

Syllabus for Public Health Practice, PUBH 680 (Sections 996, 01W – ONLINE) Fall Semester 2016

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Course Description

The Public Health Practice class introduces students to a broad view of public health and the basic concepts underlying current public health practice at the local, state, national, and global levels. Students learn about the determinants of health and public health services to address these determinants, the population health approach, public health finance and infrastructure, public health law, evidence-based public health practice, tools for population health work, and other timely topics in public health practice. Case studies are included to help students apply the art and science of public health practice.

Course Goals and Objectives

The overall goals for this course are to help students understand and articulate how public health systems promote health and protect 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 population approach,
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,
7. List current and emerging public health challenges, and
8. Build ASPH Competencies for students seeking an MPH, [Association of Schools of Public Health MPH Competencies](#).

CLASS RESPONSIBILITIES

Some of the lesson **readings** are available as **linked pdf files** at the web site listed in the lesson information or through the PUBMED link on the UNC Health Sciences Library website. 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>

1. Discussion Forums (DF)

- Discussion forums are required for a number of the lessons.

- Your group should assign discussion leaders who will facilitate the discussion, assuring that the discussion remains focused on the lesson and the questions, as well as stimulating members to actively participate.
- You are required to post a minimum of five (5) times for each discussion assignment to earn a passing grade for the discussion forum component of your grade. Your first post should answer one or more of the assignment questions directly. Your additional posts should respond to the initial post(s) of at least one of your group members, elaborating on a point that they have made, raising new questions, and carrying forward the discussion. Posts that relate to the editing and improvement of the team assignment do not count as one of your 5 required posts.
- In order to assure a timely exchange of ideas, we recommend that you post your initial response within three days of the start of the lesson and no later than the first Saturday following the opening of the lesson. This will give others time to read and respond during the 2nd week. Remaining posts should be completed by no later than Friday of the 2nd week to allow time for finalizing the team project for all team assignments. Your posts should occur throughout the lesson and not appear on only one or two days of the two week lesson.
- Your instructors will evaluate your group discussion posts by assessing the timely submission of the required posts and the quality of your posts. A quality post is one that incorporates the criteria for critical thinking: clarifying issues, assessing some aspect of the debate or discussion, demonstrating connection among ideas and proposing a hypothesis, and proposing possible actions. (See Table below.)

Criteria for Assessing Critical Thinking Skills

| Clarification | Assessment | Inference | Strategies |
|--|---|--|--|
| 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. | 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. | 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. | Proposing, discussing, or evaluating possible actions. Ex. Takes action; describes possible actions; evaluates action; predicts outcomes of proposed actions. |

- Your posts should not be more than one or two paragraphs long and should not **QUOTE** to any great extent course readings or other references. Your interpretation of material and the application of critical thinking skills are what is needed in a quality discussion forum. The course instructor and teaching assistant will routinely review your lesson postings and assign a grade for your participation in the discussion forums. Do not plagiarize another's work

in your posts; be sure you paraphrase another's materials and cite the author using APA formatting of your citation.

2. Individual Assignments and Tests & Quizzes

- Individual assignments are to be submitted through the Tests & Quizzes link in Sakai. All lesson tests will also be available through the Tests & Quizzes link during week 2 of the lesson. Individual assignments and lesson tests are to be completed independently by each student. Students are required to sign the Honor Code pledge on these assignments and tests:
 - **UNC Honor Pledge: I certify that no unauthorized assistance has been received or given in the completion of this work.**
 - **Plagiarism is a violation of the UNC Honor Code.**
 - You may want to use Viper software to check your work for plagiarism.
 - **Honor code violators will be referred to the UNC honor court, where suspension or expulsion from UNC is possible.**

3. Team Projects

- Teams will develop, revise, and produce a final lesson paper or presentation as instructed in the lesson material available on the class Sakai site. The lesson leader(s) has (have) initial responsibility for creating a first draft of the assignment.
- All team members are expected to actively participate in the creation and editing of the team assignments. Editing involves improving the content, wording, grammar, and organization of the assignment. Below are some ideas for working together as a team.

