

UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
PUBH 1000 – INTRODUCTION TO PUBLIC HEALTH
Course Syllabus – Fall 2015

Class Time: Tuesday & Thursday 1340-1455
Classroom Location: PE261

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COURSE DESCRIPTION

This course is an introduction to the key concepts and practices of public health – the art and science of preventing disease, prolonging life, and promoting health through the organized efforts of society. The health of populations will be explored as an evolving and multidimensional concept, shaped through historical, cultural, psychosocial, economic, and environmental contexts. Goals, interdisciplinary roles, challenges, and settings for public health practice will be explored; and intervention strategies and tools for improving population health introduced.

LEARNING OBJECTIVES

1. Define public health and identify various professions, disciplines, organizations, and delivery systems within the field of public health
2. Identify key concepts and strategies of health protection, health promotion, and health policy
3. Understand foundational principles of demography and epidemiology as they relate to public health practice
4. Discuss how inequity and the social determinants influence population health
5. Describe key interventions and approaches used to improve population health

RESOURCES and READINGS

There is no required textbook for this course. There is, however, a list of *required readings* which are intended to support and supplement class lectures, discussions, and assignments. **Students are expected to be familiar with the required readings, and to incorporate them into assignments and discussions as appropriate.** Required readings will be listed on the course syllabus and, whenever possible, electronic links will be made available through Moodle, the University's Learning Management System. Additional required readings may be assigned throughout the course of the semester at the discretion of the instructor.

The following textbook is **strongly recommended** for students who are interested in having a resource that covers many of the concepts addressed in this course, and which offers a solid introduction to principles of public health.

- Gillam, S., Yates, J., and Badrinath, P., (2012). *Essential public health: Theory and practice (2nd ed.)*. New York: Cambridge University Press.

COURSE FORMAT

Classes will consist of 75-minute class sessions, twice a week starting Sept. 10th, through Dec. 8th. Teaching strategies employed in the classroom will use a variety of learning activities and evaluative strategies in an effort to effectively facilitate learning outcomes and promote the acquisition of knowledge for a diverse student audience.

MARK DISTRIBUTION

Assignment Description	Total % Value	Due Date
Exams		
Midterm	20%	Oct. 29 th
Final	20%	Exam Week
Public Health Briefs		
Three written (individual) - 10% each;	30%	Various Dates
One visual (group) - 15%	15%	Last Day of Class (Dec. 8 th)
Engagement		
In-class assignments	15%	Ongoing

**due dates are subject to change*

DESCRIPTION OF ASSIGNMENTS

1. Participation and Engagement in Class (15%)

Students are expected to attend all classes and to come to class prepared to participate in learning. Required readings are to be completed before class. Engagement marks will be awarded based on student participation in the assigned in-class activities, as directed by the instructor. These activities are designed to help the students better understand and apply course concepts and material. There will be approximately 8-10 in-class activities assigned throughout the semester, which will not always be announced as students are expected to be present in each class. Most in-class activities will be assigned and completed in groups during class time, but a few may require advance preparation and/or post-class follow-up in order to obtain full credit.

Students must be present in class and actively participate in the in-class activities in order to receive full credit for their engagement. At the end of the semester, the lowest mark on a single in-class activity will be dropped (i.e. a student may miss ONE in-class activity per semester without penalty to their overall engagement mark)

In order to participate in some of the in-class engagement activities, students will need access to the internet. You are invited and encouraged to have your own individual electronic device **for class use** (e.g. smart phone, tablet, iPad, laptop, etc.).

2. Examinations (40%)

Both the midterm and final exam will be cumulative, and questions may be taken from required readings as well as information discussed/presented during class. The format for these exams (number and types of questions, format for completion, etc.) will be outlined by the instructor prior to the scheduled exam date.

3. Public Health Briefs (45%)

Written Briefs (Individual; 3 – 10% each)

This assignment consists of three written briefs - short academic papers - approx.1000 words each. In these briefs, *students will consider the broader public health concepts discussed in class within the context of a specific public health issue/health state, and from a Canadian perspective.*

At the beginning of the semester, each student will select a public health topic from a list provided by the instructor. Each written brief will have a unique set of instructions, paralleling course content/themes, but are to be composed with the student's selected health topic as the primary focus. There will be four options for the written briefs, but **students are only required to complete three written public health briefs**. Individual students may decide which of the written briefs they will omit.

