UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
PUBH 1000 – INTRODUCTION TO PUBLIC HEALTH
Course Syllabus – Fall, 2014

Instructor:	Ali Walker
Class Time:	Tues/Thurs, 1:40pm – 2:55pm
Classroom Location:	AH116
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COURSE DESCRIPTION:

This course is an introduction to the key concepts and practices of public health – the art and science of preventing disease, prolonging life, and promoting health through the organized efforts of society. The health of populations will be explored as an evolving and multidimensional concept, shaped through historical, cultural, psychosocial, economic, and environmental contexts. Goals, interdisciplinary roles, challenges, and settings for public health practice will be explored; and intervention strategies for improving the population health introduced.

LEARNING OBJECTIVES:

By the end of this course students will be able to:

1. Define public health and be familiar with the various roles of public health professionals
2. Identify key concepts and strategies that guide public health practice
3. Understand key principles of demography and epidemiology as they relate to public health practice
4. Understand the social determinants of health, and how they influence population health
5. Describe key interventions and approaches used to improve population health

RESOURCES and READINGS:

There is no required textbook for this course; however, there is a list of *required readings* which are intended to support and supplement class lectures, discussions, and assignments. Student are expected to be familiar with the required readings and be able to incorporate them into assignments and discussions. Required readings will be listed on the course syllabus and, whenever possible, electronic links will be made available through the University's Learning Management System, "Moodle." Additional required readings may be assigned throughout the course of the semester at the discretion of the instructor.

The following textbook is **strongly recommended** for students who are interested in having a resource that covers many of the concepts addressed in this course, and which offers a solid introduction to principles of public health.

- Gillam S, Yates J, Padmanabhan B. (2012). *Essential public health: Theory and practice (2nd ed.*). New York: Cambridge University Press.

COURSE FORMAT:

Classes will consist of 75-minute class sessions, twice a week starting September 4th, through December 4th. Teaching strategies employed in the classroom will use a variety of learning activities in an effort to effectively facilitate learning outcomes and promote the acquisition of knowledge for a diverse student audience.

MARK DISTRIBUTION:

Description of Assignment	% Value	Due Date
Midterm Exam	25%	October 22nd
Public Health Briefs (4 Briefs - three written, one photo; 10% each)	40%	Various Dates
Final exam	20%	December 4th
Participation and In-class Engagement	15%	Ongoing

DESCRIPTION OF ASSIGNMENTS:

Participation and Engagement in class (15%)

Students are expected to attend all classes and to come to class prepared to participate in learning. Required readings are to be completed before class, and students should be ready to participate actively in class discussion and activities.

Participation marks will be awarded based on participation in, and completion of, engagement activities related to course topics (typically worth 1-2% each). Most engagement activities will be assigned and completed in groups during class time, but a few may require advance preparation and/or post-class follow-up in order to obtain full credit.

Students must be present in class and actively participate in the in-class engagement activities in order to receive full credit for their participation. However, at the end of the semester, the lowest mark on a single engagement activity will be dropped. In other words, a student may miss ONE engagement activity per semester without penalty to their overall participation mark. Any absences or incompletes from participation in these engagement activities beyond ONE will be reflected in their final mark.

In order to participate in some of the in-class engagement activities, at least one group member will need to have some form of mobile technology with internet access available to them in the classroom (e.g. cell phone, tablet, iPad, laptop, etc.). Everyone is welcome and encouraged to have their own electronic device **for class use**, but it is not necessary provided that one member of the group does.

Examinations (45%)

Both the midterm and final will be cumulative exams and questions may be taken from required readings as well as information discussed/presented during class. The specific format for these exams (number and types of questions, format, time restraints, etc.) will be outlined by the instructor prior to the exam date.

