



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

HPM 611

Public Health Concepts and Systems Thinking

(Credit Hours: 3)

Department of Health Policy and Management

Gillings School of Global Public Health

Spring 2018 Syllabus

Class Location: McGavran-Greenberg PH-Rm 2301

Wednesdays 12:20-3:20PM

Instructor:	Megan Davies, MD	TA:	Holly McDonnell
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Course Overview

HPM 611 is a survey course designed to familiarize students with key concepts of public health including those within the major public health disciplines of Environmental Health, Epidemiology and Health Behavior. We will also develop systems thinking, critical analysis, and communication skills in application to public health problems and consider how public health problems relate to healthcare administration.

Communication with Instructor and TA

Outside of regularly scheduled class-time, please contact either Dr. Davies or the TA if you have questions or concerns about the course. In general, email will result in a faster response by Dr. Davies than phone.

Learning Objectives and HPM Competencies

	<i>Course Learning Objective</i>	<i>HPM Competencies</i>	<i>Key / Abbreviation</i>
1.	Understand and examine how basic aspects of public health relate to healthcare administration issues	Community and Public Health Orientation	PHB 1
2.	Apply systems thinking skills to core concepts and functions of epidemiology, environmental, and social/behavioral health	Systems thinking	PHB 2
3.	Understand and apply the basic principles and methods of epidemiology to understand health issues	Community and Public Health Orientation	Epi 1
4.	Evaluate the strengths and limitations of epidemiologic reports and draw appropriate conclusions from epidemiologic data	Analytical thinking	Epi 2
5.	Describe the information required to make decisions about environmental health issues	Community and Public Health Orientation	Env 1
6.	Describe federal and state regulatory programs, guidelines and authorities that monitor and control environmental health issues	Political savvy Strategic orientation	Env 2
7.	Understand and apply the major social and behavioral science theories and their constructs to health issues	Strategic orientation	HB 1
8.	Compare the strengths and weaknesses of applying different social and behavioral science theories to understand health issues	Analytical thinking	HB 2
9.	Demonstrate ability to construct and communicate a position on a controversial public health related policy or action based upon research evidence	Information seeking Communication skills	PHB 3

Resources

Website

The syllabus and material for the course will be published on Sakai. Please be sure that you are able to access the website and that your email address that is listed is correct.

Text

Text: Introduction to Public Health, by Mary Jane Schneider (Fifth Edition). Third or fourth editions are ok; however, some of the assigned chapters are different numbers in the third edition. If the student purchases an earlier edition, it is the student's responsibility to cross-check and make sure they are reading the appropriate chapter.

Other Reading Assignments

Other readings may be found on Sakai or online.

Requirements and Expectations

Course Design Method and Structure

In general, each class will follow the below schedule and structure, with flexibility in specific timing to accommodate needs of presentations, exercises, etc. There will be three main parts to each class (1) Dr. Davies or a guest speaker will lead the class in a lecture, discussion or group exercise based on the readings and we will discuss how the readings apply in the real world of public health and healthcare administration, (2) students in small groups will present on "Public Health in the News" and lead a discussion, (3) students will break into small groups to work on hands-on exercises (e.g., case studies, problem sets, etc.), and the outputs/outcomes of the exercises will be discussed as a class.

Late Assignment Policy

All assignments are due at time/dates specified in this syllabus and corresponding schedule on Sakai, and are to be submitted using the Sakai Assignment Tool. Late assignments ***may or may not*** be accepted. They will likely be accepted in the case of unforeseen and distressing events (serious illness, a death in the family). Please notify the instructor immediately should one of these events arise. The instructor ***may*** also accept late assignments for other reasons, but reserves the right to penalize points at her discretion.

Public Health in the News

Students will provide short presentations during class (weeks to be assigned) and lead a discussion about public health topics. For their presentation, students should pick a recent public health-related current event from the news as the topic for his/her/their presentation. The student should select a current event that relates to the assigned readings for the week during which they present. The presentation and discussion must include the following: (1) an introduction/background information on the current event, (2) discussion and discussion questions about how their topic relates to the assigned readings, (3) discussion and discussion questions about the significance of the event to healthcare management.

Group Projects

Community Public Health Diagnosis - Midterm - Students will work in their assigned groups to choose a community that they will analyze in order to diagnose their leading health problems. More guidance will be provided in class and additional resources will be uploaded to Sakai. Each group must present their analyses during class on February 7th and turn in the written assignment template via Sakai by February 9th.

Community Public Health Improvement Plan - Final – Students will continue to work in their assigned groups. The final project will emphasize stakeholder engagement and designing potential solutions for two or three of the major health issues identified in the diagnosis phase. The role of the community’s healthcare systems should be specifically addressed in the public health improvement plan. All groups will be required to update the project template reflecting the final recommendations and plan. All groups will be required to present their final project during an in-class presentation (maximum of 30 minutes, including time for questions and discussion). The presentations will be on April 11th and April 18, and the paper must be turned in via Sakai by April 10th.

