

**THE UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
PUBH 4000 – Advanced Public Health
Course Syllabus – Fall 2012**

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Class Day: Tuesday and Thursday
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Course Description:

This course will build upon and integrate learning from PUBH 1000, 2000, and 3000. The focus will be on three areas pertaining to public health, namely: 1) assessment and evaluation in public health, 2) organizations and groups involved in evaluation and policy-making, and 3) assessment and evaluation of public health issues. Students will learn about the theory and practice of Health Impact Assessment. Health Impact Assessment will be situated within the context of healthy public policy, the built environment and the environment-disease/health relationship. Students will also gain experience in carrying out a Health Impact Assessment.

Course Objectives:

Upon successful completion of this course, the student will be able to:

1. Understand important tools for assessment and evaluation in public health
2. Examine the strengths and limitations of such tools
3. Analyze types of evidence and approaches to knowledge translation
4. Identify key actors involved in evaluation and policy-making
5. Demonstrate knowledge of key public health issues
6. Integrate knowledge of actors and issues to evaluate the determinants of health issues and pathways to solve public health problems

Approach to Learning:

The course is held two times per week. Each class will run for 1 hour and 15 minutes. The basic format for each class will be as follows: an overview of class objectives, discussion of readings, interactive lecture, a break, group work, and class discussion. Although I am going to lecture and lead the discussions on the assigned readings, students are encouraged to participate and share their perspectives on the respective themes as much as possible. Indeed, a significant portion of the evaluation for this course depends upon you being able to demonstrate your comprehension of the materials by engaging in class discussions and the formulation of the applied assignment. Emphasis will be placed on creating a positive environment whereby students can express themselves without fear of criticism or judgment. This approach to learning recognizes that everyone has something to contribute to class discussion.

Students are expected to check their email and Moodle regularly for class updates and assignments.

Required Text:

There is no required textbook for this course; however, students are expected to download and print weekly readings from Moodle. Readings will be posted one week prior to the required class.

Description of Assignments:

1. Health Impact Assessment (25 + 5%) (See Rubric Below)

This assignment will comprise multiple components.

- This assignment **will be carried out in pairs (2 students)**.
- The first step will be to conduct a Health Impact Assessment (a.k.a. Environmental Assessment) of an issue within an area chosen by the student group (e.g. agriculture, air, housing, tourism, etc.). The issue will be a 'real' situation that has occurred, is occurring or will occur in Canada and not a hypothetical situation (to be discussed further in class). The groups will follow the procedure used by the World Health Organization which involves: 1. Screening, 2. Scoping, 3. Appraisal, 4. Reporting and 5. Monitoring.
- The assessment will be written up (max. 12 pages) and handed in for grading.
- In addition to the written report, groups will present their findings in poster format* at the Faculty of Health Sciences Research Day (November 21**). Grades will be assigned to both the report and the presentation separately.

* Groups are **required** to pay the poster fee of approximately \$60 (cost estimate based on a 3'x5' poster)

** Note that the presentations will take place on a **Wednesday**.

2. Reading Analysis (10%)

Students will be required to analyze a reading once throughout the semester. The analysis (maximum three pages) will demonstrate the ability to critically analyze the content of the reading and to relate this content to knowledge of public health themes and issues. Rubric provided below.

3. Policy Brief (10%)

The policy brief will be a 3-page written document that summarizes the findings of your Health Impact Assessment (HIA) for a particular decision-maker (e.g., the Minister of Health). This document will be written in a way that is accessible and easy to read (imagine that the target audience/decision-maker has 10 minutes to read your findings and recommendations). The document will contain three specific sections: 1) A description of the problem which will be drawn from your HIA; 2) A statement on why the current approach/policy option needs to be changed; and 3) your recommendations for action. Attached is a framework to guide your policy brief (See below). This assignment will give you practice in communicating to a specific audience for a specific purpose, something you will encounter regularly in the field of public health.

3. Exam One (20%)

A 2-hour exam midway through the semester will cover all course material including readings and PowerPoint slides up until the exam date. The exam will consist of multiple-choice and short-answer questions.

4. Exam Two (20%)

A 2-hour exam during the final week of classes will cover all the readings, lectures, PowerPoint slides and discussions from Exam One onwards (non-cumulative). Note that core themes will be included for evaluation from the first half of the course. It will consist of multiple-choice and short-answer questions.

5. Class Attendance and Participation (10%)

You are expected to attend classes consistently, to participate in class writing and discussion, and contribute to the positive energy of learning in the classroom.

Evaluations/Due Dates:

Assignment	Due Date	% of Final Grade
Health Impact Assessment	Report: November 8 Poster Presentation: November 21	30%
Reading Analysis	October 4	10%
Policy Brief	November 27	10%
Exam 1	October 11	20%
Exam 2	December 6	20%
Attendance & Participation	December 4	10%

Unless prior arrangements are made with the instructor, late assignments will be deducted 5% per day.

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%

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.