Written Briefs will provide students with an opportunity to improve academic writing skills; find, incorporate, and apply relevant scholarly literature; become familiar with APA formatting style, demonstrate critical thought; and effectively express ideas through written communication. Most importantly, students will gain a deeper understanding of a particular public health issue in Canada.

Instructions for the each of the written Briefs are as follows:

Written Brief	Instruction for completion	Due Date
1	Using the definition of public health, frame your selected health topic as a public health issue in Canada, and describe it in epidemiologic terms by person, place, and time.	Oct. 6 th
2	Describe how the Social Determinants of Health (SDOH) and life course perspective relate to your selected topic.	Oct 27 th
3	Outline the influence or effects of policy on your selected public health issue (actual or potential).	Nov 17 th
4	Discuss strategies of health promotion and health protection for addressing your selected public health issue.	Dec 3 rd

**Remember that you are only required to complete three of the four options for written briefs*

Visual Brief (group; 15%)

The visual public health brief is a group project in which students who have selected the same health topic will bring together their knowledge of the issue (as gained through writing individual public health briefs). Together the group will collaborate to create a visual representation of their topic from a public health perspective to succinctly and effectively communicate information about the topic to their peers/instructor. Much of the preparation for this assignment will be done individually through the completion of the written briefs and in in-class assignments, but the final product for presentation will require group collaboration, and should be demonstrative of the collective efforts of all group members (a peer evaluation will be part of the final marking scheme for this assignment). Further details regarding the requirements for this assignment will be given in class. The Visual Brief is **NOT** an optional assignment, and must be completed as a group.

GRADING BREAKDOWN

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	%	Letter	GPA	%
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

CLASSROOM ETIQUETTE & LATE ASSIGNMENTS

Students are expected to attend all classes, arrive on time, and stay for the duration of class, unless prior arrangements have been made. Turn cell phones to silent and refrain from using electronic devices unless it is related to course work/activities.

It is expected that students will adhere to professional standards for all electronic communications. For example, e-mails should have a greeting, full sentences, and a salutation. Please specify the nature of your e-mail in the subject line. Emails will be responded to as quickly as possible, but the instructor will not respond to emails during evening hours or on weekends unless they are of an urgent nature.

Instructor communication will only occur through the student's *uleth.ca* email account so be sure to forward this email to any other personal email accounts that you may be using. If you leave voice mail, be sure to leave your name and telephone number, and indicate the course you are calling about.

It is expected that assignments will be submitted on time, and in the format outlined by the instructor, unless prior arrangements have been made. Late assignments will be deducted 5% per day up to a total of ten days; after ten days, assignments will not be accepted for grading. Assignments not submitted in the format outlined by the instructor (e.g. hard copy, Turnitin, Moodle, etc.), will also receive a 5% deduction.

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course will be required to be submitted to this program to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request. It is expected that students are familiar with the university's full policy on plagiarism and other academic offences – what they are, and the consequences for such (as outlined in the current University of Lethbridge Academic Calendar).

COPYRIGHT STATEMENT:

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 to set up an appointment <http://www.uleth.ca/ross/counselling/index.html>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

COURSE SCHEDULE AND READINGS (subject to change):

