

DETAILED INSTRUCTIONS FOR ASSIGNMENTS

Submitting to Dropbox

- All assignments must be submitted electronically to the designated Catalyst Dropbox on the course website: <https://catalysttools.washington.edu/collectit/dropbox/jonhuang/9371>
- Alternatively, you can navigate from the class website (<https://catalysttools.washington.edu/workspace/jonhuang/11914>) and click “Dropbox” on the left toolbar.
- All weekly responses must be submitted before class (10:30 AM) on the day they are due for full credit (4 points). 1 point will be deducted each day thereafter.
- “The Great Leveller” Analysis and Dissemination Exercise reports must be submitted by the end of the day noted (midnight).

Response 0: “Web Ramble” – Due April 2 (4 points)

- Begin with the *Population Health Forum's* website (<http://depts.washington.edu/eqhlth/>) and explore it.
- Then go to the *Unnatural Causes* website which can be linked from the left side of the PHF home page.
 - There take the Health Equity Quiz (Take Our Quiz) and remember your score.
 - Download the full 22 questions and explore them. Leave this site; you'll get to know it better later on.
- Back at the PHF site, go on to the Resources page and Links on the left (or scroll down).
 - Go to *Gapminder* and explore Gaps within China, India, EU and the USA. Look around elsewhere on this dynamic website.
- Back on the PHF home page, explore the Equality Trust link on the left.
- Then go to <http://dataranking.com/default.htm> and explore life expectancy tables and their trends over the last half-century.
- Spend an hour at this exercise. Then write your reflections in one page.

All Other Responses (1 through 9) – Due Mondays (4 points each)

Selecting Readings

- Write a one-page response about **one** of the readings from the two proceeding class sessions. See the syllabus for the assignment schedule, reading list, and instructions on how to access the readings. If you have still have difficulty accessing a reading after trying the methods listed, please post to the message board or send an email to the TA.
- A variety of articles from various perspectives that pertain to the day’s topic are provided. Don’t be overwhelmed by the number of articles; they are provided to appeal to a variety backgrounds and interests. Choose one that has a title that intrigues you.
- Many of these readings are the results of research studies and contain much technical language that you may be unfamiliar with. Do not dwell on those aspects, but on the introduction and discussion in those papers. Evaluate the major messages.
- Students with economics backgrounds may find some reports more readable while others with biology and science backgrounds will prefer others.

Content of the Responses

- Give your responses to the reading; do not summarize the selection. Do you agree or disagree with the main messages, why or why not?
- Also reflect on your personal life and the ideas in the reading, can you related personally?
- In the heading, give the full citation for the reading, your name and the session (class)

number (1 to 18) where it was listed as well as the date of the class. Give a one-line title to your response which gives the sense of you felt about this reading. **Comment in your write up what was discussed in class that day related to the reading.**

- The response should be **at most** a single-spaced page in length, NOT LONGER. What the instructor wants is your response to the reading, rather than a recapitulation and that may be brief but it must indicate that you have read the material and thought critically about it.
- The last response is due June 4 (because of the holiday).

Analysis of “The Great Leveller” – Due April 23 (10 points)

- View “The Great Leveller” a 55-minute BBC documentary on reserve for the course at the Health Sciences Library T-344 (reserve is upstairs, and there are convenient rooms for watching). If copies are in use, you could check the course reserves for Global Health 514, where there may be a copy to view.
- Turn in a one-page, single-spaced, response paper by April 23. In your paper, describe in one brief paragraph the main ideas of the documentary, and for the rest of the page, describe whether you agree or disagree with the main ideas and why.

Dissemination Exercise #1 – Proposal Due April 12; Final Due April 30 (25 points)

Preparation

- Doing these exercises represent a considerable amount of work, and are intended as a prelude to getting our country healthier by getting discussion started about our health.
- The first of these exercises involves screening a segment of the PBS documentary DVD *Unnatural Causes: Is Inequality Making Us Sick?* which you will be able to borrow for the quarter. **The DVD must be returned to receive a grade for the course.**
- Submit a one-paragraph proposal of your plans for the first project by April 12. Include the audience you intend to devote the effort to, how you plan to publicize it, the date, site and how you plan to evaluate your efforts.
- *Unnatural Causes* contains a one-hour introduction and 6 half-hour segments. Students will obtain and preview the DVD, select a segment, schedule a time for an audience to which they have access to, advertise and promote the session, carry out the screening and discussion afterwards and evaluate it. Students should be prepared to provide materials about further information to those who attend. However, expertise in the content of the documentary is not required to have an effective discussion if the ORID (Objective, Reactive, Interpretive, Decision) schema is used. This method is easily learned and instructions can be found online. Here is a start: <http://pacific-edge.info/orid-strategic-questioning-that-gets-you-to-a-decision/>

