

Office of Public Health Studies, University of Hawaii at Manoa
Department of Public Health Sciences
PH 600-Introduction to Public Health
Fall 2008 Syllabus

PH 600: Introduction to Public Health Syllabus

Time: Tuesdays, 4:00 – 6:00 p.m.---Two (2) credit core course
Meeting Place: Biomed T211
Instructor Name: **Valerie Yontz, RN, MPH, MNS, PhD** --Team taught by Public Health Faculty.
Phone: 956-5771 (work)
Email: vyontz@hawaii.edu
Course Site: <https://laulima.hawaii.edu>
Office Location: Biomed D 202
Office Hours: By appointment, made by calling or emailing

PH 600: Introduction to Public Health—Course Overview

This course examines the major domains of the public health especially introducing what is public health and how to potentially apply public health to dealing with health issues in Hawaii and the Pacific Basin. The content of course will focus on basic material related to the five public health foundation courses including Health Services, Epidemiology, Social/Behavioral Science, Environmental Health and Biostatistics. A review will be integrated to include the biomedical basis of public health, some historical developments of public health, the role of health ethics especially in research and the future challenges to public health. The course will also present an introduction to the cross-cutting areas of public health including: communication and informatics, diversity and culture, leadership, public health biology, professionalism, program planning, and systems thinking.

Course Learning Objectives

By the end of the course, each student should be able to:

1. Define and discuss key terms, functions, and areas in public health.
2. Determine and discuss the importance of major areas of public health including core areas of health services, epidemiology, social/behavioral sciences, environmental health and biostatistics and how these areas of public health blend together to better serve the health of populations.
3. Compare, contrast and describe about the current context where public health is making a difference toward healthier communities including not only core but cross-cutting areas of leadership, program planning, professionalism, system thinking, communication and informatics, public health biology, and diversity and culture.
4. Review and summarize the key essential public health aspects that will equip public health professionals to work at protecting and promoting the health of the public.
5. Distinguish and critique the various approaches to analyzing and improving public health.
6. Analyze and evaluate the role of public health along side medical care, in community health care, in the control of disease, environmental hazards, and injuries in addition to the reduction and elimination of health disparities.
7. Design a presentation approach that integrates public health knowledge and communication skills area critical public health issues such in the critiquing various approaches to improving public health.

Assigned Text Books

Schneider, Mary Jane. (2006) *Introduction to Public Health, 2nd edition*. Aspen Publishers, Inc. Gaithersburg, Maryland.

Pfizer. (2006). *Milestones in Public Health: Accomplishments in Public Health over the Last 100 Years*. New York: Pfizer Global Pharmaceuticals.

Assigned readings and articles will be posted at <https://laulima.hawaii.edu>

PH 600 Course Schedule—Fall 2008--- (Revised as of August 20, 2008)

