

SYLLABUS
Introduction to Public Health
SPHG 600.001, Spring 2017
Tuesday/Thursday, 8:00am-9:15am
Classroom: McGavran-Greensberg-2604

Course Lead Instructor: Anissa Vines, MS, PhD

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Course Description:

Introduction to Public Health is a graduate level course that provides graduate and professional students with foundational knowledge of public health's historical contributions; the ethical bases; key terms and concepts; system organization; and the social, behavioral, environmental, and biological factors that contribute to specific individual and community health outcomes through interactive learning strategies to understand current public health problems.

Course Objective:

By the end of this course, you should be able to:

- Understand how historical events and threats to public health have informed the evolution of public health.
- Utilize public health concepts and data to prevent and address population based health outcomes.
- Engage others in dialogue to identify solutions for public health issues.
- Compare public health in the U.S. to other countries to realize the global nature of the discipline.

Course Competencies:

Course competencies are based on the Association of Schools of Public Health (ASPH) Critical Content for the 21st Century.

1. Embrace and justify a definition of public health that captures the unique characteristics of the field in terms of its history, core values, functions, and philosophy.
2. Demonstrate understanding of key public health concepts, processes, methods, and data that are essential in understanding a public health problem and the approaches essential to public health practice.
3. Describe how biological, environmental, social, economic, behavioral, cultural, and other factors that impact human health, influence the global and societal burden of disease, and contribute to health disparities as well as specific individual and community health outcomes.
4. Communicate the legal and ethical bases for public health and understand the value of respectful engagement with people of different cultures and socioeconomic structures.
5. Demonstrate the contributions of the multiple areas of public health, other disciplines, and stakeholders in working collaboratively with diverse communities, constituencies (e.g. researchers, practitioners, agencies and organizations) to advance public health goals.
6. Explain the evolution of the U.S. public health system and characterize its organizational structure, policies, objectives, and it compares to public health systems in other countries.

Course Communications:

All course communications including messages to the lead instructor or teaching assistant should be sent using the Sakai message tool (<https://sakai.unc.edu/portal/directtool/2b61c47a-314e-4af4-8ec5-048c0d913b7c/>). Direct email communications will not be recorded.

Course Structure:

Multiple forms of learning will be used to meet the course competencies. One technique that will be used throughout the course is cooperative learning. This technique allows students to work in small groups to fulfill structured learning tasks. In addition, the course includes guest lecturers to reinforce concepts using real world experiences.

Course Materials:

There is no required textbook. Course resources, including the syllabus, assignments, readings, lectures, videos, and podcasts are available on the Sakai site (<https://sakai.unc.edu/portal/directtool/2b61c47a-314e-4af4-8ec5-048c0d913b7c/>).

Assignments and Grading: Semester grades will be computed and based on the following. A class calendar has been created to help you keep track of assignments and other due dates.

Assignment	Type	Percent of final grade	Due Date
What is Public Health?	Individual	5%	1/11
Culminating Project/Peer Assessment Part 1 Part 2 Part 3 Part 4	Group Group Group Group	50%	2/2 3/2 3/23 4/13
Courageous Discussion Reflection Paper Debate	Small groups	20% 5% 15%	2/21 2/28
Public Health Reflection	Individual	10%	4/25
Class Participation Completion of CITI training Plagiarism tutorial Class Reactions Classroom engagement (e.g. contributions to class discussion, attentiveness, attendance, etc.)	Individual	15% P/F P/F 5% 10%	1/24 1/24 Ongoing Ongoing

Submitting Assignments:

All assignments should be submitted using the Assignment tool in Sakai. Do not use Drop Box to submit an assignment or regular email.

Please use the following format for naming your file: "FIRST INITIAL LAST NAME_ASSIGNMENT NAME."

Example: Jordan L Blake_Culminating Project Part 1.

Late Assignments may be considered for grading only in the event of a documented special circumstance (e.g. illness). If a late assignment is considered, then the number of points to be deducted will be at the sole discretion of the lead instructor. To have a justified late assignment considered for grading, it must be submitted to the *late folder* on Sakai. At the beginning of your assignment document, please include the assignment due date, date of submission, and reason (s) for being tardy.

