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| Macintosh HD:Users:larrimore:Documents:visual identity and logos:Milken:gw_ci_misph2_2cs_pos.png | PREVENTION AND COMMUNITY HEALTH  **[CRN 97560] [SPRING 2024]**  [Intro to Public Health and Public Health Services]  [3 CREDITS]  [MONDAY], [3:30-6:00PM], [MILKEN 400A]  Residential Undergraduate Course |

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Teaching Associate Professor

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Office Hours are By Appointment

**Bulletin Description:** Overview of public health and health services including goals and strategies of public health, evidence-based public health, public health data and communications, social and behavioral sciences, and health policy as plus an introduction to public health approaches to noncommunicable and communicable diseases as well as environmental health and safety. Discussion of public health and health care careers, institutions, and systems as well as principles and applications of systems thinking.

Short Title of Course: Introduction to Public Health and Public Health Services

**Course Summary:**The purpose of this course is to provide an introduction to public health concepts and practice by examining the philosophy, history, organization, functions, tools, activities and results of public health practice. Case studies and a variety of practice-related exercises serve as a basis for student participation in real world public health problem-solving situations. The various components of the course aim to stimulate interactions among learners and between learners and instructors around important problems and issues facing public health.

Course Prerequisite(s): N/A

**Program Competencies**

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.
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.
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.
4. **Human Health:** Address the underlying science of human health and disease, including opportunities for promoting and protecting health across the life course.
5. **Determinants of Health**: Address the socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
6. **Overview of the Health System**: Address the fundamental characteristics and organizational structures of the U.S. health system as well as the differences in systems in other countries.
7. **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. **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.

**Course Learning Objectives**

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| --- | --- |
| Course Learning Objectives – Upon completion of the course, students will be able to: | Meets Competency Number(s) |
| 1. 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 character of public health and the contributions of a range of disciplines and professions to improving health | 1, 3 |
| 1. Explain the basic principles of epidemiology, including rates, risk factors, disease determinants, causation, and public health surveillance | 2, 3 |
| 1. Explain how public health can utilize social and behavioral interventions to improve the health of populations | 3, 5, 8 |
| 1. Explain how public health assesses the options for intervention to improve the health of a population | 3, 4, 5 |
| 1. Explain how public health can utilize health data and health communications to improve the health of populations | 2, 8 |
| 1. Explain how public health can utilize health policy and law to improve the health of populations | 7 |
| 1. Explain the impact of the environment and communicable diseases on the health of populations | 3, 4, 5 |
| 1. Explain the burden of non-communicable diseases on morbidity and mortality and approaches to prevention and early detection | 3, 4, 5 |
| 1. Describe the basic organization of health care and public health systems and the contributions of health professionals | 6 |
| 1. Identify the basic payment mechanisms for providing health services and the basic insurance mechanisms for paying for health services | 6, 7 |
| 1. Describe criteria for evaluating health systems, including issues of access, quality, and cost | 6, 7 |
| 1. Identify the roles of public health in addressing the needs of vulnerable populations and health disparities | 1, 3, 5 |
| 1. Identify the roles of public health in disaster prevention and management | 1, 3, 7, 8 |
| 1. Analyze the advantages and disadvantages of a potential intervention using a systems approach | 3, 6, 7, 8 |

**Required Texts**

(Reading for a particular class should be completed Before coming to class!)