Write-Up Instructions (5 pages maximum)

- Describe how you decided what segment you chose, whom to invite, and details about the venue.
- Briefly describe your steps to publicize and arrange the event.
- Discuss what happened, including material about the discussion afterwards. How did your segment, audience, and venue affect discussion?

- What were important observations? Did you come to any shared conclusions or opinions?
- Include a (low resolution) photograph of the setting that tries to capture the discussion that happened.
- Include information about the materials, handout, that you provided to help those attending learn more.
- Critique and evaluate your efforts. What did you do well in preparation, facilitation, and discussion? What could have been improved?

Grading and Tips

- Your grade will depend on how much effort you put into this exercise. If you screened it for a few friends in a casual manner, the chances of a higher grade are less than if you worked hard to organize a substantial group and there was considerable discussion.
- The Unnatural Causes website is a great resource for materials to carry out this screening. The discussion guide at http://www.unnaturalcauses.org/discussion_guides.php is also recommended.
- Students are encouraged to organize a screening for an audience that is more than a few of their friends who gather for a casual event. In the past students have done screening for co-workers, for organizations they are a part of, and other groups in which they have an interest.

Dissemination Exercise #2 – Proposal Due May 14; Final Due June 4 (25 points)

- There is considerable leeway for the medium of your second dissemination exercise. The challenge is to get the concepts of the course presented to others in ways that use your talent or expertise. A few ideas are provided here, or if you are welcome to discuss a format of your own invention with the instructor or TA.
- The second dissemination exercise can be done by pairs of students taking the course. For example, this would be appropriate for screening a segment of Unnatural Causes for a substantial audience that would require considerable advance publicity, organizing logistics and such. Use the student message board on the course website to help organize small groups or discussion ideas for projects:
<https://catalysttools.washington.edu/gopost/board/jonhuang/15990/>

Write-Up Instructions (5 pages maximum)

- Your write-up will include your objective, rationale, steps you took, venue (if appropriate), target audience, the results you had, and a critique. This should be submitted electronically to the dropbox. If you work in pairs, only one write-up is necessary; the name of both students should be in write-up as well as a discussion of how you worked together and how this contributed to the experience.
- If you produced unique materials or otherwise recorded or documented your process (e.g. videos or photos), bring copies and consider sharing with the rest of the class on the final day of the course (June 4), which will be mandatory and involve sharing dissemination experiences. Ten dissemination exercises will be selected from volunteers to present to the class.
- As with the first exercise, your grade will depend on how much effort you made to present

these ideas to others and how well you documented what the results were and a critique of your process.

Possible Ideas for the Second Dissemination Exercise:

