Course Catalog Description

This course is designed to introduce the basic tenets, applications, and foci of Public Health, including integrating Public Health with other health professions. It will provide a history of Public Health, an overview of the core disciplines, current events and issues in the field. 

Prerequisites: None.

Course Learning Objectives

Upon successful completion of the course, you should be able to:

- Outline the various components of the Public Health system.
- Describe interrelationships among different components of Public Health system.
- Identify eras in the historical development of Public Health and ways that Public Health affects everyone’s daily life.
- Explain the basic principles of epidemiology, including rates, risk factors, disease determinants, causation, and Public Health surveillance.
- Apply measures of population health and illness, including risk factors, to community health improvement initiatives.
- Outline the role of law and government in promoting and protecting the health of the public and identifying specific functions and roles of governmental Public Health agencies in assuring population health.
- Identify criteria for evaluating health systems, including matters of access, quality, and cost.
- Describe the impact of the environment and describe how communicable diseases, including animal and food-borne diseases, affect health.
- Explain how various occupations, professions, and careers contribute to carrying out Public Health’s core functions and essential services.

http://www.amazon.com/Introduction-Public-Health-Mary-Jane-Schneider/dp/1449697364/ref=sr_1_1?ie=UTF8&qid=1389019908&sr=8-1&keywords=introduction+to+public+health+schneider

The Centers for Disease Control and Prevention publishes a weekly Morbidity and Mortality Weekly (MMWR) report. You will be required to subscribe to this report (by email). To sign up for the MMWR, please visit http://www.cdc.gov/mmwr/mmwrsubscribe.html

Other readings and materials as assigned.

OAKS: I will use OAKS to post lectures, announcements, additional required readings, articles, assignment instructions, rubrics, and grades. Please plan to regularly check your account.
The following characteristics will be assessed when grading written work:

- Accuracy of content
- Evidence of strategic, in-depth thinking and analysis, especially related to Public Health principles
- Mechanics (e.g., grammar, spelling, punctuation)
- Organization of ideas and writing quality
- Conformance to standards covered in class and assignment instructions
- Creativity
- Professional appearance

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td></td>
<td></td>
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<tr>
<td>• Chapter Summary</td>
<td>Random</td>
<td>30</td>
</tr>
<tr>
<td>• Journal Club (2)</td>
<td>Sept 23/Nov 23</td>
<td>60</td>
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<tr>
<td>• CDC Outbreak Activity</td>
<td>Sept 14</td>
<td>60</td>
</tr>
<tr>
<td>World’s Toilet Crisis Reflection Paper</td>
<td>Nov 9</td>
<td>75</td>
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<tr>
<td>And the Band Played On Reflection Paper</td>
<td>Oct 12</td>
<td>75</td>
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<tr>
<td>Midterm Media Project &amp; Presentation</td>
<td>Oct 21/Oct 26</td>
<td>300</td>
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<tr>
<td>• Project Proposal</td>
<td>Sept 21</td>
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<tr>
<td>Charleston Heart Map Challenge</td>
<td>Dec 2</td>
<td>100</td>
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<tr>
<td>Interview with a Public Health Professional</td>
<td>Nov 18</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>Dec 14</td>
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**Total** 1000

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<th>Grade</th>
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<tr>
<td>A</td>
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<td>C</td>
<td>740 - 769</td>
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<tr>
<td>A-</td>
<td>900 - 939</td>
<td>C-</td>
<td>700 - 739</td>
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<td>B+</td>
<td>870 - 899</td>
<td>D+</td>
<td>670 - 699</td>
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<tr>
<td>B</td>
<td>840 - 869</td>
<td>D</td>
<td>640 - 669</td>
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<tr>
<td>B-</td>
<td>800 - 839</td>
<td>D-</td>
<td>600 - 639</td>
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<td>C+</td>
<td>770 - 799</td>
<td>F</td>
<td>599 and below</td>
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I adhere to the following descriptions of grade achievements:

Grade A+, A, A-: Denotes excellent mastery of the subject and outstanding scholarship (far above class average).

Grade B+, B, B-: Denotes good mastery of the subject and good scholarship (above class average).

Grade C+, C, C-: Denotes acceptable mastery of the subject and usual achievement expected (at the class average).

Grade D+, D, D-: Denotes borderline understanding of the subject, marginal performance, and does not represent satisfactory progress toward a degree (below the class average).

Grade F: Denotes failure to understand the subject and unsatisfactory performance (far below the class average).