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| --- | --- | --- |
| Title | Author | Edition |
| Public Health 101- Improving Community Health  And the Band Played On: Politics, People and the AIDS epidemic, 20th anniversary edition | Richard Riegelman, MD, MPH, PhD  Randy Shilts | 3rd Edition  7th Edition |

**Technology Requirements: *Students may bring laptops and tablets to class to take notes. On dates of the assigned quiz, students may log into Blackboard to take a CLOSED notes quiz. On dates of exams, students can take their CLOSED book exam outside of the classroom.***

**Methods of Instruction**

|  |  |
| --- | --- |
| Lectures [X]  Case Studies [X]  Required Readings/Textbook [X]  Recommended/Supplemental  Readings | Class and Small Group Discussions [X]  Student Presentations [X] |

**Methods of Evaluation**

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| --- | --- |
| EXAM I | 30% |
| EXAM II | 30% |
| Quizzes (3) | 15% |
| Group Presentation | 10% |
| FINAL PERIE Presentation | 10% |
| **Discussion Forum (Post by 3:00pm Day of Class)** | 3% |
| Attendance and Class Participation | 2% |

# Standard SPH Undergraduate Grading Scale: *(required for all undergraduate SPH classes)*

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| --- | --- |
| A: 93-100% | C: 73-76% |
| A-: 90-92% | C-: 70-72% |
| B+: 87-89% | D+: 67-69% |
| B: 83-86% | D: 63-66% |
| B-: 80-82% | D-: 60-62% |
| C+: 77-79% | F: 59% or below |

**Assignments/Descriptions:**

* 10 journal reflections will be based on assigned articles on Blackboard as well as public health experiences in your day to day lives—this will encompass the participation grade
* **2 non-cumulative exams will take place on Blackboard**
* 3-Quizzes will be announced in advance and will take place on Blackboard
* You will be assigned to a group for the following:
  + Group presentations will require 2 designated speakers and the rubric will be on Blackboard
  + PERIE presentation will require 2 designated speakers and the rubric will be on Blackboard

**Workload:**

In this 14-week course, you will be expected to spend 5 hours per week in independent learning which can include reviewing assigned material, preparing for class discussions, working on assignments, studying for exams, and group work. In addition, 2.5 hours per week will be spent in direct instruction. **The total workload for this course will be at least 112.5 hours.**

**Class Policy:**

**Attendance/Participation**

This is an in-person course based on in class lecture/discussion at the scheduled time of 3:30pm EST. Regular attendance is mandatory if your goal is to receive an “A” grade.

Greater than **two unexcused absences** will result in a deduction from your total number of points earned, for each class missed.

**Grades**

Exams will be scheduled and available on Blackboard on the dates below. It is your responsibility to know your grade standing prior to Exam II; Final grades will not be changed upon submission. There is no extra credit in the course.

**Late Work**

Work is considered late if turned in after the date it is due.

