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Fall 2019

PUBH 5520-01F/5520G-01F– Introduction to Public Health online

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Course Syllabus

Georgia Southern University Jiann-Ping Hsu College of Public Health

PUBH 5520-01F/5520G-01F– Introduction to Public Health online Fall 2019(2 credits)

Instructor Name

Dr. Katie Mercer

Contact Information

Office: Hendricks Hall 3017 (third floor)

Phone: 912-478-1343

Email: kmercerc@georgiasouthern.edu

Office Hours

Monday, Tuesday, Wednesday 10 am - 12 pm or by appointment

Students may also call in to my office or email me during office hours, if they are unable to come to campus.

We can also Google chat or have Google Hangouts calls.

You may also email me with questions and concerns at anytime.

Response Times

During a normal work week (Mon - Fri 9am - 5pm) students can expect responses as follows:

- Email: within 48 hours
- Discussion posts: within 72 hours
- Assignment grades: within a week of submission date.

Exceptions: Response times on weekends and holidays are not guaranteed. If you send me an email after 5pm on Friday, please do not expect a response until the following Monday.

All assignments will be graded promptly so that students may accurately calculate their grades at any point in time during the semester. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

Dropping this Class

Last day to withdraw from class without academic penalty: **October 14, 2019.**

Prerequisites: N/A

Catalog Description:

This course is designed to give students a foundation in the core functions of the population-based public health (assessment, policy development and assurance). In addition, this course will examine the 10 essential services of public health within these core functions. Defining effective public health practice and providing knowledge about the technical, social, and political parameters related to public health research and practice are goals for this class. Students will gain an understanding of public health as a broad area of work that applies the benefits of current biomedical, environmental, social, and behavioral knowledge in ways that maximize the health status of all populations.

Required Textbook:

Schneider, M.J. (2017). Fifth Edition. *Introduction to Public Health*. Jones and Bartlett. ISBN: 978-1284089233.

Competencies:

CEPH MPH Competencies

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations

15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making

17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors

19. Communicate audience-appropriate public health content, both in writing and through oral presentation

20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

CEPH BSPH Competencies

1. The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.
2. The ability to locate, use, evaluate and synthesize public health information.

Performance-Based Objectives Linked to Course Activities (Note: Assessment activities are described in next section. Specific assessments linked to course objectives appear on the separate course schedule.)

Course Objectives:

At the completion of this course students will be able to:

1. Define Public Health and articulate the elements in the public health approach to ensuring the health of our public.
2. Explain the historical developments of the field.
3. Explain the core public health functions.
4. Explain how the core public health functions are operationalized at the global, national, state and local levels.
5. Describe the Public Health infrastructure within the United States and beyond (global).
6. Define the five core knowledge areas of public health: biostatistics, environmental health sciences, epidemiology, health policy and management, and social and behavioral sciences.
7. Explain how state and local governmental public health agencies ensure availability of the ten essential services.
8. Describe the history and current status of the interactions between medicine and public health.
9. Explain the status of the public health workforce and efforts to expand and ensure the quality and diversity of this workforce.
10. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
11. Communicate audience-appropriate public health content, both in writing and through oral presentation.
12. Describe the importance of cultural competence in communicating public health content.
13. Perform effectively on interprofessional teams.
14. Apply critical thinking skills and creativity to course work.
15. Articulate the current issues within the field.

Assignments:

Midterm and Final Exam: You will have a midterm covering material up to that point and a final examination. The examinations will cover the material from the text. The final examination will not be cumulative. *Course objectives 1-10, 12.*

Quizzes: Each module has a quiz. You are required to complete each quiz by the due date for points. See Course Schedule for dates and times. *Course objectives 1-10, 12.*

TEDtalk Review: Students will be required to select a public health-related TED talk of their interest to review. Rubric and more explanation will be given as the course progresses. *Course objectives 1-10, 12.*

Discussion Posts: (Due Wednesday and Fridays of the week they are due by 11:59PM): The Instructor will post questions, readings, or videos to drive discussion among students. There will be 4 discussion assignments throughout the semester each counting 25 points each. Students are expected to post substantive responses to these questions in which they will be graded. Students are expected to post an initial response by Wednesday at 11:59 pm and a substance reply post to a classmate by Friday by 11:59 pm. Failure to post substantive responses may result in a zero for an assignment. Guidelines for substantive posts are below:

1. Initial posts should be at least 3 paragraphs long with each paragraph having at least 4 sentences.
2. Response posts should be at least 1 paragraph long with at least 4 sentences.
3. No "fluff" sentences, for example: "Katie, I really enjoyed your post."
4. Initial posts must include at least 2 references both from credible sources. Response posts need not include references.
5. Must be cited in APA format - only in-text citations and reference list necessary for your posts.

