University of North Texas at Dallas
Spring 2019
SYLLABUS

PBHL 2300 - Introduction to Public Health (3 hrs)	
Department of Life and Health Sciences	Division of Liberal Arts and Life Sciences

Instructor Name:	**William Garner, DrPH, MPH, FACHE**
Office Location:	Founders Hall 260
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Office Hours:	Monday: 3:00-5:00 PM; Tuesday: 9:00-11:00 AM; Other times by appointment
Classroom Location:	Founders Hall 242
Class Days & Times:	Monday: 10:00 - 11:20 AM
Course Description:	Overview of the field of public health; its history and development, the structure and management of health institutions and organizations, determinants of chronic and acute illnesses, and public health ethics and policies. Topics include maternal and child health, community mental health, and healthcare delivery in the United States.
Prerequisites:	None
Co-requisites:	None
Required Text:	*Public Health 101: Improving Community Health* by Riegelman, Richard, Kirkwood, Brenda [Jones & Bartlett Learning, 2019]. Third edition. ISBN: 9781284118445

Learning Resources:	**UNT Dallas Library**: (Founders Hall)
	    phone: (972) 780-1616
	    web: http://www.untdallas.edu/library
	    e-mail: library@untdallas.edu
	
	UNT Dallas Bookstore: (Building 1)
	    phone: (972) 780-3652
	    web: http://www.untdallas.edu/bookstore
	    e-mail: untdallas@bkstr.com
	
	UNT Dallas Writing Center: (Building 1)
	    phone: (972) 338-1755
	    web: http://www.untdallas.edu/wc
	    e-mail: learningcommons@untdallas.edu

Course Goals or Overview:		
The goal of this course is to provide students with an overview of the field of public health. Throughout the course, students will think critically and engage actively about real-world public health issues.		

Learning Objectives/Outcomes:	At the end of this course, the student will	
1	Define public health and discuss the impact of public health on daily life.
2	Identify and discuss real-world public health issues.
3	Engage in a self-directed inquiry related to current issues in public health.
4	Explain core concepts of prevention, detection, and control of infectious diseases
5	Demonstrate basic elements of critical thinking

Hybrid Course Outline

This syllabus is subject to change by the instructor. This schedule may be revised. The instructor will communicate any changes to this schedule in class via class email or Canvas announcement.

Week	Dates	Required Reading	Assessment
0	January 14	Introduction to the Course (Purchase Textbook)	Syllabus Quiz
		Module: Course Overview	Module Tasks
1	January 15 - January 20	Public Health: The Population Health Approach **(Chapter 1)**	Reading Quiz
		Module: This is Public Health	Module Tasks
☺	January 21	**Martin Luther King Holiday**	**No Class**
2	January 21 - January 27	Evidence-Based Public Health **(Chapter 2)**	Reading Quiz
		Module: Evidence for Informed Decision Making in Public Health	Module Tasks
3	January 28 - February 3	Public Health Data and Communications **(Chapter 3)**	Reading Quiz
		Module: Communicating Public Health with Data	Module Tasks
4	February 4 - February 10	Social and Behavioral Sciences and Public Health **(Chapter 4)**	Reading Quiz
		Module: Behavior and Health	Module Tasks
5	February 11 - February 17	Health Law, Policy, and Ethics **(Chapter 5)**	Reading Quiz
		Module: Beyond the Data – Public Health Law	Module Tasks
6	February 18 - February 24	Tuskegee Syphilis Study	Reading Quiz
		Module: Race and Public Health Ethics	Module Tasks
7	February 25 - March 3	Non-Communicable and Communicable Diseases **(Chapters 6,7)**	Reading Quiz
		Module: Antibiotic Resistance	Module Tasks
8	March 4 - March 10	Midterm Examination Review Session **(Chapters 1-7, Tuskegee)**	Practice Exam
		Midterm Examination	Exam
9	March 11 - March 17	**Spring Break**	**Have Fun**
10	March 18 - March 24	Environmental Health and Safety **(Chapter 8)**	Reading Quiz
		Module: Environmental Health and Safety	Module Tasks
11	March 25 - March 31	Health Professionals and the Health Workforce **(Chapter 9)**	Reading Quiz
		Module: Public Health Workforce	Module Tasks

12	April 1 - April 7	Healthcare Institutions **(Chapter 10)**	Reading Quiz
		Module: Community Health Centers	Module Tasks
13	April 8 - April 14	Health Insurance and Healthcare Systems **(Chapter 11)**	Reading Quiz
		Module: The Healthcare System of the United States	Module Tasks
14	April 15 - April 21	Public Health Institutions and Systems **(Chapter 12)**	Reading Quiz
		Module: World Health Organization	Module Tasks
15	April 22 - April 28	Food and Drugs as Public Health Issues **(Chapter 13)**	Reading Quiz
		Module: Food and Drugs in Public Health	Module Tasks
16	April 29 - May 5	The Future of Population Health **(Chapter 14)**	Reading Quiz
		Module: Health for Populations in Transition	Module Tasks
17	May 6 - May 12	Final Examination Review Session **(Chapters 1-14, Tuskegee)**	Practice Exam
		Final Examination	**Exam**

Course Evaluation Methods

This is a hybrid course. Students will complete part of the course in a traditional classroom setting and part of the course via online instruction.