**Make-up Exams**

There are no make-up exams given

**Session Outline**

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| **Session Outline** | | |
| **Session 1** | **Week of 1/22** | |
| **Chapter 1**-Introduction—Public Health, The Population Health Approach  *Learning Objective: Identify ways that public health affects daily life*  **Chapter 2**-Evidence Based Public Health  *Learning Objective: Explain the steps in the evidence based public health process*  Riegelman, R. and Kirkwood, B. (2019). Public Health 101—Improving Community Health. 3rd Edition. Boston, MA: Jones and Bartlett Learning. | | |
| **Session 2** | | **Week of 1/29** |
| **Watch *Unnatural Causes* and Submit Reflection in Blackboard**  ***Assigned Reading: Shilts, R. Prologue and Part I***  ***Assigned Reading: Shilts, R. Part II***  Riegelman, R. and Kirkwood, B. (2019). Public Health 101—Improving Community Health. 3rd Edition. Boston, MA: Jones and Bartlett Learning.  Shilts, R. (1988). *And the band played on: Politics, people, and the AIDS epidemic*. New York, N.Y: Penguin Books. | | |
| **Session 3** | | **Week of 2/5** |
| **Chapter 3**-Public Health Data Communications  *Learning Objective: Identify criteria for evaluating quality of information on a website*  **Chapter 4**-Social and Behavioral Sciences in Public Health  *Learning Objective: Illustrate how socioeconomic status affects health*  ***Assigned Reading: Shilts, R. Part III***  Riegelman, R. and Kirkwood, B. (2019). Public Health 101—Improving Community Health. 3rd Edition. Boston, MA: Jones and Bartlett Learning.  Shilts, R. (1988). *And the band played on: Politics, People, and the AIDS epidemic*. New York, N.Y: Penguin Books. | | |
| **Session 4** | | **Week of 2/12** |
| **Chapter 5**-Health Law, Policy and Ethics  *Learning Objective: Explain the scope of health, law, policy and ethics*  **Chapter 6-** Non-communicable Disease  *Learning Objective: Describe the burden of noncommunicable diseases on mortality and morbidity in the United States*  ***Assigned Reading: Shilts, R. Part IV and V***  Riegelman, R. and Kirkwood, B. (2019). Public Health 101—Improving Community Health. 3rd Edition. Boston, MA: Jones and Bartlett Learning.  Shilts, R. (1988). *And the band played on: Politics, people, and the AIDS epidemic*. New York, N.Y: Penguin Books. | | |
| **Session 5** | | **Week of 2/26** |
| **Chapter 7**- Communicable Disease  *Learning Objective: Describe the burden of disease caused by communicable diseases*  ***2/26/24 -In Class Assignment—Summarizing PERIE of an assigned Peer Reviewed Journal Article***  Riegelman, R. and Kirkwood, B. (2019). Public Health 101—Improving Community Health. 3rd Edition. Boston, MA: Jones and Bartlett Learning. | | |
| **Session 6** | | **Week of 3/4** |
| **3/4/24-EXAM I Chapters 1-7** | | |
| **Session 7** | | **Week of 3/18** |
| **Chapter 8-**Environmental Health and Safety  *Learning Objective: Describe the scope of morbidity and mortality caused by the physical environment*  Riegelman, R. and Kirkwood, B. (2019). Public Health 101—Improving Community Health. 3rd Edition. Boston, MA: Jones and Bartlett Learning.  Shilts, R. (1988). *And the band played on: Politics, people, and the AIDS epidemic*. New York, N.Y: Penguin Books. | | |
| **Session 8** | | **Week of 3/25** |
| **Chapter 9**- Health Professionals and The Workforce  *Learning Objective: Describe roles education and credentialing play in development of health professionals*  Riegelman, R. and Kirkwood, B. (2019). Public Health 101—Improving Community Health. 3rd Edition. Boston, MA: Jones and Bartlett Learning. | | |
| **Session 9** | | **Week of 4/1** |
| **Chapter 10**-Healthcare Institutions  *Learning Objective: Identify a range of inpatient and outpatient facilities in the United States*  Riegelman, R. and Kirkwood, B. (2019). Public Health 101—Improving Community Health. 3rd Edition. Boston, MA: Jones and Bartlett Learning. | | |
| **Session 10** | | **Week of 4/8** |
| **Chapter 11**- Health Insurance and Health Systems  **Chapter 12**-Public Health Institutions and Systems  *Learning Objective: Describe the employment-based health insurance system in the United States*  *Learning Objective: Identify the 10 essential services of public health*  Riegelman, R. and Kirkwood, B. (2019). Public Health 101—Improving Community Health. 3rd Edition. Boston, MA: Jones and Bartlett Learning. | | |
| **Session 11** | | **Week of 4/15** |
| **Chapter 13**-Food and Drugs as a Public Health Issue  **Chapter 14**- Systems Thinking: From Single Solutions to One Health  *Learning Objective: Describe the ways food affects health and disease*  *Learning Objective: Explain how systems thinking differs from reductionist thinking*  Riegelman, R. and Kirkwood, B. (2019). Public Health 101—Improving Community Health. 3rd Edition. Boston, MA: Jones and Bartlett Learning. | | |
| **Session 12** | | **Week of 4/22** |
| **4/22/24: Assigned Group PERIE Presentations**—See Blackboard for date assignment and Instructions | | |
| **Session 13** | | **Week of 4/29** |
| **4/29/24- EXAM II Chapters 8-14** | | |