Note: Most assignments are due by 5pm on the date due.

Final Grading Scale:

Note: The letter grade equivalence to the graduate scale that will be used in the course is:

%	Grade
94-100%	H
75-93%	P
70-75%	L
<70%	F

Absences:

Only **1** excused absence is allowed without penalty. An excused absence is one that is due to religious observance, immediate family or personal major illness, death in immediate family, or required attendance as a university representative at a conference (e.g. accepted abstract for oral or poster presentation or an invited talk). If you are presenting at a conference, they you must provide documentation (e.g. the email notification received about presentation or copy of meeting agenda showing your name and presentation session.. It will be your responsibility to notify each instructor via Sakai of excused absence beyond the 1 allowed.

Description of Assignments: *Please visit the class's Sakai Assignment folder for additional details on the assignments.*

A. Individual Assignments:

1. **What is Public Health? (5% of grade)**: Create a PowerPoint slide using a video or a photo to use in conveying what you see as public health and for introducing yourself to the class on January 12th or 17th. Be prepared to explain why you chose the video or photo and how it reflects your proposed public health path. **This assignment is due to Sakai by 5:00 pm on 1/11.** You will only have 3 minutes to deliver your introduction.
2. **Courageous Discussion (20% of grade)**: Before the start of the course, students will be randomly assigned to courageous discussion groups. Each group will be randomly assigned a courageous discussion topic (Latino immigration, LGBTQ rights, race, and Medicaid expansion) that is relevant to public health. Each topic group will be divided in two debate teams, and will be randomly assigned the pro position and the other the con position.
 - a. **Pre-In Class Discussion:** Research assigned topic.
 - b. **In Class Discussions:** Each group member should contribute at least 1 informative article or video via Sakai for other group members to view and be prepared to actively contribute to the group's discussion and their assigned respective position.
 - c. **Reflection:** Following the in class discussions, all students must submit a 1 page reflection of their session via Sakai. The paper is not a summary of the discussion, but a thoughtful reflection of your perspective and reactions to the topic discussion.
 - d. **Debate:** For the class debate, student groups will present the underlying issues, the support position, the opposition, and any alternative policies/positions that could arise. The presentation will be evaluated in terms of clarity, equal representation of viewpoints, use of supporting evidence, and overall preparedness.

Key dates:

Courageous Discussion: Discuss Assigned Topic: 2/14, Discuss Assigned Topic Pros and Cons: 2/21, Reflection Paper: due 2/21, and Debate: 2/28.

3. **Public Health Seminar Reflection (10% of grade):** The purpose of this assignment is for students to gain exposure to current public health topics and methodologies that are outside of their program of study. Students are required to attend one public health seminar over the course of the semester and write a 1-page reflection on their experience. **The last day to submit this assignment is 4/25 (no exceptions)** and should be submitted through Sakai using the Assignment tool.

This assignment may be fulfilled by attending **any public health seminar held in the Gillings School that is not sponsored by your home department or a public health webinar on a topic that is unrelated to your area of study**. For a list of public health seminars/events in the Gillings School, visit and sign-up for *This Week in Public Health*, <http://sph.unc.edu/comm/sph-weekly-news/>. Think of this as an opportunity to explore who your SPH faculty and staff are and the types of research underway in the school. Your reflection should not simply be a summary of the seminar, rather it should include thoughtful considerations about what you learned (e.g., salient points relevant to your own work/research, considerations on how this information can be used in public health, how the information may relate to another public health topic, the value provided by the specific research, etc.)

