![Goodwin University logo]

PBH 110: Introduction to Public Health
Online

Semester:
Day(s):
Time(s):
Classroom:
Instructor:
Office Hours:
Office Location:
Phone Number:
Email:

Insert Picture Here

Prerequisite/Co-requisites: None

Course Description

This course focuses on individual, community and institutional health care needs and issues from both the bio-medical and socio-cultural points of view. It explores issues regarding health care insurance, the uninsured and underinsured, managed care and changes in healthcare marketplace, and provides an overview of major diseases, including epidemics, chronic and acute illness. Discussion of the role of health promotion and prevention will also be explored.

Course Goal

The goal of this course is to introduce students to the fundamentals of Public Health.

Required Text

- Riegelman, R., & Kirkwood, B. (2015). Public health 101: Healthy people – Healthy populations, 2nd Ed. Burlington, MA: Jones & Bartlett Learning.
- Microsoft Office (free copy available through IT)

Student Learning Outcomes and Assessment Methods

Learning Outcomes	*Assessment Methods*
Analyze and evaluate the use of scientific information in the context contemporary public health issues.	Exams, final paper
Apply scientific theories and knowledge to real-world problems.	Exams, final paper
Effectively communicate scientific information in writing.	Exams, final paper
Define the mission goals & objectives of Healthy People 2020.	Exams, final paper
dentify the leading health indicators & understand their impact in public health.	Exams, final paper

Grading Policy

Your performance in this course is assessed using multiple, varied methods in the areas listed below and based on the expectations as described in the syllabus and outlined in assessment scoring guides or rubrics. If you do not understand the expectations, it is your responsibility to ask the instructor questions.

The "Current Grade" column, under "My Grades" tab in Blackboard, is an unofficial grade until all assignments and exams are completed and entered. As instructors are grading assignments and exams, the column(s) may not be visible, but it will be made visible once grades have been entered.

Online Participation	10%
Exams (4)	45%
5 Assignments	25%
Paper	20%
Total:	100%

Grading Key

93-100 = A	80-82 = B-	67-69 = D+
90-92 = A	77-79 = C+	63-66 = D
87-89 =B+	73-76 = C	60-62 = D-
83-86 = B	70-72 = C-	Below 60 = F

Assessment Methods

This section of the syllabus contains a listing with brief descriptions of the assessment methods for this course. They are designed to align with the student-learning outcomes and provide you with varied ways to demonstrate mastery of the course content. Additional instructions and related scoring guides or rubrics are posted to Blackboard.

Blackboard

Written Assignments (25%):

There are 6 written assignments, all related to a single public health topic of your choice. You can choose any topic from that relates to public health. Pick something that interests you since you'll be working with it for the entire semester. The first 5 assignments will form the basis for the paper and presentation due at the end of the course (see below).

- All written assignments must be submitted through SafeAssign links found on Blackboard. For your convenience, all SafeAssign links are gathered into a single folder found under the "Weekly Units" tab. To avoid being flagged as plagiarism, each assignment must be submitted as a separate file, and must not include previously submitted text. You must view the SafeAssign report for each assignment you submit. This is an excellent way to deepen your understanding of what constitutes plagiarism.
- Written assignments that are submitted after the posted deadline will not be accepted and graded as a 0.
- Copies of the rubric used to evaluate your final paper can be found on Blackboard which mirror each of the assignments. You should download the rubrics and self-grade each assignment before you submit it.

Assignment 1: **References Cited and Topic Choice**
Submit your **initial** references cited page using APA format. (The "APA Resources" tab on BlackBoard will help you figure out how to format the references correctly.) On the top of the page, list the topic you have selected for your paper. Keep in mind that future assignments will address:

- Burden and cause of disease
- Clinical/medical interventions
- Public health educational interventions
- Regulations & legislation.

Your references should include information that will help you address these topics.

