

Name: Daniela Carela

Class: 2019

Address: 815 N Broadway Saratoga Springs, NY 12866

Phone Number: (917) 783-2659

Advisors: Jennifer McDonald

Amon Emeka

Proposed Major: Public Health

1) Rationale:

The life style of individuals is inevitably impacted by their health and the access they have to living healthy. The evolution of medicine has allowed for people to live healthier and longer lives, however, the purpose of medicine is to treat patients after they have already been affected by a health condition. The study of Public Health, on the contrary, focuses on prevention rather than treatment. It is an interdisciplinary study that works towards “fulfilling society’s needs in assuring conditions in which people can be healthy” as defined by the World Health Organization. Public health works towards protecting the health of entire populations, limiting health disparities and encouraging equal equity. It is a well-rounded discipline that works hand in hand with other disciplines like government, sociology, anthropology, psychology, and the natural sciences to educate people and establish ways that encourage and protect healthy living. Public health promotes the wellbeing to all populations while recognizing that there are many factors that hinder people’s ability to be healthy.

Public health is not something average people in our society consciously think about because they tend to believe they aren’t directly affected by it. Many have the privilege of having access to healthcare and the means to live healthily while others are not as fortunate for a variety of reasons which include but are not limited to socioeconomic status, availability of resources, and social attitudes and norms. Public health, however, plays an essential role in the lives of all individuals on a daily basis whether they realize it or not. I travel to the Dominican Republic, my parent’s native country, every few years and I’m constantly reminded that for many people living a healthy life is not an option but rather a privilege. In the Dominican Republic, people living in poverty encounter extreme health issues as a result of poor sanitation, terrible living conditions, and the lack of accessibility to clinics especially for those that live in rural areas. To make things worse, the Dominican government does not establish public policies that help people living

below the poverty line acquire healthy ways of living. Promoting the wellbeing of people within communities is important to me because it is the key to living a longer, happier, and prosperous life.

Pursuing an undergraduate degree in public health at Skidmore will allow me to help prevent, analyze, and educate different populations on numerous health risks. It will prepare me with the necessary skills to succeed in the profession of maternal child health and will equip me to further my level of education in the field. I want to become specialized in working with children and their mothers through the educational aspect of public health. I want to essentially be able to work in a hospital or clinic promoting child welfare and gathering information to determine what types of interventions and health services are most beneficial to mothers and their children. Educating, guiding and training populations on ways to be healthy is important to prevent the spread of diseases and to maintain generations of healthy people. An undergraduate degree in public health at Skidmore will be effective in giving me the skills to understand Health disparities and the effects of cultural norms among different populations. It will enable me to be open-minded and comprehensive when I'm eventually working with mothers and their children promoting wellbeing during pregnancy and after birth.

Skidmore does a great job at allowing students to express that creative thoughts matter. By being able to self-determine public health as my major I will be able to use my creativity to integrate a variety of disciplines to create a single one- public health. Although Skidmore does not provide a concrete agenda for the major, it does provide a variety of disciplines including anthropology, psychology, sociology, government, and the natural sciences which obtain classes that relate in many ways to public health. To further my knowledge on the interdisciplinary study of public health I will also be studying abroad to enhance my understanding of health around the

world. The IHP: Health and Community study abroad program is an important part of my self-determine major here at Skidmore. My experience abroad will reinforce what I've learned at Skidmore through a more thorough study of global health in Washington DC, India, South Africa, and Brazil. The abroad experience is key to helping me learn through hands on activities how communities in different parts of the world strive for their wellbeing.

2) Public Health Courses

Course Number	Department	Title of Course/ Credits
EX 131	Exercise Science	Introduction to Public Health(3)
EX 242	Exercise Science	Principles of Nutrition for Health and Performance (4)
EX 361	Exercise Science	Contemporary Issues in Public Health (4)
SO 226	Sociology	Statistics for the Social Sciences (4)
SO 351 R	Sociology	Population Dynamics/Social Perspectives
SW 212	Social Work	Social Work Values and Populations at Risk (3)
AN 349	Anthropology	Medical Anthropology (3)
PS 206	Psychology	Developmental Psychology (4)
ANTH3050	Study Abroad	Health, Culture, and Community (4)
IPBH3500	Study Aboard	Globalization and Health (4)
IPBH3505	Study Aboard	Public Health: Biology to Policy (4)
IPBH3510	Study Abroad	Community Health Research Methods (4)
HF 215	Honours Forum	Peer Health Education (3)
HF 315	Honours Forum	Advanced Peer Health Education (1)
ID 372	Interdisciplinary Studies	Interdisciplinary Independent Study (3)