Due Dates

Due dates for all assignments are listed in the course schedule and on the main “course materials” page. All assignments are due at **11:55 pm** Eastern Standard Time (EST) on the date listed. Late assignments will not be accepted without advanced approval from Dr. Davies.

Examinations

There will be two exams. The first will cover readings and content covered during class through the first five weeks (i.e., public health and systems thinking basics, and the epidemiology modules). The second will cover content on the entire course; with ~75% of points relating to readings and content covered during class from the sessions on environmental and health behavior and ~25% of points related to prior content or questions that require synthesis across topics. The exams will consist of multiple choice and short answer questions.

Class Participation

Students are expected to attend all classes and actively participate. The quality – not quantity – of a student’s in-class comments can move a student’s final grade up (from say P+ to H-). Quality is assessed by the relevance, thoughtfulness, and understanding displayed. Active participation can include the following behaviors:

- asking questions (of the instructors and of each other),
- answering questions,
- responding to something another student says,
- constructively disagreeing with something in the text or something said in class by Dr. Davies or another student,
- making comments that relate the reading materials or class discussion to relevant personal and professional experiences,
- taking an active role (e.g., note taker, facilitator, presenter, etc.) during small group exercises.

Here are some behaviors to avoid:

- not listening,
- pretending to listen while texting or cruising online,
- speaking without being recognized,
- making fun or otherwise berating something said by another person.

Assigned Readings

Students should read the assigned text and articles prior to their assigned class session. Some assigned articles are not required to be read in detail; these are specified in the class schedule. All other articles and readings should be read thoroughly prior to class. There will be exercises and discussions based on the assigned readings and questions and participation is expected to be informed by the readings.

Evaluation Method

Grade Components

Component	% of Grade
Public Health in the News presentation	15
Group projects -Community Public Health Diagnosis 15% -Community Public Health Improvement Plan 15%	30
Midterm Exam	15

Final Exam	30
Participation	10

Grades:

Grades will be assigned according to the following scale:

H (93-100%); P (70-92.9); L (50-69.9) and F (<50%)

Recognizing, Valuing, and Encouraging Diversity:

The importance of diversity is recognized in the mission statement of HPM. In the classroom, diversity *strengthens* the products, *enriches* the learning, and *broadens* the perspectives of all in the class. Diversity requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to “diversity of presence,” including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and veteran status.

Disability Accommodation

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), <http://accessibility.unc.edu>; phone 919-962-8300 or email accessibility@unc.edu. Students must document/register their need for accommodations with ARS before any accommodations can be implemented.

Plagiarism

Plagiarism is the act of copying or using someone else’s work or writing and presenting it as your own work. In your assignments, it is expected that you will use and present information from the peer review literature and official websites, and it is imperative that **cite** the specific source of that information. If you take text or graphics/images from anybody else, you must make it clear that the text is being quoted or paraphrased or the graphics/images are being copied. Plagiarizing is a detriment to your own intellectual and moral development. Giving

credit where it is due but adding your own reflection will get you higher grades than putting your name on someone else's work. In the academic and professional context, it counts more to show your ideas in conversation with published sources than to try to erroneously and unethically present your ideas as unique/original.

UNC Honor Code

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Read "The Instrument of Student Judicial Governance" (<http://instrument.unc.edu>).

Course Evaluation

HPM participates in the UNC-CH's online course evaluation system, enabled at the end of the semester by Scantron Class Climate. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment. Students are notified when the evaluation is available online, towards the end of each semester.

Your constructive feedback on specific modules, class sessions, and assignments is important to us. At the end of some classes there will be short, informal check-in's, covering what worked and didn't work in the class that day. We will have **anonymous** mid-term and end of course evaluations, and you will be asked to evaluate your learning. The School uses an **anonymous** on-line evaluation system, which opens for a two-week period that ends the last day of classes.