- A minimum of 4 references are required for a C+ level grade. *If you want a higher grade, you must have additional high quality references.* (The course textbook does not count towards your 4 references).
- All articles must be from scientifically reputable sources. We'll talk throughout the class about what scientifically reputable means, as well as how to find and recognize these types of references. Realize that using a typical search engine (such as Bing or Google) is unlikely to give you the type of references required. Instead, use the links you'll find under the "Research Paper Resources" tab on Black Board. You will still

need to evaluate the quality of each study, but using the links provided will give you a head start. There are many useful resources available to you through Goodwin University. You are encouraged to visit our library website and to meet with the librarians in-person.

- To help guide you in evaluating references, refer to your class notes, the videos in Weeks 2/3 and 4, and page 60 of your textbook.

Assignment #2: **Introduction**
Introduce the topic you have selected for your course assignments, presentation, and paper. This assignment will form the basis for the introduction to your paper. The health problem should be described in terms of each of the following:

- burden of disease (morbidity, e.g. incidence rate, prevalence, cost of individuals and the health care system) and mortality (e.g. mortality rate, case-fatality rate),
- course of disease (e.g. How often does the disease occur? How likely it is to be present? What happens once it occurs?),
- distribution of disease (e.g. Who gets it? When do they get it?),
- etiology

Include in-text citations and a References Cited section at the end.
(minimum of 2 pages)

Assignment 3: **Medical or Clinical Interventions**
In this assignment, you will describe clinical/medical Interventions that are used for your topic. For a C+, you should detail at least 2, discussing and evaluating available evidence of effectiveness. Proper in-text citations and at least one reference are required. (2 pages)
For each intervention:
1. Data on efficacy and/or effectiveness for each intervention.
2. Are there graded recommendations for your interventions? If so, what are they?
3. Is the intervention primary, secondary, or tertiary?
4. Is the intervention used on an individual or for populations? For the general population or high-risk groups?
5. Does the intervention take the form of Information, motivation, or obligation?

Assignment 4: **Educational Interventions**

In this assignment, you will describe educational Interventions that are used for your topic. For a C+, you should detail at least 2, discussing and evaluating available evidence of effectiveness. Proper in-text citations and at least one reference are required. (2 pages)
For each intervention:
1. Data on efficacy and/or effectiveness for each intervention.
2. Are there graded recommendations for your interventions? If so, what are they?
3. Is the intervention primary, secondary, or tertiary?
4. Is the intervention used on an individual or for populations? For the general population or high-risk groups?
5. Does the intervention take the form of Information, motivation, or obligation?

Assignment 5: **Policy Interventions**
In this assignment, you will describe regulatory, policy, and/or legislative interventions that are used for your topic. For a C+, you should detail at least 2, discussing and evaluating available evidence of effectiveness. Proper in-text citations and at least one reference are required. Examples of regulation and legislation include laws and policies. We will discuss this issue in more detail in class. (2 pages)
For each intervention:
1. If available, data on efficacy and/or effectiveness for each intervention:
2. Are there graded recommendations for your interventions? If so, what are they?
3. Is the intervention primary, secondary, or tertiary?
4. Is the intervention used on an individual or for populations? For the general population or high-risk groups?
5. Does the intervention take the form of Information, motivation, or obligation?

Final Paper (Assignment #6)

Each assignment described above contributes a section of the final paper. This will be the result of your edits of the 5 assignments. The final paper must take into account instructor feedback on each assignment and must tie all assignments together into a single coherent paper.
It will be composed of 6 sections:
1. An introduction that lays out the burden of disease due to your topic and reviews what is

known about its etiology.

2. A section on medical and clinical interventions— this can include prevention (primary intervention) and treatment (secondary and tertiary interventions)
3. A section on educational interventions— these might be directed at the whole population or at those in high risk groups.
4. A section on regulations and legislation— the section of your book on health care law and policy should be helpful here.
5. A conclusion— Think of this as: "Given what we know, what's next?" Briefly summarize sections 2 through 4 and give suggestions for future research.
6. A separate "References" page. Keep in mind that we use APA format and that in-text citations in your paper that are formatted correctly are also required.