CLASS	DATES	TOPIC	REQUIRED READINGS/NOTES
1	Sept 10	Introduction to Public Health	<ol style="list-style-type: none"> 1. Course Syllabus 2. Arnold, D. & Schneider, D. (2010). Advising the newest faces of public health: A perspective on the undergraduate student. <i>American Journal of Public Health</i>, 100(8). Available at: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2901302/pdf/1374.pdf
2	Sept 15	What is Public Health? The 12 Great Achievements	<ol style="list-style-type: none"> 1. Public Health Agency of Canada (2008). The Chief Public Health Officer's report on The State of Public Health in Canada 2008 (Chapter 2, Public Health in Canada). Available at: http://www.phac-aspc.gc.ca/cphorsphc-respcacsp/2008/fr-rc/cphorsphc-respcacsp05a-eng.php
3	Sept 17	History of Public health in Canada	<ol style="list-style-type: none"> 2. 12 Great Achievements (CPHA, 2010). Website. Available at: http://www.cpha.ca/en/programs/history/achievements.aspx 3. This is Public Health: A Canadian History (CPHA, 2010). Available at: http://www.cpha.ca/en/programs/history/book.aspx
4	Sept 22	Demography and Public Health	<ol style="list-style-type: none"> 1. Badrinath, P. & Gillam, S. (2011). Demography. In Gillam, S., Yates, J., & Badrinath, P. (Eds.), <i>Essential Public Health (2nd ed.)</i>. New York: Cambridge University Press. (Chapter 2, pp. 29-42). Available on Moodle. 2. Leone, T.(2010). How can demography health inform health policy. Available online at: http://search.proquest.com.ezproxy.alu.talonline.ca/docview/208558969/fulltextPDF?accountid=12063
5	Sept 24	Epidemiology I	<ol style="list-style-type: none"> 1. Bonita, R., Beaglehoe, R., & Kjellstron, T. (2006). <i>Basic Epidemiology (2nd ed.)</i>. India: World Health Organization. (Chapter 1-3, select concepts). Available online at: http://whqlibdoc.who.int/publications/2006/9241547073_eng.pdf
6	Sept 29	Epidemiology II	<ol style="list-style-type: none"> 2. Badrinath, P. & Gillam, S. (2011). Epidemiology. In Gillam, S., Yates, J., & Badrinath, P., (Eds.), <i>Essential Public Health (2nd ed.)</i>. New York: Cambridge University Press. (Chapter 3, pp. 43-76). Available on Moodle
7	Oct 1	Why do People Get Sick? Social Determinants of Health I	<ol style="list-style-type: none"> 1. Social Determinants of Health: The Canadian Facts. Available at: http://www.thecanadianfacts.org/The_Canadian_Facts.pdf 2. Braveman, Egerter, & Williams (2011). The Social Determinants of health: Coming of Age. Available at: http://www.annualreviews.org/doi/pdf/10.1146/annurev-publhealth-031210-101218
8	Oct 6	Social Determinants of Health II	<ol style="list-style-type: none"> 3. Wilkinson, R, & Marmot, M. (2003). The social determinants of Health: the Solid Facts (2nd ed.). Available at: http://www.euro.who.int/_data/assets/pdf_file/0005/98438/e81384.pdf

