



# Albertus Magnus College Course Syllabus

## **MG-311-ONLINE STUDENTS-1 Introduction to Public Health**

The mission of Albertus Magnus College is to provide men and women with an education that promotes the search for truth in all its dimensions and is practical in its application.

The public health system is charged with assessing and promoting the health of communities and diverse populations. This course introduces the core public health disciplines of epidemiology, biostatistics, environmental health, social and behavioral health, and health policy and management. Students explore historical and contemporary public health approaches to promoting health behaviors; responding to emerging disease; identifying environmental risk factors; preparing for and managing disasters; and alleviating health disparities across populations.

### **PROGRAM AND COURSE OFFERING INFORMATION**

<b>Program:</b>	ADP
<b>Session:</b>	Mod
<b>Class Meetings:</b>	Attendance taken on Mondays 11:55 pm, and on Wednesdays 11:55 pm
<b>Delivery method:</b>	Flex (Blended & Online)
<b>Number of Credits:</b>	3
<b>Textbook:</b>	Public Health 101, Third Edition, Richard Riegelman and Brenda Kirkwood, Jones & Bartlett Learning. ISBN: 9781284118445

### **Useful websites for research and background materials:**

- Centers for Disease Control and Prevention (CDC) available at [www.cdc.gov](http://www.cdc.gov)
- World Health Organization (WHO) available at [www.who.int/en/](http://www.who.int/en/)
- Healthy People 2020 available at [www.healthypeople.gov](http://www.healthypeople.gov)
- National Library of Medicine available at [www.nlm.nih.gov/hinfo.html](http://www.nlm.nih.gov/hinfo.html)
- American Public Health Association available at [www.apha.org](http://www.apha.org)

### **INSTRUCTOR INFORMATION**

**Name:** Dr. Nabil S. Elias

**Contact Info:** **E-mail:** nelias@albertus.edu  
**Phone:** 203 773 8582 (Office)  
**Texting:** 860 655 0271 (*Only in case of emergency*)  
**Office Hours:** Wednesday & Wednesday 1:30 – 4:00 pm, otherwise an appointment can be made through a phone call, a text message, or an e-mail.

### **Instructor Biography:**

- A Doctor of Medicine, also holding EMD and MBA degrees, and mastering three languages,
- Specializing in Health Care and Pharmaceutical industries,
- More than thirty-year international experience in different disciplines of business and management,

- Provided strategic support to more than twelve markets in an overseas multi-cultural region,
- Managed and/or participated in different pilot monitoring and evaluation, communication, education/training and public awareness projects.
- Teaching management and business subjects,
- Providing management consultation to some US firms,

## **GENERAL INSTRUCTIONS**

**Tradition of Honor:** As a member of the Albertus Magnus College Community, each student taking this course agrees to uphold the principles of honor set forth by this community, to defend these principles against abuse or misuse, and to abide by the regulations of the College. To this end, every student must write and sign the following statement at the end of each examination: *“I declare the Honor Pledge.”*

**Intellectual Honesty:** Plagiarism is a serious offense against academic integrity and intellectual honesty. In completing written assignments, the student must work independently unless the class instructor indicates otherwise. It is important for students to understand that they must reference the sources for all direct quotes, for the rephrasing of information from an outside source, and for ideas borrowed from readings. Students will be required to use APA format when referencing sources. Failure to cite appropriate references in any of these instances results in an act of plagiarism, intentional or unintentional. If it has been determined that a student plagiarized a written assignment, the student may be dismissed from the program. The instructor will report instances of plagiarism to the college administration.

**Writing Guidelines:** The writing guidelines for this course will follow the American Psychological Association’s (APA) style format standards. Referenced pages must be correctly formatted and alphabetized; sources must be appropriate to the assignment, correctly cited, and traceable; and the number of citations and sources must be adequate for each paper. Citing your sources properly requires following the APA style format rules.