Traditional Classroom Instruction. This course meets once a week for face-to-face instruction. The topic of each class is provided in the Course Outline section of the syllabus. Through the in-class discussions and other assessments, students are expected to demonstrate mastery of assignment course content.

Online Instruction. Face-to-face meetings are supplemented by online instruction through weekly modules posted in Canvas. Each week's online instruction will begin at 12:00 (midnight) on Monday morning and ends at 11:59 p.m. on Sunday evening. Students should set aside approximately 3 hours each week to complete the module. The topic of each week's module is provided in the Course Schedule section of the syllabus. Through the modules, students are expected to demonstrate mastery of assignment course content by passing reading quizzes, completing a learning application exercise, and posting "high-quality" comments to discussion posts.

Class Requirements. Each week of this course is divided into three phases: (1) independent study to master identified objectives; (2) module tasks; and (3) term project (which begins after the midterm examination). Given the sequential nature of this course, Phases 1 and 2 must be completed by 11:59 p.m. on Friday evenings each week. This will afford students ample time to complete their term project work (Phase 3) by the weekly deadline by 11:59 p.m. on Sunday evenings each week.

Independent Study (Phase 1). Outside of Canvas, students are expected to remain current on course reading requirements. This means that students are expected to actively and critically read the assigned the required chapters of the textbook and assigned journal articles before beginning the modules each week. Successful students will complete Phase 1 activities during the first 2-3 days of each week.

Module Tasks (Phase 2). Each week, the module task consists of a reading quiz, a discussion post, and a learning application.

- *Reading Quizzes.* Each student will complete quizzes as part of the weekly modules. The objective of this activity is to evaluate whether the student has become well acquainted with the contents of the assigned

reading. Each quiz will address questions specific to the assigned activities for the week. Quizzes are 5-10 multiple choice and true/false questions and should take 5 minutes to complete. Unless otherwise stated in Canvas, quizzes end at 10:00 a.m. on Monday morning.

- *Discussion Posts.* Each student will comment on at least one discussion post as part of the weekly modules. Discussion post comments must meet the "high quality" standard for this course. This means that comments must be 50-100 words, reflect the learning goals of the course and demonstrate a clear, in-depth understanding of the subject matter. Comments will be assigned a grade for originality and constructiveness based on the following rubric. Students will need three comments for full credit: An original initial post and two comments to other students' comments. Unless otherwise stated in Canvas, discussion posts end at 11:59 p.m. on Friday evening.

- *Learning Applications.* Each student will complete learning applications as part of the weekly modules. The objective of this activity is to give students the opportunity to apply key concepts from the week's reading and other course activities. Each learning activity is specific to the assigned activity for the week. Learning activities should take 30-60 minutes to complete. Unless otherwise stated in Canvas, learning applications end at 11:59 p.m. on Sunday evening.

Discussion Board Grading Rubric

Points	Quality
5	Demonstrates mastery of key concepts; constructively critiques work of others in a manner that stimulates discussion; provides ample citations for support of opinions; readily offers new interpretations of discussion material. Ideas are expressed clearly, concisely; uses appropriate vocabulary. Exceeds standards regarding quality and quantity of comments by posting more than 1 "high quality" comment to 2 or more students.
4	Demonstrates sufficient grasp of key concepts; critiques work of others, offering a divergent viewpoint or challenge; shows sufficient skill in support for opinions. Some sufficient organization with expression.
2	Shows evidence of understanding most major concepts; will offer an occasional divergent viewpoint or challenge; shows some skill in support for opinions. Some signs of disorganization with expression; transition wording may be faulty.
1	Has a mostly shallow grasp of the material; rarely takes a stand on issues; offers inadequate levels of support. Poor language use garbles much of the message; only an occasional idea surfaces clearly; expression seems disjointed; overuse of the simple sentence and redundancy with words and commentary; paragraphs often appear unrelated to each other. This student requires constant prompting for contributions.
0	No posting.