3) Proposed Electives:

Elective Courses	Department	Title of Course/ Credits
SO 219	Sociology	Race and Power (4)
SW 222	Social Work	Intro to Social Work (3)
AN 343	Anthropology	Ritual and Religion (3)

EC 283	Economics	The Economics of Health and Healthcare (3)
--------	-----------	--

Catalogue Descriptions

EX 131- Introduction to Public Health

Credits: 3

Introduction to the principles and practices of public health, emphasizing the prevention of disease and promotion of health and well-being. Using a case-study framework, students will explore both the historical and current roles of public health, and will investigate basic epidemiological concepts including study design, rates, causation, and surveillance. Environmental, behavioral, biological, and socioeconomic determinants of health will be explored, and students will study both health issues that impact larger society and those that threaten vulnerable populations.

This course will allow me to obtain a basic understanding of public health and the different ways in which public health affects the people in their everyday life.

EX 242- Principles of Nutrition

Credits: 4

This course explores the theoretical and applied aspects of human nutrition. Particular emphasis will be placed on the metabolism of the macro and micro nutrients and the nutrient requirements of various populations (young and old; sedentary and active; healthy and unhealthy). The laboratory component of this course will focus on laboratory procedures used to quantify body composition, energy expenditure, and nutrient intake and clinical tests to assess nutritional adequacy and health status. The goals of this course are to describe and calculate nutritional requirements, learn validated techniques of body composition analysis, energy expenditure, nutritional intake, and clinical and biochemical assessment using a human model. Applying the nutrition principles and laboratory techniques learned in the course will be useful in assessing nutritional adequacy of various populations—including children and adults, sedentary and active and healthy and diseased individuals.

Prerequisites: EX 111

This course will be effective in helping me understand the role nutrition plays in being healthy.

SO 226- Statistics for the Social Sciences

Credits: 4

Examination of quantitative analysis in the social research process. This course involves the study and application of statistics for solving problems in the social sciences. Students use computers as tools for social research as they analyze sociological data sets.

Prerequisites: QR1 and two courses in the social sciences, or permission of instructor.

This course will allow me to understand and will prepare me to deal with quantitative data which I will be using for my final project as well as within the field.

PS 206- Developmental Psychology

Credits: 4

An exploration of how knowledge and abilities change over the human lifespan, from infancy, childhood, and the teenage years, to early and late adulthood. Students will address the major theories that drive the field of developmental psychology, including those centered around understanding how and why we change over time, what information we are born with (and what is learned), and the roles of genes and the environment in shaping development. Students will apply their knowledge both inside and outside the classroom and will be expected to learn about development through observation, empirical journal articles, and their lived experience.

Prerequisites: PS 101

The study of people's development is important in understanding why people react to health disease and issues the way they do.

SW 222- Introduction to Social Work

Credits: 3

Introduction to social welfare and the field of social work from a historical, educational, and theoretical perspective. The course explores the values, knowledge, and skills required in the profession, along with their practical application in the field, and factors affecting social work practice, e.g., class, gender, race.

Understanding how social welfare works is important to understanding how the health of individuals is effected by the system.

SO 219- Race and Power

Credits: 3

An analysis of U.S. race relations. How do people learn what it means to be "black" or "white" within U.S. society? How will the changing demographics of the U.S. affect the traditional black-white approach to race relations? How is race complicated by ethnicity, class, gender, sexuality, and other social identities? Students explore these questions by examining how race is constructed and reproduced within hierarchical structures of power and privilege, including educational inequalities, immigration policies, interracial relationships, and depictions of race in popular culture.

This course is effective in demonstrating the importance of race and how race has an effect on people's lifestyle and as a result their health.

AN 349- Medical Anthropology

Credits: 3

A survey of the field of medical anthropology with a focus on the cross-cultural study of the body, health, disease, illness, suffering, and healing. Students examine and apply several theoretical perspectives, including biocultural, interpretive, critical, and political economic. We analyze ethnographic studies of birthing, maternal and child health, emerging diseases, death and

dying, and other issues across the human life cycle in diverse geographic settings.

