

Graduate School of Public Health

PUBHLT2011 Essentials of Public Health

Wednesday and Thursday, 5:30 – 6:50PM

A115 Crabtree Hall

Credit Hours: 3

Spring term 2018

Logistics/Contact Information

- Course director and Primary Instructor: Jeremy Martinson D.Phil, Dept of Infectious Diseases and Microbiology
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- Office: 2134 Parran Hall
- Office hours: Thursdays 3-5PM or by arrangement

Course Description

Official description from University course catalog: The course provides GSPH students enrolled in MS degree programs with an introduction and overview of the scope and history of public health, as well as core concepts in public health not covered in the core epidemiology and biostatistics courses.

Detailed description: This single three-credit course is aimed at meeting the Public Health educational needs of Pitt Public Health's non-MPH degree students that were formerly provided by other courses totaling twelve credits. It is now in its tenth year and has continued to be revised. Your involvement in evaluating the course contents and goals, and in helping us improve the course, is always welcome.

We feel that any student receiving a degree from Pitt Public Health should be familiar with the essential core concepts and knowledge base of the overall field of Public Health. In addition, Pitt Public Health is accredited by the Council on Education in Public Health (CEPH) as a school authorized to offer the Master of Public Health (MPH) degree. Part of that accreditation requires us to provide instruction in Public Health to all our students, not just those enrolled in the MPH. CEPH has identified the following 12 introductory public health learning objectives, which it expects all non-MPH graduates to accomplish:

1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health

4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge
7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health)

The purpose of this course is to provide an introduction and overview of Public Health, including those concepts listed above but not covered in the core epidemiology and biostatistics courses, to those Pitt Public Health graduate students not receiving an MPH degree. Consequently, **this course is required for all Pitt Public Health students who are not enrolled in the MPH program, or do not already have an MPH from a CEPH-accredited institution in the USA.** Other students are welcome to enroll in this course, although permission from the Course Director is required.

All students graduating from Pitt Public Health are now entitled to sit the Certified in Public Health (CPH) exam, offered by the National Board of Public Health Examiners. While not a test preparation course, PUBHLT2011 is intended, along with the core epidemiology and biostatistics courses, to provide non-MPH Pitt Public Health students with enough material to enable them to achieve a passing grade in the CPH exam.

Learning Objectives

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

- Define the scope of public health
- Describe historical foundations of public health and relate them to contemporary issues in public health
- Describe the major determinants of ill health, and the role of population and community-based approaches in health issues
- Be conversant with the core curriculum and central concepts of Behavioral and Community Health Sciences, Environmental and Occupational Health, and Health Policy and Management; as well as have knowledge pertinent to human population genetics and infectious disease
- Be familiar with the interface between public health science and policy, and the role of public health science in protecting the health of the public

- Recognize the integration of disciplines and the multi-disciplinary collaboration necessary to address the multiple determinants of health
- Understand the rudiments of the design and evaluation of a public health intervention.

Required Textbooks/Articles/Readings

There is no required textbook for the course. A good overview of Public Health can be found in any of:

- *Public Health 101*, by Riegelman and Kirkwood (Jones and Bartlett, 2015)
- *Introduction to Public Health*, 4th Ed, by Schneider (Jones and Bartlett, 2014)
- *Essentials of Public Health*, by Turnock (Jones and Bartlett, 2007)
- *Introduction to Public Health*, 2nd, by Goldsteen, Goldsteen, and Dwelle (Springer, 2015)
- *Principles of Public Health Practice*, 3rd Ed, by Scutchfield and Keck (Delmar Cengage, 2009)

Please note, however, that it is **not a requirement** that you purchase any of these books.

Supplemental Readings/Bibliography

Reading materials, including primary literature, case reports, or other publications, will be placed on Courseweb as required by the instructors.

CourseWeb/BlackBoard Instruction

This course will extensively use the University's BlackBoard site (also known as CourseWeb). Each lecture will be accompanied by supporting material and further reading, all of which will be made available around the time of the lecture. It is the student's responsibility to check for, and read, this material. The instructors will use the CourseWeb site and Pitt email as the primary means of communicating with the students, who are expected to check these on a regular basis throughout the semester.

Required or Recommended Software

There is no required software package for this course.

Required or Recommended Equipment

No equipment is required for this course.

Class Expectations/Behavior and Ground Rules

Attendance at class is expected and a register will be taken. If you have professional obligations that prevent you from attending certain classes, please let the Course Director know in advance.

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the

instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

Much of the course material can best be presented in a discussion format, rather than a didactic lecture. Please be prepared to discuss each week's topic, particularly by reading any material that is posted on Courseweb before class.

Grading Scale

This course is letter graded, and grades will be assigned as follows:

| Percentage | Grade |
|------------|-------|
| 90-100% | A |
| 80-89% | B |
| 70-79% | C |
| 60-69% | D |
| <60% | F |

Student Performance Evaluation (Assessments and Weights)

Grades will be based upon examinations, student project/presentation, and student participation, including attendance at lectures and answering of questions related to the reading. Failure to submit an acceptable project will result in a failing grade.