Discussion Board: This course requires participation in the discussion board, a minimum of three separate days. You are required to post no later than Wednesday of the current week. The standards below will be used to evaluate the quality of your discussion posts. Please see the Welcome Announcement for additional information regarding the first week.

Each post should be "value added." In other words, your posts should further the thread topics; show that you have learned something from our readings or outside research; bring anecdotal, life experiences to the threaded issues; ask relevant and forward moving questions; or otherwise promote the course objectives for the week. Posts like "I agree" or "Great post" are nice, goodwill posts, but they will not receive credit. Please review the following **quality** standards; use them as you formulate your responses:

High: Your contributions to each topic indicate your mastery of the materials assigned. Your responses integrate multiple views and present a seed for reflection for other participants. Your posts provide evidence that you are reading, comprehending, and giving thoughtful consideration to the assigned materials and other student postings. You know the facts and are able to analyze them and handle conceptual ideas. Typical high-quality posts are at least 100-200 words and are often several paragraphs long.

Medium: Your responses build on the ideas of another participant (or more) and dig deeper into assignment questions or issues. You make intelligent posts during the week, including some good critique of the course material, which demonstrates that you have an understanding of the material, are reading posts of your colleagues, and are contributing to the class. Your posts demonstrate confidence with the materials, but they may be just a bit off target in one area or another. Typical Medium quality posts are approximately 100 words in length. They may or may not be several paragraphs in length.

Low: You have meaningful interaction with other participants' postings. Posts that state "I agree" or "I disagree" include an explanation of what is disagreed or agreed upon and why, or introduce an argument that adds to the discussion. However, you may have rambling, lengthy posts that show no sign of having been re-read and refined before posting, and your writing suffers a lack of clarity and/or suggests a lack of comprehension. These posts are typically 1-2 sentences in length.

Unsatisfactory: You will receive little credit in the week's discussion by just showing up and making trivial comments without adding any new thought to the discussion. At the low end of the spectrum, no participation gets a "0". That is, if you are not in the discussion, you do not earn any points.

In addition to the above **quality** standards (high, medium, low, and unsatisfactory), your discussion grade will be determined by your:

Frequency: You must post to each graded discussion a minimum of **three days** each week. You must submit your first post of the week, no later than *Wednesday*. **If you post later than Wednesday, you will be assessed a late penalty equal to or exceeding 10 points depending on the quality/quantity and frequency of your posts for the week. Please note that if you post 1 of the 3 days and receive full credit, your grade will be: 1/3= 33%, 2/3 days: 66% etc.**

Quantity: In order to meet the quality requirements, a post will be at least a paragraph in length. You will find that some topics call for lengthier responses. A paragraph, contrary to popular opinion, can be anywhere from four to ten (or more) sentences in length.

Accuracy: Because this is a writing course, your posts must be free of spelling and grammatical errors. Please use the *Spell Check* provided by Blackboard.

A few helpful tips for Discussion:
- Post high-value posts; if your posts are less than high-value, you will need to post more frequently to get full credit.
- Post responses to other students, to answer my questions, and/or to ask questions.
- Use text references, web research, and life experiences that are relevant to our topics.
- Avoid writing just "I agree" without elaborating to explain why you agree or disagree with a statement.
- You will need to answer each Discussion Board Question. Once you have made an initial response you pick the ones that most interest you, ask a follow-up question, or respond to other student posts.
- Debate with your classmates! We don't all have to have the same spin on issues. Debates help us learn, especially when we maintain a healthy respect for others and a tolerance for opinions that differ from our own.

