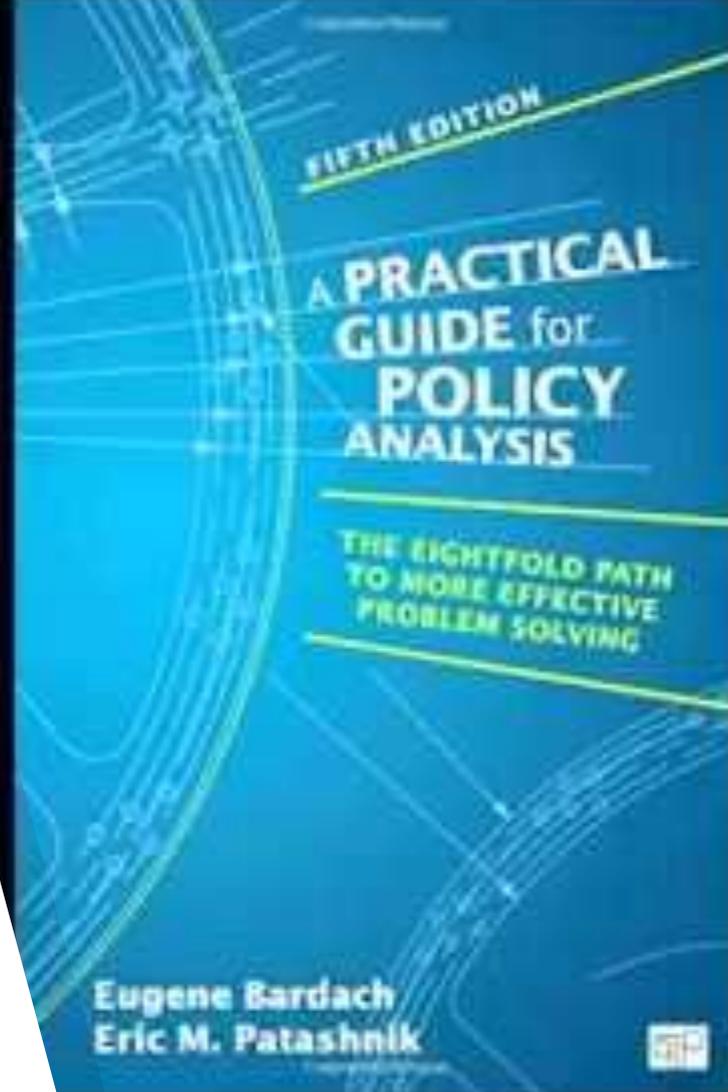


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**HSC 315:**  
**Public Health**  
**2/11/19**

**For Module 2,  
start reading  
assigned  
chapters**



# AGENDA

## Assignment #1

- Target Audience
- Content
- Graphics

## Course Logistics

- Attendance
- Group Dynamics

# Purpose of HSC 315 COURSE ASSIGNMENTS

## Assessment of Learning Objectives:

- ▶ Demonstrates following directions (Syllabus & Assignment Description)
- ▶ Conveys understanding of what is expected (detailed on rubrics)
- ▶ Demonstrates group appraisal of deliverables, including proofreading
- ▶ There are multiple ways to create a high quality deliverable
- ▶ **Products must reflect caliber of training & development expected of students in an upper-division course**





# **ASSIGNMENT 1: FACT SHEET (not a flyer!)**

# The **Fact Sheet** is meant to provide **clear and relevant** information to **target audience**

## Questions to consider:

- ▶ Who is the target audience?
- ▶ What are they responsible for?
- ▶ Who are they accountable to?
- ▶ **What specific information would help them to advance their priorities? What have they asked for?**

# The **Fact Sheet** is meant to provide **clear and relevant** information to **target audience**

## What should be included?

- ▶ Data that addresses the goal of deliverable
- ▶ Information that is not readily available
- ▶ Clarity about issues that are difficult to understand, not intuitive, or lack evidence or support
- ▶ Specific regional factors

## What should not be included?

- ▶ Elementary or superficial information (e.g. “Zika 101”)
- ▶ Data that is irrelevant or tangential to deliverable goal
- ▶ Evidence that requires more outside research to understand completely
- ▶ Information that does not aid target audience for their unit on analysis

# The **Fact Sheet** is meant to provide **clear and relevant** information to **target audience**

## **Appropriate Use of Graphics (Non-Textual Information)**

- ▶ Must contribute to desired goal of deliverable
- ▶ Must have a point or meaning that can't or is poorly captured or represented in narrative; should not be superficial
- ▶ Should be ideally used to depict information instead of text

# Prevent Childhood Lead Poisoning

Exposure to lead can seriously harm a child's health.



