



UNIVERSITY
of HAWAII®
MĀNOA

OFFICE OF PUBLIC HEALTH STUDIES
Undergraduate Course Syllabus
Spring 2019

1. Course Information

- a. **Course Number and Title:** PH 202 – Public Health Issues in Hawai'i
- b. **Number of Credit Hours:** 3 Credits
- c. **Course Meeting Days and Times:** Monday & Wednesday, 3:00 pm – 4:15 pm
- d. **Course Meeting Place:** BioMedical Sciences Bldg, D-205
- e. **Pre-Requisite Courses:** PH 201

2. Instructor Information

- a. **Name:** Lisa Kehl, MSW, MPH, LSW, TTS
- b. **Phone Number:** 956-5756 (office) or 753-0762 (cellular)
- c. **Email:** kehl@hawaii.edu
- d. **Office Location:** BioMed D104U
- e. **Office Hours:** By appointment only

3. Course Description

This course focuses primarily on application of general public health concepts and tools specifically from the perspective of the State of Hawai'i. Broader public health issues will also be discussed as they relate to the State of Hawai'i. Students will be exposed to specific challenges and successes in Hawai'i as they relate to public health. Students will also engage in a series of ethical debates regarding topics of public health interest in Hawai'i.

4. Course Schedule (Class Dates, Topics, and Assignments)

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Assignments Due</i>
1	1/7	Introductions & Review of Syllabus In-Class Activity: Student Selfies Activity: Identifying Public Health in Action	
1	1/9	Videos: History of Public Health in Hawai'i & DOH Discussion: "Lucky We Live Hawai'i" – State of Health Activity: Orientation & Tour	Quiz #1 Due
2	1/14	Lecture: Health Policy in Hawai'i – How a Bill Becomes a Law, Navigating the Hawai'i State Legislature	Blog #1 Due (6 am) including Selfie
2	1/16	NO CLASS – OPENING DAY AT LEGISLATURE	Quiz #2 Due
3	1/21	NO CLASS – MARTIN LUTHER KING JR HOLIDAY	Blog #2 Due (6 am)
3	1/23	Activity: Student Reporting of Public Health in Action Activity Discussion: Introduction of PH in the News Worksheets	PH in Action Due
4	1/28	Hamilton Library Room 306 Guest Lecture: PH Librarian Carolyn Dennison Activity: Library Tour and Hawai'i Newspapers Exercise	Blog #3 Due (6 am)