Public Health Briefs (40%)

Written Public Health Briefs (3)

This assignment consists of three short written assignments (approx.1000 words each), to be completed individually throughout the course of the semester. These written briefs are intended to help students consider the broader public health concepts, within the context of a specific public

health issue/health state, from a Canadian perspective. They will also provide students an opportunity to improve scholarly writing, effectively incorporate and apply relevant literature, become familiar with APA format, demonstrate critical thought, and effectively express ideas through written communication.

At the beginning of the semester, each student will select a public health issue of interest from a list provided by the instructor. There will be different instructions for each of the public health written briefs (aligning with course topics/themes) and students will be expected to compose their written brief within the context of the public health issue they selected at the beginning of the course. There will be four written briefs assigned throughout the semester, but **students are only required to complete only three** of them. Individual students may decide which of the written briefs they choose to omit.

Instructions for the 4 public health written briefs are:

#1 Frame your selected health topic as a public health issue and describe it in epidemiologic terms by person, place, and time.

- (Due Sept. 30th)

#2 Describe how the SDOH and the life course perspective relate to your selected public health issue.

- (Due Oct. 16th)

#3 Describe the influence or effects of policy on your selected public health issue.

- (Due Nov. 4th)

#4 Discuss principles of health promotion and health protection as they relate to your selected public health issue.

- (Due Nov. 27th)

Photo Public Health Brief:

The photo brief is a group project in which students who have selected the same public health issue will bring together their knowledge (as gained through writing public health briefs) to create a visual representation of their selected public health issues using photographs and other forms of artistic imagery. Some preparation for this assignment will be done individually, but the final submission of the photo brief should be demonstrative of the collective efforts of all individual group members. All participating group members will receive the same grade for this project. Students will be given the Dec. 2nd class as a work period to collaborate with their group prior to its due date on Dec. 4th. Further details regarding the requirements for this assignment will be given in class at the beginning of the semester. The Photo Brief is NOT optional and must be completed as a group assignment.

GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	%	Letter	GPA	%
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

CLASSROOM ETIQUETTE:

Students are expected to attend all classes, arrive on time, and stay for the duration of class. If you are unable to attend, need to come late, or leave early please inform the instructor in advance. Students are encouraged to participate in discussions during class. However, please refrain from talking when someone else is speaking, and refrain from dominating classroom/small group discussions. Turn cell phones to silent and refrain from using other portable electronic devices. Laptops are acceptable for course related work/activities.

It is expected that you will adhere to professional standards of electronic communications. Your e-mails should have a greeting, full sentences, and a salutation. Please specify the nature of your e-mail in the subject line. If you leave voice mail, please leave your name and telephone number, and indicate the course you are calling about. It is preferred that students post class questions on forum on Moodle as other students may have the same question and benefit from the response.

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request. It is expected that students are familiar with the university's full policy on plagiarism and other academic offences - what they are, and the consequence for such (as outlined in the current University of Lethbridge Academic Calendar).

COPYRIGHT STATEMENT:

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the FAQs),
- guidance on whether you need permission or a license to copy a particular work (see the Copyright Permissions Flow Chart),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the Guidelines for Copying under Fair Dealing), and
- a permissions look-up tool to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 to set up an appointment http://www.uleth.ca/ross/counselling/index.html. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

COURSE SCHEDULE AND ASSIGNED READINGS (subject to change):

