HEAL 215: Introduction to Public Health  
(Sections 1 and 2)  

Fall, 2016  
3 credits  

COLLEGE OF CHARLESTON  

COURSE SYLLABUS  

Time and Location:  
2:00-3:15 PM (M and W)  
Room 207 Johnson P.E. Center  

Instructor:  
Olivia M. Thompson, Ph.D., M.P.H.  

Office Hours:  
M and W (11:00 AM-1:30 PM) and by Appointment  

Office Location:  
Room B02, Towell Library (next to Randolph Hall)  

Contact Information:  
Phone: (843) 953.6752  
Fax: (843) 953.6757  
E-mail: ThompsonOM@cofc.edu  

Prerequisites:  
None  

Grading:  

Course 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.  

Required Textbooks:  

Learning Objectives

Upon 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 systems.
3. Describe the historical development of public health and identify 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 government in promoting and protecting the health of the public and identify specific roles of governmental public health agencies in assuring public health.
7. Identify criteria for evaluating health systems, including access, quality, and cost.
8. Describe the impact of the environment and how communicable 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. As a result of this course, students will be able to describe public health science. All students are expected to score an 80% or higher on their quizzes per the rubric.
2. As a result of this course, students will be able to prepare and present an in-depth public health case study. All students are expected to score an 80% or higher on their case study presentation per the rubric.
3. At the end of the course, students will be able to critically evaluate public health science. Students will be able to critically evaluate scientific journal articles as well as non-peer-reviewed sources and community-based organizations’ efforts to prevent and control disease. All students are expected to score an 80% or higher on their final examination per the rubric.
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.
Description of Assignments:

**Quizzes**
The student will complete eight (8) 15-item quizzes designed to assess his/her understanding of the major sections of the course. *Quizzes will be completed online, through OAKS, and will be available Wednesday-Sunday as per the Course Outline.* Quizzes will be multiple-choice, true or false, and matching in format; and opened-book but timed. Quizzes MUST be completed within 30 minutes of initiation. However, accommodations will be made for any student who has special needs.

**Case Study Presentations (Group Project)**
Teams of five to six students will build on their understanding of public health science through critical evaluation of case studies (studies will be assigned). Specifically, students will evaluate the case studies independently and, as a group, students will prepare and present the case study along with their critical evaluation. Students will lead a class discussion about the case studies and their critical evaluation. *Teams will then present their critical review to the class during oral presentations (25-30 minutes in length) and then lead a class discussion (10-15 minutes in length) scheduled throughout the course.*

**Service-Learning Assignment**
Each student will volunteer at least 20 hours during the semester at a local community-based organization that has a public health-related vision and mission. Students will keep a log of their activities and reflect on their experience using the Service-Learning Data Capture Document attached to the course website. *The completed Service-Learning Data Capture Document is due on the last day of class (December 5th) and it must be completed and submitted through the course DropBox no later than 5:00 PM EST on December 5th, 2016th.*

**Final Examination**
The final examination will be comprehensive, short answer/essay format, and open-book/open-source, but you must complete the examination independently (i.e., on your own). *The Final Examination will be administered to the class through the course website on the last day of class (December 5th) and it must be completed and submitted through the course DropBox no later than 5:00 PM EST on December 14th, 2016th.*
Assignment Evaluation Scale:

Points
Quizzes 1-8………………………………240 (30 Points Each) Case Study
Presentation……………………………200
Service-Learning Assignment………200
Final Examination………………….360

Total…………………………….1000

Grading Scale:
900 - 1000 = A 90-100%
880 - 899 = A- 88-89%
850 - 879 = B+ 85-87%
800 - 849 = B 80-84%
780 - 799 = B- 78-79%
750 - 779 = C+ 75-77%
700 - 749 = C 70-74%
680 - 699 = C- 68-69%
660 - 679 = D+ 66-67%
640 - 659 = D 64-65%
620 - 639 = D- 62-63%
<620 = F < 62%

Class Expectations:

1. Active participation by each student is demonstrated by his/her attendance as well as oral contributions to class discussions. Therefore, students must read all assignments BEFORE class. All assignments (written and oral) should reflect knowledge, current research in the field and its application, appropriate use of technology, and creativeness. ALL work must be completed individually unless a group project is specifically assigned.

2. All written assignments should be typed and double spaced (12-point font), grammatically correct and presented on time. Late papers are only accepted due to extenuating circumstances that the professor determines.

3. Cell phones are to be turned OFF before entering the classroom. All electronic devices must be kept in book-bags or out of sight during class. Texting during class is NOT permitted during class at any time. Any electronic device that is visible during an exam will result in an Honor Code violation.

4. Students with documented special needs must meet with me to determine what accommodations are required to successfully complete the course requirements. However, any student who needs special assistance is encouraged to meet with me during office
hours. I want all of you to be successful in my class and I am here to help you.

5. Out of respect to the professor, your classmates, and the academic integrity of the College of Charleston, appropriate attire must be worn at all times and cover the private areas of your body. You are expected to conform to the College’s code of conduct at all times. Thus, any behavior or attire that detracts from learning will result in your immediate dismissal from the classroom.