9	Oct 8	Health inequalities	<ol style="list-style-type: none"> Pickin, C., & Popay, J. (2012). Health Inequalities and Public health. In Gillam, S., Yates, J., & Badrinath, P., (Eds.), <i>Essential Public Health (2nd ed.)</i>. New York: Cambridge University Press. (Chapter 15, pp. 257-272) Nadoo, J., & Wilis, J. (2011). Tackling Health Inequalities. In Naidoo, J., & Wilis, J., <i>Developing Practice for Public Health and Health Promotion (3rd ed.)</i>. China: Elsevier. (Chapter 5). Kawachi, I., Subramanian, S.V., & Almeida-Filho, N. (2002). A glossary of Health Inequalities. <i>Journal of Epidemiology and Community Health (56:647-652)</i>. Available electronically at: http://jech.bmj.com/content/56/9/647.full.pdf+html
10	Oct 13	Health and the Life Course I	<ol style="list-style-type: none"> Public Health Agency of Canada (2009). Report: The State of Public Health in Canada 2009. The Role of Public Health in Influencing the Lifecourse Trajectory (Chapter 2). Available at: http://www.phac-aspc.gc.ca/cphorsphc-respcacsp/2009/fr-rc/cphorsphc-respcacsp05-eng.php
11	Oct 15	Health and the Life Course II	<ol style="list-style-type: none"> Braveman, P., & Barclay, C. (2013). Health Disparities Beginning in Childhood: A life-Course Perspective. <i>Journal of the American Academy of Pediatrics</i>. doi: 10.1542/peds.2009-1100D. Available at: http://pediatrics.aappublications.org/content/124/Supplement_3/S163 Ben-Shlomo, Y., & Kuh, D. (2002). A life course approach to chronic disease epidemiology: conceptual models, empirical challenges, and interdisciplinary perspectives. <i>International Journal of Epidemiology</i>, 31 (285-293). Retrieved from: http://ije.oxfordjournals.org/content/31/2/285.full.pdf Osler, M. (2006). The Life Course Perspective: A Challenge for Public Health Research and Prevention. <i>European Journal of Public Health</i>, 16(3). Available online at http://eurpub.oxfordjournals.org/content/16/3/230
12	Oct 20	Approaches to Addressing Public Health Issues I	<ol style="list-style-type: none"> Rose, G. (1985). Sick Individuals and Sick Populations. <i>International Journal of Epidemiology</i>, 14(pp. 32-38). Available electronically from http://ije.oxfordjournals.org/content/30/3/427.full.pdf Frieden, T. R. (2010). A framework for Public Health Action: the Health Impact Pyramid. <i>American Journal of Public Health</i>, 100(4). Available at: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2836340/
13	Oct 22	Approaches to Addressing Public Health Issues II	<ol style="list-style-type: none"> UOttawa (2015). Categories of Prevention. Webpage http://www.med.uottawa.ca/sim/data/Prevention_e.htm
14	Oct 27	Health Promotion I (Introduction to Health Promotion)	<ol style="list-style-type: none"> Public Health Agency of Canada. Ottawa Charter for Health Promotion. Available at: http://www.phac-aspc.gc.ca/ph-sp/docs/charter-chartre/index-eng.php Naidoo and Wills (2009). <i>Foundations for Health Promotion</i>. Defining Health Promotion (Book Chapter, 4). Toronto, ON: Elsevier. Available on Moodle.
15	Oct 29	MIDTERM EXAM	

16	Nov 3	Health Promotion II (Lifestyle and Health Behaviour Change)	<ol style="list-style-type: none"> 1. National Cancer Institute (2005). Theory at a Glance: A guide to Health Promotion Practice (2nd edition). US Department of Health and Human Services. Available online. 2. McKenzie, J. F., Nieger, B. L., and Thackeray, R. (2009). <i>Planning, Implementing, and Evaluating Health Promotion Programs: A Primer</i>. Theories and Models Commonly Used for Health Promotion (Book Chapter, 7 pp. 159-196). San Francisco, USA: Pearson Benjamin Cummings. Available on Moodle.
17	Nov 5	Health Policy I	<ol style="list-style-type: none"> 1. WHO (2014). Adelaide Recommendations on Healthy Public Policy. Available at: http://www.who.int/healthpromotion/conferences/previous/adelaide/en/index1.html 2. National Collaborating Centre for Healthy Public Policy Website: http://www.ncchpp.ca/en/ 3. Editorial (2008). Adelaide revisited: from healthy public policy to Health in All Policies. Health Promotion International, 23, (1). Available at: http://heapro.oxfordjournals.org/content/23/1/1.full.pdf+html
18	Nov 10	Health Policy II	
19	Nov 12	Evidence-based Public Health	
20	Nov 17	Health Protection I (Ensuring a Safe Environment and Control of Infectious Disease)	<ol style="list-style-type: none"> 1. Schnieder, MJ. (2011). <i>Introduction to Public Health (3rd ed.)</i>. Sudbury, MA: Jones and Bartlett Publishers. (A Clean Environment: the Basis of Public Health, Chapter 19, (pp. 333-347). Available on Moodle. 2. AHS Environmental Public Health Website. Available at: http://www.albertahealthservices.ca/eph.asp 3. Manitoba Health Protection Website. Available at: http://www.gov.mb.ca/health/publichealth/environmentalhealth/protection/index.html
21	Nov 19	Health Protection II (The Built Environment)	<ol style="list-style-type: none"> 1. Williams, L. M. (2013). Between Health and Place: Understanding the Built Environment. Available at: http://www.wellesleyinstitute.com/wp-content/uploads/2013/05/Between-Health-and-Place.pdf 2. Renalds, Smith, & Hale (2010). A Systematic Review of Built Environment and Health. Family Community Health 33(1), p. 68-78. Available at: https://wiki.rogfk.no/sandbox/groups/folkehelseogaland/wiki/cc147/attachments/55ba3/A%20Systematic%20Review%20of%20Built%20Environment%20and%20Health.pdf
22	Nov 24	Visual Briefs	Class time for visual brief group preparation
23	Nov 26	Health Protection III (Disaster planning and management)	<ol style="list-style-type: none"> 1. Leaning, J., and Guha-Sapir, D., (2013). Natural Disasters, Armed Conflict, and Public Health. The New England Journal of Medicine, 369: 1836-1842. Available online at: http://www.nejm.org/doi/full/10.1056/NEJMra1109877
24	Dec 1	Health Protection IV (Disaster planning and Management)	<ol style="list-style-type: none"> 2. Veenema, T. G. (2013). <i>Disaster Nursing and Emergency Preparedness: for chemical, biological, and radiological terrorism and other hazards (3rd ed.)</i>. Essentials of Disaster Planning (Book Chapter, 1 pp. 1-16). New York, NY: Springer Publishing. Available on Moodle