### **Appropriate Classroom Conduct:**

Students are expected to show a respect for order, the rights of others, and to exemplify a sense of honor and integrity in the classroom. Student conduct is considered an integral part of the educational process. Therefore, no student should be denied the right to learn as a direct result of disruptions in the classroom. Active learning, open inquiry, and the free expression of informed opinion are the foundations of a liberal education at Albertus Magnus College. However, student behavior that interferes with an instructor’s ability to conduct the class is prohibited. Students are expected to be considerate and respectful of the rights, views, and interests of other students and faculty. The faculty member will take appropriate action if students do not abide by these rules.

### **Accommodations for Special Needs:**

Please advise the instructor of any special problems at the beginning of the semester. Those students seeking accommodation based on disabilities should provide a Faculty Contract Sheet obtained through the Academic Development Center in Aquinas Hall, 203-773-8590.

### **Library and Information Services Component:**

You may wish to use additional resources available at Albertus Magnus College Library at Rosary Hall in completing the assignments. There are several databases which the College subscribes to that can be extremely helpful researching course assignments and are available by remote internet access through the Albertus Magnus College Library. Gaining access to these resources is accomplished easily through the AMC website, by logging in “myAlbertus”.

**Blended and Online Course Etiquette:** This course involves use of the Albertus eLearning system online. It is important to maintain appropriate professional interactions with your classmates and Instructor in the online environment. Please

click the following link to review the Albertus policies regarding proper etiquette for interaction in all blended and online course work: [Link to Albertus' Netiquette Guide](#)

**Withdrawing from a Course:** It is the responsibility of the student to officially drop or withdraw from a course. However, failure to attend a course for 14 calendar days may result in an administrative withdrawal from the course. The policies on course withdrawals and administrative withdrawals may be found online at <http://www.albertus.edu/policy-reports/academic-policies-regulations-eug#apgr>

**Albertus Magnus College Definition of a Credit Hour:** Albertus Magnus College adheres to the definition of a credit hour as defined by Federal Regulation 34CFR600.2 as passed by the U.S. Department of Education, Office of Postsecondary Education. The College's definition of a credit hour is as follows:

- A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than –
  - (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time; or

At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the College including laboratory work, internships, practical, studio work, and other academic work leading to the award of credit hours. *[from: eLearning site, "Faculty Resources."]*

### **Course Grading and Attendance Policies:**

**The Blended Format:** For the blended format, half of the “meetings” are taking place on-ground and the other half are taking place online within the eLearning system (emails, postings, and forums). The assignments are posted online which enables students to reflect, to research, and to think critically. Other students (from both formats) will have the opportunity to respond and provide feedback to the assignment. Interactive discussions online allow students a convenient and effective way to develop their management skills and knowledge, learn from others, and prepare for roles in health care management. Students are expected to participate and to complete online case study, assignments and desk searches in a weekly “forum” platform.

**The distant Learning Format:** For the ONLINE STUDENTS format, all the “meetings” are taking place online within the eLearning system (emails, postings, and forums). Lectures will be posted online weekly as slide presentations/shows and other online resources and students will be provided with some questions to which they must respond after reading the text and viewing the slide shows and the online resources. Students will also be asked to respond and provide feedback to the postings of their colleagues in a weekly “forum” platform. Likewise, the assignments will be posted online which enables students to reflect, to research, and to think critically. Other students (from both formats, if applicable) will have the opportunity to respond and provide feedback to the assignment. Interactive discussions online allow students a convenient and effective way to develop their management skills and knowledge, learn from others, and prepare for roles in health care management. Students are expected to participate and to complete online case study and desk search assignments in a weekly “forum” platform.

**Expectations Regarding Assignments' Due Dates:** Students are expected to complete all the course requirements as assigned, and to submit the weekly assignment by the designated time and date, posted on eLearning. You may also submit postings prior to the due date. **NO LATE SUBMISSIONS WOULD BE ACCEPTED.** The postings demonstrate the student's engagement with the course material, and, as such, are a key component of his/her grade. The extent of each assignment submission should be **at least 400 words and not exceed 500 words.**

Responses to other students' postings (at least two) must be made for all Forum discussions and assignments. Submitted work that contributes to the discussion with substantive new ideas (beyond

an "I agree" or an "I like" post) will be considered in your participation grade. Your shared thoughts, questions, and experiences provide an interesting discussion and an opportunity for growth of your management and your communication skills. Quality of participation is based on unique and significant content derived from good analytical, logical, and creative thinking. Each student is encouraged to present his/her views. A variety of views should and will be presented. Each student must be tolerant of these views and respect the views of others. The classroom is a forum conducive to learning and it should be the goal of each person to assure that this is achieved. It is part of the learning experience to collaborate, support each other, and fully explore and resolve issues of differences.