For all students who have never been exposed to APA formatting, please be sure to get up to speed via the resources available in this Folio course as well as consulting me as your agent of learning. Points will be deducted for incorrect formatting. I am always available during my office hours (and beyond if necessary) to help! *Course objectives 1-15.*

Students may vary in their ability to achieve levels of competence in this course. Students can expect to achieve course competence only if they honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.

Grading: Weighting of assignments for purposes of grading will be as follows:

Undergraduate and Graduate Students

Unit of Analysis	Points	% Total Grade
Midterm	50	12.5%
Final Exam	50	12.5%
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Tedtalk review	100	25%

Discussion posts	100	25%
Quizzes	100	25%
Total	400 pts	100%

The following point scale will be utilized in grading:

Letter Grade	Undergrad / Grad	Percentage
A	360-400	90% - 100%
B	320-359	80%-89%
C	280-319	70%-79%
D	240-279	60%-69%

For calculation of your final grade, all grades above will be included. All exams and assignments will be graded and returned promptly so that students may accurately calculate their grades at any point in time during the semester. In extraordinary circumstances (e.g., serious illness, death in the family, etc.) and the student needs additional time to satisfactorily complete a requirement course assignment, please consult with the Instructor within 48 hours of the event. Work related issues, normal illnesses, child care, etc. do not count as extraordinary circumstances.

Nota Bene: Extensions *are not guaranteed* and will be granted solely at the discretion of the Instructor. **NO EXTRA CREDIT PROJECTS WILL BE ASSIGNED!**

Portfolio Inclusion:

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

Instructional Methods

Class modules will be a combination of lecture, class discussions, and assessments. Computer-generated presentations will be used in the lecture portion of this course. Prior to each lecture, the student is encouraged to complete the recommended readings. In this way, it is hoped that the learner will be better prepared to successfully accomplish the learning objective of each lecture experience.

General Expectations

- For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three credit hour course, during a regular fifteen week semester, you should expect approximately ninety hours of work outside of class.
- Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.
- Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.
- Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.

- Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

Course Assignments

Requirements for Written Work

1. Papers must be typed. Papers will be unacceptable if the text is difficult to read. Please use 10-12 point font (Arial or Times New Roman), set all margins to 1 inch, and double space.
2. Do not rely on the spell-checking utility of your word processing program to detect all spelling errors. The program cannot detect the inappropriate use of correctly spelled words.
3. Grammar, spelling, and punctuation are expected to meet the same standard as are required in English classes. There is never any excuse for spelling errors. Use a dictionary. If you have the slightest doubt about the use of grammar, punctuation, or capital letters consult a good reference book.
4. Written work is expected to be organized to read smoothly and fluently without skipping from point to point and back. The use of appropriate introductory and concluding statements or paragraphs is a necessary part of this organization.
5. You are expected to be able to use terms encountered in class or in your readings in appropriate contexts, thus demonstrating that you understand them. If you are using other highly specific terms, explain or define them the first time you use them, and after that, use them in the proper way.
6. Use non-sexist language in all papers. Consult the APA Publication Manual (6th edition) for guidance in the use of non-sexist language.
7. Use quotation marks when quoting directly from written works of others and be sure to cite appropriately using APA formatting, which includes providing the location (e.g., page number, paragraph number) of the quotation. Use reference notes when you discuss information or ideas that have been expressed by others. Plagiarism is unethical and illegal. Any form of plagiarism will result in a grade of "0" for the assignment and may result in a failure for the course. Refer to Georgia Southern's Student Handbook for information about Academic Dishonesty.
8. Attach a separate reference list including all works cited in the paper. Refer to the APA Publication Manual (6th edition) if you have any questions regarding citations or preparation of a reference list.

Standard Georgia Southern University and JPHCOPH Expectations

Class Attendance and Participation Policy

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. Your attendance will be verified at the first regular class session.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances, and **JPHCOPH funded**) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable

opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (*University Graduate Catalog*)

Academic Misconduct

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Plagiarism

- According to the Academic Dishonesty Policy of Georgia Southern University, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

- If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website: (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>

2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**

- a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
- c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

First Offense - Not In Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and

the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

- a. Suspension for a minimum of one semester or expulsion.
- b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

Accommodations for Individuals with Disabilities

In compliance with the Americans with Disabilities Act (ADA), Georgia Southern University will honor requests for reasonable accommodations made by individuals with disabilities. Students must self disclose any disability for which an accommodation is being sought to the

Student Disability Resource Center (SDRC) before academic or other accommodations can be implemented. For additional information, please call the Director of EEO and Title IX at (912) 478-5136 / TDD (912) 478-0273 or the SDRC Director at (912) 478-1566 / TDD (912) 478-0666. The TDD phone numbers are intended for individuals with hearing impairments.

University Calendar for the Semester

The University Calendar is located with the semester schedule, and can be found at: <http://em.georgiasouthern.edu/registrar/resources/calendars/>

STUDENT CONDUCT CODE

The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code

at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

ACADEMIC DISHONESTY

The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic

dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand the Academic Dishonesty Policy.