

# PHC4101 : Public Health Concepts

Section 8148, Fall 2007

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This is a 3 credit course and will meet twice per week for one hour on Tuesdays (6<sup>th</sup> period; 12:50-1:40) and two hours on Thursdays (6<sup>th</sup>-7<sup>th</sup> periods; 12:50-2:45pm) over a 16-week period.

**Course web site:** E-Learning (formerly WebCT) accessible at [lss.at.ufl.edu](http://lss.at.ufl.edu) or through [my.ufl.edu](http://my.ufl.edu). You must have a valid Gatorlink ID and password. For assistance, call the UF Help Desk at 392-HELP.

**Description:** This is an upper level course intended to introduce undergraduate and graduate students in a variety of disciplines to the basic tenets, applications, and foci of public health, including integrating public health with other health professions. The course will provide a history of public health, an overview of the five core disciplines (Epidemiology, Biostatistics, Environmental Health, Social and Behavioral Health, and Health Policy & Management), and current events and issues in the field. In addition, a number of guest speakers will provide insight into their areas of expertise within public health. Students are expected to attend all lectures and complete required readings and assignments.

**Prerequisites:** None

**Objectives:**

Upon completion of this course, the student will:

1. Define public health and the impact it has had on history
2. Describe the evolution of public health, including its future development
3. List and describe the core functions of public health
4. Describe how health is measured and compared across regions or populations
5. Describe how health interventions are created, implemented, and evaluated
6. Describe how the safety of environment is ascertained and improved
7. Describe the structure of the public health system in the United States including how policy is implemented and how it impacts public health practice
8. List the basic study designs used in public health and provide examples of how they may be used, analyzed and interpreted
9. Describe the impact of chronic and infectious diseases on the health of populations
10. Describe the variance in health status based on social and demographic factors
11. Explain how public health impacts other fields and how it may be integrated
12. Discuss the relationship between public health and the medical care system
13. Describe the role of public health in a global society

**Course materials:****REQUIRED textbook:**

(1) Schneider MJ. *Introduction to Public Health, Second edition*. Sudbury, MA: Jones and Bartlett Publishers. 2006.

**\*NOTE:** Other required reading materials will be provided in class or on the course website.

**Recommended textbooks:**

(1) *Milestones in Public Health* and

(2) *Advancing Healthy Populations: the Pfizer guide to careers in public health*.

Both available FREE online at: <http://www.pfizerpublichealth.com/publications.aspx>.

**Other textbooks of interest:**

(1) Robertson L. *Injury Epidemiology: Research and Control Strategies, 3<sup>rd</sup> ed.*, 2007.

(2) Schottenfeld D and Fraumeni J. *Cancer Epidemiology and Prevention, 3<sup>rd</sup> ed.*, 2006.

(3) Susser E, Schwartz S, Morabia A and Bromet E. *Psychiatric Epidemiology*, 2006.

(4) Weiss NS. *Clinical Epidemiology: The Study of Outcome of Illness, 3<sup>rd</sup> ed.*, 2006.

(5) Nelson LM, et. al (eds.). *Neuroepidemiology: From Principles to Practice*, 2003.

(6) Kawachi I and Berkman LF. *Neighborhoods and Health*, 2003.

- (7) Fraser GE. *Diet, Life Expectancy, and Chronic Disease: Studies of Seventh-Day Adventists and Other Vegetarians*, 2003.
- (8) Heymann J (ed.). *Global Inequalities at Work: Work's Impact on the Helath of Individuals, Families, and Societies*, 2003.
- (9) Johnson GJ, Weale RA, Minassian DC, and West SK (eds.). *The Epidemiology of Eye Disease 2<sup>nd</sup> ed.*, 2003.
- (10) Yassi A, Kjellstrom T, de Kok T, and Guidotti T. *Basic Environmental Health*, 2001.
- (11) Berkman LF and Kawachi I. *Social Epidemiology*, 2000.
- (12) Checkoway H, Pearce N, and Kriebel D. *Research Methods in Occupational Epidemiology, 2<sup>nd</sup> ed.*, 2004.
- (13) Iezzoni LI and O'Day BL. *More than Ramps: A Guide to Improving Health Care Quality and Access for People with Disabilities*, 2005.