**Follow these guidelines in order to avoid point deductions on written assignments.**

- Submit work in black ink (if using color in project, must be consistent), and use double-spaces or single-spaces unless otherwise noted. Use 1-inch margins, and 12-point typeface (any font is fine as long as it is readable).

- Submit all documents as PDF files.

- Do not use a detailed header. Your name, my name, the worksheet name, etc. should not appear on your project worksheets.

- Edit and proofread all work. Do not solely rely on spell and grammar check.

- Always keep a copy of your work.

- References are required in work that includes citations, quotes, or other people’s ideas. APA (American Psychological Association) referencing preferred: [http://www.apastyle.org](http://www.apastyle.org).

**Live Tweet Policy if Using Electronics During Class**

It is up to you if you choose to use electronics in class (e.g., computer, tablet, phone). If you do, you will be required to live tweet (using Twitter) FIVE facts learned in the day’s lesson. You must make your Twitter account open to the public, follow me (@andreademaria) so that I can follow you back, and use the class hashtag #IntroPubHlth. Students may be called on during class to share recent tweet. Those unable to share a tweet will be asked to discontinue electronic use. This will help you develop a professional presence online, stay engaged in the day’s lesson, and build a robust studying tool (you can follow the class hashtag to view all student tweets).

**Center for Student Learning**

I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, supplemental instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at [http://esl.cofc.edu](http://esl.cofc.edu) or call (843) 953-5635.
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Day</th>
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<th>Topic</th>
<th>Required Reading</th>
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<tbody>
<tr>
<td>Wed</td>
<td>Aug 26</td>
<td>Introductions &amp; Syllabus Overview</td>
<td></td>
<td>Wed</td>
<td>Oct 21</td>
<td>Midterm Media Project Presentations</td>
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<tr>
<td>Mon</td>
<td>Aug 31</td>
<td>Overview of Public Health Is Public Health Controversial?</td>
<td>Prologue, Chapter 1</td>
<td>Mon</td>
<td>Oct 26</td>
<td>Midterm Media Project Presentations</td>
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<td>Mon</td>
<td>Sept 7</td>
<td>Epidemiology</td>
<td>Chapter 4</td>
<td>Mon</td>
<td>Nov 2</td>
<td>NO CLASS due to APHA: Please view online lecture for Environmental Health</td>
<td>Chapters 20, 21, 22, 23, &amp; 24</td>
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<td>Wed</td>
<td>Sept 9</td>
<td>Epidemiology</td>
<td>Chapters 5 &amp; 6</td>
<td>Wed</td>
<td>Nov 4</td>
<td>NO CLASS due to APHA: Please view World’s Toilet Crisis Documentary</td>
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<td>Mon</td>
<td>Sept 14</td>
<td>CDC Outbreak Activity</td>
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<td>Mon</td>
<td>Nov 9</td>
<td>Maternal and Child Health World’s Toilet Crisis Paper Due</td>
<td>Chapter 18</td>
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<tr>
<td>Wed</td>
<td>Sept 16</td>
<td>Public Health Nutrition</td>
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<td>Wed</td>
<td>Nov 11</td>
<td>Maternal and Child Health</td>
<td>Assigned Readings</td>
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<tr>
<td>Mon</td>
<td>Sept 21</td>
<td>Public Health Research Methods &amp; Statistics</td>
<td>Midterm Media Project Proposals Due</td>
<td>Mon</td>
<td>Nov 16</td>
<td>Health Insurance Purchasing</td>
<td>Chapters 26 &amp; 27</td>
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<tr>
<td>Wed</td>
<td>Sept 23</td>
<td>Journal Club #1</td>
<td></td>
<td>Wed</td>
<td>Nov 18</td>
<td>Mental Health as a Public Health Issue Guest: Rachael McNamara, MA</td>
<td>Assigned Readings</td>
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<tr>
<td>Mon</td>
<td>Sept 28</td>
<td>The Conquest and Resurgence of Infectious Disease Guest: Robert Ball, MD, MPH</td>
<td>Chapters 9 &amp; 10</td>
<td>Mon</td>
<td>Nov 23</td>
<td>Journal Club #2</td>
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<tr>
<td>Wed</td>
<td>Sept 30</td>
<td>Do People Choose Their Own Health? &amp; How Psychosocial Factors Affect Health Behavior</td>
<td>Chapters 13 &amp; 14</td>
<td>Wed</td>
<td>Nov 25</td>
<td>NO CLASS: Thanksgiving Holiday</td>
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<tr>
<td>Mon</td>
<td>Oct 5</td>
<td>And the Band Played On</td>
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<td>Mon</td>
<td>Nov 30</td>
<td>Topics in Public Health</td>
<td>Assigned Readings</td>
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<tr>
<td>Wed</td>
<td>Oct 7</td>
<td>And the Band Played On</td>
<td></td>
<td>Wed</td>
<td>Dec 2</td>
<td>Genetic Diseases and Other Inborn Errors Guest: Sean Courtney, PhD, MS</td>
<td>Chapter 12</td>
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<tr>
<td>Mon</td>
<td>Oct 12</td>
<td>Interview Question Preparation Academic Advising in Public Health And the Band Played On Papers Due</td>
<td></td>
<td>Mon</td>
<td>Dec 7</td>
<td>Public Health: Where We Are and Where We Are Headed</td>
<td>Chapters 30 &amp; 31</td>
</tr>
<tr>
<td>Wed</td>
<td>Oct 14</td>
<td>Emergency Preparedness Guest: Randy Beaver</td>
<td>Chapter 30</td>
<td>Mon</td>
<td>Dec 14</td>
<td>Final Exam 4pm – 7pm Please bring a laptop computer</td>
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Assignments are due at their specified times (e.g., Dropbox, in class) as noted by Dr. DeMaria on OAKS, in the syllabus and/or in class. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

