EOH 710: Fundamentals of Public Health Syllabus

Instructor Information

Instructor:
Email:
Office:
Phone:
Virtual Office Hours:

Course Specifics:
Meetings: Asynchronous, online course

Course Information

Course Description:

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.

Online Course Narrative:

This course contains several different types of online medium and assessments, including recorded presentations with narrative, interactive learning activities, homework assignments and readings, and discussions.

Syllabus is tentative and is subject to change. Syllabus content prevails in the event of any conflict with assignment descriptions or due dates posted on WebCampus.

Course Material:

- 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. ISBN: 9780124157675 (Link to Publisher)

Course Learning Outcomes (CLOs):

Upon completion of this course, students will be able to:

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

University Graduate Learning Outcome (GLOs) Addressed:

Graduate Learning Outcomes

1. **GLO 01** Research, scholarship, creative expression and/or appropriate high-level professional practice
2. **GLO 02** Activities requiring originality, critical analysis, and expertise

Foundational Public Health Knowledge (FPHK) Addressed:

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 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)

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Public Health (CEPH) and Healthcare (CAHME) Competencies Addressed:

1. **MPH 02** Select quantitative and qualitative data collection methods appropriate for a given public health context
2. **MPH 06** 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.
3. **MPH 18** Select communication strategies for different audiences and sectors
4. **MPH 20** Describe the importance of cultural competence in communicating public health content
5. **PhD EOH 02** 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
6. **MHA A3** Populations' Health and Status Assessment (Identify basic theory, concepts and models of health promotion, disease causation and prevention; analyze trends using primary and/or secondary community and health status data)
7. **MHA B5** Effective Written, Oral and Presentation Skills (Be able to communicate in a clear and logical manner within both formal and informal groups)
8. **MHA B6** Interpersonal Communication and Working Effectively in Teams (Build collaborative relationships, create, participate in, be accountable to, and lead teams)

Objective Mapping

This objective map aligns the Council on Education for Public Health (CEPH) and Commission on Accreditation of Healthcare Management Education (CAHME) competencies to the coursework:

Course Objective	Competency	Teaching Method	Assessment Method
Understand the history and purpose of public health	FPHK 1, FPHK 2	lecture, reading	HW what is PH, HW history
Describe public health as a system and identify its functions	FPHK 2, FPHK 12, FPHK 6, MPH 06	lecture, reading	HW What is PH, HW One Health, HW data, HW surveillance course, HW SDoH, Discussion racism as PH issue
Identify the basic tools of public health inquiry to assess community health status	FPHK 3, FPHK 5, FPHK 6, MPH 02	lecture, reading	HW core concepts, HW data
Analyze community health problems for their determinants and contributing factors	FPHK 4, FPHK 7, FPHK 8, FPHK 9, FPHK 10, MPH 06	lecture, reading, video	HW7 SDoH, Discussion racism as a PH issue, HW Root cause assign, HW chronic disease

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Course Objective	Competency	Teaching Method	Assessment Method
Discuss the role of government and public policy in promoting and protecting health	FPHK 1, FPHK 2, FPHK 10	lecture, reading, webinar	HW what is PH, Discussion racism as a PH issue
Gain familiarity with public health concepts, areas of concentration, terminology, publications, and web sites	FPHK 1, FPHK 2, FPHK 5, FPHK 11, MPH 18, MPH 20, PhD EOH 2	lecture, reading, video	HW what is PH, HW core concepts, Discussion cultural competency, HW environmental health, HW infectious disease, Discussion injury, Discussion climate change

Grading Components

The tables below provide an overview of course assignments. It includes assessment method categories, the number of assignments in each category, the points per assignment, the total number of available points for the category, and the relative value of each category. There is an additional assignment that PhD students enrolled in the course must complete.

The grading components of the course include (Masters Level):

Assessment Method	Number of Units	Points per Unit	Total
Discussion Boards	6	Varied, 5-10 pts	35
Homework Assignments	12	Varied, 5-10 pts	110
Midterm Exam	1	70	70
Final Exam	1	70	70
Total			**285 pts**

Assessment Overviews

Exams (2):

There will be a midterm exam worth 70 points and a final exam worth 70 points. The exams will focus on core concepts and terminology from the lectures, films and readings.