Damage to the brain and nervous system



Slowed growth and development



Learning and behavior problems



Hearing and speech problems

This can cause:

- Lower IQ
- Decreased ability to pay attention
- Underperformance at school



Lead can be found throughout a child's environment.

## Anxiety

+ YOUNG PEOPLE



Anxiety disorders are characterised by excessive fear and worry, which can seriously reduce a young person's ability to function in their day-to-day lives. Anxiety disorders are common – around 15% of Australians aged 16–24 experience an anxiety disorder each year.

There's no single cause for anxiety, but a number of factors can contribute, such as family history, genetic factors, personality traits, coping styles and the experience of stressful and traumatic life events (for example, bullying or the death of someone close).

Anxiety is treatable, and there are many resources available, including websites, self-help books and professional supports. Treatment helps young people learn to manage anxiety so that it has less of an effect on life.

### What is anxiety and when is it ill-health?

Anxiety is a feeling of worry or nervousness. It's an unpleasant emotion that everyone feels when faced with challenges or danger.

Anxiety can be useful because it helps us prepare for and perform tasks.

Anxiety becomes a problem when it is intense, causes distress, lasts for a prolonged period of time and affects day-to-day living. Anxiety disorders can cause changes in a person's thinking, bodily sensations, behaviour and in how they respond to things. Young people can miss out on a lot of activities they enjoy because of anxiety, and it can get in the way of school, work, relationships and other important activities. Getting the right help can reduce the effect that anxiety has on a young person's quality of life.

### Symptoms of anxiety

Common symptoms of anxiety include:

- persistent worry
- excessive fearfulness
- inability to relax
- problems with sleep
- avoidance of feared situations
- excessive shyness
- social isolation and problems with relationships
- difficulty concentrating and making decisions
- fear of social embarrassment
- problems with work, social, or family life
- physical symptoms, such as stomach-aches, headaches, muscle soreness, sweating, nausea and diarrhoea
- nightmares
- panic attacks.

### What are panic attacks?

To prepare us for challenging situations – like for an exam, a gig, public speaking or finding a spider in our bedroom – our bodies have a natural 'fight or flight' response. This response increases our heart rate and muscle tension and we may also experience sweating, shaking and feeling butterflies in the stomach.

For a person with anxiety, these physical sensations occur more frequently and sometimes aren't connected to common anxiety-provoking situations. Young people with anxiety experience these symptoms regularly, and they can come on suddenly, unexpectedly and in many situations. If these physical sensations are intense and thoughts about fear of losing control or 'going crazy' accompany them, this can be described as a 'panic attack'.

### What to look for?

If you're worried someone you know is experiencing anxiety, you can look for symptoms including:

- persistent worrying and excessive fear
- inability to relax

- seeking excessive reassurance, avoiding making decisions
- difficulty in concentrating, appearing distracted
- avoiding situations, not spending time with friends or family
- increased alcohol or other drug use
- poor sleep, physical ill-health, medically unexplained symptoms
- expressing anxious thoughts about themselves, their situation or future. For example, 'I can't cope', 'I'll make a fool of myself', 'They won't like me', 'What if something bad happens?', 'I might get hurt' etc.

### What are the common anxiety disorders?

#### Social anxiety disorder

Social anxiety disorder is an intense and persistent fear of being humiliated, judged, or embarrassed in social situations. For example, a person with social anxiety disorder might feel extreme anxiety when having conversations, meeting new people, being observed, or performing in front of others. Often young people will fear or avoid social situations even though they recognise their anxiety and worry is unreasonable, excessive and significantly interferes with their life.