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 Counseling Services/Students with Disabilities Resource Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Disabilities Resource 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 Summary (Tentative and Subject to Change:

Date (2012)	Course Topic	Sub-Topics	Readings and Assignments
Sept. 6	Introduction Course Overview		Readings will be posted on Moodle at least one week prior to the corresponding class.
Sept. 11	What is public health?	What have you learned to date? What do we need to know and do?	Moodle
Sept. 13	Evaluation and Measurement	How do we solve a public health problem? What is evidence?	
Sept. 18		How do we generate and gather evidence? What do we do with evidence?	
Sept. 2 Sept. 25		Health Impact Assessment	
Sept. 27		Key Stakeholders: From people to policy	
Oct. 2	2. Non-governmental organizations		
Oct. 4	3. Industry		
Oct. 9		Achieving Healthy Public Policy: Evidence, Actors and Action	
Oct.11	Exam #1		
Oct. 16		(cont'd)	
Oct. 18		(cont'd)	
Oct. 23	Assessing the Issues	Environmental Health	
Oct. 25			
Oct. 30			
Nov. 1		Chronic Disease and Disability	
Nov. 6		Infectious Disease Control	Guest Lecture
Nov. 8			
Nov. 13			
Nov. 15	Cancelled		
Nov. 20	Research Day Presentations		
Nov. 22		Community Health	
Nov. 27		Emergency Preparedness	
Nov. 29			
Dec. 4	Exam Review		
Dec. 6	Exam #2		

PUBH 4000 Health Impact Assessment Marking Guide

Project Title _____ Group Members _____

	Criteria	Description
Health Impact Assessment Report /50marks	<i>Chosen policy, program or project</i> <i>/5 marks</i>	Does the report present a logical relationship between the policy/program/project and the potential health impacts? Does the issue extend beyond the health field (e.g. does this issue involve different sectors)?
	<i>Content</i> <i>/25 marks</i>	Does the content presented in the report meet the criteria for being a Health Impact Assessment? Does the report demonstrate that the authors understand the role, procedures, strengths and limitations of a Health Impact Assessment? Does the report present a plan for assessing the chosen policy, program or project (i.e. screening, scoping, appraisal, reporting, monitoring)? Is this plan feasible? Is the report appropriately targeted to impact change? Does the report address both the positive and negative potential health impact of the chosen policy, program or project? Is the content of the report compelling?
	<i>Support</i> <i>/5 marks</i>	Do the authors draw on a sufficient body of evidence (e.g. academic literature, government reports) to develop the relationship between the policy, program or project and its health impact?
	<i>Style</i> <i>/5 marks</i>	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused. Is the report presented systematically?
	<i>Mechanics</i> <i>/5 marks</i>	Spelling, punctuation, use of headings and subheadings, grammar.
	<i>Creativity</i> <i>/5 marks</i>	Does the report make creative linkages between the chosen policy, program or project and the potential health impacts? Is the chosen policy, program or project novel in its relationship to health?
Health Impact Assessment Presentation /10 marks	<i>Clarity</i> <i>/2.5 marks</i>	Does the presentation clearly identify the focus of assessment and the context surrounding this focus?
	<i>Organization</i> <i>/2.5 marks</i>	Is the audience able to follow the logic and procedure of the assessment? Does the presentation respect the allotted time?
	<i>Content</i> <i>/2.5 marks</i>	Does the audience gain insights into the process of the Health Impact Assessment and the implications for health? Does the audience gain an understanding of the stakeholders involved and the rationale behind the decision-makers to be targeted?
	<i>Creativity</i> <i>/2.5 marks</i>	Is the presentation intriguing and thoughtful? Does the group employ different strategies to communicate with audience?

Policy Brief Outline: 6 Steps for a compelling policy brief*

Here is a list of useful steps you should consider when you approach the task of writing your policy brief.

1. **Issue:** Examine the issue you will be dealing with. Answer these questions: is the issue general or specific? How general/specific?
2. **Audience:** Take your primary audience into serious consideration. Your brief should be tailored to the needs of your audience. It makes a fundamental difference for how you must frame your analysis and your recommendation. Is your audience an individual (i.e. the Prime Minister) or an organization (i.e. the Government as a whole)? Also, your audience tells you how much context is needed in the brief (i.e. if you are briefing a European Finance Minister, you don't need to explain him/her what the Euro is and its history).
3. **Actors:** Identify the relevant actors for the issue you are dealing with. This is an essential step, since you will have to analyze their interests in order to make sensible and viable policy recommendations. Identifying the relevant actors is also essential in order to produce a good assessment of the context (see above) and of the interests that are plugged into the issue (see below).
4. **Interests:** Once you have identified the relevant actors, it is necessary to analyze their interests. What are the actors' interests? Which of the relevant actors have similar interests to your audience? Which ones have different interests? How different? This step is important, both for the context part of your brief and for the critique of policy options/policy recommendations (see above and below). Without a clear identification of the actors involved in the issue and their interests, your brief will be vague, and therefore not useful.
5. **Recommendations:** Your policy recommendations should reflect the above analysis. Remember that according to the issue and the audience, your recommendation(s) might not suggest the best policy, but instead the most viable one. This should not limit your recommendation to just compromise policies. If you want to recommend radical change, you can; remember, though, that such radical action has to be implemented in some way.
6. **How-To:** The last step is to suggest to your audience the way to 'sell' the policy to its public (the public could be other members of the organization, voters, other parties, etc.). This last step helps your audience build support/consensus to implement the policy you recommended.

*http://sobek.colorado.edu/~salucci/teaching/teaching_portfolio/assets/Policy_Brief_instructions.pdf
(Accessed August 1, 2011)

PUBH 4000 Reading Analysis Marking Guide

Marks Available	Criteria	Marks Received
<p>Content (8 marks)</p>	<ul style="list-style-type: none"> • Does the student address the context in which the article was written? (e.g., is it a policy piece, is it meant to inform practice, is the article a research study) • Does the student uncover and identify where the authors are coming from? (e.g., does the author identify with a particular school of thought and does the student pick up on this association) • Does the student provide an analysis of the strengths and limitations of the article? (e.g., is the article one-sided, is there something missing in the article that is identified by the student) • Are the student's points supported by arguments or rationale that make them clear and convincing? • Does the student identify the key issues in the article? • Does the student demonstrate depth of thought? 	
<p>Style (2 marks)</p>	<ul style="list-style-type: none"> • Does the student provide a title page? • Does the student remain within the 2 page limit? • Is the reading analysis free from spelling and other editorial errors? • Are the points presented clearly? 	

Total Available Marks: 10 per entry