**Grading:** The grading scale for this course consists of the standard scale below:

90% - 100% = A	70% -74.9%= C
85% -89.9%= B+	65% -69.9%= D+
80% -84.9%= B	60% - 64.9%= D
75% -79.9%= C+	Below 60.9%=F

**Grading Methods:** There will be two exams, including a cumulative final, comprised of multiple choice and short answer questions. Three short essays will be assigned during the semester on various topics relating to in-class discussions. Tentative due dates are listed on the course schedule at the end of this document, and additional information will be distributed when the first assignment is given. In addition, teams of six students will be randomly assigned a recent public health article from the primary journal *American Journal of Public Health (AJPH)* for a group paper to be turned in on the last class day, December 4<sup>th</sup>, 2007. More information about these group projects will be provided on September 20, following an in-class assignment designed to give you experience with critiquing an article. Points will be awarded for participation in class discussions and attendance. There will be extra credit opportunity for a brief in-class project on Tuesday November 20<sup>th</sup> (the week of Thanksgiving, maximum possible 3% extra credit), and for completing an online public health training course and providing the printed certificate as evidence of completion by November 1<sup>st</sup> (maximum 2% extra credit). The

online course, “PH101: Principles of Public Health” can be accessed online at <http://pphtc.org/training/courselist.htm#ph101>.

Midterm.....	30%
Final.....	35%
Individual assignments.....	15%
Group article assignment.....	10%
Participation.....	10%

**Attendance Policy:** Per the University of Florida, students are responsible for satisfying all academic objectives as defined by the instructor. Acceptable reasons for absence from class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official University activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Remember that, when possible (i.e. extracurricular activities, official University activities, and religious holidays), **prior notification** of absence is required if the student plans to be given an extension on assignments or be excused from class. This notification must be sent to both instructors and both TAs. Attendance will be taken randomly throughout the semester and will contribute to your grade in the course.

**Make-up Exams and Work:** If you are absent for a reason approved above and have given prior notification to the instructor when possible, you will be given adequate time to make up any coursework missed. All other missed or late work will receive a grade of zero. Make-up exams will be provided only in cases of excused absences or conflict during final exams per University policy (more than three final exams scheduled on one day or two exams scheduled at the same time) and **MUST** be discussed with the instructor in advance. Make-up exams will differ from the regularly scheduled exam.

**University Honor Code:** *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.* On all work submitted for credit by students at the University, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."* Plagiarism and cheating are serious offenses and will be dealt with as such; any student found cheating on coursework or exams will receive a failing grade on the assignment and potentially in the course, and be routed through the appropriate judicial process.

**Classroom Etiquette:** Turn off all cell phones, pagers, alarms, etc. upon entering the classroom. Please also make every attempt to arrive to class on time. We hope to engage the class in discussions and encourage you to ask questions of the instructor and any guest lecturers, but please keep side conversations to a minimum. Also, please refrain from packing up your materials until class is dismissed. Cell phones, pagers and laptops are not allowed during exams. If any student is seen using or looking at a device that transmits or receives information, he/she will receive a grade of zero on the exam. If you are expecting an emergency call, please notify one of the instructors before class and we will hold your phone for you.

**Communicating with Instructors and Teaching Assistants:** Students who have questions that cannot be answered during class time should use office hours as the primary mechanism of communicating with instructors and TAs. Office hours have been scheduled to accommodate your other courses, with 6.5 hours per week available to you. If you cannot meet during office hours, you may use telephone or email to contact instructors or TAs; however, please be aware that you should allow 3 business days for a response to such inquiries. TAs have their own coursework and other classes to attend to and will not be able to answer an email immediately, especially if it is sent late at night or on weekends. Please be considerate of their time and patient for a response.

**Accommodations for Students with Disabilities:** Support services for students with disabilities are coordinated by the [Disability Resource Center](#) in the Dean of Students Office. All support services provided for University of Florida students are individualized to meet the needs of students with disabilities. To obtain individual support services, each student must meet with one of the support coordinators in the Disability Resources Program and collaboratively develop appropriate support strategies. Appropriate documentation regarding the student's disability is necessary to obtain any reasonable accommodation or support service.