Date	Topic	Assignment Area
08/26/08	Introduction to course and department faculty and brief overview of core areas-- Biostatistics, Environmental Health, Epidemiology, Social/Behavioral health Sciences, & Health Policy and Management	Presentation and discussion by all public health faculty-Guest Speakers- Drs. Lu, Braun, Grandinetti, Hurwitz, Le, Maddock, Nigg, Grove, Heinrich, Tamulis, Ta, Sy, Rider, Katz, Yontz, Keller, Yontz, and Ms. Partika
09/02/08	Biomedical Basis of Public Health	Guest Speaker: Dr. Allison Imrie Assigned readings: Chapters 9, 10, 11,&12-MJS
09/09/08	Introduction to what is public health, understanding population health and its determinants, Milestones and program competencies	Speaker: Dr. Valerie Yontz Assigned readings: Chapters 1, 2 & 3-MJS Assigned readings: Pfizer's Milestones in Public Health Public Health 101 Certificate due
09/16/08	Analytical Methods of Public Health, statistics and diseases	Guest Speaker: Dr. Andy Grandinetti Assigned readings: Chapters 4, 5, 6, 7, & 8-MJS
09/23/08	Core and Cross-cutting public health areas framework, Certificate in Public Health, practicum guidelines	Speaker: Dr. Valerie Yontz Assigned readings: Chapters 3, –NIM
09/30/08	Ethics in Public Health Research & biostatistics and Professionalism	Guest Speaker: Dr. Katie Heinrich Assigned readings: CDC Public Health Ethics Committee. (2007). <i>Public health ethnics at the centers for disease control and prevention (CDC): Ensuring health, improving trust</i> . http://www.cdc.gov/od/science/phec/PHEC_Discussion_Paper7-3-07.pdf NIH online course certificate due
10/07/08	Environmental Issues in Public Health	Guest Speaker: Dr. Tomas Tamulis Assigned readings: 19, 20, 21, 22, 23, and 24-MJS Essay #1 due
10/14/08	Social and Behavioral Factors in Health—smoking and tobacco concerns	Guest Speaker: Dr. Stefan Keller Assigned readings: Chapters -13,14,15,16, 17, &18--MJS
10/21/08	Communication, Informatics, diversity and multiculturalism	Guest Speaker: Dr. Kathryn Braun Assigned readings: Chapters TBA
10/28/08	Leadership, Program Planning, and System Thinking	Guest Speaker: Dr. Jay Maddock Assigned readings: TBA Essay #2 Due
11/04/08	Holiday-No class-Election Day	No Class
11/11/08	Start Living Healthy-Self Health Responsibility Public Health Panel Presentations by students	Public health panel presentations due (5-10 students)
11/18/08	Emerging Infectious Diseases and Public Health Implications Public Health Panel Presentations by students	Public health panel presentations due (5-10students)
11/25/08	Delivery of Health Care Public health Panel Presentations by students	Public health panel presentations due (5-10 students)
12/02/08	Climate Change Issues Public Health Panel Presentation by students	Public health panel presentations due (5-10 students)

12/02/08	Healthy People 2010, Community Based Public health, Global health, Future trends of Public Health Wrap-up and course evaluation, Post Test	Speakers: Drs. Valerie Yontz and Katie Heinrich
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Course Policies

1. All students are expected to read the assigned chapters of the specified textbooks and other reading assignments plus complete all course assignments at graduate-level proficiency. Maximum benefit from this class can be achieved only if you attend class, complete the readings and projects as they are assigned, and actively participate in the class discussions.
2. All students are expected to show up on time and **attend all classes**. Since so much “in-class” learning and participation will be occurring, missing a class means missing critical knowledge, activities, and experiences that are difficult to re-create. There will a required make-up work for each class session that is missed due to the important class content that occurs during each class session. In this course each class builds on previous class content and prepared the student for future classes. If more than two classes are missed, it will be very difficult to receive a passing grade for the course. If more than two tardiness’s occur, make-up work will be required.
3. All written assignments must be typed with student’s names, course number, and date all listed at the top of the page at beginning of the assignment. Do not use separate title page for any assignment. The font size should be between 10-12 in size. The margins should be between half inch to one inch. The text should 11/2 to double spacing between typed lines (so comments can be written in between by the instructor). Page numbers needs to be on each page. Handwritten assignments are not acceptable. **Submit all assignments by the due data through the drop box system in Laulima system at <https://laulima.hawaii.edu>.**
4. Final grades are based on completed assignments, prompt class attendance, and participation. All assignments must be completed for a passing grade. There will be no extra credit assignments. **Submit all assignment through the drop box system in Laulima system at <http://laulima.hawaii.edu>. Assignments must be submitted by the due date to receive full credit for the assignment. Points will be deducted for late assignments.**
5. Original written work is expected with appropriate citation of references. All references need to have author, title, year, publishers and place of publishers, Any reference style is acceptable and APA is a suggested reference style. Whatever reference style that is used, please be consistent through the paper.
6. Plagiarism is unacceptable and will result in a failing grade for assignment and possibly for the course, depending on the extent of the violation. Please be familiar with the University of Hawaii Student Conduct Code, available at the Office of Student Affairs at the Student Services Center.
7. The course schedule and assignments may need to revise and some topics re-scheduled depending on the availability of guest speakers, pace of the learning, size of class, and needs of the students.
8. Students are welcomed and encouraged to meet with me, the course instructor, to review their progress or clarify course assignments and expectations. Please contact the instructor before or after class, by phone, or by email to set up appointments. Please make all contact regarding the course through the message system in Laulima system at <Http://laulima.hawaii.edu>.

