

Graduate School of Public Health
San Diego State University
School Theme: "Minds that Move the World"

PH301: Foundations and Practice of Public Health

Schedule Number 24835, Section 01, 3 units, Spring 2007

M 4:00 pm to 6:40 pm, SS-3620

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I. Course Description

This course provides an introduction to a broad array of essential public health concepts and practice by acquainting the students with: (a) the philosophical foundation, history, purpose and organization of public health; (b) the role of law, government and voluntary agencies in protecting and promoting the health of individuals, groups, and communities; (c) the tools, activities, and results of public health practice at the national, state, and local community levels; and (d) public health prevention issues and challenges to our public health system.

II. Learning Objectives

Upon completion of this course, students will be able to:

1. Explain the U.S. public health system model
2. Communicate to a general audience what public health is and how it is practiced
3. Identify the top 10 public health achievements and urgent public health actions
4. Verbally articulate the Healthy People 2010 Objectives, unmet goals, and challenges
5. Discuss social inequalities, health disparities, the Tuskegee Syphilis Study and ethics in public health research and practice
6. Analyze the beneficial and adverse impact of the food industry on the public's health
7. Formulate the issues in the debate surrounding cancer screening
8. Appraise different study designs and evaluate scientific evidence in public health
9. Identify and distinguish population-level prevention strategies from individual-level medical and treatment approaches to solving health problems
10. Acquire a basic knowledge of public health practice at the federal, state, and community level
11. Develop skills in using the internet to access public health data, information, and resources.

Mastery of these learning objectives is assessed through assignments, exams, group projects and class presentations.

III. Course Format

This course follows a “blended learning” approach using lectures, films, journal articles, internet resources (such as the NIH, DHHS, CDC and other government websites), student presentations, and selected chapters from a couple of textbooks on Public Health. The following three books are useful but cannot be covered completely in the course of a semester. Of the three books, *Essentials of Public Health Practice* will be used as the main textbook for this course.

1. *Essentials of Public Health Practice*, by Bernard Turnock. c2007. Jones and Bartlett. ISBN: 9780763745257. Price: \$64.95 (Sugg. US List). Cover: Paperback.
2. *Introduction to Public Health*, by Mary-Jane Schneider. Boston: Jones and Bartlett Publishers, 2004. ISBN: 0-7637-2594-3.
3. *Public Health. What It Is and How It Works*, by Bernard J. Turnock. Third Edition. Sudbury, MA: Jones and Bartlett Publishers, Inc., c2004. ISBN-13: 978-0-7637-3215-8. ISBN-10: 0-7637-3215-X.

Lecture Notes and Films

The bulk of lecture materials are in Powerpoint format and posted on Blackboard. These Powerpoint lecture notes have access expiration dates. Hence, it is important to print these lecture notes as you go along, and not wait until the week of the Midterm or Final Exam to print them. Other materials are processed in WORD and also posted on Blackboard. Films shown in class cannot be re-played at another time or in another place. Students can check the Media Center at the Love Library to see if they are available and can be checked out for private or group viewing, but the professor cannot guarantee their availability.

Subject to Change: This syllabus, lecture topics and schedule are subject to change in the event of special or extenuating circumstances. New topics dictated by public debate or urgency may be added. It is the responsibility of students to check on announcements and handouts while they were absent.

IV. Skills You Need to Learn Prior to or During This Course

- Be able to do word processing and prepare statistical tables with proper notations at the bottom of the table as to source and definitions, using WORD or some other software.
- Use Chart Wizard in EXCEL to make simple graphs with proper legend and identification of the sources. Short courses are offered by the university FREE of charge. To download some written instructions, go to <http://www-rohan.sdsu.edu/~bats/student/workshops.html>
- Students that are still taking remedial English courses are advised to wait until they have completed remedial English and demonstrated some mastery of writing skills before registering for this class.

V. Student Evaluation

Attendance and assignments ¹	30% (<i>Points deducted for late submission</i>)
Midterm Exam ²	35% (<i>No make up exam given</i>)
Final Exam ^{2,3}	35% (<i>No make up exam given</i>)

¹Details will be announced in class and posted on Blackboard.

²Includes lectures, films, and student presentations shown in class.

³Cumulative. Assumes that topics covered before the midterm exam are already understood. Same format as Mid-term Exam.