**University Counseling and Mental Health Services:**

University Counseling Services: P301 Peabody Hall, 392-1575  
<http://www.counsel.ufl.edu/services.asp>

Student Mental Health Services: Student Health Care Center Room 245, 392-1171  
<http://www.health.ufl.edu/shcc>

### Draft Course Schedule

Date	Topic	Readings	Lecturer
Thurs, August 23	Course Introduction & History of Public Health	Prologue Ch 1 <i>Public Health: Science, politics, prevention</i> Ch 2 <i>Why Is Public Health Controversial?</i>	DeFries
Tues, August 28	Public Health Structure in the United States	Ch 3 <i>Powers and Responsibilities of Government</i>	DeFries
Thurs, August 30	Measuring Health	Ch 4 <i>Epidemiology: The basic science of public health</i>	DeFries
Tues, September 4	Where do data come from?	Ch 8 <i>The Role of Data in Public Health</i>	Andresen
Thurs, September 6	Study Design: Case-controls, cohorts, and randomized controlled trials	Ch 5 <i>Epidemiologic Principles and Methods</i>	Andresen & DeFries
Tues, September 11	Measures of Risk	Ch 7 <i>Statistics: Making sense of uncertainty</i>	DeFries
Thurs, September 13	Causal Inference	Ch 6 <i>Problems and Limits of Epidemiology</i>	Andresen & DeFries
Tues, September 18	Population Issues in Public Health & Public Health in Darfur	Ch 24 <i>Population: The ultimate environmental health issue</i>	McKune
Thurs, September 20	Case Study in Epidemiology: the African American Health Study	See web; <b>Assignment 1 (in class); Group project assigned</b>	Andresen & DeFries
Tues, September 25	Public Health in Disability	Lollar article (See website) Healthy People 2010 Chapter 6 (See link on website)	Andresen
Thurs, September 27	Social and Behavioral Sciences and Public Health	Ch 13 <i>Do People Choose Their Own Health?</i> Ch 14 <i>how Psychosocial Factors Affect Health Behavior</i>	DeFries
Tues, October 2	Qualitative Research Methods	(See website)	Lopez
Thurs, October 4	Environmental Health	Ch 19 <i>A Clean Environment: The basis of public health</i>	Ilacqua
Tues, October 9	Review and Synthesis	--	DeFries
Thurs, October 11	MIDTERM – In class	--	--
Tues, October 16	Public Health and Health Care Management	Ch 25 <i>Is the Medical Care System a Public Health Issue?</i>	Chacko
Thurs, October 18	Health Policy Development, the Medical System and the Uninsured	Ch 26 <i>Why the US Medical System Needs Reform</i> Ch 27 <i>Health Services Research: Finding what works</i>	Chacko / Hall

Tues, October 23	Pharmacoepidemiology	Ch 23 <i>Safe Food and Drugs: An ongoing regulatory battle</i>	Winterstein
Thurs, October 25	Infectious Disease Epidemiology	Ch 9 <i>The “Conquest” of Infectious Diseases</i> Ch 10 <i>The Resurgence of Infectious Diseases</i> <b>Assignment 2 Due</b>	Prins
Tues, October 30	Policy and the Environment: The case of disability and the IOM report	(See website)	Andresen
Thurs, November 1	Chronic Disease Epidemiology: Cancer	Ch 11 <i>The Biomedical Basis of Chronic Diseases</i> Ch 12 <i>Genetic Diseases and Other Inborn Errors</i>	Asal
Tues, November 6	Major Risk Factors: Diet and physical activity	Ch 15 <i>Tobacco: Public Health Enemy Number One</i> Ch 16 <i>Public Health Threat Number Two and Growing: Poor diet and physical inactivity</i>	Perri
Thurs, November 8	Current Topics in Public Health: TB & Legal Considerations in Public Health	(See website)	Ashkin, DeFries
Tues, November 13	Health Disparities: Gender, race, and income	(See website)	Dailey
Thurs, November 15	Evidence Based Public Health & <b>Group Work</b>	(See website)	DeFries
Tues, November 20	Risk and Habits	(See website)	DeFries
Thurs, November 22	No class – Happy Thanksgiving!	--	--
Tues, November 27	Global Public Health: Disability in Turkey	(See website) <b>Assignment 3 Due</b>	Andresen
Thurs, November 29	Bioterrorism, Disaster Preparedness, and Disability	Ch 29 <i>Emergency Preparedness, Post-9/11</i>	Reiss
Tues, December 4	The Future of Public Health	Ch 30 <i>Public Health in the Twenty-First Century: Achievements and challenges</i> <b>Group Project Due by 5:00pm</b>	DeFries
TBA	FINAL EXAM		--