Class Assignments and Due Dates

	Assignment	Points	Percentage of Total	Due Date
1.	Attendance and Participation	15	15%	Throughout the course
2.	Public Health 101 online course certificate of completion	15	15%	September 9, 2008
3.	Online NIH human subject certificate of completion	15	15%	September 23, 2008
4.	Two Essay Papers (2@ 15 points each)	30	30%	October 7 and October 28, 2008
5.	Public Health Panel presentation and powerpoint	25	25%	November 11-December 2, 2008
	Total =	100	100%	

Grading Scale – PH 600 will not use the plus or minus “+/-” grading system

A = 90-100	Excellent, distinctive work. Demonstrates sophisticated understanding: Nuanced and insightful account, powerful and effective application of concepts, frameworks and theories discussed in class and articulated in written work.
B = 80-89	Above average work. Demonstrates accomplished understanding: Thorough, well-documented account; adequate and apt application of concepts, frameworks and theories discussed in class and articulated in written work.
C = 70-79	Average work, sufficient, but not distinctive. Acceptable view with some misconceptions or oversight; not fully supported; acceptable but limited application of concepts, frameworks and theories discussed in class.
D = 60-69	Poor, insufficient work. Naïve or inadequate understanding: simplistic account and use of concepts, frameworks and theories discussed in class. Unable to articulate thoughts and ideas in written work.
F < 60	Unacceptable work

Specific Assignments Guidelines

1. Attendance, participation and required reading. Total 15 points (one point for each class attended).

PH 600 is a graduate-level seminar that demands your best effort, active participation, and consistent attendance to all class sessions. Please show up for class on time so that the class can start and finish on time. Attendance is high priority for this course because of the presentations, discussion, and reciprocal learning that occurs in class. An absence may be necessary, but please let the instructor know when you need to miss class. There will be a required make-up work for that class session that are missed due to the important class content of that session. All students are expected to read the articles and assigned chapters of the required textbooks. Total 15 points are given for evidence of attendance, participation, and completed readings. If you miss more than two classes then your final grade will be affected.

2. Public Health 101 online course. Total 15 points sheet. Due September 9, 2008.

Each student must take the online course entitled Public Health 101 offered by Pacific Public Health Training Center access through their web site at www.pphtc.org. The online course involves 12 modules and you must submit the certificate of completion. Place a copy of your certificate of completion in your drop box in the Laulima system at <https://laulima.hawaii.edu>

3. NIH online certificate course. Total 15 points Due September 23, 2008

Each student must take the online course entitled Protecting Human Subjects Research Subjects regarding approach to research ethics and handling research subjects. This is found at <http://phrp.nihtraining.com/users/login.php>. Place a copy of your certificate of completion in your drop box in the Laulima system at <https://laulima.hawaii.edu>

4. Two essay papers. Total 20 points (10 points each). Due date for papers: October 7, 2008 and October 15,, 2008.

Student will write two essay papers. One paper will be a summary paper on a public health milestone, top ten achievements and/or famous public health leader. Each student will have to choice a different topic from a list provided by the instructor. The first essay is due. In these essays, the range may from 250-500 words. Place a copy of your paper by the due date in your drop box in the Laulima system at <https://laulima.hawaii.edu>. All of the student essays will be place in the resource file once they have been submitted in order to students to read, review and vote on which essay make the best presentation.

The second essay will be on the one of the core or cross cutting areas of public health. The essays are assigned to stimulate critical thinking, self reflection and synthesis of you learning experience. In these essays, the range may from 500-1000 words. Place a copy of your paper by the due date in your drop box in the Laulima system at <https://laulima.hawaii.edu>.

