

**SYLLABUS: HLTH 3350-02 (Spring 2018)****Course Information**

*Course:* HLTH 3350-02 -- Principles of Public Health  
*Term:* Spring 2017  
*Meeting time:* online  
*Instructor:* Kahler Stone  
*Teaching assistant:* TBD  
*Telephone number:* N/A  
*Email address:* [stdkws18@shsu.edu](mailto:stdkws18@shsu.edu)  
*Office hours:* Virtually  
*Office location:* N/A

**Course Description**

This course will prepare students with the knowledge, skills, core values, and professional dispositions they will need to work in one of the diverse areas of population health.

**RATIONALE:** The course is designed to introduce you to the profession of public health, including its core functions, essential services, and primary sectors. Additionally, you will become familiar with a way of thinking called Population Health. Through this systems perspective, we will look beyond traditional roles to broadly examine the way issues intertwine and interact with each other in society to effect health. The course is not designed to overload you with specific facts, but to provide you broad understanding and with concepts and models to address real world issues that affect individual and population health.

You will gain the necessary cognitive information through readings, media, discussion, lecture, and activities. Throughout the course, students will have opportunity to analyze their own attitudes and behaviors. Additionally, the course will allow you opportunity to analyze and discuss prominent societal and policy issues.

**Prerequisites**

HLTH 1360 and HLTH 2383

**Textbook and/or Resource Material**

- *Public Health 101 2<sup>nd</sup> Ed.* Riegelman & Kirkwood
- and other online sources

## Course Objectives

<b>CEPH Domains</b>	<b>Course Objectives</b> <i>By the end of the course, you should be able to:</i>
Overview of Public Health	<i>Briefly outline the history and philosophy of public health</i>
Identifying and addressing Population Health Challenges	<i>Define population health</i>
Overview of Public Health	<i>Explain the concepts and functions of public health in society</i>
Identifying and addressing Population Health Challenges	<i>Demonstrate how the public health processes and interventions can be used to identify and address major health-related needs in the population</i>
Role and importance of data in public health	<i>Explain the meaning of evidence-based public health</i>
Overview of public health	<i>Briefly outline the roles and responsibilities of the different public health institutions</i>
Health Policy, Law, Ethics, and Economics	<i>Describe the basic concepts of legal, regulatory, economic and ethical dimensions of health care and public health policy</i>
History and functions of Public Health	<i>Demonstrate how Essential Public Health Services are can be applied to various public health challenges</i>

## Course Topics, Readings, Due Dates

<b>Week</b>	<b>Topic</b>	<b>Other Content &amp; Assignments Due</b>
1	Overview of public health	Module #1 and quiz
2	Evidence based practice	Module #2 and quiz
3	Public health data	Module #3 and quiz
4	Social and Behavioral Sciences	Module #4 and quiz
5	Health Law, Policy, Ethics, and Economics	Module #5 and quiz
6	Noncommunicable Disease	Module #6 and quiz
7	Communicable Disease	Module #7 and quiz
8	Midterm exam	Midterm Exam
	Spring Break	
9	Environmental Health	Module #8 and quiz
10	Health Professionals	Module #9 and quiz
11	Healthcare institutions	Module #10 and quiz
12	Healthcare systems and insurance	Module #11 and quiz
13	Public health institutions	Module #12 and quiz
14	Issues: food and drugs	Module #13 and quiz
15	Putting it all together/ review	Module #14 (no quiz) and & Major Project Due
16	Final Exam	Final Exam

## Course Grading

EXAMS—MIDTERM & FINAL (50 pts/each)	100 PTS	<i>A = 225-250 PTS</i>
READING QUIZZES (approx.. 14 @3-4 pts each)	50 PTS	<i>B = 200-224 PTS</i>
		<i>C = 175-199 PTS</i>
MAJOR PROJECT	100 PTS	<i>D = 150-174 PTS</i>
		<i>F = &lt;150 PTS</i>
<b>TOTAL POINTS AVAILABLE</b>	<b>250 PTS</b>	

## EXAMS

Questions may be drawn from online readings, media, and/or lectures. Make-up exams will not be given except in unusual circumstances. 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 your textbook study and other online sites and media. Because much of this will not be covered in lectures, it is crucial that you complete the reading and viewing. To encourage and reward your reading, you will take short online quizzes (3-4 questions each week). They should not be too difficult for those who have completed the assigned readings. You may have two attempts at the quizzes and your scores will be averaged.

## MAJOR PROJECT

Your major project for the semester will allow you to practice thinking systemically as taught in class and will allow you to learn to use various resources to identify the health needs of a community. These skills will be used as you conduct a Community Health Assessment.

