

FUNDAMENTALS OF PUBLIC HEALTH

EOH 710 Fall 2017

Course Description and Objectives

This course introduces students to public health concepts and practice. It provides a broad overview of the field of public health and a focused look at the core areas of epidemiology and biostatistics, health promotion, environmental health, and health care administration. This course is designed to lay the groundwork for all future coursework and introduce students to specialty areas within public health. We will discuss several specific topics. Use this opportunity to think about topics for your thesis or pro paper.

COURSE OBJECTIVES:

- Understand the history and purpose of public health
- Describe public health as a system and identify its functions
- Identify the basic tools of public health inquiry to assess community health status
- Analyze community health problems for their determinants and contributing factors
- Discuss the role of government and public policy in promoting and protecting health
- Gain familiarity with public health concepts, areas of concentration, terminology, publications, and web sites

COMPETENCIES:

- Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels. (MPH 06)
- Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence (MPH 012)
- Describe the importance of cultural competence in communicating public health content (MPH 20)
- Understand the effects of environmental contaminants and infectious diseases on the human body and apply knowledge of these factors in developing prevention and management strategies and making policy recommendations (EOH 02)
- Articulate the role of environmental health in the development of public policy and advocate for science-based environmental health policy positions (EOH 04)
- Evaluate the role of environmental and global health in the top challenges facing mankind, including overpopulation, energy, pollution, climate change, and infectious disease, to develop research directions and priorities (PhD EOH 02)

FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE (FPHK):

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| 1. Explain public health history, philosophy and values |
| 2. Identify the core functions of public health and the 10 Essential Services |
| 3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health |
| 4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program |
| 5. Discuss the science of primary, secondary and tertiary prevention in population health, including health |

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| promotion, screening, etc. |
| 6. Explain the critical importance of evidence in advancing public health knowledge |
| 7. Explain effects of environmental factors on a population's health |
| 8. Explain biological and genetic factors that affect a population's health |
| 9. Explain behavioral and psychological factors that affect a population's health |
| 10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities |
| 11. Explain how globalization affects global burdens of disease |
| 12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health) |

Textbooks & Required Reading

Each week you will read assigned material to familiarize yourself with the lecture material or learning activity. All non-text readings can be found on webcampus. Please read these BEFORE class. The text book is **optional** and it does correspond with some course topics.

REQUIRED READINGS:

Various electronic materials listed in the syllabus and available on webcampus.

RECOMMENDED READINGS:

Tulchinsky, T. H., & Varavikova, E. A. (2014). *The new public health*. Academic Press.

Course Evaluation & Grading

ATTENDANCE AND PARTICIPATION (30 PTS)

Students are expected to attend class, complete all assignments, and actively participate in class discussions.

- Students should be prepared to take notes during lectures and class films.
- Students should read every assigned paper before the date indicated and be prepared to discuss the readings in class.
- Participation also includes collegiality, which means you are respectful toward other students, especially when there is a difference of opinion. This *does not mean that you cannot question other's thoughts/ideas, especially the instructors.*

ASSIGNMENTS (180 PTS.) (SUBJECT TO CHANGE)

There will be homework assignments most weeks which will, in many cases, include film summaries, worksheets, and lecture associated questions and discussions. Points for each set of assignments are articulated on webcampus (WC). Instructions for each assignment will be given on webcampus. Students are encouraged to review the assignments a week in advance so that they may have time to ask for clarification during class time. Assignments are due the following week unless otherwise specified. You will need internet access to complete many of the assignments. For the most part, assignments will be 1-2 page reports typed with 11-12 font size, double spaced with ½ inch margins. I will typically provide a few questions for you to answer or items that I want you to reflect on.

There will occasionally be in class assignments that are will be turned in at the end of class for points.

Students are expected to complete every assignment regardless of the number of points you have accumulated. Late assignments will not be accepted, unless arrangements have been made with the instructor.

Spelling and grammar count – you are in graduate school.

PHD STUDENT ASSIGNMENTS: If you are a PhD student, your assignments will be graded based on an appropriate level of PhD thought and rigor. You will also be expected to teach one course during the semester. Please see the instructor early on to make arrangements.

Assignments completed for this course may be used as evidence of student learning in accreditation reports. Students who do not wish their work to be used for accreditation purposes must inform the course instructor in writing by the end of late registration. Your participation and cooperation are appreciated.

ASSESSMENT OF GRADES

| Grade | Points | Expectations/Evaluation Criteria |
|-------|-----------|--|
| A | 324 - 350 | Student demonstrates mastery of the concepts; completes all assignments with a high degree of skill; shows initiative and goes well beyond the minimum requirements; has excellent attendance; consistently participates and contributes. |
| A- | 311 - 323 | Student understands and integrates terms and concepts; completes all assignments with a moderate level of skill; has attended almost every class and is an active participant. |
| B+ | 299 - 310 | Student understands the core concepts; completes all assignments at an acceptable level and shows willingness to improve skills; has attended most classes and usually participates. Please do not speak just for the sake of speaking – we all enjoy listening to points that are quickly and clearly articulated by people who are speaking. |
| B | 280 - 298 | Student understands the core concepts; completes the minimum work required; has attended most classes and occasionally participates/contributes. |
| B- | <280 | <p style="text-align: center;">Student has not performed at the level expected for graduate school. ANYTHING BELOW A B WILL NOT QUALIFY FOR GRADUATE CREDIT, AND WILL PUT THE STUDENT ON PROBATION.</p> |
| C | <270 | |
| D | <260 | |
| F | < 220 | |

Additional Items

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: <https://www.unlv.edu/provost/teachingandlearning> <https://www.unlv.edu/provost/transparency>

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC

programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Other class specific information – Please be on time to class; arriving late may count as an absence and is at the discretion of the instructor. No cell phone use in class. Please keep your cell phones put away and on silent throughout the class period. **No texting, facebooking, tweeting, instagramming, snapchatting, etc.** during class time. It is very easy to tell if you are taking notes or doing something else on a computer. You will be asked to put all electronic devices away if the instructor suspects improper use during class.

