

PUBHLTH 381/Public Health Systems: Achievements and Challenges

Monday and Wednesday/10:00-11:30 AM/SPH I, Room 1755

Professor: Melissa Creary
mcreary@umich.edu
SPH II, Room M3126
Office Hours: Mondays and
Wednesdays 1:00pm-3:00pm

**Graduate Student
Instructor:** Amel Omari
oamel@umich.edu
Office Hours: Tuesdays 11:30-
1:30PM & by appointment
Room SPH II, Room M3136

University of Michigan School of Public Health Undergraduate Education

Vision:
Making Public Health Matter for All

Mission:
The mission of the Undergraduate Public Health Program is to provide interdisciplinary undergraduate liberal education through the lens of public health to empower generations of educated citizens to create innovative solutions to 21st century health problems

Guiding Principles:
The principles that guide undergraduate education in the School of Public Health are as follows:
Cultural Humility; Interdisciplinary Focus; Responsibly Educated Citizenry; Creating Leaders in their Field;
Liberal Education; Engaged Learning

Program Learning Outcomes: <https://sph.umich.edu/undergrad/about/domains.html>

Course Information

Course Description: This course will provide an overview of the essential role of the public health system, which includes health care systems, government organizations and non-governmental organizations, in improving health locally and globally. The top achievements in public health will be critically examined along with current and emerging challenges and threats to human health and well-being, including health inequities. Mechanisms and measures for evaluating human health and illness will be discussed. This course will emphasize multidisciplinary and multi-sector approaches to health promotion and disease prevention.

Course Materials: All materials can be found on CANVAS
Please purchase an i>clicker and bring to each lecture. These can be purchased at Computer Showcase in the Michigan Union or in Pierpont Commons for \$29-39

Pre-requisites: PUBHLTH 200

Course Domain: Public Health and Health Care System Overview

Course Learning Outcomes:

1. Describe major achievements in public health to understand the public health field
 2. Describe the various forms of evidence that support why these are major public health achievements
 3. Identify major public health metrics and discuss how they are applied to address public health problems
 4. Apply public health perspectives to local and global challenges
 5. Discuss the broad range of interconnected professions and disciplines necessary to achieve improved health outcomes and reduce inequalities in health
 6. Distinguish the role of race, ethnicity, culture, policy, economics and sustainability in public health
 7. Analyze the comparative advantages of various public health and health care delivery systems
 8. Demonstrate critical analysis of public health achievements
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Course Policies

Course & Learning Expectations

There are two lectures per week, Monday and Wednesday, 10:00-11:30 am. Students are strongly encouraged to ask questions or otherwise engage the instructor and guest lecturers to clarify or augment material under consideration. You will be expected to have read daily assigned readings prior to class.

The instructor(s) for this course will provide an organized, safe, and flexible (when needed) learning environment, and ensure clear expectations and communication at all times. The classroom will promote learning as a process of shared education. Each learner has a shared responsibility for the group's learning. It is expected that each learner will take ownership of the collective learning process and come prepared to actively engage in the classroom discussions through sharing insights, asking questions, offering feedback, and providing support to their peers.

The development of a community of learners requires the practice of professionalism, reflection and self-study activities. This design will foster trust and relationship building across a common ground, which by its very nature encourages everyone to respectfully collaborate with, listen to, and learn from each other.

Policy on laptops, iPads, phones, and other electronic technology in lectures

Use of all such electronic devices will not be permitted during lecture. This includes all laptops, iPads, phones, and other electronic technology. Although students may use the internet to download slides and take notes, related research shows that [taking notes by hand is more effective than doing so with a laptop](#). Students distract themselves and others for significant periods of class time by using laptops to surf social media sites, visit chat rooms, watch videos, and play games, and these activities harm the learning process.

