HEAL 215: Introduction to Public Health

CRN 11301, Section 01

Fall 2016

Class Meetings: MW 3:25- 4:40 Johnson Physical Education Center J206

Instructor: Brian Bossak, PhD, MPH
Email: bossakbh@cofc.edu (preferred method of contact)
Office: Silcox Physical Education and Health Center, Rm 316
Office Hours: Tuesdays 1-5pm or by appointment

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, the student should be able to:
1. Outline the various components of the public health system.
2. Describe interrelationships among different components of public health system.
3. Identify eras in the historical development of public health and ways that public health affects everyone’s daily life.
4. Explain the basic principles of epidemiology, including rates, risk factors, disease determinants, causation, and public health surveillance.
5. Apply measures of population health and illness, including risk factors, to community health improvement initiatives.
6. 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.
7. Identify criteria for evaluating health systems, including matters of access, quality, and cost.
8. Describe the impact of the environment and describe how communicable diseases, including animal and food-borne diseases, affect health.
9. Explain how various occupations, professions, and careers contribute to carrying out public health’s core functions and essential services.

**Student Learning Outcomes**

1. Students will comprehend the basic principles of public health and disease prevention. All students are expected to earn an average grade of 75% or higher on the summative course midterm and final examination.
2. Students will be able to utilize verbal and audiovisual communication methods to disseminate public health-related information accurately and effectively to diverse audiences. All students are expected to earn a grade of 75% or higher on the individual component of the group presentation assignment.
3. Students will recognize significant public health challenges and conceptualize potential interventions that address such challenges. All students are expected to receive a grade of 75% or higher on the individual component of the group literature review assignment.

**CEPH Competency Descriptions**

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, social-economic 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 psycho-social 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.
Required Text


Recommended Readings

Relevant articles/links will be posted on OAKS.

Course Requirements

1. **Class Attendance:** Class attendance is important for your success in this course but in order to receive full points for your attendance grade you must come to class as well as make an active contribution during class meetings. Students may miss two class sessions (one week of meetings) without penalty. Missing a third class session without a prior valid excuse will result in a deduction of ten points of the attendance grade. Missing a fourth class session without a prior valid excuse will result in a deduction of an additional twenty attendance points. Every effort will be made to administratively withdraw a student that misses more than four class meetings (two weeks of the semester) without prior approval or submission of a valid excuse for the absences. There are two exceptions: All students must be present for BOTH group presentation dates or a thirty point attendance deduction will be awarded and students must be present for the in-class evaluation at the end of the semester. All readings assigned on a particular day must be completed PRIOR to the beginning of class.

2. **Public Health Career Profile:** Each student will prepare and submit an occupational profile of an individual working in a Public Health position (e.g., nurse, health educator, epidemiologist, administrator, researcher, professor, etc.). You will conduct research on the career field, including a possible interview (either via phone, skype, or in-person) and then write a 2-page summary paper and give a five-minute class presentation on your chosen occupation. Additional details on the assignment will be provided later in the semester.

3. **Exams (Midterm and Final):** There will be two examinations. Exam dates are listed on the syllabus. The Final will not be cumulative and will only cover the material after the midterm. Exams will include multiple choice, true/false, and short answer. If you will be absent on exam day, you must make PRIOR arrangements with me. Make-up exams will not be given without prior arrangement or a valid and documented reason for missing the exam. You should turn in the appropriate documentation to the Absence Memo Office at 67 George St.

4. **Group Project Literature Review.** This will be a group assignment that will contribute to the end-of-semester group project. You will need to find and summarize three peer-reviewed sources that are relevant to an existing large scale (i.e. state, national) US public health issue, campaign, program, policy, etc. Each group member must have different sources. Additional details on the review and procedures for the assignment will be distributed later in the semester.
5. **Group Project: Public Health in Action Investigative Report.** In a group you will be creating a PowerPoint/Prezi presentation that describes and evaluates your public health campaign, program, or policy. Your group will need to present the strengths and weaknesses of this program/policy and assess the evidence base for its effectiveness. Your group will offer recommendations for improvement.

6. **Public Health in the News.** Each student will present a short 5-10 minute presentation on a selected public health issue that is currently in the news. Examples and assignment details will be provided during the semester.

**Course Grade Breakdown (Total Possible Points = 500)**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>40</td>
<td>8%</td>
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<tr>
<td>Public Health Career Profile</td>
<td>50</td>
<td>10%</td>
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<tr>
<td>Midterm</td>
<td>125</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>125</td>
<td>25%</td>
</tr>
<tr>
<td>Group Project Literature Review</td>
<td>40</td>
<td>8%</td>
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<tr>
<td>Group Project Presentation</td>
<td>100</td>
<td>20%</td>
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<tr>
<td>Syllabus Quiz</td>
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<td>2%</td>
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<tr>
<td>Public Health in the News</td>
<td>10</td>
<td>2%</td>
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</tbody>
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**Grading**


**Grading Scale:**

- A 90-100
- A- 88-89
- B+ 85-87
- B 80-84
- B- 78-79
- C+ 75-77
- C 70-74
- C- 68-69
- D+ 66-67
- D 64-65
- D- 62-63
- F Less than 62

Numerical grades will be rounded to the nearest whole number and no additional rounding will occur. For example, a final point total of 447 out of 500 possible points would be an 89.4% course average, which would result in an A- final grade (89% course grade). Extra credit will not be provided, encouraged, or utilized on an individualized basis in this course. Any extra credit offered will consist of bonus exam questions available to all students and any such opportunity will be at the discretion of the instructor.