Prerequisites: AN 101 and AN 270

In public health it is important to know how different populations view and experience the body, diseases, illness, health and healing in order to establish a proper way to prevent health issues.

AN 343- Ritual and Religion

Credits: 3

A study of religion from an anthropological perspective with a focus on ritual practices in non-Western cultural contexts. Students learn key conceptual and theoretical contributions in the anthropological study of ritual and religion, a fundamental dimension of human cultural practice the world over. Students explore religion as a way of reasoning, a form of ritual action, and an experiential reality. Topics include fetishism, symbolism, embodiment, ritual action, divination, initiation, and healing.

Populations with specific rituals and religions may have different perspectives on health care and health problems that need to be understood in order to work towards prevention in a way that yields to the demands of specific cultures.

HF 215 - Peer Health Education

Credits: 3

An introduction to the concepts, principles, theory, and practice of health education, health promotion, and peer-based education. Students will engage with a variety of topics surrounding health, wellness, community health promotion, theories of behavioral change and leadership skill building through readings, class discussions, and opportunities for experiential learning. Throughout the semester students will research, plan, execute and evaluate educational outreach materials and programs on various health and wellness topics relevant to college-aged students.

This course allows for hands on experience in promoting, advocating, and educating wellbeing.

ID 371 - Interdisciplinary Independent Study

Credits: 3-4

Independent work for juniors and seniors whose academic interests require an interdisciplinary approach beyond the academic structures available through established departmental courses. The student must have background appropriate to the proposed study, must have completed at least one other interdisciplinary course at Skidmore, must carefully define a plan of study, and must enlist the guidance of one or more faculty as appropriate. Proposals for ID 371 are reviewed by the chair(s) of the sponsoring faculty member's home department or interdisciplinary program; or in the case of students with an approved self-determined major, by the chair of the Self-Determined Majors Program.

This course will be essential in allowing me to plan and work on my final project.

EX 361- Topics In Exercise Science: Contemporary Issues in Public Health

Credits: 4

Advanced study in special topics or current issues. The specific topic will vary each time the course is offered. May be repeated for credit with a different topic.

This course will allow for the discussion of current problems within the public health field.

HF 315 - Advanced Peer Health Education

Credits: 1

An expansion of concepts covered in Peer Health Education by allowing students to fine tune their health promotion and peer counseling skills. Students will select specific areas of interest and will work closely with other Peer Health Educators and the instructor to plan, implement, and rigorously evaluate outreach programs on campus. The course will focus on building leadership and communication skills and on deepening the expertise of the students on college health-related issues.

Prerequisites: HF 215 and permission of instructor.

This is course provides the ability to be active in a Public Health field. It allows for hand-on experiences that will be useful in the long-run.

SW 212- Social Work Values and Populations at Risk

Credits: 3

This course introduces social work values; it provides students an opportunity to identify and clarify conflicting values and ethical dilemmas; and, it examines the impact of discrimination, economic deprivation, and oppression on groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. Students learn assessment and intervention skills that enable social workers to serve diverse populations and to promote social and economic justice.

Understanding social issues in our community is essential in understanding why some social groups are deprived of things like health care and good health.

EC 283- The Economics of Health and Healthcare

Credits: 3

This course examines the issues of health and healthcare from an economic perspective. Specific issues discussed are the relationship between health and healthcare consumption; demand under conditions of uncertainty; the production and distribution of health services; the role of risk, uncertainty and insurance; and the government as insurer and provider. We will also study several of the various sub-markets such as the pharmaceutical market and the market for physician services. Students will compare the United States system of healthcare provision to other systems in developed and developing world.

Prerequisites: EC 104 and EC 237, MS 104, or SO 226.

It is important to understand how health insurance in the United States is distributed and the effects the system has in hindering or encouraging people to be healthy.

