

CUYAMACA COLLEGE

Department of Exercise Science and Health Education

HEALTH EDUCATION 201: INTRODUCTION TO PUBLIC HEALTH

3 hours lecture, 3 units

Online

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Catalog Description

The purpose of this course is to provide an introduction to the discipline of Public Health. Areas of emphasis include the definition of "Public Health", the history and accomplishments of Public Health officials and agencies, an overview of various Public Health professions and institutions, and an in-depth examination of the core Public Health disciplines. These include epidemiology of infectious and chronic disease, environmental health, health promotion, global health (including health disparities and cultural competence) and health policy and management (including disaster preparedness).

Prerequisite

None

Course Objectives

Students will be able to:

- 1) Identify various Public Health disciplines, professions and organizations that ultimately define "Public Health".
- 2) Chronicle the history of Public Health.
- 3) Identify the differences between personal and Public Health issues.
- 4) Demonstrate various Public Health research methods, including identification of data confounders and evaluation of existing research articles.
- 5) Outline strategies for prevention and harm reduction from infectious and chronic disease at the community level.
- 6) Describe various population-based health services and how they are financed.
- 7) Discuss the problem of health disparities, nationally and globally, including the issue of cultural competence.
- 8) Describe and analyze disaster preparedness strategies.

Special Materials Required of Student

Internet access and email capability.

Course Content

- 1) What is Public Health?
- 2) Analytical methods of Public Health
- 3) Biomedical basis of Public Health
- 4) Social and behavioral factors in Public Health
- 5) Environmental issues
- 6) Medical care at the population level
- 7) The future of Public Health
- 8) Emergency preparedness

Grading and Assignments

This course is based heavily on student participation. I will be tracking your “attendance” online in the following areas

- Viewing of power point materials (you leave your digital mark when you read them in Blackboard. They are the equivalent of “lectures” and will be useful as “references” for your discussion posts).
- Completion of chapter quizzes.
- Participation in class discussions-Comments must be relevant, respectful and related to what is being discussed that week, and include a reliable reference. Profanity or demeaning comments will not be tolerated, and in such cases you will be dropped from the class immediately. (see writing rubric, below)
- Completion of Midterm Paper-This is a report on a current event. (detailed description and writing rubric, below)

Point breakdown for grading:

Discussions	10 points per discussion	total 50 points
Chapter quizzes*	5 points per chapter	total 150 points
Midterm Current Event paper		<u>total 100 points</u>
		Total = 300 points

*Quizzes and exams are all open book, untimed.

Grading Scale

90-100 percent = A

80-89 percent= B

70-79 percent = C

60-69 percent= D

Below 60 percent = F

(Due to transfer requirements, in case of a CR/NC grading basis, CR will only be given for a grade over 70%)

Due Dates, Make-ups and Incompletes

- Quizzes will **NOT** be available after the due date. (Due to the large number of chapter quizzes, it is impossible for me to close and open them repeatedly.) If you miss a few 5 point quizzes, it should not affect your grade too much.
- All assignments will be due on dates posted on the course calendar and on the schedule below. PLEASE DO NOT WAIT UNTIL THE LAST MINUTE TO COMPLETE THEM! (Very rarely the district computer server is unreliable and can cause problems. I can see when you access the exams and how long you spend on them, and I am a lot less sympathetic if you logon 20 minutes before an exam is due!)
- “Incomplete” grades are reserved ONLY for documented emergencies that happen in the last few weeks of the semester. Otherwise, dropping the class and re-taking it another semester is the best option.

Attendance and Participation

Students may be dropped if they do not participate on a regular basis. My policy is to drop students in the 12th week who have not been participating on a regular basis.

Required Texts and References

Schneider, Mary Jane. *Introduction to Public Health*, 3rd edition, Jones and Bartlett Publishers, 2011

(Note regarding text: **You will not pass the class without this book.** This book was chosen in order to articulate this class with the same class at SDSU. Public Health is an inherently controversial area. The *opinions* stated by the author do not necessarily represent the views of the instructor of this course. For that reason, I encourage you to each think for yourselves, do independent research about some of these difficult issues, and don't be afraid to come up with your own, informed opinions!)