4	1/30	History of Native Hawaiians in Hawai'i Guest Lecture: Mapuana Antonio Discussion: 'Aina Assignment	
5	2/4	Hawaiian History in Film: "Picture Bride" (In-Class Movie)	Blog #4 Due (6 am)
5	2/6	Hawaiian History in Film: "Picture Bride" (In-Class Movie Continued) Discussion: "Picture Bride" Movie critique & Hawaiian plantation life	
6	2/11	Blue Zones Hawai'i Guest Lecture: Molly Mamaril	Blog #5 Due (6 am)
6	2/13	Activity: Sharing Public Health in the Local News Worksheets	PH in the News Due
7	2/18	NO CLASS – PRESIDENT'S DAY HOLIDAY	Blog #6 Due (6 am)
7	2/20	Discussion: Micronesian Immigration & COFA	Quiz #3 Due
8	2/25	Lecture/Discussion: Lessons in Cultural Competence <i>*Challenge/Success Pairs Assigned</i>	Blog #7 Due (6 am)
8	2/27	Activity: Health Communication & Developing a Culturally Appropriate Public Service Announcement	
9	3/4	Discussion: MRSA & Hawaiian Beaches Lecture: Tourism & Disease Transmission Guest Lecture: Denise Nelson-Hurwitz, PhD <i>Selection of Challenge/Success Topics</i>	Blog #8 Due (6 am) Quiz #4 Due
9	3/6	Discussion: Practices for Protecting Locals & Tourists Lecture: Tourism & Influenza Transmission Guest Lecture: Denise Nelson-Hurwitz, PhD	
10	3/11	Health Policy in Hawai'i – Advocacy in Action Guest Lecture: Trish La Chica & Scott Stensrud – Hawaii Public Health Institute	Blog #9 Due (6 am)
10	3/13	Lecture: Environmental Health in Hawai'i (drinking & ocean water quality, climate change, vog & air quality) Discussion: Community Windshield Assessments	
	3/18-3/20	NO CLASS SPRING BREAK	
11	3/25	Discussion: Sharing Community Windshield Assessments <i>*Challenge/Success Group Work Time</i>	Blog #10 Due (6 am) Windshield Assessment Due
11	3/27	Activity: Developing the Built Environment (Linkages to Urban Planning)	
12	4/1	ACTIVE SHOOTER TRAINING Presented by the Department of Public Safety	Blog #11 Due (6 am)
12	4/3	Medical-Legal Partnership Guest Lecture: Dina Shek	Quiz #5 Due
13	4/8	NO CLASS – VETERANS' DAY HOLIDAY	Blog #12 Due (6 am)
13	4/10	Lecture: Health in a Rural Environment – workforce shortages, land preservation, access to care & education	
14	4/15	Lecture: Health in an Urban Environment – Overcrowding, traffic/pollution, population growth, homelessness	Blog #13 Due (6 am)
14	4/17	Lecture: Sustainability & Food Insecurity Video: "Seeds Of Hope Documentary" (Educational Version)	
15	4/22	Student Presentations: Public Health Challenges/Successes in Hawai'i	Blog #14 Due (6 am) C/S Presentations

15	4/24	Remaining Student Presentations: Public Health Challenges/Successes in Hawai'i	C/S Presentations
16	4/29	Discussion & Activity: Engaging in a Statewide Discussion – balancing concerns from both perspectives Activity: Balancing the Budget – Funding Allocation for Healthcare	Blog #15 Due (6 am) 'Aina Activity & Blog Due
16	5/1	Discussion: Course Review & Evaluation	

5. Required Text or Readings

Required Readings & Media on Lulima or Distributed in Class (during the semester, the instructor or invited speakers may assign additional readings that do not appear on this syllabus).

6. Description of Course Assignments

Weekly Blog Reflections: Students are required to post semi-weekly blogs on the course Lulima for 12 of the 15 dates specified, (if more than 12 blogs are completed, remaining blog may be counted as extra credit). Weekly blog reflections should be **no less than two paragraphs and include critical synthesis of the week's topics, discussions, and activities as well as reflection of related personal opinions**. Alternatively, **critical responses to weekly reflection questions, including related personal opinions**, may also provide weekly blog content. Specific guidance questions may be provided for blog reflection on specific weeks. Blogs are intended to promote student reflection as it relates to the immediately past day's classes. As such, blogs must be written after designated class time on Wednesday, and prior to class (6am) on Monday to be considered as reflection for that week. No late blogs will be accepted. Students will only receive credit for a maximum of one blog per week. A maximum of five (5) points will be granted for each completed blog of high quality.

"Public Health in Action" Activity: Students will explore their community and identify 3 observations of "public health in action." Students will then use **Google Slides** to report the place/location of action, specific action observed, and 2-3 sentences connecting the action to public health. All students must use Google Slides and share with kehl@hawaii.edu by class time on the day it is due (1/23), for full credit. The assignment will be discussed in further detail during the 1/7 class session.

Quizzes: In-class and online quizzes will be given periodically throughout the semester. In-class quizzes will be given during the first 10 minutes of class, while online quizzes will be distributed through Lulima "Tests & Quizzes" tab and limited in time to 20-30 minutes. All quizzes will be worth 5-15 points each. Quizzes will consist of a combination of multiple choice, matching, and/or short answer, and will focus primarily on readings and videos in preparation for an upcoming class. A review of the quiz will take place immediately following the quiz, therefore, **no makeup quizzes will be allowed** except in cases of excused athletic absences or due to accommodations arranged through KOKUA. In cases of excused athletic absences or due to accommodations arranged through KOKUA ONLY, students will have a 1-week window upon return to class in which to schedule a makeup quiz.