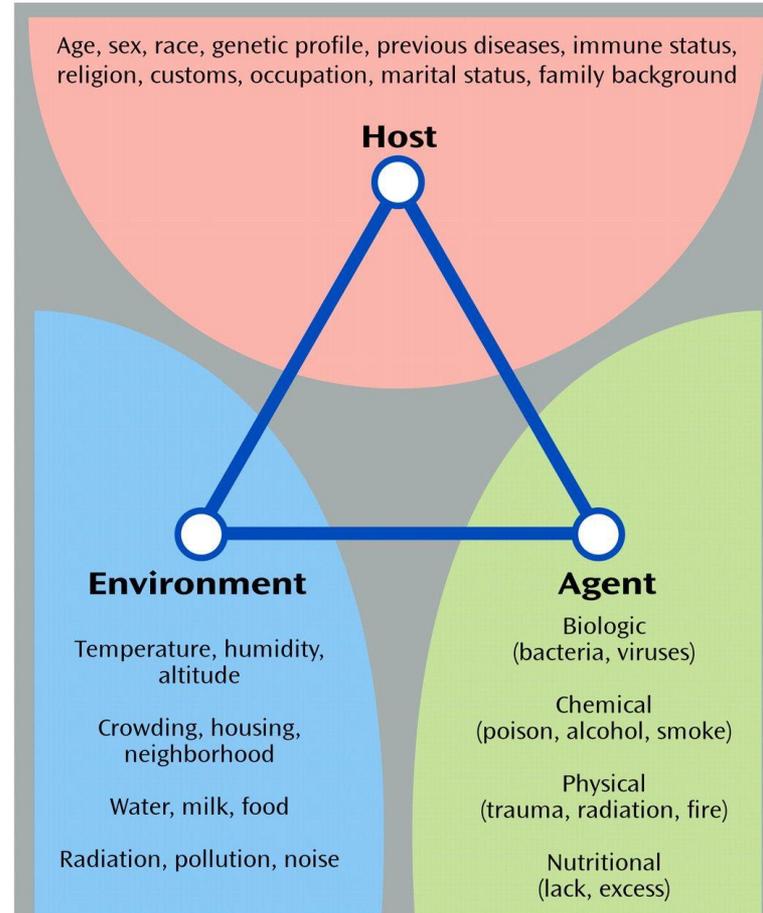
#### Panic disorder

A panic disorder is characterised by recurring and unexpected panic attacks. A panic attack is a surge of intense fear or discomfort that reaches a peak within minutes and leads to symptoms like heart palpitations, sweats, shaking, trouble breathing, chest pain, nausea, chills or feeling hot, feeling numb or detached, feeling dizzy or faint. Often, the physical symptoms are accompanied by thought about fear of losing control, 'going crazy', having a heart attack, dying or worry about having another panic attack. This can result in a young person avoiding certain situations and places to prevent themselves having a panic attack.

# EPIDEMIOLOGICAL TRIAD (TRIANGLE)

## Identify factors that are specific to the constituency of the organization:

- ▶ For agent, it is important to identify the vector(s) or vehicle(s) of concern
- ▶ Environment is not limited to external physical or natural surroundings
- ▶ For populations of human hosts, emphasis should be placed on shared characteristics that affect likelihood of infectious disease risks and outcomes



# Risk Factors vs. At-Risk Populations

## Risk Factors

- ▶ Identification of specific and relevant:
  - ▶ Susceptibility
  - ▶ Exposures
  - ▶ Behaviors
  - ▶ Environments
  - ▶ Dynamics of Transmission
  - ▶ Screening and Treatment

## At-Risk Populations

- ▶ Individuals, communities, and populations who have greater likelihood of exhibiting one or more risk factors for an outcome
- ▶ Evidence must be presented that supports the claim that certain groups are disproportionately affected by certain risk factors

# FINAL THOUGHTS ABOUT STUDENT ENGAGEMENT

- ▶ **Attendance is MANDATORY**
  - ▶ Approximately 15 – 20 students not attending lecture
  - ▶ Tardiness in tutorial section not acceptable
  - ▶ Not adhering to these expectations will drop student grades considerably and may impact likelihood of passing course (HSC 315 is ONLY offered Fall Semesters)
- ▶ **Group PARTICIPATION**
  - ▶ Team member engagement happens in varied forms
  - ▶ Some individuals engage vocally; others may need to reflect and provide input & feedback in different forms and times
  - ▶ Process-orientation vs. outcome-orientation
  - ▶ Effective dynamics require understanding and reasonably accomodating all types of individual engagement in group settings and communication processes