Instructor: Chelsea L. Demarest, MPH

Office: Room 314, Silcox Physical Education and Health Center

Directions to Office 314:
Enter the Silcox building at the intersection of George Street & Meeting Street
Once you enter, you will see the double staircase
Go up the stairs on the right side
Go through the door on the right side
After you go through the door, go up the stairs to the top floor
When you get to the top of the stairs, you will see a door
Go through the door
You will enter into a hallway
My office will be on half way down the hallways on the right

E-mail: DEMARESTCL@COFC.EDU
*All emails must include “HEALTH_215” in the subject line.
*Emails with an incorrect subject line or poor email etiquette will NOT be answered.

Phone: (843) 953-6094

Course Meeting Time:

HEAL 215-01
11189 Class
Monday/Wednesday/Friday
11:00 am-11:50 am
JOHN J206

Office Hours: Monday/Wednesday 1:00-2:30
Prerequisites: None

Grading

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.

Required Textbook
HEALTH 215
Author: Schneider
Title: Introduction to Public Health
Edition: 5th

CEPH Competency Description
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.

Student Learning Outcomes
1. Students will write a reflection paper on the film *And the Band Played On*. Students will summarize the six areas of public health observed in the film and the historical development of the HIV/AIDS outbreak in the United States. All students are expected to receive at least a 75% on this assignment.

2. Students in groups will design and execute a “What is Public Health” Midterm Media Project to be used to explain the field of public health to the general public. All students are expected to receive at least a 75% on this assignment.

**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.

**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

**Points:**

Pop Quizzes 100 Points
Movie Reflection Paper 10 Points
Media Project and Presentation 50 Points
Attendance/Participation
Attendance and participation are the first requirements for successful completion of this course and the means to receive optimal benefit for your time. Students must be in attendance (on time to class) and actively engaged during the class period. Classroom doors will be shut and locked five minutes after class starts. If you enter class after the door has shut you will be counted as absent. For each missed class period, five points will be deducted from the final total points. Each student is allowed to miss two class periods without penalty to their grade.

Assignment and Exam Descriptions

Skype Assignment
All students are required to add Professor Demarest on Skype. If needed, office hours or class (if campus is not available) will be held on Skype so it is important that all students create a FREE Skype account and learn how to use the program. After you add Professor Demarest on Skype please send a message with the course(s) you are currently taking, your three pet peeves about school and what you hope to learn from the course. If you do not send the message, you will not get credit for this assignment.

Below is helpful information:

DUE: 30\textsuperscript{th} at 11:59PM – Each student must add Professor Demarest on Skype. Failure to do so will result in a five-point deduction from total points.

Download Link: https://www.skype.com/en/download-skype/skype-for-computer/
Professor Demarest Skype ID: ChelseaDemarest
Look for this picture:

Quizzes
The student will complete pop quizzes designed to assess his/her understanding of the course. Quizzes will be closed notes/book and will be completed during class. Students who miss a quiz will not have the opportunity to make up the quiz points. The verbal group quiz will be counted as the last pop quiz grade. This quiz will be done verbally during class time before both the midterm and final exam.

Movie Reflection Paper
Students will write a two reflection paper after viewing The Band Played On. Students will be required to incorporate information from the documentary, lectures, readings, discussions, and personal research. All papers must be double spaced, Times New Roman, font size 12 with one inch borders and follow APA format.

If you choose to purchase the DVD from Amazon:
http://www.amazon.com/And-Band-Played-Matthew-Modine/dp/B00005AQMJ/ref=sr_1_3?ie=UTF8&qid=1408298636&sr=8-3&keywords=and+the+band+played+on

**Group Media Presentation**
Students will be required to create a 5 to 10-minute video, similar to the This Is Public Health Campaign video shown in class. Students will be required to work in groups. Each group will formally present their Midterm Media Project to the class.

**Exams**
The exams 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, short/long answer, and true/false questions can be expected. The exams 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. All exams will be taken in class on OAKS. It is important that students bring a laptop to class in order to take the exam. If you do not have a laptop, you can rent a laptop from the Addlestone Library.

For more information on renting a laptop please visit:
http://libguides.library.cofc.edu/Circulationservices/Studentborrowing

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**Classroom policies**

**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 EAL 215 p.9 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.

**College of Charleston Honor Code and Academic Integrity**
All work for this class is subject to the Honor System of the College of Charleston. The Honor System of the College of Charleston is intended to promote and protect an atmosphere of trust and fairness in the classroom and in the conduct of daily life. 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 I determine the student’s actions are more related to a misunderstanding will be handled by me. A written intervention designed to help prevent the student from repeating the error will be given. The intervention, submitted by form and signed by the student, and myself will be forwarded to the Dean of Students and placed in the student’s file. Cases of suspected academic dishonesty will be reported directly by me 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 an XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board. Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from me. Students can find the complete Honor Code and all related processes in the Student Handbook at:


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.

