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Fall 2021

### PUBH 5520/5520G - Introduction to Public Health

Tolulope Awolusi

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**Georgia Southern University**  
**Jiann-Ping Hsu College of Public Health**

PUBH 5520-5520G-A

Introduction to Public Health Fall 2021

<b><u>Instructor:</u></b>	Tolulope Awolusi, DrPH, MPH
<b><u>Office:</u></b>	Hendricks Hall, Room 1010
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<b><u>E-Mail Address:</u></b>	<a href="mailto:tawolusi@georgiasouthern.edu">tawolusi@georgiasouthern.edu</a>
<b><u>Office Hours</u></b>	Monday & Tuesday 2:00 – 4:00 PM; Wednesday 1:00 – 3:00 PM or by appointments. Students can also call my office during office hours
<b><u>Class Hours:</u></b>	9:05-9:55 AM
<b><u>Classroom:</u></b>	Education Building, Room 1115

**Course Catalog available at:**  
<http://em.georgiasouthern.edu/registrar/resources/catalogs/>  
under Jiann-Ping Hsu College of Public Health Programs

**Prerequisites:** N/A

**FOLIO Access:**

<https://georgiasouthern.desire2learn.com/d2l/home/565952>

**Course 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. (2020). Sixth Edition. *Introduction to Public Health*. Jones and Bartlett. ISBN: 978-1284197594.

**Additional Readings:**

Additional readings will be assigned throughout the course. The readings will be provided on Folio. You may also be required to use your university's library resources to obtain articles.

**Required Resource:**

N/A

## COVID-19 Statement:

### **Illnesses**

We want you to take appropriate precautions for your health as well as the well-being of your classmates. If you become ill during the term, please contact me immediately. We will work through what you will need to do, to either continue working in class or make up work that might have been missed during your absence. If you have an illness that would result in an extended absence, you will need to contact the Dean of Students office. In the event of serious illness, injury, or extenuating circumstances, the DOS office will notify professors at your request.

If you need to self-report either a confirmed or suspected positive COVID-19 diagnosis, have received self-quarantine requirements, or have symptoms with pending test results, please complete the CARES Center [COVID-19 self-reporting form](#) (through the [MyGeorgiaSouthern portal](#) under "COVID-19 Information & Resources"). You may also reach the CARES Center by using the [MyGS mobile app](#), calling 912-478-CARE (M-F 8am-5pm), or emailing [covidsupport@georgiasouthern.edu](mailto:covidsupport@georgiasouthern.edu). The CARES Center should not be used for medical advice. If you need medical advice, you need to call your health provider or 911.”

### **ADA Accommodations**

In compliance with the Americans with Disabilities Act (ADA), this course will honor requests for reasonable accommodations made by individuals with disabilities or demonstrating appropriate need for learning environment adjustments. Students must self-disclose their disability to the Student Accessibility Resource Center (SARC) before academic accommodations can be implemented. Students requesting alternative educational arrangements must submit a completed COVID-19 Alternative Educational Arrangement Request Form to [the SARC office](#). For additional information, please call the SARC office at (912) 478-1566 on the Statesboro campus, or at (912) 344-2572 on the Armstrong and Liberty campuses.

## **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

### **Inter-professional Practice**

21. Perform effectively on inter-professional 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 inter-professional teams.
14. Apply critical thinking skills and creativity to course work.
15. Articulate the current issues within the field.

## **Undergraduate 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 pertinent to the class and learning objectives. *Course objectives 1-10.*

**Quizzes:** You will have a series of four quizzes covering material up to the point of the quiz date each counting 25 points each. These quizzes will cover all topics mentioned in class discussion and learning materials. These will be offered during the face-to-face class meetings and will be open book and open notes. They will be very tightly timed so you will need to know the material prior to taking the quiz because you will most likely not be able to research the answer. *Course objectives 1-10.*

**TEDtalk Review:** Students will be required to select a public health-related TED talk of their interest to review. Details regarding this assignment will be published as the course progresses. *Course objectives 1-15.*

**Current Event Papers:** The students will find and print out public health-related current events to discuss. There will be four current event assignments throughout the semester each counting 25 points each. Students are expected to briefly summarize the article chosen and discuss why they find the current event they choose as interesting and related to public health. Guidelines are below:

1. Students must include a brief summary of current event (no more than one paragraph).
2. Students must discuss why they found the current event interesting.
3. Students must discuss how the current event is related to a public health competency listed above.
4. Students must use APA style for citations - must have two additional peer-reviewed references in addition to the reference of the actual article so three references in on the References page; &
5. Students must write at least 1.5 pages of text - name and date will go on a separate title page.

