HEAL 215 INTRO TO PUBLIC HEALTH COURSE SYLLABUS

Course No.: HEAL 215-02
Semester: Spring 2016
Room: Silcox 111
Days: Monday, Wednesday, Friday
Time: 1 PM to 1:50 PM
Instructor: Paul Gangarosa, MPH
E-mail: gangarosap@cofc.edu
Office Hours: Wednesdays 11 AM to 12:30 PM and by appointment

OAKS: I will use OAKS to post lectures, announcements, additional required readings, articles, assignment instructions, and grades. You must sign up for OAKS notifications (either by text or email); if you are not sure how to do this ask the instructor.

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.

Course Learning Outcomes

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 Objectives

1. As a result of participating in HEAL-215-02, students will identify and explain 3 different health systems.
2. As a result of participating in HEAL-215-02, students will describe interrelationships between public health system components on exams.
3. As a result of participating in HEAL-215-02, students will identify major principles in epidemiology via in class assignments, exams and discussion.
4. As a result of participating in HEAL-215-02, students will interpret the functions of government and its role in promoting public health initiatives.

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and its role in protecting population health by lecture.
5. As a result of participating in HEAL-215-02, students will show the impact of the environment and describe how communicable diseases affect health by presentations and exams.

**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.

**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
Assigned reading materials:


World Health Organization (WHO) Basic Epidemiology 2nd Edition

The Ghost Map Steven Johnson http://www.amazon.com/Ghost-Map-Londons-Terrifying-Epidemic-/dp/1594482691/ref=sr_1_1?s=books&ie=UTF8&qid=1436980747&sr=1-1&keywords=ghost+map

Other readings as assigned.

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

HOW FINAL GRADE WILL BE CALCULATED:
All assignments combined will be worth 1000 points, broken down as follows:
Ghost Map Quiz: 200 points
Oswego Church Outbreak Study: 100 points
Peace Corps: 100 points
MMWR Presentation 120 points
Epi Info Project: 100 points
Quizzes: 180 points
Final Exam: 200 points

EXPLANATION OF GRADED ACTIVITIES:

GHOST MAP: We will read and discuss the book THE GHOST MAP about a cholera outbreak in London. There will be a quiz in which you will be allowed 1 handwritten, 8.5x11 sheet of paper with notes (you can write on the front and back) to use during the quiz.

OSWEGO CHURCH OUTBREAK STUDY: You will answer questions about a real life outbreak at a church picnic. You will work in groups but be graded individually and you will turn in your own work. This assignment must be handwritten.

PEACE CORPS ASSIGNMENT: You will use the online Peace Corps game to help a fictional African village solve problems. More information on this assignment will be provided in the Peace Corps module on OAKS.

MMWR: Each student will be required to do a presentation to the class of an MMWR article which discusses a current issue relating to Public Health. Examples include: Ebola, Poverty, Safe Water/Sanitation, Population Crisis. The article must be approved in advance by the instructor. Every week, the Centers for Disease Control and Prevention in Atlanta publishes its Morbidity and Mortality Weekly (MMWR) report, a weekly listing of reported diseases throughout the US. You will be required to subscribe to this report (by email). To sign up for the MMWR by email go to http://www.cdc.gov/mmwr/mmwrsubscribe.html and enter your email address.
EPI INFO PROJECT: We will work on the Epi Info software developed by the CDC.

QUIZZES: From time to time during the semester you will have announced and unannounced quizzes. These will usually be open book and open note. THESE CANNOT BE MADE UP. If you are absent the day of one of the quizzes you will have to take a zero.

FINAL EXAM: The Final will cover all material presented during the course. You will be allowed two “cheat sheets” – 8.5x11 pieces of paper with notes. These must be handwritten.

Statement Regarding Attendance
It is very important that you attend every class. While I like OAKS and use it often, your best understanding of the course material will come from listening to the lectures and participating in class discussions. That being said, I understand that emergencies come up from time to time; if you have to miss class please make every effort to let me know beforehand (email is acceptable). I will work with you to a reasonable extent to help you make up the material you missed.

Statement Regarding Disabilities
The College makes reasonable accommodations for persons with documented disabilities. Students should apply for documentation at the Center for Disability Services/SNAP, which is located on the first floor of the Lightsey Center (Suite 104; phone: 843-953-1431. Students approved for accommodation(s) are responsible for notifying Professor Gangarosa as soon as possible and for contacting Professor Gangarosa at least one week before any accommodation(s) will be needed. If you have any questions, please speak with Professor Gangarosa during his office hours or at another mutually convenient time.

The Honor System of the College of Charleston
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. The Honor System is composed of two major components: The Honor Code and the Code of Conduct. Specific policies fall under each major component. Students at the College of Charleston are bound by honor and by their enrollment at the College to abide by the honor and conduct codes. Any violations will be referred to the Dean of Students for review and resolutions.

Copyright and Plagiarism
As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings.
Learning Objectives

Completion Summary

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