

**UNIVERSITY OF LETHBRIDGE**  
**FACULTY OF HEALTH SCIENCES**  
**PUBH 4000 – ADVANCED PUBLIC HEALTH**  
Course Outline – Fall, 2017

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**Instructor:** Dr. Nimesh Patel  
**Office:** M3054 (Markin Hall)  
**Office hours:** By appointment  
**Contact:** Email: [nimesh.patel@uleth.ca](mailto:nimesh.patel@uleth.ca) (Preferred)  
Phone: 403-329-2299  
**Class time:** Tuesdays and Thursdays, 12:15 – 1:30pm  
**Class location:** Anderson Hall AH116

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### COURSE DESCRIPTION

This course will support students in integrating knowledge, and developing skills and core competencies for public health (e.g. building upon PUBH 1000, 2000, and 3000). This course focuses on critical appraisal, grant writing, systems thinking, and continuing education as essential skills.

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### COURSE OBJECTIVES

At the end of the course, students will be able to

- Apply course concepts and develop core competencies for public health
- Appraise and summarize evidence on a public health issue
- Write a proposal for funding research
- Able to understand and apply complex systems approaches to support public health decision making
- Develop writing skills to apply for public health positions or a graduate program
- Develop skills to critique research papers and be familiar with new research in public health

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### APPROACH TO LEARNING

Classes are 1 hour and 15 minutes twice per week. Course instruction methods may include: lectures, guest lectures, group discussion, case reviews, videos, and Moodle resources. Students are expected to check Moodle regularly for required readings, resources, and the class schedule. Students are responsible for information provided through all formats.

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### REQUIRED TEXT

There is no required text for this course; however, students are expected to download and read weekly readings and resources from Moodle prior to each class.

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### METHOD OF ASSESSMENT (Subject to change)

Assignment	Weight (%)	Tentative Due Date*
Critical Appraisal	20	October 5
Grant Writing	30	TBA
Job Application Exercise	15	November 7
Participation	15	Ongoing
Systems Thinking Assignment	20	TBA

#### Critical Appraisal:

The purpose of this assignment is to critically appraise a systemic review on a public health issue (one article summarizing the quality of the available evidence). You will critically appraise this article using an appropriate critical appraisal tool. You will compare your findings to a pre-appraised summary of evidence on this topic and prepare a short summary of the strengths and limitations of the article you have critically appraised.

- Begin by searching for one systemic review article on a selected public health topic (see the [EMB Reviews \(Cochrane Collection\)](#) tab on the Public Health Resources page of the library)

- Select an appropriate critical appraisal tool to review see Moodle for the national Collaborating Centre for Methods and Tools' [Compendium of Critical Appraisal Tools for Public Health Practice](#)
- Apply the critical appraisal tool to evaluate the quality of evidence and the search strategies used in your selected systematic review article.
- Select one pre-appraised summary of a systematic review (by different authors) on the same topic (see the [Health Evidence](#) tab on the Public Health Resources page of the library. You must register to use this site).
- Compare your article and critical appraisal results to the pre-appraised summary on this topic in Health Evidence.
- Provide a brief summary summarizing your critical appraisal of your article (maximum 3-4 pages). Identify the strengths and limitations of your critical appraisal of a systematic review article. Compare the quality of your systematic review article to a pre-appraised summary in Health Evidence (Marking guide will be posted on Moodle).

#### **Grant Writing:**

The purpose of this assignment is to give students experience in grant writing. For this group assignment, each group will identify a public health issue that they would like to address with a new research study. Students are required to find a funding agency [e.g., CIHR, PolicyWise, etc.] that provides funding and supports research. Then, each group will complete the grant application for the selected agency and submit it to the instructor. Alternatively, students can write a proposal for funding research in the structure given in the assigned required reading.

#### **Job Application Exercise:**

For this assignment, students will work independently to find a public health job that they would like to apply. Then, students will prepare a CV, resume, and cover letter tailored to the position they selected. Each student will submit their CV, resume, cover letter and the job description they selected to the instructor before the deadline of the assignment. Students who want to continue their education after completing the public health program will find a school and program they are interested in, and submit Statement of Purpose (SOP) along with CV and resume. The assignment will be graded based on professionalism of the documents and how they are tailored to the job description/school program.

#### **Participation:**

Participation will be assessed based on participating in a journal club. Students will work in groups and each group will find a research paper from Canadian Journal of Public Health. Journal club days will be scheduled throughout the course. In class, each group will give a short presentation on the paper they selected [e.g., why did you select this paper, how is this related to public health, critiquing the research paper, describing strengths and limitations of the research, future implications, etc.]. Each group is required to send the selected research paper to the instructor a week prior to your scheduled presentation. Each group will present **three** research papers during the course and receive four participation marks for each presentation. The remaining three participation marks can be earned by participating in discussion after students' presentations.

#### **Systems Thinking Assignment:**

There will be a guest lecture by Dr. Heather Orpana on "Complex Systems Approaches to Support Public Health Decision Making" in November. The assignment will be build up on the lecture. More instructions on the assignment will be provided during the course.

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## **GRADING BREAKDOWN**

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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**

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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**

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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](http://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](mailto:copyright@uleth.ca)) for assistance with any copyright questions or issues.

## **ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY**

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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:

<https://www.uleth.ca/ross/accommodated-learning-centre/>. 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.

## **CLASS SCHEDULE**

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The class schedule will be regularly uploaded to Moodle. Students will be responsible for regularly checking Moodle.

## **COURSE POLICIES**

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- Participation in the group projects is **mandatory**. Each group member may be asked to evaluate the participation of your fellow group members to ensure that everyone has contributed to the preparation and presentation. This is meant to keep you accountable to your group members. If

there is a consensus within the group that someone has not contributed, then that group member will be penalized and will receive a lower grade than the other group members.

- Students are responsible for submitting all the course requirements as scheduled. Late assignments will be deducted 5% of the total mark per day (per Faculty of Health Sciences policy). A request for an extension must be made 24 hours prior to the due date of an assignment.
- Notify your instructor within 24 hours of a legitimate absence from class in relation to your participation mark or a scheduled assignment (supporting document may be requested). Rescheduling an assignment is at the discretion of the instructor.
- **Student Conduct:**
  - Use laptops and tablets for note-taking or course-related activities only. Please check email, watch movies, or access social media (e.g., Facebook, Twitter) outside of class time.
  - Cell phones and other similar devices must be turned off or set to silent/vibrate while in class. Do not take calls or send/receive text messages during class.
  - Earphones are not to be worn during lectures or exams.
  - Arrive to class/return from breaks on time and stay the entire class. If you are late, please enter the room as quietly as possible. If you must leave early, please let me know before class starts.
  - Pay full attention to lectures, oral presentations, and in-class discussion. Please avoid interrupting your classmates when they are speaking.
  - Any behavior that may disturb others (i.e., chatting) may result in a lower grade in the participation component of the evaluation of the course (see Method of Assessment).
  - If you miss a class, you are responsible for material covered, announcements, or materials distributed. Please negotiate with a classmate to obtain the material you missed.
- **Academic Dishonesty and Plagiarism:** Academic Dishonesty and Plagiarism will not be tolerated and will automatically result in a zero grade for the submission. Any student caught plagiarizing may also be subject to additional University sanctions.