



Instructor Information

Course title and number	PHLT 302: Foundations of Public Health
Term	Fall 2017
Meeting times and location	M/W/F 10:20am to 11:10am REYN 141
Instructor Name(s)	Gilbert Ramirez, DrPH
Teaching Assistant(s)	Aya Yoshikawa, PhD, DrPH(ABD) ayoshikawa@tamu.edu
Telephone number	979.436.3641
Email address	ramirez@sph.tamhsc.edu
Office hours	Ramirez: 10am-Noon, T/Th: 11:30am-12:30pm, W Yoshikawa: M: 12:00Noon-2:00pm; F: 8:30-10:00am
Office location	Ramirez: SPH Admin Bldg 328 Yoshikawa: SPH Classroom Bldg 104

Course Description

This course discusses the history, philosophy and development of public health. Topics include definitions of population health and wellness, determinants of health, health status indicators and measurement, community health, the core functions and essential services, and the theory and practice of health improvement. In addition, public health interventions are explored and explained, with an emphasis on public health practice. Students will also gain a perspective on potential career options. This class will include lectures and discussions of readings.

Prerequisites

Public Health major; junior or senior classification; or approval of instructor - Must match course catalog.

Learning Outcomes and Course Objectives

By completing the class assignments, through participation and by completing the readings, the student will be able to:

Learning Outcome	Learning Objective (<i>CEPH Domains, see Appendix A last page of syllabus</i>)
Program Goal 1. Understand the history, ethics, and traditions of the field of public health.	
Describe the history, ethics, and traditions of public health to include its core values, concepts and functions in society.	<ul style="list-style-type: none">Identify eras in the historical development of public health and ways that public health affects literature and the arts, current events, and everyone's daily life (1.1)Illustrate the interdisciplinary, cross-cutting or ecological character of public health and the contributions of a range of disciplines and professions to improving health (1.2)

Program Goal 2. Value the scope and nature of problems and challenges addressed by the field of public health.	
Describe socioeconomic, behavioral, biological, environmental and other factors that impact population health and contribute to health disparities.	<ul style="list-style-type: none"> • Explain the impact of the environment and communicable diseases on the health of populations (5.3, 5.4) • Identify the roles of public health in addressing the needs of vulnerable populations and health disparities (1.3)
Employ the underlying science of human health and disease including opportunities for promoting and protecting health across the life course.	<ul style="list-style-type: none"> • Explain how public health can utilize social and behavioral interventions to improve the health of populations (5.1, 5.2) • Explain the burden of chronic diseases on morbidity and mortality and approaches to prevention and early detection (4.1)
Explain fundamental characteristics and organizational structures of health systems in the US and throughout the world.	<ul style="list-style-type: none"> • Describe the basic organization of health care and public health systems and the contributions of health professionals (7.1)
Program Goal 3. Appreciate the breadth, depth and variety of intellectual and practical skills employed in the field of public health.	
Illustrate basic concepts related to data in public health including, collection tools and methods, analysis, and reporting with understanding of why evidence-based approaches are essential.	<ul style="list-style-type: none"> • Explain the basic principles of epidemiology, including rates, risk factors, disease determinants, causation and public health surveillance (2.5, 2.6)
Employ basic intervention processes and approaches to address public health concerns of populations.	<ul style="list-style-type: none"> • Identify the roles of public health in disaster prevention and management (1.6, 3.3)
Apply fundamental concepts and features of project implementation, including planning, assessment and evaluation.	<ul style="list-style-type: none"> • Explain how public health assesses the options for intervention to improve the health of a population (3.2, 6.1) • Identify criteria for evaluating health systems including issues of access, quality, and cost (6.2, 6.3)
Identify basic concepts of legal, ethical, economic and regulatory dimensions public health and the roles, influences and responsibilities of government, private sector and other stakeholders.	<ul style="list-style-type: none"> • Explain how public health can utilize health policy and law to improve the health of populations (8.1, 8.2) • Identify the basic payment mechanisms for providing health services and the basic insurance mechanisms for paying for health services (8.3)
Program Goal 4. Appreciate the variety of communication methods and cultural competence required in the field of public health.	
Demonstrate basic concepts of public health-related communication, including culturally competent technical and professional writing and the use of other communication tools.	<ul style="list-style-type: none"> • Explain how public health can utilize health information and health communications to improve the health of populations (9.3)

Textbook and/or Resource Material

Riegelman, R. and Brenda Kirkwood (2015). Public Health 101: Healthy People–Healthy Populations. Enhanced Second Edition, Sudbury, MA: Jones and Bartlett Publishers,

Course Topics, Calendar of Activities, Major Assignment Dates

PHLT 302, Foundations of Public Health, Fall 2017 Calendar: August 28, 2017

Week	Day - Date	Topic	Required Readings / Notes	
1	M - Aug 28	Hurricane Harvey Event		
	W - Aug 30	Course Overview		
	F - Sep 1			
2	M - Sep 4	Section I Lectures: Principles of Population Health	Chapter 1. Public Health: The Population Health Approach	
	W - Sep 6		Chapter 2. Evidence-Based Public Health	
	F - Sep 8	Section I Case Study Discussion and Review for Exam I	Section I Cases and Discussion Questions	
3	M - Sep 11	Section I Exam	Bring Scantron* and Pencil	
	W - Sep 13	Section II Lectures: Tools of Population Health	Chapter 3. Public Health Data and Communications Chapter 4. Social and Behavioral Sciences and PH Chapter 5. Health Law, Policy, and Ethics	
	F - Sep 15			
M - Sep 18				
W - Sep 20				
F - Sep 22				
M - Sep 25				
5	W - Sep 27	Section II Case Study Discussion and Review for Exam II	Section II Cases and Discussion Questions	
	F - Sep 29			
6	M - Oct 2	Section II Exam	Bring Scantron* and Pencil	
	W - Oct 4	Section III Lectures: Preventing Disease, Disability and Death	Chapter 6. Noncommunicable Diseases Chapter 7. Communicable Diseases Chapter 8. Environmental Health and Safety	
	F - Oct 6			
M - Oct 9				
W - Oct 11				
7	F - Oct 13			
	M - Oct 16	Section III Case Study Discussion and Review for Exam III	Section III Cases and Discussion Questions	
	W - Oct 18	Section III Exam	Bring Scantron* and Pencil	
9	F - Oct 20	Section IV Lectures: Health Professionals, Healthcare Institutions, and Healthcare Systems	Chapter 9. Health Professionals and the Health Workforce Chapter 10. Healthcare Institutions Chapter 11. Health Insurance and Healthcare Systems	
	M - Oct 23			
	W - Oct 25			
	F - Oct 27			
10	M - Oct 30	Section IV Case Study Discussion and Review for Exam IV	Section IV Cases and Discussion Questions	
	W - Nov 1			
	F - Nov 3			Bring Scantron* and Pencil
11	M - Nov 6	One Health Lecture and Case Study Discussions	One Health Readings	
	W - Nov 8			
	F - Nov 10			
12	M - Nov 13	Section V Lectures: Public Health Institutions and Systems	Chapter 12. Public Health Institutions and Systems Chapter 13. Food and Drugs as Public Health Issues Chapter 14. From Single Solutions to Systems Thinking – The Future of Population Health	
	W - Nov 15			
	F - Nov 17			
13	M - Nov 20	Thanksgiving Break – No Classes		
	W - Nov 22			
	F - Nov 24			
14	M - Nov 27	Section V Lectures (continued)	Chapter 12-14 (continued)	
	W - Nov 29			
	F - Dec 1	Section V Case Study Discussion and Review for Exam V	Section I – V Cases and Discussions	
15	M - Dec 4	Section V Exam (Last Class Day)	Bring Scantron* and Pencil	
*8.5X11 gray TAMU scantron, Form No. 0-101607-TAMU				

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Grading Policies

☐ Grading Scale

90-100	Points	A
80-89	Points	B
70-79	Points	C
60-69	Points	D
<60	Points	F

Exam*	Value
Exam 1	20%
Exam 2	20 %
Exam 3	20%
Exam 4	20%
Exam 5	20%
One Health Bonus	5%

*Each exam worth 20% (20 points) of overall grade. "One Health" bonus questions are worth up to an extra 5% (5 points) of overall grade.

Attendance and Make-up Policies

Attendance: Attendance is expected in this class. All students are expected to arrive on time and be ready to actively participate in lecture every day.

A university-excused absence is the **only** excuse acceptable for missing an assignment credit. For information regarding what constitutes an excused absence, please see <http://student-rules.tamu.edu/rule07>. For absences related to illness, confirmation of a visit to a health care professional will be required. For other university-excused absences, please see your advisor to ascertain the documents needed to confirm your absence.

Unexcused assignments will result in a grade of a 0, for missed assignments.

