



SATHER HEALTH

DeCal Name: Sather Health: Issues in Student Health
Spring 2017 (PH 198)

1. This course is intended to create a forum for student discussion on topics in student health and modern healthcare, and also to provide a platform for students to venture into health journalism.

The Student Health and Journalism DeCal will consist of two components:

- a. Health Topic Surveillance: Each week, we will engage students in a discussion of a health topic that relates most to the student population (especially to Cal students, but perhaps to high school students as well). **These topics vary from semester to semester depending on what are students are interested in talking about.** We will often invite guest speakers to lead the discussion.
 - b. Writing for Sather Health: As associate writers for satherhealth.org students are expected to routinely contribute articles and blogs. They will compose and peer-edit these items according to a preset schedule and eventually have them uploaded onto our course website.
2. By the end of the course, we expect students to become more familiar with salient student health issues. We hope that they will gain valuable experience writing in a way that is appropriate for public health journalism through their articles and blogs.
 3. We will be meeting Tuesday from 6pm to 8pm in TBA. The course is structured so that in general we will be alternating between student-only discussion and guest speakers.
 4. The course is graded on a P/NP basis, and due to the culture of Sather Health and Decal courses we expect to give no NP grades. However, regular attendance, participation and writing are required. In the case of habitual problems in any of these areas, we may ask students to drop the course or in the worst-case scenario grant an NP grade. A rough weighting of grade breakdown is as follows, with a minimum of 72% (**No less than 50% completion in any of the categories except for attendance. Attendance requires at least 70% completion) required to pass

Course Grading

Attendance is mandatory. If a students need to be excused due to a midterm, an interview, or an emergency, they must notify the facilitators as soon as possible. Two or more unexcused absences may result in a **No Pass**. Otherwise, a passing grade is 70% or above.

Attendance/Participation	40%
Take-Home Quizzes (10)	10%
Blogs (2)	15%
Research Article	20%
Group Presentation	15%

Important Info

- Quizzes will be based on speaker presentations, writing skills workshops, and/or readings from the previous week. Students need to get a **70%** or higher to pass the quiz. Makeup quizzes need to be scheduled with the facilitator before the assigned meeting (day of missed quiz).
- There will be **two** blog opportunities throughout the semester
- To receive any credit for the research article, it must be between **3-5 pages** and have at least **3 sources** (One source must be an interview with a representative of the student health topic discussed in the article and the second source must be from a published study).
- An enthusiastic, well-rehearsed, and relevant presentation that is 5-10min long will receive full credit.

Writing Development

- **Unit 1:** Developing One's Style of Writing; Simplicity in Writing/Structure of A Blog & Research Article; Write as Well as You Can/A Writer's Relationship with their Editor; Who is Your Audience? What is your Objective?
- **Unit 2:** Unity in One's Writing; The Hook and Conclusion; How to Write About People: Interviews; The Bits and Pieces (Punctuation); Writing a Research Article

Orange = Student-Led Discussion; **Blue** = Speaker-Led Discussion; **Green** = Student's Choice of Topic

WK#, Day	Course Content
WK 1 1/31	<ul style="list-style-type: none"> - Discussion: What is student health? /Aging and Public Health [Speaker: Dr. Marlon Maus] - Homework: <ul style="list-style-type: none"> • Read: http://www.berkeleywellness.com/healthy-mind/mind-body/article/body-mind-connection • Task: Create a writer profile on http://www.satherhealth.org/
WK 2 2/7	<ul style="list-style-type: none"> - Discussion: Mental Health Stigma - Reading Recap - Homework: <ul style="list-style-type: none"> • Read: http://www.forbes.com/sites/collegeprose/2013/09/23/how-college-health-centers-help-students-succeed/#213156ef35b8 • Write: First draft of blog #1
WK 3 2/14	<ul style="list-style-type: none"> - Discussion: Healthcare Policy (On Campus and Around the World) - Reading Recap - Quiz: #2 - Homework: <ul style="list-style-type: none"> • Read: http://www.forbes.com/sites/collegeprose/2013/09/23/how-college-health-centers-help-students-succeed/#213156ef35b8 • Write: Second draft of blog #1
WK 4 2/21	<ul style="list-style-type: none"> - Discussion: Student's Choice of Health Topic - Reading Recap - Quiz: #3 - Homework:

