

**SYLLABUS: HLTH 3350-03 (Spring 2018)****Course Information**

Course: HLTH 3350 -- Principles of Public Health **23142**
Term: Spring 2018
Meeting time: Monday/Wednesday, 3:30pm-4:50 pm, Meeting room
Instructor: Stephen Nkansah-Amankra, PhD, MPH, MA
Place: CHSS Building **00206**
Telephone number: 936-294-2718
Email address: sexn017@shsu.edu
Office hours: Mondays and Wednesdays: 11:00 am-3:00 pm
Office location: 432I CHSS Building Avenue I,

Course Description

DESCRIPTION: This course provides students' with the foundational knowledge, skills, core values, and professional dispositions required to practice public health.

RATIONALE: The course is designed to build students' competencies in the public health profession by describing public health core functions, essential services, and its primary role in improving the health of populations. Additionally, students will become familiar with a way of thinking on issues related to Population Health. Through this systems perspective, we will look beyond traditional roles of individual risks to broadly examine the manner in which these risks intertwine and interact with social contexts to determine population health. The course is not designed to overload you with specific facts, but to provide you with broad understanding of concepts and models to address real world issues that affect individual and population health. Students will gain necessary cognitive information through readings, media, discussion, lecture, and activities. Throughout the course, students will have opportunity to analyze individuals' attitudes and behaviors connected to population health. Additionally, the course will provide some opportunity to students to analyze and discuss prominent societal and policy issues related to human health. Much of our class time will be spent on active learning skills and discussing topics not in your reading. For these reasons, it is important that you are in class every time.

Prerequisites

Prior completion of classes related to public health discipline

Textbook and/or Resource Material

TEXTS: Riegelman, R., Kirkwood, B. *Public Health 101 Enhanced Third Ed.* Riegelman & Kirkwood
ISBN-13: 9781284118445. Other online sources

Course Objectives

By the end of the course, students will be able to:

- ❑ Analyze the history and philosophy of public health research and practice
- ❑ Explain concepts and functions of public health in contemporary American society.
- ❑ Apply core functions and essential services of public health to community-based activities for improving population health.
- ❑ Demonstrate how public health processes and interventions can be used to identify and address major health-related needs in the population
- ❑ Apply evidence-based public health knowledge to public health practice.
- ❑ Describe the basic concepts of legal, regulatory, economic and ethical dimensions of health care and public health policy.
- ❑ Evaluate the progress of communities are making towards achievement of the Healthy People 2020 national health objectives.
- ❑ Analyze systems thinking in determining interrelatedness of factors associated with population health, diseases and wellbeing among different populations in the United States.
- ❑ Apply principles of public health advocacy to improve the health outcomes of defined populations.

Course Topics, Readings, Assignments and Dates

Week	Topic	Other Content & Assignments
January 15: Martin Luther King Day—No Classes		
1 01/14-20	Introduction: Syllabus reading and course expectations What is Public Health?	Chapter 1 Reading, Syllabus discussion and video viewing.
2 01/21-27	Chapter 1 Public Health: The population Health approach	Quiz 1: 01/26-27
3 01/28-02/3	Chapter 2 Evidence-based public health	Quiz 2: 02/02-03
4 02/04-10	Chapter 3 Public health data and communications	Quiz 3: 02/09-10
5 02/11-17	Chapter 4 Social and behavioral Sciences and Public Health	Quiz 4: 02/16-17
6 02/18-24	Chapter 5 Health Law, Policy and Ethics	Quiz 5: 02/23-24
7 02/25-03/3	Chapter 6 Non-Communicable Diseases	Quiz 6: 03/01-02
	Exam 1 March 2-3, 2018 (Chapters 1-6)	
8 03/04-10	Chapter 7 Communicable Diseases	Quiz 7: 03/09-10

Week 9 March 12-16 Spring Recess for Students and Faculty		
10 03/18-24	Chapter 8 Environmental Health and Safety	Quiz 8: 03/23-24
11 03/25-31	Chapter 9 Health professionals and Health workforce	Quiz 9: 03/30-31
12 04/1-07	Chapter 10 Healthcare Institutions	Quiz 10: 04/6-7
13 04/08-14	Chapter 11 Health Insurance and Healthcare Systems	Quiz 11: 04/13-14 Submission of Major Class Project April 13- 15
14 04/15-21	Chapter 12: Public Health Institutions and Systems	Quiz 12: 04/20-21
15 04/22-28	Chapter 13: Food and Drugs as Public Health Issues	Submission of Advocacy Assignment: April 28-29 Quiz 13: 05/04-05
16 04/29-05/5	Chapter 14: Systems Thinking and Health: From single solution to one health	Quiz 14: 05/04-05
	Final Examination Class Exam May 8-9	

Grading

EXAMS—MIDTERM & FINAL (pts./exam)	300 PTS	A = 90-100%
READING QUIZZES (pts./quiz)	280 PTS	B = 80-89%
		C = 70-79%
MAJOR PROJECT	160 PTS	D = 60-69%
MINI-ASSIGNMENTS (pts./assignments)	80 PTS	F = <60%
PARTICIPATION		
CLASS ATTENDANCE/PARTICIPATION	180 PTS	
TOTAL POINTS AVAILABLE	1000 PTS	

EXAMS

Questions may be drawn from course text, class activities, media, and/or in-class lectures and quizzes. Make-up exams are **not** allowed in this class. Please, consult your instructor if you have any extenuating circumstances that need attention. In these rare cases, the instructor must be notified of the reason for absence within 24 hours. If I cannot be reached, it is YOUR responsibility to contact the Department of Health Services and Promotion to leave a message and provide documentation.