Use of Canvas website

PUBHLTH 381's Canvas website will be used to post the course syllabus, readings, assigned videos, announcements (also distributed as emails), and PowerPoint lecture slides (more under "Required readings and lecture slides," immediately below); provide a course calendar; distribute writing assignments; and provide occasional information on newsworthy items. For scheduled items (e.g., writing assignments), students will be expected to consult the site according to the schedule in the syllabus (and on the calendar on the site). For unscheduled postings, the class will be informed by email.

Required readings and lecture slides

Readings and assigned videos, indicated on the course schedule below, will be posted on the course website on CANVAS.

We will be using PowerPoint slides for lectures. The instructor will post these on the course website for you to review as you see fit. Many of you may wish to print off hardcopies in advance of class for purposes of taking notes directly on the slides. I will make a sincere effort to post the slides no later (generally much earlier) than 5 p.m. on Sunday for Monday lectures and 5 p.m. on Tuesday for Wednesday lectures.

Readings

1. Readings should be completed prior to the class in which the relevant material will be covered. These include any assigned videos.
2. Some of the material in the readings will not be covered in lecture. Such material is intended to supplement what is covered in class. ***Anything included in the assigned readings is fair game for exams, whether or not it is discussed in class.***
3. The objective of the course is for students to gain a good general understanding of the components of the public health system. All of your reading should be focused on learning basic relationships, principles, and major concepts and how they are applied – you should not be focused on memorizing details. As always, if you have any questions, be sure to contact either your instructor or GSI.

Academic Integrity

The faculty and staff of the School of Public Health believe that the conduct of a student registered or taking courses in the School should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, community partners, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the School.

Academic conduct: expectations and penalties for failure to comply

Considerable national attention has been focused on the issue of cheating by students at all levels of education. Although we hope that the phenomenon is rare at the University of Michigan, episodes occur every year. Cheating and other forms of academic misconduct will not be tolerated in this course.

Similarly, courtesy, honesty, and respect should be shown by students toward fellow students, faculty, visitors to the course, and administrative support staff. As well, students should expect the instructor and the GSIs to treat them fairly; exhibit respect for their ideas and opinions; and strive to assist them in maximizing the value of their experience in this course and, more generally, in their education.

Student academic misconduct refers to behavior that includes plagiarism, cheating on exams or assignments, fabrication of data, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), or aiding and abetting the perpetration of such acts. Preparation of papers, assigned on an individual basis, must represent each student's own individual effort. When used, resource materials should be cited in conventional reference format.

Detected violations of proper academic conduct will be dealt with firmly. Any form of cheating on an assignment or an exam will result in the student's failing that assignment, with no opportunity to make up the work. If a student is determined to have violated proper academic conduct twice during the course, he or she will fail the course and the behavior will be reported to the Dean of the student's school or college.

Please visit <http://sph.umich.edu/student-resources/mph-mhsa.html> for the full SPH Code of Academic Integrity and further definition of these terms.

Religious holidays

Some religious holidays may occur on regularly scheduled class days. Because available class sessions are so limited in number, we will have to hold class on all such days. Students who will not be in class on these days should make that knowledge available to the instructor and GSI and make arrangements for classmates to share class notes with them.

Diversity, Equity, and Inclusion

At SPH, our mission to promote population health worldwide is inseparable from our aim to develop more effective and socially just systems for creating and disseminating knowledge. As part of this, we recognize the histories of social discrimination globally, and seek to promote and extend opportunities for members of all groups that historically have been marginalized. We commit to developing the institutional mechanisms and norms necessary to promote the values of diversity, equity, and inclusion, both inside and outside our classrooms. To this end, SPH upholds the expectations that all courses will (1) **be inclusive**, (2) **promote brave discussions**, (3) **follow multicultural ground rules** and (4) **abide by UM policies and procedures**.

