

University of Florida
College of Public Health & Health Professions
PHC 4101: Public Health Concepts (3 credits)
Fall 2020
Delivery Format: Online
Course Website or E-Learning

Instructor Name: Elizabeth Wood, DHS, MPH

Room Number: HPNP, room 4150

Phone Number: 352-294-8549

Email Address: liz07@phhp.ufl.edu

Office Hours: By appointment

Teaching Assistants:

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

Prerequisites

(BSC 2007 or BSC 2005 or BSC 2010) and PSY 2012 and STA 2023 and (health science or communication sciences and disorders or public health majors or health science or public health minors).

PURPOSE AND OUTCOME

Course Overview

This is a 3-credit course that will be conducted online. This is an upper-level course intended to introduce undergraduate students in a variety of disciplines to the basic tenets and applications of public health, including integrating public health with other health professions. This course explores the Nation's health challenges, the scientific basis of the public's health in the United States, and current strategies for advancing the public's health.

The student will gain knowledge through lectures, readings, group work, and individual assignments.

Relation to Bachelor Program Foundational Domains

1. Describe the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
2. Explain the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations
3. Examine the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
4. Identify the fundamental concepts and features of project implementation, including planning, assessment, and evaluation
5. Review the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government

6. Differentiate between the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

Objectives and/or Goals

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

1. Describe public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services
3. Differentiate between quantitative and qualitative methods and sciences in population health
4. Discuss major causes and trends of morbidity and mortality in the US, specifically marginalized populations
5. Identify and explain the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Establish the critical importance of evidence in advancing public health knowledge
7. Explain the effects of environmental factors, biological and genetic factors, and behavioral and psychological factors on a population's health
8. Discuss health disparities and identify known health disparities in the US and globally
9. Give examples of how globalization affects global burdens of disease
10. Recognize the connections among human health, animal health and ecosystem health (e.g., One Health).

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) Discussions: Students are expected to participate in discussion boards throughout the duration of this course. Grades will be assigned based on accuracy, depth, and thoughtfulness of content.
- 4) Assessments: A variety of assessments will be used in this course, including but not limited to 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

- Required Text:
Introduction to Public Health, 6th edition, 2020

ISBN-13: 978-1284197594

ISBN-10: 128419759X

- Additional readings may be provided in the Weekly Modules as identified by the Instructor

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

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

ACADEMIC REQUIREMENTS AND GRADING

Discussions (14% of Final Grade): There will be five graded discussions, including the Introduction post. You are expected to participate in discussion boards throughout the duration of the course. Discussions are meant to encourage peer interaction, present different perspectives, and challenge ideas. Each student is required to make one original post and two reply posts to peers in their group. Posts and replies should be thoughtful and comprehensive, therefore it is expected that students cite material provided from the lectures and readings, as well as outside materials if appropriate.

- Discussion 1 Introduction post (week 1)
- Discussion 2 Social & Behavioral Science post (week 3)
- Discussion 3 Epidemiology & Biostatistics post (week 6)
- Discussion 4 Midterm Group Presentation (week 8)
- Discussion 5 Photovoice (week 11)

Quizzes (16% of Final Grade): There will be four 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.

Assignments (20% of Final Grade): There will be four assignments that should be done independently. These assignments will cover a range of topics and themes to measure your knowledge of the content. Follow the instructions carefully for each assignment within the Canvas course site. Rubrics for each assignment will be provided within Canvas.

- Assignment 1 Social Ecological Model (week 2)
- Assignment 2 The Great Debate (week 5)
- Assignment 3 Health Disparities Infographic (week 9)
- Assignment 4 Social Media Project (week 12)

Final Project Paper (50% of Final Grade): Each student on your team is responsible for becoming the “expert” in their chosen concentration. Therefore, each student will select a concentration to be their team’s expert and is therefore responsible for that portion of the analysis in the final paper. Each expert will provide a thorough analysis of how their chosen public health topic related to their public health concentration. You will address the public health topic’s current status, barriers identified to achieving universal wellbeing and health for all populations, previous interventions that show effectiveness, etc. Though you are each responsible for your section of the paper, the report should be written cohesively.