The grading components are weighted as follows:

| Component | Weight |
|--------------------------|--------|
| Midterm exam 1 (MCQ) | 10% |
| Midterm exam 2 (essay) | 35% |
| Final exam (MCQ) | 10% |
| Final project | 35% |
| Attendance/participation | 10% |

Assignments and Descriptions

The final project is a major component of this course. Each student will work on a project that will be written up as a presentation at the end of the semester, but due to time constraints it will not be possible for you to present these in class. These presentation topics must focus on integration of concepts and information. The subjects must have a breadth of content that takes the student beyond one particular public health discipline. For each project, you will design a Public Health action or intervention that will include recommendations for assessment, assurance, and policy development. (Note: the project and its evaluation are to be designed but not performed). Student projects are an important part of the course as they allow you to demonstrate your understanding of Public Health. Optimally, the project will provide you with the opportunity to explore the broader Public Health aspects of your MS or PhD research topic, but you are welcome to choose a different

topic for your intervention if you prefer. Your project will vary depending upon your interests and will require discussion with your faculty mentor. You must include a "logic model" that will provide an overview of the expected inputs, outputs and outcomes of your proposed project. More information about logic models and Public Health Interventions will be provided during the course.

Your faculty mentor will usually be from your own department. By the end of January, you must email the title and/or a brief (one paragraph at the most) description of the proposed project to Dr Martinson and your Faculty Mentor. By the end of February, you must email a more detailed outline of the proposed project by to these individuals. These two documents will not be graded, although points from the final grade may be deducted for late submission---their purpose is to allow your mentor to provide feedback to you.

Your final project documents must be submitted electronically by March 31st. These documents will consist of an annotated Power Point presentation, using the speaker's notes section to provide supporting information for each slide figure, and a one-page logic model that summarizes the intervention. Due to the increased enrollment in this course we will not have time for in-class presentations. Further guidance as to the logistics of the presentations will be given during the course.

Schedule of Sessions and Assignments

This course can be considered in three main sections. In the first part, we will consider the history of the concept of Public Health, the way in which it is organized and delivered in the USA, and some of its notable successes and ongoing challenges. We will also have a workshop devoted to the end-of-semester project and logic model.

The middle part of the course will consist of guest presentations from faculty in the departments of Behavioral and Community Health Sciences (BCHS), Environmental and Occupational Health (EOH), and Health Policy and Management (HPM), who will give overviews of the work of their departments and disciplines. Core information and concepts about BCHS, HPM, and EOH are a necessary part of the class, and integration of this core information with epidemiology and biostatistics will be essential, however core epidemiology and biostatistics will not be formally taught.

The final part of the course will integrate many of the concepts covered in the previous two parts, and show how they come together in the field of Public Health practice. This section will feature guest presenters from institutions involved in Public Health practice, such as the Allegheny County Health Department.

Week 1 (January 10th and 11th 2018)

Overview and Introduction. The first week's classes are intended to give you an introduction to the course itself and to the field of Public Health. It will include an overview of the ASPH definitions of Public Health and its components, and an overview of the core functions and essential services provided by Public Health in the USA.

Week 2 (January 17th and 18th 2018)

History and Controversies. This week's classes will review the history of Public Health in the USA, consider the social and political framework in which Public Health operates, and discuss why some Public Health initiatives have proven controversial.

Week 3 (January 24th and 25th 2018)

PHI workshop. This week's classes will focus on the Public Health Intervention that is the subject of your end-of-semester project. The Wednesday session will be given over to a discussion of your PHI Project, and a workshop on Logic Models. The Thursday session will be given by Dr Elizabeth Felter, of the Department of Behavioral and Community Health Sciences, who will discuss key concepts in health literacy and health communication.

The title of your Public Health Intervention is due by January 31st.

Week 4 (January 31st and February 1st 2018)

Public Health achievements. This week's classes will consider recent achievements in Public Health, including the CDC's ten great Public Health successes of the 20th century, and will conclude with a consideration of the challenges that face us in the 21st century.

Week 5 (February 7th and 8th 2018)

Behavioral and Community Health Sciences 1 & 2. Dr. Thistle Elias of BCHS will give two presentations on the work of her department and on methods in community-based participatory research.

Week 6 (February 14th and 15th 2018)

Health Policy and Management 1. Dr. Elizabeth Van Nostrand of HPM will give a presentation on the legal framework in which Public Health operates.

Midterm The first midterm will be an in-class MCQ exam on Thursday February 15th.

Week 7 (February 21st and 22nd 2018)

Ethical Practice in Public Health research. On Wednesday, Dr Martinson will review many past issues of ethical malpractice in research, leading to the production of the Belmont report. This session will also discuss the importance of community participation in the research process, with particular reference to the work of the Pitt Men's Study, a leading example of public health research work within the community.

Health Communication 2. Dr Felter will return to discuss further the concepts of health literacy and health communication.

The abstract for your Public Health Intervention is due by February 28th.

Week 8 (February 28th and March 1st 2018)

Health Policy and Management 2 & 3. Dr. Tina Batra Hershey of HPM will give two presentations on health policy and policymaking.

The take-home midterm exam questions will be made available online after class on March 1st.

Week 9 (March 7th and 8th 2018)

Spring Break. No classes this week!

The take-home midterm exam answers must be submitted online by the start of class on March 14th.

Week 10 (March 14th and 15th 2018)

Environmental and Occupational Health. On Thursday, Prof. Bernie Goldstein, emeritus professor of EOH, former Pitt Public Health Dean, and creator of this course, will cover core environmental health concepts, including the toxicological basis for the health effects of external chemical and physical agents, and the fundamentals of risk assessment and risk management, including the role of risk communication and of community involvement.

Week 11 (March 21st and 22nd 2018)

Health Policy and Management 4. On Wednesday, Dr Wes Rohrer of HPM will give a presentation on organizational theory and management as applied to Public Health.

Behavioral and Community Health Sciences 3 / Public Health in action 1. On Thursday, Dr. Martha Terry of BCHS will discuss a community-based intervention she led, aimed at condom use and HIV prevention.

Week 12 (March 28th and 29th 2018)

Health Policy and Management 5. On Wednesday, Dr. Wes Rohrer will return to give a presentation on leadership.

Environmental Health in southwest Pennsylvania. On Thursday, Dr Martinson will give a presentation on the 1948 Donora smog incident and the emergence of environmental health legislation. This will be followed by a discussion of the impact of the southwest Pennsylvania region on environmental health throughout the 20th and 21st centuries.

The final version of your Public Health Intervention is due by March 31st.

Week 13 (April 4th and 5th 2018)

Global Health. This week, Dr Martinson will discuss many of the greatest Global Health challenges of the 21st century, including the "One Health" concept.

Week 14 (April 11th and 12th 2018)

Public Health in Action 2: hot topics. On Wednesday, Dr. Van Nostrand will return to give a presentation on some of the most contentious issues in Public Health in 2018.

Public Health in Action 3. On Thursday, Dr. Robin Grubs, director of the Genetic Counseling program in the Dept. of Human Genetics, will present a module on Modern Genetics and Public Health.

Week 15 (April 18th and 19th 2018)

Public Health in Action 4 & 5: Local Health Departments. On Wednesday, Ms. Jamie Sokol of the Allegheny County Health Department will give a class on the role of local health departments. On Thursday, Dr. LuAnn Brink of the Allegheny County Health Department will give a class on the ACHD's recent community health assessment program.

Week 16 (April 25th and 26th 2018)

Finals week. There will be no in-class session, but the final MCQ exam will be available all week on Courseweb.

Accommodation for Students with Disabilities

If you have any disability for which you may require accommodation, you are encouraged to notify both your instructor and the Office of Disability Resources and Services, 140 William Pitt Union (Voice or TTD 412-648-7890) as early as possible in the term.

Academic Integrity Statement

All students are expected to adhere to the school's standards of academic honesty. Any work submitted by a student for evaluation must represent his/her own intellectual contribution and efforts. The Graduate School of Public Health's policy on academic integrity, approved by EPCC on 10/14/08, which is based on the University policy, is available online in the Pitt Public Health Academic Handbook (www.publichealth.pitt.edu/home/academics/academic-requirements). The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Please take the time to read this policy.

Students committing acts of academic dishonesty, including plagiarism, unauthorized collaboration on assignments, cheating on exams, misrepresentation of data, and facilitating dishonesty by others, will receive sanctions appropriate to the violation(s) committed. Sanctions include, but are not limited to, reduction of a grade for an assignment or a course, failure of a course, and dismissal from the school.

All student violations of academic integrity must be documented by the appropriate faculty member; this documentation will be kept in a confidential student file maintained by the Office of Student Affairs. If a sanction for a violation is agreed upon by the student and instructor, the record of this agreement will be expunged from the student file upon the student's graduation. If the case is referred to the Pitt Public Health Academic Integrity Hearing Board, a record will remain in the student's permanent file.

Diversity Statement

In this course, students, faculty and guests represent a diversity of individual perspectives, backgrounds, and experiences, which enriches our classes. We urge all to be respectful of others. While intellectual disagreement may be constructive, no harsh statements, or demeaning or discriminatory behavior will be permitted. If you feel uncomfortable, please feel free to approach me to discuss the situation.

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Sources: Center for Instructional Design and Distance Education (CIDDE) Syllabus Template and Syllabus Checklist, Office of Disability Resources and Services, EPCC syllabus checklist.