The class challenges students to assess the existing landscape in quality of life research and critically evaluate how diverse literature bases (including psychology, medicine, economics, & regulatory science) have influenced public health research, policy, and practice. Students will also gain experience in analyzing and drawing meaningful research and regulatory conclusions from experience data such as patient reported outcomes and patient preference information. This course will be structured as a seminar featuring lectures, in-class journal clubs, guest speakers, and small-group lab activities. Gordis Teaching Fellowship course. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

Prerequisite(s): AS.280.345 OR (EN.553.211 (EN.550.211) OR EN.553.112)

Area: Social and Behavioral Sciences

AS.280.447. Ethical Considerations When Working With Marginalized Populations- A Public Health Perspective. 3 Credits.

Interested in developing best practices to work with marginalized people in public health? This course is for you! We will use a combination of lectures and discussions to critically analyze public health research methodologies at the intersection of ethics, justice, and human rights when working with marginalized populations. The first part of the course is an introduction to theory to equip students with a shared language to understand how marginalization, justice, and ethics are conceptualized in public health. In the second part of the course, students will delve deeper into various public health research methodologies and apply ethical guidelines to a variety of public health cases in the U.S. and internationally. The course will culminate with students designing case studies to present and provide feedback on based on ethical considerations. Gordis Teaching Fellowship course. Priority registration given to Public Health Studies majors. Other students will be permitted to register as space allows.

Area: Social and Behavioral Sciences

AS.280.448. Vaccine Development, Epidemiology, and Hesitancy in the Modern World. 3 Credits.

Immunization is one of the most cost-effective and successful public health measures available, but loss of public confidence in vaccines has resulted in the resurgence of vaccine-preventable diseases. This course will review the process of vaccine development and students will understand the use and utility of immunizations for disease prevention. Students will gain an in-depth understanding of the vaccines that have been successfully introduced into routine immunization schedules. This course will discuss post-licensure vaccine surveillance as well as current domestic and international policy issues in vaccine development, supply, delivery and utilization. We will also examine the origins of vaccine hesitancy and discuss the impact of "anti-vaxxers" on immunization coverage and the subsequent return of vaccine-preventable diseases. Students will have the opportunity to work in teams to critically evaluate multi-level interventions to target vaccine hesitancy and improve immunization coverage, and propose a recommendation that will reduce the morbidity and mortality of a specified vaccine-preventable disease. Gordis Teaching Fellowship course. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

Prerequisite(s): AS.280.350

Area: Social and Behavioral Sciences

AS.280.449. Corporate Influence on Public Health. 3 Credits.

Corporate practices are an often under-recognized social determinant of health. Corporate-induced disease contributes to morbidity and mortality worldwide, and a better understanding of the mechanisms underlying corporate-induced diseases illuminates pathways by which social and environmental factors influence health. This course will investigate the influence of industry using tobacco, alcohol, sugar-sweetened beverage, food, and pharmaceutical industries as examples, emphasizing ecological models. Students will evaluate the historical and current role of each industry as they effect health outcomes, research, public health policy, and public perceptions and behaviors. Students will use case studies from around the globe that exemplify instances of influence and interference and critically consider the power and activity of multibillion-dollar multinational companies. Gordis Teaching Fellowship course. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

Area: Social and Behavioral Sciences

AS.280.450. The Dreaded R-Word: The Ethics of Rationing and Resource Allocation in Health Care. 3 Credits.

Uwe Reinhardt, the renowned Princeton health economist, once labeled rationing as “the dreaded ‘R-word.’” Sarah Palin infamously criticized the Affordable Care Act for, in her view, setting up rationing “death panels.” Many others recoil from the idea of rationing, considering it a “heartless, mechanistic withholding of desirable goods or services by faceless bureaucrats.” In contrast, “resource allocation” does not typically inspire the same response. Why does the idea of rationing in health care generate such a negative emotional response? Is this response justified? Does rationing differ from resource allocation as a means of setting priorities for health care? Who has the authority to set priorities for health care? On what basis should priorities be set? Why must priorities be set at all? This class addresses questions like these and offers a broad introduction to the ethics of priority-setting in health care. The class will devote significant time to understanding both the conceptual and normative foundations of priority-setting as well as specific proposals for how to set priorities. We will explore priority-setting in health care at both the individual and population level through various case studies including organ transplants and flu pandemic preparation. We will discuss priority-setting in the context of public health and universal health coverage and explore the role of global organizations like the World Health Organization and World Bank in setting priorities for health care. We will also consider whether priority-setting is compatible with the pursuit of social justice. Gordis Teaching Fellowship course.

