Syllabus - Public Health Practice, PUBH 680
(Sections 001 – Residential)
Fall Semester, 2017

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Office hours: Tuesdays/Thursdays 2-3:30pm or by appointment

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. Define health and classify its determinants;
2. Summarize and classify the mission and core functions of public health and the public health system;
3. Explain the tools for measuring population health;
4. Summarize public health practice strategies and approaches;
5. Describe the components of the public health infrastructure, and;
6. Describe the role of law and the legal system for achieving public health goals.

Required Texts


Journal articles with restricted access may be retrieved through the Health Sciences Library site using Google Scholar or PubMed. Some of the lesson readings are available as linked pdf files on 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. You will also need your ONYEN and password to access many of the articles.
CLASS RESPONSIBILITIES

1. Discussion Forums

- Discussion forums are required for a number of the lessons. I will routinely review your lesson postings and assign a grade for your participation in the discussion forums based on the quality of posts.

- Groups should assign a discussion leader for each lesson. Discussion leaders will facilitate the discussion, assuring that it remains focused on the lesson and the questions, as well as stimulating members to actively participate. Discussion leaders should make sure that

- Each student is required to post in every discussion to earn a passing grade for this component.
  - The first post for each question should answer the question directly.
  - The next post should offer an alternative argument or counter the 1st response.
  - 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, offering additional examples, and carrying forward the discussion.
  - Final posts

- Posts that relate to the editing and improvement of the team assignment do not count as a substantive post. Posts should not quote to any great extent course readings or other references. Interpretation of material and the application of critical thinking skills are what is needed in a quality discussion forum. 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.

- Your posts should occur throughout the lesson and not appear on only one or two days of the two-week lesson. In order to assure a timely exchange of ideas, I 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.

- 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 Critical Thinking Skills Table).

### Criteria for Assessing Critical Thinking Skills

<table>
<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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</tbody>
</table>
2. **Individual Assignments and Tests & Quizzes**

Individual assignments are to be submitted through the Assignments link in Sakai. All lesson tests will 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.*

Grades and feedback for each assignment will be posted on Sakai for each team by the instructor, usually within one week after the end of the lesson.

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 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. **Conduct all team work on the Sakai discussion forum site.**

- The group name and assignment name should be placed in the header. Use 1 inch margins, 12-point font, 2.0 line spacing, page numbers, 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.

- 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.

- As a Team, 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
  3. 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.
4. Create a post on the discussion forum that outlines the work schedule for team assignments so that the instructor is able to monitor participation and punctuality.

- Submit the assignment under the Assignments link in Sakai for your group using the following naming format — LessonNumberX_TeamName.doc or .docx. Only 1 member of the group needs to upload the assignment.

5. 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://guides.lib.unc.edu/citing-information/apa-sample

6. Plagiarism

Plagiarism violates the university honor code and will result in a failing grade. Honor code violators will be referred to the UNC honor court, where suspension or expulsion from UNC is possible. 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/

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

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.

8. Technical Support

If you need technical support during the course, contact UNC ITS Help Desk at help@unc.edu or 919-962-HELP. The UNC Information Technology Services (ITS) department provides technical support 24 hours per day, seven days per week.

9. 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 feedback about your course experience.
COURSE LESSONS

- **Lesson 1 (Aug 22-Sept 5):** Introduction to Public Health Systems & Population Health

**Required Readings:**
1. PUBH 680 Syllabus
2. Turnock- Chapter 1: What is Public Health
3. Stone- Introduction: The nature of global public health
4. Guest et. al- 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 Presentations:**
1. IOM. Improving Population Health (US), Steven Woolf [https://www.youtube.com/watch?v=g8H9137hf58#t=1627](https://www.youtube.com/watch?v=g8H9137hf58#t=1627)
2. Lesneski, Welcome to PUBH 680

**Discussion Board:** Available on the course Sakai site

**Assignment:** Team assignment available on the course Sakai site

- **Lesson 2 (Sept 6-Sept 19):** Public Health Frameworks and Core Functions

**Required Readings:**
1. Turnock- Chapter 5: Twenty-first century community public health practice
2. Stone- Chapter 4: The human life cycle
5. Each team member should select a recent article on the life course theoretical framework and provide a summary to your teammates in your discussion forum. Be sure to provide the full citation for the article and link to it in your summary. Each member should read all team member’s posts associated with these articles. The example can come from a peer reviewed article, website, video/multimedia resource etc.

