

University of Florida
College of Public Health & Health Professions Syllabus
PHC6937: Introduction to Public Health (3 credit hours)
 Spring: 2017
 Delivery Format: On-Campus/Online
 E-Learning in Canvas

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Preferred course communications: Canvas email to TA or instructor
Course meeting times and location: 9:35-11:35 Room G210

PURPOSE AND OUTCOME

Course Overview

The purpose of the course is to provide a broad introduction to public health and how it is related to health care administration. The course includes an understanding about how the health professions and specialized health research contribute to achieving the goals of public health.

Relation to Program Outcomes

Students pursuing degrees within the UF College of Public Health and Health Professions must be grounded in basic public health knowledge. The course objectives, assignments, and activates are designed to contribute towards mastery of key competencies in the MHA curriculum.

Course Objectives and/or Goals

Course Objectives	MHA Competencies	Assessment
Relate the social-ecological model to public health and health administration practice.	Perform environmental scans and needs assessment in support of program and organizational development (HEC-1)	Test, Presentation, Discussion board
Discuss the structure of the public health system in the United States and its relationship to the health care system.	Interpret, monitor, and comply with laws and regulations that protect health practitioners, organizations, and the public (HEC-2)	Test, Presentation, Discussion board
Use community assessment and surveillance in the development of health system sponsored community-based intervention programs.	Incorporate evidenced-based approaches and external assessments in the design and implementation of programs that improve population health, and organizational, financial and clinical performance (HOP-2)	Test, Presentation, Discussion board
Specify how public health interventions are created, implemented, and evaluated	Perform environmental scans and needs assessment in support of program and organizational development (HEC-1)	Test, Presentation, Discussion board

Course Objectives	MHA Competencies	Assessment
Discuss the role of occupational and environmental health in health care delivery and system performance.	Analyze, synthesize, and act, on key trends, activities, and government policies in the health care environment (HEC-0) Interpret, monitor, and comply with laws and regulations that protect health practitioners, organizations, and the public (HEC-2)	Test, Presentation, Discussion board
Discuss key public health challenges as they relate to health care administration	Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment (HEC-0)	Test, Presentation, Discussion board

Instructional Methods

The course is housed in UF e-Learning in Canvas. This course is blended taught through a discussion and lecture format and online. Your participation in the class is vital to its success. I expect you to be prepared and ready to participate in each class. If voluntary participation lags, I will call upon students at random.

Blended Learning

Throughout the semester several Blended Learning assignments will be uploaded in Canvas.

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

All reading assignments including supplemental readings should be read prior to class to facilitate your learning and class discussions. If you miss class, it is your responsibility to obtain notes, handouts, and summary of the lesson/class activities from the missed class. The syllabus and course schedule is subject to revision. Confirm deadlines in class and always check Canvas for updates.

Week	Date	Topics & Assignments	Readings
1	January 9	In-class Course Introduction & Syllabus Review	PDF loaded in Module 1 of Canvas- What Is Public Health? Chapter 1, (Read materials below before class on January 23)
2	January 16	Holiday	
3	January 23	In-class History and Current Perspectives Milestones- CDC CDC & Beyond Group 6, Group 3	Chapter Reading 2, 3 Schneider, Zisner DK et al (2013) An argument for the integration of healthcare management with public health practices <i>Journal of Health Care Management</i> 58:4 253-257.
4	January 30	Online: 1. Behavior and its Relationship to Health, Illness, Disease 2. Causes of Health, Illness, Disease: The Ecologic Framework Barbara Curbow, PhD Professor & Chair, Dept of Behavioral Science & Community Health DS2, DS3	Chapter Reading 4, 5 Schneider Gibbs, Nancy. (2007). Pillow Angel Ethics. TIME, January 7, 2007 Twombly, E.C. & Holtz, K.D. (2008). Tweens and the misuse of prescription drugs: evidence-based recommendations to curb a growing societal problem. <i>Journal of Primary Prevention</i> . 29:503-516. Grembowski, David (2010). Practice of Health Program Evaluation. Sage. Chapter 2
5	February 6	In-class: Establishing Evidence for Change in Health Care Delivery: Emergency Department Throughput as an Example Guest Lecture Adrian Tyndall, MD MPH Chair, Department of Emergency Medicine, College of Medicine CDC & Beyond Group 2, Group 5	Chapter Reading 6, 7 Schneider The Effect of Emergency Department Copayments for Medicaid Beneficiaries Following the Deficit Reduction Act of 2005 Mona Siddiqui, MD, MPH; Eric T. Roberts, MA; Craig E. Pollack, MD, MHS <i>JAMA Intern Med</i> . doi:10.1001/jamainternmed.2014.7582 Impact of Subsidized Health Insurance Coverage on Emergency Department Utilization by Low-income Adults in Massachusetts. <i>Jennifer Lee, MD,* Ru Ding, MS,w Scott L. Zeger, PhD,z Aidan McDermott, PhD,z Getachew Habteh-Yimer, MS,y Michael Chin, MD,8 Rebecca S. Balder, MPPA,z and Melissa L. McCarthy, ScD#. Med Care</i> 2015;53: 38–44) The Effect of Malpractice Reform on Emergency Department Care. Daniel A. Waxman, Michael D. Greenberg, M. Susan Ridgely, J.D., Arthur L. Kellermann, and Paul Heaton. N Engl J Med 2014;371:1518-25. DOI: 10.1056/NEJMs1313308
6	February 13	TEST 1 CDC & Beyond Group 8, Group 4 Intro M&M assignment – post groups	Chapter Readings 8, 9 Schneider

7	February 20	<p>In-class: guest lecture: Assuring Linkages to Care for Persons with HIV Christa Cook, RN, PhD Assistant Professor College of Nursing</p> <p>CDC & Beyond Group 9, Group 12</p>	<p>Chapters 11,13 Schneider Mugavero MJ et al (2011) Influencing Engagement in HIV Medical Care: Piecing Together the fragments of a Fractured Health Care Delivery System. <i>Clinical Infectious Diseases</i> 52 (S2):S238-S246</p> <p>Levi J, and Kates J (2000) HIV: Challenging the Health Care Delivery System <i>American Journal of Public Health</i> (90): 7 1033-1036</p>
8	February 27	<p>Online: 1. Program Evaluation (Convert to MP4) Why Evidence-Based Management and Evaluation? Jeff Feller, MSISE, CEO Well Florida Council</p> <p>2. Health Effects of Natural & Manmade Disasters Traci Krueger, DVM, MPH Clinical Assistant Professor College of Veterinary Medicine</p>	<p>Chapter 14 Schneider</p> <p>Lurie, Nicole, et al. (2006). <i>Public Health Preparedness: Evolution or Revolution?</i> <i>Health Affairs</i>, 25(4): 935-945.</p>
9	March 6	NO CLASS – UF Spring Break	
10	March 13	<p>In-class TEST 2 CDC & Beyond Group 1, Group 11</p>	Chapter 16 Schneider
11	March 20	<p>In-class: Disaster Response and Emergency Preparedness Guest lecture (Confirm date) David Meurer, MD Assistant Professor Emergency Medicine</p>	Chapter 17 Schneider
12	March 27	<p>Online: 1. Emerging and Re-emerging Infections in Humans Cindy Prins, PhD Assistant Professor Department of Epidemiology</p> <p>2. Health Care Associated Infections (MRSA)</p>	<p>Chapter 19 Schneider</p> <p>Archibald, LK, and Jarvis, WR (2011). Health Care–Associated Infection Outbreak Investigations by the Centers for Disease Control and Prevention, 1946–2005. <i>American Journal of Epidemiology</i>, 174 (11): S-47-S64.</p>
13	April 3	<p>In class: CDC & Beyond Group 7, Group 10</p>	Chapter 20 Schneider

		Controlling Obesity in Children David Janicke, PhD, Associate Professor, Dept of Clinical & Health Psychology, College of Public Health & Professions	Janicke, David M., et al. (2011) The Extension Family Lifestyle Intervention Project (E-FLIP for Kids): Design and Methods. <i>Contemporary Clinical Trials: Design, Methods, and Analysis</i> . 32(1). 50-8.
14	April 10	<p>Online: Government, Law, and Public Health The U.S. Supreme Court has ruled that there's no federal police power; therefore, public health is a state and local function.</p> <p>The tenth amendment articulates the extent of the powers retained by the states.</p> <p>Reflective writing</p>	<p>Supplemental cases</p> <ul style="list-style-type: none"> • STEVENS, J., Opinion of the Court, SUPREME COURT OF THE UNITED STATES, 429 U.S. 589, Whalen v. Roe, APPEAL FROM THE UNITED STATES DISTRICT COURT FOR THE SOUTHERN DISTRICT OF NEW YORK, No. 75-839. • Fred Boreali et al., Respondents, v. David M. Axelrod, as Commissioner of The New York State Department of Health, et al., Appellants. 30 A.D.2d 107 (1987). Appellate Division of the Supreme Court of the State of New York, Third Department. July 23, 1987. • ROBERT E. RUBIN, SECRETARY OF THE TREASURY, PETITIONER v. COORS BREWING COMPANY. SUPREME COURT OF THE UNITED STATES. No. 93-163. On Writ of Certiorari to the United States Court of Appeals for the Tenth Circuit. April 19, 1995.
15	April 17	Test 3	Supplemental Readings

Course Materials and Technology

Textbook: *Introduction to Public Health*, 5th Edition, Mary-Jane Schneider, Jones & Bartlett Learning, ISBN-13: 978-1284089233, ISBN-10: 1284089231

Online Resources:

Additional Materials:

Selected supplemental websites and articles will be posted on Canvas. You are responsible for all supplemental readings. Supplemental material will be discussed in class and included on tests.

PowerPoint presentations will be posted on the course website however will not always be available before class. Material provided in the PowerPoint presentations is intended to supplement the course material and information discussed in class.

For technical support for this class, please contact the UF Help Desk at:

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

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Tests

Generally, the tests are short multiple choice format and may include questions requiring a short answer. The tested material includes the PowerPoints, lectures, class discussions, team presentations, assigned readings in the textbook and supplemental readings. The tests focus on the information presented since the previous test and are not cumulative. However, many of the concepts learned in the beginning of class are built upon and repeated or applied in subsequent tests.

Presentations Guidelines

Create and give a presentation (PowerPoint, iMovie, Moviemaker, etc.) which addresses your assigned topics for example, the CDC & Beyond assignment. Reference the material from the CDC website and supporting current articles. Areas to consider:

- Current public health issues that healthcare leaders need to know.
- Best practices that can be emulated by other organizations.
- Relevant laws and regulations to be considered.
- Challenges and complexities of public health issues.

The presentation should be formatted as follows:

- Title slide (names, date and topics)
- Learning objectives
- Presentation outline
- Presentation slides/images with APA in-text citations
- Current events, relevant case studies, and/or relevance to healthcare
- Conclusion
- Two discussion questions
- APA Reference Slide(s)

Day of the presentation please provide:

- A printed hard copies of the presentation (6 slide handout or equivalent) to the TA and the professor at the beginning of class.

The presentations will be evaluated in accordance with a rubric posted online. The presentation should be less than 20 minutes (including a metacognition format question and answer period). Your presentation should add depth to the achievements in public health with pertinent information on future developments that will benefit your classmates. The current articles you choose should provide your audience new knowledge about the potential populations their organizations may serve in the rapidly evolving healthcare landscape. The grade for the presentation will be given to each member of the team.

Papers

The assignments are based on materials in the Modules of the course. The overall goal of the assignment is to reflect on Public Health as a lens through which to examine and refine your practice. An outline of what is required in the papers is listed below.

You will write a reflective paper answering the following questions:

- What was your prior knowledge of the subject matter contained in the section of the course?
- After exploring the materials in this section, what is your current thinking on the subjects presented?
- How will this information affect your discipline?

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

Process: Paper will be submitted in Canvas in the Assignment and will be checked through Turnitin.

Instructions:

Answer the questions listed in the overview using your own experiences and specific examples from the videos and readings presented in this section. You do not need to provide summaries, but you should include details from the course materials that give evidence to:

- your thorough review of the materials
- your ability to analyze the materials and make inferences
- your ability to synthesize the course content into a working Public Health lens for your practice

A rubric will be provided in the assignment in Canvas.

Quizzes

Quizzes are to be completed online via the course website on Canvas. Quizzes must be completed individually with no aids and will be random in class or posted in Canvas. Disallowed aids include but are not limited to class notes, books, online resources, or other people. Students may not discuss any aspect of a quiz with classmates or others until after the quiz due date/time has passed. Potential schedule conflicts preventing a student from completing a quiz by the due date should be reported to the TA as soon as possible before the quiz becomes available on the course website. Any technical issues should be initially reported via email to the TA prior to the quiz end date/time. Make-up quizzes due to technical difficulties will not be considered otherwise

Professionalism & Participation

Your participation in the class is vital to its success. I expect you to be prepared and ready to participate in each class. If voluntary participation lags, I will call upon students at random. As you learn about human resource management, you will learn to make good arguments from the view of the employer and the employee, even if you disagree with a particular point of view. By working through both sides of employment issues, you will be able to respond knowledgeably about HR management issues. Grading for the category is as follows the average student score for class participation will be 8.5 out of 10 points. The TA and professor will randomly pick days for grading participation and higher grades are reserved for those students who make regular and insightful commentary with respect to class discussion. Lower grades are reserved for those who do not show up and/or when present have nothing of importance to say or seem preoccupied with their phone or other electronic device. Part of the professionalism grade covers the electronics policy for guest lectures and presentations.

Grading:

Requirement	Due	%	Competencies
Tests 1-3	Times and dates posted in Canvas	25	HOP-2, HEC-0, HEC-1, HEC-3
Presentations: Topic, Videos, P3s, Papers	Times and dates posted in Canvas	30	LP-2, LP-3
Projects: In-class, Short Papers, Infographics	Times and dates posted in Canvas	15	LP-2, LP-3
Discussion boards	Times and dates posted in Canvas	10	HOP-2, HOP-3
Quizzes	Random in-class and some dates posted in Canvas	10	HOP-2, HEC-2
Attendance	Assigned class dates	5	LP-0
Professionalism & Participation	Assigned class dates	5	LP-2

Point system used (i.e., how do course points translate into letter grades). The cutoff point for an A is 93.00 not 95.00. Since 7 points is a generous spread for an A there will be no rounding for other grade increments, for example a 92.99 is an A-.

Points earned	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.99	73-76.99	70-72.99	67-69.99	63-66.99	60-62.99	Below 60
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>

Exam Policy

Policy Related to Make up Exams or Other Work

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.

Policy Related to Required Class Attendance

Class attendance is a critical component of the learning process, therefore attendance is mandatory.

Attendance will be taken every class Canvas. Greater than fifteen minutes late is penalized.

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

Electronic Device Policy

Electronic Devices:

Use of electronic devices (laptops, tablets, and cell phones) is not permitted during guest lectures and presentations. The necessity of classroom interaction in this course negates the usefulness of electronic devices as a note-taking device. The use of your electronic device during class can also prove distracting to your classmates, so please refrain from using your electronic device during class. See professionalism and participation for consequences if these guidelines are not followed.

When use of electronic devices is permitted please adhere to the following-

- Charge your device fully before coming to class.
- Set your laptop volume control to mute or off before coming to class.
- Remember to always keep your laptop closed during presentations and other specific in-class activities.
- Do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) during class unless it is part of the lesson.

Attendance:

Students are expected to arrive for class on time, be prepared and ready to participate in class discussions. Class attendance is a critical component of the learning process, therefore attendance is mandatory. Attendance will be taken every class and recorded in Canvas. A sign-in sheet will be circulated at or near the beginning of class. You are responsible for signing in each class whether you arrive on time or late. If you miss class chapter reviews need to be submitted before the next class. Personal issues related to class attendance or fulfillment of course requirements will be handled individually. Extra credit is available because absences have been worked into the roll call grade. After the fourth absence formal documentation will be required for each instance for review of compliance with the UF policy for excused absences.

Make-up Work

It is your responsibility to obtain notes, handouts, and summary of the lesson/class activities from the missed class. Also, if you miss a class you will need to submit chapter reviews before the next class. The syllabus and course schedule is subject to revision. Confirm deadlines in class and always check Canvas for updates.

Late Policy:

Only with permission and based on exigent, excusable circumstances will I accept late assignments. I reserve the right to penalize late assignments as deemed appropriate.

Communication Guidelines

If you anticipate turning in an assignment late, notify the TA with as much advanced notice as possible.

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.

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.

College of Public Health and Health Professions 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