Quality posts include:
- Providing additional information to the discussion;
- Elaborating on previous comments from others;
- Presenting explanations of concepts or methods to help fellow students;
- Presenting reasons for or against a topic in a persuasive fashion;
- Sharing your own personal experiences that relate to the topic; and
- Providing a resource reference or URL to support comments

Note: The Internet is great for information sharing, but you must always be skeptical (use those critical thinking skills!) when researching a topic on the Internet and always make sure that you cite appropriately.

The discussion board is where you will have ongoing conversation with your classmates and instructor and is a graded. Plagiarism is not allowed (see below). Do not copy material from the book/internet/other resource or your classmates when answering the assignment questions or posting on the discussion board.

Discussions open on Monday 12:00 am EST and close each week on Sunday at 11:59 pm EST. As a courtesy to all students, I do open the weekly unit on Sunday at midnight so that many of you can start your posting early.
- You are required to post 3 times per week on separate days of the week.
- Your first original post must be made by Wednesday of each week.
- At least one post must be in response to another student's post.
- See discussion board grading rubric for more details

Discussion posts cannot be made up; the discussion will not be extended for any reason.

Professional behavior is expected at all times. This includes respect and courtesy for the instructor and fellow students within the virtual classroom discussion board.

Exams (45%): There will be four exams, *all taken online* through Blackboard. The exams will cover topics addressed in the PowerPoint slides, videos, class discussions and textbook chapters.

For Blackboard technical problems in the course: by email bbsupport@goodwin.edu or phone (860) 913-2152.

Paper (20%): Each assignment described earlier contributes a section of the final paper. This final paper will be the result of your edits of the 5 assignments. It must take into account instructor feedback on each assignment and must tie all assignments together into a single coherent paper.

It will be composed of 6 sections as outlined above in each of the following: Introduction, Medical and Clinical Interventions, Educational Interventions, Regulations and Legislation, Conclusion and References.

The Course Outline / Class Schedule contains due dates.

Course Outline / Class Schedule*

Week class date	Topic(s) Covered	Assignments & Readings	Assessment Schedule (For specific dates, see also Blackboard calendar.)
1	Introduction to Public Health	Chapter 1	
2	Evidenced-based Public Health; Searching & Reading Health Science Literature	Chapter 2	**Assignment #1-Topic/References** submitted online
3	Evidenced-based Public Health continued	Chapter 2	
4	Public health data and communications	Chapter 3	**Exam 1 (Ch. 1, 2) online**
5	Social determinants of health	Chapter 4	**Assignment #2 Introduction** submitted online
6	Health law, policy & ethics	Chapter 5	
7	Non-communicable diseases	Chapter 6	**Exam 2 Online**
8	Communicable diseases	Chapter 7	**Assignment #3 due** submitted online
9	Environmental health	Chapter 8	
10	Health professionals Healthcare institutions Public health institutions & systems	Sections of Chapters 9 , 10, and 12	**Assignment #4** submitted online
11	Health insurance & healthcare systems	Chapter 11	**Exam 3 (Ch. 6, 7, 8) Online**
12	Food & drugs as public health issues	Chapter 13	**Assignment #5** submitted online
13	Food & drugs as public health issues	Chapter 13	
14	The future of public health	Chapter 14	**Exam 4 (Ch. 9, 10, 11, 12, 13) Online**
15	**Class Presentations/Paper Submission**		**Final Paper** submitted online

*This syllabus is subject to change. Changes, if any, will be announced in class and on Blackboard.
Be sure to check Blackboard and your Goodwin email regularly!*

Class Policies

Blackboard: Blackboard contains class materials such as PowerPoints, worksheets, media, and links for submitting assignments. Be sure to *check Blackboard often* to stay up to date on announcements, new course materials, and other important information. ***All assignments must be submitted on Blackboard.***
*BB issues contact bbsupport@goodwin.edu or call 860-913-2152

Late Assignments: Per department policy, all work is expected to be handed in on time. Any work submitted to the instructor after the due date will result in a zero for that particular assignment. Late assignments or make-up exams are not permitted except when there are documented extenuating circumstances (i.e., medical and family emergencies), and the instructor has been notified 24 hours before or after the deadline. In circumstances in which the instructor permits a make-up exam, the format of the exam is at the discretion of the instructor.

