Course Description

The Public Health Practice class introduces students to a broad view of public health and the basic concepts underlying public health practice today, both at the national and global levels. Students learn about the ecological perspective of health, population health, public health infrastructure, quality public health services and other timely topics in public health practice. Case studies are included to help students apply the art and science of public health practice. This course is designed for students entering the distance Public Health Leadership Program and students in the Gillings School of Public Health who desire to develop competencies in the practice of public health.

Course Goals and Objectives

The overall goals for this course are to help students understand and articulate the role public health systems in promoting health and protecting the public from health threats. The specific objectives are to help learners:

1. Discuss the primary mission of public health systems,
2. Define health and its determinants,
3. Describe the relationships between public health and other health-related activities,
4. Discuss the role of law and the legal system for achieving public health purposes,
5. Identify the components of the public health infrastructure and discuss how the infrastructure affects performance,
6. Describe why global health matters, and
7. List current and emerging public health challenges.
8. Build ASPH Competencies for students seeking an MPH, Association of Schools of Public Health MPH Competencies.

Instructions

Some of the lesson readings are available as linked pdf files at the web site listed in the lesson information. You will need Adobe Acrobat Reader to read many of the articles. To obtain a free copy of the Adobe Acrobat Reader you may download it from their website: http://www.adobe.com/products/acrobat/readstep2.html

Please remember the university honor code applies to all assignments completed for this class. The following UNC website on plagiarism should be reviewed by each student: http://www.unc.edu/depts/wcweb/handouts/plagiarism.html

Plagiarism violates the university honor code and will result in a failing grade.

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Discussion Forums
Discussion Forums are an essential part of creating an on-line learning community, the learning model used in this distance education course. By communicating, collaborating, interacting, and participating together in discussion forums, your on-line learning community will evolve and this will increase your knowledge of core public health competencies. Please email any questions to Lindsay or Cheryll anytime. We usually respond within 24 hours or sooner.

Your Team should assign discussion leaders for each lesson. Discussion leaders will facilitate the discussion, assuring that the discussion remains focused on the lesson and the question, as well as stimulating members to actively participate.

You are required to post five (5) times for each discussion assignment. Your first post should answer the assignment question(s) directly. Some of your posts should respond to the initial post(s) of at least one of your Team members, elaborating on a point that they have made, raising new questions, and carrying forward the discussion. Your posts should also reflect the 4 areas of critical thinking (see table below).

Criteria for Assessing Critical Thinking Skills

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<thead>
<tr>
<th>Clarification</th>
<th>Assessment</th>
<th>Inference</th>
<th>Strategies</th>
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<tbody>
<tr>
<td>All aspects of stating, clarifying, describing (but not explaining) or defining the issue being discussed Ex: Propose an issue for debate; analyze, negotiate, discuss meaning of issue; identifies underlying assumption(s); defines or criticizes definition of relevant terms.</td>
<td>Evaluating some aspect of the debate; making judgments on a situation, proposing evidence for an argument or for links with other issues. Ex. Asks about validity of evidence that is offered; specifies assessment criteria such as source credibility.</td>
<td>Showing connections among ideas; drawing appropriate conclusions by deduction or inductions; generalizing, explaining (but not describing), and hypothesizing. Ex. Makes appropriate deductions and inferences; arrives at conclusion; makes generalizations.</td>
<td>Proposing, discussing, or evaluating possible actions. Ex. Takes action; describes possible actions; evaluates action; predicts outcomes of proposed actions.</td>
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In order to assure a timely exchange of ideas, you are required to post your initial response by the first Saturday of each lesson. You should check into the discussion frequently during the lesson. Your posts should appear throughout the lesson, i.e. do not post on only 2 or so days of the typical 14 day lesson. To avoid disappointment due to connectivity problems and to allow for spell checking and proofreading, many students prefer to type their postings in a word processing program and paste them into the discussion forum in Sakai.

The instructor will evaluate your Team discussion posts by assessing the timely submission of the required posts, participation throughout the lesson, and the quality of your posts. A quality post is one that (1) shows careful consideration of the questions raised by the instructor(s), (2) draws upon course readings, other readings, or current and newsworthy events to illustrate points, and (3) builds upon the ideas and thoughts of fellow students. Please do not offer unsubstantiated opinions or simply agree or disagree with someone’s posting. Your posts should not be more than one or two paragraphs long – quality is more valuable than quantity. Remember, too, that this is a discussion forum, not a lecture podium.