- 1) **Inclusive courses**, are those in which teachers and learners co-create and co-sustain environments that support and encourage all members to participate equitably.
- 2) **Brave** (rather than safe) discussions promote diversity and social justice learning by acknowledging dynamics of oppression and privilege both inside and outside the classroom.
- 3) **Multicultural ground rules** acknowledge diverse experiences in the classroom and offer strategies for holding one another appropriately accountable.
- 4) **UM policies and procedures** can be found at <http://diversity.umich.edu> with additional resources and instructions for reporting discrimination at <https://sph.umich.edu/diversity-equity-inclusion/resources.html>.

Student Well-being

The PUBHLTH 381 teaching staff believes it is important to support the physical and emotional well being of our students. If you are experiencing physical or mental health issues, we encourage you to use the resources on campus such as those listed below. If you have a health issue that is affecting your performance or participation in the course, and/or if you need help connecting with these resources, please contact the instructor or any of the GSIs.

- Counseling and Psychological Services (CAPS), www.umich.edu/~caps, 734-764-8312
- Services for Students with Disabilities (SSWD), www.umich.edu/~sswd, 734-763-3000
- University Health Services (UHS), www.uhs.umich.edu, 734-764-8320
- Sexual Assault Prevention & Awareness Center (SAPAC), www.umich.edu/~sapac/, 734-936-3333 (24-hour crisis line)

If your situation is not life threatening, but you have an urgent question that cannot wait for UHS to open, you may call the after-hours nurse at: 866-204-1082 (toll-free). If you find yourself in an emergency situation, please call 911 or go to the UM Hospital Emergency Room.

Student Accommodations

Students should speak with their instructors before or during the first week of classes regarding any special needs and no later than two weeks before an exam or assignment due date. Students can also visit the Office of Undergraduate Education for assistance in coordinating communications around accommodations.

Students seeking academic accommodations should register with Services for Students with Disabilities (SSD). SSD arranges reasonable and appropriate academic accommodations for students with disabilities. Please visit <https://ssd.umich.edu/topic/our-services> for more information on student accommodations.

Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with **two weeks notice** of the dates of religious holidays on which they will be absent. Please visit https://www.provost.umich.edu/calendar/religious_holidays.html#conflicts for the complete University policy.

Course Grading and Requirements

Course Requirements: We will meet Mondays and Wednesdays from 10AM until 11:30AM. Class members are expected to contribute with both discussion and questions. This not only assumes preparation, but also active engagement. Attendance is critical, as in-class assignments will be graded. Please bring your i>clicker to each lecture session.

Course Grading:

Assignment	Due Date	% of Final Grade
Attendance & Participation		15%
Paper #1	October 4	15%
Midterm Exam	October 25	25%
Paper #2	November 22	15%
Final Presentation & Paper	December 15 (paper)	30%
FINAL GRADE		100%

Grading Scale

A+ = 98-100; A = 94-97; A- = 90-93

B+ = 88-89; B = 84-87; B- = 80-83

C+ = 78-79; C = 74-77; C- = 70-73

D+ = 68-69; D = 64-67; D- = 60-63

F = 59 or below

Participation and Attendance:

It is expected that students will attend each class session and come fully prepared to discuss the assigned texts. Attendance will be taken every class session and will count toward your participation grade. Attendance will be tracked: if you are unable to attend class, you need to notify the instructor and/or GSI ahead of time. Unexcused absences will affect your final grade. After three unexcused absences, a half-letter grade will be deducted for each absence thereafter. All late work not approved by the instructor in advance will be deducted a full letter grade for each day past the deadline (for example, a B- will go to a C-).

In-class assignments:

Throughout the course of the semester, the instructor will dedicate a portion of class time to in-class assignments. These may take form as reflection pieces, case study discussions, debates, and pop quizzes. These will be unannounced.