# DIVERSITY, EQUITY AND INCLUSION (DEI)

## DEI Statement

The Milken Institute School of Public Health (GWSPH) at the George Washington University (GW) is committed to supporting the highest standards and practices of diversity, equity, and inclusion in all of our processes, systems and interactions throughout our community.  We embrace an intellectual community enriched and enhanced by diversity along a number of dimensions, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. We at the GWSPH will work in the promotion of diversity, equity and inclusion not only to drive innovation and excellence throughout all our programs but also in honoring our commitment to social justice.  Each of us is responsible for creating a safer, more inclusive environment. More information is available on our school website [here](https://publichealth.gwu.edu/diversity-and-inclusion).

## DEI Resources and Bias Reporting

Unfortunately, incidents of bias or discrimination do occur, whether intentional or unintentional. Resources available at the University to assist you include the following:

* GW maintains a website for reporting incidents of bias, <https://diversity.gwu.edu/report-bias-incident-online>. This site allows any university community member to report, including anonymously, incidents of bias and other forms of unwelcome conduct motivated by hatred based on race, color, religion, gender or gender identity, sexual orientation, national origin or any other factor.
* GW Office of Diversity Equity and Community Engagement:  <https://diversity.gwu.edu/>

## Sexual Harassment (Title IX)

GW and its faculty and staff are committed to creating a safe and open learning environment for all students. If you or someone you know has experienced sexual harassment, including sexual assault, dating or domestic violence, and stalking, please know that help and support are available. GW strongly encourages all members of the community to take action, seek support, and report incidents of sexual harassment to the Title IX Office. You may contact the Title IX Office at 202-994-7434 or at [titleix@gwu.edu](mailto:titleix@gwu.edu) or learn more by visiting [titleix.gwu.edu](http://titleix.gwu.edu/). Please be aware that faculty members are required to disclose information about suspected or alleged sexual harassment or other potential violations of the Title IX Sexual Harassment and Related Conduct Policy to the Title IX Office. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Community members are not required to respond to this outreach.  If you, or another student you know, wishes to speak to a confidential resource who does not have this reporting responsibility, please contact Counseling and Psychological Services through the Colonial Health Center 24/7 at 202-994-5300, or the Office Of Advocacy and Support at 202-994-0443 or at [oas@gwu.edu](mailto:oas@gwu.edu).

# COURSE AND CLASSROOM RESOURCES

## Blackboard

Blackboard will be used for posting course files and assignments and for communicating with the class. You are already enrolled for this course on Blackboard if you have completed registration for the course. It is your responsibility to periodically check the course site (log in at <http://blackboard.gwu.edu/>using your gwu.edu address) for updates to the syllabus/readings.

For additional support or navigating Blackboard, GW Information Technology Support Center is your point of contact for support: [Blackboard | GW Information Technology | The George Washington University (gwu.edu)](https://it.gwu.edu/blackboard)

## 2GW (applicable for @GW online programs)

2GW will be used for online course activities, hosting weekly course content, the posting of course files and assignments and for communicating with the class. Students are already enrolled for this course on 2GW if registration has been completed for online courses, not residential coursework typically offered residentially. It is the student’s responsibility to periodically check the course site for updates to the syllabus/readings/schedules.

For additional online learning guidance, please see the University’s “Guide of Academic Integrity in Online Learning Environments” available at [studentconduct.gwu.edu/academic-integrity-online-learning-environments](https://studentconduct.gwu.edu/academic-integrity-online-learning-environments).

## Use of Electronic Course Materials and Class Recordings

Students are encouraged to use electronic course materials, including recorded class sessions, for private personal use in connection with their academic program of study. Electronic course materials and recorded class sessions should not be shared or used for non-course related purposes unless express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Please contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions. Please contact Disability Support Services at [disabilitysupport.gwu.edu](https://disabilitysupport.gwu.edu/) if you have questions or need assistance in accessing electronic course materials.