Area: Social and Behavioral Sciences

AS.280.451. Born a Girl: Issues in Women's Health From a Life Course Perspective. 3 Credits.

The discussion surrounding women's health has often remained limited to understanding women's reproductive health needs. This course seeks to move beyond this topic to explore the key issues affecting women's health, utilizing a life course perspective. This undergraduate course will focus on a select number of themes including: a) understanding the history of women's health; b) sexual and reproductive health; c) maternal health; d) violence against women and girls; e) the needs of younger girls and aging women; and f) how mental health and stigma affect women. The course brings both U.S. and global perspectives to enhance the understanding of how the field of women's health has evolved over time. It will also address some of the challenges public health professionals continue to face in addressing the health and wellbeing of women today. This seminar-style course combines class presentations with journal clubs and small group discussions. Gordis Teaching Fellowship course. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

Prerequisite(s): AS.280.350

Area: Social and Behavioral Sciences

AS.280.452. Policy, Politics, and Power in Health Equity. 3 Credits.

Health disparities are avoidable, unjust differences in health opportunities and outcomes related to factors such as race and ethnicity, education, class, citizenship, disability, sex and gender identity, and sexual orientation. These disparities reflect the systems that distribute resources, privileges, and power across society and mediate exposure to physical and mental health hazards such as economic deprivation, discrimination, violence, unhealthy environments, uninsurance, and inadequate medical care. Health equity, which is often referred to as social justice in health, is an ethical value that drives efforts to eliminate these disparities. As the National Academy of Medicine asserts in each of its reports, “Knowing is not enough; we must apply. Willing is not enough; we must do.” The purpose of this course is to introduce students to essential concepts, literature, and policy issues related to health disparities and to prepare them to use their knowledge to build effective policy strategies in support of health equity. Gordis Teaching Fellowship course. Completion of AS.280.340/ Fundamental of Health Policy Management is recommended, but not required. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

Area: Social and Behavioral Sciences

AS.280.453. Contemporary Social Movements in Public Health. 3 Credits.

Health social movements attempt to alter power structures in order to achieve greater health equity, promote access to resources, and change perceptions of disease. But what distinguishes a movement from a movement? Under what conditions can health social movements lead to lasting policy and social change? Together we will explore a wide range of contemporary health social movements such as Black Lives Matter, MeToo, gun reform, US healthcare reform, environmental movements, and others. We will analyze the types of goals, resources, and tactics used in these movements and consider their contributions to the shaping of health-related policies and practices. Students will compose a brief and highly polished analysis of a health social movement of their choosing that may be suitable for publication. Gordis Teaching Fellowship course. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

Area: Social and Behavioral Sciences

AS.280.454. What is the Link Between Oppression and Mental Health? Combining Theory, Concepts, and Empirical Science to Explain Minority Mental Health. 3 Credits.

In this three-module course, students will first gain knowledge on the theoretical orientations that inform the social determinants of health, in combination with conceptual approaches in the field of trauma and violence research, in order to formulate a theoretical, conceptual, and empirical understanding of minority mental health. In the final module, students will study select mental health concerns (e.g., trauma, depression, anxiety, suicide) that affect specific minority populations, including discussions around the lived experiences of minority mental health. This culminates in a final group presentation on empirical research from an approved minority mental health topic of their choice that will be delivered as a TED-style talk. The course will run with graduate-level expectations. Students should anticipate weekly reading assignments to inform group lab presentations and discussions. There will be three brief individual writing assignments of 5 pages or less that critically analyze current minority mental health research. Upon completion of the course, students will be able to discuss minority mental health research with the necessary contexts of theory, research, and life stories that inform current public mental health approaches. Gordis Teaching Fellowship course. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

Prerequisite(s): Students cannot take this course if they are taking AS.194.301.

