

**University of Florida**  
**College of Public Health & Health Professions**  
**PHC 2100 Introduction to Public Health: Public Health in Pop Culture (3 credit hours)**  
Semester: Fall 2020  
Delivery Format: Online  
E-Learning

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Office Hours: By appointment

Teaching Assistants:

Preferred Course Communications (e.g. email, office phone): Email or Canvas site

**Prerequisites**

None.

**PURPOSE AND OUTCOME**

**Course Overview**

This is a 3-credit course that will be conducted online. This course offers an overview of the expanding field of public health for students new to its concepts and actors. This course provides real-world examples of public health within popular culture and how cultural influences dictate decision-making related to health and well-being. Major public health principles will be detailed through current or popular stories and news such as fad diets, anti-vaccine movement, minority health, and substance abuse, among many others.

**Course Objectives and/or Goals**

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

- Define public health and how it contributes to other fields
- Recognize the social determinants of health when given a scenario or public health dilemma
- Describe public health principles and essential service and how Public Health interacts with popular culture given examples of current public health issues
- Discern how popular culture plays a role in policy and application of public health given the social ecological model
- Critically evaluate common health issues and risk behaviors at different levels of the social ecological model
- Characterize how popular culture can both help and hinder public health initiatives and interventions. Acknowledge the value of Public Health goals, initiatives and interventions in local, national, and global settings.

**Instructional Methods**

- 1) Lectures: are for general orientation. Students are responsible for all the material presented in the course and assigned readings.
- 2) Readings and Resources. In addition to the lectures, supplementary readings and resources will be posted in the course. The reading and resource list may be supplemented during the course.

- 3) Assessments: A variety of assessments will be used in this course, including but not limited to reflective journals, assignments, quizzes, and projects.

*What is expected of you?*

You are expected to actively engage in the course throughout the semester. Your participation fosters a rich course experience for you and your peers that facilitate overall mastery of the course objectives.

## **DESCRIPTION OF COURSE CONTENT**

### **Course Materials and Technology**

There is no required text for this course. All readings will be given through the eLearning course site.

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

## **ACADEMIC REQUIREMENTS AND GRADING**

### **Assignments**

*Video Reflection Journal* (25% of Final Grade): You will complete three video reflection journals. Based on the prompt provided in the course site you will reflect on:

1. Your preconceptions and what Public Health means to you. (Initial Weeks of course.)
2. How has the COVID-19 pandemic shaped your views of public health? (Approximately at mid-term)
3. Your assessment of the value of the essential services of Public Health as a means for addressing major issues that impact individuals and communities. (Final weeks of course)

*Discussion Participation* (15% of Final Grade): During certain weeks where there is no journal or quiz, students will participate in a Discussion board with prompts indicated in the Canvas site, beginning with your introduction post in Week 1 (which is not for a grade, but mandatory). This is your opportunity to share your perspective (on the prompt) with other students. It is important that we engage in productive, fruitful discussion so that we may better understand the similarities and differences with those around us.

*Public Health Practice Group Presentation* (15% of Final Grade): This assignment is for students to review important points relevant to the assigned weekly topic and cross-cutting issue, and include a personal interview as a reference. Groups should pick out points they feel are the most relevant and controversial to the topic. As part of the assignment, your group should carefully select a Public Health Professional that would offer valuable insight on the group topic. For example, if your topic is COVID-19, your group may want to interview someone at the local health department who has been engaged in the track and trace programs, or a hospital infection control preventionist who had to implement new policies for patient visitations. Be creative! Public health is broad and reaches far into different sectors. This is an opportunity for your group to explore public health disciplines (community health, social and behavioral sciences, biostatistics, epidemiology, global health, health services and policy, one health, etc.).

A rubric will be provided to guide the development of your artifact.

**Quizzes (10% of Final Grade):** There will three quizzes covering course lectures and readings. Questions will generally be multiple-choice in format, but might also include true/false, matching, short answer, and other similar formats.

