Instructor: Chelsea L. Demarest, MPH

Office: Room 314, Silcox Physical Education and Health Center

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:

SECTION ONE
HEAL 215-01
21210 Class
2:00 pm-3:15 pm
Monday/Wednesday
PCTR 409

SECTION THREE
HEAL 215-03
21516 Class
4:00 pm-5:15 pm
Tuesday/Thursday
PCTR 409

Office Hours: Monday & Wednesdays 1:30-3:30 and Wednesdays 1:00-1:30
Please use the link below to schedule appointments. Office hour appointments have first
priority. Walk in appointments are available if no appointment is scheduled.
Click here to make an appointment with Ms. Demarest

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 textbooks
*Other readings and materials as assigned

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:**

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<thead>
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<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>A-</td>
<td>88-89</td>
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<td>85-87</td>
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<td>B</td>
<td>80-84</td>
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<tr>
<td>B-</td>
<td>78-79</td>
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<td>C+</td>
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<td>D+</td>
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<td>D-</td>
<td>62-63</td>
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**Points:**

- Pop Quizzes: 100 Points
- Movie Reflection Paper: 25 Points
- Media Project and Presentation: 50 Points
- Midterm Exam: 100 Points
- Final Exam: 100 Points

**Total Possible Points: 375**

**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 two 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

**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.

**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. Two movie showings will be offered during the semester to students.

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

**Media Project and 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

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 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.
Tentative Course Schedule

WEEK ONE: January 11th – 13th
Introductions & Syllabus Review
Chapter One Lecture: Public Health: Science, Politics, and Prevention
*NO CLASS JANUARY 13th

WEEK TWO: January 17th – 20th
Chapter Two Lecture: Why is Public Health Controversial?
*NO CLASS JANUARY 16th

WEEK THREE: January 23rd – 27th
Chapter Three Lecture: Powers and Responsibilities of Government
Chapter Four Lecture: Epidemiology:

WEEK FOUR: January 30th – February 3rd
Chapter Five Lecture: Epidemiologic Principals and Methods
Chapter Six Lecture: Problems and Limits of Epidemiology

WEEK FIVE: February 6th – 10th
Chapter Nine Lecture: The “Conquest” of Infectious Diseases

WEEK SIX: February 13th – 17th
Chapter Eight Lecture: The Role of Data
Chapter Ten Lecture: The Resurgence of Inf Diseases

WEEK SEVEN: February 20th – 24th
Chapter Sixteen Lecture: Public Health Enemy Number Two and Growing: Poor Diet and The Weight of the Nation: Stigma

WEEK EIGHT: February 27th – March 3rd
Chapter Eleven Lecture: The Biomedical Basis of Chronic Diseases
Midterm Exam March 27th

WEEK NINE: March 13th – 17th
Disease Detectives– In Class Activity

WEEK TEN: March 20th – 24th
Chapter Thirteen Lecture: Do People Choose Their Own Health?
Movie Reflection Papers Due March 24th
College of Charleston Health Fair March 22nd

WEEK ELEVEN: March 27th – 31st
Chapter Eighteen Lecture: Maternal and Child Health as a Social Problem

WEEK TWELVE: April 3rd – 7th
Chapter Fifteen Lecture: Public Health Enemy Number One: Tobacco

WEEK THIRTEEN: April 10th – April 14th
Disease Detectives– In Class Activity

WEEK FOURTEEN: April 17th – April 21st
Group Media Presentations

WEEK FIFTEEN: April 24th – 26th
Final Exam Review Sessions
A study guide for the final exam will not be provided. It is highly recommended that students attend the final review session.

Final Exam Date & Time:

**SECTION ONE**
2:00 pm-3:15 pm
Monday/Wednesday
PCTR 409
Exam: Monday May 1st 12:00-3:00PM

**SECTION THREE**
4:00 pm-5:15 pm
Tuesday/Thursday
PCTR 409
Exam: Tuesday May 2nd 4:00-7:00PM

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.