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The following criteria will be used to assess student’s discussion forum participation:

- Is the author’s point clear?
- Does the author cite the relevant course readings and/or bring in outside readings when discussing the topic or question being addressed?
- Does the author’s reasoning follow generally accepted ideas in the area of discussion? If not, does the author use supporting references to make the point or address the question?
- Does the author employ critical thinking?

When evaluating a reply the following criteria will be applied:

- Does the author treat the posters’ idea with respect?
- Does the reply encourage further discussion?
- Does the reply develop the discussion in a meaningful way?

Discussion Forum Leaders and Assignments
At the end of some of the discussions, the discussion forum leader(s) will lead the effort to produce an analytical review, an Issues Paper, or a PowerPoint presentation, including all Team members in the review and revision of the assignment. Directions for each assignment can be found on The Sakai class site. Each student is required to be a discussion forum leader (or co-leader) at least once during the semester. Each team member is required to participate in editing every team assignment. Please use the discussion forum on Sakai to work on your team assignment. This will allow your instructor and TA to review each team member’s participation in creating and improving the assignment. If you use Google Docs, each team member should have a Google account so that their name/ID is associated with edits made. You will need to provide access to the instructor and TA to the Google Docs site. Check the course calendar below to determine whether the assignment is to be done by the Team or by each individual student.

Assignments will be returned without a grade if they appear to be first drafts. Be sure to review your assignments several times to eliminate spelling errors, grammatical mistakes, and poor sentence structure. All Team assignments should be posted as a final thread on the Team Discussion Forum site.

Preparing your papers:
- 1 inch margins
- 4-5 pages in length (Unless noted differently in lesson assignment.)
- 1.5 line spacing
- 12 point font

PowerPoint Presentations
- 15-20 slides with notes that are comprised of complete and grammatically correct sentences.
- Do not put too much information on any one slide.

Issues Paper
- Directions can be found under the Information link on the Sakai class site.

Check the Information Link on the Sakai class site to access general public health websites and useful tools that will benefit you throughout this course.

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Principle Texts for the Class:

Public Health – What it is and how it works, 5th edition, Bernard J. Turnock, Jones and Bartlett Publishers (Required)

Oxford Handbook of Public Health Practice, 3rd edition, Guest, Ricciardi, Kawachi, Lang (Eds.) (Required)

Journal Articles with restricted access may be retrieved through the Health Sciences Library site using Google Scholar or PubMed.

ONLINE CLASS EVALUATION

STUDENTS,
DURING THE LAST 2 WEEKS OF THIS COURSE, YOU WILL RECEIVE AN EMAIL TO PARTICIPATE IN AN ONLINE EVALUATION OF THIS COURSE. PLEASE PARTICIPATE AND PROVIDE ME FEEDBACK ABOUT YOUR COURSE EXPERIENCE. I WELCOME YOUR FEEDBACK.
CHERYLL
### Course Calendar

**NOTE:** All team members must participate in each Team Discussion and Team Assignment. Students will lose points when they do not contribute as required to each of these Team activities.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Start Date</th>
<th>End Date</th>
<th>Topics</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tue, 8/20/13</td>
<td>Tue, 9/3/13 Midnight, your time</td>
<td>Review the calendar and course materials and agree on who will lead each lesson. Lesson 1, The Development of Public Health Systems</td>
<td>Team Discussion (5 pts.) &amp; Team Assignment (10 pts.)</td>
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<tr>
<td>2</td>
<td>Wed, 9/4/13</td>
<td>Tue, 09/17/13 Midnight, your time</td>
<td>Lesson 2, Determinants of Health and Disease</td>
<td>Team Discussion (5 pts.), Team Assignment (10 pts.)</td>
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<tr>
<td>3</td>
<td>Wed, 9/18/13</td>
<td>Tue, 10/1/13 Midnight, your time</td>
<td>Lesson 3, Public Health Law and Ethics</td>
<td>Team Discussion (5 pts.), Team Assignment (10 pts.) &amp; Individual Quiz (5 pts.)</td>
</tr>
<tr>
<td>4</td>
<td>Wed, 10/2/13</td>
<td>Tue, 10/15/13 Midnight, your time</td>
<td>Lesson 4, Core Functions of Public Health &amp; the Public Health Infrastructure</td>
<td>Team Discussion (5 pts.) &amp; Team Assignment (10 pts.)</td>
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<tr>
<td>5</td>
<td>Wed, 10/16/13</td>
<td>Tue, 10/29/13 Midnight, your time</td>
<td>Lesson 5, The Public Health Workforce &amp; Personal Effectiveness</td>
<td>Team Discussion (5 pts.) &amp; Team Assignment (10 pts.)</td>
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Fall Break, 5 pm 10/16/13 – 8 am 10/21/13