Grades will NOT be curved. Final course grade will be based on percentage of total points earned. Valid grades include:

A	95-100%
A-	90-95%
B+	85-89%
B	80-84%
B-	75-79%
C+	70-74%
C	65-69%
C-	60-64%
D+	57-59%
D	54-56%
D-	50-53%
F	<50%

Students who do not complete the assignments and do not show up for exams will receive an F.

VI. Assignments

From time to time, there may be one-question assignments for students to do or to search on the internet before class. They are meant for self-awareness, personal growth, and/or class discussions. **The first graded assignment** is for the students to obtain from the Student Health Center or their own private physician (or a trained health professional) a blood lipid panel and also two physical anthropometric measurements. Students should keep a copy of the original for their file, and submit a photocopy that contains *a reading of their own height, weight, blood pressure, fasting blood glucose level, and cholesterol (Total, HDL, LDL,) triglyceride, and HbA1c (best obtained after fasting)*. Please allow 10 days to two weeks to receive your results. *The student will use their own height and weight measurement to calculate their own Body Mass Index (BMI)*. Only those students who submit this assignment on time will receive a grade credit. Students who do not submit this assignment will receive 0 credit. The deadline for this assignment is the Midterm Exam day. These results will be discussed in class.

Assignment #2 is a small group project. No less than 3 and no more than 6 persons per project is allowed. Each group will make a Powerpoint presentation in front of the class focusing on one of the Main Objective of *Healthy People 2010*. ***In the presentation, students will present the Objective (with references to the appropriate number), the baseline rate according to a defined template, the target goal, and mid-course data if available.*** This assignment is intended to give students the experience of accessing the internet to search for health resources information and to make students learn to find information concerning the Healthy People 2010 Objectives and Mid-course review. (This assignment is graded done/not done on the day that topic is scheduled). Students are to provide a hard copy of their Powerpoint presentation, printed two slides per page, on the day of their presentation. This printed form is not handed back to the students. Due date for this assignment is printed under Timetable and will also be posted on Blackboard. For this group project, all the students in each group must stand in front of the class to make the presentation. 5 points are deducted for late submissions or no shows.

Assignment #3 that is graded “done/not done.” Each student finds a non-governmental and non-profit organization (preferably in San Diego) that is related to, or doing work along, the theme of the HP2010 Objective that the student’s group has chosen for Assignment #2 (described above). This is an individual project and requires the student to know early the topic or theme for Assignment #2. For example, if the student’s group project (in Assignment #2) is about “Access to Care,” then for Assignment #3, one student might wish to choose as their Non-Profit Organization (NPO) project, to write about Fisher’s House, which provides housing for family members of returning soldiers who became physically disabled and need long-term rehabilitation. The Fisher’s House allows family members to provide psychological support to their disabled military relatives. Another student in that same small-project might wish to write about a different Non-Profit Organization that is along the theme of “Access to Care.” Each student submits a 2-3 page write-up about the organization, which should include the following information: Name of the organization, contact information (such as website, phone, fax, office address, Founder, Executive Director, etc.); website, status of the organization (must be private, non-profit. Is it a social service center? Hospital? Rehab center? What is the IRS status: Is it a 501c(3) organization or 501c(4), etc?); mission; how it started; how it is funded; size (number of staff and number of people served); what they have done; and what they are now doing. Finally, how is this related to the theme of your small-group project? Students should feel free to actually visit and take pictures of an organization, a prevention center, etc. if permission is obtained from the facility prior to or during the visit. The organization can be at the national, state, and/or community level. This assignment is relevant to the lecture topic, “The Role of Non-Profit Organizations in Public Health.” Due date for this assignment appears on the Timetable page of this syllabus. Late submissions will not be graded.

Assignment #4. This is a small-group project and the title is about the ***Success and Challenges in Preventing a Public Health Condition***. The public health condition is the topic chosen for the first small-group project (Assignment #2). The group must submit a form to declare their topic as soon as they have decided on a topic. No duplication of topic between groups is allowed. This requires a lot of work and is due four weeks before the Final Exam. It is meant to encourage students to apply what they learn from this course to a real public health issue by searching for a couple of peer-reviewed journal articles, look up data and health education information from established government websites (such as NIH, CDC, NCHS, etc) that has

public health significance and a direct bearing on their chosen HP2010 objectives (Assignment #2). This assignment is graded on the ability of students to follow instructions and create an impressive (rehearsed) presentation.