You are responsible for keeping a copy of your work. An accident to your original is not my responsibility.

Congratulations on Completing the Semester!
Questions about Grades
If you would like to ask about a grade, please meet with me outside of class time, as I do not discuss grades via email or during class. Please do not approach me with grade questions during class, or before/after class as I prepare and pack up. If you have a question about a grade, you have 48 hours after the assignment is returned to you to contact me, or the grade stands. Your question must be stated in writing citing your position and why you feel the mark is incorrect. I reserve the right to lower grades if previously undetected mistakes are discovered at any point in the semester. Do not ask for extra points or to have assignments re-graded. It is unfair to your peers and unprofessional to ask for credit you have not earned.

Classroom Respect
In order to facilitate a classroom conducive for learning, you must give each other optimum respect in terms of showing consideration for others’ opinions and feedback, appreciating each others’ questions, and affording each other a quiet venue to learn during instruction as well as student and guest presentations. During class time, please do not: talk out of turn, text message, sleep, use your computer/tablet/phone for personal activities (e.g., emailing, chatting, using the Internet for non-class-related information, etc.), listen to your iPod, or intentionally disrupt class. Classroom respect also includes coming to class on time and not leaving class early. Because this class begins with important announcements, tardiness will not be tolerated. Class will begin on time and the door will be closed during all presentations. Do not, under any circumstances, disrupt peer presentations. Your participation grade for the course will be lowered if these policies are not followed.

Statement Regarding Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. The College abides by section 504 of the Rehabilitation Act of 1973 and the ADA, which stipulates that no student shall be denied access to an education solely by reason of a handicap. Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight; or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodation, please see an administrator at the Center of Disability Services/SNAP at (843) 953-1431 or talk to me so accommodations may be arranged.

Copyright & Plagiarism
Please note that all materials used in this course are copyrighted. This includes, but is not limited to, handouts (i.e., syllabus, in-class materials, quizzes, exams, and other forms). Therefore, no student has the right to copy the handouts, unless permission is expressly granted. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, and/or writings of another person. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. All plagiarism cases will be handled on a case-by-case basis.

Technology & Social Media
It is expected you will turn off and/or silence all electronic devices during class time. Personal use of these items is not permitted until class has ended. You are welcomed to use iPads/tablets and/or laptops to take notes or conduct research for the class (see live tweet policy above). I may also ask that you use such devices during class to locate information. I reserve the right to restrict use of these items if I feel you are not using this equipment for class purposes. You are not required to extend (nor will I accept) social networking site requests (e.g., Facebook, Instagram) from current students during the semester (though they may do so after graduation). I will, however, accept any LinkedIn requests at any time.

College of Charleston Honor Code & Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board. Students can find the complete Honor Code and all related processes in the Student Handbook at: http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php
HELP & RESOURCES

Make An Appointment
You are welcome to email me, or make an appointment to meet with me. Many questions and issues can easily be resolved this way. I am always happy to meet in my office or over a cup of coffee!