Course Schedule

Date	Topics	Learning Objectives	To Prepare for Class
Jan 10	<p>Course Overview, Introductions, Public Health in the News sign up</p> <p>Introduction to public health and systems thinking</p> <p>Group assignments for Community Health Assessments</p>	PHB 1 & 2	<p><u>Required</u> Text: Introduction to Public Health, Schneider, Chapters 1-3</p> <p>Articles and Other Readings http://www.practicalplaybook.org/page/community-health-assessments-overview http://www.practicalplaybook.org/page/community-health-needs-assessments-benefit-communities-and-hospitals-alike</p>
Jan 17	Class cancelled b/c of adverse weather		
Jan 24	<p>Epidemiology - Basics of data and surveillance</p> <p>Guest Lecture: Allison Young, Health Informatics Manager, Orange County Health Department</p>	Epi 1 & 2	<p><u>Required</u> Text: Introduction to Public Health, Schneider, Chapters 4 & 8</p> <p>Articles and Other Readings McNamara, L. A. (2016). Ebola Surveillance—Guinea, Liberia, and Sierra Leone. <i>MMWR supplements</i>, 65.</p>
Jan 31	<p>Epidemiology - Basics of study designs and interpreting data</p> <p>Guest Lecture: Jennifer MacFarquhar, CDC epidemiologist assigned to NC Division of Public Health</p>	Epi 1 & 2	<p><u>Required</u> Text: Introduction to Public Health, Schneider, Chapters 5-7</p> <p>Articles and Other Readings: Talbot, T. R., Bratzler, D. W., Carrico, R. M., Diekema, D. J., Hayden, M. K., Huang, S. S., ... & Fishman, N. O. (2013). Public reporting of health care-associated surveillance data: recommendations from the Healthcare Infection Control Practices Advisory Committee. <i>Annals of internal medicine</i>, 159(9), 631-635.</p>
Feb 7	Community Public Health Diagnosis	PHB 2	<p><u>Required:</u> Text: None Articles and Other Readings: None</p> <p><u>Community Public Health Diagnosis project due Feb 9th by 11:55 pm via Sakai</u></p>

Feb 10-15	Midterm open online		The exam will be available online during a 6-day exam window. Once the student accesses the exam online, they will have 3 hours to complete the exam in one sitting. Exam is to be completed without reference to textbooks, notes, online sources, or any other reference materials.
Feb 14	Epidemiology with a systems lens	Epi 2 & PHB 2	<p><u>Required:</u> Text: None</p> <p>Watch online videos about the ReThink Health Dynamics Model: Intro to the Model: https://www.youtube.com/watch?v=YAmKs72wLK4 Lessons from the Model: https://www.youtube.com/watch?v=ztmv75sghXc ReThink Health Model Mechanics: https://vimeo.com/118290764</p> <p>Feel free to skim through the website: www.rethinkhealth.org</p>
Feb 21	Environmental Health	Env 1 & 2	<p><u>Required:</u> Text: Introduction to Public Health, Chapters 20-23</p>
Feb 28	Environmental Health	Env 2 & PHB 2	<p><u>Required:</u> Text: Introduction to Public Health, Chapter 24</p> <p>Articles and Other Readings: Kreuter, M. W., De Rosa, C., Howze, E. H., & Baldwin, G. T. (2004). Understanding wicked problems: a key to advancing environmental health promotion. <i>Health education & behavior</i>, 31(4), 441-454.</p>
March 7	Environmental Health Guest Lecture: Jacqueline MacDonald Gibson, Associate Professor, Dept. of Environmental Sciences and Engineering	Env 1 & 2	<p><u>Required:</u> Text: None</p> <p>Articles and Other Readings: Brulle, R. J., & Pellow, D. N. (2006). Environmental justice: human health and environmental inequalities. <i>Annu. Rev. Public Health</i>, 27, 103-124.</p> <p>Stillo, F., & MacDonald Gibson, J. (2017). Exposure to Contaminated Drinking Water and Health Disparities in North Carolina. <i>American Journal of Public Health</i>, 107(1), 180-185.</p>
March 21	Health behavior and communication Guest Lecture: Leah Frerichs, Assistant Professor, Dept of Health Policy and Management	HB 1 & 2	<p><u>Required:</u> Text: “Marketing Public Health, Strategies to Promote Social Change”, Resnick and Siegel, Chapters: 3 and 8 (see Sakai)</p> <p>Articles and Other Readings: Gollust, S. E., Niederdeppe, J., & Barry, C. L. (2013). Framing the consequences of childhood obesity to increase public support for obesity prevention policy. <i>American journal of public health</i>, 103(11), e96-e102.</p>
March 28	Health behavior basic theories and constructs	HB 1 & 2	<p><u>Required:</u> Text: Introduction to Public Health, Chapters 13-14</p> <p>Articles and Other Readings:</p>

			Michie, S., van Stralen, M. M., & West, R. (2011). The behaviour change wheel: a new method for characterising and designing behaviour change interventions. <i>Implementation Science</i> , 6(1), 1.
April 4	Health behavior with a systems lens	HB 2 & PHB 2	<u>Required:</u> Text: None Articles and Other Readings: Glass, T. A., & McAtee, M. J. (2006). Behavioral science at the crossroads in public health: extending horizons, envisioning the future. <i>Social science & medicine</i> , 62(7), 1650-1671. Diez Roux, A. V. (2011). Complex systems thinking and current impasses in health disparities research. <i>American journal of public health</i> , 101(9), 1627-1634.
April 11	Community Public Health Improvement Plan Presentations	PHB 3	
April 18	Community Public Health Improvement Plan Presentations	PHB 3	<u>Final Systems Thinking project template is due April 4th by 11:55pm</u>
April 25	Review session		
TBD	Final Exam		The exam will be available online during a several-day exam window. Once the student accesses the exam online, they will have 3 hours to complete the exam in one sitting. Exam is to be completed without reference to textbooks, notes, online sources, or any other reference materials.