As a Team and at the beginning of the course or each lesson:

1. Assign a Facilitator for the lesson.
2. Develop an Action Plan to respond to the team assignment.
 - Clarify Team Member Roles for the team assignment – common ones are:
 - Lead Author or Co-Lead Authors (usually the facilitators who also function as timekeepers)
 - Editors, proofreader
 - Multimedia developer (e.g., PowerPoint, Excel)
 - You may have other roles for your team members in place of these suggestions
 - Develop a work schedule for your team and divide the work among team members to take advantage of individual strengths and to assure each team member has a chance to be a lead or co-lead author. Rotate duties at times to step outside your comfort zone. Be certain to post on the Discussion Forum the work schedule for

team assignments so that the instructor is able to monitor participation and punctuality.

- We prefer that you conduct your team work on the Sakai discussion forum site. If your team chooses to use Google Docs, each team member must obtain a Google account to allow the instructor and TA to review each team member's participation in editing the assignment. Access to the Google Docs site must also be given to the instructor and TA.
- The assignment will be submitted as a final post on the discussion forum site for the relevant lesson using the following naming format - **LessonNumberX_TeamName.doc or .docx.**
- Grades and feedback for each assignment will also be emailed to each team member by the instructor, usually within one week after the end of the lesson.
- Use 1 inch margins, 12 point font, 2.0 line spacing, and headers and sub-headers when developing your papers. Your papers should be 4 to 6 pages in length, excluding the reference page(s). Any exceptions to these formatting requirements must be pre-approved by the course instructors.
- PowerPoint presentations should be about 20 slides and include a narrative in the note section of the slide. The narrative should be well written with citations. References are to be placed at the end of the presentation, as the last few slides.

4. APA Formatting

APA formatting is required for all citations and references. APA formatting is **not** taught as part of this class. Students will find resources about APA formatting of citations and references at the following sites:

- https://ssw.unc.edu/files/web/pdf/APA_Quick_Reference_Guide.pdf or
- <http://owl.english.purdue.edu/owl/resource/560/01/>

APA formatting of papers is required in most of your graduate classes and you may wish to purchase a book on this topic.

5. Plagiarism

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://writingcenter.unc.edu/handouts/plagiarism/>

The following websites offer guidance on writing papers, posting content on the class site, and **avoiding plagiarism:**

- <http://www.lib.unc.edu/instruct/copyright/plagiarism/>
- <http://www.dartmouth.edu/~sources/contents.html>

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

6. Grading Notes:

- All members of a team will receive the same base grade for team assignments (and if required, adjusted down based on participation and punctuality on team assignments).
- Each team member will also receive an individual grade for their participation in the discussion forums based on his/her performance as a team member.
- Please review the calendar below for points that can be earned for each discussion forum and assignment.

7. Online Class Evaluation

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 us feedback about your course experience.

8. Valuing Diversity

Promoting and valuing diversity in the classroom enriches learning and broadens everyone's perspectives. Inclusion and tolerance can lead to respect for others and their opinions and is critical to maximizing the learning that occurs in this course. This may challenge our own closely held ideas and personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment.

Diversity includes consideration of (1) the variety of life experiences others have had, and (2) factors related to "diversity of presence", including, among others, age, economic circumstances, ethnic identification, disability, gender, geographic origin, race, religion, sexual orientation, and social position.

This class follows principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

9. Technical Support

If you need technical support during the course, there are a number of technical support options:

General Computer Help: Contact UNC ITS Help Desk

The UNC Information Technology Services (ITS) department provides technical support 24 hours per day, seven days per week.

General computer help refers to problems with computer hardware and printers, problems connecting to UNC, and problems with software (RealPlayer, Adobe Acrobat Reader, etc.).

If you need general computer help, please contact the ITS Help Desk by phone at **919-962-HELP (919-962-4357)**, by email at help@unc.edu, by visiting their web site at <http://help.unc.edu>, or by UNC Live Chat at <http://its.unc.edu/itrc/chat>

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.

Required Texts for the Class:

Public Health – What it is and how it works, 5th edition, Bernard J. Turnock, Jones and Bartlett Publishers (Available new through Amazon \$85.90. You may also consider renting or a Kindle/Nook/etc. version)

Oxford Handbook of Public Health Practice, 3rd edition, Guest, Ricciardi, Kawachi, Lang (Eds.) (Available at Oxford University Press, \$55.00; some limited less expensive books available on Amazon)

The Growing Global Public Health Crisis and How To Address It, David H. Stone (Available through Amazon in Kindle format, Barnes & Noble in both printed and e-version.)