Writing assignments:

Each of the two writing assignments will be an essay of no more than 5 pages each. There will be two writing assignments, due on October 4 and Nov 22. The specifics of each assignment will be discussed closer to the due dates. Writing assignments must be typed, double-spaced, in 12-point font, with 1-inch margins. Each of the two writing assignments must not exceed 5 pages (not including bibliographic references). A paper that does not adhere to margin and page requirements will lose one grade. Failure to submit these writing assignments by 2PM on their due date (without explicit permission from the instructor or your GSI for truly extenuating circumstances) will result in a grading penalty. Papers submitted up to one day late will be penalized one *full letter grade* (a B- will go to a C-). For up to two days, every day an assignment is late, you will lose one full grade. No papers will be accepted more than 2 days late.

Midterm Exam: The midterm exam will take place in class on October 25th and will be a mixture of multiple-choice and short response essays. There will be an exam review session October 18th at 4:45pm-6:00pm. Room TBD.

Final presentation and paper: Each group (4-5 students) is responsible for delivering a 15-minute presentation on a class-related topic, with an additional 5 minutes for Q & A. Accompanying the presentation, and due on the same day, will be an 8-10 page paper. These presentations and papers will be based on your analysis and recommendations for existing public health programs. Guidelines for this assignment will be discussed at length before the due date. This will count for 25% of the course grade.

Extra credit: There will be several opportunities for extra credit throughout the course. The instructor will announce these opportunities as they become available to you.

Grade disputes

If you think a grade you have received should have been different, you must wait 24 hours after receiving the grade before emailing to dispute it. In your email, make your case for why you think your grade should be different. Your GSI will assess your case over email or ask to meet to discuss further. If you are not satisfied with the outcome of that discussion, you may request a regrade from Dr. Creary. This grade will be "blind" to your previous grade, and as such could result in a higher or lower grade than that which you were first assigned. If you decide to request a re-grade, the grade Dr. Creary assigns will be your final grade.

Extensions

An extension must be requested for consideration before the actual due date. In order for it to be considered, proof of assignment initiation must be provided. Extensions will be granted on a case by case basis.

Draft Reviews

The instructor and GSI will not review any drafts over email. However, up to a page may be brought to office hours for discussion with the instructor or GSI. We encourage you to utilize writing resources on campus such as the [Sweetland Center for Writing](#), the [informationists at the Taubman Library](#), and/or [the SPH Writing Lab](#).

Course Topics, Readings, and Assignments

The organization of this syllabus is based loosely off the [Components of the Public Health System Pyramid](#) (K. Chapman, G. Weaver, S. Taveras—CDC, 2013). Please familiarize yourself with it.

Course Schedule

Week 1 Sept 6 th	Introduction, Overview, Syllabus Review	
Week 2 Sept 11 th Sept 13 th	Determinants of Population Health, Part I Determinants of Population Health, Part II	
Week 3 Sept 18 th Sept 20 th	Federal Agencies Immunizations: Achievements and Challenges	Writing assignment #1 distributed
Week 4 Sept 25 th Sept 27 th	State, Tribal, Local, and Territorial Health Depts Fluoride and Flint: Achievements and Challenges in Water	
Week 5 Oct 2 nd Oct 4 th	Non-profit Associations and Coalitions HIV: Achievements and Challenges	Project Group Selection Guest Speaker: TBA Writing assignment #1 due by 2PM
Week 6 Oct 9 th Oct 11 th	Interest Groups Tobacco: Achievements and Challenges	Guest Speaker: Jamie Tam
Week 7 Oct 16 th Oct 18 th	Fall Break – No Class Clinical Care Delivery Systems	Exam Review
Week 8 Oct 23 th Oct 25 th	Maternal and Infant Health Midterm Exam	MIDTERM EXAM
Week 9 Oct 30 th Nov 1st	U.S. Healthcare from a Global Perspective Community-Based Organizations	Guest Speaker: Gary Harper
Week 10 Nov 6 th Nov 8 th	Non Health-related Government Agencies Private Industry	Guest Speaker: Pascale Leroueil Writing Assignment #2 distributed
Week 11 Nov 13 th Nov 15 th	Media and Social Media Public Health Workforce	Guest Panel
Week 12 Nov 20 th Nov 22 nd	Comparative Global Health System: Brazil and U.K. Political Challenges to Public Health	Writing assignment #2 due by 2PM
Week 13 through 15	Presentations	Final paper due on day of presentation

