

THE UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
PUBH 1000 – Introduction to Public Health
Course Outline – Summer, 2014

Instructor: Steve Pedersen, MPH
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Office Hours: By appointment
Email: steve.pedersen@uleth.ca
Classroom: M1040
Class Times: Monday and Wednesday, 9:00 – 11:50 a.m.

COURSE DESCRIPTION:

Public health is the science and art of preventing disease, prolonging life, and promoting health through the organized efforts of society. The goal of public health is to fulfill society's interest in assuring the conditions in which people can be healthy. This course is an introduction to public health. The key principles and practices of public health will be discussed, together with the key challenges that public health is facing.

COURSE LEARNING OUTCOMES:

Students will be able to:

1. Define public health
2. Understand the roles of health promotion, health protection, population health, and epidemiology in public health
3. Understand the determinants of health
4. Describe key interventions used to improve public health
5. Identify and describe a variety of disciplines and their roles within the multidisciplinary field of public health

COURSE FORMAT:

Classes consist of 170-minute sessions twice a week including lectures, audio-visuals, group discussions, guest lectures, case scenarios and participatory exercises. Readings and other class materials will be posted on Moodle in advance of the class. Students are expected to check regularly for class updates on Moodle.

COURSE MATERIALS:

There is no textbook for this course. Class readings, slides and resources will be posted on Moodle.

CLASS PREPARATION AND PARTICIPATION:

Students are expected to attend all classes and to come to class prepared. Readings are to be completed before class and students should be ready to participate actively in class discussion and activities. Exam materials may include anything covered in class (i.e. readings, class discussion, class lecture, group work, videos, and guest speakers). You are responsible for materials covered in class. If you miss a class, it is your responsibility to see me or another student for information on that class.

COURSE ASSIGNMENTS:

Assignment	Due Date	Weighting
Mid-term Exam	May 28	30%
Research Paper	June 11	30%
Final Exam	In Class June 23	20%
Participation		20%

DESCRIPTION OF COURSE ASSIGNMENTS:

Mid-term Exam (30%)

This exam will include a combination of multiple-choice, short- and long-answer questions covering material presented in class, in the course readings, guest lectures, and the resource material provided.

Final Exam (20%)

This exam will include a combination of multiple-choice, short- and long-answer questions covering material presented in class, in the course readings, guest lectures, and the resource material provided. The final exam will be a non-cumulative exam focused on the second half of the course (all content after the mid-term exam).

Research Paper (30%)

The research paper is a 5- to 10-page paper (typed, single-spaced, 12 point font) that:

1. Describes a public health issue
2. Describes the evidence related to current knowledge of the causes of this issue
3. Describes the evidence related to current knowledge for interventions focused on this issue

The purpose of this paper is to give students an opportunity to immerse themselves in the scholarly and grey literature related to a public health topic of interest to them, and to familiarize them with finding and using evidence in public health research.

Participation (20%)

The participation mark is comprised of two equally graded components: (1) facilitating a class discussion on a class reading, and (2) submitting reflections on public health learnings.

Each class will begin with a discussion of the readings for that class. Each student will have the opportunity to lead a class discussion focused on a reading. This includes identifying key points and key questions from the readings and creating a facilitation guide to use to guide the class discussion. The facilitation guide will be handed in after the class discussion for marking. Due to the class size, there will be multiple readings discussed in each class, and readings will be divided among the students so each student has a single reading on which to focus. Students will be marked on the quality of the content of their facilitator guide and on the quality of their facilitation of the class discussion.

Five times throughout the semester the student will also submit to the teacher a description of an issue or strategy related to public health that describes interesting insights, evidence, research, or similar material. These are meant to be in the spirit of "let me tell you what I learned today!" and to demonstrate evidence of student learning and a spirit of inquisitiveness. These are worth 2% each, and do not have a required length. They can be as short or as long as necessary to make your case for what you learned. You may include audio, video, websites, reports, or other information that helps you describe what you have been learning.

GRADING BREAKDOWN:

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

Letter	GPA	Percent	Letter	GPA	Percent
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%

It is expected that university students are familiar with correct spelling and grammar rules. If you feel that you need help in these areas, you are strongly advised to obtain and use dictionaries, and/or to take advantage of university resources set up to assist students with writing.

COURSE EXPECTATIONS:

General:

- All students should familiarize themselves with the Academic Regulations and Policies of the University of Lethbridge (see the U of L Academic Calendar at <http://www.uleth.ca/ross/calendar/part04.pdf>)
- All assignments must be submitted by the due date. Late assignments will be deducted 5% of the total mark per day late unless an extension has been granted by the instructor (as per Faculty of Health Sciences policy).
- Academic Dishonesty: Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences. It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Calendar, specifically page 80. Please note that the authenticity of any submitted coursework may be verified through plagiarism detection software.
- Citing Your Work: It is crucial that you know how to use citations correctly. Utilize the American Psychological Association (APA) 6th edition format for all citations. Information and guidelines on how to use these styles can be found at: <http://www.uleth.ca/lib/guides/research/display.asp?PageID=1>

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 are required to submit electronic versions of their work for this course.