Course Communication

Post general question to the Blackboard "Ask Dr. Riley" online discussion. There is also an available e-mail feature in Blackboard which I strongly encourage you to use so that I can immediately identify you as an HED 201 student. In the event you cannot get into Blackboard, you may send e-mail to donna.riley@gcccd.edu. Students with disabilities who may need accommodations in this class should notify me and contact Disabled Students Programs and Services (DSPS) early in the semester so that reasonable accommodations may be implemented as soon as possible. See www.cuyamaca.edu/eops/dsps.asp for contact information.

Academic Integrity

When presenting research from the Web for this course, please be aware that utilizing content without acknowledging the source is unethical and unacceptable in this class. In any such case, the student will receive a zero on the assignment, and may be subject to disciplinary action as described in the Cuyamaca College catalog. Sharing answers to quiz questions that may have been generated from previous semesters is strictly prohibited and a breach of academic honesty. Students caught sharing answers will be dropped from the course and subject to college discipline.

This course adheres to the policies outlined in the Cuyamaca College catalog. For further information, see Academic Policies stated in the catalog.

Grading Rubric for Written Assignments/Discussion Posts

	Excellent (8-10 points)	Acceptable (5-7 points)	Needs Improvement (4 points or below)
	<p>Learner demonstrates a well-developed focus, thorough points of development, and a logical pattern of organization of ideas and concepts. The original posting covers the topic thoroughly, demonstrates substantial reflection and/or self-assessment, exhibits a broad integration of readings, and reveals conceptual knowledge and skills.</p> <p>Learner demonstrates exemplary accomplishment of task.</p> <ul style="list-style-type: none"> ---Consistently appropriate and precise language for the assignment. --Consistently clear divisions between the writer's voice and the sources used to support claims. --Consistent and clear use of standard American English in grammar and punctuation. --Appropriate references cited. 	<p>Learner demonstrates noticeable focus, adequate points of development, and a noticeable pattern of organization of discussion ideas and concepts. Learner's original discussion posting partially covers the topic, demonstrates some reflection and/or self-assessment, exhibits a sporadic integration of readings, and reveals incomplete conceptual knowledge and skills.</p> <p>Learner demonstrates adequate accomplishment of task.</p> <ul style="list-style-type: none"> --Somewhat precise language. --Irregular divisions between the writer's voice and the sources used to support claims. --Lapses in use of standard American English in grammar and punctuation. --References cited are not recognized as scholarly or reliable. 	<p>Learner demonstrates no clear focus, no clear development, and no clear organizational pattern of discussion ideas and concepts. Learner fails to post or original posting demonstrates no reflection or self-assessment, did not exhibit integration of reading, is deficient in conceptual knowledge and/or skills.</p> <p>Learner demonstrates incomplete attempt to address the task.</p> <ul style="list-style-type: none"> --Frequent lapses in concrete language. --Consistent irregularity in divisions between the writer's voice and the sources used to support claims. --Consistent lapses in use of standard American English in grammar and punctuation. --No references cited.

Current Event Paper

You will be required to complete a current event paper. This assignment consists of reading an article pertaining to Public Health in a newspaper, periodical, or a journal, and preparing a three-page (minimum) summary of the article **on the template** provided in Blackboard.

The purpose of this assignment is to

1. increase your ability to research current events in Public Health
2. increase your understanding of a particular area of Public Health
3. allow you to practice critical evaluation of news articles regarding Public Health topics.

Examples of possible topic areas include: new research on chronic diseases, FDA recalls, emerging infectious diseases, new developments in health care, issues relating to toxic substances, or environmental influences on our health.

Be aware that there are always at least two sides (and usually many more) to any issue discussed in a current event article; please make every attempt to present the issues in an unbiased manner. Also know that the article that you choose may be biased or missing crucial information.

For these reasons, it is highly recommended that you use more than one source for your paper. For example the Los Angeles Times may report on the issue in one way and the Washington Post may report on the issue in a different way. **Do not use opinion or op-ed pages as references as these convey the opinion of the newspaper or writer and are always biased.**

The paper should be about three pages in length (once the form is filled out, it should fill three pages) and will be worth 100 points each. This paper constitutes 33% of your grade. Please write the paper in your own words. Cutting and pasting more than one or two sentences (with proper quotation marks and citations) in the paper will result in a lower grade.

Please include links to references as much as possible.