**Attendance Policy:** Class attendance will be reported twice per week once on **Monday at 11:55 pm** and once on **Wednesday at 11:55 pm for all students**. Timely submission and discussion participation in the weekly forum will count towards your attendance for the class sessions. There are penalties for missing either session of the course and these penalties are considered "no fault" penalties. In other words, it doesn't matter why you missed the class; the penalties apply regardless of the reasons for your absence. If you do not post your online assignments by the assigned date and time, you will be marked as "Absent" from that "class".

You may miss one class. If you are "absent" from two classes, your final course grade will automatically be penalized (50% of a letter grade). If you miss three classes, your final course grade will automatically be penalized one full letter grade. If you miss four classes, your final course grade will be penalized two full letter grades and you should withdraw from the course.

**Grading Policy and Methods of Assessment:** Total Points: 220

	Distant Learning
Midterm Exam	45
Final Exam	45
Online case studies / Discussion Forums (13)	130

## COURSE OBJECTIVES AND LEARNING OUTCOMES

### Course Objectives:

By the completion of this course, each student will be able to:

1. Apply the 21<sup>st</sup> century population health and evidence-based approaches to address health problems,
2. Describe how health information is collected, compiled, perceived, combined and used to make decisions in the arena of health communications,
3. Analyze socio-economic determinants of health and identify individual and group behavior changes that can improve health,
4. Define the concept of actual causes of disease, and apply it to better understand the burden of disease and strategies for addressing it, and
5. Outline the goals and roles of the different local, state and federal public health agencies and how they are organized.

### Learning Outcomes:

By completion of this course, each student should know/demonstrate:

1. A comprehensive discussion of the key issues and challenges related to public health from the perspective of a number of disciplines, including: the population health approach, evidence-based public health, public health data & communications, the relation of public health and social & behavioral sciences, the burden of non-

- communicable & communicable diseases, environmental health & safety, and public health institutions & systems by submitting six different case studies,
2. A confident articulation of the basic set of public health terms, principles and tools through an active, regularly assessed, participation in class and online discussions, and
  3. An understanding of all course topics/materials described in the course objectives through the successful completion of one mid-term and one final exam.

## **PROJECTED COURSE SCHEDULE**

### **Week One**

#### **Topic: Principles of Population Health Evidence-based Public Health**

##### **Learning Objectives:**

1. Identify multiple ways that public health affects daily life.
2. Define eras of public health from ancient times to the early 2000s.
3. Define the meaning of population health.
4. Illustrate the uses of health care, traditional public health, and social interventions in population health.
5. Identify a range of determinants of disease.
6. Identify ways that populations change over time, which affects health. Explain the steps in the evidence-based public health process.
7. Describe a public health problem in terms of morbidity and mortality.
8. Describe the course of a disease in terms of incidence, prevalence, and case-fatality.
9. Describe how the distribution of disease may be used to generate hypotheses about the cause of a disease.
10. Describe the approach used in public health to identify a contributory cause of a disease or other condition and establish the efficacy of an intervention.
11. Describe the process of grading evidence-based recommendations.
12. Use an approach to identify options for intervention based on when, who, and how.
13. Explain the role that evaluation plays in establishing effectiveness as part of evidence-based public health.

##### **Reading Assignment:** Chapter 1 & 2

**Video:** American Public Health Association, Healthiest Nation in One Generation:

<https://www.youtube.com/watch?v=DuBggj7Zd3A&feature=youtu.be>

Outbreak at Watersedge (interactive game)

<http://www.mclph.umn.edu/watersedge/>

PBS: Virus Hunter Tracks New and DeaOnline Studentsy Pathogens Around the Globe:

[http://www.pbs.org/newshour/bb/health/july-dec11/nathanwolfe\\_11-02.html#disqus\\_thread](http://www.pbs.org/newshour/bb/health/july-dec11/nathanwolfe_11-02.html#disqus_thread)

##### **In Class Discussions:**

1. What Do We Mean by “Public Health”?
2. How Has the Approach of Public Health Changed Over Time?
3. What Is Meant by “Population Health”?
4. What Are the Implications of Each of the Four Components of Public Health?
5. Should We Focus on Everyone or on Vulnerable Groups?
6. What Are the Approaches Available to Protect and Promote Health?
7. What Factors Determine the Occurrence of Disease, Disability, and Death?
8. What Changes in Populations Over Time Can Affect Health?
9. How Can We Describe a Health Problem?

10. How Can Understanding the Distribution of Disease Help Us Generate Ideas or Hypotheses about the Cause of Disease?
11. How Do Epidemiologists Investigate Whether There Is Another Explanation for the Difference or Changes in the Distribution of Disease?
12. What Is the Implication of a Group Association?
13. Etiology: How Do We Establish Contributory Cause?
14. What Can We Do if We Cannot Demonstrate All Three Requirements To Definitively Establish Contributory Cause?
15. What Does Contributory Cause Imply?
16. Recommendations: What Works To Reduce the Health Impact?
17. Implementation: How Do We Get the Job Done?
18. Evaluation: How Do We Evaluate Results?

### **Week 1 Case Study CS1 (for ALL students):**

Read and answer the discussion questions of the following case: **HIV/AIDS Determinants and Control of the Epidemic (Page 48)**.

Your response must range **at least 400 words and not exceed 500 words** and posted online in the Discussion Forum Platform of the week. You also have to post comments on at least 2 of your other students' postings.

### **Week 1 Discussion Forum ODF1 (for ONLINE STUDENTS students):**

1. Use the P.E.R.I.E. framework and the list of questions to outline how each step in the P.E.R.I.E. process was accomplished for cigarette smoking.
2. How would you use the P.E.R.I.E. process to address the remaining problem of cigarette smoking in the United States?

Your response must range **at least 400 words and not exceed 500 words** and posted online in the Discussion Forum Platform of the week. You also have to post comments on at least 2 of your other students' postings.

## **Week Two**

### **Topic: Public Health Data & Communications**

#### **Learning Objectives:**

1. Identify six basic types of public health data.
2. Explain the meaning, use, and limitations of the infant mortality rate and life expectancy measurements.
3. Explain the meanings and uses of HALEs and DALYs.
4. Identify criteria for evaluating the quality of information presented on a website.
5. Explain ways that perceptions affect how people interpret information.
6. Explain the roles of probabilities, utilities, and the timing of events in combining public health data.
7. Explain the basic principles for the construction of decision trees and their uses.
8. Explain how attitudes, such as risk-taking attitudes, may affect decision making.
9. Identify three different approaches to clinical decision making and their advantages and disadvantages.

**Reading Assignment:** Chapter 3

**Videos:** TED Talk: Steven Johnson: How the “ghost map” helped end a killer disease:

[http://www.ted.com/talks/steven\\_johnson\\_tours\\_the\\_ghost\\_map.html](http://www.ted.com/talks/steven_johnson_tours_the_ghost_map.html)

Health Map: <http://www.healthmap.org/en/>

Dear 16-year-old me (a health communications example): [http://youtu.be/\\_4jgUcxMezM](http://youtu.be/_4jgUcxMezM)

CDC: Tips from Former Smokers campaign (health communications examples):

<http://www.cdc.gov/tobacco/campaign/tips/>

AT&T: It Can Wait (health communications examples): <http://www.itcanwait.com/videos/>

### **In Class Discussions:**

1. What Is the Scope of Health Communications?
2. Where Does Public Health Data Come From?
3. How Is Public Health Information Compiled to Measure the Health of a Population?
4. How Can We Evaluate the Quality of the Presentation of Health Information?
5. What Factors Affect How We Perceive Public Health Information?
6. What Types of Information Need to Be Combined to Make Health Decisions?
7. What Other Data Needs To Be Included in Decision Making?
8. How Do We Utilize Information To Make Health Decisions?
9. How Can We Use Health Information to Make Healthcare Decisions?

### **Week 2 Case Study CS2 (for ALL students):**

Read and answer the discussion questions of the following case: **Don's Diabetes (Page 118)**.

Your response must range **at least 400 words and not exceed 500 words** and posted online in the Discussion Forum Platform of the week. You also have to post comments on at least 2 of your other students' postings.

### **Week 2 Discussion Forum ODF2 (for ONLINE STUDENTS students):**

1. "Balancing the harms and benefits is essential to making decisions," your clinician says. The treatment you are considering has an 80% chance of working, but there is also a 20% chance of side effects. "What do I need to consider when balancing the harms and the benefits?" you ask. Discuss.
2. You are faced with a decision to have a medical procedure. One physician tells you there's no other choice and you must undergo the procedure, another tells you about the harms and benefits and advises you to go ahead, and the third lays out the options and tells you it's your decision. Why are there such different approaches to making decisions these days?

Your response must range **at least 400 words and not exceed 500 words** and posted online in the Discussion Forum Platform of the week. You also have to post comments on at least 2 of your other students' postings.

## **Week Three**

### **Topic: Social & Behavioral Sciences and Public Health**

#### **Learning Objectives:**

1. Explain relationships between the social and behavioral sciences and public health.
2. Illustrate how socioeconomic status affects health.
3. Illustrate how culture and religion affect health.
4. Describe the relationship between income and socioeconomic status.
5. Describe key categories of social determinants of health.
6. Describe the role of theory in health behavior.
7. Identify the three levels of influence in which theories and models are categorized and provide examples of theories and models that correspond to these levels.
8. Explain the principles of social marketing.
9. Identify the steps of the "precede-proceed" planning framework.

**Reading Assignment:** Chapter 4

**Videos:** Sir Michael Marmot—How Social, Political Economic Policies Affect Health:  
<http://youtu.be/LdoGi7IyQ2Q>

Truth: Quitting Ain't Easy: [http://www.youtube.com/watch?v=jyhASLP\\_0E4](http://www.youtube.com/watch?v=jyhASLP_0E4)

Above the Influence: We Rise Together: <http://www.youtube.com/watch?v=x7aHf-GfvWQ>

Unnatural Causes video series (Clips are available online, but entire videos available for purchase):  
<http://www.unnaturalcauses.org/>

The Girl Effect: [http://youtu.be/WIvmE4\\_KMNw](http://youtu.be/WIvmE4_KMNw)

The Girl Effect: The Clock is Ticking: <http://youtu.be/1e8xgF0JtVg>

Care International: Learning to Lead: <http://youtu.be/fnafirsS0Ow>

The Fun Theory: <http://youtu.be/2IXh2n0aPyw>

### **In Class Discussions:**

1. How Is Public Health Related to the Social and Behavioral Sciences?
2. How Are Social Systems Related to Health?
3. How Do Socioeconomic Status, Culture, and Religion Affect Health?
4. What Are Social Determinants of Health?
5. How Do Social Determinants Affect Health?
6. Can Health Behavior Be Changed?
7. Why Are Some Individual Health Behaviors Easier to Change Than Others?
8. How Can Individual Behavior Be Changed?
9. How Can Health Behavior Be Explained and Predicted?
10. What Are Some Key Theories and Models Used to Address Health Behavior?
11. How Can Theories Be Applied in Practice?

### **Week 3 Case Study CS3 (for ALL students):**

Read and answer the discussion questions of the following case: **Changing Behavior: Cigarette Smoking (Page 121)**.

Your response must range **at least 400 words and not exceed 500 words** and posted online in the Discussion Forum Platform of the week. You also have to post comments on at least 2 of your other students' postings.

### **Week 3 Discussion Forum ODF3 (for ONLINE STUDENTS students):**

1. You travel to a country in Asia and find that this nation's culture affects most parts of life. From the food the people eat and their method of cooking, to their attitudes toward medical care, to their beliefs about the cause of disease and the ability to alter it through public health and medical interventions, this country is profoundly different from the United States. You ask: *How does culture affect health?*
2. You are working in a country with strict Islamic practices and find that religion, like culture, can have major impacts on health. Religious practices differ widely—from beliefs about food and alcohol; to sexual practices, such as male circumcision and female sexual behavior; to acceptance or rejection of interventions aimed at women's health. You ask: *How does religion affect health?*

Your response must range **at least 400 words and not exceed 500 words** and posted online in the Discussion Forum Platform of the week. You also have to post comments on at least 2 of your other students' postings.