# ACADEMIC INTEGRITY

## Academic Integrity Code

Academic integrity is an essential part of the educational process, and all members of the GW community take these matters very seriously. As the instructor of record for this course, my role is to provide clear expectations and uphold them in all assessments. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, and otherwise violate the [Code of Academic Integrity](https://studentconduct.gwu.edu/code-academic-integrity). If you have any questions about whether or not particular academic practices or resources are permitted, you should ask me for clarification. If you are reported for an academic integrity violation, you should contact Student Rights and Responsibilities (SRR) to learn more about your rights and options in the process. Consequences can range from failure of assignment to expulsion from the University and may include a transcript notation. For more information, please refer to the SRR website at [studentconduct.gwu.edu/academic-integrity](mailto:studentconduct.gwu.edu/academic-integrity), email [rights@gwu.edu](mailto:rights@gwu.edu), or call 202-994-6757.

## Academic Integrity Online Quiz

All Milken Institute School of Public Health students are required to complete an academic integrity online activity. The GW Academic Integrity activity must be completed within two weeks of starting your coursework at GWSPH. See more at:[publichealth.gwu.edu/integrity#sthash.FlIRdO5H.dpuf](https://publichealth.gwu.edu/integrity#sthash.FlIRdO5H.dpuf)

## SafeAssign and TurnItIn

All GWSPH Faculty have access to the SafeAssign and TurnItIn plagiarism detection services.

Please be aware that the work products you submit for this course may be scanned by these tools for originality. Students found plagiarizing will be subject to penalties outlined in the GWSPH Student Handbook and GW Code of Academic Integrity.

# ACADEMIC SUPPORT

## Writing Center

GW’s Writing Center cultivates confident writers in the University community by facilitating collaborative, critical, and inclusive conversations at all stages of the writing process. Working alongside peer mentors, writers develop strategies to write independently in academic and public settings. Appointments can be booked online at [gwu.mywconline](https://gwu.mywconline.com/).

## Academic Commons

Academic Commons provides tutoring and other academic support resources to students in many courses. Students can schedule virtual one-on-one appointments or attend virtual drop-in sessions. Students may schedule an appointment, review the tutoring schedule, access other academic support resources, or obtain assistance at [academiccommons.gwu.edu](http://academiccommons.gwu.edu).

## Student Success Coaching

The Student Success Coaching Program, offered through the Office for Student Success, is an academic support service available to all interested undergraduate students. Participating students work with Student Success Coaches (trained graduate students) in 1:1 sessions to build the foundation for a successful academic experience. Coaches help students to develop learning strategies, establish healthy study habits, build a GW support system, and other necessary skills for a fulfilling and successful undergraduate experience. See [studentsuccess.gwu.edu/academic-program-support](https://studentsuccess.gwu.edu/academic-program-support).

To learn more about what is offered through this program and access informational materials, please visit <https://studentsuccess.gwu.edu/student-success-coaching> or email [studentuccess@gwu.edu](mailto:studentuccess@gwu.edu).

# SUPPORT FOR STUDENTS OUTSIDE OF THE CLASSROOM

## Disability Support Services (DSS) 202-994-8250

Any student who may need an accommodation based on the potential impact of a disability should contact Disability Support Services at [disabilitysupport.gwu.edu](https://disabilitysupport.gwu.edu/) to establish eligibility and to coordinate reasonable accommodations.

## Counseling and Psychological Services 202-994-5300

GW’s Colonial Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. [healthcenter.gwu.edu/counseling-and-psychological-services](https://healthcenter.gwu.edu/counseling-and-psychological-services).

To reach the **National Suicide Helpline**, call or text 9-8-8 to be connected with an immediate resource.