Term Project (Phase 3). Students will interview a public health professional working in public health. The interviewee must have a graduate degree in public health (e.g., MPH, DrPH, Ph.D. or similar degree in health policy, epidemiology, health services research, community, and maternal health, etc.). Each student will develop a presentation based on the interview criteria. This activity must follow the formatting guide provided for this activity as outlined in Canvas. Each aspect of the term project must be uploaded to Canvas in Microsoft Word and Microsoft PowerPoint unless otherwise stated. The term project will be introduced the week after the midterm exam.

Each of the following assignments is graded as part of the term project:

- *Interview with a Public Health Professional (Notes).* Each student will prepare typewritten notes that summarizes their interview with a public health professional and what they learned about public health as a result of it. This activity must follow the formatting guide provided for this activity as outlined in Canvas.

- *Interview with a Public Health Professional (Presentation).* Each student will prepare a PowerPoint presentation of approximately three (3) minutes that summarizes how their conversation and what they learned about public health as a result of it. This activity must follow the formatting guide provided for this activity as outlined in Canvas.

Midterm Examination. Each student will take a midterm exam that will cover materials from the course, primarily the assigned reading from the required textbook. Students will answer questions from Weeks 1-7. Once you open the exam, you must complete it on the first attempt. Students will only have one try to take the midterm examination.

Final Examination. Each student will take a final examination that will cover materials from the course, primarily the assigned reading from the required textbook. Students will answer questions from Weeks 1-16. Once students open the exam, s/he must complete it on the first attempt. Students will only have one try to take the final examination.

Class Participation and Attendance. Regular attendance is expected of each student. Persistent absence will affect the students grade for class participation. Repeated unexcused absences and tardiness will affect the students grade significantly. Two tardies is the equivalent of one absence. Leaving class before the end of the period will be considered an absence. Whether excused or unexcused, the attendance grade will suffer due to absences and tardies. Students will lose 5 points per absence (or 2.5 points per tardy). After the eighth absence, student will receive a failing grade for the entire class and/or dropped from the course.

Use of Personal Technology. If not otherwise specified by the instructor, cell phones, laptops, I-Pads, Kindles, and other electronic devices **MUST** be switched off and placed out of sight during class. If it is visible to the instructor, s/he will receive a **ZERO** grade for participation on that day. The use of laptop computers in class is not allowed. Moreover, if the student need to leave the classroom during class, let the instructor know the reason for leaving; otherwise s/he will receive a **ZERO** grade for participation on that day. Anyone who is observed text messaging or using an electronic device during class will receive a **ZERO** grade for participation on that day as well. Additionally, students may not *record lectures* or take pictures in the class without special permission.

Grading Matrix:

Assessments	Available (points)	Earned (points)
Module Tasks		
Reading Quizzes (15)	150	
Discussion Posts (15)	150	
Learning Applications (14)	140	
Term Project		
Public Health Interview Notes	10	
Public Health Interview PowerPoint	100	
Examinations		
Midterm Examination	100	
Final Examination	100	
Class Attendance and Participation	50	
Total:	**800**	

Grade Determination:
- A = 720-800 points
- B = 640-719 points
- C = 560-639 points
- D = 480-559 points
- F = less than 480 points

University Policies and Procedures

Students with Disabilities (ADA Compliance). The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide the student with an accommodation letter to be delivered to the faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time; however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member before implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, see the Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777, by email at UNTDdisability@untdallas.edu, or at by visiting Founders Hall Room 204.

Diversity/Tolerance Policy. Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions, which violate the Code of Student Conduct, will be referred to the Office of Student Life, as the instructor deems appropriate.

Canvas Instructure Accessibility Statement. University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If student encounter any difficulties with technologies, s/he should contact the ITSS Department. To assist them better, students would want to have the operating system, web browser and information on any assistive technology being used. Canvas Instructure course management system's accessibility statement is also provided: https://www.canvaslms.com/accessibility.

Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e., MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Technology Requirements. In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that student computers be equipped with the minimum system requirements listed on the first page of the syllabus.

Supported Browsers:
  Chrome
  Firefox
  Flash 28, 29 (for audio/video)
  Internet Explorer 11
  Safari 10, 11
 	
Supported Devices:
  iPhone
  Android
  Chromebook
(Tablet users can use the Canvas app)
	Getting Help with Canvas:
	
	Canvas 24 /7 Phone Support for Students: 1-833-668-8634
	
	Canvas Help Resources: https://community.canvaslms.com/docs/DOC-10701
	
	For additional assistance, contact Student Assistance (Distance Learning):
	  Founders Hall, Rm 124
	  phone: (972) 338-5580
	  email: distancelearning@untdallas.edu
	
	Students working with Canvas 24/7 Support to resolve a technical issue should make to keep the professor updated on the troubleshooting progress.