			3. Conference of F/P/T Ministers of Health (2004). National Framework for Health Emergency Management: Guideline for Program Development. Available at: http://www.pbphpc.org/wp-content/uploads/2012/01/National-Framework-for-Health-Emergency-Management-PHAC.pdf
25	Dec 3	Health Promotion III (Social Marketing in public Health)	<ol style="list-style-type: none"> 1. Siegel, M., and Lotenberg, L. D., (2007). Marketing Public Health: Strategies to Promote Social Change. Mississauga, Ontario: Jones and Barlett. (Applying Marketing Principles to Public Health, Chapter 9, pp. 203-230). 2. McKenzie, J. F., Nieger, B. L., and Thackeray, R. (2009). Planning, Implementing, and Evaluating Health Promotion Programs: A Primer. San Francisco, USA: Pearson Benjamin Cummings. (Marketing, Chapter 11, pp. 286-311).
26	Dec 8	VISUAL BRIEF	Public Display of Visual Briefs

GRADING CRITERIA FOR WRITTEN PUBLIC HEALTH BRIEFS:

Each written public health brief will be graded using the following ten criteria. Each criterion will be graded out of 10 (see Scale below) and the final mark will be the sum of the scores. Each brief will be worth 10%.

1. Was the completed assignment grammatically correct, and free of spelling and editing errors?	
2. Was APA format used consistently and correctly throughout and was it within the word limit?	
3. Regardless of whether the grader agrees with the student's comments and conclusions, were thoughts expressed logically? Did the thoughts flow in a logical way and was the student's writing clear and concise?	
4. Were the statements factually correct and supported with scholarly literature where appropriate (minimum of three references per brief required)?	
5. Was the referenced literature appropriately integrated and were the sources cited considered to be credible to the body of public health literature?	
6. Did the student effectively incorporate concepts of public health from lectures, the text book, and/or assigned readings?	
7. Did the student incorporate public health terminology and use these terms correctly? Did the student's writing convey a sound understanding of the concepts addressed in this course?	
8. Was the topic appropriately framed from a Canadian perspective? (e.g. use of Canadian examples, statistics, organizational literature)	
9. Did the student's writing apply clearly and directly to their selected public health issue, and did it follow the instructions of the assigned brief?	
10. Were the ideas presented thoughtful and astute, or were they lacking in depth, insight, and critical thought?	
TOTAL /10	

Scale for Each Criterion

- 10 Outstanding. Met or exceeded highest expectations.
- 9 Excellent, but minor improvements would have strengthened it.
- 8 Good. Meets the criterion, with no major deficiencies but room for improvement apparent.
- 7 Satisfactory. Fundamental requirements are met, but there is definite need for improvement.
- 6 Performance is marginal. There are major problems or omissions.
- 5 It is clearly deficient for this criterion. Substantial improvement is needed.
- 1-4 Varying degrees of "very poorly done."
- 0 Unaddressed/element omitted.