B. Group Assignment:

Culminating Project (4 parts - 50% of grade): Assigned student groups will demonstrate knowledge of the public health concepts covered in the course by completing a project based on a group selected topic that is related to public health. This group assignment consists of four parts along with peer assessments that will span the semester. *An example of Culminating Project Parts 1 and Part II will be posted on Sakai for your reference.*

Part I: Provide a summary and rationale for your assigned topic that includes public health measures (e.g. statistical data and trends); the sub-population most affected by the issue (e.g. men, children, elderly, etc.); a literature based synopsis of the topic; and the historical and cultural aspects and/or ethical implications related to topic. Also, provide a statement of public health relevance. This assignment entails a 4-5 page paper that is worth 10% of your final culminating project grade. **This assignment is due on 2/2.**

Part II: In this section, each group will address and discuss in 4-5 pages the following as they relate to your topic: social/behavioral determinants; the underlying biological mechanism; a public health theory, model, or framework that was presented in class (e.g. life course framework, social-ecological model); identify and justify relevant public health policies or laws; and describe current efforts to address the problem. This assignment will be worth 15% of your final culminating project grade. **This assignment is due on 3/2. Example:** Dietary habits and physical activity are two behavioral determinants of obesity. A biologic pathway may involve the immune system. (Reference: <http://www.ncbi.nlm.nih.gov/pubmed/16150379>)

Part III: This component of your culminating project will require your group to select and detail a novel/innovative approach or next step to eliminate/or curtail the public health issue that was presented in culminating project Part 1 & Part II in 1-2 pages. In addition, your group should identify and discuss any global implications related to your topic. This component will be worth 15% of your final culminating project grade. **This assignment is due on 3/23.**

Part IV: Presentation of Part 3 – Using PowerPoint/Prezi and any other innovative/creative elements, each group will present their work in Parts 1-3. Each group should provide a clear rationale for their proposed novel/innovative approach. The rationale should be based on a clear description of the limitations of existing public health efforts (cons) and used to support clear arguments for your group's approach (pros). This assignment entails a 30 minute “flip-class” presentation (i.e. when each group has an opportunity to design and implement a class session using a delivery format of their choosing). This part will be worth 10% of your final culminating project grade. **All presentations are due at 8:00am on 4/13. Dates for the final presentation are as follows: 4/13, 4/18, 4/20, and 4/25.**

4. **Class Participation (15% of grade):** Students are expected to be actively engaged in all class discussions and to contribute to the discourse in a positive and valuable manner. The participation grade will be based on completion of CITI training, plagiarism tutorial, attendance, peer assessments, and contributions to the blog site.
- CITI Training** – Students should submit proof of completion to the instructor through Sakai by **1/24**. You may access CITI (Collaborative Institutional Training Initiative) training at <http://research.unc.edu/offices/clinical-trials/training/citi/> or www.citiprogram.org
 - Plagiarism Tutorial:** Students should submit proof of completion to the instructor through Sakai by **1/24**. <http://www2.lib.unc.edu/instruct/plagiarism/>.
 - Class Reactions** – students will be periodically asked to submit a class reaction in 2-3 sentences following certain sessions.
 - Classroom engagement** – instructors will monitor students' contributions to classroom discussions, attentiveness, attendance, etc.

Classroom Etiquette and Expectations:

- Please arrive promptly.
- Please do not use laptops or smart phones during class unless the session requires use. *Note: The use of laptops during class when it is not required will result in you receiving a 10-point deduction from the classroom engagement score.* Please turn off and put away all cell phones.
- Please avoid working on other class assignments or projects during class.
- Please schedule time to meet with instructor if you have any questions or concerns.
- All assignments including readings and/or viewing of media are expected to be done prior to class.
- Please avoid all forms of academic misconduct. For more information, please visit the UNC Office of Student Conduct.

Writing Resources for Course Assignments:

The UNC Writing Center is a free service available to students for assistance with the writing process. Assistance is available through face-to-face consultation, online, and by phone. The Center also hosts a number of workshops, presentations, and short courses to assist students, especially international students. Please visit the Center's website for more information including hours of operations: <http://writingcenter.unc.edu/>.

The Health Sciences Library (HSL) is another resource that will prove invaluable throughout your tenure at the Gillings School. The library offers a range of classes designed to help you make the most of the resources available to you. Additionally, the School of Public Health librarians, Mary White (mwhite@email.unc.edu) and Linda Linares (blinares@email.unc.edu), are available to assist you with your research information needs.