The project will be a lot of work and therefore will require consistent effort across the course of the semester. To spread the workload and to approximate the typical work environment, this assignment will be done in groups (certain circumstances may allow you to complete it by yourself). You will be assigned a group within the first couple of weeks of the semester. You can divide the work as you see fit, as long the load is shared equitably. (If you would prefer to do all the work by yourself, I will allow you to do this as in individual project if you choose, but you must decide by the end of the first week of the semester, explaining why you need to complete it yourself.)

Your project will be to assess the overall health of one county and identify areas of need. You are to take the role of public health assessment specialists hired by the local health department to conduct the initial county health assessment. In this role, you will make recommendations, but it will ultimately be up to local leaders to decide the goals and objectives for the county.

Each group will select one county in Texas as the focus for this project. You can select any county. However, I would recommend medium-sized counties. Large counties are often too complex to easily describe and small counties often lack data on some health measures.

Real community health assessments can often be over a hundred pages to review all pertinent data. For this assignment, you will be submitting an Executive Summary, which is an overview of the key findings. For this assignment, you will be limited to a maximum of 20 pages. There is no minimum, but I doubt you will be able to address all the required elements in less than 10 pages. Executive Summaries often make use of graphs and tables to summarize much of the data. Graphs are best for making a strong point; tables tend to be better for conveying a lot of information at once.

Your report will have the following sections in this order [in brackets is the approximate number of pages typical in each section];

1. Table of Contents [1 pg.]
2. Overview [2-3 pages]
  - a. Purpose of doing this assessment
  - b. Method (how you found the data)
  - c. Summary of Findings
  - d. Health Ranking Summary Table
3. Community Profile [2-4 pgs]
  - a. Demographic profiles and demographic trends (changes over time)
  - b. Social Determinants of Health (e.g., income, education, access to care)
4. Leading Causes of Death Tables [2-3 pgs]
  - a. Ranking compared to other counties
  - b. Leading causes of death by race, gender and age
5. Disparities [2-3 pgs]
  - a. Where is this county worse than state or national averages
  - b. Are there some groups in the county worse than others (race, gender, or others)
  - c. Select two to three causes of death or disease that appear to need attention
6. Behaviors and Lifestyles related to selected areas [1-3 pgs]
7. Recommendations to address disparities [1-2 pgs]
8. Sources of Data [1/2 pg]

In the module folder on Blackboard are links to the data you will use. The first two links will give you the overall data about the county that you will need for sections 2-3 and part of section 4. The third link to the Texas Dept of State Health Services will allow you to query the additional data you will need in most cases. Under Query Systems, you will most likely use the Texas Health Indicators, Texas Health Data, Behavioral Risk Factor Data, and perhaps Youth Risk Behavior Data. The other links in the module folder contain a wealth of health related data, including some at the county level. Most of you will likely not need these other links, but I have given them, just in case you can't find what you need in the other links.

In the module folder are also examples of Executive Summaries of real Health Assessments from three different counties in the U.S. These are for examples only; don't copy them exactly. Each has its strengths and weaknesses and each is missing at least one or more of the sections required for this project, but at least you can get some ideas.

Your other resource is your instructor. Don't get lost; please contact me. This may seem like a lot of work, but I am confident you can do it if you start early and take each step in order.

Links to databases:

Link 1--CDC (key indicators by county):

<http://wwwn.cdc.gov/CommunityHealth/homepage.aspx?j=1>

Link 2-- non-profit group (rankings by country):

<http://www.countyhealthrankings.org/app/texas/2017/overview>

Link 3--Texas Dept. of State Health Services (Queriable Systems for additional data):

<https://www.dshs.state.tx.us/chs/datalist.shtm>

Links to other potentially useful databases:

[http://phpartners.org/health\\_stats.html](http://phpartners.org/health_stats.html)

<http://www.healthindicators.gov/Indicators/Selection>

<https://www.healthdata.gov/>

Advice on this project based on past groups: 1) anytime you include a table or graph you must comment on why you included it and what it says; 2) don't copy written text from anywhere, this must be your own work; 3) I am looking for a logical sequence from step to step how do the mortality and morbidity rates lead to setting certain disparities, which lead us to focus on certain health issues, which leads to looking at behaviors or lifestyle issues that may be effecting these, which lead you to give recommendations with regard to this.

## ASSIGNMENT CRITERIA

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 number<sup>1</sup>) 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.

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

## Sam Houston State University Policies

### 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 Health Services and Promotion is 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](mailto:jbias@shsu.edu)