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<tr>
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<th>Start Date</th>
<th>End Date</th>
<th>Topics</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>6</td>
<td>Wed. 10/30/13</td>
<td>Tue, 11/12/13 Midnight, your time</td>
<td>Lesson 6, Public Health Finance</td>
<td>Team Discussion (5 pts.), Team Assignment (10 pts.) &amp; Individual Quiz (5 pts.)</td>
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<tr>
<td>7</td>
<td>Wed, 11/13/13</td>
<td>Tue, 11/26/13 Midnight, your time</td>
<td>Lesson 7, Public Health Policy</td>
<td>Team Discussion (5 pts.) &amp; Individual Assignment (10 pts.)</td>
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<tr>
<td>8</td>
<td>Mon, 12/2/13</td>
<td>Tue, 12/11/13 Midnight, your time</td>
<td>Finals: Lesson &amp; Assignment, Public Health &amp; Security</td>
<td>Final – Team Discussion (5 pts.) &amp; Team Assignment (10 pts.)</td>
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</table>
• **Lesson 1: The Development of Public Health Systems**
  ASPH Cross-cutting Competencies: Diversity and Culture (G.1, G.5), Professionalism (J.1, J.2, J9)
  Please review competencies at this site: Association of Schools of Public Health MPH Competencies.

**Required Readings:** (Note: Some of the links may require you to enter your ONYEN & P/W)

1. PUBH 680 Syllabus ☺
2. Turnock, Chapter 1, pages 1-25
4. *The History and Development of Public Health in Developing Countries*, U. Than Sein & Uton Muchtar Rafei
5. Oxford Handbook of Public Health Practice, Part 1, Assessment, Section 1.1 Scoping Public Health Problems and Section 1.2 Priorities and Ethics in Health Care

**Additional Readings (optional):**


**Assignment:** Participate in the discussion forum and complete the team assignment by the due date. Post team assignment to a final and separate thread in your discussion forum.

• **Lesson 2: Determinants of Health and Disease**
  ASPH Cross-cutting Competencies: Communication & Informatics, F1; Diversity & Culture, G10; Leadership H4, H8, Professionalism J2, J6; Program Planning, K1, K9

**Required Readings:**

1. Turnock, Chapter 2
2. *Commission on the Social Determinants of Health, Closing the Gap in a Generation*, World Health Organization (Download the PDF)
3. *Climate Change and Human Health in the Asia Pacific Region: Who will be most vulnerable?* Alistair Woodward, Simon Hales, & Philip Weinstein

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5. Protecting Health from Climate Change, WHO, 2009

6. Probable Effects of Climate Change on Public Health in Bangladesh, Shamsuddin Shahid

7. Oxford Handbook of Public Health Practice, Part 1, Assessment, sections 1.4 Assessing health needs, & 1.6 Economic assessment

8. CDC’s National Environmental Public Health Tracking Network

Additional Readings (optional):


Centers for Disease Control and Prevention, Climate and Health webpage

World Health Organization, Climate Change and Human Health webpage: http://www.who.int/globalchange/en/. [Includes links to related sites for some WHO regions]

Required YouTube Video:

Climate Change – The Effects on Public Health – Part One

Assignment: Participate in the discussion forum and complete the team assignment by the due date. Post team assignment to a final and separate thread in your discussion forum.