DATES	TOPIC	REQUIRED READINGS/NOTES
Sept 4	Introduction to Public Health	• Arnold, D. and Schneider, D., (2010). Advising the Newest Faces of Public Health: A Perspective on the Undergraduate Student. American Journal of Public Health, 100(8). Available online at: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2901302/
Sept 9/11	What is public health?	• This is Public Health: A Canadian History (PHAC, 2010). Available from resources.cpha.ca/CPHA/ThisIsPublicHealth/landing.php?l=E • 12 Great Achievements (PHAC, 2010). Available from http://www.cpha.ca/en/programs/history/achievements.aspx
Sept 16/18	Demography and Epidemiology I	• Badrinath, P. & Gillam, S. (2011). Demography. In Gillam, S., Yates, J., & Badrinath, P., (Eds.), *Essential Public Health (2nd ed.).* New York: Cambridge University Press. (Chapter 3, pp. 29-42) • Bonita, R., Beaglehoe, R., 7 Kjellstrom, T. (2006). *Basic Epidemiology 2nd edition.* India: World Health organization. (Chapter 1). Available online: http://whqlibdoc.who.int/publications/2006/9241547073_eng.pdf
Sept 23/25	Demography and Epidemiology II	• Bonita, R., Beaglehoe, R., 7 Kjellstrom, T. (2006). *Basic Epidemiology (2nd ed.).* India: World Health organization. (Chapters 2, 3, & 5). http://whqlibdoc.who.int/publications/2006/9241547073_eng.pdf
Sept/Oct 30/2	Why do people get sick?	• Social Determinants of Health: The Canadian Facts http://www.thecanadianfacts.org/The_Canadian_Facts.pdf • Nadoo, J., & Wilis, J. (2011). Tackling Health Inequalities. In Naidoo, J., & Wilis, J., *Developing Practice for Public Health and Health Promotion (3rd ed.).* China: Elsevier. (Chapter 5). • Kawachi, I., Subramanian, S.V., & Almeida-Filho, N. (2002). A glossary of Health Inequalities. *Journal of Epidemiology and Community Health (56:647-652)*. Available electronically from http://jech.bmj.com/content/56/9/647.full.pdf+html
Oct 7/9	Health and the Life Course Perspective	• Braveman, P., 7 Barclay, C. (2013). Health Disparities Beginning in Childhood: A life-Course Perspective*. Journal of the American Academy of Pediatrics (214;S163)*. doi: 10.1542/peds.2009-1100D. Available electronically from http://pediatrics.aappublications.org/content/124/Supplement_3/S163 • Ben-Shlomo, Y., & Kuh, D. (2002). A life course approach to chronic disease epidemiology: conceptual models, empirical challenges, and interdisciplinary perspectives. International Journal of Epidemiology, 31 (285-293). Retrieved from http://ije.oxfordjournals.org/content/31/2/285.full.pdf
Oct 14/16	Approaches to Addressing Public Health Issues	• Rose, G. (1985). Sick Individuals and Sick Populations. *International Journal of Epidemiology, 14(pp. 32-38)*. Available electronically from http://ije.oxfordjournals.org/content/30/3/427.full.pdf • Frieden, T. R. (2010). A framework for Public Health Action: the Health Impact Pyramid. American Journal of Public Health, 100(4). Retrieved from http://ije.oxfordjournals.org/content/30/3/427.full.pdf • Badrinath, P. & Gillam, S. (2011). Screening. In Gillam, S., Yates, J., & Badrinath, P., (Eds.), *Essential Public Health 2nd ed.* New York: Cambridge University Press. (Chapter 9, pp. 146-161).