READING QUIZZES

Much of your learning will come from the course textbook and other materials. Because much of this will not be covered in class, it is crucial that you complete the reading and viewing. To encourage and reward your reading, you will take short online quizzes (10-15 questions each week). They should not be too difficult for those who have completed the assigned readings. These should be completed by 11:59 pm Saturday of the last day in the week. Quizzes will normally be opened on Fridays and closed on Saturdays at 11:59 pm.

MAJOR CLASS PROJECT

Paper on Healthy People 2020- This paper will require a thoughtful, critical, and well organized discussion on *Healthy People 2020* (a US government policy document on improving the health of people in the United States). In summary, your role in this project is to identify a health problem or health challenge from a defined community in the United States. Next, compare this to the Healthy People 2020 objective for that health problem selected. Assess the extent to which the health department of your community is doing to address the identified health problem of your selected community. Finally, evaluate (based on Healthy People 2020 objectives) if the Health Department of your defined community (from which you identified the health problem) will achieve the objective of improving health outcomes by the year 2020.

Please, restrict yourself to only communities identified within the continental United States. Rather than a research paper, this paper will provide students an opportunity to reflect upon those goals and objectives related to *Public Health Practice*. The paper should be 4-5 pages (**please, not more than 5 pages**) in length and students should present a carefully organized discussion, with well-backed analyses on ways of improving health conditions of the identified population. Please,

refer to additional class discussion and guidelines. **This should be submitted to “Turnitin” program on Blackboard on the April 13-15, 2018 by 11:59 pm. Make sure your work is original and avoid any direct quoting from any source. Please, paraphrase your source(s) of information. The “Turnitin” program identifies any existing source as plagiarized.** Detailed guidelines, rubric and other documentations for this project are posted on Blackboard Assignment.

MINI-ASSIGNMENTS

Advocacy for Community Change

Your goal here is to find a public/community health issue or problems in the community that concerns you and needs to be brought to the attention of someone specific (private individuals, congressional members, industry, state agencies, churches, campus community, etc.) for action. The required action is meant to be improvements over the existing health status of the community. This assignment is designed to help you:

- ☐ Continue your investigation into a scientific problem (of public health significance) with social consequences.
- ☐ Succinctly illuminate and communicate scientific issues to a defined audience who will act on the information/problem you have identified.
- ☐ Create an evidence-based advocacy letter that persuades your target audience to act or take action of a particular community health issue that is important for the improved health of the population. Everyone has a connection to the health of the community whether through the environment, disease, natural resources, and the food we eat or the water we drink. The purpose of this assignment is to discover how you relate to the health of the community to find an *issue* you would advocate. In order to develop a convincing argument that these issues influence the lives of many, you must present quantitative information that supports your position. Examples include, but are not limited to, the health of rivers and lakes, statistics on eating habits, rates of disease and air quality. Your challenge is to identify a significant public health issue of personal interest to you and that you believe needs someone to act on. Your role here is to convince your audience that it is an issue of pressing social importance to the overall population wellbeing.

Objectives here include:

1. Construct a persuasive scientific argument based on the identified health need of the community;
2. Communicate to a specific audience how those community-based issues are related to public policy and social importance. 3) Examine proper methods of identifying and discriminating relevant information, using that information to support your argument.
3. **Supporting Evidence: Graphs, Charts, Tables, or Models** As part of your research in preparing your letter of advocacy, you will need to present information or data for visual interpretation. This analysis will require you to find two or more data sets (i.e. statistics) supporting the issue you are writing about. This must be included as an additional page to your advocacy letter.
4. **Requirements:** You are to prepare a two page word processed letter (single spaced, Times New Roman 12 font) addressed to a specific audience as discussed in the overview (above). The letter should incorporate the following: 1) a persuasive argument supported by evidence and reason 2) a formal write style free of grammar and spelling errors 3) at least two addendum, quantitative in nature (Chart, Graph, Table,) that is (a) referred to the text of your letter and (b) supports your letter’s overall purpose. A final draft of your advocacy letter, completed with sources is due by **04/28-29/2018. Please, submit all your**

materials to “Turnitin” program of Blackboard by 11:59 pm. No exception, please.