If an absence is excused, the instructor will either provide the student an opportunity to make up any work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (<http://student-rules.tamu.edu/rule07>)

The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

Other Pertinent Course Information

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the eCampus course website. Handouts, changes in assignments or the schedule of class modules will be announced on the eCampus course webpage. E-mail contact will be initiated with all students the first week of class.

eCampus

If this course uses eCampus: Within the course's eCampus site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to login into [Howdy](#) and then click the eCampus button on the top right or look for Quick Links on the bottom of the School's homepage or go to <http://ecampus.tamu.edu> Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the [Blackboard Learn Tutorials](#) (at the top-right of School's Office of Academic Assessment and Instructional Technology website). For login issues (password not working), please contact TAMU Help Desk at helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300. ***Your eCampus login is the same as your Howdy login (NetID).***

Computer Requirements for Online Courses

For this and all online courses we recommend the minimum technical requirements outlined on our "SPH Computer Requirements for Online Courses" web page, located at <http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html>

All computing problems or other technical issues ***not related to eCampus***, please contact:

- TAMHSC related account: helpdesk@tamhsc.edu via E-mail, or phone to (979) 862-8029
- TAMU related account: helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300

Important!!! Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

Plagiarism Virtual Course

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on eCampus. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@sph.tamhsc.edu for additional information.

Reference Formatting

All PHLT course writing assignments require student use the APA referencing format. Students are encouraged to become familiar with referencing software (e.g. RefWorks or EndNote) but are responsible in assuring appropriate citation styles are used.

TAMU Library Website on Citations: <http://guides.library.tamu.edu/CitingSources>

Purdue OWL APA Format Website: <https://owl.english.purdue.edu/owl/resource/560/01/>

Additional details on appropriate citation and how to avoid plagiarism can be found in the Virtual Plagiarism Course section of the syllabus.

End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day

have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School's courses as part of your professional responsibility.

SPH Mission

The Texas A&M School of Public Health is committed to transforming health through interdisciplinary inquiry, innovative solutions, and development of leaders through the Aggie tradition of service to engage diverse communities worldwide.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>.

Academic Integrity

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student's responsibility to have a clear understanding of how to reference other individuals' work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: <http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html>.

Information on the Aggie Honor Code can be found at <http://aggiehonor.tamu.edu>.

Remember:

"An Aggie does not lie, cheat, or steal, or tolerate those who do."

Copyright Statement

The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted by the instructor.

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their University assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: "I understand that as a result of registering for this course, my University assigned e-mail address will be revealed to classmates and the instructor."

Equal Opportunity Statement

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:

James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.

Appendix A: CEPH Public Health Domains

1. Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society

- 1.1 Public Health History
- 1.2 Public Health Philosophy
- 1.3 Core PH Values
- 1.4 Core PH Concepts
- 1.5 Global Functions of Public Health
- 1.6 Societal Functions of Public Health

2. Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice

- 2.1 Basic Concepts of Data Collection
- 2.2 Basic Methods of Data Collection
- 2.3 Basic Tools of Data Collection
- 2.4 Data Usage
- 2.5 Data Analysis
- 2.6 Evidence-based Approaches

3. Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations

- 3.1 Population Health Concepts
- 3.2 Introduction to Processes and Approaches to Identify Needs and Concerns of Populations
- 3.3 Introduction to Approaches and Interventions to Address Needs and Concerns of Populations

4. Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course

- 4.1 Science of Human Health and Disease
- 4.2 Health Promotion
- 4.3 Health Protection

5. Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities

- 5.1 Socio-economic Impacts on Human Health and Health Disparities
- 5.2 Behavioral Factors Impacts on Human Health and Health Disparities
- 5.3 Biological Factors Impacts on Human Health and Health Disparities
- 5.4 Environmental Factors Impacts on Human Health and Health Disparities

6. Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation

- 6.1 Introduction to Planning Concepts and Features
- 6.2 Introduction to Assessment Concepts and Features
- 6.3 Introduction to Evaluation Concepts and Features

7. Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries

- 7.1 Characteristics and Structures of the U.S. Health System
- 7.2 Comparative Health Systems

8. Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government

- 8.1 Legal dimensions of health care and public health policy
- 8.2 Ethical dimensions of health care and public health policy
- 8.3 Economical dimensions of health care and public health policy
- 8.4 Regulatory dimensions of health care and public health policy
- 8.5 Governmental Agency Roles in health care and public health policy

9. Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

- 9.1 Technical writing
- 9.2 Professional writing
- 9.3 Use of Mass Media
- 9.4 Use of Electronic Technology