- Exams will focus on the material covered following previous exams (they are not cumulative).

- While questions may be derived from all course mediums (class lectures, films, readings, and homework assignments), the bulk of the material will come from the lectures. It is imperative that you listen to the lecture voiceover in addition to reviewing the information on the PowerPoints, as issues/topics are likely to be discussed in further detail in the narrative.
- Exam questions will be short answer and essay format.
- Students will have 2 hours (120 minutes) to complete the exam.
- The 'clock' starts as soon as the student begins the exam and they have only one attempt. If the student does not submit the exam themself before the 120 minute time limit, the exam will be automatically submitted.
- Exams will be available for a multiple hour time window on the due date that is listed on the course schedule.

Please read: Use of LockDown Browser and Monitor required for this course

This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer or can be the type that plugs in with a USB cable. Watch this short video to get a basic understanding of LockDown Browser and Monitor. For additional information, including system requirements and a download link and instructions for installing and using LockDown Browser and Monitor, please review OIT's Respondus LockDown Browser student guide. When taking an online exam, follow these guidelines:

- Ensure you're in a location where you won't be interrupted
- Turn off all mobile devices, phones, etc.
- Clear your desk of all external materials – books, papers, other computers, or devices
- Remain at your desk or workstation for the duration of the test
- Access the test by entering the course first then navigating to the appropriate content area or module (Launching the test from a Calendar or email notification may cause some errors)
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted
- To produce a good webcam video, do the following:
    - Avoid wearing baseball caps or hats with brims
    - Ensure your computer or tablet is on a firm surface (desk or table). Do NOT have the computer on your lap, a bed, or other surface where the device (or you) are likely to move
    - If using a built-in webcam, avoid tilting the screen after the webcam setup is complete
    - Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window.

Discussion Boards:

You must first post your answer(s) before you can see the other students' posts. Submit your initial post(s) by the posted deadline.

Discussion board 1 - Introduction post

- This brief introductory post is worth 5 points. Follow the instructions posted within the discussion board assignment.

Discussion boards 2, 4-6 (5pts) and 3 (10pts)

- In order to earn maximum points for each discussion topic, you must submit an initial post and respond to at least two (2) postings by other students with substantive comments.
- Comment on the posts of at least two fellow students by the posted deadline.
- APA citation is required for all outside resources.
- If you fail to respond, you will lose points for that discussion question.
- Discussion threads have a deadline as follows: Initial post is due by Wednesday at 11:59 p.m. PST.
- Response Posts are due by Sunday at 11:59 p.m. PST. No work will be accepted after the deadline.

Individual Assignments (110 pts, varied points)

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. Assignments will be typed with 11-12 font size, double spaced with 1 inch margins.

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

- There are 12 graded assignments.
- See assignment breakdown in course schedule for the point value and due date of assignments.
- Complete the assignments and upload them to the file submission area for assignments.
- The assignments are due by 11:59 p.m. PST Sundays of the assigned module weeks.
- See Individual Assignment Rubric for grading criteria.

Grading Scale:

Final grades will be assigned based on the total number points earned over the course of the term in the manner indicated in the below table. Students must earn at least a B to receive graduate credit for this course.

Points in %	Letter Grade
94-100	A
90-93	A-
86-89	B+
83-85	B
n/a	B-
n/a	C
n/a	F

Additional Considerations:

Program Use of Student Work: 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.

Course Schedule

The tentative schedule below contains module topics, assignments, assignment point values, and assignment due dates. Please note that this schedule is subject to change. All class materials and assignments will be available on WebCampus.