The last 3-4 weeks of class (depending on the number of students and groups formed) is set aside for student presentations of their small group projects (Assignment #4). No fewer than 3 and no more than 6 persons may work together on a project. A printed copy of the presentation (2 slides per page) must be submitted to the teacher on the day of the presentation. No excuses, please.

Students are also required to provide the professor with an electronic version (on a CD or diskette) and a printed (hard) copy of their Powerpoint slides **BEFORE** they stand up in class to make their presentation. The project title, course number and title, semester and year, and full name of all the students who work on the project should be on the cover page. The second page should list which student did what, and bear the signatures of all students—indicating agreement with who did what. The third page is the start of the powerpoint presentation, printed in 2-slides per page. One slide per page is expected for the electronic copy. Graphs and statistics cited should be referenced on the powerpoint slide itself. In addition, the last page should contain all the references cited and websites visited that were used to construct the Powerpoint slide presentation. At least two of the references cited should be a peer-reviewed journal article. Points are deducted from everyone in the small group project for poor references.

For a 25-30 minute presentation, students should aim to keep the number of Powerpoint slides to about 20 or fewer. Photos copied from the internet must be acknowledged through proper citation. Short video clips may be inserted/embedded into the Powerpoint presentation if relevant and deemed useful. It is not necessary to print color slides but it is necessary to be thorough in providing the references and acknowledging the URLs. Each group will submit 5 questions and answers as a learning assessment for the presentation to the professor **BEFORE** their presentation. A few good questions will be selected and included in the Final Exam.

Exam Dates

- Midterm examination is open-book, take-home and cannot be done in one sitting. You need to spend several hours studying and answering the questions. Some test questions are based on clarifications or additional information provided in class but not posted on Blackboard. Students who miss a lot of classes will have difficulty finding answers to the test questions just by downloading the lecture materials from Blackboard. This is the student's chance to do well. No make-up Midterm Exam is given. No special-credit assignment is given other than the 4 assignments stated above.
- Final examination will take place as scheduled in the university calendar and catalog. It is a closed-book exam. Students may request to take the exam early if the request is made in writing. No make-up Midterm Exam is given.

Topics Covered and Timetable for this Course

A. History and Philosophical Foundation of Public Health

- Introduction to Public Health – Jan 22nd
 - History of Public Health in the U.S. – Jan 22nd
- The Tuskegee Study: Research Ethics and Human Rights
 - Film: The Deadly Deception – Jan. 29th
 - Discuss the paper on the Tuskegee Syphilis Study – Jan. 29th
- Social Inequalities and Racial/Ethnic Disparities in Health – Feb 5th
- The Debate Over Cancer Screening: Why is it Controversial – Feb. 12th

B. Public Health in Practice

- Top 10 Public Health Achievements in the U.S. – Feb 12th
- The Healthy People 2010 Objectives and Health Indicators – **Feb 12th** (*Assignment #2 due*)

C. The U.S. Public Health Model

- The Infrastructure of Public Health – Feb 19th
 - The Public Health System – Feb 19th
 - Core Functions and Public Health Practice – Feb 19th
 - Optional Film: The Cure? {About the politics of health care reform in Maine}
 - Crisis in U.S. Healthcare Workforce – Feb. 19th
- Law, Government and Public Health – Feb 19th
- The role of not-for-profit and voluntary organizations in the U.S. Public Health System
- **Feb 26th** (*Assignment #3 due*)

D. Public Health Prevention

- Food Industry and Public Health
 - The American Diet *and* Healthy Eating Index (if working) – **Feb 26th**
- Understanding and Measuring Health – Mar 5th
- Population Health vs. Individual Health – Mar 12th
- **Midterm Exam distributed in class only, on March 12th. Due the following Monday**
- Study Designs and Levels of Scientific Evidence – **March 19th** (*Midterm Exam due*)
Outbreak Investigations – Mar 19th
 - Film: [NOVA: What's Killing The Children? \(TV4856\) 1990](#)
 - Spring Break: March 26th – 30th
- Community Assessments – Apr 2nd
 - Geographic Information System: The World in a Box (Apr 2nd)
 - Optional: Guest speaker: to be arranged: April 2nd
- The Future of Public Health Practice – Apr 9th

E. Student Presentations (attendance taken): Apr 16th and May 7th (*Assignment #4 due*)

Note: The number of hours devoted to each topic will vary with the learning pace of the class. The last few weeks during this semester are set aside for student's **group** project presentations in class. A rapid course review will be covered in the last day of class before Final Exam.