Public Health in the News Worksheet & Presentation: Students will be required to complete the Public Health in the News Worksheet electronically (typed) using the worksheet template provided. The worksheets should be submitted as a **WORD** or **PDF** document using Lulima Assignments by class time on the day it is due (2/13), and students should have either a hard copy or ready access to an electronic copy of their worksheet during class time. Completed PH in the News worksheets will be presented (informally) during the class and used for a group activity.

Community Windshield Assessment: As an assessment of your individual community and built environment, students are asked to complete a community windshield assessment in their current home community. Please complete the assessment using your primary means of transportation (e.g. walking, bus, car, bike). A blank assessment worksheet will be provided. Students will be asked to assess the number and type of food establishments, as well as the availability of safe space for physical activity in their area. Completed worksheets should be submitted as a **WORD** or **PDF** document using Lulima Assignments by class time on the day it is due (3/27), and students should have either a hard copy or ready access to an electronic copy of their worksheet during class time. Completed Windshield Assessments will be presented (informally) during the class and used for a group activity.

‘Aina (Land) Connection Experience: Outside of class, **prior to Monday 4/29** students must participate in at least one approved ‘aina (land) connection experience. The purpose of this assignment is to promote a hands-on understanding of Hawaiian values and culture while working in a local community environment. Approved ‘aina (land) connection experiences include a session of volunteer work at the University of Hawai‘i at Manoa lo‘i (taro patch), located on Dole Street, or a volunteer work session at Kokua Kalihi Valley’s Ho‘oulu ‘Aina. Other, similar experiences may count as credit for this activity if approval is obtained from the instructor **PRIOR** to the experience. To receive full credit for this activity, students must provide a photo of them working at the site (submitted via Lulima Forums) and must reflect on the experience in a full, dedicated blog/forum post, of at least 2 paragraphs, describing what you did and what you learned **within 10 days of participating in the activity**.

Public Health Challenge & Success Presentation: Working in assigned groups, students will develop and deliver an 8-10 minute presentation regarding a selected, and approved, public health challenge and success in Hawai‘i. **Google Slides** must be used for all presentations. Presentations should include 1) a brief background on each the challenge and success, 2) description of each the challenge and success, 3) identification of key stakeholders/interests for each, 4) discussion of public health significance of each, 5) potential solutions to the challenge, as well as 6) how public health beyond Hawai‘i can learn from the success. Students will have 2-3 minutes to respond to peer questions following each presentation. Presentation and discussion will be stopped if they exceed 12 minutes per pair. Of the 30 points allotted to this assignment, 5 points will be awarded for sharing of **Google Slides** with kehl@hawaii.edu by the day you are assigned to present either 4/22 or 4/24, 15 points will be awarded for content, and 10 points awarded for quality of presentation delivery.

7. Grading Rubric For Course Assignments

Assignment	Points	Percentage of Total
Class Attendance/Participation	60	25%
Weekly Blog Reflections	50	25%
‘Aina (Land) Connection Experience	20	10%
Public Health in Action Activity & Presentation	10	5%
Public Health in the News Worksheet & Presentation	15	7.5%
Community Windshield Assessment	15	7.5%
Public Health Challenge/Success Presentation	30	15%
Quizzes	50	5%

8. Grading Scale:

This course will use +/- grading system	
A = 90-100	Excellent, distinctive work. Demonstrates sophisticated understanding: Nuanced and insightful account, powerful and effective application of concepts, frameworks and theories discussed in class and articulated in written work. [97-100, A+; 93-96, A; 90-92, A-]
B = 80-89	Above average work. Demonstrates accomplished understanding: Thorough, well-documented account; adequate and apt application of concepts, frameworks and theories discussed in class and articulated in written work. [87-89, B+; 83-86, B; 80-82, B-]
C = 70-79	Average work, sufficient, but not distinctive. Acceptable view with some misconceptions or oversight; not fully supported; acceptable but limited application of concepts, frameworks and theories discussed in class. [77-79, C+; 73-76, C; 70-72, C-]
D = 60-69	Poor, insufficient work. Naïve or inadequate understanding: simplistic account and use of concepts, frameworks and theories discussed in class. Unable to articulate thoughts and ideas in written work. [67-69, D+; 63-66, D; 60-62, D-]
F < 60	Unacceptable work