Order your books early as you will have assigned readings from all 3 texts during the first lesson.

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. WE WELCOME YOUR FEEDBACK.

JIM BOWLES & POOJA JANI

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. | | | | |
|---|------------------|--|---|---|
| Lesson | Start Date | End Date | Topics | Assignment |
| 1 | Tue, 8/23/16 | Tue, 9/6/16 Midnight, your time | Review the calendar and course materials and agree on who will lead each lesson. Lesson 1, Introduction to Public Health Systems and Population Health | Team Discussion (10 pts.) Assignment (10 pts.) |
| 2 | Wed, 9/7/16 | Tue, 9/20/16 Midnight your time | Lesson 2, Public Health Frameworks and Core Functions | Team Discussion (10 pts.) Assignment (10 pts.) |
| 3 | Wed, 9/21/16 | Tue, 10/4/16, midnight your time | Lesson 3, An Ecological Perspective for Assessing Health | Team Discussion (10 pts.) Assignment (10 pts.) |
| 4 | Wed, 10/5/16 | Tue, 10/18/16, midnight your time | Lesson 4, Assurance through Public Health Law and Ethics | Team Discussion (10 pts.) Assignment (10 pts.) |
| 5 | Wed, 10/19/16 | Tue, 11/1/16 midnight your time | Lesson 5, Public Health Policy | Team Discussion (10 pts.) Assignment (10 pts.) |
| | | | Fall Break, 5 pm 10/14/15 – 8 am 10/19/15 | |
| 6 | Wed. 11/2/16 | Tue, 11/15/16, Midnight your time | Lesson 6, Public Health Priorities, Strategies, and Implementation | Team Discussion (10 pts.) Assignment (10 pts.) |
| 7 | Wed, 11/16/16 | Sun, 12/3/16, Midnight your time | Lesson 7, Funding Public Health | Team Discussion (10 pts.) Assignment (10 pts.) |
| | | | UNC Thanksgiving Holidays 11/23-11/25/16 | |
| 8 | Mon, 12/5/16 | Wed, 12/14/16 Midnight your time | Final Lesson & Assignment, Public Health & Security | Final – 1.) Team Discussion (10 pts.), 2.) Final Group Assignment (10 pts.) 3.) Individual Reflection Paper (10 pts.) |
| | | | Total Points | 170 |
| H: 90-100%; P: 80-90%; L: 70-80%; F: < 70% | | | | |

- **Lesson 1: Introduction to Public Health Systems & Population Health**



ASPH Cross-cutting Competencies: Diversity and Culture (G.1, G.5), Professionalism (J.1, J.2, J9); Communication (F4, F6) NOTE: Competencies identified through ASPPH are under review and a new set is expected. We will continue to use the traditional model of competencies by ASPPH, available at this site: <http://www.aspph.org/educate/models/mph-competency-model/>

Objectives:

1. **Define the terms of health, global health, public health, and population health**
2. **List the basic activities of a public health approach**
3. **Discuss examples of public health efforts**

Required Readings:

1. PUBH 680 Syllabus ☺
2. Turnock, Public Health: What It Is and How It Works. Chapter 1
3. Stone, The Growing Global Public Health Crisis and What to Do About It. Introduction: The nature of global public health
4. Oxford Handbook of Public Health Practice, Part 1, Assessment, Section 1.1 Scoping Public Health Problems
5. CDC, [Social Media Toolkit](#) (Read pages 1-7, scan pages 8-39 focusing on Twitter, Blogs, and Facebook)

Required Presentation: [IOM, Improving Population Health \(US\), Steven Woolf Lesneski, Welcome to PUBH 680](#)

Additional Readings (optional):

Michael Marmot, Fair Societies, Healthy Lives <http://www.marmotreview.org/>

Assignment: Available on Course Sakai Site

- **Lesson 2: Public Health Frameworks and Core Functions**



ASPH Cross-cutting Competencies: Diversity & Culture, G5; Leadership, H4; Professionalism J4, J9

Required Readings:

1. Stone, Chapter 4 & 5

2. Turnock, Chapters 5
3. Marmot Review, [Fair Society, Healthy Lives](#) (Executive Summary)

Select one of the following articles or sites (4-9) about theoretical frameworks to review and to present what you have learned to your teammates in your discussion forum. Be sure to read all team member's posts associated with these articles. Coordinate with your team members so that each article is reviewed.