PARTICIPATION

Although much of the content for the course will be learned outside of class, there are certain topics and skills that can be best learned in-class. We will have a lot of information and only 80 minutes to cover it. You will earn points for both attendance and participation while in class. For these reasons, it is imperative you are in class every time we meet. Remember, I attach a great importance to class attendance. **If you are absent for medical reasons or university related activities, you will not be considered as present when attendance is taken. However, exceptions can be made for class activities done in your absence if you can prove your medical absence or university activity eligibility. Please, discuss these issues with me ahead of your absence from class.**

COURSE ASSIGNMENT CRITERIA –

- ❑ Assignments are due on the date indicated. Unless previously arranged with the instructor, late assignments with risk losing points. Computer problems are not acceptable excuses.
- ❑ Unless indicated otherwise, all assignments must be typed, double spaced
- ❑ Distracting spelling, grammar, syntax, usage or anything that makes reading your assignments difficult may result in a lower grade.
- ❑ If an assignment seems unclear, it is *YOUR* responsibility to talk to the instructor early.
- ❑ If you desire academic accommodation for a documented disability, contact the instructor ASAP.
- ❑ If an assignment seems unclear, it is *YOUR* responsibility to talk to the instructor early.
- ❑ If you desire academic accommodation for a documented disability, contact the instructor ASAP.
- ❑ *Plagiarism* is a big word that simply means using someone else’s work or writing without giving credit. If you copy a paragraph, sentence or even phrase from someone else’s work, you must place quotes around what you have copied and cite the author. If you borrow an idea from someone else, but don’t quote them exactly, you don’t need to add the quotes, but you still must cite the author. When citing an author, use either the APA style (**Brown, 2014**) or the AMA style (superscript number¹) immediately after the statement. Then, in the Endnotes give the entire reference: **1. Brown, S (2014). Best article. Journal of Cool Stuff, 4(2), p.3-7.** This is your warning; if you borrow without giving credit you will get zero points for the parts borrowed. If you are working on an assignment that requires all your own work (or an exam), you should not be citing other authors anyway. My suggestion to students is to avoid direct quoting from any source(s). You may paraphrase those expressions you have found meaningful to your work. In that case, you build your knowledge competence on your class projects.

Sam Houston State University Policies

NB. These policies may be updated for the Spring 2016 semester

A new attendance initiative policy will be added for Spring 2016 – when ready I will circulate to all

Attendance and Make-up Policies

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at [SHSU Attendance Policy](#)

You will be graded during each one of the course sessions. For these reason, it is imperative you be in class every day we meet.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Other Pertinent Course Information

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the Blackboard course website. Handouts, changes in assignments or the schedule of class modules will be announced on the Bb course webpage. E-mail contact will be initiated with all students the first week of class. If you do not have access to your assigned SHSU e-mail account, it is your responsibility to make the instructor aware of that fact so that other arrangements may be made. You are expected to use SHSU e-mail address for all official correspondence.

Blackboard (Bb Statement)

Blackboard (Bb): This course will be supported via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to <https://shsu.blackboard.com> or look

for Campus Tools on the top of the University's homepage. **Please do not contact your instructor with technical problems.** If you are having a technical problem with the course, review the support resources at <http://distance.shsu.edu/tech-support/>. You will need to possess the required computing technology to be successful in an online course. **Important!!!** Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

Plagiarism Virtual Course

Plagiarism is the leading form of academic dishonesty that the Department of Health Services and Promotion has to address. As a HSP student, you are responsible for knowing what plagiarism is and how to avoid it.

End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the College of Health Sciences. I am asking for your assistance in helping the Department in its assessment of courses and faculty through your participation in the evaluation of your courses. As health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The College views providing feedback on the Department's courses as part of your professional responsibility.

HSP Mission

The mission of the Department of Population Health to foster student-centered learning for early and advanced health professionals; to conduct applied, evidence-based research in population health; and to improve health and wellbeing through community engagement at the local and global levels.

Americans with Disabilities Act (ADA)

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or

by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

Academic Integrity

According to the administration's guidelines: "All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials."

"Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Cellular telephones and pagers must be turned off before class begins. Students are prohibited from eating in class, [chewing gum], using tobacco products, making offensive remarks, reading newspapers, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be referred to the Dean of Students for disciplinary action in accordance with the university policy."

The full policy for "Code of Student Conduct and Discipline" is found at the following link:
<https://www.shsu.edu/students/guide/dean/codeofconduct.html>

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their SHSU assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

By enrolling in this course you agree to the following statement: "I understand that as a result of registering for this course, my SHSU/Blackboard assigned e-mail address will be revealed to classmates and the instructor."

Equal Opportunity Statement

Sam Houston State University is an Equal Opportunity / Affirmative Action Institution.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. It is subject to change. These changes will be

communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education.

NOTICE OF NON-DISCRIMINATION

Sam Houston State University complies with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act. Sexual misconduct, as defined in the University's Sexual Misconduct Policy, constitutes a form of sex discrimination prohibited by Title IX and Title VII.

TITLE IX CONTACTS

Sex discrimination includes sexual harassment and sexual assault. While it is often thought of as a law that applies to athletics programs, Title IX is much broader than Athletics and applies to many programs at Sam Houston State University. While compliance with the law is everyone's responsibility at SHSU, below is a list of staff members that have primary responsibility for Title IX Compliance.

Title IX Coordinator--Jeanine Bias
Associate Dean of Students --Lowman Student Center, Suite 215
936-294-3026 or jbias@shsu.edu

I _____ have read the entire syllabus and hereby agree to abide by the policies contained herein.

Signature

Date