5. Public Health Panel Presentation and Powerpoint. Total 25 points. Due Date for Presentation: November 11-December 2, 2008

The student is expected to participate as part of the panel on a specific topic. The panel will have one hour to allow each of the 5 panel members present their 5-10 powerpoint presentation to cover the topic. Then the panel has to allow time for questions and stimulate discussion. One student will have to also act as a moderate for their panel. The topic selected: 1) Start Living Healthy-Slef Health Responsibility, 2) Emerging Infectious Diseases and Public Health Implications, 3) Delivery of Health Care, 4) Climate Change Issues. Place a copy of your powerpoint presentation by the due date in your drop box in the Laulima system at <https://laulima.hawaii.edu>. The presentation needs to be in Laulima system 24 hours before your schedule presentation.

Useful Websites Publications:

1. Public Health Websites

- Department of Public Health at UH <http://hawaii.edu/publichealth/>
- American Public Health Association (APHA) – <http://www.apha.org>
- Association of Schools of Public Health (ASPH) - <http://www.asph.org/>
- Council for the Education in Public Health (CEPH) - <http://www.ceph.org/i4a/pages/index.cfm?pageid=1>
- Council of Accredited MPH Programs - <http://www.mphprograms.org/>
- National Association for Health Education Credentialing - <http://www.nchec.org/>
- Society for Public Health Education (SOPHE) - <http://www.sophe.org/>
- Public Health Foundation- <http://www.phf.org>
- Center for Disease Control and Prevention-CDC- www.cdc.gov
- World Health Organization - <http://www.who.int/en/>
- National Institute for Health- <http://www.nih.gov>
- Hawaii Public Health Association – [http:// www.hpha.org](http://www.hpha.org)

2.. Institute of Medicine Books _related to Public Health and the Public Health Workforce

- Future of Public Health - <http://www.iom.edu/?id=15251>
- The Future of the Public's Health in the 21st Century - <http://www.iom.edu/?id=4304>
- Who Will Keep the Public Healthy? Educating Public Health Professionals for the 21st Century <http://www.nap.edu/catalog/10542.html>

3. Other Helpful Websites

- Pacific Public Health Training Center— www.pphtc.org
- Human Research Subjects- <http://phrp.nihtraining.com/users/login.php>

- Health Services Library – www.hawaii.edu/hslib
- PubMed - <http://www.ncbi.nlm.nih.gov/pubmed/>
- Hawaii Public Health Info Virtual Emporium – www.hawaii.edu/hiphive/practice.html
- OWL at Purdue APA Formatting and Style Guide- <http://owl.english.purdue.edu/owl/resource/560/01/>
- What is public health <http://www.whatispublichealth.org/>
 - <http://www.whatispublichealth.org/resources/index.html>
 - <http://www.whatispublichealth.org/impact/achievements.html>
- <http://www.nlm.nih.gov/nichsr/usestats/index.htm>

4. Important Journals to find helpful articles for this course:

- American Journal of Public Health
- Health Affairs
- Public Health Reports
- Healthy People 2010: Understanding and improving health
- Health Promotion Practice
- Health Education Behavior
- Annual Review of Public Health
- Journal of Public Health Policy
- Morbidity and Mortality Weekly Report

University Policy and Accommodations

1. Non-Discrimination

The University is committed to a policy of nondiscrimination on the basis of race, sex, age, religion, color, national origin, ancestry, handicap, marital status, arrest and court record, sexual orientation, and veteran status.

2. Accommodations

Any student who may need an accommodation based on the impact of a disability is invited to contact me privately within first weeks of the course. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services

MPH Competencies:

As stated in the Student Handbook: "To ensure that students are able to integrate their classroom experiences with the realities of the practice of public health in the field, there are specific competencies to be achieved in the MPH degree program and within their specialization."

By graduation, MPH students must demonstrate ability to apply public health perspectives, knowledge, and skill in the areas of core and cross cutting areas. The table below lists all the cross-cutting competencies and the ones that are addressed in PH 600: Introduction to Public Health are labeled behind the criteria. These are newer competencies being phased in and changed in school year 2008-2009.

