



Graduate Course Syllabus

PHE 500: Principles of Public Health

Center: Online

Credits: 3

Course Prerequisites

None

Course Description

This course is a required, foundational course. It acquaints the student with the history of public health, the structure of the public health system, the ten essentials services, and the core knowledge areas in order to gain an understanding of the complex factors impacting health behaviors in the community. This course is designed to introduce the students to the range of public health professions and to motivate their interests in public health courses. The course also will introduce the development of a professional portfolio.

Course Outcomes

- Evaluate public health for its historical and current significance in protecting and promoting individual, community, and population health
- Analyze the role of determinants of health in both the onset of and solution to public health problems
- Assess the impact of social and behavioral factors on individual and population health behaviors for informing design of effective public health programs
- Analyze the contributions of public health agencies, positions, and roles in effectively delivering public health's core functions and essential services
- Assess the extent to which public health programs utilize fundamental public health principles and theories in promoting individual and population health
- Assess the impact of local, national, or international programs or interventions on public health issues

MPH Foundational Competencies (CEPH)

- Compare the organization, structure, and function of healthcare, public health, and regulatory systems across national and international settings (CEPH.05)
- 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 (CEPH.06)
- Select methods to evaluate public health programs (CEPH.11)
- Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes (CEPH.13)
- Advocate for political, social, or economic policies and programs that will improve health in diverse populations (CEPH.14)

- Evaluate policies for their impact on public health and health equity (CEPH.15)
- Apply negotiation and mediation skills to address organizational or community challenges (CEPH.17)
- Communicate audience-appropriate public health content, both in writing and through oral presentation (CEPH.19)

MPH Foundational Public Health Knowledge (FKO)

- Explain public health history, philosophy and values (FKO.01)
- Identify the core functions of public health and the 10 Essential Services (FKO.02)
- Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc. (FKO.05)
- Explain behavioral and psychological factors that affect a population's health (FKO.09)
- Explain the social, political and economic determinants of health and how they contribute to population health and health inequities (FKO.10)

Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through the [SNHU Online Bookstore](#) rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the IT Service Desk, your advisor, and the instructor can provide you with support if you have problems.

Institute of Medicine (U.S.). (2003). [*The future of the public's health in the 21st century*](#). The National Academies Press. ISBN: 978-0-3090-8704-9

Santella, A. J. (Ed.). (2020). *Master of public health competencies: A case study approach*. Jones & Bartlett Learning. ISBN: 978-1-284-16632-3

Birkhead, G. S., Morrow, C. B., & Pirani, S. (2022). *Public health: What it is and how it works* (7th ed.). Jones & Bartlett Learning. ISBN: 978-1-284-18120-3

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). ISBN: 978-1-4338-3216-1

Diversity, Equity, and Inclusion

As indicated in our core values, SNHU is committed to “embrace diversity where we encourage and respect diverse identities, ideas, and perspectives by honoring difference, amplifying belonging, engaging civilly, and breaking down barriers to bring our mission to life.”

This may or will be reflected in SNHU's curriculum as we embrace and practice diversity, equity, and inclusion (DEI) to provide the most transformative experience for our students, faculty, and staff. Because topics pertaining to DEI can be sensitive, please remember that embodying and practicing diversity, equity, and inclusion is one of our core values that you will encounter throughout the academic experience. In higher education, we are expected to think and engage critically. Use a growth mindset to embrace the diverse readings, course assignments, and experiences of your peers and faculty.

For more information about DEI at SNHU, please visit our website at the [Office of Diversity and Inclusion](#).

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours. Instructors will post grades and feedback (as applicable) within seven days of an assignment's due date, or within seven days of a late submission.

Grade Distribution

| Assignment Category | Number of Graded Items | Point Value per Item | Total Points |
|-------------------------|------------------------|----------------------|-----------------------------------|
| Discussions | 9 | 20 | 180 |
| Small Group Discussion | 1 | 40 | 40 |
| Small Group Reviews | 3 | 40 | 120 |
| Journal | 1 | 40 | 40 |
| ePortfolio Welcome Page | 1 | 15 | 15 |
| Final Project | | | |
| Milestone One | 1 | 60 | 60 |
| Milestone Two | 1 | 80 | 80 |
| Milestone Three | 1 | 80 | 80 |
| Final Submission | 1 | 385 | 385 |
| | | | Total Course Points: 1,000 |

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Graduate

| Grade | Numerical Equivalent | Points |
|-------|----------------------|--------|
| A | 93–100 | 4.00 |
| A- | 90–92 | 3.67 |
| B+ | 87–89 | 3.33 |
| B | 83–86 | 3.00 |
| B- | 80–82 | 2.67 |
| C+ | 77–79 | 2.33 |
| C | 73–76 | 2.00 |
| F | 0–72 | 0.00 |
| I | Incomplete | |
| IF | Incomplete/Failure * | |

| Grade | Numerical Equivalent | Points |
|-------|----------------------|--------|
| W | Withdrawn | |

* Please refer to the [policy page](#) for information on the incomplete grade process.

Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

| Module | Topics and Assignments |
|--------|---|
| 1 | Overview of Public Health: Introduction, History, and Significance <i>Public Health: What It Is and How It Works</i> , Chapter 1 1-1 Discussion: Greatest Public Health Achievement 1-2 Review: Final Project |
| 2 | Public Health Frameworks and Core Functions <i>Public Health: What It Is and How It Works</i> , Chapter 5 <i>Master of Public Health Competencies: A Case Study Approach</i> , Chapter 14 2-1 Discussion: Engaging the Community in Public Health Advocacy 2-2 Small Group Discussion: Theoretical Frameworks 2-3 Final Project Milestone One: Introduction to Selected Public Health Issue 2-4 Final Project Milestone One: Post to Discussion Topic |
| 3 | Health Disparities, Health Inequities, and the Social Context of Health <i>The Future of the Public's Health in the 21st Century</i> , Chapter 2 3-1 Discussion: Community Engagement and Humanitarian-Centered Non-Governmental Organizations (NGOs) 3-2 Small Group Review: Milestone One Feedback |
| 4 | Public Health Agencies and the U.S. Health System <i>Public Health: What It Is and How It Works</i> , Chapters 3 and 4 <i>The Future of the Public's Health in the 21st Century</i> , Chapter 5 4-1 Discussion: State of the Union's Health 4-2 Final Project Milestone Two: Public Health Issue Analysis 4-3 Final Project Milestone Two: Post to Discussion Topic |

| Module | Topics and Assignments |
|--------|--|
| 5 | Public Health Surveillance and Measuring Health <i>Public Health: What It Is and How It Works</i> , Chapter 2 5-1 Small Group Review: Milestone Two Feedback 5-2 Journal: Health in All Policies (HiAP) |
| 6 | Public Health Interventions for Social and Behavioral Change—What Works? <i>Public Health: What It Is and How It Works</i> , Chapter 8 <i>Master of Public Health Competencies: A Case Study Approach</i> , Chapter 11 6-1 Discussion: Evaluating Public Health Programs 6-2 ePortfolio Welcome Page |
| 7 | Public Health Policy, Law, and Ethics <i>Public Health: What It Is and How It Works</i> , Chapter 4, beginning of the chapter through “The Need to Reform Public Health Law.” 7-1 Discussion: The Politics and Ethics of Quarantine 7-2 Post Introduction to ePortfolio (Non-graded) 7-3 Final Project Milestone Three: Intervention/Program Analysis 7-4 Final Project Milestone Three: Post to Discussion Topic |
| 8 | Public Health Emergency Preparedness and Response <i>Public Health: What It Is and How It Works</i> , Appendix B, Chapter 9 (pp. 283–285) and Chapter 4, Historical Context Through Outside the Book Thinking 4–6. 8-1 Discussion: Public Health Messaging and Communication Strategies 8-2 Small Group Review: Milestone Three Feedback 8-3 Continue Work: Final Project |
| 9 | The Future of Public Health: Challenges and Opportunities <i>Public Health: What It Is and How It Works</i> , Chapter 10 9-1 Discussion: Future Challenges in Public Health 9-2 Final Project: Submission |
| 10 | Reflection and Wrap-Up 10-1 Discussion: Putting It All Together |

Course Participation

Course participation is required within the first week of the term for all online courses. *Participation* in this context is defined as completing one graded assignment during the first week of the course. Otherwise, students will be administratively removed for nonparticipation. Students who do not participate during the first week may forfeit their rights to be reinstated into the course. Students who stop attending a course after the first week and who do not officially withdraw will receive a grade calculated based on all submitted and missed graded assignments for the course. Missed assignments will earn a grade of zero. See the [course withdrawal policy](#) and the [full attendance policy](#) for further information.

Late Assignments

Students who need extra time may submit assignments (excluding discussion board postings) up to one week after the assignment due date. Discussion board submissions will not be accepted for credit after the deadline except in extenuating circumstances.

- A penalty of 10 percent of the total value of the assignment will be applied to the grade achieved on the late assignment regardless of the day of the week on which the work is submitted.
- Students who submit assignments more than one week late will receive a grade of zero on the assignment unless they have made prior arrangements with the instructor.

Students must submit all assignments no later than 11:59 p.m. (in their own time zone) on the last day of the term. No assignments are accepted after the last day of the term unless an incomplete has been submitted. See the [incomplete grades policy](#).

There may be times an instructor makes an exception to the late assignment policy. Instructors may accept late work, including discussion board posts, with or without prior arrangement.

- Exceptions to the late policy on these grounds are left to the instructor's discretion, including whether the late penalty is applied or waived. Students should not assume that they will be allowed to submit assignments after the due dates.
- If an instructor finds that they are unable to determine whether an exception to the late policy would be appropriate without documentation, the collection and review of student documentation should be handled through the Dispute Resolution team in order to protect the student's privacy. In these cases, students should file a [Student Concern Dispute form](#) to have the circumstances reviewed.

If a student is experiencing (or knows they will experience) a circumstance, including pregnancy, that is protected under the Americans with Disabilities Act or Title IX, they are encouraged to contact the [Online Accessibility Center \(OAC\)](#) as soon as possible to explore what academic accommodations might be offered. Instructors must honor all deadlines established through the OAC.

Student Handbook

Review the [student handbook](#).

ADA/504 Compliance Statement

Southern New Hampshire University (SNHU) is dedicated to providing equal access to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and with Title III of the Americans with Disabilities Act (ADA) of 1990, as amended by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

SNHU prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. The university has adopted the [ADA/504 Grievances Policy](#) (version 1.2 effective October 16, 2017), providing for prompt and equitable resolution of complaints regarding any action prohibited by Section 504 or the ADA.

For further information on accessibility support and services, visit the [Disability and Accessibility Services](#) webpage.

Academic Integrity Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic integrity policy](#).

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

More information about SNHU policies can be found on the [policy page](#).