

Introduction to Public Health Fall 2016, SPHG350H (3 credits)

T,Th 11-12:15, McGavran Greenberg 1305

Course Description

Students will be introduced to key public health concepts, the history of public health, and how the core areas of public health can be integrated to promote health at a population level. Students will engage in active learning through the use of individual and team activities, discussions, and field experiences.

Course Objectives

- A. Recognize local and global aspects of public health and appreciate the field's breadth;
- B. Identify key events in the history of public health and their influence on the development of today's public health approaches;
- C. Describe how the determinants of health (socioeconomic, behavioral, biological, environmental, etc.) affect health of individuals and populations across the life span and among different cultures;
- D. Identify and describe major health-related needs and concerns of populations;
- E. Apply population-based health concepts to a selected public health topic of choice;
- F. Critically examine public health interventions for evidence for relevance, application, and evaluation
- G. Describe how the characteristics and organizational structures (including health policies, regulations, ethics and economics) of health systems contributes to public health issues in the US and other countries;
- H. Value the ethical considerations in human subject research
- I. Effectively communicate public health concepts

Course Instructor

Karin Yeatts, PhD
Clinical Associate Professor
Department of Epidemiology,
Gillings School of Global Public Health
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Course Resources

Course resources are located on the course Sakai website-they include links to journal articles or other readings on the Internet; instructions for team and individual assignments.

Writing assistance: The UNC Writing Center provides [resources sheets](#) and one-on-one [writing assistance](#). If you are unfamiliar with scientific writing, please review this [web resource](#) to better understand the structure and appropriate content.

Optional course resource: Schneider, MJ. Introduction to Public Health (3rd edition). Jones and Bartlett Publishers, 2011. On reserve at UNC Health Sciences Library.

Course Schedule

Sometimes unexpected events occur (hurricanes, power outages, etc.); we reserve the right to modify the syllabus and course assignment due dates. These modifications will be announced

as quickly as possible so that students can adjust their schedules. The weekly course schedule is provided at the end of this document.

Teams

Students will be assigned to their teams by the end of the first full week of class; teams will be listed on the Sakai course website. Teams will each have approximately 4-5 members. You will be provided time the 2nd week of class to review with your team the guidelines for team work in the syllabus folder.

Assignments, Grading, and Due Dates

Assignment	Indiv	Team	Percentage of Grade	Due Date
Participation	X		5%	Throughout Semester
Three Public Health Strategies for the President	X		5%	Thursday, Sept 1
Public health event media brief	X		10%	Self-scheduled
Food Change Observations	X		5%	Throughout Semester
Super Tasters		X	5%	Thursday Sept 15
Experience Trip Organization/Topic Submission	X		----	Thursday Sept 22
Market Basket/Build Environment	X		10%	Thursday Oct 6
Social Media Campaign		X	10%	Tuesday Oct 25
Experience Trip Reflection	X		10%	Monday Nov 7
Contaminated Water		X	5%	Thursday Nov10
Health Care Race		X	5%	Tuesday Nov 22
Five Step Approach to a Public Health Problem, Final Paper and Presentations	X		20%	Friday Dec 2
Final Exam Day 5 Step Presentations- Attendance Mandatory	X		10%	Thursday Dec 15 noon-3pm
Total			100%	

Letter grades will be assigned according to the following scale: A (94-100%); A- (90-93.9%); B+ (87-89.9%); B 83-86.9%); B (80-82.9%); C+ (77-79.9%); C (73-76.9%); C (70-72.9%); D+ (67-69.9%); D (63-66.9%); D- (50-62.9%); F (<50%)

Class participation (in assignment related discussions) is including in assignment grades. As indicated in table above, students will work individually on assignments unless indicated assignment is team-based. We expect you to attend each class. If you are going to be absent, please let Dr. Yeatts *before* the class. If you have an unexcused absence on a team assignment presentation day, your individual grade on the team assignment will be a zero. We ask you not to text in class. Full engagement in class activities and discussion is part of the class participation component of the grade.

Due Dates

The due dates for all assignments are listed in the course schedule. Assignments due dates Eastern Standard Time (EST) are specified in the course schedule and in Sakai. The professor reserves to right to make changes to the syllabus, including assignment due dates, when unforeseen circumstances occur. These changes will be announced as early as possible so that

students can adjust their schedules

Late Penalties

Late individual and team assignments will have 10% of total value deducted for every day that they are late.