### **Week Four**

**Topic: Non-communicable Diseases**

#### **Learning Objectives:**

1. Describe the burden of non-communicable diseases on mortality and morbidity in the United States.

2. Describe the ideal criteria for a screening program.
3. Explain why two or more tests are nearly always required to screen for asymptomatic disease.
4. Explain the multiple risk factor intervention approach to control a non-communicable disease.
5. Describe the meaning of cost-effectiveness.
6. Describe several ways that genetic interventions can affect the burden of non-communicable diseases.
7. Describe ways that population interventions can be combined with individual interventions to more effectively reduce the burden of non-communicable diseases.

**Reading Assignment:** Chapter 6

**Videos:** HBO: The Weight of the Nation: <http://theweightofthenation.hbo.com/films>

PBS: Obesity in America: <http://www.pbs.org/wnet/need-to-know/video/need-to-know-august-17-2012/14493/>

**In Class Discussions:**

1. What Is the Burden of Non-communicable Disease?
2. How Can Screening for Disease Address the Burden of Non-communicable Diseases?
3. How Can Identification and Treatment of Multiple Risk Factors Be Used to Address the Burden of Non-communicable Diseases?
4. How Can Cost-Effective Interventions Help Us Address the Burden of Non-communicable Diseases?
5. How Can Genetic Counseling and Intervention Be Used To Address the Burden of Chronic Diseases?
6. What Can We Do When Highly Effective Interventions Do Not Exist?
7. How Can We Combine Strategies To Address Complex Problems of Non-communicable Diseases?

**Week 4 Discussion Forum ODF 4 (for ONLINE STUDENTS students):**

1. Sasha did not want to think about the possibility of breast cancer, but as she turned 50, she agreed to have a mammography, which, as she feared, was positive, or “suspicious,” as her doctor put it. Waiting for the results of the follow-up biopsy was the worst part, but the relief she felt when the results were negative brought tears of joy to her and her family. Then she wondered: *Is it common to have a positive mammography when no cancer is present?*
2. The first sign of Michael’s coronary heart disease was his heart attack. Looking back, he had been at high risk for many years because he smoked and had high blood pressure and high bad cholesterol. His lack of exercise and obesity only made the situation worse. Michael asked: *What are the risk factors for coronary heart disease and what can be done to identify and address these factors for me and my family?*
3. John’s knee injury from skiing continued to produce swelling and pain, greatly limiting his activities. His physician informed him that the standard procedure today is to look inside with a flexible scope and do any surgery that is needed through the scope. It is simpler and cheaper, and does not even require hospitalization. “We call it cost-effective,” his doctor said. John wondered: *What does cost-effective really mean?*

Your response must range **at least 400 words and not exceed 500 words** and posted online in the Discussion Forum Platform of the week. You also have to post comments on at least 2 of your other students’ postings.

**Online Activity (for ALL students):**

Take **Mid-term** exam.

**Instructions are posted on e-learning.**

## Week Five

### Topic: Communicable Diseases

#### Learning Objectives:

1. Describe the burden of disease caused by communicable diseases.
2. Describe the criteria that are used to establish that an organism is a contributory cause of a disease.
3. Identify factors that affect the transmissibility of a disease.
4. Identify the roles that barrier protections play in preventing communicable diseases.
5. Identify the roles that vaccinations can play in preventing communicable diseases.
6. Identify the roles that screening, case finding, and contact treatment can play in preventing communicable diseases.
7. Identify the conditions that make eradication of a disease feasible.
8. Describe a range of options for controlling the HIV/AIDS epidemic.