If students experience difficulty accessing or using components of the course, s/he should try using Google Chrome browser. If the student still experience technical difficulties, first, notify the instructor. If the problem is still not resolved, call Canvas 24/7 Help Desk at the phone number listed on the first page of the syllabus. Also, no matter what browser in use, always enable pop-ups. For more information see:

- http://www.untdallas.edu/dlit/ecampus/requirements
- https://community.canvaslms.com/docs/DOC-10701

Classroom Etiquette. Any student whose behavior disrupts the learning environment will be asked to leave the class. Any violation of classroom etiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Disruptions, which violate the Code of Student Conduct, will be referred to the Office of Student Life, as the instructor deems appropriate. Refer to the Student Code of Student Rights Responsibilities and Conduct at http://www.untdallas.edu/osa/policies.

Online "Netiquette": In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks). Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind. Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at https://www.untdallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf. Respect is a given principle in all online communication. Therefore, please be sure to proofread all written communication prior to submission.

Certain behaviors are expected when communicating with both peers and instructors. The following netiquette guidelines are required for this course:
- Treat instructor with respect, even in e-mail or in any other online communication.
- Always use your professors' proper title: Dr. or Prof., or if you in doubt use Mr. or Ms.
- Unless specifically invited, do not refer to them by first name.
- Use clear and concise language.
- All communication should have correct spelling and grammar.
- Avoid slang terms and texting abbreviations (such as "u" instead of "you").
- Be cautious when using humor or sarcasm, as tone is sometimes lost in an email or discussion post, and your message might be taken seriously or offensive.
- Use standard fonts and avoid using caps lock feature as it can be interpreted as yelling.
- Limit and possibly avoid use of emoticons like ☺.
- Be careful with personal information

Discussion Board Netiquette.
- Make posts that are on topic and within the scope of course material.
- Take your posts seriously, review, and edit your posts before sending.
- Always give proper credit when referencing or quoting another source.
- Be sure to read all messages in a thread before replying.
- Do not repeat someone else's post without adding something of your own to it.
- Avoid short, generic replies such as "I agree", you should include why you agree or add to the discussion.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open-minded.

E-mail Netiquette
- Use a descriptive subject line.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor or plain text.
- Sign your message with your name and return e-mail address.

Students attending Brigham Young University-Idaho created two videos that explain discussion board basics and netiquette.

> Byuicurdev. (2012, June 12). *Discussion board netiquette.* [Video file]. Retrieved from http://www.youtube.com/watch?v=DwdqQjCfWSc

Byuicurdev. (2012, May 10). *Discussion board basics.* [Video file]. Retrieved from http://www.youtube.com/watch?v=jvLs96eQ2Gc

Student Evaluation of Teaching Effectiveness Policy. The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester, providing opportunity to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy. Assignments must be turned in on time. Late work is not accepted unless the instructor has approved it in writing before the due date.

Exam Policy. Exams must be taken as scheduled. No make-up examinations will be allowed except for documented emergencies (See Student Handbook). Online exams may be proctored on campus per instructor's discretion.

Academic Integrity. Academic integrity is a hallmark of higher education. All students are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

The University academic integrity policy is in effect for this course. Academic dishonesty includes, but not limited to, cheating, plagiarism (including self-plagiarism), improper collaboration, and/or the fabrication, falsification or alteration of information. Any act of academic dishonesty will be reported to the Dean of Liberal Arts and Sciences and the Dean of Students and may result in a grade of F on the assignment, removal from the course with a final grade of F, and any other sanction as deemed appropriate for the offense, including suspension or expulsion.

Please be aware in some online or hybrid courses; therefore, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove the title page and other personal information.

Attendance and Participation Policy. The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Students may not skip a week or plan to "catch-up" on previous week activities.

This course follows a structured, week-by-week format. Each week, students are expected to participate, electronically, on multiple occasions each and every week. Each week begins at 12:00 (midnight) on Monday morning and ends at 11:59 p.m. on Sunday evening. Students should spend a minimum of 6 hours per class each week to complete course activities. This time can be whenever it is convenient since all of the online classes are conducted in an asynchronous environment. This means there are no particular times set for responses and submissions but there will be weekly deadlines.

Students are responsible to notify the instructor if they are missing class and for what reason. Should a student need to miss scheduled class activities for any reason, it is expected that he/she inform the course instructor – by email – prior to the due date of the activity or assignment (only emergency situations will be exempt from this expectation). It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Attendance for this online or hybrid course is considered when logged in and active in Canvas, i.e., posting assignments, taking quizzes, or completing discussion boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to http://www.untdallas.edu/registrar for specific dates. If students are absent/not active in the course shell, it is the his/her responsibility to let the instructor know immediately, upon return, the reason for the absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in

the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes. Online classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.