*Course objective 10.*

## **Graduate Assignments:**

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**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 pertinent to the class and learning objectives. The final examination will not be cumulative. These will be offered online. *Course objectives 1-10.*

**Quizzes:** You will have a series of four quizzes covering material up to the point of the quiz date each counting 50 points each. These quizzes will cover all topics mentioned in class discussion and learning materials. These will be offered during the face-to-face class meetings and will be open book and open notes. They will be very tightly timed so you will need to know the material prior to taking the quiz because you will most likely not be able to research the answer. *Course objectives 1-10.*

**TEDtalk Review:** Students will be required to select a public health-related TED talk of their interest to review. Details regarding this assignment will be published as the course progresses. *Course objectives 1-15.*

**Current Event Papers:** The students will find and print out public health-related current events to discuss. There will be four current event assignments throughout the semester each counting 50 points each. Students are expected to briefly summarize the article chosen and discuss why they find the current event they choose as interesting and related to public health. Guidelines are below:

1. Students must include a summary of current event (no more than one paragraph).
2. Students must discuss why they found the current event interesting.
3. Students must discuss how the current event is related to a public health competency listed above.
4. Students must use APA style for citations - must have two additional peer-reviewed references in addition to the reference of the actual article so three references in on the References page.
5. Students must write at least 1.5 pages of text - name and date will go on a separate title page.

*Course objective 10.*

**Book Review:** Graduate students will complete a critical book review of Budrys' *Unequal Health* text. General guidelines are below. A more detailed rubric will be provided in the course.

1. Students must read the book and compare and contrast its contents with other sources of information offered throughout the course.
2. Students must introduce the author and background information on the text.
3. Students must summarize the text.
4. Students must react to the text--was the text memorable or particularly interesting? Why? What ideas did you personally relate to? Why? What ideas did you disagree with? Why? Did this text change your views regarding public health? Why or why not?
5. Students must write at least 6 pages of text - name and date will go on a separate title page.

***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
	Undergraduates / Graduates	Undergraduates / Graduates
Midterm	50	12.5%
		10%
Final Exam	50	12.5%
		10%
TED talk Review	100	25%
		20%
Current Event Papers	100	25%
		20%
Quizzes	100	25%
		20%
Total for undergraduates	<b>400 points</b>	<b>100%</b>
Book Review	200	20%
<b>Total for Graduates</b>	<b>600 points</b>	<b>100%</b>

Letter Grade	Undergrad	Percentage
A	360-400	90% - 100%
B	320-359	80%-89%
C	280-319	70%-79%
D	240-279	60%-69%
F	0-239	0-59%
Letter Grade	Undergrad	Percentage
A	540-600	90% - 100%
B	480-539	80%-89%
C	420-479	70%-79%
D	360-419	60%-69%
F	0-359	0-59%

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, childcare, 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**

- 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.
- 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.
- 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.
- 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.
- 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.
- Consult the APA Publication Manual (7<sup>th</sup> edition) for guidance.
- 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 Sothorn's Student Handbook for information about Academic Dishonesty.
- Attach a separate reference list including all works cited in the paper. Refer to the APA Publication Manual (7<sup>th</sup> 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.

**Introduction to Public Health Online (PUBH 5520-5520G-01F)**

**Fall 2021 Course Schedule**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments Due</b>
<b>Module 1</b> 8/11	Introductions	NO READING	
8/16	What is public health?	<ol style="list-style-type: none"> <li>5 core areas of public health PowerPoint</li> <li>This is public health - video</li> </ol>	M1 quiz due by 11:59 PM on 08/20
<b>Module 2</b> 8/16	What is public health?	<ol style="list-style-type: none"> <li>Schneider Chapter 1</li> </ol>	
8/20	What is public health?	<ol style="list-style-type: none"> <li>History of public health PowerPoint</li> <li>Core functions PowerPoint</li> <li>Essential services PowerPoint</li> </ol>	M2 quiz due by 11:59 PM on 08/27
<b>Module 3</b> 8/23	What is public health?	Schneider Chapter 13 Provided learning materials	Discussion #1 Initial post due 08/27 at 11:59pm Response post due 08/29 at 11:59pm
8/27	Public health infrastructure	<ol style="list-style-type: none"> <li>Schneider Chapter 3</li> </ol>	M3 quiz due by 11:59 PM on 09/3
<b>Module 4</b> 8/30	Public health infrastructure	<ol style="list-style-type: none"> <li>Schneider Chapter 27</li> <li>Government and public health – video</li> </ol>	
9/6	LABOR DAY	NO CLASS	M4 quiz due by 11:59 PM on 09/10
<b>Module 5</b> 9/13	Epidemiology	<ol style="list-style-type: none"> <li>Schneider Chapter 5</li> <li>Roots of epidemiology – video</li> </ol>	
9/15	Biostatistics	Schneider Chapter 7	M5 quiz due by 11:59 PM on 09/17

