

University of Florida
College of Public Health & Health Professions Syllabus
PHC 6937: Introduction to Public Health: For Credit Course

Spring 2022

Delivery Format: Online e-Learning in Canvas

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Office Hours/Weekly Meet-Up via Zoom:

Week 1 - by request (Zoom, no in-person office hours at this time).

Weeks 2-16 on Wednesdays 10:00-11:00 AM, Zoom link:

<https://ufl.zoom.us/j/92766350911?pwd=REVXcldGVm03UldTdXMvTmhNNExkQT09>

I will also be available by appointment Weeks 2-16 (Zoom, no in-person office hours at this time).

Preferred Course Communications (e.g., email vs. Canvas message):

Canvas = fastest response or UF email *with PHC6937 in the subject line*****

Please use the message function within Canvas, thank you. Emails/Canvas messages received on weekdays (Monday-Thursday) can expect a response within 24 to 48 hours. If I have not responded within two days, please contact me again. Your message is important to me, but it may have been overlooked. Emails/Canvas messages received during the weekend or after 5pm on Friday will be answered by 2pm on the following Monday.

Prerequisites: None

PURPOSE AND OUTCOME

Course Overview

The purpose of this course is to provide a broad introduction to public health, foundation in core public health knowledge, and impart an understanding about how the health professions and specialized health research contribute to achieving the goals of public health.

The course is designed for students in the following programs of the College of Public Health and Health Professions:

- MA with a major in Communication Sciences and Disorders
- Master of Health Administration, MS programs in Biostatistics and Epidemiology
- Master of Health Science in Environmental and Global Health: One Health
- Doctor of Audiology (campus and distance programs)
- Doctor of Physical Therapy
- PhD programs in Biostatistics, Clinical and Health Psychology, Epidemiology, Health Services Research, and Rehabilitation Science

Relation to Program Outcomes

Students pursuing degrees within the UF College of Public Health and Health Professions must be grounded in foundational public health knowledge. A public health orientation is provided via this three-credit equivalent course designed for students in graduate professional, Master's, and PhD programs who do not have prior graduate level public health training.

Course Objectives and/or Goals

Upon completion of this course, students will be able to:

- Explain Public Health history, philosophy, and values
- Identify the core functions of public health and the 10 Essential Services
- Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
- List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
- Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
- Explain the critical importance of evidence in advancing public health knowledge
- Explain effects of environmental factors on a population's health
- Explain biological and genetic factors that affect a population's health
- Explain behavioral and psychological factors that affect a population's health
- Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
- Explain how globalization affects global burdens of disease
- Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

Instructional Methods

The course is provided entirely online using video presentations and selected readings in a semi-self-paced format. The course is housed in UF e-Learning in Canvas. The course requires 48 contact hours and may be taken at any time during a student's program in the College of Public Health and Health Professions. Course content, depth, and level of difficulty are equivalent to 3 graduate credits at the University of Florida – whether the course is taken for credit or as a zero-credit curriculum requirement (see your program's requirements for details on whether you will be enrolled as a for-credit or a zero-credit student). This syllabus is tailored for the 3-credit version of the course.

What is expected of you?

This is a self-guided course with weekly modules that include weekly lectures, video resources, and readings posted on the Canvas site. Students will work through the material and complete weekly assignments.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Modules	Topic(s)	Topics
1	Course Introduction Public Health history, philosophy, and values	<ul style="list-style-type: none">• What is Public Health?• Review syllabus and course requirements• History of Public Health• Values and Ethics in public health• A philosophy of public health
2	The core functions of Public Health and the 10 Essential Services	<ul style="list-style-type: none">• Core functions/10 Essential Services• The Public Health system in the United States
3	Quantitative research methods in Public Health	<ul style="list-style-type: none">• Epidemiological contributions to Public Health• Biostatistics contributions to Public Health• Quantitative research contributions to Public Health

Modules	Topic(s)	Topics
4	Qualitative research methods in Public Health	<ul style="list-style-type: none"> Qualitative research contributions to Public Health
5	Behavioral and Psychological Factors That Affect Public Health	<ul style="list-style-type: none"> Social and Behavioral Sciences in Public Health
6	Social, Political and Economic Determinants of Health	<ul style="list-style-type: none"> Social Determinants of Health Health Equity
7	Diversity and Inclusion in Public Health	<ul style="list-style-type: none"> Diversity in public health
8	Environmental Health/OneHealth	<ul style="list-style-type: none"> What is Environmental Health? Environmental Health contributions to Public Health One Health
9	Global Public Health	<ul style="list-style-type: none"> What is Global Public Health? Improving nutrition in children in West Africa.
10	Evidence-Based Public Health	<ul style="list-style-type: none"> Evidence-based public health
11	Public Health Biology	<ul style="list-style-type: none"> Biological and genetic factors that affect a population's health Infectious disease control
12	Public Health Trends and Initiatives in Our Community/ Health Science, Research, Management and Policy	<ul style="list-style-type: none"> Health disparities
13	The Science of Prevention in Public Health	<ul style="list-style-type: none"> Types of prevention Screening in public health

COURSE MATERIALS AND TECHNOLOGY

TEXTBOOK:

- Andresen, E. and DeFries Bouldin E. *Public Health Foundations: Concepts and Practices*. John Wiley & Sons, Inc. 2010. First Edition.
- This book will be available through UF e-book access, in the near future.