- Develop a talking points script about US health in relation to other rich countries with the reasons and then talk to five strangers in person about the course concepts. Past examples have been customer service worker at Nordstrom's, the cashier at a 7-11, at a health club, or on the bus. Other students have used Myspace.com to reach hundreds.
 - Begin practicing this script with phone solicitors that reach you to sell something.
 - Examples of the types of discussion you could have:
 - Compare the US with Japan, and point out the high smoking rates for men in Japan in contrast to men in the US.
 - Compare Washington State's health outcomes with British Columbia to the north. Obtain the publication Cascadia Scorecard 2007 from <http://www.sightline.org/publications>. Use as a possible stimulus for discussion, the map on page 24 which demonstrates the 49th parallel of latitude as a huge health divide. You could discuss the divergence in teen birth rates between Washington and British Columbia as depicted in Figure 8 on page 20. An update to 2009 is at <http://scorecard.sightline.org/population.html>. Another useful graphical stimulus for discussion would be the life expectancy trends depicted in <http://scorecard.sightline.org/health.html>.
 - Inform on the impact of early life on adult health.
- Develop a talking points script about medical care being one of the leading causes of death whenever it has been studied. Point out that it is unlikely that the passage of health care reform in the US will make any substantial difference in our health status compared to other countries.
 - This is a much more difficult endeavor than talking about US health in relation to other rich countries. But those who may have encountered medical harm among friends and family might take on this challenge.
- Carry out a survey of beliefs regarding the production of health. The Blaxter reading for Session 11 is useful and you are encouraged to read it before you attempt this survey. Students are encouraged to develop a semi-structured qualitative format that asks open-ended questions. Contact the TA or Stephen for help.
 - Administer your survey to a few friends and write down their responses, then modify the survey so it works better. Then try it on some strangers, at a line for an event such as a movie, or at a sporting event, music concert, church gathering, study hall, snack bar, library, or other such venue. Your work should include at least five strangers' responses.
- Carry out a discussion with people, including friends, parents, friends of parents, about inequality in America. Harvard Magazine has an article in the July-August 2008 titled "Unequal America: The Growing Gap," (<http://harvardmag.com/pdf/2008/07-pdfs/0708-22.pdf>) together with the very important letters in September-October and November-December issues that can be accessed in the archives at <http://harvardmagazine.com/magazine/issues>. Consider the responses of the letters to the concept of inequality. While a face-to-face format is best, a Web 2.0 effort might also be attempted. What did you tell them about inequality and what kind of people did you speak to and what were their responses?
- Gather some people to draw health maps. Ask everyone to draw a map or graphic, or piece of art depicting how they conceive health for a nation. A stimulus to consider is on

- the website: <http://www.wvpp.org/media/Mapping/> where the idea was to map your neighborhood and have people describe their health. Another example is at http://www.justhealthaction.org/files/mapping_kilgore.pdf. What you would do is extend this concept to population health. You could tailor it to your audience.
- Lay out a billboard depicting population health concepts and demonstrate that you have made a serious effort to get Clear Channel's attention to place it somewhere around Seattle. If interested ask Stephen for an example of one of Clear Channel's he photographed in Bothell that had important concepts displayed.
 - Draft a high school curriculum module on population health and test it at your high school. Some examples from a local organization are at <http://www.justhealthaction.org/about.html>
 - Get involved in activities with the undergraduate Students for Equal Health group. Information is at <http://students.washington.edu/seh1/>. Attend meetings, get onto a Committee and work on one of their projects.
 - Use YouTube to present course concepts:
 - One UW student example (on medical harm, but your effort could stress population health concepts) is at: <http://www.youtube.com/watch?v=SP9Ly7xOMn8>
 - Another that looks at greed, but doesn't include health aspects (and is much beyond what a student in this class might be expected to produce) is at <http://www.youtube.com/watch?v=BuPXuG5HHPU>
 - Use existing websites to present material on health in the United States compared to others and evaluate their effectiveness in improving the health of the nation. Look at them, and choose one or more sites to engage others such as friends, family, co-workers in population health ideas. Do the sites really address the right health issues effectively? Will websites make us healthier? Your write up will be a critically reflective evaluation of these sites and trying to use them to inform others.
 - Healthiest state in the nation campaign Go to <http://www.whf.org/> where the campaign is described.
 - Go to the America's Health Rankings material at <http://www.americashealthrankings.org/> and look at how the rankings are made. Consider whether it makes sense to look at US states outside of the world context, and not consider the Canadian provinces or other health parts of the world in evaluation how well we are doing. Nevertheless in their 2009 report look at Table 7 and the material on page 15. Read the essay on page 106.
 - Healthiest Nation Alliance <http://www.healthiestnation.org/>
 - Healthiest Nation in One Generation campaign at <http://www.generationpublichealth.org/>
 - Healthy People <http://www.healthypeople.gov/>
 - Gapminder and Equality Trust
 - Convene a group of students and play THE LAST STRAW, a board game on the Social Determinants of Health. Details are at <http://www.thelaststraw.ca/>. You are directed to the two videos on the support part of the page. Stephen has a copy of the game that you can borrow to play.
 - You could also screen a second segment of Unnatural Causes for a substantial audience and build on what you learned from the first effort. Expectations are much higher for a

good grade if doing this.