

**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
PUBH 1000 – INTRODUCTION TO PUBLIC HEALTH
Course Syllabus – Fall 2016**

Instructor: Ashley Amson
Class Time: Tuesday & Thursday 1:40-2:55
Classroom Location: Turcotte Hall TH201
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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 goal of public health is to fulfill society's interest in assuring the conditions in which people can be healthy. The key principles and practices of public health will be discussed, together with the key challenges that public health is facing.

LEARNING OBJECTIVES

1. Identify key concepts and strategies of epidemiology, health promotion, health policy and health protection
2. Understand the social determinants of health, as well as other factors that influence population health.
3. Analyse interventions and approaches used to impact the health of populations

RESOURCES and READINGS

There is no required textbook for this course. There are *required readings*, which support class lectures, discussions, and assignments. Students are expected to read the required readings and to incorporate them into assignments and discussions, as appropriate. Required readings are available through Moodle. Additional required readings may be assigned throughout the semester at the discretion of the instructor.

The following textbook is **strongly recommended** as a resource that covers many of the concepts addressed in this course, and which offers a comprehensive introduction to principles of public health.

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

Classes will consist of 75-minute class sessions, twice a week starting Sept. 8, through to Dec. 6. 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 | Total % Value | Due Date |
|---|---------------|-------------------------------------|
| Homework | 10% | Ongoing |
| In-Class Participation and Engagement | 10% | Ongoing |
| Public Health Briefs Three written (individual) - 10% each | 30% | Various Dates |
| Midterm Exam | 20% | In-Class – November 3 rd |
| Final Exam | 30% | Exam Week (Dec. 10 th) |

**due dates are subject to change if necessitated*

DESCRIPTION OF ASSIGNMENTS

1. Homework (10%)

Students are expected to attend all classes and be prepared to participate in learning. Periodically, class assignments will be given which will be announced in class, as students are expected to be present each class. These assignments are to be handed in at the beginning of the following class. There will be a total of 5 assignments, each worth 2% each. These homework assignments differ from in-class assignments, and shall be done outside of classroom hours. These activities are designed to help students better understand and apply course concepts and materials outside of the classroom.

2. Participation and Engagement in Class (10%)

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. Engagement marks will be awarded based on student participation in the assigned in-class activities, as directed by the instructor. These activities are designed to help the students better understand and apply course concepts and material. There will be approximately 8-10 in-class activities assigned throughout the semester, which will not necessarily be announced as students are expected to be present in each class. Some in-class 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.

3. Public Health Briefs (30%) (Individual; 3 – 10% each)

This assignment consists of three written briefs (i.e. short academic papers, approx. 1000 words each). Through written briefs, *students will consider the broader public health concepts within the context of a specific public health issue and from a Canadian perspective.*

At the beginning of the semester, each student will select a public health topic from a list provided by the instructor through Moodle. Each brief will have a unique set of instructions, paralleling course content/themes, but they are to be composed with the student's selected health topic as the primary focus. There will be four options for the Written Briefs, but **students are only required to complete three written public health briefs.** Students choose which brief they will omit.

Written Briefs will provide students with an opportunity to: improve academic writing skills; find, incorporate, and apply relevant scholarly literature; become familiar with APA formatting style; demonstrate critical thought; and effectively express ideas through written communication. Most importantly, through this assignment, students will gain a deep understanding of a particular public health issue in Canada.

Instructions for the Written Briefs are as follows:

| Written Brief | Instruction for Completion | Due Date |
|---------------|--|-----------------------|
| 1 | Using the definition of public health, frame your selected health topic as a public health issue in Canada, and describe it in epidemiologic terms by person, place, and time. | Oct. 6 th |
| 2 | Describe how the Social Determinants of Health (SDOH) and the Life Course perspective relate to your selected topic. | Oct. 27 th |
| 3 | Discuss strategies of health promotion and health protection for addressing your selected public health issue. | Nov 15 th |
| 4 | Outline the influence or effects of policy on your selected public health issue (actual or potential). | Dec 6 th |

*Remember that you are only required to complete three of the four options for written briefs

4. Examinations (50%)

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

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% |

CLASSROOM ETIQUETTE & LATE ASSIGNMENTS

Students are expected to attend all classes, arrive on time, and stay for the duration of class, unless prior arrangements have been made. Turn cell phones to silent and refrain from using electronic devices unless it is related to course work/activities.