TECHNOLOGY:

IMPORTANT NOTE: The UF IT department recommends that you **use FIREFOX web browser** for Canvas to access video material.

- Please do not use Chrome browser when accessing the course via Canvas – the videos may not work, etc.
- Please be careful if using Zotero for APA-7th Edition referencing purposes, you probably need to manually fill in the fields as Zotero does not necessarily do exactly what is required.

Information on Student Computing requirements can be found here: <http://studentlife.online.mph.ufl.edu/e-learning-support/e-learning/e-learning-in-canvas-technical-requirements/>

For technical support for course materials and activities and assessments, please contact the Online Course coordinator at: Truly Hardemon, MEd at hardemont@ufl.edu

For technical support for e-Learning in Canvas, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://elearning.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

ASSIGNMENTS

Students will work through the material and complete the required assignments and discussions to develop a greater understanding of public health.

If you would like feedback at any point during your coursework for this course, please contact me with your questions and I will arrange to review your work/portfolio in progress with you via Zoom screenshare.

The dates listed in the table below are required dates. You are welcome to work ahead in the class and submit early. Work will be graded after the due date listed in the table below.

COURSE REQUIREMENTS, Due dates		
Discussion Posts (3, & 3 responses)- Requirement for all students	Due date	Points
Discussion 1 Post: Introduction	Fri 1/7/22	5
Discussion response (to Discussion 1)	Fri 1/14/22	5
Discussion 2 Post	Fri 2/18/22	10
Discussion response (to Discussion 2)	Fri 2/25/22	5
Discussion 3 Post	Fri 4/8/22	10
Discussion response (to Discussion 3)	Fri 4/18/22	5
Quizzes (6) - Requirement for all students	Due date	Points
Quiz 1	Tues 1/18/22	10
Quiz 2	Mon 1/31/22	10
Quiz 3	Mon 2/14/22	10
Quiz 4	Mon 3/14/22	10
Quiz 5	Mon 3/28/22	10
Quiz 6	Mon 4/11/22	10

Assignments (4, & 4 Peer reviews):		
Assignment 1: Reflection	Fri 1/28/22	25
Peer review Assignment 1	Fri 2/4/22	10
Assignment 2: Reflection	Fri 2/25/22	25
Peer review Assignment 2	Fri 3/4/22	10
Assignment 3: Infographic	Fri 4/1/22	25
Peer review Assignment 3	Fri 4/8/22	10
Assignment 4: Reflection	Fri 4/15/22	25
Peer review Assignment 4	Tues 4/19/22	10
Total Points for 3-Credit Course		240

DISCUSSIONS

- There will be a total of 3 discussions throughout the semester that will help engage you with your classmates and prepare you for your assignments. As shown in the table above, the “Introduction” discussion and associated peer response are worth 5 points each. The other two discussions are worth 10 points each, and your two associated peer responses are worth 5 points each.

QUIZZES:

- There will be a total of 6 quizzes throughout the semester. Each quiz will be worth 10 points.

ASSIGNMENTS & PEER REVIEWS

- There will be total of 4 assignments, each worth 25 points.
- There are also 4 peer reviews, each worth 10 points.

As part of an effort to facilitate peer interaction and engagement, you will be required to complete a peer review of one of your classmate’s assignments, the week after the assignment itself was due. You will be assigned one of your classmate’s papers. You will give your classmate constructive feedback regarding their assignment and portfolio.

ASSIGNMENT DETAILS:

Instructions: Please see individual Assignment Instructions in Canvas.

Citations: APA-7th Edition format preferred, either a publication date or the date resource was retrieved is required. All data or definitive statements should have a citation, either the original citation or the specific module section/course book page.

Grading rubric: A rubric is provided on the assignment page in Canvas. It is either immediately after the instructions or is accessed via clicking the three dots on the top right of the instructions and selecting ‘Rubric’ from the drop-down menu.

Assignments 1, 2, 4: Length: 800 words minimum; 1000 words maximum; 12 pt font (Arial, Times New Roman); double spaced

Assignments 1, 2, 4: Format: MS Word Document

Assignments 1, 2, 4: Process: Assignment will be submitted in Canvas and will be checked for originality via Turnitin.