4. Kuh, D., Ben-Shlomo, Y., Lynch, J., Hallquist, J., and Power, C. (2003). [Life Course Epidemiology](#). *J Epidemiol Community Health*, 57: 778-783.
5. Godfrey, K., Gluckman, P., and Hanson, M. (2013). [Developmental Origins of Metabolic Disease](#). *Trends in Endocrinology & Metabolism*, 21(4), pp 199-205
6. Center on the Developing Child, Harvard University, [Biodevelopmental Framework](#)
7. Thoits, P. (2010). [Stress and Health: Major Findings and Policy Implications](#). *J. of Health and Social Behavior*, 51(S41)
8. Graham, H. (2010). [Where is the Future in Public Health](#). *Milbank Quarterly*, 88(2).
9. Grason, H. and Misra, D. (2006). [Application of a Lifecourse and Multiple Determinants Framework to Improve Maternal Health](#). Women's and Children's Health Policy Center, John Hopkins Bloomberg School of Public Health.

Presentation & slides: None

Additional References (Optional):

IOM, <http://www.iom.edu/Activities/PublicHealth/HealthyPeople2020.aspx>

Assignment: Available on the Course Sakai Site

• **Lesson 3: An Ecological Perspective for Assessing Health**

ASPH Cross-cutting Competencies: Communication & Informatics, F1; Diversity & Culture, G10; Leadership H4, H8, Professionalism J2, J6; Program Planning, K1, K9

Assessment involves systematically collecting, analyzing, and making available information on the health of a community, including statistics on health status, community health needs, and epidemiologic and other studies of health problems.

(CDC, 2013, <http://www.cdc.gov/arthritis/temp/pilots-201208/pilot1/online/ph-approach/sectionI/roles.htm>)

Objectives:

1. Identify four or more categories of factors that influence health
2. Describe major trends in health status for the US over the past 100 years
3. List several categories of health status measures
4. Discuss the global burden of disease

Required Readings:

1. Turnock, Chapter 2, Health from an Ecological Perspective

2. Stone, Chapter 5, A Global Public Health Diagnosis
3. Chandola, T., Kumari, L. and Marmot, M. (2014) Social Epidemiology, Ch. 41, http://linpringer.com.libproxy.lib.unc.edu/referenceworkentry/10.1007%2F978-0-387-09834-0_23k.s#page-1 You will need to enter your ONYEN and P/W.
4. Oxford Handbook of Public Health Practice, Section 1.3, Assessing Health Status, and section 1.4, Assessing Health Needs.

Required Presentation (Select one):

1. [The Best Stats You've Ever Seen](#) Hans Rosling, TED Talks
- OR
2. [Race, Socioeconomic Status and Health: Implications for Understanding and Reducing Disparities](#) David R. Williams, UCLA Public Health Grand Rounds

Additional Readings (optional): None

Assignment: Available on Course Sakai Site

- **Lesson 4: Assurance through Public Health Law and Ethics**
ASPH Cross-cutting Competencies: Diversity & Culture, G2; Leadership H8, Professionalism J2, J7, J8

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

1. Turnock, Chapter 4
 2. Principles of the Ethical Practice of Public Health. Public Health Leadership Society. (2002). https://www.apha.org/~media/files/pdf/membergroups/ethics_brochure.ashx
 3. Gosten, L. (2004). [Law and Ethics in Population Health](#) Australian and New Zealand Journal of Public Health, 28(1): 7-12.
- OR
- Gosten, L. (2007). [Law as a Tool to Facilitate Healthier Lifestyles and Prevent Obesity](#). Journal of the American Medical Association, 297(1): 87-90.
 4. Stone, Chapter 3, The big one, health inequalities
 5. Oxford Handbook of Public Health Practice, Section 1.2 Priorities and ethics in health care

Required Presentations & Slides

North Carolina Communicable Disease Control Law, Part I. (2016) 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://nciph.sph.unc.edu/tws/index.php> Click on the selection, *Topics, Legal and Forensic*, and select *Introduction to Communicable Disease Law, Part 1*. Follow the instructions, *To Complete This Training*.)