Technology: Online components are not compatible with smartphones or tablets. Firefox is the recommended browser when using blackboard. For Blackboard technical problems in the course, refer to the helpdesk under the Technical Support Tab.

Access to all computer systems, networks and electronic devices owned by Goodwin University imposes certain responsibilities and obligations to all faculty, staff and students. The university's technology policy outlines the acceptable usage for all computers and peripherals, network resources, telephones and all other electronic devices owned and maintained by Goodwin University. Users failing to adhere to this policy may face disciplinary actions by Goodwin University and/or local and federal law enforcement agencies. The complete technology policy is located on the Goodwin website http://www.goodwin.edu/pdfs/policies/technologypolicy.pdf and in the student handbook.

Course Decorum: We will create a positive environment in the classroom. There is an expectation of respect and professionalism (i.e., demonstrate respect for instructors, peers, and self, participate in classroom activities, and follow course and university policies).

Communication and E-mail: Students are expected to communicate in a professional manner (i.e., verbal, written, and electronic). I will send course updates and announcements through Blackboard so please *check your Goodwin e-mail account regularly*.

APA Style: This course follows APA style format for all written assignments. All written assignments must be produced using software that is compatible with Blackboard. Assessment of written assignments will include use of APA format, writing, grammar, quotations, and references. APA Style Central is also available at http://apastylecentral.apa.org/, the course Blackboard shell, and through the Hoffman Family Library.
Expectations for Written Work: The following are basic expectations for all written work:

1. One-inch margin for all sides of the page (e.g., top, bottom, left, and right side of the page).
2. The font is 12 point.
3. The paper is double spaced.
4. The first page of the paper includes:
   - ✓ Your full name
   - ✓ The date of submission

Plagiarism: Plagiarism is using someone else's words or images as your own without citing or giving credit back to the originator and is not allowed (see academic integrity). Please cite all work or a zero will be recorded. Wikipedia or any other wiki site, about.com, ask.com, answers.com, etc are not reliable sources and are not accepted as valid sources
   - All discussions are run through SafeAssign (plagiarism checker) weekly.

Attendance:
Extensions (Excused absences) are:
   - Due to extenuating circumstances and at the discretion of the instructor. Instructor must be notified as soon as possible and documentation must be provided for decision to be rendered.

Testing Policy:
   - No outside resources are allowed while taking exams and/or quizzes.

- Blackboard may stop your exam if additional browsers or tabs are open. Exams are not reset for this reason.
- Additional time is not given on the exams unless official academic accommodations are in place.
- Google Chrome and Firefox are preferred browsers for Blackboard testing. Please use only these browsers as Internet Explorer can cause your test to not work or save properly.
- NOTE: A computer crash is NOT a valid excuse for not completing work. Be sure to back up your work in several places and budget your time accordingly. Working ahead is always recommended.
- All exams are mandatory. If you have a schedule conflict involving other courses, religious observance, or personal matters, you must see your instructor at least one week prior to the exam. Any missed exams will result in a grade of 0 for that exam, unless there are serious extenuating personal circumstances that are immediately brought to the attention of your instructor. Illness will only be accepted as a justification for absence from a scheduled test if a doctor's excuse is presented. The excuse must be dated on or immediately prior to the exam date and you must contact your instructor prior to the exam in order to be excused. If either of these conditions is not met, you will be given a grade of 0. If you miss an exam and present a legitimate excuse, then, at the discretion of the instructors, a make-up exam will be made available to you that you must take within 7 days.
- Excused absences are:
    - You or your child is sick as documented by a doctor's note.
    - A death in the family that is documented by a clergy member, funeral home, or death certificate.