9. Course Policies:

- 1. Do the assignments on-time.** All students are expected to read the assigned articles/documents on Laulima by the respective dates of discussion, and complete all course assignments at undergraduate-level proficiency. Maximum benefit from this class can be achieved only if you attend class, complete the readings, assignments, and projects as they are assigned, and actively participate in the class discussions. It is the student's professional responsibility to be aware of the assignment deadlines and make the instructor aware of any reasons why you may not be able to meet them before the deadline passes. Your grade for the course can, and will, be affected by late work. Points will be deducted for late assignments, especially if the no communication has been made before the deadline passes.
- 2. Show up on time and participate.** All students are expected to show up on time and attend all classes. Since so much "in-class" learning and participation will be occurring, missing a class means missing critical knowledge, activities, and experiences that are difficult to re-create. In this course, each class builds on previous class content and prepares the student for future classes. If a student misses a class they are encouraged to set up an appointment to review missed course material with the instructor before the next class session. If more than two classes are missed, it could affect the student's grade for the overall course. It is the student's professional responsibility to notify the instructor of any anticipated absences in advance.
- 3. Use the proper format.** All written assignments must be typed with student's name and date all listed at the top of the page of the assignment. When necessary please use APA format (double-spaced, 1-inch margins, 11 or 12-point font, and with proper citations throughout). Handwritten assignments are not acceptable. Submit all assignments by class time on the due date through the Laulima system at <https://laulima.hawaii.edu/portal> unless otherwise stated. Please ensure that your document is Microsoft Word compatible. You should also have access to your assignments, either electronically or printed out, for review during class unless otherwise specified.
- 4. Grades.** Final grades are based on completed assignments, prompt class attendance, and participation. All assignments must be completed for a passing grade. There will be no extra credit assignments. Submit all assignments through the drop box system in Laulima system at <https://laulima.hawaii.edu/portal>. Assignments must be submitted prior to class time on the due date to receive full credit for the assignment. Points will be deducted for late assignments. Grades can and will be affected by late work.

5. **Use references wisely.** Original written work is expected with appropriate citation of references. All references need to have author, title, year, publishers, place of publishers, journal name, volume and issue number, and page numbers. All written work must follow APA (American Psychological Association) citation and referencing style.
6. **Conduct Code—Do original work.** Plagiarism is unacceptable and will result in a failing grade for the assignment and possibly for the course, depending on the extent of the violation. Please be familiar with the University of Hawai'i Student Conduct Code, available online, at the Office of Student Affairs at the Student Services.
7. **Syllabus may be revised as needed.** The course schedule and assignments may need to be revised and some topics re-scheduled depending on the availability of guest speakers, pace of the learning, size of class, and the needs of the students.
8. **Appointments with instructor.** Students are welcomed and encouraged to meet with the course instructor to review their progress, or clarify course assignments and expectations. Please schedule a time to meet with the instructor by email.

10. Student Learning Objectives For the Course:

- Identify and discuss a range of real-world public health problems
- Identify gaps in knowledge related to a public health problem
- Discuss ethical concerns and promote ethical decision making behaviors
- Identify historical events and foundations for ethical discussion
- Engage in critical thinking and both written and oral presentation skills
- Engage in self-directed inquiry & intellectual curiosity
- Actively participate in collaborative and cooperative work among student peers
- Engage in self-assessment & reflection among students
- Foster a sense of cultural awareness & social justice
- Foster a respect for differences in cultural and personal identity
- Encourage stewardship of the natural environment, including respect for natural resources & sustainability

11. University Policies for Opportunity and Accommodation:

- **Equal Opportunity and Affirmative Policy**

The University of Hawai'i is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, status as a covered veteran, pregnancy, and domestic or sexual violence victim status. This policy covers admission and access to and participation, treatment, and employment in the University's programs and activities.

