AS 280.111 Urban Health and Advocacy (2 credits)

COURSE DESCRIPTION

Project HEALTH is a national nonprofit organization that seeks to break the link between poverty and poor health by placing undergraduate students in healthcare settings in order to address the psychosocial needs of the patients and families. This is all in an effort to improve their health outcomes. As a Project HEALTH volunteer, you are in a unique position of interacting with at risk populations, healthcare providers, and passionate volunteers, all in an effort to improve the health of the United States. The purpose of this class is to supplement your Project HEALTH experience in an informative, engaging, and fun way. In this class, you will gain insight offered up by local experts about several psychosocial issues that our clients face on a daily basis. You will take the lead on one psychosocial issue of your choice, and you will engage a local area expert re: coming to the class to talk in depth about your issue of interest.

COURSE REQUIREMENTS

- One 1-5 page reading every week.
- Four 1 page reflection essays.
- One 5-7 page final paper due Wed, Dec. 15 at 9PM via email
- One pre-prepared in-class 2 minute advocacy presentation

GRADING

Attendance and participation 50%
Final Paper 20%
Four Reflections 20%
Advocacy Presentation 10%

ACADEMIC ETHICS

This course is covered by the Academic Ethics of the School of Arts and Sciences as well as the Bloomberg School of Public Health. Any suspected violation of academic ethics should be reported to the instructors.

Ground Rules for Discussions:

- Agree to disagree with respect.
- Listen, don't just wait to talk.
- Do the reading.
# CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Presenter</th>
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<tbody>
<tr>
<td>1</td>
<td>9-1-10</td>
<td>Creating the Class</td>
<td>Mieka Smart</td>
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<td>2</td>
<td>9-8-10</td>
<td>Introduction to Project HEALTH</td>
<td>Mark Marino</td>
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<td>3</td>
<td>9-15-10</td>
<td>Civics 101</td>
<td>Rich Tafel</td>
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<td>3</td>
<td>9-15-10</td>
<td>Reflection 1 due</td>
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<td>4</td>
<td>9-22-10</td>
<td>Field Trip 1</td>
<td>Mieka Smart</td>
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<td>4</td>
<td>9-22-10</td>
<td>Cultural Influences on Health Care</td>
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<td>5</td>
<td>9-29-10</td>
<td>What is Advocacy? How Can Project HEALTH Get Involved?</td>
<td>Rich Tafel</td>
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<td>6</td>
<td>10-6-10</td>
<td>Domestic Violence</td>
<td>Maddie</td>
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<td>6</td>
<td>10-6-10</td>
<td>Reflection 2 due</td>
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<td>6</td>
<td>10-6-10</td>
<td>Speaker: Jackie Campbell, PhD</td>
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<td>7</td>
<td>10-13-10</td>
<td>Latino Health</td>
<td>Manik</td>
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<td>7</td>
<td>10-13-10</td>
<td>Speaker: Nelson Ortega</td>
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<td>8</td>
<td>10-20-10</td>
<td>Education</td>
<td>Andrew</td>
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<td>8</td>
<td>10-20-10</td>
<td>Speaker: Jeanetta Churchill, MS</td>
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<td>9</td>
<td>10-27-10</td>
<td>Final Advocacy Presentation</td>
<td>DK &amp; Monica</td>
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<td>9</td>
<td>10-27-10</td>
<td>ONE MINUTE</td>
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<td>9</td>
<td>10-27-10</td>
<td>Housing</td>
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<td>9</td>
<td>10-27-10</td>
<td>Speaker: Reyma Woodford, MSW</td>
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<td>10</td>
<td>11-3-10</td>
<td>PH Client Profile</td>
<td>Dominique</td>
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<td>10</td>
<td>11-3-10</td>
<td>Speaker: Katrina McDonald, PhD</td>
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<td>11</td>
<td>11-10-10</td>
<td>History</td>
<td>Julia</td>
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<td>11</td>
<td>11-10-10</td>
<td>Speaker: Jessica Elfenbein, PhD</td>
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<td>12</td>
<td>11-17-10</td>
<td>Ethical Interaction</td>
<td>Amanda</td>
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<td>12</td>
<td>11-17-10</td>
<td>Speaker: Kevin Lindamood</td>
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<td>13</td>
<td>12-1-10</td>
<td>Apply Your Project HEALTH Experience to Your Career</td>
<td>TBA</td>
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Week 1: Creating the Course

Aims: Introduce the course, go over syllabus, requirements, grading scheme. Introduction to course format, creating the course.