SURF the WEB
CDC: http://www.cdc.gov/
WHO: http://www.who.int/en/
DHEC: http://www.scdhec.gov/
APHA: https://www.apha.org/
NIH: http://www.nih.gov/
ZOTERO: https://www.zotero.org/

Use Your On-Campus Resources
-Career Center
-Center for Student Learning
-Library
-Center for Disability Services/SNAP
-Student Health Services
-Counseling & Substance Abuse Prevention

Any student who needs special arrangements as a result of religious holidays or university-sponsored events, etc. will be addressed as needed. Please be sure to email in advance.

CHANGES TO SYLLABUS
The schedule, policies, and procedures listed in this syllabus are subject to change, at the discretion of the professor. In the event of a campus closure, course requirements, class and meeting times, assignment deadlines, and grading schemes are subject to changes. These changes may include alternative instruction methods (e.g., online instruction). Fair notice will be given via OAKS and email. No changes will be implemented retroactively.

LEARN MORE ABOUT DR. DEMARIA
Likes: College Football (Boiler Up & Gig’Em), Cooking, Being active (I enjoy spin, Pure Barre, running, playing most sports, and hiking), Spending time with family (my husband works at MUSC), and Traveling (Florence and Prague are my favorites so far).

Dislikes: Birds (yikes!), Grilled cheese (no thank you!), People who are consistently late, Chipped nail polish, Ignorant journal reviewers.

Where you can find me downtown when I am not in my office: Kudu, MUSC, Faculty House, or 7 College Way.

Faculty Website: http://hhp.cofc.edu/faculty-staff-listing/demaria-andrea.php
I am more than willing to communicate via email. And, actually, I prefer to. Here are a few things I expect when receiving an email from you:
1) A brief explanation in the subject line (e.g., Question about Journal Club);
2) A salutation (e.g., Dear Professor DeMaria, or Good morning, Dr. DeMaria);
3) A signoff/signature (e.g., Sincerely, Andrea DeMaria).
See the following link for additional etiquette tips for emailing a professor:
http://amath.colorado.edu/sites/default/files/2014/08/1882210370/EMAIL_ETIQUETTE.pdf

Tell me and I forget,
Teach me and I may remember,
Involve me and I learn.

CEPH Competencies Addressed in this Course
1. Explain the population health perspective and the methods used by public health to define and address population-wide/social concerns and the needs of vulnerable populations through the provision of essential services.
2. Explain from a national and global perspective the burden of disease, socioeconomic determinants of health, the links between health and development, and approaches to international cooperation to monitor, promote and protect health. Describe the most cost-effective interventions to address key issues e.g. nutrition, TB, malaria, and HIV and long-term issues including sustainability.
3. Explain the use of clinical and community interventions for assessing, protecting, and improving health and preventing, detecting, curing and minimizing the impact of disease.
4. Explain the way biological, environmental, and psychosocial and cultural factors interact in disease production across time and understand how these influences can impact prevention strategies. Describe historical examples of the changing definitions of public health in a variety of cultures and times, including major scientific advancements and achievements that have had a significant impact on the advancement of public health. Compare and contrast response to public health issues in different times and cultures.
5. Explain the range of social and behavioral theories applicable to health behavior and apply these theories to interventions addressing a variety of health impairing conditions, populations, and intervention contexts.
6. Explain the impacts of the physical environment on health and use these explanations to understand human actions that alter, detect, and/or minimize these impacts.

Ask THREE then ME
I receive hundreds of emails every week, many from students asking questions that could easily be answered by reading the syllabus or asking a classmate. Thus, before emailing me, please follow these steps:
1. Consult the syllabus
2. Check OAKS for announcements and/or instructions
3. Confer with three classmates
If you still do not know the answer to your question, you may email me. Within the body of your email, please include places you have looked, and people you have talked to, to answer your question.
Class Participation

Class discussions, in-class exercises and activities, and online engagement will provide the venue for learning, feedback, and point accumulation toward your final grade. Participation also means demonstrating that you have completed the assigned readings and that you are playing an active role by contributing your thoughts, reactions, and opinions about the class topic. In-class exercises will be completed during class time and may not be announced ahead of time. Exercises will hone creativity, teach relevant skills, and assess knowledge of the topics and reading materials. In-class exercises may include group work – it is your responsibility to ensure that your name appears on all of your assignments, including assignments submitted by a group. If you miss an activity due to missing class or late arrival, you will not be allowed to make it up without a documented excuse.

