

**UNIVERSITY OF LETHBRIDGE**  
**FACULTY OF HEALTH SCIENCES**  
**PUBH 1000 – INTRODUCTION TO PUBLIC HEALTH**  
**Course Syllabus – Fall 2017**

**Instructor:** Ali Walker  
**Class Time:** Tuesday and Thursday 1340-1455  
**Classroom Location:** TH201 (Turcotte Hall)  
**Instructor Office:** Markin Hall, M3049  
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**Office Hours:** Wednesday 0900 – 1100; or by appointment

### **COURSE DESCRIPTION**

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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. Intervention strategies and tools for improving population health will also be introduced.

### **LEARNING OBJECTIVES**

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1. Define public health and identify various professions, disciplines, organizations, and delivery systems within the field of public health
2. Describe the historical context, great achievements and future priorities of public health in Canada
3. Identify, define and apply the foundations of public health (determinants of health, health equity, social justice)
4. Define and apply introductory concepts of demography and epidemiology as they relate to public health practice and diverse populations
5. Identify, define and apply at an introductory level the key concepts and strategies of health protection, health promotion, and health policy
6. Be familiar with the seven categories of core competencies for public health.

### **RESOURCES and READINGS**

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There is no required textbook for this course. There is, however, a list of *required readings*, intended to support and supplement class lectures, discussions, and assignments. Students are expected to be familiar with the required readings, and to **incorporate them into assignments and discussions** as applicable. Required readings will be listed on the course syllabus and, whenever possible, electronic links will be made available through Moodle. Additional required readings may be assigned throughout the course at the discretion of the instructor. Supplemental readings (optional) will be posted on Moodle as a resource for further understanding.

The following textbook is 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., and Padmanabhan, B. (2012). *Essential public health: Theory and practice (2<sup>nd</sup> ed.)*. New York: Cambridge University Press.

### COURSE FORMAT

Classes will consist of 75-minute class sessions, twice a week starting September 7<sup>th</sup>, through December 5<sup>th</sup>. A variety of teaching strategies and learning activities will be employed in the classroom in order to accomplish the learning outcomes and promote knowledge for a diverse student audience.

### MARK DISTRIBUTION

Description of Assignment	Total % Value	Due Date
Midterm Exam	20%	Oct 31 <sup>st</sup>
Written Briefs (Individual)	40%	Various Dates
Visual Brief (group)	20%	Dec 7 <sup>th</sup>
Participation and Engagement	20%	Ongoing

### DESCRIPTION OF ASSIGNMENTS

#### Participation and Engagement (20%)

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 and completion of *engagement activities* related to course topics (approximately 8-12 per semester). Some engagement activities will be assigned and completed in groups during class time, but some will require advance preparation and/or post-class follow-up in order to obtain full credit. To receive full credit for in-class engagement activities, students must be present in class and actively engage in the assigned activities.

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 final participation and engagement 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.

### Midterm Exam (20%)

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

### Public Health Briefs (60%)

#### *Written Briefs (40%)*

This assignment consists of three written briefs (1000 word each) and are to be completed individually. Written briefs are intended to help students consider course material within the context of a specific public health issue/health state, from a Canadian perspective. It will also provide students an opportunity to improve their scholarly writing, strengthen their ability to incorporate and apply relevant literature, become familiar with APA formatting, demonstrate critical thought, and effectively express ideas through written communication.

At the beginning of the semester, each student will select a public health topic of interest from a list provided by the instructor. Each of the three written briefs will have different instructions, corresponding with course content topics. Students will be expected to compose written briefs in accordance with the instructions given, and within the context of the public health issue selected at the beginning of the course. There will be four written brief topics presented, but students are required to complete only three written public health briefs. **The first brief topic is compulsory**, but the second and third may be selected based on student interest and semester scheduling. All briefs are to be written in APA format (6<sup>th</sup> edition) and be handed in via Turnitin.

Topics for the written public health written briefs are:

#### *Compulsory:*

1. **FRAME THE ISSUE:** Frame your selected health topic as a public health issue and describe it in epidemiologic terms by person, place, and time. (10% Due **Oct 6<sup>th</sup>**)

#### *Two of the following:*

2. **SOCIAL DETERMINANTS OF HEALTH:** Describe how the Social Determinants of Health and the life course perspective models may add insight to understanding your selected health topic. (15% Due **Oct 27<sup>th</sup>**)
3. **POLICY AND HEALTH:** Describe the potential influence or effects of policy on your selected public health topic. (15% Due **Nov 17<sup>th</sup>**)
4. **HEALTH PROMOTION and PROTECTION:** Discuss additional strategies of health promotion and protection (aside from policy) used to prevent your selected health topic (Due **Dec 1st**)

(\*note that students will write only THREE briefs – the first is compulsory, and the other two will be selected from the other descriptions above)

### *Visual Brief (20%)*

The visual public health brief is a group project in which students who have selected the same public health topic will bring together their knowledge of the issue (as gained through class and the writing of the public health briefs) to create a visual representation of their selected public health topic. Some preparation for this assignment will be done individually, but the final product for presentation should be demonstrative of the collective efforts of ALL group members, and will include a peer evaluation as part of the final grade. Students will be given some class time to collaborate with their group members on this assignment (at least one full class), but this assignment will require that the group also work together outside of class as necessary. Further details regarding the requirements for this assignment will be given in class. The Visual Brief is not an optional assignment, and must be completed as a group.

### **CLASSROOM ETIQUETTE & LATE ASSIGNMENTS**

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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.**

### **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%

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**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.

**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 <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.

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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.