**Course Policies**
ATTENDANCE: Students may miss two class sessions (one week of meetings) without penalty. Missing a third class session without a prior valid excuse will result in a deduction of ten points of the attendance grade. Missing a fourth class session without a prior valid excuse will result in a deduction of an additional twenty attendance points. Every effort will be made to administratively withdraw a student that misses more than four class meetings (two weeks of the semester) without prior approval or submission of a valid excuse for the absences. There are two exceptions: All students must be present for BOTH group presentation dates or a thirty point attendance deduction will be awarded and students must be present for the in-class evaluation at the end of the semester.

LATE WORK: I will NOT accept late work unless there is a valid reason (i.e. accident, major illness). Please contact me ahead of time if you know you will be absent on a day when an assignment is due.

ASSIGNMENT FORMATTING:
- 12 point font, Times New Roman
- 1” Margins, 1.5 spaced
- Page numbers at bottom right corner
- APA citation

TURNING IN ASSIGNMENTS: Assignments should be turned in as hard-copies at the beginning of class. I will NOT accept assignments through email.

WRITTEN ASSIGNMENTS: It is strongly encouraged for every student to utilize the services of the Writing Lab in the Center for Student Learning at the Addlestone Library (First Floor) for every written assignment. The Writing Lab can be reached at 843-953-5635. Additional information is available on the web at: csl.cofc.edu.

ELECTRONIC DEVICES: Cell phones should be on silent during class. They must remain out of sight during exams. Laptops/ tablets are acceptable during class as long as the volume is muted. Students causing a disruption to the class meeting as a result of the use of electronic devices may be asked to leave the classroom and/or referred to the Dean of Student’s Office for further action. No vaping is acceptable in-class.

College of Charleston Honor Code and Academic Integrity

All students are expected to adhere to the Honor Code, which forbids lying, cheating, attempted cheating, stealing, attempted stealing, and plagiarism. Any work you turn in must be your own and when incorporating outside references, proper citations must be provided. If there is evidence that you have violated any part of Honor Code http://studentaffairs.cofc.edu/honor-system/index.php, this violation will be reported to the Office of the Dean of Students. If the Honor Board finds you responsible for intentional academic dishonesty, you will receive an XF in the class, which signifies academic dishonesty on your transcript.

Copyright and Plagiarism: Please note that all materials used in this course are copyrighted. This includes, but is not limited to, handouts (i.e., syllabi, 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, 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.

Statement on Disabilities

Students with disabilities are eligible for academic accommodations throughout the course. Please contact Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104 (843-953-1431) to register for these accommodations and they will provide me with a letter describing your individual needs.

Other Accommodations

Any student who needs special arrangements as a result of religious holidays or university-sponsored events, etc. must contact me within the first two weeks of class to make such accommodations as may be necessary.

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://csl.cofc.edu or call (843)953-5635.

Changes to Syllabus

The schedule, policies, and procedures listed in this syllabus are subject to change, at the discretion of the instructor.

Final Exam Schedule

Final examination times are scheduled by CofC’s Office of the Registrar. No deviations are permitted and the examination will be held as scheduled. Any student missing the final examination for any reason (other than a seriously valid and legitimate excuse presented prior to the exam) will receive a grade of zero for that assignment.
Tentative Schedule (subject to modification, every effort will be made to announce scheduling changes in-class)

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Module</th>
<th>Readings</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1</td>
<td>8/24</td>
<td>Syllabus</td>
<td>Syllabus and Chapter 1</td>
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<tr>
<td>2</td>
<td>8/29, 8/31</td>
<td>Part 1</td>
<td>Chapters 2 and 3</td>
<td>Syllabus Quiz on 8/31</td>
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<td>3</td>
<td>9/5, 9/7</td>
<td>Part 2</td>
<td>Chapters 4, 5, and 6</td>
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<tr>
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<td>9/12, 9/14</td>
<td>Part 2</td>
<td>Chapters 7 and 8</td>
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<td>9/19, 9/21</td>
<td>Part 3</td>
<td>Chapters 9 and 10</td>
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<td>6</td>
<td>9/26, 9/28</td>
<td>Part 3</td>
<td>Chapters 11 and 12</td>
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<td>7</td>
<td>10/3, 10/5</td>
<td>Part 4</td>
<td>Chapters 13 and 14</td>
<td>Career Profile Due</td>
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<td>8</td>
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<td>9</td>
<td>10/17, 10/19</td>
<td>Part 4</td>
<td>Chapters 15 and 16</td>
<td>Group Assignments</td>
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<td>10/24, 10/26</td>
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<td>Chapters 17 and 18</td>
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<td>11/14, 11/16</td>
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FINAL EXAM: WEDNESDAY DECEMBER 14, 4:00pm-7:00pm

The final exam will be given in the same classroom as used for class meetings (J206). The exam starts promptly at 4:00pm.

For exam scheduling information, see the registrar’s exam schedule at: