

University of Florida
College of Public Health & Health Professions Syllabus
PHC 6937: Introduction to Public Health: Non-Credit Course
Fall 2022
Delivery Format: Online e-Learning in Canvas

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Office Hours/Weekly Meet-Up via Zoom:

Weeks 1-16 on Wednesdays 10:00-11:00 AM, Zoom link:

<https://ufl.zoom.us/j/91219225475>

I will also be available by appointment (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:

- Appraise the importance of Public Health to them personally, and to the community in which they live.
- Discuss in general terms, the history of Public Health.
- Assess Public Health situations through an ethical lens.
- Explain Public Health history, philosophy, and values
- Identify the core functions of public health and the 10 Essential Services
- Describe the role of different stakeholders in the field of public health
- Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
- Assess suitability of types of quantitative study designs used in epidemiology, for research purposes
- Explain the critical importance of evidence in advancing public health knowledge
- 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 health behaviors using both the four- and five-levels of the Social Ecological Model (SEM)
- Compare and contrast how different Behavioral Theories (Health Belief Model, Transtheoretical Model) can be used to create individual level interventions.
- Discuss how individual determinants of health, affect population health
- Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities
- Provide evidence for underlying causes of health disparities through the lens of the Social Determinants of Health (SDOH)
- Elucidate how pre-existing and ongoing health and other disparities contribute to COVID-19 health outcomes
- Explain how the pandemic is impacting care in other areas of the U.S. healthcare system, including routine and chronic care
- Evaluate possible reasons why positive health outcomes in diverse populations are associated with increased racial minority representation in health care
- Reflect on their experiences and attitudes, using the single-story framework
- Compare vulnerabilities associated with seven core concepts in environmental health: Toxicity, Exposure, Dose/Response, Individual Susceptibility, Risks & Benefits, Environmental Justice, and Community Resources & Action
- Explain effects of environmental factors on a population's health
- Discriminate between different types of environmental exposure factors, debate which category/categories apply to specific exposure examples, depending on the population at-risk (susceptible population).
- Explain biological, genetic, behavioral and psychological factors that affect a population's health
- Explain how globalization affects global burdens of disease
- Evaluate climate change impacts on global food security, sanitation, and health
- Explain the intersection between 'maternal and child health', and 'environmental health'
- Discuss One Health examples based on mental health, zoonoses, farm animals & pets, and agriculture.
- Assess the potential for using OneHealth approaches to solve Global Health problems and create Global Health opportunities (based on the interdependence between human health, animal health, and environmental 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 non-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 as posted on the Canvas site. Students will work through the material and complete weekly assignments. Discussion posts and responses for Summer 2022 are requested to be completed per timeline shown on page 5 of this document.

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 and Qualitative 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• Qualitative research contributions to public health
4	Behavioral and Psychological Factors That Affect Public Health	<ul style="list-style-type: none">• Social and Behavioral Sciences in Public Health
5	Social, Political and Economic Determinants of Health Diversity and Inclusion in Public Health	<ul style="list-style-type: none">• Social Determinants of Health• Health Equity• Diversity in public health
6	Environmental Health/ OneHealth	<ul style="list-style-type: none">• What is Environmental Health?• Environmental Health contributions to Public Health• One Health
7	Global Public Health	<ul style="list-style-type: none">• What is Global Public Health?• Planetary Health
8	Evidence-Based Public Health	<ul style="list-style-type: none">• Evidence-based public health• Screening in public health, Part 1
9	Public Health Biology	<ul style="list-style-type: none">• Biological and genetic factors that affect a population's health• Infectious disease control

Modules	Topic(s)	Topics
10	Public Health Trends and Initiatives in Our Community	<ul style="list-style-type: none">• Community based participatory research• Social media and Public Health• Environmental Justice and Natural Disasters
11	The Science of Prevention in Public Health	<ul style="list-style-type: none">• Types of prevention• Screening in public health, Part 2

COURSE MATERIALS AND TECHNOLOGY

TEXTBOOK:

- None at this time – readings are provided within the Canvas Modules.