Assignment 3 (Infographic) Description: [Full details will be provided on Canvas, please see that page]

An infographic is one static slide used to convey pertinent information about a subject.

Please review examples here: <http://www.scribblelive.com/blog/2013/02/18/11-infographicsabout-infographics/>

- The infographic will be submitted in Canvas in the assignment and become a part of the portfolio.
- Use PowerPoint or another simple graphics tool (such as Piktochart), create a visual representation of how the five core areas of public health intersect, based on the material contained in the course.
- Use shapes, images, and minimal text to design a graphic representation of the five core areas of public health and visually show how they connect to your planned future career/research field.
- Original art work is appreciated but not expected/anticipated!
- **Please cite sources of all non-original images on a second slide, preferably using APA 7th-Edition format.**
- This submission will be 2 slides:
 - 1 slide of 10X20 inches, using graphics to convey ideas rather than text. (To adjust the size of your slide in PowerPoint, go to Design, and then Page Setup.)
 - 1 slide with a reference list for your citations, showing where you obtained the images.
- Word limit: There is a 150-word maximum for Slide 1 of this assignment (i.e., excluding the citation details).

Full instructions for the Infographic, and a grading rubric, are provided in the assignment in Canvas.

Peer Review Instructions:

- Read your classmate's assignment paper that you were assigned to and **make three insightful comments**.
- **Each comment should be at least one sentence and add something to the conversation.**
- Complements are welcome but complements alone with no additional (related!) information/suggestions will earn a token point not full points (Please see grading rubric in Canvas). *[Example: A peer review solely stating, "Great job!", "Love this", "I agree" would earn 3 of the possible 10 points].*
- The focus of your comments should be helpful, constructive, and based on the content of what is presented.
- You can respond with situations you are familiar with or other work that the classmate would find valuable.
- There are no point deductions for grammar or writing style.
- **If your response involves facts/figures, or other types of 'citable' information, please give the reference for the original source.** Please use a consistent referencing style, e.g., APA-7th Edition for citations

Grading: Point System Used

	94	90	87	84	80	77	74	70	67	64	61	0
Points earned	- 100	- <94	- <90	- <87	- <84	- <80	- <77	- <74	- <70	- <67	- <64	- <61
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Make up Exams or Other Work

Late submissions will be accepted for up to 4 days, but the following policies and penalties apply:

- Coordinator/instructor will not contact you about missing or incomplete assignments.
- It may be possible to avoid a late penalty IF YOU CONTACT THE INSTRUCTOR AT LEAST 24 HOURS IN ADVANCE. You should email the course coordinator and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments. Note, conference attendance or doctoral qualifying examinations or thesis/dissertation defenses do not constitute valid lateness excuses.

If an assignment is late, **you will lose 5% each day from your final course portfolio score** up to the fourth day, after which a zero grade will be assigned for the assignment. For example, if you are two days late submitting assignment 1, then 10% of the maximum score will be subtracted (NB this is 10% of the possible score, subtracted from you *earned* score... please see the Rubric in Canvas to understand what score your work could earn. *Just because you submitted an item of work, does not necessarily mean it is worthy of full credit even if it is submitted on time!*) "Late" begins one minute after the due time (e.g., an assignment due at 11:59 pm is considered late at midnight).

Please note: **Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them.** The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Discussions:

- Discussions submitted up to 24 hours late will be accepted but the assignment grade will be reduced by 10% of the grade you would have received.
- Discussions turned in more than 24 hours late will not be graded and will contribute zero points toward your final grade.
- Special Circumstances: In the event of exceptional situations that may interfere with your ability to perform an assignment or meet a deadline, contact the instructor as soon in advance of the deadline as possible. Such special cases will be dealt on an individual basis, provided you have sufficient documentation.
- Discussions turned in at 11:59:01 PM are LATE. This is how the Canvas programming works.
- **It is the responsibility of the student to verify not only that an assignment was submitted, but that an attachment was made, and it was the correct attachment, and in the correct file format.**

Policy Related to Required Class Attendance *(there are no required attendances for this asynchronous course)*

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Information regarding course etiquette can be found here: <http://studentlife.online.mph.ufl.edu/e-learning-support/e-learning/netiquette/>

Communication Guidelines

- When to contact the UF Computing Help Desk: <http://studentlife.online.mph.ufl.edu/e-learning-support/when-to-when-to-contact-the-uf-computing-helpdesk/>
- When to post to the support discussions: <http://studentlife.online.mph.ufl.edu/e-learning-support/when-to-when-to-post-to-a-support-discussions/>
- When to send e-mail to the instructor: <http://studentlife.online.mph.ufl.edu/e-learning-support/when-to-when-to-send-e-mail-to-the-instructor/>

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

U Matter, We Care Information

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational

experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website. www.multicultural.ufl.edu