Chapter Summaries (30 points): You will be selected, at random, to show me your personal notes on the day’s assigned readings. You will only be asked to do this once during the semester. Your notes can be handwritten (e.g., in a notebook) or electronic (e.g., word document). You should expect to take about one page of notes per assigned chapter/reading. Small notes within the textbook or on an assigned publication will not count. Not being in attendance without an excused absence or the inability to provide me with your notes will result in a zero. Volunteers will be called upon, at times, which could benefit you and allow you to the opportunity to complete this specific assignment.

Journal Clubs (60 points): You will be required to partake in two journal clubs throughout the semester. For each journal club, you are required to bring two popular media articles to class. In order to receive full credit, students must submit the complete articles (two separate documents) to the Dropbox by the designated time, print one copy of each article and bring to class (these copies should include some highlighting/personal notes to prove preparedness), actively engage in small group discussion, and actively engage in large group discussion. We will use these Journal Club discussions to stay up-to-date with current Public Health issues.

CDC Outbreak Investigation Activity (60 points): You will: use your epidemiology knowledge, the ability to critically read and interpret health literature, and practice writing about Public Health issues. You and your classmates will act as “Disease Detectives” by employing epidemiology to solve real world Public Health challenges. You will need to ask the right questions to gather information about what happened: Who is sick? What are their symptoms? When did they get sick? Where could they have been exposed to the illness? Using statistical analysis, students will study the answers to these questions to uncover health problems in a community, whether the problem is a measles outbreak on a small college campus or a global influenza pandemic. You will then suggest solutions to halt the outbreak, stem transmission, and prevent further illness. You must be in attendance on the scheduled class period, and engage in active discussion/activity completion with your small group in order to receive full credit.

World’s Toilet Crisis Reflection Paper (75 points)
You will be writing an in-depth, two-page discussion and reflection paper after viewing the documentary, the World’s Toilet Crisis. You will be required to incorporate information from the documentary, lectures, readings, discussions, and personal research in order to successfully compile a comprehensive paper. All papers must adhere to the Format Standards for Written Work.

And the Band Played On Reflection Paper (75 points)
You will be writing an in-depth, two-page discussion and reflection paper after viewing the documentary, And the Band Played On. You will be required to incorporate information from the documentary, lectures, readings, discussions, and personal research in order to successfully compile a comprehensive paper. All papers must adhere to the Format Standards for Written Work.

Midterm Media Project and Presentation (300 points)
In place of a Midterm Exam, you will be required to create a 4 to 6 minute video, similar to the This Is Public Health campaign video shown in class. You will be required to work in self-arranged groups of 4 or 5. Each group will formally present their Midterm Media Project to the class. Presentations should be about 10 to 12 minutes in length. Presentations should not only be a showing of the video, but should also detail the experiences of the group in making the video. Groups should create a PowerPoint presentation, with one slide containing a link to their video and displaying all group member names. No additional slides are necessary. Further explanation and guidelines will be given in class.

Charleston Heart Map Challenge (100 points)
The Charleston Heart Map Challenge is an assignment to locate installed automated external defibrillators (AEDs) on the College of Charleston campus. This assignment challenges you to improve access to critical life-saving technologies. You and your partner (you may work with one partner) will identify and record the location of each campus AED and take a photo “selfie” with the AED (a smartphone photo is acceptable). If you find an AED but the management of the building will not allow you to take a photo, you may provide a photo of the building. In addition to providing a picture of you (or your partner) with the AED and location, you must type a one-page paper describing your experience with the assignment, how the activity relates to Public Health, and a short summary of the use/importance of AEDs. Only one assignment submission per partnership is required.

Interview with a Public Health Professional (100 points)
You will be interviewing an individual who works in a Public Health position (e.g., nurse, health educator, epidemiologist, administrator, researcher, professor, etc.). You will be required to conduct the interview (either via phone, or in-person), record an audio recording of the interview, and write a two-page summary paper discussing your interview experience, newfound information, and how this information relates to your future professional and personal success. The header of the paper should include: the name, credentials, and contact information (phone and email) of the interviewee, date and location of interview, and start and ending time of interview. Required interview questions will be derived during a scheduled class period. Additional questions may be asked. All papers must adhere to the Format Standards for Written Work. Students must submit the audio recording of the interview in addition to the written requirement.

Final Exam (200 points)
The exam will be cumulative and will cover all the assigned readings (even if we did not necessarily discuss them in class), lecture material, and any material that speakers or other students contributed in class. Multiple choice, true/false, and short answer questions can be expected. The exam must be taken on the scheduled date and time, unless prior arrangements have been made and a documented reason for needing to take the exam at a different time has been presented. You must bring a laptop computer to take the exam.