Important Dates:

Sept 1 – final day to drop with 100% refund

Oct 6 – final day to completely withdraw and get 50% refund

Oct 20 – final day to apply for graduation

Nov 3 – final day to drop without a refund

The instructor reserves the right to modify the schedule and adjust requirements and evaluation criteria for this course if necessary. Announcements regarding changes to the syllabus will be made during scheduled lectures or electronically and are your responsibility.

Class Schedule

AUG 28 Module 1: What is Public Health?

Required Reading: Declaration of Alma Ata, IOM: The Future of the Public's Health in the 21st Century

Assignments

1. What is public health (ques on wc)?
2. Is Health a Human Right (ques on wc)?

Competencies: FPHK 1, 2

SEP 4 Labor Day – no in class meeting

Module 2: Historical Perspectives

Required Reading: Mullan, F., Don Quixote, Machiavelli, and Robin Hood: Public Health Practice, Past and Present.

Recommended Reading: Text Chap 1

Assignments

1. History of the Public Health Service
2. Historical figures

Competencies: FPHK 1

SEP 11 Module 3: Core Concepts in Public Health; Tools for Problem Solving

Required Reading: Ratcliffe, et al., Perspectives on Prevention.

Recommended Reading: Text Chap 2

Assignments:

1. Film Critique – Cancer Detectives of Lin Xian (ques on wc)

Competencies: FPHK 5

SEP 18 Module 4: Data and Measurement in Public Health

Required Reading: Pinheiro et al. Cancer mortality in Hispanic ethnic groups; Orlich et al.

Vegetarian dietary patterns and mortality in Adventists Health Study

Recommended Reading: Text Chap 3; Schoenbach, Relating Risk Factors

Assignments:

1. Data Worksheet
2. Measurement worksheet

Competencies: FPHK 3

SEP 25 Panel Discussion with PH experts (meet in CBC-A 106)

Oct 2 Module 5: Patterns of Disease; Disease/Injury Surveillance

Required Reading: Harris et al. Health dept use of social media to identify foodborne illness

Assignment:

1. Surveillance Course – North West Center for PH Practice
2. Question posted on wc

Competencies: FPHK 6

OCT 9 Module 6: Infectious and Communicable Disease

Required Reading: Anthony S. Fauci et al., Emerging Infectious Diseases: a 10-Year Perspective from the National Institute of Allergy and Infectious Diseases
Emerging Infectious Diseases

Recommended: Text Chap 4

Assignments:

1. View Episode 20 of Intro to infectious diseases and answer the questions posted in WC

Competencies: FPHK 11

OCT 16 Module 7: Chronic Disease

Required Reading: Bauer et al. Prevention of chronic disease in the 21st century: elimination of the leading preventable causes of premature death and disability in the USA

Global, regional, and national comparative risk assessment of 79 behavioural, environmental and occupational, and metabolic risks or clusters of risks, 1990–2015: a systematic analysis for the Global Burden of Disease Study 2015

Recommended: Text Chap 5

Assignments:

1. Questions posted on wc.
2. In class assign (root causes)

Competencies: FPHK 4, 9

OCT 23 MIDTERM EXAM

OCT 30 Module 8: Injury Prevention and Control

Required Reading: Krug, et al., The Global Burden of Injuries

Assignments: None!

Nov 6 Module 9: Social Determinants of Health

Required Reading: Braveman et al. Social Determinants of Health Coming of Age

AND <http://www.healthypeople.gov/2020/about/foundation-health-measures/Disparities>

Recommended Reading: Text Chap 6

Assignments:

1. Health disparity fact sheet
2. Raising of America questions posted on WC

Competencies: FPHK 8, 10

NOV 13 Module 10: Healthy Environments

Required Readings: Paris et al. Precocious Puberty and Environmental Endocrine Disruptors

Hall et al. The Progressive Increase of Food Waste in America and Its Environmental Impact

Recommended Reading: Text Chap 9

Assignments:

1. Question posted on wc

Competencies: FPHK 7

NOV 20 Module 11: Healthy Communities

Required Reading: Srinivasan, et al., Creating Healthy Communities, Healthy Homes, Healthy People: Initiating a Research Agenda on the Built Environment and Public Health

Recommended: Text chap 7

Assignments:

1. Audits
2. Questions posted on wc

Competencies: FPHK 7, 10

NOV 27 Module 12: Law, Ethics, Policy and Preparedness

Required Readings: Gostin, Public Health Law in a New Century *JAMA*. 2000;283(21):2837-2841

Principles of Public Health Ethics

Assignments: None!

Competencies: FPHK 1

DEC 4 Module 13: One Health

Required Readings: One Health contributions towards more effective and equitable approaches to health in low- and middle-income countries

One Health, Domestic Violence and Animal Abuse: Veterinary Study Examines Animal Abuse Within Domestic Violence

Assignments:

1. Reaction paper (posted on wc)

Competencies: FPHK 12

DEC 11 Finals Week – Date and Time of Final to be Announced