DIVERSITY AND CULTURE COMPETENCY

Upon graduation, the MPH student will be able to explain why cultural competence alone cannot address health disparities and be able to interact with both diverse individuals and groups on public health issues.

Criteria to evaluate mastery of this competency:

1. Describe the roles of history, power, privilege and structural inequality in producing health disparities. (PH 600)
2. Explain how professional ethics and practices relate to equity and accountability in diverse community settings (PH 600, PH789).
3. Differentiate among availability, acceptability, and accessibility of health care across diverse populations. (PH 600)
4. Demonstrate ability to interact effectively in diverse groups in class, practicum, student governance, and committees. (PH 791)

LEADERSHIP COMPETENCY

Upon graduation, the MPH student will be able to organize community partnerships to create and communicate a shared vision for a changing future; discuss solutions to organizational and community challenges; and maximize motivation to reach public health goals.

Criteria to evaluate mastery of this competency:

1. Describe the attributes of leadership in public health. (PH 600)
2. Articulate an achievable mission, set of core values, and vision. (PH 600)
3. Engage in dialogue and learning from others to advance public health goals. (PH 789)

PUBLIC HEALTH BIOLOGY COMPETENCY

Upon graduation, the MPH student will be able to discuss how public health biology – the biological and molecular context of public health – impacts public health practice.

Criteria to evaluate mastery of this competency:

1. Specify the role of the immune system in population health. (PH 600)
2. Explain the biological and molecular basis of public health.(PH 600)
3. Explain the role of biology in the ecological model of population-based health. (PH 600)
4. Apply biological principles to development and implementation of disease prevention, control, or management programs. (PH 600)

SYSTEMS THINKING COMPETENCY

Upon graduation, the MPH student will be able to recognize system-level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.

Criteria to evaluate mastery of this competency:

1. Identify characteristics of a system. (PH 600 and PH 602)
2. Explain how systems (e.g. individuals, social networks, organizations, and communities) may be viewed as systems within systems in the analysis of public health problems. (PH 600)
3. Discuss the effects of political, social and economic policies on public health systems at the local, state, national and international levels. (PH 602)
4. Discuss the impact of global trends and interdependencies on public health related problems and systems. (PH 602)

PROGRAM PLANNING COMPETENCY

Upon graduation, the MPH student will be able to plan for the design, development, implementation, and evaluation of strategies to improve individual and community health.

Criteria to evaluate mastery of this competency:

1. Describe the tasks necessary to assure that program implementation occurs as intended. (PH 600)
2. Explain how the findings of a program evaluation can be used. (PH 600)

COMMUNICATION AND INFORMATICS COMPETENCY

Upon graduation, the MPH student will be able to collect, manage and organize data to produce information and demonstrate ability to present this information in meaningful ways to different audiences.

Criteria to evaluate mastery of this competency:

1. Describe how the public health information infrastructure is used to collect, process, maintain, and disseminate data. (PH 600)
2. Describe how societal, organizational, and individual factors influence and are influenced by public health communications. (PH 600)
3. Apply legal and ethical principles to the use of information technology and resources in public health settings. . (PH 600)
4. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities. . (PH 789)
5. Use information technology to access, evaluate, and interpret public health data. . (PH 789)

ETHICS & PROFESSIONALISM COMPETENCY

Upon graduation, the MPH student will be able to demonstrate ethical choices, values and professional practices implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to personal and institutional development.

Criteria to evaluate mastery of this competency:

1. Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field. (PH 600)
2. Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy. (PH 600)
3. Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health. (PH 789)
4. Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions. (PH 600)
5. Promote high standards of personal and organizational integrity, compassion, honesty and respect for all people. (PH 600)
6. Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs. (PH 789)
7. Embrace a definition of public health that captures the unique characteristics of the field (e.g., population-focused, community-oriented, prevention-motivated and rooted in social justice) and how these contribute to professional practice. (PH 600)
8. Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies and organizations). (PH 789)
9. Value commitment to lifelong learning and professional service including active participation in professional organizations. (PH 789)