**Final Project Paper (35 % of Final Grade):** Each student is responsible for submitting a 3000-word, double-spaced paper that compares and contrasts a public health related issue that we've discussed, now versus a year ago and characterizes how popular culture influences public health. You will introduce the issue and describe whether Public Health is driving the conversation or whether popular culture is driving the conversation. You will include a discussion of what major grass-roots movements and/or national/international campaigns have occurred that have altered how we view your chosen issue (e.g. the #MeToo campaign) and describe how the public health related issue was before and after the campaign/intervention, including whether national policy has been affected. You will then describe the potential health impact from different levels within the social ecological model. Finally, you will conclude by characterizing how popular culture has either helped or hindered Public Health interventions and initiatives for the issue.

- Draft due week 11
- Two peer reviews due week 12

## Grading

Requirement	Due date	Points or % of final grade
<b>Video Reflection Journal 1</b>	Week 2	8.33
<b>Discussion 2</b>	Week 3	5
<b>Section 1 Quiz</b>	Week 5	3.33
<b>Video Reflection Journal 2</b>	Week 8	8.33
<b>Discussion 3</b>	Week 9	5
<b>Section 2 Quiz</b>	Week 10	3.33
<b>Rough Draft of Final Paper</b>	Week 11	5
<b>Video Reflection Journal 3</b>	Week 12	8.34
<b>Peer Reviews (2)</b>	Week 12	5
<b>Discussion 4</b>	Week 14	5
<b>Final Project Paper</b>	Week 14	25
<b>Section 3 Quiz</b>	Week 15	3.34
<b>Public Health in Practice Group Presentation</b>	Ongoing	15

Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. In addition, the Bachelor of Health Science Program and Bachelor of Public Health Program do not use C- grades.

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **Policy Related to Make up Exams or Other Work**

**Requirements:** Students are responsible for all course material, including reading all required materials prior to each lecture. The course is conducted in eLearning and all assignments, course lectures, discussions, emails and exams will be delivered in this medium. Students are **required** to print a copy of the syllabus from the syllabus tool in the course. You must take a syllabus quiz and score a 100%. See the "Getting Started" section above. Students should also read your e-mail and announcements in the course several times a week. Please note that announcements and emails sent out from the course site will go to your UFL email address (versus your Google, Yahoo, etc.), please check this mail at <http://webmail.ufl.edu> regularly also. Students should also reference the calendar in the course to keep up with weekly deadlines.

**Make Ups:** If you are unable to meet a deadline in this course for a reason approved above and have given prior notification to the instructor when possible, you will be given adequate time to make up any coursework missed. All other missed or late work will receive a grade of zero. Make-up exams will be provided only in cases of excused absences or conflict during final exams per University policy and **MUST** be discussed with the instructor in advance. Make-up exams will differ from the regularly scheduled exam.

**Readings and Discussions:** Students should read the assigned readings prior to viewing course lectures and be prepared to discuss the material through course reflective journals.

Please note: Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

### **Policy Related to Required Class Attendance**

**Attendance Policy:** Per the University of Florida, students are responsible for satisfying all academic objectives as defined by the instructor. Acceptable reasons for absence include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays and participation in official University activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Remember that, when possible (i.e. extracurricular activities, official University activities, and religious holidays), prior notification of absence is required if the student plans to be given an extension on assignments. Even though this is an online course, students are expected to log on regularly and participate in the course.

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Expectations Regarding Course Behavior**

#### **Communication Guidelines**

Preferred Course Communications: You have email on the course site under the "Inbox" tool. This is the preferred method of communication, and this is how I will contact you if necessary. You can adjust the settings to have all course mail forwarded to your regular email account so that you don't miss anything or forget to check. If you have questions please contact me using this email option. If you are having problems and cannot use the course Inbox option, you may email me directly.

#### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

#### **Online Faculty Course Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center  
(352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

### **Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns

about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

<b>Week</b>	<b>Topics and Cross-cutting Issues</b>	<b>Assignments Due</b>
<b>Week 1</b> Aug 31 - Sept 4	<b>Introduction to Public Health</b> Definitions, what is public health, different concentration within public health, what role does popular culture play	Discussion 1 Introduction post due: Sept 4 11:59pm EST
<b>Week 2</b> Sept 8 - 11	<b>Information Literacy</b> How important is it where people get their health information? What is a reliable source versus unreliable? How are people expected to know the difference?	Reflection 1 due: Sept 11 11:59pm EST
<b>Week 3</b> Sept 14 - 18	<b>Social Media &amp; Public Health</b> How does technology influence health? Are social media platforms more harm than good?	Discussion 2 due: Sept 18 11:59pm EST
<b>Week 4</b> Sept 21 - 25	<b>Anti-Vaccine Movement</b> Review Andrew Wakefield article, describe the role celebrities have had on vaccination rates	Public Health in Practice Group Presentations begin (ongoing each week) Due in Discussion board by the Monday of presenting week: Sept 21 11:59pm EST
<b>Week 5</b> Sept 28 – Oct 1	<b>Obesity &amp; Fad Diets</b> What is a healthy diet? Are fad diets (paleo, keto, South Beach, Atkins, etc.) effective? Are they harmful?	Quiz 1 due (weeks 1 – 4 materials): Oct 1 11:59pm EST
<b>Week 6</b> Oct 5 - 9	<b>Gender &amp; Sexuality</b> Review popular media (Transparent, Handmaid’s Tale, Becoming Jazz) that has affected the way people perceive LGBTQ+ issues as well as gender empowerment.	
<b>Week 7</b> Oct 12 - 16	<b>HIV/AIDS</b> Have celebrities improved the stigma associated with HIV/AIDS? Has popular culture done an effective job (if any) at preventing the spread of HIV/AIDS?	
<b>Week 8</b> Oct 19 - 23	<b>COVID-19 (synchronous, recorded lecture)</b> Discuss the global impact of COVID-19 and describe how the media has amplified or downplayed public health messaging and interventions (e.g. wearing masks).	Reflection 2 due: Oct 23 11:59pm EST
<b>Week 9</b>	<b>Minority Health</b>	



Oct 26 - 30	How have movements, like the Black Lives Matter movement, been portrayed in media/news? Has pop culture affected the way people perceive minority health issues?	Discussion 3 due: Oct 30 11:59pm EST
<b>Week 10</b>  Nov 2 - 6	<b>Access to Care</b>  Describe popular celebrity figures (such as Jimmy Kimmel) that have influenced how we perceive access to health care. Is it a basic human right?	Quiz 2 due (weeks 5 – 9 materials): Nov 6 11:59pm EST
<b>Week 11</b>  Nov 9 - 13	<b>Opioid Epidemic &amp; Substance Abuse</b>  Have celebrity deaths (Prince, Celebrity Rehab) brought more attention to substance abuse? Has it made it more acceptable or relatable?	Rough Draft of Final Paper due: Nov 13 11:59pm EST
<b>Week 12</b>  Nov 16 - 20	<b>Bullying &amp; Suicide</b>  At what point should people be held accountable for what they say to others anonymously or otherwise on the Internet (i.e. swatting, cyber-bullying)? How has popular culture addressed suicide?	Reflection 3 due: Nov 20 11:59pm EST  Peer Reviews due: Nov 20 11:59pm EST
<b>Week 13</b>  Nov 23 -24	Prepare for discussion, quiz and final paper in Weeks 14 & 15	
<b>Week 14</b>  Nov 30 – Dec 4	<b>Climate Change &amp; Migration Health</b>  What impact has climate change on health? Has peoples’ and/or governments’ perceptions of immigrants, refugees, and migrants affected their ability to receive adequate health care in the US or other developed countries?	Final groups present: Due Nov 30 11:59pm EST  Discussion 4 due: Dec 4 11:59pm EST Final Project Paper due: Dec 4 11:59pm EST
<b>Week 15</b>  Dec 7 - 9		Quiz 3 due (weeks 10 – 14 materials): Dec 9 11:59pm EST