#### Reading Assignment: Chapter 7

**Videos:** PBS: Rx for Survival (there are 15 video clips available on this site, all of which are applicable):  
<http://www.pbs.org/wgbh/rxforsurvival/series/video/index.html>

#### In Class Discussions & Practice:

1. What Is the Burden of Disease Caused by Communicable Diseases?
2. How Do We Establish that an Organism Is a Contributory Cause of a Communicable Disease?
3. What Factors Affect the Ease with which a Communicable Disease is transmitted?
4. What Public Health Tools Are Available To Address the Burden of Communicable Diseases?
5. How Can Barriers Against Disease Be Used To Address the Burden of Communicable Diseases?
6. How Can Immunizations Be Used To Address the Burden of Communicable Disease?
7. How Can Screening and Case Finding Be Used To Address the Burden of Communicable Disease?
8. How Can Treatment of Those Diagnosed and Their Contacts Help To Address the Burden of Communicable Disease?
9. How Can Public Health Efforts Maximize Effectiveness of Treatment and Prevent Resistance?
10. How Can Public Health Strategies Be Used To Eliminate Specific Communicable Diseases?
11. What Options Are Available for the Control of HIV/AIDS?
12. What Options Are Available for the Control of Influenza?
13. What Options Are Available for the Control of Rabies?

#### Week 5 Case Study CS5 (for ALL students):

Read and answer the discussion questions of the following case: **What to Do about Lyme disease? (Page 184).**

Your response must range **at least 400 words and not exceed 500 words** and posted online in the Discussion Forum Platform of the week. You also have to post comments on at least 2 of your other students' postings.

#### Week 5 Discussion Forum ODF5 (for ONLINE STUDENTS students):

1. Your hometown of 100,000 is faced with a crisis as an airplane lands containing a passenger thought to have a new form of severe influenza that has recently gained the ability to spread from person to person through airborne transmission. As the mayor of the city, what do you decide to do?
2. You are a principal at a local high school. One of your top athletes is in the hospital with a spreading bacterial infection due to staphylococcus bacteria resistant to all known antibiotics. The infection occurred after what appeared to be a minor injury during practice. As the principal, what do you decide to do?

Your response must range **at least 400 words and not exceed 500 words** and posted online in the Discussion Forum Platform of the week. You also have to post comments on at least 2 of your other students' postings.

## Week Six

### **Topic: Environmental Health and Safety**

#### **Learning Objectives:**

1. Define the scope of morbidity and mortality caused by the physical environment.
2. Identify the range of interactions that occur between human beings and the physical environment.
3. Identify the components of environmental risk assessment and apply them to an environmental hazard, such as lead.
4. Distinguish between a risk assessment, a public health assessment, and an ecological assessment.
5. Discuss the meaning of interactions and how they may impact the size of risks.
6. Describe how intentional and unintentional injuries can be addressed to prevent their occurrence and diminish their consequences.
7. Identify successes of outbreak investigations.

**Reading Assignment:** Chapter 8

**Videos:** EPA videos: <http://www.epa.gov/ncer/childrenscenters/multimedia/index.html>

CDC Walkable Communities podcast: <http://www2c.cdc.gov/podcasts/player.asp?f=8880>

#### **In Class Discussions:**

1. What Is Meant by Environment?
2. What Is the Burden of Disease Due to the Physical Environment?
3. How Do We Interact with Our Physical Environment?
4. How Does Risk Assessment Address the Impacts of the Physical Environment?
5. What Is a Public Health Assessment?
6. What Is an Ecological Risk Assessment?
7. What Is an Interaction Analysis Approach to Environmental Diseases?
8. What Do We Mean by Intentional and Unintentional Injuries?
9. What Is Being Done To Keep the Population Safe?

#### **Week 6 Case Study CS6 (for ALL students):**

Read and answer the discussion questions of the following case: **Sharma's Village (Page 185)**.

Your response must range **at least 400 words and not exceed 500 words** and posted online in the Discussion Forum Platform of the week. You also have to post comments on at least 2 of your other students' postings.

