Spring 2016  
Credits: 3  
Classroom: Johnson 206  
Days: Tuesdays & Thursdays  
Time: 3:05pm - 4:20pm  

Professor:  
Andrea L. DeMaria, PhD, MS  
e: demariaaa@cofc.edu  
p: (843) 953-1035  
Office: Silcox 310

Office Hours:  
Tuesdays 9am - 10:30am  
Thursdays 1:30pm - 3pm  
(schedule via appointment manager system)

Course Catalog Description
This course examines public health as an organized system, pulling together the different areas of study, fields of work and government agencies that facilitate the delivery of public health services on a daily basis. Essential public health principles are discussed in the context of identifying and controlling community health problems.

Prerequisites: HEAL 325: Health Promotion and HEAL 325L: Health Promotion Lab

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

- Describe the origin and influences on the development and current form of health departments in the United States
- Explain how health departments are responsive to their community's perceived needs
- Analyze the importance of skillful administration in maximizing the effectiveness of a health department
- Summarize the role of community partnerships in healthcare delivery
- Build your dream public health facility, from the ground up, in order to understand the many roles and responsibilities of a public health administrator

http://www.jblearning.com/catalog/9781449688332/

The Centers for Disease Control and Prevention publishes a weekly Morbidity and Mortality Weekly Report (MMWR). 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

Attendance & Participation: Attendance and participation are essential for successful completion of this course and the optimal use of your time. Worthwhile participation in class can help your grade. Active participation includes things like regularly contributing content to a discussion, asking questions, and/or contributing new ideas, etc.

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) THREE 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 #PubHlthAdmin. 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).

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).

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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>329 - 350</td>
<td>C</td>
<td>259 - 269</td>
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<tr>
<td>A-</td>
<td>315 - 328</td>
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<td>B+</td>
<td>305 - 314</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).

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>
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<th>Topic</th>
<th>Required Reading</th>
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<tbody>
<tr>
<td>Thu</td>
<td>Jan 7</td>
<td>Introductions &amp; Syllabus Overview</td>
<td>----</td>
</tr>
<tr>
<td>Tue</td>
<td>Jan 12</td>
<td>Project Overview</td>
<td>----</td>
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<tr>
<td>Thu</td>
<td>Jan 14</td>
<td>Overview of Public Health Administration &amp; Historical Developments in Public Health</td>
<td>Chapters 1 &amp; 2</td>
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</table>
| Tue    | Jan 19   | Journal Club #1
Worksheet #1 Due                                                    | ---              |
| Thu    | Jan 21   | Public Health and Social Determinants of Health & Public Health Administration and Practice Framework | Chapters 3 & 4   |
| Tue    | Jan 26   | Worksheet #2 Due                                                     | ----             |
| Thu    | Jan 28   | Organization of the Public Health System & Professionalism and Ethics in Public Health Practice and Management | Chapters 5 & 6   |
| Tue    | Feb 2    | Journal Club #2
Worksheet #3 Due                                                     | ----             |
| Thu    | Feb 4    | Public Health Law & Public Health Policy
NO CLASS: View ONLINE lecture                                       | Chapters 7 & 8   |
| Tue    | Feb 9    | Worksheet #4 Due                                                     | ----             |
| Thu    | Feb 11   | Public Health Finance & Public Health Workforce                      | Chapters 9 & 10  |
| Tue    | Feb 16   | Journal Club #3
Worksheet #5 Due                                                     | ----             |
| Tue    | Feb 23   | Worksheet #6 Due                                                     | ----             |
| Thu    | Feb 25   | Public Health Information Systems for Public Health & Geographic Information Systems for Public Health | Chapters 13 & 14 |
| Tue    | Mar 1    | Exam 1 (Chapters 1 through 14)
Exam will be open until 11:59pm                                       |                 |
| Thu    | Mar 3    | Public Health Surveillance & Strategic Planning in Public Health      | Chapters 15 & 16 |
| Tue    | Mar 8    | NO CLASS: Spring Break                                               | ----             |
| Thu    | Mar 10   | NO CLASS: Spring Break                                               | ----             |
| Tue    | Mar 15   | Journal Club #4
Worksheet #7 Due                                                     | ----             |
| Thu    | Mar 17   | Performance Management in Public Health & Engaging in Communities and Building Constituencies for Public Health
NO CLASS: View ONLINE lecture | Chapters 17 & 18 |
| Tue    | Mar 22   | Worksheets #8 & #9 Due                                                | ----             |
| Thu    | Mar 24   | Evaluation of Public Health Programs & Advancing Public Health Systems Research | Chapters 19 & 20 |
| Tue    | Mar 29   | Worksheet #10 Due                                                    | ----             |
| Thu    | Mar 31   | Social Marketing and Consumer-Based Approaches in Public Health & Prevention, Health Education, and Health Promotion | Chapters 21 & 22 |
| Tue    | Apr 5    | Worksheet #11 Due                                                    | ----             |
| Thu    | Apr 7    | Evidence-Based Public Health Management and Practice & Social Entrepreneurship and Public Health | Chapters 23 & 24 |
| Tue    | Apr 12   | Journal Club #5
Worksheets #12 & #13 Due                                              | ----             |
| Thu    | Apr 14   | NO CLASS: Project Day                                                | ----             |
| Tue    | Apr 19   | Project Presentations
Semester Project Due (Worksheet #14 Due)                              | ----             |
| Thu    | Apr 28   | Exam 2 (Chapters 15 through 24)
Exam will be open until 5pm                                            |                 |

Assignments

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.
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 before/during/after 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 or exam/quiz 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.