# RELIGIOUS HOLIDAYS

## University Policy on Observance of Religious Holidays

Students must notify faculty during the first week of the semester in which they are enrolled in the course, or as early as possible, but no later than three weeks prior to the absence, of their intention to be absent from class on their day(s) of religious observance. If the holiday falls within the first three weeks of class, the student must inform faculty in the first week of the semester. For details and policy, see “Religious Holidays” at [provost.gwu.edu/policies-procedures-and-guidelines](http://provost.gwu.edu/policies-procedures-and-guidelines).

# SAFETY AND SECURITY

## General

* Monitor [GW Alerts](https://safety.gwu.edu/gw-alert-instructions) and [Campus Advisories](https://campusadvisories.gwu.edu/) to [Stay Informed](http://safety.gwu.edu/stay-informed) before and during an emergency event or situation
* In an emergency: call GWPD/EMeRG 202-994-6111 or 911
* For situation-specific actions: refer to GW's [Emergency Response Handbook](https://safety.gwu.edu/emergency-response-handbook) and [Emergency Operations Plan](https://safety.gwu.edu/sites/g/files/zaxdzs2386/f/downloads/GWEOP_August_2018_FINAL_0.pdf)
* In the event of an armed Intruder: Run. Hide. Fight.

## Adverse Weather/Class Cancellation

In the advent of inclement weather or any other emergency, the Milken Institute School of Public Health will follow the decision of the University. Call the University hotline at 202-994-5050 or check the Campus Status at <http://CampusAdvisories.gwu.edu>. In the event of inclement weather, instructors are encouraged to maintain instructional continuity. Your instructor will communicate directly with you regarding alternate modes of instruction as appropriate. Students are responsible to check email, blackboard, or other learning platforms used in class, for updates and be available if accommodations have been offered. In the event of class cancellation, we will email you about rescheduling, assignments due, etc. The University will continue to offer [make-up days](https://click.gwu.edu/click/kz9t0c/81n545/ougzeo) in the event of a closure if no alternative remote class has been made available.

## Classroom Lockdown System

All classrooms have been equipped with a classroom lockdown system (box with lid and internal button). If the classroom button is pushed, GWorld Card access to the room will be disabled and GW Dispatch will be alerted.  The door must be manually closed if it is not closed when the button is pushed.  Anyone in the classroom will be able to exit, but no one will be able to get in.  The system may only be reset by GW Dispatch.

## GW Alert

In case of an emergency, if at all possible, the class should shelter in place. If your building is affected, follow the evacuation procedures and seek shelter at a predetermined rendezvous location. GW Alert is the university’s notification system that sends emergency text message and email alerts to the GW community. Download the GW Personal Alarm Locator (GW PAL), a mobile safety and security application that allows users to alert GWPD of a crime, report crime tips anonymously, provide a safety profile, and identify their location in real time. For more safety and security information and tips, visit <https://safety.gwu.edu/>.

## Evacuation (if applicable)

An evacuation will be considered if the building we are in is affected or we must move to a location of greater safety. We will always evacuate if the fire alarm sounds. In the event of an evacuation, please gather your personal belongings quickly (purse, keys, GWorld card, etc.) and proceed to the nearest exit. Every classroom has a map at the door designating both the shortest egress and an alternate egress. Anyone who is physically unable to walk down the stairs should wait in the stairwell, *behind the closed doors*. First responders will check the stairwells upon entering the building.

Once you have evacuated the building, proceed to our primary rendezvous location: the court yard area between the GW Hospital and Ross Hall. In the event that this location is unavailable, we will meet on the ground level of the Visitors Parking Garage (I Street entrance, at 22nd Street). From our rendezvous location, we will await instructions to re-enter the School.

## GW PAL (Personal Alarm Locator) app

Download the GW PAL (Personal Alarm Locator) app to your iOS or Android smartphone. This mobile safety app allows users to quickly communication with GWPD (when off campus); users can send crime tips to GWPD; call for 4RIDE; check recent GW Alerts. More Information visit <https://safety.gwu.edu/>.