Brief Assignment Descriptions. For certain assignments, students will present and discuss findings in specified classes (see class schedule). More details on the assignments are provided in the Sakai assignment tool.

Three strategies for improving public health for the President. Read the overview webpage of the [National Prevention Council Strategy 2014](#), and the [article](#) by Schroeder 2007 “We Can Do Better — Improving the Health of the American People.” The President has asked you to select 3 priority areas to fund with \$100 million for the next 4 years. How will you allocate this funding?

Public health event media brief. Each student will sign up at the beginning of the semester for a specific class date to give a 5 minute presentation with 5 slides. Each student will present a 5 minute “media brief” of a current public health related event.

Food Change Challenge. In this activity you will select two foods and change your frequency of consumption. Each day you’ll record the frequency of consumption. At the end of the semester, you’ll write a summary of your observations.

Supertasters. Student will learn about screening concepts in epidemiology- the sensitivity/specificity of *population-based* tests such as breast or prostate cancer screening. Student teams will make measurements, and collect, enter, and analyze data on taste. Student teams will present and discuss their results with the class.

Build Environment/Market Basket. Students will choose one of the following three topics: 1) Obesity and accessibility of affordable foods, 2) Obesity and the built environment related to physical activity, or 3) Obesity and the built environment related to fast food and restaurants.

Social Media Campaign. Each student team will select a health behavior-related issue. Teams will design a social media campaign video designed to encourage/ support a behavioral change. The campaign can focus on either prevention or intervention. Teams will define their target population(s) and formulate specific outcome goals. Each team will “publish” the campaign video in an appropriate fashion.

Contaminated Water. Student teams learn about environmental sampling by conducting a quick test on water sampled from a local water source. Students will present their results in class and compare water samples.

Health Care Race. Each team will receive a county and a biography of a person with a health issue as well as financial/access restrictions. Teams will race to find an appointment with an appropriate health care provider in the county as well as transportation to the provider. Each team will report on their successes as well as any challenges.

Experience Trip. Decide on a public health topic that you find of interest and find an organization that addresses this topic. The goal of this experience is to engage in a

public health activity outside of the classroom. We are not asking you to volunteer but to observe, ask questions and find out about this public health experience. The experience will likely take about 1-3 hours.

Experience Trip Reflection Paper. Your reflection paper should answer questions such as “What are the goals of the organization or activity?” or “What did you learn by participating in this experience?” Consider the Social Ecological model. Was the experience focused on the individual, the interpersonal, or multiple levels? If it did not focus on multiple levels, what would an intervention look like if it did? If it did focus on multiple levels, do you think these levels were effective choices and why?

Final Paper and Presentation. After your experience trip, apply the five steps listed in Schneider (p. 11, also listed below), and prepare a five page paper and 7 minute presentation addressing these questions related to the organization you visited in your experience trip. Details are provided in the assignment link.

- 1) Define health problem,
- 2) Identify risk factors associated with problem,
- 3) Develop community-level interventions to control or prevent the cause of the problem,
- 4) Implement interventions to improve the health of the population,
- 5) Monitor those interventions.

Citations and Formatting

Citations formatting: In this course, we would like you to use the American Medical Association’s [AMA Manual of Style \(10th edition\) : A Guide for Authors and Editors](#) Section 1 Part 3 for formatting references.

Use single space 12 point font Arial with 1” margins. Page length will be indicated in assignment instructions.

Using Wikipedia as a primary reference: Do **NOT** use Wikipedia as a primary reference. Use the online Health Science Library resources (such as [Pubmed](#)) that you have available to you as a UNC student.

General Course Policies

Honor System. As part of the UNC Honor Code, students pledge to maintain ideals of academic honesty, personal integrity, and responsible citizenship. These ideals are embodied in the Honor Code set forth in the [Instrument of Student Judicial government](#), with the support of students, faculty, and staff. Please review the [UNC Honor System](#) and make sure you understand and adhere to these policies in this course.

What is plagiarism? Plagiarism is the act of copying or using someone else’s work or writing and presenting it as your own work. Review this [UNC tutorial](#) to clarify your understanding. The UNC Honor code states: “plagiarism in the form of *deliberate or reckless* representation of another’s words, thoughts, or ideas as one’s own without attribution in connection with submission of academic work, whether graded or otherwise.”