**Make-Up Tests:** Make-up tests will be given at the discretion of the professor and are decided upon individually. If there is an emergency or you are ill the day of an exam, it is your responsibility to get in touch with me as soon as possible. According to the College Bulletin, it is in your best interest to contact the Dean of Students and bring documentation in the case of an emergency or prolonged illness.

**Attendance:** Students are expected to attend class every day and have all reading materials completed so that he or she can contribute fully to class discussions. *Your attendance is REQUIRED. Students who have four unexcused absences will be withdrawn from the course.*

**Honor Code:** Each student is required to complete the various assignments individually unless it is noted otherwise in the syllabus. Please see the current Student Handbook - (Academic Honor System) for a description of the College's Honor System, which will be enforced in this class.

**ADA Policy:** The College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act that stipulates 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 accommodations, please see an administrator at the Center of Disability Services, (843) 953-1431 or me so that such accommodation may be arranged.
### THIS SCHEDULE IS FLEXIBLE AND MAY CHANGE AS THE SEMESTER PROGRESSES OR ACCORDING TO STUDENT NEED/ENROLLMENT

<table>
<thead>
<tr>
<th>DATE (Day)</th>
<th>REQUIRED READINGS</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>8/24/2016 (W)</td>
<td>None: First Day of Class!</td>
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<tr>
<td>8/29/2016 (M)</td>
<td>In Class Movie</td>
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<tr>
<td>8/31/2016 (W)</td>
<td>In Class Movie/Discussion</td>
<td>Quiz 1: Movie (Due 11:59 PM EST, Sunday)</td>
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<tr>
<td>9/05/2016 (M)</td>
<td>Chapter 1: What is Public Health</td>
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<td>9/7/2016 (W)</td>
<td>Chapter 1 Continued</td>
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<td>9/12/2016 (M)</td>
<td>Chapter 2: Why is Public Health Controversial?</td>
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<td>9/14/2016 (W)</td>
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<td>9/19/2016 (M)</td>
<td>Chapter 3: Powers of Government</td>
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<td>9/21/2016 (W)</td>
<td>Chapter 3 Continued</td>
<td>Quiz 2: Chapters 1-3 (Due 11:59 PM EST, Sunday)</td>
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<tr>
<td>9/26/2016 (M)</td>
<td>Chapters 4-6: Epidemiology</td>
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<td>9/28/2016 (W)</td>
<td>Chapters 7-8: Statistics/Role of Data in Public Health</td>
<td>Quiz 3: Chapters 4-8 (Due 11:59 PM EST, Sunday)</td>
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<td>10/03/2016 (M)</td>
<td>Chapters 9 and 10: Infectious Diseases</td>
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<td>10/05/2016 (W)</td>
<td>Case Studies 1 and 2</td>
<td>Case Study Presentations</td>
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<td>10/10/2016 (M)</td>
<td>Chapters 11 and 12: Chronic Diseases/Genetics</td>
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<td>10/12/2016 (W)</td>
<td>Case Studies 3 and 4</td>
<td>Quiz 4: Chapters 9-12 (Due 11:59 PM EST, Sunday)</td>
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<td>Case Study Presentations</td>
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<td>10/17/2016 (M)</td>
<td>Chapters 13 and 14 and “Behavioral Science at the Crossroads of Public Health”</td>
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<td>10/19/2016 (W)</td>
<td>Case Studies 5 and 6</td>
<td>Quiz 5: Chapters 13, 14 and the Journal Article (Due 11:59 PM EST, Sunday)</td>
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<td>Case Study Presentations</td>
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<td>10/24/2016 (M)</td>
<td>Chapters 20 and 25: Environmental Health</td>
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<td>10/26/2016 (W)</td>
<td>Case Studies 7 and 8</td>
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<td>10/31/2016 (M)</td>
<td>Environmental Audit (Built Environment)</td>
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<td>11/02/2016 (W)</td>
<td>Environmental Audit (Nutrition Environment)</td>
<td>Quiz 6: Chapters 20 and 25 and Environmental Audits (Due 11:59 PM EST, Sunday)</td>
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<td>11/07/2016 (M)</td>
<td>None: Fall Break!</td>
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<td>11/09/2016 (W)</td>
<td>Guest Speaker: Global Public Health</td>
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<td>11/14/2016 (M)</td>
<td>Chapters 26 and 27: Medical Care and Public Health</td>
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<td>11/16/2016 (W)</td>
<td>Chapter 28: Health Services Research</td>
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<td>11/21/2016 (M)</td>
<td>Case Studies 9 and 10</td>
<td>Quiz 7: Chapters 26-28 (Due 11:59 PM EST, Sunday)</td>
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<td>Case Study Presentations</td>
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<td>11/23/2016 (W)</td>
<td>None: Thanksgiving Break!</td>
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<td>11/28/2016 (M)</td>
<td>Chapter 31: The Future of Public Health</td>
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<td>11/30/2016 (W)</td>
<td>CDC Video</td>
<td>Quiz 8: Chapter 31 and Video</td>
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<td>12/05/2016 (M)</td>
<td>Final Examination Q and A</td>
<td>Service Learning Assignment (Due by 5:00 PM EST)</td>
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<td>Final Examination (Due by 5:00 PM EST)</td>
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