September 6	INTRODUCTION AND OVERVIEW
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No Readings

September 11	DETERMINANTS OF POPULATION HEALTH, PART I
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Stainton, L. and Williams, M. "10 Great Public Health Achievements." *Findings*, vol. 18, no. 1. (2000).
 Braveman, Paula, and Laura Gottlieb. "The social determinants of health: it's time to consider the causes of the causes." *Public Health Reports* 129, no. 1_suppl2 (2014): 19-31.
 Pacquiao, Dula F. "Social Determinants of Health." *Global Health Care: Issues and Policies* (2016): 159.
 Video: What Makes Us Sick, Rishi Manchanda
https://www.ted.com/talks/rishi_manchanda_what_makes_us_get_sick_look_upstream

September 13	DETERMINANTS OF POPULATION HEALTH, PART II
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Yassi, Annalee. *Basic environmental health*. "Introduction." Oxford University Press, USA, 2001. (**Only pages 1-20.**)
 Bortz, Walter M. "Biological basis of determinants of health." *American journal of public health* 95, no. 3 (2005): 389-392.
 Park, Alice. 2017. "All About Epigenetics: The Other Way You Inherit Disease Risk." *Time*. Accessed August 8.
 Chang, Alvin. (2016) [Living in a poor neighborhood changes everything about your life](#)

September 18	FEDERAL AGENCIES
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Turnock, Bernard J. *Public health: What it Is and How it Works*. "Law, Government and Public Health." Jones & Bartlett Publishers, 2011: 159-180.
 Niskar, Amanda Sue, Sharunda Buchanan, and Pamela A. Meyer. "A Federal Agency's Role in Fulfilling the Public Health Core Functions: The Childhood Lead Poisoning Prevention Program Model." *Journal of Public Health Management and Practice* 11.1 (2005): 50-58.
 Harvey, Holly, and Sarah Lister. "An overview of the US public health system in the context of bioterrorism." LIBRARY OF CONGRESS WASHINGTON DC CONGRESSIONAL RESEARCH SERVICE, 2004.

September 20	IMMUNIZATIONS: ACHIEVEMENTS AND CHALLENGES
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Stern, Alexandra Minna, and Howard Markel. "The history of vaccines and immunization: familiar patterns, new challenges." *Health Affairs* 24.3 (2005): 611-621.
 Orenstein, Walter A., et al. "Immunizations in the United States: success, structure, and stress." *Health Affairs* 24.3 (2005): 599-610.
 White, Erina. "Science, pseudoscience, and the frontline practitioner: the vaccination/autism debate." *Journal of evidence-based social work* 11.3 (2014): 269-274.

Video: Capturing the Art of Saving A Life, TedMed
<http://www.tedmed.com/talks/show?id=527613>

September 25	STATE, TRIBAL, and LOCAL HEALTH DEPARTMENTS
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Turnock, Bernard J. *Public health: What it Is and How it Works*. "Law, Government and Public Health." Jones & Bartlett Publishers, 2011: 180-200.

Pomeranz, Jennifer L. "The unique authority of state and local health departments to address obesity." *American journal of public health* 101.7 (2011): 1192-1197.

Rainie, Stephanie, et al. "The Changing Landscape of Health Care Provision to American Indian Nations." *American Indian Culture and Research Journal* 39.1 (2015): 1-24.

September 27	FLUORIDE AND FLINT: ACHIEVEMENTS AND CHALLENGES IN WATER
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Bellinger, David C. "Lead contamination in Flint—an abject failure to protect public health." *New England Journal of Medicine* 374.12 (2016): 1101-1103.