Area: Social and Behavioral Sciences

AS.280.455. Understanding and Engaging Adolescents in Public Health Context. 3 Credits.

Adolescent health is an increasingly important component of the public health agenda. As adolescence is a unique and pivotal stage of life, a rich understanding of this population is important for successful public health engagement. This seminar-style course seeks to provide a foundation for those interested in adolescent health and support effective engagement with adolescent populations. The first half of the course offers theoretical and contextual insights on adolescents—ranging from discussing public health significance, to developmental and life course perspectives, to influences across socioecological levels. The course then delves into practical and methodological considerations for working with this population including ethical matters, insights on reaching adolescents, and approaches to collecting information. This course culminates with deliberations of successful examples of engaging adolescents in public health as well as the future of the adolescent health field. This is a Gordis Teaching Fellowship course open to juniors and seniors. Priority registration is given to Public Health Studies majors. Other students will be permitted to register as space allows.

Area: Social and Behavioral Sciences

AS.280.495. Honors in Public Health - Seminar. 3 Credits.

Using lectures, oral presentations, and writing assignments, this seminar is designed to assist Public Health Studies majors in writing a senior thesis. Students will formulate their topics, develop research skills, and address issues of professional ethics. Participating in this seminar is required for students pursuing honors in Public Health Studies. Permission Required. Classes will be held at Bloomberg School of Public Health.

Area: Social and Behavioral Sciences

Writing Intensive

AS.280.499. Honors in Public Health. 3 Credits.

A research methods seminar to prepare students doing honors in Public Health Studies. Permission Required.

Area: Social and Behavioral Sciences

Writing Intensive

AS.280.500. Applied Experience-Public Health. 1 Credit.

Perm. Req'd, Public Health Majors Only. This is a supervised, hands-on experience working with public health professionals. Students will complete 80 hours of applied work and will submit a synthesizing assignment at the end of the term. Students completing their AE in the current semester will be enrolled in Section 2. Students whose time will roll over to an additional grading period will be enrolled in Section 1. Please contact your PHS Advisor for complete details.

Prerequisite(s): You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration & Online Forms.

AS.280.501. Internship-Public Health. 1 Credit.

Permission Required. Public Health majors only

Prerequisite(s): You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration & Online Forms.

AS.280.502. Internship-Public Health. 1 Credit.

Permission Required. S/U only.

Prerequisite(s): You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration & Online Forms.

AS.280.505. Research in Public Health. 3 Credits.

Prerequisite(s): You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration & Online Forms.

AS.280.506. Research in Public Health. 0 - 3 Credits.

Permission Required.

Prerequisite(s): You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration & Online Forms.

AS.280.507. Independent Study-Public Health. 3 Credits.

Public Health majors only. Permission Required.

Prerequisite(s): You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration & Online Forms.

AS.280.508. Independent Study-Public Health. 3 Credits.

Consult the public health studies adviser for procedure. Permission Required.

Prerequisite(s): You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration & Online Forms.

AS.280.511. Research for Juniors/Seniors in Public Health. 3 Credits.

Prerequisite(s): You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration & Online Forms.

AS.280.512. Research for Juniors/Seniors in Public Health. 0 - 3 Credits.

Restricted to public health studies majors. Consult the public health studies adviser for procedure. Permission Required.

Prerequisite(s): You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration & Online Forms.

AS.280.590. Internship - Summer. 1 Credit.

Prerequisite(s): You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration & Online Forms.

AS.280.596. Independent Study-Summer. 3 Credits.

Prerequisite(s): You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration & Online Forms.

AS.280.597. Research in Public Health. 3 Credits.

Prerequisite(s): You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration & Online Forms.

AS.280.598. Research for Juniors/Seniors in Public Health. 3 Credits.

Prerequisite(s): You must request Independent Academic Work using the Independent Academic Work form found in Student Self-Service: Registration & Online Forms.