Some of the best sources of Public Health news are free newspaper websites (LA Times, Washington Post, San Diego Union, New York Times, etc.) and news magazines like Newsweek. Type "public health" in to the search engine of the websites and see what comes up, or just browse the papers for an article that interests you. They all have free archive searches...but **please do not use an article more than 3 months old.** I would recommend looking daily for interesting articles rather than waiting until a week before it is due. Please email me if you have any questions about potentially biased sources or if you are having trouble finding articles.

To complete the paper correctly, **please use the template that I have provided on Blackboard.** I have built the grading rubric into the template for the assignment so that after completing the assignment, you will have specific feedback regarding how you did and the rationale for your grade. **If you do not use the template, you will automatically lose 20% from your grade.** I designed this template to help you to organize your thoughts about the topic you choose...so please take advantage of using it.

Note: please use Spell and Grammar check before submitting your paper and use your own words. I will check EVERY submission for plagiarism. If there is any evidence that you did not complete "your own work", you will automatically get a zero on the paper, with no discussion. This paper is due: Friday, October 21, by 11:59pm.

NO EXTENSIONS!!!

Course Calendar: HED 201

Wk	Date	Assignments Due
1	8/22-8-26	<p><u>Chapters 1 and 2:</u> Public Health: Science, Politics, and Prevention Why is Public Health Controversial?</p> <p>You will have until October 14, 11:59pm to complete the first 16 quizzes. Discussion posts 1-3 will be due on the same date, October 14.</p>
2	8/29-9/2	<p><u>Chapters 3 and 4:</u> Powers and Responsibilities of Government Epidemiology: The Basic Science of Public Health</p>
3	9/5-9/9	<p><u>Chapters 5 and 6:</u> Epidemiologic Principles and Methods Problems and Limits of Epidemiology</p> <p>(Please don't put off doing your quizzes and discussion posts!!)</p>
4	9/12-9/16	<p><u>Chapters 7 and 8:</u> Statistics: Making Sense of Uncertainty The Role of Data in Public Health</p>
5	9/19-9/23	<p><u>Chapters 9 and 10:</u> The "Conquest" of Infectious Diseases The Resurgence of Infectious Diseases</p>
6	9/26-9/30	<p><u>Chapters 11 and 12:</u> The Biomedical Basis of Chronic Diseases Genetic Diseases and Other Inborn Errors</p>
7	10/3-10/7	<p><u>Chapters 13 and 14:</u> Do People Choose Their Own Health? How Psychosocial Factors Affect Health Behavior</p>

8	10/10-10/14	<p><u>Chapters 15 and 16:</u> Public Health Enemy Number One: Tobacco Public Health Threat Number Two and Growing: Poor Diet and Physical Inactivity</p> <p>Quizzes 1-16 and Discussion Posts 1-3 due on October 14 by 11:59pm</p>
9	10/17-10/21	<p>Current Event Paper Due on Friday, October 21 by 11:59pm</p>
10	10/24-10/28	<p><u>Chapters 17 and 18:</u> Injuries Are Not Accidents Maternal and Child Health As A Social Problem</p>
11	10/31-11/4	<p><u>Chapters 19 and 20:</u> A Clean Environment: The Basis of Public Health Clean Air: Is It Safe To Breathe?</p>
12	11/7-11/11	<p><u>Chapters 21 and 22:</u> Clean Water: A Limited Resource Solid and Hazardous Wastes: What To Do With The Garbage?</p>
13	11/14-11/18	<p><u>Chapters 23 and 24:</u> Safe Food and Drugs: An Ongoing Regulatory Battle Population: The Ultimate Environmental Health Issue</p>
14	11/21-11/25	<p><u>Chapters 25 and 26:</u> Is The Medical Care System A Public Health Issue? Why the U.S. Medical System Needs Reform</p> <p>(Happy Thanksgiving!)</p>
15	11/28-12/2	<p><u>Chapters 27 and 28:</u> Health Services Research: Finding What Works Public Health And The Aging Population</p>

16	12/5-12/9	<p style="text-align: center;"><u>Chapter 29 and 30:</u> Emergency Preparedness, Post 9/11 Public Health In The Twenty-First Century: Achievements and Challenges</p> <p style="text-align: center;">Quizzes 17-30 and Discussion Posts 4-5 due on Friday, Dec. 9 by 11:59pm</p>
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