Mendoza, Roger Lee. "Promoting social welfare through oral health: New Jersey's fluoridation experience." *Social work in public health* 24.6 (2009): 584-599.

October 2	NON-PROFIT ASSOCIATIONS AND COALITIONS
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Whitehead, LaToria. "The influence of non-governmental organizations on public policy: a case study on childhood lead poisoning prevention in Savannah, Georgia." (2011).

Itzkowitz, Steven H., et al. "New York Citywide Colon Cancer Control Coalition: A public health effort to increase colon cancer screening and address health disparities." *Cancer* 122.2 (2016): 269-277.

October 4	HIV: ACHIEVEMENTS AND CHALLENGES
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Centers for Disease Control and Prevention (CDC). "Achievements in public health. Reduction in perinatal transmission of HIV infection--United States, 1985-2005." *MMWR. Morbidity and mortality weekly report* 55.21 (2006): 592.

Ryan, Caroline A., et al. "Prevention of sexually transmitted HIV infections through the President's Emergency Plan for AIDS Relief: a history of achievements and lessons learned." *JAIDS Journal of Acquired Immune Deficiency Syndromes* 60 (2012): S70-S77.

October 9	INTEREST GROUPS
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Morone, James A., and Lawrence R. Jacobs, eds. *Healthy, wealthy, and fair: Health care and the good society*. "Interest Groups and the Reproduction of Inequality." Oxford university press, 2005.

Keller, Ann C., and Laura Packer. "Going for the cure: patient interest groups and health advocacy in the United States." *Journal of health politics, policy and law* 39.2 (2014): 331-367.

October 11	TOBACCO: ACHIEVEMENTS AND CHALLENGES
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Malone, Ruth E., and Kenneth E. Warner. "Tobacco control at twenty: reflecting on the past, considering the present and developing the new conversations for the future." *Tobacco control* 21.2 (2012): 74-76.

Givel, Michael S., and Stanton A. Glantz. "Tobacco lobby political influence on US state legislatures in the 1990s." *Tobacco control* 10.2 (2001): 124-134.

October 16	FALL BREAK
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No Class

October 18	CLINICAL CARE DELIVERY SYSTEMS
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Institute of Medicine (US). Committee on Assuring the Health of the Public in the 21st Century. *The Future of the Public's Health in the 21st Century*. "The Health Care Delivery System." National Academy Press, 2003: 212-257 (<https://www.nap.edu/read/10548/chapter/7>)

October 23	MATERNAL AND INFANT HEALTH
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Achievements in Public Health, 1900-1999: Healthier Mothers and Babies, MMWR, October 01, 1999 / 48(38);849-858 (<https://www.cdc.gov/mmwr/preview/mmwrhtml/mm4838a2.htm>)

Quick, Jonathan, Jonathan Jay, and Ana Langer. "Improving women's health through universal health coverage." *PLoS Med* 11.1 (2014): e1001580.

Mokdad, Ali H., and Patrick L. Remington. "Measuring health behaviors in populations." *Prev Chronic Dis* 7.4 (2010): A75.

Guest Speaker: TBD

October 25	MIDTERM EXAM
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No Readings

October 30	U.S. HEALTHCARE FROM A GLOBAL PERSPECTIVE
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Squires, David, and Chloe Anderson. "US health care from a global perspective: spending, use of services, prices, and health in 13 countries." *Issue brief (Commonwealth Fund)* 15 (2015): 1-15.

November 1	COMMUNITY-BASED ORGANIZATIONS
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Institute of Medicine (US). Committee on Assuring the Health of the Public in the 21st Century. *The Future of the Public's Health in the 21st Century*. "The Community." National Academy Press, 2003:190-204

Harper, Gary W., and Doreen D. Salina. "Building collaborative partnerships to improve community-based HIV prevention research: The university-CBO collaborative partnership (UCCP) model." *Journal of Prevention & Intervention in the Community* 19.1 (2000): 1-20.