Questions about Grades

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, send text messages, sleep, use your computer/tablet/phone for personal activities (e.g., emailing, chatting, using the Internet for non-class-related information, etc.), listen to music, 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 impacted 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 tablets or computers 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 can easily arrange an appointment with me via the appointment manager system. This can be accessed via MyCharleston or this link: Appointment Manager System. All of my available meeting times will be noted in this system.

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., HEAL 460 Project Question);
2) A salutation (e.g., Dear Professor DeMaria or Good morning, Dr. DeMaria);
3) A signoff/signature (e.g., Sincerely, Best, or Respectfully).

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

Student Learning Outcomes

1. As a result of participating in HEAL 460, students will be able to formulate a public health organization plan using concise, evidence-based language and ideas. All students are expected to earn a 75% or higher on their semester project.
2. Students must select one professional article for each journal club activity. Students are to describe the content, analyze its importance and relevance to the public health field and our course, and prepare a 5-minute oral presentation. All students are expected to earn a 75% or higher on each journal club activity.
3. Students are to compare and contrast different models and theories of public health administration. This will be assessed on Exam 1 and Exam 2 and students are expected to earn a 75% or higher on each exam item related to this topic.

CEPH Competencies Addressed in this Course

* Describe the current U.S. and selected global public health and health care delivery systems; explain structures for and approaches to development of health policies; apply knowledge of the U.S. public health and health care delivery systems to current policy debates; and apply principles for conducting a health policy analysis.
* Describe and explain the impact of management theory, and economics as applied to managing in the health services and public health field.

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.

See Assignment Descriptions
Semester Project (125 points)

Students will be developing, designing, and creating a portfolio detailing the “blue prints” to build and manage their dream public health agency. The portfolio will include job announcements, press releases, a detailed fiscal year budget, marketing flyers, a health education pamphlet, a complete program design and evaluation, the blueprint for the agency floor plan, among other worksheets that will be used to design, develop, and manage a public health agency. Instructions will be given as needed in class, and worksheet details and requirements will be posted to OAKS. Students can earn up to two points per worksheet for initial submission. In order to earn both points, students must submit a detailed draft (robust content, quality format, free from jargon/error) of each worksheet to the designated Dropbox folder on OAKS and be in attendance in class for worksheet review. Worksheet draft/submission/review will result in 28 total points. The other 97 points will be awarded at the end of the semester for the final submission. See rubric on OAKS.

Worksheet 1: Interview with a Public Health Administrator
Worksheet 2: Public Health Administrator Job Announcement
Worksheet 3: Services Offered
Worksheet 4: Employee List
Worksheet 5: Mission/Vision/Goals/Organization Name
Worksheet 6: Budget
Worksheet 7: Job Announcements and Interview Questions
Worksheet 8: Mapping your Facility Layout
Worksheet 9: Planning a Program
Worksheet 10: Marketing Flyers
Worksheet 11: Evaluating a Program
Worksheet 12: Press Release
Worksheet 13: Public Health Education Pamphlet
Worksheet 14: Reflection Paper

NOTE: I will not be providing in-depth weekly feedback on worksheet submissions. I am happy to answer any/all questions during our Tuesday class periods (project days), and expect you to ask questions. I will also show at least two samples, and do a thorough in-class review on each example, per project class period. You are welcomed to volunteer your worksheet for review to receive this exposure and feedback. I also welcome students to schedule appointments to review worksheet submissions and receive one-on-one feedback from me or our Graduate Assistant, Stephanie McInnis (mcinnissm@g.cofc.edu).

Exams (150 points)

There will be two exams throughout the semester. The exams will cover lecture and textbook material, and may contain information from class discussions, guest speakers, and/or additional readings. Multiple choice, true/false, matching, short answer, and essay questions can be expected. The exams must be taken on their scheduled dates unless prior arrangements have been made. All exams will be open-book and open-note and taken online through OAKS. Students will have three hours to take each exam.

Journal Club (25 points)

Students will be required to participate in five graded journal clubs throughout the semester. Each journal club will be worth five total points. In order to obtain the maximum amount of points, students are required to do the following: submit one selected popular media or scientific article (topics will be assigned as needed) to the designated Dropbox folder on OAKS by the submission deadline, be in attendance for the day’s class, bring a printed or electronic copy of the article with highlights/personal notes for discussion purposes, provide an oral summary of the selected article in a group setting, and engage in in-depth group and class conversations related to all articles presented. The purpose of these activities are to stay current with trending Public Health topics, investigate content of interest to class, and share opinions and ideas about current Public Health trends.

Attendance & Participation (50 points)

Attendance and participation are the first requirements for successful completion of this course and the means to receive optimal benefit for your time. Worthwhile participation in class can help your grade. Attendance will be taken each Thursday class period. Students who are absent or late will not receive full attendance/participation credit for the day. Points may be earned through simply showing up/participating, taking a pop quiz on the day’s assigned readings, and/or submitting personal notes on the day’s assigned readings. See OAKS attendance schedule for details on point accumulation.