It is expected that students will adhere to professional standards for all electronic communications. For example, e-mails should have a greeting, full sentences, and a salutation. Please specify the nature of your e-mail in the subject line. Emails will be responded to as quickly as possible, but the instructor will not respond to emails during evening hours or on weekends unless they are of an urgent nature. Instructor communication will only occur through the student's **uleth.ca** email account so be sure to forward this email to any other personal email accounts that you may be using. If you leave voice mail, be sure to leave your name and telephone number, and indicate the course you are calling about.

It is expected that assignments will be submitted on time, and in the format outlined by the instructor, unless prior arrangements have been made. Late assignments will be deducted 5% per day up to a total of ten days; after ten days, assignments will not be accepted for grading. Assignments not submitted in the format outlined by the instructor (e.g. hard copy, Turnitin, Moodle, etc.), will also receive a 5% deduction.

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.

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 to set up an appointment at 403.329.2766 <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 NOTES (subject to change):

| Class | Dates | Topic | Notes |
|--------------|--------------|---|---|
| 1 | Sept 8 | Introduction to Public Health and Course Outline | Review course syllabus |
| 2 | Sept 13 | History of Public Health | |
| 3 | Sept 15 | What is Public Health? The 12 Great Achievements of Public Health | |
| 4 | Sept 20 | Demography and Public Health | |
| 5 | Sept 22 | Research and Evidence in Public Health | Guest speaker: David Scott Health Sciences Librarian |
| 6 | Sept 27 | Epidemiology I | |
| 7 | Sept 29 | Epidemiology II | |
| 8 | Oct 4 | Why do people get sick? Social Determinants of Health I | |
| 9 | Oct 6 | Health and the Life Course | PH Brief #1 Due |
| 10 | Oct 11 | Approaches to Addressing PH Issues I | |
| 11 | Oct 13 | Approaches to Addressing PH Issues II | |
| 12 | Oct 18 | Poverty Simulation | Poverty Simulation location TBD |
| 13 | Oct 20 | Health Inequalities | |
| 14 | Oct 25 | Introduction to Health Promotion | |
| 15 | Oct 27 | Health Promotion: Lifestyle and Health Behaviour Change | |
| 16 | Nov 1 | Midterm Review | PH Brief #2 Due |
| 17 | Nov 3 | Midterm Exam | In class exam |
| | Nov 7-11 | Reading break | Reading break |
| 18 | Nov 15 | Social Marketing in Public Health | Brief #3 Due |
| 19 | Nov 17 | Health Policy | |
| 20 | Nov 22 | Health Policy in the Real World | Guest speaker – Julia Brassolotto |
| 22 | Nov 24 | Health Protection: Ensuring a Safe Environment | |
| 23 | Nov 29 | Health Protection: The Built Environment | |
| 24 | Dec 1 | Health Protection: Disaster Planning and Management | |
| 25 | Dec 6 | Exam Review | Brief #4 due |

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%.

| | |
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| 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? | |
| 3. Were 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 the referenced literature appropriately integrated and considered to be credible to the body of public health literature? | |
| 6. Did the student effectively incorporate concepts of public health from lectures, the text book, and/or assigned readings? | |
| 7. Did the student's writing convey a sound understanding of the concepts and public health terminology addressed in this course? | |
| 8. Was the topic appropriately framed from a Canadian perspective? (e.g. use of Canadian examples, statistics, organizational literature) | |
| 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 or exceeded 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.