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 (*Discussions & Quizzes*)

Students will work through the material and complete the required assignments and discussions to develop a greater understanding of public health. This is a non-credit course; you will receive a pass/ fail grade. The course is required for you to graduate but will not appear on your transcript.

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 below are requested (Discussions)/suggested (Quizzes) for the non-credit version of the course. Since this is a self-paced class, all quizzes and discussion boards will be open until the last week of class. Please try to complete the discussions in a timely manner, so others can benefit from your insight!

To help you and others get best-value from this course, please try to follow the timeline for discussion posts as set out in the table below.... If everyone posts everything in the last week of semester, then the 'discussions' will evolve into a set of 'check-the box' exercises; we know how much we learn from those! I really want you all to get value for your time, so please plan to participate accordingly? Thank you.

Course Requirements: Discussions/responses & Quizzes		
Discussion Posts (3, & 3 responses) - Requirement for all students	Requested date	Points
Discussion 1 Post: Introduction Video	Mon 8/29/22	5
Discussion response posts (≥2 response posts, to Discussion 1)	Tues 9/6/22	5
Discussion 2 Post: Diversity & Inclusion	Mon 10/17/22	10
Discussion response posts (≥2 response posts, to Discussion 2)	Mon 10/24/22	5
Discussion 3 Post: Reflection	Mon 11/28/22	10
Discussion response posts (≥2 response posts, to Discussion 3)	Mon 12/05/22	5
Quizzes (6) - Requirements for all students	Suggested due date	Points
Quiz 1	Mon 9/12/22	10
Quiz 2	Mon 9/26/22	10
Quiz 3	Mon 10/10/22	10
Quiz 4	Mon 11/7/22	10
Quiz 5	Mon 11/14/22	10
Quiz 6	Mon 12/05/22	10
Total Points for Non-Credit Students		100

DISCUSSIONS

There are 3 discussions throughout the semester that will help you engage with course materials and interact/share ideas with your peers. As shown in the table above, the "Introduction" discussion is worth 5 points, and a pair of associated peer responses is worth 5 points. The other two discussions are worth 10 points each, and your two associated peer responses pairs are worth 5 points each. NOTE: To earn full points for original video posts, your post must be relevant (per instructions), good quality, about 2 minutes long, and be uploaded or recorded to your post as shown in the instructions. To earn full points for original written posts, your post must be relevant, good-quality, and contain 500+ words. To earn full points, for each discussion you must post (at least) two reply posts that are thoughtful and respectful, relevant and good-quality, and contain 250+ words *each*. All Discussion Boards will close for posts on Monday 12/5/22, to ensure grading is completed for those who are exiting the course/graduating at the end of Fall 2022.

QUIZZES:

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

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

To pass this non-credit class, you need to earn at least 74 points, per table above. “Pass” requires at least 74 points. 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. Please note, in this non-credit class, if you achieve a score of at least 74 points by the end of a semester, it will be considered that you have passed the class, and you will be removed from the class roster.

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.

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 (Policies related to timeliness apply if you are taking this course for credit):

- 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, self-paced 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 [contact us] 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 students share their personal beliefs inside or outside of the classroom, it should always be with the understanding that all Gators value and respect diversity of background, experience, and opinion, so that every individual feels valued. Instructors have been requested to maintain a neutral stance on all issues, in accordance with the Florida Legislature’s new House Bill 7, signed in Spring 2022.

- At University of Florida, 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

Diversity, Equity, and Inclusion (DEI)

Resources, and information about Diversity, Equity, and Inclusion (DEI) efforts in the College of Public Health and Health Professions, can be accessed here <https://phhp.ufl.edu/about-phhp/diversity-and-inclusion/>

As the PPHP-DEI webpage states, within our college, *“We strive to foster an open dialog about diversity and cultural competence so that we can improve health equity, prepare our students and make a positive impact in our state, the nation and the world.”*