Week 2: Introduction to Project HEALTH

Aims: Educate students about Project Health’s History. Do updates on our speaker list.

No Readings: Listen to R. Onie podcast sent via email.

Week 3: Civics 101

Aims: Gain understanding of how bills become law. Students will understand the importance of advocacy for nonprofit organizations. Students will understand the political climate surrounding the passage of the new healthcare bill.

Readings: 300 ft. bill sent via email

REFLECTION DUE 1 page essay: Is health a choice?

Week 4: FIELD TRIP 1

Aims: Take a closer look at several of the environmental issues that Baltimore City residents face.

Readings: Selection from “The Corner”, sent via email

Week 5: What is Advocacy

Aims: Gain practice with Advocacy. Perform a mock advocacy presentation. Gain understanding of the tools and tricks of the advocacy trade. Learn how you get your point across.

Readings: 12 Advocacy Pitfalls sent via email.

Week 6: Cultural Influence/ Domestic Violence

Aims: To gain insight regarding the prevalence of intimate partner violence and child abuse, the effects of domestic violence on families and communities, different assistance and recovery programs available for local victims of IPV, and the effectiveness of various strategies and health initiatives to prevent it. Your work to prevent IPV by changing public perceptions of domestic violence and enhanced home visitation programs are of particular interest to us. We are also interested in hearing how and why domestic violence disproportionately affects our clients: poor, inner city residents (often women of color).

Readings: Excerpt from CDC World Report on Violence sent via email.

REFLECTION DUE. 1 page summary of an advocacy group’s work and history.

Week 7: Latino Health

Aims:

Readings: National Council of La Raza Testimony sent via email
Week 8: Education

Aims: To get insight and hear of unique experiences from an education professional. To understand the basic elements of the Baltimore City Public Schools, with an overview.

- What are the biggest schools, and how many are there?
- Is the school system, like some other aspects of the city, divided between East and West Baltimore?
- How are the schools operated, and what are the major challenges facing the schools?
- Are there technical high schools or trade schools in addition to traditional high schools?

Readings: Excerpt from Education and Justice: View from the Back of the Bus sent via email.

Week 9: Housing

Aims:


REFLECTION DUE: Blackboard blog reflection on the field trip.

Week 10: PH Client Profile

Aims:

Readings: Excerpt from Robert Wood Johnson Foundation Report sent via email

Week 11: History

Aims: to understand how the history of Baltimore City—especially with regard to how the aftermath of the riots has shaped generations of urban poor. "...how the historic civil disturbances of 40 years ago changed the face of Baltimore". To get a historical take on why psychosocial issues affecting health (eg. poverty, addiction, illiteracy, unemployment, poor housing) are so pervasive in Baltimore, even more so than most urban centers in the US.

Readings: Excerpt from “From Mobtown to Charm City: New Perspectives on Baltimore’s Past”

Week 12: Ethical Interaction

Aims:

Readings:

REFLECTION DUE. Comment on four of your classmates’ blog entries.

Week 13: Applying Project HEALTH to your career

Aims: To show that Project HEALTH can be applied to a ton of careers: public policy, medicine, law, anything Have volunteers explore other career paths that utilize Project HEALTH skills and experiences.
Suggested Reading List

“Outliers”
Malcom Gladwell

“The Corner”
David Simon; Edward Burns

“Governing Health” pp. 115-143
Weissert and Weissert

“The dismantling of Baltimore’s Public Housing” (Sept. 2007)
Abell Foundation

Links to read/enjoy

Overview of Congress
Overview of the House of Representatives
Overview of Senate
Overview of how a bill becomes law
Still the best quick overview is Grammar Rock
Family Guy “I’m Just a Bill”
Student Project Parody
Baltimore Park Advocate http://www.youtube.com/watch?v=FPBDqxGq6co
Keep your Goals to yourself! http://www.youtube.com/watch?v=NHopJHSIVo4
Thomas http://thomas.loc.gov/