UNC Chapel Hill Honor System:

As set forth in the Instrument of Student Judicial Government, Carolina students pledge to maintain ideals of academic honesty, personal integrity, and responsible citizenship. **We expect your full participation and observance of the Honor Code. No form of academic dishonesty such as plagiarism or unauthorized collaboration will be tolerated.** Please review the Instrument and make sure you understand the policies contained in it. If you have any questions or concerns about the Honor Code during the course, please immediately consult with the instructor. In addition, please take a moment to complete this brief [Plagiarism Tutorial](#) created by the librarians of area UNC-system schools.

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. Our own closely held ideas and personal comfort zones may be challenged. 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, age, economic circumstances, ethnic identification, disability, gender, geographic origin, race, religion, sexual orientation, social position. **This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.**

Course Evaluation:

We strongly encourage your completion of an anonymous online course evaluation assessing the quality of the course. Instructors only see aggregate data with any comments provided after the final grade roster has been submitted. The system opens during the last two weeks of class in late November. It is your responsibility as the student to complete the evaluation. **Class time (10 minutes) will be provided on 4/27 to complete the evaluation.**

Note:

The instructors for this class reserve the 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.

SPHG 600 Spring 2017 Course Schedule

Week	Date	Topic	Speaker	Assignment Due
1	1/12	Course Overview Present Group Topics What is Public Health? Part I	Anissa Vines Class	What is Public Health? (Due 1/11) at 5pm Assign students to Culminating Project Groups (1/11) Assign students to Courageous Discussion Groups (1/11)
2	1/17	What is Public Health? Part II Vote/Rank Culminating Project Topics	Class Culminating Project Groups	Assign Culminating Project Topics to Groups (1/18)
	1/19	Public Health Measures, and Data Sources	Michele Hayslett	
3	1/24	Public Health Ethics	Instructors/Small groups	CITI Training Plagiarism Tutorial (Due 1/24) at 5pm
	1/26	Public Health Leadership/Interdisciplinary Research	David Steffen	
4	1/31	Global Public Health	Rohit Ramaswamy	
	2/2	Health Disparities and Disease Trends	Anissa Vines	Culminating Project Part I and Peer Assessment (Due 2/2) at 5pm
5	2/7	Social and Behavioral Theories and Frameworks	Deshira Wallace	
	2/9	The biology and Genetics of Disease	Kristin Young	
6	2/14	Courageous Discussion:	Courageous Discussion Groups	

		Discuss Assigned Topic		
	2/16	Cultural Humility	Marie Lina Excellent	
7	2/21	Courageous Discussion: Identify and Discuss Assigned Topic Pros and Cons	Courageous Discussion Debate Groups	Courageous Discussion I: Race Reflection Paper (Due 2/21) at 5pm
	2/23	Culminating Project Part II: Group Work Session	Culminating Project Groups	
8	2/28	Courageous Discussion: Debate Assigned Topic Pros and Cons	Courageous Discussion Debate Groups Moderator: Anissa Vines	
	3/2	Overview of U.S. Public Health System	Anissa Vines	Culminating Project Part II and Peer Assessment (Due 3/2)
9	3/7	Local Public Health	Colleen Bridger	
	3/9	Community Based Public Health	Alex Lightfoot	
10	3/14	Spring Break –No Class		
	3/16			
11	3/21	Food Labeling Policies	Anthony Viera	
	3/23	Culminating Project Part III: Work Session	Culminating Project Groups	Culminating Project Part III and Peer Assessment (Due 3/23) at 5pm

12	3/28	Public Health: State Relations to Local and Federal	Leah Devlin	
	3/30	Public Health Preparedness	Bill Gentry	
13	4/4	Environmental Injustice	Sacoby Wilson	
	4/6	Culminating Project Part IV: Group Work Session	Group	
14	4/11	Public Health Informatics	Carlton Moore	
	4/13	Student Team Presentations	TBD	Culminating Project Part IV Due (4/13) at 8am
15	4/18	Student Team Presentations	TBD	
	4/20	Student Team Presentations	TBD	
16	4/25	Student Team Presentations	TBD	Public Health Reflections Due (4/25) at 5pm Culminating Project Part IV Peer Assessment Due (4/25) at 5pm
	4/27	Future of Public Health Course Feedback	Anna Maria Siega-Riz	Complete Course Evaluations