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 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. 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.

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.

CLASS SCHEDULE (tentative):

Date	Topic(s)	Readings/Key Resources
May 7	<ol style="list-style-type: none"> 1. Course Overview 2. Public Health and its Functions 3. Public Health in Canada 	<ul style="list-style-type: none"> • Course Outline • The Chief Public Health Officer's Report on the State of Public Health in Canada 2008 – Chapter 2, Public Health in Canada
May 12	<ol style="list-style-type: none"> 1. Public Health Evidence 2. Key Biological Processes in Public Health 3. Disease Prevention 	<ul style="list-style-type: none"> • AFMC Primer on Population Health – <i>Natural History of Disease</i> and <i>The Stages of Prevention</i>
May 14	<ol style="list-style-type: none"> 1. Health Promotion 2. Epidemiology 	<ul style="list-style-type: none"> • Ottawa Charter for Health Promotion • CDC <i>Introduction to Epidemiology</i>
May 19	NO CLASS – VICTORIA DAY HOLIDAY	
May 21	<ol style="list-style-type: none"> 1. Population Health 	<ul style="list-style-type: none"> • PHAC <i>Population Health Approach</i> • Geoffrey Rose – <i>Sick Individuals and Sick Populations</i>
May 26	<ol style="list-style-type: none"> 1. Social Determinants of Health 	<ul style="list-style-type: none"> • <i>Social Determinants of Health: The Canadian Facts</i> • <i>Historical perspective: the social determinants of disease – some blossoms</i> • <i>Social Determinants of Health: the Community as an Empowered Partner</i>
May 28	MID-TERM EXAM – IN CLASS	
June 2	<ol style="list-style-type: none"> 1. Health Inequality 	<ul style="list-style-type: none"> • <i>Marmot Review</i> • <i>Interpreting and Addressing Inequalities in Health: From Black to Blair to Acheson to...?</i>
June 4	<ol style="list-style-type: none"> 1. Aboriginal Health 	<ul style="list-style-type: none"> • Chandler & Lalonde, <i>Cultural Continuity as a Hedge Against Suicide in Canada's First Nations</i> • BC Provincial Health Officer, <i>Pathways to Health and Healing</i>
June 9	<ol style="list-style-type: none"> 1. Health Surveillance 2. Infectious Disease Outbreaks 	<ul style="list-style-type: none"> • EpiVille – SARS Outbreak <i>Study 1</i> and <i>Study 2</i> • AFMC Primer on Population Health – <i>Surveillance</i>
June 11	<ol style="list-style-type: none"> 1. Injury Prevention 2. Screening <p>Research Paper Due</p>	<ul style="list-style-type: none"> • PHAC – <i>Injury Prevention</i> • ACICR – <i>Injuries 2012 Report</i> (pp. 9-25) • EpiVille – <i>Screening</i> • Russel Harris – <i>Overview of Screening: Where We Are and Where We May Be Headed</i>
June 16	<ol style="list-style-type: none"> 1. Health Protection 2. Mental Health 	<ul style="list-style-type: none"> • Guest Speaker
June 18	<ol style="list-style-type: none"> 1. Early Children Development 2. Obesity 	<ul style="list-style-type: none"> • UBC Human Early Learning Partnership • RUDD Centre for Food Policy and Obesity
June 23	FINAL EXAM – IN CLASS	

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RESEARCH PAPER MARKING GUIDE

Paper Component	Weight	Notes
Identifying and describing a public health issue <ul style="list-style-type: none"> • Defining or describing the issue • Using current data to describe the extent of the issue • Describing context for this issue (geography, population, etc.) • Describing key questions or problems this issue relates to, addresses, or helps increase understanding of 	Total 20% <ul style="list-style-type: none"> • 5% • 5% • 5% • 5% 	
Describing the evidence related to current knowledge of the causes of this issue <ul style="list-style-type: none"> • Summarizing scholarly literature related to causes of the issue • Summarizing grey literature related to causes of the issue • Identifying how this issue relates to other issues (issues are not silos) • Identifying how this issue changes over time; how its causes change it over time 	Total 30% <ul style="list-style-type: none"> • 10% • 10% • 5% • 5% 	
Describing the evidence related to current knowledge for interventions focused on this issue <ul style="list-style-type: none"> • Summarizing scholarly and grey literature describing examples of interventions which effectively address this issue • Identifying key success factors for addressing this issue • Creating recommendations to guide anyone wishing to work on this issue 	Total 40% <ul style="list-style-type: none"> • 20% • 10% • 10% 	
Reference Section <ul style="list-style-type: none"> • Correctly using APA format in citing references • Citing a minimum of 5 scholarly references 	Total 10% <ul style="list-style-type: none"> • 5% • 5% 	

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READINGS FACILITATION GUIDE

Name: _____

Date: _____

Citation (APA Format): _____

Key Learnings (minimum 3):

1. _____

2. _____

3. _____

Discussion Questions (minimum 3):

1. _____

2. _____

3. _____