	<ul style="list-style-type: none"> • Read: https://www.ncbi.nlm.nih.gov/pubmed/15215695 • Task: Think about topic for blog #2 / Think about who you will interview for research article
WK 5 2/28	<ul style="list-style-type: none"> - Discussion: Sexual Health - Reading Recap - Quiz: #4 - Homework: <ul style="list-style-type: none"> • Read: https://www.ncbi.nlm.nih.gov/pubmed/27725189 • Write: First draft of blog #2
WK 6 3/7	<ul style="list-style-type: none"> - Discussion: Student's Choice of Health Topic - Reading Recap - Quiz: #5 - Homework: <ul style="list-style-type: none"> • Write: Second draft of blog #2 • Read: www.procon.org "Pros and Cons of Controversial Issues: Health and Medicine"
WK 7 3/14	<ul style="list-style-type: none"> - Discussion: Nutrition [Speaker: Christina E. Badaracco] / Writing Development Unit 2 - Reading Recap - Quiz: #6 - Homework: <ul style="list-style-type: none"> • Read: https://www.drugabuse.gov/publications/drugfacts/understanding-drug-use-addiction • Write: First draft of research article
WK 8 3/21	<ul style="list-style-type: none"> Discussion: Medical Marijuana/Drugs [Speaker: Amanda Reiman] - Reading Recap - Quiz: #7 - Homework: <ul style="list-style-type: none"> • Read: http://www.forbes.com/sites/collegeprose/2013/09/23/how-college-health-centers-help-students-succeed/#213156ef35b8 • Write: Second draft of research article • Complete Quiz 8 by 4/4
WK 9 3/28	SPRING BREAK
WK 10 4/4	<ul style="list-style-type: none"> - Discussion: Student's Choice of Health Topic - Reading Recap - Quiz: #8 - Homework: <ul style="list-style-type: none"> • Write: Finalize Blog 1, Blog 2, and Final Draft of Research Article • Task: Spread word of the symposium!
WK 11 4/11	Health Symposium
WK 12 4/18	<ul style="list-style-type: none"> - Group Final Presentations - Quiz: #10 - Presentations (~5-10 min)

Webliography

WK 1: <http://www.berkeleywellness.com/healthy-mind/mind-body/article/body-mind-connection>

WK 2

<http://www2.warwick.ac.uk/newsandevents/features/what-makes-us-happy/sarah-stewart-brown/>

WK 3

<http://www.forbes.com/sites/collegeprose/2013/09/23/how-college-health-centers-help-students-succeed/#213156ef35b8>

WK 4 www.bestcolleges.com/resources/top-5-mental-health-problems-facing-college-students/

WK 5 <https://www.ncbi.nlm.nih.gov/pubmed/27725189>

WK 6 <https://www.drugabuse.gov/publications/drugfacts/understanding-drug-use-addiction>

WK 7 www.procon.org "Pros and Cons of Controversial Issues: Health and Medicine"

WK 8 <https://uhs.berkeley.edu/students/healthpromotion/shep/index.shtml>
<https://uhs.berkeley.edu/consent>

WK 9 www.healthpeople.gov/2020/topics-objectives/topic/social-determinants-health

Additional Sources:

Association of Health Care Journalists (AHCJ): www.healthjournalism.org

USC Annenberg Center for Health Journalism: www.centerforhealthjournalism.org

Strunk, W. & White, E.B., (1999) The elements of style. New York, NY: Allyn & Bacon.
Free download: <http://www.gutenberg.org/ebooks/37134>

Zinnser, W. (2006) On writing well. New York, NY: Harper Collins
Free download: https://archive.org/stream/OnWritingWell/on-writing-well_djvu.txt

Online resources to consider for blog research and citations:

<http://uhs.berkeley.edu/home/healthtopics/recommendedresources.shtml>