 Student Support Services

Academic Success Center & The Math Lab:
The Academic Success Center is located in room 209 and The Math Lab is located in room 219 of the River Campus. Both centers are staffed with Peer and Professional tutors that students can see on a walk-in or appointment basis. The centers provide students with consistent support and guidance throughout the learning process and encourage students to be actively involved. This is done through one-on-one, group tutoring and Academic Skills Workshops.

Academic Success Center & Math Lab Hours:
Monday-Friday 8am-9pm
Saturday 8am-2:30pm

To make a tutoring appointment please call 860-913-2090, email ASCStaff@goodwin.edu or walk into either center

eTutoring:
Goodwin University offers eTutoring services through an agreement with the Connecticut Distance Learning Consortium (CTDLC). Students using the eTutoring platform may work with an eTutor in a live session or may submit a question or course assignment for an instructor to correct and/or provide feedback. eTutoring offers instruction, guidance and resources to help each student succeed. Specific information concerning eTutoring is located on the Academic Success Center webpage: http://www.goodwin.edu/academic_success_center/

Testing:
The ASC also provides testing services for those who have missed a test in their class or who have accommodations approved by the Office of AccessAbility Services. Students must talk to their teachers to test in the ASC. Students with accommodations may have their tests proctored in alternate locations. The Academic Success Center provides two testing rooms for students to make up tests that have been previously dropped off by their instructor. These rooms are located in the center.

Scheduling Exams:
Students should contact the Academic Success Center to schedule an appointment in advance. Students can walk-in or call 860-913-2090 to schedule their exam. It is strongly recommended that students reserve a testing room in advance and confirm that their exam has been delivered to the center.

Students are also welcome to take their test without reserving a room; however, if both rooms are occupied or if they are scheduled to be occupied before the student would finish their test (given the time allotted by their teacher), the student will be unable to take their test and will instead be asked to make a reservation or to return when a room becomes available.

Library Services:
Read the following paragraph or download the Hoffman Family Library APP to your phone! The Hoffman Family Library is open seven days a week (7am-9:30pm Monday to Thursday, 7-9 Fridays, 8-4 Weekends). Librarians are on site during all open hours to help students conduct research, find valuable resources, and create citations. There are many ways to get help from a librarian: call 860-913-2042, text ASKGOOD and your question to 66746, email GoodwinLibraryPersonnel@goodwin.edu, click the "Ask a Librarian" button on the library web site, or just walk in. The campus library offers computers, Wi-Fi, group study rooms, a quiet atmosphere, and an ever-growing collection of resources. The majority of the library's resources are available online 24/7 via the web site http://www.goodwin.edu/library. Through the web site students can access the research databases and find helpful guides and tutorials on where to find good resources for any subject, tips on how to write great papers with proper citation and formatting, and much more.

Counseling Services:

Counseling services are free, confidential and available to currently enrolled students. Students visit counseling services for a variety of reasons, including:

- Mental Health: anxiety, depression, low self-esteem, mood disorders
- Relationships: family, friends, partner, bereavement
- Financial: medical, housing, food, employment
- Physical: poor body image, sexual orientation, gender identity, eating disorder
- Academic: lack of study skills, struggling with a learning disability or yet to be identified, challenges with a professor, not getting accepted into your career choice, low GPA

Please visit the website for further details: http://www.goodwin.edu/counseling/

- Also on the Counseling page you will find a tab on the left labeled "Resources" that offers many links to supports that may be helpful as well.

Goodwin University Policies and Services

This course adheres to all policies outlined in the Goodwin University catalog.

General academic policies of Goodwin University may be found on the university web site at and in the university catalog at
http://www.goodwin.edu/academics/catalogs.asp.

Student services information may be found on the Goodwin University website at
http://www.goodwin.edu/student-services/ and http://www.goodwin.edu/library/.