November 6	NON HEALTH-RELATED GOVERNMENT AGENCIES
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Bibb, Sandra C. "Healthy People 2000 and population health improvement in the Department of Defense military health system." *Military medicine* 167.7 (2002): 552.

Wiley, Lindsay F. "US Department of Agriculture as a Public Health Agency: A Health in all Policies Case Study, The." *J. Food L. & Policy* 9 (2013): 61.

November 8	PRIVATE INDUSTRY
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Lenton, Simon. "New regulated markets for recreational cannabis: public health or private profit?." *Addiction* 109.3 (2014): 354-355.

Moodie, Rob, et al. "Profits and pandemics: prevention of harmful effects of tobacco, alcohol, and ultra-processed food and drink industries." *The Lancet* 381.9867 (2013): 670-679.

Video: Food, Inc. (Film on CANVAS)

November 13	MEDIA AND SOCIAL MEDIA
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Institute of Medicine (US). Committee on Assuring the Health of the Public in the 21st Century. *The Future of the Public's Health in the 21st Century*. "Media." National Academy Press, 2003:307-348.

Dixon, Graham N., and Christopher E. Clarke. "Heightening uncertainty around certain science media coverage, false balance, and the autism-vaccine controversy." *Science Communication* 35.3 (2013): 358-382.

The 'Ice Bucket Challenge' Helped Scientists Discover a New Gene Tied to A.L.S.

<http://www.nytimes.com/2016/07/28/health/the-ice-bucket-challenge-helped-scientists-discover-a-new-gene-tied-to-als.html>

November 15	PUBLIC HEALTH WORKFORCE
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Gebbie, Kristine, Linda Rosenstock, and Lyla M. Hernandez, eds. *Who will keep the public healthy?: educating public health professionals for the 21st century*. "Public Health Agencies: Their Roles in Educating Public Health Professionals." National Academies Press, 2003: 145-167 (<https://www.nap.edu/read/10542/chapter/9#146>)

Gebbie, Kristine M. "The public health workforce: key to public health infrastructure." *American Journal of Public Health* 89.5 (1999): 660-661.

Public Health Workforce Guest Panel

November 20	COMPARATIVE GLOBAL HEALTH SYSTEMS
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Bodenheimer, Thomas S., and K. Grumbach. *Understanding Health Policy: A Clinical Approach 4th Edition*. "Health Care in Four Nations." New York, NY: McGraw-Hill Companies, Inc, 2004. (<http://accessmedicine.mhmedical.com/content.aspx?bookid=394§ionid=39883581>)

Video: Sick Around the World, <http://www.pbs.org/wgbh/frontline/film/sickaroundtheworld/>

November 22	FUTURE CHALLENGES TO PUBLIC HEALTH
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Nilsson, Maria, et al. "Connecting the global climate change and public health agendas." *PLoS Med* 9.6 (2012): e1001227.

Ghosh, Tista S., et al. "Medical marijuana's public health lessons—implications for retail marijuana in Colorado." *New England Journal of Medicine* 372.11 (2015): 991-993.

"The Challenges to Public Health under the Trump Administration." *Washington Post*. Web. 5 Dec. 2016. https://www.washingtonpost.com/national/health-science/the-challenges-to-public-health-under-the-trump-administration/2016/11/21/d46d001e-adaa-11e6-a31b-4b6397e625d0_story.html?utm_term=.2fc23ec0b608

Bellinger, David C. "Lead contamination in Flint—an abject failure to protect public health." *New England Journal of Medicine* 374.12 (2016): 1101-1103.

November 27	PRESENTATIONS
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Fifteen-minute presentations

November 29	PRESENTATIONS
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Fifteen-minute presentations

December 4	PRESENTATIONS
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Fifteen-minute presentations

December 6	PRESENTATIONS
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Fifteen-minute presentations

December 11	PRESENTATIONS
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Fifteen-minute presentations