DATES	TOPIC	REQUIRED READINGS/NOTES
Oct 21/23	Health Policy I	• TBA ***NOTE: Midterm Exam on Oct 21st (in class)***
Oct 28/30	Health Policy II	• Hayes, J., and Barry, J., (2014). Screening for Prostate Cancer With the Prostate-Specific Antigen Test - A Review of Current Evidence. *JAMA, 311*(11). • Angell, M.,(1996). Shattuck Lecture - Evaluating the Health Risks of Breast Implants. The interplay of Medical Science, the Law, and Public Opinion. *The New England Journal of Medicine, 332*(23).
Nov 4/6	Health Protection I	• Schnieder, MJ. (2011). *Introduction to Public Health (3rd ed.)*. Sudbury, MA: Jones and Bartlett Publishers. (A Clean Environment: the Basis of Public Health, Chapter 19, pp. 333-347).
Nov 13	Health Protection II	• Leaning, J., and Guha-Sapir, D., (2013). Natural Disasters, Armed Conflict, and Public Health. The New England Journal of Medicine, 369: 1836-1842. Available online at: http://www.nejm.org/doi/full/10.1056/NEJMra1109877 • Veenema, T. G. (2013). *Disaster Nursing and Emergency Preparedness: for chemical, biological, and radiological terrorism and other hazards (3rd ed.)*. New York, NY: Springer Publishing. (Essentials of Disaster Planning, Chapter 1, pp. 1-16)
Nov 18/20	Health Promotion I	• National Cancer Institute (2005). Theory at a Glance: A guide to Health Promotion Practice (2nd edition). US Department of Health and Human Services. Retrieved from http://www.google.ca/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CB4QFjAA&url=http%3A%2F%2Fwww.cancer.gov%2Fcancertopics%2Fcancerlibrary%2Ftheory.pdf&ei=993OU_qkNobNiwKkk4GwCw&usg=AFQjCNGGs4RLlK3hq645AoD04jN2AvJttg&sig2=uDCZq-XwBGuAxNzHApuj0g&bvm=bv.71198958,d.cGE • McKenzie, J. F., Nieger, B. L., and Thackeray, R. (2009). Planning, Implementing, and Evaluating Health Promotion Programs: A Primer. San Francisco, USA: Pearson Benjamin Cummings. (Theories and Models Commonly Used for Health Promotion, Chapter 7, pp. 159-196)
Nov 25/27	Health Promotion II	• Siegel, M., and Lotenberg, L. D., (2007). Marketing Public Health: Strategies to Promote Social Change. Mississauga, Ontario: Jones and Barlett. (Applying Marketing Principles to Public Health, Chapter 9, pp. 203-230). McKenzie, J. F., Nieger, B. L., and • Thackeray, R. (2009). Planning, Implementing, and Evaluating Health Promotion Programs: A Primer. San Francisco, USA: Pearson Benjamin Cummings. (Marketing, Chapter 11, pp. 286-311)
Dec 2/4		• Photo Brief Working Period • Final exam

GRADING CRITERIA FOR WRITTEN PUBLIC HEALTH BRIEFS:

Each written public health brief will be graded using the following ten criteria. Each criterion will be graded out of 10 (see Scale below) and the final mark will be the sum of the scores. Each brief will be worth 10%.

1. Was the completed assignment grammatically correct, and free of spelling and editing errors?	
2. Was APA format used consistently and correctly throughout and was it within the word limit? Note: may be single spaced	
3. Regardless of whether the grader agrees with the student's comments and conclusions were their thoughts expressed logically? Did the thoughts flow in a logical way and was the student's writing clear and concise?	
4. Were the statements factually correct and supported with scholarly literature where appropriate (minimum of three references per brief required)?	
5. Was referenced literature appropriately incorporated and were the sources considered to be credible to the body of public health literature?	
6. Did the student incorporate public health terminology and use these terms correctly? Did the student's writing convey a sound understanding of the concepts addressed in this course?	
7. Did the student effectively incorporate information from lectures, the text book, and/or assigned readings?	
8. Was the topic appropriately framed from a Canadian perspective?	
9. Did the student's writing apply clearly and directly to their selected public health issue, and did it follow the instructions of the assigned brief?	
10. Were the ideas presented thoughtful and astute, or were they lacking in depth, insight, and critical thought?	
TOTAL /10	

Scale for Each Criterion

10 Outstanding. Met highest expectations.
9 Excellent, but minor improvements would have strengthened it.
8 Good. Meets the criterion, with no major deficiencies but room for improvement apparent.
7 Satisfactory. Fundamental requirements are met, but there is definite need for improvement.
6 Performance is marginal. There are major problems or omissions.
5 It is clearly deficient for this criterion. Substantial improvement is needed.
1-3 Varying degrees of "very poorly done."
0 Unaddressed/element omitted.