Week	Module	Summative Assessment	Points	Due Date
1	*What is Public Health?*	Module 1, Discussion 1: Introduction Discussion	5	**Initial Post:** Wed, 1/19, 11:59pm **Response Post:** Sun, 1/23, 11:59pm
		Module 1, Assignment 1: What is Public Health?	10	1/23/22 Sunday,11:59pm
		Syllabus Quiz, Practice Quiz	0	1/23/22 Sunday,11:59pm
2	*Core Concepts in Public Health; Tools for Problem Solving*	Module 2, Discussion 2: Core concepts	5	**Initial Post:** Wed, 1/26, 11:59pm **Response Post:** Sun, 1/30, 11:59pm
		Module 2, Assignment 2: Core Concepts and Tools	10	1/30/22 Sunday,11:59pm
3	*Data Measurement/ Surveillance in Public Health*	Module 3, Assignment 3: Data and Surveillance	10	2/6/22 Sunday, 11:59pm
		Module 3, Assignment 4: Public Health Surveillance Course	5	2/6/22 Sunday, 11:59pm
4	*Historical Perspectives*	Module 4, Assignment 5: History of Public Health	10	2/13/22 Sunday, 11:59pm
5	*Infectious and Communicable Disease*	Module 5, Assignment 6: Infectious Disease	10	2/20/22 Sunday, 11:59pm
6	*Chronic Disease*	Module 6, Assignment 7: Chronic Disease	10	2/27/22 Sunday, 11:59pm
7	*Midterm Exam*	Module 7, Midterm Exam	70	**Opens:** Wed, 3/2, 9am **Closes:** Fri, 3/4, 11:59pm
8	*Social Determinants of Health*	Module 8, Assignment 8: Raising of America Questions	10	3/13/22 Sunday, 11:59pm

Week	Module	Summative Assessment	Points	Due Date
		Module 8, Assignment 9: Root Cause Worksheet	5	3/13/22 Sunday, 11:59pm
9	*Racism as a Public Health Issue*	Module 9, Discussion 3: Racism as a PH Issue	5	**Initial Post:** Wed, 3/23, 11:59pm **Response Post:** Sun, 3/27, 11:59pm
10	*Injury Prevention*	Module 10, Discussion 4. Design an injury intervention	5	**Initial Post:** Wed, 3/30, 11:59pm **Response Post:** Sun, 4/3, 11:59pm
11	*Healthy Environments*	Module 11, Assignment 10: Healthy Environments	10	4/10/22 Sunday, 11:59pm
12	*Climate Change*	Module 12: Discussion 5. Climate change	5	**Initial Post:** Wed, 4/13, 11:59pm **Response Post:** Sun, 4/17, 11:59pm
13	*Healthy Communities*	Module 13, Assignment 11: Healthy Communities	10	4/24/22 Sunday, 11:59pm
14	*Health Law and Policy/Cultural Competence*	Module 14: Discussion 6 - Cultural competency- Case Study	5	**Initial Post:** Wed, 4/27, 11:59pm **Response Post:** Sun, 5/1, 11:59pm
15	*One Health*	Module 15, Assignment 12: One Health	10	5/8/22 Sunday, 11:59pm
16	*Final Exam*	Module 16, Final Exam	70	**Opens:** Wed, 5/11, 9am **Closes:** Fri, 5/13, 11:59pm

UNLV University Policies:

You are also responsible for reviewing and complying with the University policies listed on the document "Syllabi Content" found on the following website: **https://www.unlv.edu/policies/additional**

Public Health Directives. Face coverings are currently mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at Health Requirements for Returning to Campus, https://www.unlv.edu/coronavirus/health-requirements. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Student Conduct Code, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct. Academic integrity is a legitimate concern for every member of the University community. We 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 to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic

misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct.

Auditing a Course. Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct. Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

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 student or employee 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 copyright policy information is available at https://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC). The UNLV Disability Resource Center (Student Services Complex, SSC-A, Room 143, https://www.unlv.edu/drc, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations. The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars.

Identity Verification in Online Courses. All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy, which states that "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades. The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. 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 period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.

Library Resources. Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries' Research Consultation website, https://guides.library.unlv.edu/appointments/librarian. You can also ask the library staff questions via chat and text message at https://ask.library.unlv.edu/.

Missed Classwork. Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall

on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the Academic Policies webpage, https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail. Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

Tutoring and Coaching. The Academic Success Center (ASC), at the Claude I. Howard Building, 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, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center. One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments

their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement. As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, https://www.unlv.edu/about/statements-compliance.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

UNLV Land Acknowledgement. UNLV is situated on the traditional homelands of Indigenous groups, including the Nuwu or Nuwuvi, Southern Paiute People, descendants of the Tudinu, or Desert People. We honor and offer gratitude for those who have stewarded the land; for the land itself; and for the opportunity to cultivate a thriving, diverse, inclusive, and just scholarly community here today that works for a better tomorrow for all.