**Optional Readings:**
3. Center on the Developing Child, Harvard University, Biodevelopmental Framework

**Discussion Board:** *Available on the course Sakai site*

**Assignment:** *Quiz*

- **Lesson 3 (Sept 20-Oct 3): Measuring Population Health**

**Required Readings:**
1. Turnock- *Chapter 2: Measuring Population Health*
2. Stone- *Chapter 3: The big one, health inequalities*
3. Stone- *Chapter 5: A global public health diagnosis*
4. Guest et. al.- *Section 1.3, Assessing Health Status*
5. Guest et. al.- *Section 1.4, Assessing Health Needs*
   
   [http://www.rwjf.org/content/dam/farm/reports/reports/2010/rwjf63023](http://www.rwjf.org/content/dam/farm/reports/reports/2010/rwjf63023)

**Required Presentations:**
1. *Race, Socioeconomic Status and Health: Implications for Understanding and Reducing Disparities* David R. Williams, UCLA Public Health Grand Rounds (48 min)

**Optional Readings:**
   

**Discussion Board:** *Available on the course Sakai site*

**Assignment:** *Team assignment available on the course Sakai site.*

- **Lesson 4 (Oct 4-Oct 17): Assurance through Public Health Law and Ethics**

**Required Readings:**
1. Turnock- *Chapter 4: Law, government, and public health*
2. Guest et. al.- *Section 1.2 Priorities and ethics in health care*
   
   [https://www.apha.org/~media/files/pdf/membersgroups/ethics_brochure.ashx](https://www.apha.org/~media/files/pdf/membersgroups/ethics_brochure.ashx)
   
   OR
   
   
Required Presentations:
   - Click on the selection, Topics, Legal and Forensic
   - Select Subtopic: Laws & Regulations
   - Select North Carolina Communicable Disease Control Law, Part 1 only.
   - Follow the instructions, To Complete This Training.

Optional Readings:
1. Distinguishing public health ethics from medical ethics. Guest lecturer: James C. Thomas, MPH, PhD. Access this lecture at the North Carolina Center for Public Health Preparedness training website at: https://nciph.sph.unc.edu/tws/HEP_PHETH1/certificate.php

Discussion Board: Available on the course Sakai site

Assignment: Individual assignment available on the course Sakai site.

• Lesson 5 (Oct 23-Oct 31): Public Health Policy

Required Readings:
1. Guest et. al- Part 4, Policy arenas
   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

Required Presentations:
1. Population Health Policy, Cheryll Lesneski, DrPH

Discussion Board: Available on the course Sakai site

Assignment: Team and individual assignment available on the course Sakai site. Individual assignment is worth 5 extra credit points.

• Lesson 6 (Nov 1-Nov 14): Public Health Priorities, Strategies, and Implementation

Required Readings:
1. Turnock, Chapter 8: Managing public health interventions, pp 233-252
2. Stone, Chapter 6: Towards a global public health strategy
3. Stone, Chapter 10: The top strategic priorities for global public health
4. Stone, Chapter 11: Ensuring implementation
Required Broadcast:
1. The Diane Rehm Show. *Understanding the Deadly Ebola Virus*

Additional Readings (Optional):
1. *Evidence-based public health practice* - Helping You Find and Use the Best Evidence, UMASS