#### **Week 6 Discussion Forum ODF6 (for ONLINE STUDENTS students):**

1. Joe grew up in an industrial district of town. His family lived in an old apartment building, and he played in a playground near a major intersection. By the age of 6, Joe was found to have high lead levels in his blood and was not doing well in school. *Where could all that lead come from?* His mother wondered. Discuss.
2. Jill is pregnant and loves fish, which she has eaten almost daily for years as part of her effort to stay healthy. She hears that fish should not be eaten regularly during pregnancy. *Why, she wonders, should I cut down on eating something as healthy as fish?*
3. Ralph and Sonya, a prosperous professional couple, and their two children live in an older suburban home. They feel secure that their environment is safe. They were surprised to find when they wanted to put their house up for sale that it did not pass the safety tests for radon. *Where did the radon come from, they wondered, and what can be done about it?*

Your response must range **at least 400 words and not exceed 500 words** and posted online in the Discussion Forum Platform of the week. You also have to post comments on at least 2 of your other students' postings.

## **Week Seven**

### **Topic: Public Health Institutions & Systems**

#### **Learning Objectives:**

1. Identify goals of governmental public health.
2. Identify the 10 essential services of public health.
3. Describe basic features of local, state, and federal public health agencies in the United States.
4. Identify global public health organizations and agencies and describe their basic roles.
5. Identify roles in public health for federal agencies not identified as health agencies.
6. Illustrate the need for collaboration by governmental public health agencies with other governmental and nongovernmental organizations.
7. Describe approaches to connecting public health and the healthcare system.

#### **Reading Assignment:** Chapter 12

#### **Videos:**

American Public Health Association: Public Health Is ROI: <http://youtu.be/B5M9JefYxJI>

American Public Health Association: A Healthier America: <http://youtu.be/MfsRQ-PmyrA>

Orientation to Public Health (interactive activity): <http://www.phtc-online.org/learning/pages/catalog/oph/>

HRSA: Welcome to HRSA: <http://youtu.be/roruyg-1gYU>

The Mary's Center Story—Saving Lives and Strengthening Communities:  
<http://youtu.be/B3Wx39UCDGY>

#### **In Class Discussions:**

1. What Are the Goals and Roles of Governmental Public Health Agencies?
2. What Are the 10 Essential Public Health Services?
3. What Are the Roles of Local and State Public Health Agencies?
4. What Are the Roles of Federal Public Health Agencies?
5. What Are the Roles of Global Health Organizations and Agencies?
6. How Can Public Health Agencies Work Together?
7. What Other Government Agencies Are Involved in Health Issues?
8. What Roles Do Nongovernmental Organizations Play in Public Health?
9. How Can Public Health Agencies Partner with Health Care To Improve the Response to Health Problems?
10. How Can Public Health Take the Lead in Mobilizing Community Partnerships To Identify and Solve Health Problems?

#### **Week 7 Case Study CS7 (for ALL students):**

Read and answer the discussion questions of the following case: **Public Health Departments: Getting the Lead Out (Page 310)**.

Your response must range **at least 400 words and not exceed 500 words** and posted online in the Discussion Forum Platform of the week. You also have to post comments on at least 2 of your other students' postings.

#### **Week 7 Discussion Forum ODF7 (for ONLINE STUDENTS students):**

1. You go to a public health meeting and learn that many of the speakers are not from public health agencies, but from the Departments of Labor, Commerce, Housing, and Education. You ask: *What do these departments have to do with health?*

2. You hear that a new childhood vaccine was developed by the NIH, approved by the FDA, endorsed for federal payment by the CDC, and recommended for use by the American Academy of Pediatrics. You ask: *Do all these agencies and organizations always work so well together?*
3. A major flood in Asia leads to disease and starvation. Some say it is due to global warming, others to bad luck. Coordinated efforts by global health agencies, assisted by nongovernmental organizations (NGOs) and individual donors, help get the country back on its feet. You ask: *What types of cooperation are needed to make all of this happen?*

Your response must range **at least 400 words and not exceed 500 words** and posted online in the Discussion Forum Platform of the week. You also have to post comments on at least 2 of your other students' postings.

## **Week Eight**

### **Topic: Review of Chapters 6, 7, 8 & 12 and Final Exam**

Learning Objective: Review and assess completion of course objectives 4 & 5

Reading Assignment: Presentations 6, 7, 8 & 12 (posted on e-learning)

**In Class Discussions & Practice:** Open discussion on chapter 6, 7, 8 & 12 topics

**Final Exam (for ALL students): Instructions posted online.**