Based on the information you and your team provide in your analysis, you will propose an intervention to solve or mitigate the public health concern. You have an unlimited budget and no

guidelines; therefore, you can be as innovative and creative as you'd like. However, the only restriction is that you must intentionally target one or more levels of the Social Ecological Model through your proposed intervention (example: targeting COVID-19 at the community level). You are expected to describe the program, provide planning and implementation details, and a brief evaluation plan.

- Midterm Project Discussion Post (week 8)
- Final Paper due (week 14)

Grading

Requirement	Due date	Points of final grade
Discussion 1	Week 1	15
Assignment 1	Week 2	50
Discussion 2	Week 3	25
Quiz 1	Week 4	40
Assignment 2	Week 5	50
Discussion 3	Week 6	25
Quiz 2	Week 7	40
Discussion 4	Week 8	50
Assignment 3	Week 9	50
Quiz 3	Week 10	40
Discussion 5	Week 11	25
Assignment 4	Week 12	50
Final Paper	Week 14	500
Quiz 4	Week 15	40

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 quizzes will be delivered in this medium. Students should also read your email 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 discussions and assignments.

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

Week	Topics and Cross-cutting Issues	Readings & Materials	Assignments Due
Week 1 Aug 31 – Sept 4	Introduction to Public Health: History of Public Health, Public Health Structure in the US	Schneider Chapters 1, 2	Discussion 1 Introduction post due:: Sept 4 11:59pm EST
Week 2 Sept 8 – 11	Social Ecological Model & Theories: Levels of the SEM, Theories implemented within Public Health	Schneider Chapter 14	Assignment 1 SEM due: Sept 11 11:59pm EST
Week 3 Sept 14 - 18	Social and Behavioral Sciences Health education and behavior, public health interventions, SES status impact	Schneider Chapter 13	Discussion 2 post due: Sept 18 11:59pm EST
Week 4 Sept 21 - 25	Health Policy & Management US Health Care, health policy and health research services, public health law	Schneider Chapters 26, 27	Quiz 1 due: Sept 25 11:59pm EST
Week 5 Sept 28 – Oct 1	Environmental Health Environmental justice, infectious disease, global environmental health	Schneider Chapters 20, 25	Assignment 2 The Great Debate due: Oct 1 11:59pm EST
Week 6 Oct 5 - 9	Biostatistics & Epidemiology Public health data, measurements, surveillance	Schneider Chapters 4, 7	Discussion 3 Outbreak Exercise due: Oct 9 11:59pm EST
Week 7 Oct 12 - 16	Program Planning & Assessment Program planning models, assess needs of populations, developing mission statement, goals, objectives	See Canvas	Quiz 2 due: Oct 16 11:59pm EST
Week 8 Oct 19 - 23	Implementation & Evaluation Public Health interventions and implementation, community engagement, program evaluation	See Canvas	Discussion 4 Group Presentation due: Oct 23 11:59pm EST
Week 9 Oct 26 - 30	Health Disparities Disparities among race or ethnicity, sex, sexual identity, age, disability, socioeconomic status, and geographic location	See Canvas	Assignment 3 Health Disparities Infographic due: Oct 30 11:59pm EST
Week 10 Nov 2 - 6	One Health Coexisting of humans, animals, and plants in one environment	See Canvas	Quiz 3 due: Nov 6 11:59pm EST
Week 11 Nov 9 – 13	Quantitative & Qualitative Methods Study designs and methods, differences in data collection and analysis, when to use what	See Canvas	Discussion 5 Photovoice due: Nov 13 11:59pm EST
Week 12	Health Communication	See Canvas	Assignment 4 Social Media Project due:

Nov 16 - 20	Social media in public health, mass media and various technologies.		Nov 20 11:59pm EST
Week 13 Nov 23 - 27	THANKSGIVING—ENJOY THE HOLIDAY		
Week 14 Nov 30 – Dec 4	Global Health History of global health, global achievements, different players, shifts in strategies	See Canvas	Final Paper due: Dec 4 11:59pm EST
Week 15 Dec 7-9	No Lecture – Wrap Up		Quiz 4 due: Dec 9 11:59pm EST