**SNAP Accommodations**

Students with approved SNAP accommodations are required to provide the SNAP letter during the first two weeks of class, and to provide me with a SNAP office envelope no less than one week prior to the exam (as described in the SNAP office guidelines).

**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.

**Electronic Device Policy**

**ALL** electronic devices (anything with an on/off switch or button) are to be turned OFF before entering the classroom. All electronic devices must be kept in book bags or out of sight during class. Any student seen using an electronic device during class will be asked to leave class for the day without the option to make up any of the assignments/quizzes completed during class that day. Any electronic device that is visible during an exam will result in an Honor Code violation. **One point will be deducted from final course grades for every cell phone disruption.**
Tentative Course Schedule

WEEK ONE: August 22nd – 25th
Chapter One Lecture: Public Health: Science, Politics, and Prevention

WEEK TWO: August 28th – September 1st (NO CLASS SEPTEMBER 1st)
August 30th at 11:59PM: Skype Assignment Due
Chapter Two Lecture: Why is Public Health Controversial?

WEEK THREE: September 4th – 8th
Chapter Three Lecture: Powers and Responsibilities of Government
Chapter Four Lecture: Epidemiology: The Basic Science of Public Health

WEEK FOUR: September 11th – 15th
Chapter Five Lecture: Epidemiologic Principals and Methods
Chapter Six Lecture: Problems and Limits of Epidemiology

WEEK FIVE: September 18th – 22nd
Chapter Seven Lecture: Statistics: Making Sense of Uncertainty
Chapter Eight Lecture: The Role of Data

WEEK SIX: September 25th – 29th
September 25th: Group Verbal’s Chapters 1-8
  11:00-11:10: Group Six
  11:10-11:20: Group Seven
  11:20-11:30: Group Eight
  11:30-11:40: Group Nine
  11:40-11:50: Group Ten

September 27th – Midterm Exam Review - Optional class day attendance will not be recorded
  A study guide for the midterm exam will not be provided. It is highly recommended that students attend the midterm review session. If you skip the in class review session, I will not answer exam questions over email or during office hours.

September 29th - Midterm Exam (Chapters 1-8) – Bring laptop to class
  *Exam will be 50 questions. Questions will be multiple choice and true/false. You will have the whole class time to complete the exam.

WEEK SEVEN: October 2nd – 6th
Chapter Thirteen: Do People Choose Their Own Health?
Chapter Sixteen Lecture: Public Health Enemy Number Two and Growing: Poor Diet and Physical Activity

WEEK EIGHT: October 9th – 13th
Chapter Nine Lecture: The “Conquest” of Infectious Diseases

WEEK NINE: October 16th – 20th (NO CLASS OCTOBER 16th)
Disease Detective Activity One – In Class

WEEK TEN: October 23rd – 27th
Chapter Ten Lecture: The Resurgence of Infectious Diseases

WEEK ELEVEN: October 30th – 3rd
Chapter Nineteen Lecture: Mental Health: Public Health Includes Healthy Minds

WEEK TWELVE: November 6th – 10th
Chapter Fifteen lecture: Public Health Enemy Number One: Tobacco
Chapter Eighteen: Maternal and Child Health as a Social Problem
November 6th Movie Reflection Paper Due
   Hard copy of your paper MUST be turned in before class or at the beginning of class. No later papers will be accepted.

WEEK THIRTEEN: November 13th – 17th
Chapter Eleven Lecture: The Biomedical Basis of Chronic Diseases
Disease Detective Activity Two – In class

WEEK FOURTEEN: November 20th – 21st (NO CLASS NOVEMBER 22nd - 24th)
November 20th: Group Verbal’s Chapters 13, 16, 9, 10, 19, 15, 18, 11
   11:00-11:10: Group One
   11:10-11:20: Group Two
   11:20-11:30: Group Three
   11:30-11:40: Group Four
   11:40-11:50: Group Five

WEEK FIFTEEN: November 27th – 1st
November 27th: Final Exam Review Session – Optional class day attendance will not be recorded
   A study guide for the final exam will not be provided. It is highly recommended that students attend the final review session. If you skip the in class review session, I will not answer exam questions over email or during office hours.
November 28th ALL Group Presentations Due at 11:59PM to Dropbox
November 29th: Group Presentations Groups 10-7
November 30th: Group Presentations Groups 6-4

WEEK SIXTEEN: December 4th
Group Presentations December 4th: Groups 3-1

Final Exam Information:
Chapters 1-11, 13, 15, 16, 19, 18
Exam will be 50 questions. Questions will be multiple choice and true/false.

December 11th, 2017
12:00-3:00PM

Changes to Syllabus
The schedule, policies, and procedures listed in this syllabus are subject to change, at the discretion of the instructors. Fair notice will be given to students. No changes will be implemented retroactively.