• Lesson 3: Public Health Law and Ethics

ASPH Cross-cutting Competencies: Diversity & Culture, G2; Leadership H8, Professionalism J2, J7, J8

Required Readings:

1. Turnock, Chapter 4, pages 159-195

2. The Public Health Code of Ethics

3. Law and Ethics in Population Health, L. Gosten

4. The New International Health Regulations, D. Fidler & L. Gosten

5. Law as a Tool to Facilitate Healthier Lifestyles and Prevent Obesity, L. Gosten

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6. Oxford Handbook of Public Health Practice, Part 1, Assessment, Section 1.2 Priorities and ethics in health care

Additional Readings (None):

Required Presentations & Slides - (Three lectures for this lesson.)

Presentations 1 & 2 - Introduction to Communicable Disease Law, Part I and II
Guest lecturer: Jill Moore, MPH, JD

(To access these lectures you must register on the North Carolina Center for Public Health Preparedness training website, http://www.sph.unc.edu/nccphp/training/index.html. Click on the selection, Trainings by Topic, on left side of screen. Select Legal and Forensic and select Introduction to Communicable Disease Law, Part 1 and 2. Click on Registration Form to register before listening to the two lectures.)

Assignment: Participate in the discussion forum and complete the team assignment and individual quiz by the due date. Post team assignment to a final and separate thread in your discussion forum.

• Lesson 4: Core Functions of Public Health & the Public Health Infrastructure
  ASPH Cross-cutting Competencies: Communication & Informatics, F1; Diversity & Culture, G5; Leadership, H4; Professionalism J4, J9

Required Readings:
1. Turnock, Chapters 5 and 6
2. Oxford Handbook of Public Health Practice, Part 2, Data and information

Additional References (Optional):

Presentation & slides: TBD

Assignment: Participate in the discussion forum and complete the team assignment by the due date. Post team assignment to a final and separate thread in your discussion forum.

• Lesson 5: The Public Health Workforce & Personal Effectiveness
  ASPH Cross-cutting Competencies: Communication & Informatics, F4, F7; Leadership H1, H4, H8, H9; Professionalism J5, J10, J11
**Required Readings:**


3. Oxford Handbook of Public Health Practice, Part 6, Personal Effectiveness

4. ASPH Public Health Competencies

**Additional References (Optional):**

2007 Public Health Workforce Survey, ASTHO
http://www.astho.org/Programs/Workforce-and-Leadership-Development/
(Scroll down to "Publications" and open the report)

**Presentation & slides:** Workforce Development in Public Health, Jim Bowles, MPH

**Assignment:** Participate in the discussion forum and complete the team assignment by the due date. Post team assignment to a final and separate thread in your discussion forum.

- **Lesson 6: Public Health Finance**
  ASPH Health Policy & Management, D1; Program Planning, K8

**Required Readings:**


**Additional References (optional):**


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Presentation & Slides:
Lesneski, Financially Assessing a Rural Public Health Department


Assignment: Participate in the discussion forum and complete the lesson assignment by the due date. An Individual Quiz is due by the end of the lesson. Post team assignment to a final and separate thread in your discussion forum.

- Lesson 7: Public Health Policy
  ASPH Cross-cutting Competencies: Health Policy & Management, D4; Systems Thinking, L9

Required Readings:


Presentation: TBD

Assignment: Participate in the discussion forum and complete the individual assignment by the due date. Submit the assignment through the Test/Quizzes link for Lesson 7.

- Lesson 8: Public Health & Security
  ASPH Cross-cutting Competencies: Diversity & Culture, G1; Leadership, H2, H4; Professionalism J2, J3, J6; Program Planning, K1

Required Readings:

1. Turnock, Chapters 8, pages 423-450
3. T.V.M. De Jong, A public health framework to translate risk factors related to political violence and war into multi-level preventive interventions, Social Science & Medicine, Volume 70, Issue 1, January 2010, Pages 71-79. 


Two Videos: Children of War Trailer
UN Presentation:

Assignment: Participate in team discussion and complete the team assignment by the due date.
### Evaluation of Learner Progress – Grading

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<tr>
<th>Lesson</th>
<th>Assignment</th>
<th>Grade</th>
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<td>1</td>
<td>Team Assignment</td>
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<td>Discussion Participation</td>
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<td>2</td>
<td>Team Assignment</td>
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<td>Quiz</td>
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<td>Discussion Participation</td>
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| Total Possible Points | 130 |

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<tr>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
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<tr>
<td>80-89%</td>
<td>P</td>
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<tr>
<td>70-79%</td>
<td>L</td>
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<td>Below 70%</td>
<td>Fail</td>
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