What is the correct way to use an information source? In class, we expect that you will use and present information from literature, websites, and various references in your work. When

using information from one of these sources, it is appropriate to *paraphrase the information in your own words*, and cite the source of that information.

Course Evaluations. We value your feedback on *specific* course classes and use your feedback to make the course even better next semester. We will conduct a few in-class evaluations, and at the end of the semester ask for your anonymous feedback about *specific* class sessions, assignments, and guest lecturers. The School of Public Health uses an on-line anonymous evaluation system to assess the quality of instruction and learning of the courses offered. An email will notify you that the system is open and a link to access the form. Instructors only see the aggregate data with any comments at the end of the course after grades are turned in. It is your responsibility as a student to complete the evaluation.

Valuing, Recognizing, and Encouraging 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 we expect in this course. ***This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.***

Weekly Class Schedule

confirmed

Class #	Date	Presenter	Topics/Description/Assignments
What is Public Health?			
1	Tues 8/23	Karin Yeatts, PhD	<p>Course introduction and public health class discussion</p> <p>Introduction to the course, review syllabus, describe learning objectives, and explain activities/field trip that will take place during the semester</p> <p>Overview of 5 core areas of public health Each of the core areas of public health will be described with an example of their role in public health</p> <p><i>Media:</i> Become familiar with CDC website <u>The ten essential public health services</u></p> <p><i>Discussion:</i> Class discussion “what is public health?”</p> <p>http://www.whatispublichealth.org/ “This is Public Health” Campaign</p>
		Assignment	Three strategies for improving public health of the American people. Assignment 1 opens.
2	Thurs 8/25	Karin Yeatts, PhD	History of public health: infectious and chronic disease
3	Tues 8/30	<p style="color: green;">Judy Monroe, MD</p> <p>CDC Foundation Director , formerly the Indiana State Health Officer and Deputy Director at CDC</p>	US Federal, State, and Local Health Departments National organizations of public health. Structure and roles of the local and state health department as it relates to public health
Global Public Health			
4	Thurs 9/1	<p style="color: green;">Jonny Crocker, PhD</p> <p>Assignment Due, 9am</p>	<p>Global Public Health Research-Community Led Total Sanitation (CTLS) in Ethiopia</p> <p>Three Public Health Strategies for the President,</p>

5	Tues 9/6	Steve Meshnick, PhD	Malaria from a Global Perspective
Analytic Methods in Public Health			
6	Thurs 9/8	Karin Yeatts, Student Teams	Super Taster Team Assignment-In Class Data Collection Goals: To apply the concepts of measurement sensitivity, measure the prevalence of a biologic characteristic in the population Student current public health issue media brief (1)
7	Tues 9/13	Karin Yeatts, Student Teams	Ethics in Public Health Role of ethics in public health and human subject research UNC Ethics Training (https://www.citiprogram.org/) <i>Team Activity & Class Discussion:</i> Conducting an informed consent procedure. Student current public health issue media brief (3)
8	Thurs 9/15	Student Team Presentations	Super Taster Team Assignment- Results Discussion PubMed Searches Public Health Journal Articles-How to read/review Student current public health issue media brief (2)
		Assignment Due, 9am	Super Taster Team Assignment Results
Biomedical Basis of Disease			
9	Tues 9/20	David Weber, MD	Infectious Disease Epidemiology New and Emerging Diseases, Ebola, MRSA
10	Thurs 9/22	Karin Yeatts, Student Panel	What's it like? Majoring in one of SPH undergraduate/graduate programs Information and Q&A (BIOS,ENVR,NUTR, HPM), and MPH programs
		Assignment Due	Experience Trip Submission
Social and Behavioral Factors of Public Health			
11	Tues 9/27	Karin Yeatts,PhD	Introduction to Health Behavior (HB): Applying methods of HB to public health interventions. Example-Behavioral Change Theory <i>Team Activity:</i> Case study on a nutrition campaign Introduction of Built Environment/Food Basket Assignment Student current public health issue media brief (2)