<b>Module 6</b> 9/20	Social and behavioral sciences	1. Schneider Chapter 14 2. An ecological model – video	Discussion #2 Initial post due 09/17 at 11:59pm Response post due 09/19 at 11:59pm
	9/22 Social and behavioral sciences	Provided learning materials	M6 quiz due by 11:59 PM on 09/24
<b>Module 7</b> 9/27	Environmental health	Schneider Chapter 22	<b>MIDTERM EXAM</b> Available online 9/29 at 9AM – 9/30 at 11:59 PM
	9/29 Environmental health	1. Schneider Chapter 23 2. Schneider Chapter 25	
<b>Module 8</b> 10/4	Public health enemy #1	Schneider Chapter 15	M8 quiz due by 11:59 PM on 10/8
	10/6 Public health enemy #2	Schneider Chapter 16	
<b>Module 9</b> 10/11	The resurgence of infectious disease	Schneider Chapter 10	M9 quiz due by 11:59 PM on 10/15
	10/13 The biomedical basis of chronic disease	Schneider Chapter 11	
<b>Module 10</b> 10/18	HIV/AIDS	Provided learning materials	Discussion #3 Initial post due 10/22 at 11:59pm Response post due 10/24 at 11:59pm
	10/20 Medicine vs. public health	Schneider Chapter 26	
<b>Module 11</b> 10/25	Maternal and child Health	Schneider Chapter 18	

<b>10/27</b> <b>10/24-10/27</b>	APHA WEEK	APHA WEEK	
<b>Module 12</b> <b>11/1</b>	Mental health	Schneider Chapter 19	M11 quiz due by 11:59 PM on 11/5
<b>11/3</b>	Auto Safety	Provided learning materials	
<b>Module 13</b> <b>11/8</b>	Safe food and drugs	Schneider Chapter 24	M12 quiz due by 11:59 PM on 11/12
<b>11/10</b>	Addiction	Provided learning materials	
<b>Module 14</b> <b>11/15</b>	What is the Affordable Care Act?	Provided learning materials	TED talk review due by 11:59PM on 11/15
<b>11/17</b>	Health services research	Schneider Chapter 28	M13 quiz due by 11:59 PM on 11/19
	Health services research	Provided learning materials	Discussion #4 Initial post due 11/19at 11:59pm Response post due 11/21 at 11:59pm
<b>Module 15</b> <b>11/22</b>	THANKSGIVING BREAK	NO CLASS	M14 quiz due by 11:59 PM on 11/26
<b>11/24</b>			
<b>Module 16</b> <b>11/29</b>	Gender and sexual minority (GSM) health	Provided learning materials	
<b>12/1</b>	Achievements and challenges past and future	Schneider Chapter 31	M16 quiz due by 11:59 PM on 12/3
<b>Module 17</b> <b>12/6 – 12/8</b>	FINALS WEEK	NO CLASS	FINAL EXAM Available online 12/6 at 9AM – 12/8 at 11:59 PM

<b>10/27</b> <b>10/24-10/27</b>	APHA WEEK	APHA WEEK	
<b>Module 12</b> <b>11/1</b>	Mental health	Schneider Chapter 19	M11 quiz due by 11:59 PM on 11/5
<b>11/3</b>	Auto Safety	Provided learning materials	
<b>Module 13</b> <b>11/8</b>	Safe food and drugs	Schneider Chapter 24	M12 quiz due by 11:59 PM on 11/12
<b>11/10</b>	Addiction	Provided learning materials	
<b>Module 14</b> <b>11/15</b>	What is the Affordable Care Act?	Provided learning materials	TED talk review due by 11:59PM on 11/15
<b>11/17</b>	Health services research	Schneider Chapter 28	M13 quiz due by 11:59 PM on 11/19
	Health services research	Provided learning materials	Discussion #4 Initial post due 11/19at 11:59pm Response post due 11/21 at 11:59pm
<b>Module 15</b> <b>11/22</b>	THANKSGIVING BREAK	NO CLASS	M14 quiz due by 11:59 PM on 11/26
<b>11/24</b>			
<b>Module 16</b> <b>11/29</b>	Gender and sexual minority (GSM) health	Provided learning materials	
<b>12/1</b>	Achievements and challenges past and future	Schneider Chapter 31	M16 quiz due by 11:59 PM on 12/3
<b>Module 17</b> <b>12/6 – 12/8</b>	FINALS WEEK	NO CLASS	FINAL EXAM Available online 12/6 at 9AM – 12/8 at 11:59 PM