For more information on equal opportunity and affirmative action policies and complaint procedures for the UH Mānoa Campus, contact:

- a) Students: Lori Ideta, Assistant Vice Chancellor & Dean of Students, EEO/AA, Title IX & ADA Coordinator Ph.-956-3290 (V/T); Email idgeta@hawaii.edu
- b) Employees: Mie Watanabe, EEO/AA Director, Title IX & ADA Coordinator Ph. 956-7077; Email - eeo@hawaii.edu
- c) Students with Disabilities: Ann Ito, KOKUA Program Director Ph. 956-7511 (V/T); Email kokua@hawaii.edu

- **Accommodations**

A student who may need an accommodation based on the impact of a disability is invited to contact me privately within the first weeks of the course. I would be happy to work with you and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at 808-956-7511 or 808-956-7612 (voice/text) in room 013 of the Queen Liliuokalani Center for Student Services.

- **Counseling Services and Mental Health**

From time to time, we all need help managing stress and life problems. At times, school can be overwhelming, especially when balancing other responsibilities such as family and work. University of Hawai'i at Mānoa has a Counseling & Student Development Center (CSDC) that is available to all students.

The phone number is (808) 956-7927.

The website is <http://manoa.hawaii.edu/counseling/>

- **Hawaii Student Conduct Code and Academic Dishonesty**

Academic dishonesty such as plagiarism, cheating and other forms of dishonesty will result in a failing ("F") grade for the assignment. More than one incident of academic dishonesty will result in failing ("F") grade for the course. Equally, more than one incident will also result in reporting the academic dishonesty to the UH Office of Judicial Affairs. Student should familiarize themselves with the University of Hawaii Student Conduct Code: http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/

Accordingly: The university expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to respect the rights, privileges, and property of others; and to observe national, state, and local laws and University regulations.

12a. Mānoa Institutional Learning Objectives for Undergraduate Students that are Addressed:

1. Know -- Breadth and Depth of Knowledge
Students develop their understanding of the world with emphasis on Hawai'i, Asia, and the Pacific by integrating:
1b. Specialized study in an academic field
2. Do -- Intellectual and Practical Skills
Students improve their abilities to:
2a. Think critically and creatively
2c. Communicate and report
3. Value -- Personal and Social Responsibility
Students demonstrate excellence, integrity, and engagement through:
3a. Continuous learning and personal growth
3b. Respect for people and cultures, in particular Hawaiian culture
3d. Civic participation in their communities

12b. Department Approved BA Public Health Competencies Addressed:

Public Health Domains	Competencies: <i>Students should be able to:</i>
Role and Importance of Data in Public Health	1. Identify the basic concepts, methods, and be able to apply qualitative and quantitative tools of public health data collection, use, and analysis in elementary research analyses.
Identifying and Addressing Population Health Challenges	1. Apply core concepts of public health, grounded in an ecological perspective to assessing public health issues. 2. Articulate the natural and social determinants of health status in communities, and the dynamic interplay among these factors in various populations. 3. Identify current public health topics including an analysis of the societal attitudes that generate differential impacts to various communities
Determinants of Human Health	3. Identify the impact of the environment, social disparities, and both communicable and non-communicable diseases on health.
Project Implementation	1. Explore the fundamental concepts and features of a public health-related project. 3. Generate research questions, analyze and present data, and interpret and discuss findings. 4. Exhibit critical thinking and analytical abilities, including the capacities to engage in inductive and deductive thinking, quantitative reason, and to construct sound arguments
Health Communication	1. Apply abstract reasoning and critical thinking skills to communicate public health research and practice to public and professional audiences. 3. Demonstrate effective public speaking skills during classroom discussions and presentations