Additional Readings (None):

Assignment: Available on the Course Sakai Site

• Lesson 5: Public Health Policy

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

Required Readings:

1. Oxford Handbook of Public Health, Part 4, Policy Arenas
2. Lantz PM, Lichtenstein RL & Pollack HA, (2007). Health Policy Approaches to Population Health: The Limits of Medicalization. *Health Affairs*, 26(5): 1253-1257 (RR #II.12)
<http://content.healthaffairs.org.libproxy.lib.unc.edu/content/26/5/1253.abstract>
3. Institute of Medicine: [A Population-Based Policy & Systems Change Approach to Prevent and Control Hypertension \(Report Brief\)](#)
4. APHA [Public Health Advocacy Campaign](#)

Presentation: Population Health Policy, Cheryll Lesneski, DrPH

Assignment: Available on class site.

• Lesson 6: Public Health Priorities, Strategies, and Implementation

ASPH Cross-cutting Competencies: Program Planning K1, K2; Leadership L1, L4, L10

1. Stone, Section 2, Chapters 6, 10, & 11
2. Turnock, Chapter 7, pp 369-392

- Jacobs, J.A., Jones, E., Gabella, B.A., Spring, B., & Brownson, R.C. (2012). [Tools for Implementing an Evidence-Based Approach in Public Health Practice](#). *Prev Chronic Dis*. 9(110324).

Broadcast: Diane Rehm Show, [Understanding the Deadly Ebola Virus](#)

Assignment: On class site

Additional Readings (Optional):

[Evidence based Public Health Practice](#) (Helping You Find and Use the Best Evidence),
UMASS



- Lesson 7: Funding Public Health**

ASPH Health Policy & Management, D1; Program Planning, K8

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

- Honore, P.A., Clarke, R.L., Mead, D.M., & Susan M. Menditto, S.M. (2007). [Creating Financial Transparency in Public Health: Examining Best Practices of System Partners](#). *Journal of Public Health Management & Practice*, 13(2): 212-129.
- Trust for America's Health. (2015). Investing in America's Health: A State by State look at Public Health Funding and Some Key Facts.
<http://healthyamericans.org/assets/files/TFAH-2015-InvestInAmericaRpt-FINAL.pdf>
- Teutsch, S.M., Baciu, A.B., Mays, G.P., Getzen, T.E. PhD, Hansen, M.M., Geller, A.B. (2012). [Wiser Investment for a Healthier Future](#). *Journal of Public Health Management & Practice*, 18(4): 295-298.
- Ogden, L.L. (2012). [How Federalism Shapes Public Health Financing, Policy, and Program Actions](#). *Journal of Public Health Management & Practice*, 18(4): 317-322.
- IOM. (2012). Investing in a Healthier Future, Chapter 4, [Funding Sources and Structures to Build Public Health](#)
- Alper, J. and Baciu, A.b. (2014). [Financing Population Health Improvement: Workshop Summary](#). Washington, D.C., National Academies Press

Required Presentation & Slides:

Lesneski, [Financially Assessing a Rural Public Health Department](#)

Assignment: Available on Sakai Site



- **Lesson 8: Public Health & Security**

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

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

1. Turnock, Chapters 8, pages 423-451
2. WHO (2007). [A Safer Future](#), (Power Point Presentation)
3. De Jong, T.V.M. (2010). [A public health framework to translate risk factors related to political violence and war into multi-level preventive interventions](#). Social Science & Medicine, 70(1): 71-79.
<http://www.sciencedirect.com.libproxy.lib.unc.edu/science/article/pii/S0277953609006352>
4. Sidel, Victor W.; Levy, Barry S. (2008). [The health impact of war](#). International Journal of Injury Control & Safety Promotion, 15(4): 189-195.
5. Grundy, Biggs, Annear, & Mirshahi. (2008). [A Conceptual Framework for Public Health Analysis of War and Defense Policy](#). International Journal of Peace Studies, 13(2): 87-99.
6. Jones, B., Canham-Chervak, M., & Sleet, D. (2010). [An Evidence Based Public Health Approach to Injury Priorities and Prevention, Recommendations for the US Military](#). American Journal of Preventive Medicine, 38(1S): S1-S10.
7. [APHA Policy Statement on War](#)
8. PSR, 2013, [Climate Change and Conflict](#)

Two Videos: [Children of War](#) Trailer
[UN Presentation:](#)

Assignment: Available on Sakai Class Site