5) Academic Semester Online

Academic Year	Fall	Spring
First Year (2015-2016)	• SSP 100 Human Dilemmas • EX 111 Intro to Exercise science • HE 100 Writing • DA 101 The Dance experience • LI 100 Elec Info Resources 14 credits	• DA 230 Dance and Society 1700-1960 • DA 111 Modern Dance: Elementary • EN 103 Writing Seminar • FL 263 Latinidades • SO 101 Sociological Perspectives 15 Credits
Sophomore Year (2016-2017)	• DB 111 Ballet: Elementary • EN 105 Love: Motifs and Motives • EX 131 Intro to Public Health • PS 101 Intro to Psychological Science • WLS 212 Spanish American Lit 17 Credits	• AN 101 Intro to Cultural Anthropology • DM 111 Modern Dance: Elementary • SO 219 Race and Power • SW 222 Intro to Social Work 12 Credits
Junior Year (2017-2018)	• SO 315R Population Dynamics/Social Perspectives • HF 215 Peer Health Education • AN 270 History of Anthropological Thought • SW 212 Social Work Values and Populations at Risk • DM 211 Modern: Low Intermediate • DA 227 Improvisation 1 18 Credits	• IBPH 3500 Globalization and Health • ANTH 3050 Health, Culture and Community • IBPH 3505 Public Health: From Biology to Policy • IBPH 3510 Community Health and Research Methods 16 Credits

Senior Year (2018-2019)	• HF 315 Advanced Peer Health Educator • AN 349 Medical Anthropology • PS 206 Developmental Psychology • SO 226 Statistics for the Social Sciences • DM 311 Modern: High Intermediate • DB 111 Ballet II: Low Intermediate 16 Credits	• AN 343 Ritual and Religion • DM 351 Modern: Advanced • DM 393 Modern Perf Workshop (1) • EX 242 Principles of Nutrition • ID 372 Interdisciplinary Independent study • HF 315 Advanced Peer Health Educator 14 Credits
--------------------------------	---	--

6) Courses outside of Skidmore

ANTH 3050- Health, Culture and Community

Credits: 4 credits

Medical anthropology serves as the theoretical foundation for this course. It seeks to strengthen students' ability to understand, interpret, and compare how personal and community identity, health and well-being, illness, and healing are understood within diverse cultural contexts. The course examines the philosophy and practices characteristic of biomedicine and a wide range of traditional and other systems of health and healing, as well as the reality of medical pluralism in the lives of individuals. In so doing, the course covers themes of health and healing pertinent across the life span — from birth to death. Throughout, students are encouraged to support their comparative understanding with an exploration of their own assumptions and practices related to identity, health, and healing.

IBPH 3500- Globalization and Health

Credits: 4

Nations at all levels of development vary in their commitment and capacity to define healthcare as a human right and provide healthcare to their citizens equitably. Some have created systems to provide basic healthcare, yet struggle with other factors that influence health, while others position healthcare as an economic commodity subject to market forces. This course provides a framework for comparing the organization and financing of health systems and health policy-making across the countries visited. It examines the political economy of health, with special attention to the impact of international governance, economic, and trade policies. Students gain skills in critical thinking, policy analysis, and debate, supported by research, observation, and exposure to varied perspectives among in-country experts.

IBPH 3505- Public Health: From Biology to Policy

Credits: 4

This course begins with an overview of global and national health trends in the context of demographic shifts and development. In each country visited, a significant health condition is addressed: What are the biological mechanisms of disease? How is disease distributed in the country's populations? What public health interventions are supported by empirical evidence? In light of social, cultural, economic, and political conditions, how can such evidence be applied in the local context? Specific considerations studied range from infectious to "lifestyle" and chronic illnesses, e.g., diarrheal diseases of early childhood, adult mental health, cervical cancer, HIV/AIDS, and tuberculosis.

IBPH 3510- Community Health Research Methods

Credits: 4

This course seeks to strengthen students' competence in inquiry-guided learning through field-based case studies. The course begins with an introduction to the philosophic traditions of ethnography, epidemiology, and health services research — complementary and sometimes conflicting. It then teaches and gives students the opportunity to apply the chief tools of each tradition (e.g., participant observation, in-depth interviewing, community surveys, mapping, interpreting data analyses, and oral presentation of findings). In each country, students choose from a range of available field case study topics/sites as the primary venue for demonstrating their field research and presentation skills.

7) Brief Summary of Final Project

For my final project during my senior year I want to focus on minority populations particularly the Hispanic and black community. I want to collect quantitative and qualitative data to examine the role social, economic, and psychologic factors play in being able to live a healthy life. I plan to begin working this final project fall semester of senior year.