Discussion Board: *Available on the course Sakai site*

Assignment: *Quiz*

- **Lesson 7 (Nov 15-Dec 3): Funding Public Health**

**Required Readings:**

5. IOM. (2012). *Investing in a Healthier Future, Chapter 4, Funding Sources and Structures to Build Public Health*

**Required Presentations:**

1. Lesneski, *Financially Assessing a Rural Public Health Department*

Discussion Board: *Available on the course Sakai site*

Assignment: *Team assignment available on the course Sakai site*

- **Lesson 8 (Dec 4-Dec 17): Public Health & Security**

**Required Readings:**

1. Turnock, *Chapter 9: Public health emergency preparedness and response*
7. APHA. *The Role of Public Health Practitioners, Academics, and Advocates in Relation to Armed Conflict and War*. APHA Policy Statement on War
8. PSR, 2013, *Climate Change and Conflict*

Required Presentations:
1. Children of War Trailer
2. UN Presentation:

Discussion Board: *Available on the course Sakai site*

Assignment: *Final team and individual assignment available on the course Sakai site*
# COURSE CALENDAR

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Weeks</th>
<th>Start Date</th>
<th>End Date</th>
<th>Topics</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1-2</td>
<td>Tue, 8/22/17</td>
<td>Tue, 9/5/17 midnight, your time</td>
<td>Review the calendar and course materials and agree on who will lead each lesson. Lesson 1, Introduction to Public Health Systems and Population Health</td>
<td>Team Discussion (10 pts.) Assignment (10 pts.)</td>
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<tr>
<td>2</td>
<td>3-4</td>
<td>Wed, 9/6/17</td>
<td>Tue, 9/19/17 midnight, your time</td>
<td>Lesson 2, Public Health Frameworks and Core Functions</td>
<td>Team Discussion (10 pts.) Assignment (10 pts.)</td>
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<td>3</td>
<td>5-6</td>
<td>Wed, 9/20/17</td>
<td>Tue, 10/3/17 midnight, your time</td>
<td>Lesson 3, An Ecological Perspective for Assessing Health</td>
<td>Team Discussion (10 pts.) Assignment (10 pts.)</td>
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<tr>
<td>4</td>
<td>7-8</td>
<td>Wed, 10/4/17</td>
<td>Tue, 10/17/17 midnight, your time</td>
<td>Lesson 4, Assurance through Public Health Law and Ethics</td>
<td>Team Discussion (10 pts.) Assignment (10 pts.)</td>
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<td><strong>UNC Fall Break</strong> 10/18/17, 5pm- 10/23/17, 8am</td>
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<td>5</td>
<td>9-10</td>
<td>Mon, 10/23/17</td>
<td>Tue, 10/31/17 midnight, your time</td>
<td>Lesson 5, Public Health Policy</td>
<td>Team Discussion (10 pts.) Assignment (10 pts.)</td>
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<td>6</td>
<td>11-12</td>
<td>Wed, 11/1/17</td>
<td>Tue, 11/14/17 midnight, your time</td>
<td>Lesson 6, Public Health Priorities, Strategies, and Implementation</td>
<td>Team Discussion (10 pts.) Assignment (10 pts.)</td>
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<tr>
<td>7</td>
<td>13-14</td>
<td>Wed, 11/15/16</td>
<td>Sun, 12/3/16 midnight, your time</td>
<td>Lesson 7, Funding Public Health</td>
<td>Team Discussion (10 pts.) Assignment (10 pts.)</td>
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<td><strong>UNC Thanksgiving Holiday 11/23-11/24/17</strong></td>
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<td>8</td>
<td>15-16</td>
<td>Mon, 12/4/17</td>
<td>Wed, 12/13/17 midnight, your time</td>
<td>Lesson 8, Public Health &amp; Security</td>
<td><strong>Final</strong> – 1.) Team Discussion (10 pts.), 2.) Final Group Assignment (10 pts.) 3.) Individual Reflection Paper (10 pts.)</td>
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**Total Points** 170

*H: 90-100%; P: 80-90%; L: 70-80%; F: < 70%*