12	Thurs 9/29	Greg Klaiber, Media Lab Manager	<p>Strategic Use of Social Media in Public Health Education Session on how to make a podcast/social media campaign <i>Social Media Campaign Team Assignment</i></p> <p>Examples <u>SPH350H Fall 2013 Team 6 Wash yo' hands</u> Werner Herzog's 30 minute <u>One minute to the next</u></p> <p>Note: Class held at the Media Resources Center, Undergrad Library.</p>
13	Tues 10/4	TROSA Staff	TROSA , Triangle Residential Options For Substance Abusers, Inc.
14	Thurs 10/6	Karin Yeatts, PhD	<p>Discussion of Market Basket Assignment/ Health Behavior – Interventions</p> <p>Student current public health issue media brief (2)</p>
		Assignment	Market Basket assignment due, 9am.
15	Tues 10/11	Karin Yeatts, Coby Austin Orange County Health Department	<p>Health Disparities: Socio-demographic Determinants of Health, County Level Intervention: <u>Family Success Alliance</u></p> <p><i>Discussion:</i> socio-demographic characteristics that influenced health over the course of life</p>
16	Thurs 10/13	Kim Andringa, Horizons	<p>Maternal and child health in the field–<u>Horizons</u></p> <p>This class session will introduce students to an intervention program and articulate several core principles and activities in the field of MCH.</p>
17	Tues 10/18	Gini Bell Karin Yeatts	Farmer Food Share Program -Example of Community Program
	Thurs 10/19		FALL BREAK
18	Tues 10/25	Students	<p><i>Social Media Campaigns, student presentations to the class</i></p> <p>Connecting speakers to public health</p> <p>Student current public health issue media brief (3)</p>
		Assignment Due	Social Media Campaigns due today, 9am.
19	Thurs 10/27	Student Teams	<p><i>Social Media Campaigns, student presentations to the class</i></p> <p>Student current public health issue media brief (3)</p>

			<p>Introduce “Contaminated Water” Team Assignment Distribute sample vials for Contaminated Water assignment</p>
Environmental Issues in Public Health			
20	Tues 11/1	<p>Karin Yeatts, Muriel Williams Education and Outreach Coordinator, Orange County Solid Waste Management Department</p>	Environmental Health – Where does our garbage go?
21	Thurs 11/3	<p>Muriel Williams Education and Outreach Coordinator, Orange County Solid Waste Management Department</p>	Field Trip-Recycling Facility Tour & Rogers Road Drive Through, TBD
	Mon 11/7	Assignment Due	Experience Trip Reflection due, 9am
22	Tues 11/8	Tim Schwantes	Active Living By Design, Built Environment http://www.activelivingbydesign.org/
23	Thurs 11/10	<p>Karin Yeatts, PhD Student Teams</p>	<p>Team Assignment Report- Contaminated Water Findings</p> <p><i>Discussion: Teams will report their team’s results to the class and discuss.</i></p> <p>Student current public health issue media brief (4)</p>
		Assignment Due	Contaminated Water Results, 9am
Medical Care and Public Health			
24	Tues 11/15	Becky Slifkin	<p>Introduction to Health Policy and Management (HPM)</p> <p><i>Start Assignment: Health Care Race</i></p>
25	Thurs 11/17	Karin Yeatts, PhD	<p>Health Policy and Management</p> <p>Presentation and Discussion on the Affordable Care Act Student current public health issue media briefs (3)</p>

26	Tues 11/22	Karin Yeatts, PhD	Discussion of Health Care Access Race- Each team will report their county findings. Health Care Access Race Results due, 9:00am. Student current public health issue media brief (3)
		Assignment Due	
	Thurs 11/24	THANKSGIVING	
27	Tues 11/29	Greg Bocchino	Careers in Public Health, Dr. Greg Bocchino, Director, Student Services, Gillings School of Global Public Health
28	Thurs 12/1		Course Wrap Up. Reflection on Recommendations to President and Food Change Challenge Assignments. Student Presentations, Group 1 “Address a health problem in a community using the 5 step approach”
		Assignment Due	Food Change Challenge Observations due 9:00am
	Friday 12/2	Assignments Due	Student final presentations and papers due 9:00 am
29	Tues 12/6		Student Presentations, Group 2 “Address a health problem in a community using the 5 step approach” Course Evaluations.
30	Thurs 12/15 12pm (noon)	Students	Final Exam Student Presentations Group 3. Discussion. Attendance Mandatory Student feedback on various classes and topics. Complete course evaluations.