

Argosy University
COURSE SYLLABUS

PH6010

History and Foundations in Public Health

Faculty Information

Faculty Name:

Campus:

Contact Information:

Office Hours:

Short Faculty Bio:

Course description:

This course introduces the history, principles, concepts and elements of public health as a science and a practice. It provides an overview of the public health foundations in the following areas: health and illness; diseases and conditions; epidemiology in bio-surveillance, chronic diseases, environmental health, communicable diseases, prevention and evaluation; healthy living/behaviors; emergency preparedness and response; public health law; migration and global health; injury; and violence and safety. Students link public health science with practice at the individual and community level, health care delivery systems, employers and business, media, academia and governmental public health infrastructure. They identify the social, cultural and behavioral factors that influence public health performance at the local, state, federal and international levels. Students learn how public health can be held responsible and accountable for specific health outcomes.

Course Pre-requisites: None

Required Textbook/Readings:

IMPORTANT: Effective Summer II (July 1, 2010): You are not required to purchase the textbook for this course. Your textbook will be available to you as an electronic book with your fully online or blended course on the eCollege platform.

Turnock, B.J (2008). *Public Health: What it is and how it works* (4th Ed).
Jones & Bartlett. ISBN: 9780763754440

PubMed Central:

Wallack, L. & Lawrence, R. (2005). Talking about public health: Developing America's second language. *American Journal of Public Health*. 95(4): 567-570

Recommended Websites:

www.cdc.gov

Course length: 7.5 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Program Outcomes:

1. Health Policy Management

- a. Examine public health problems and develop proposed policies that illustrate pertinent legislative issues, advocacy opportunities, communication, media management and system issues to successfully pass, communicate, and implement the policy.
- b. Align policies that contribute and promote health and well being with local cultures and realities to guide effective practices that improve health status.

2. Healthcare and Organizational Management

- a. Assess organizational norms and values, and build coalitions and consensus around organizational vision, priorities, state and national health and wellness agendas with clear performance impacts.
- b. Manage and determine costs and implications for public health programs with un-met needs, and develop plans to meet customer needs and improve health outcomes.

3. Communication and Informatics

- a. Develop proposals for public health organizations to invest in and implement integrated information systems that collect, track, and share information across critical networks of providers and IT systems, to improve processes, quality of care, and service outcomes.
- b. Examine customer/community needs and apply a 'systems approach' in successfully addressing those needs by aligning the organization and customer needs with leading information technology and communicating the improvements to key stakeholders.

4. Systems Thinking

- a. Analyze the make-up of organizational systems and its characteristics, evaluating the impact of changes in the input, processes, and output on the health outcomes.

- b. Analyze the interrelations among public health systems and key stakeholders to influence the political, social, economic, and educational factors that impact public health systems.

5. Performance Improvement

- a. Propose a performance improvement system that includes assessment of the organizational capacity, culture, readiness, and planning to establish performance baseline, goals and performance management process for monitoring progress and continuous improvements.
- b. Integrate public health informatics, information systems and technology, and communication strategies in the design, implementation, evaluation, and replication of best practices for monitoring and improving overall practice, performance, and outcomes of the program/organization.

6. Interpersonal Effectiveness

- a. Examine the importance of interpersonal relationships with key stakeholders to establish, build, and sustain effective alliances to successfully address priority health problems in the community.

Course Objectives:

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

- Describe sentinel events in the history and development of the public health profession and their relevance for practice in the field. ST2
- Given the current administration, analyze the effects of political, social, and economic policies on public health systems at the local, state, national, and international levels. HP1; ST2
- Articulate a definition of public health that captures the unique characteristics of the field (e.g., population-focused, community-oriented, prevention-motivated, and rooted in social justice) and how these contribute to professional practice. ST2
- Define the attributes of leadership in public health. PI1
- Illustrate the importance of a working collaborative with diverse communities and various constituencies. C&I 2; IE1
- Investigate and identify methods of ensuring public health safety and preparedness at the local, state, and national level. HP1; ST2
- Differentiate the legal, ethical, and accountability implications for public health and health services. HP1; ST2; IE1

Activities/Assignments/Assessments Table

Unit	Topics	Resources
1	<ul style="list-style-type: none"> • Introduction to Public Health • Origins & Content of PH 	<ul style="list-style-type: none"> • Reading Resources/Digital Assets Turnock - Read Chapter 1

	<p>responses over history</p> <ul style="list-style-type: none"> • Development of PH system in US • Role of Core functions & Essential PH services in the PH system 	
2	<ul style="list-style-type: none"> • Social Determinants of Public Health • Factors that influence health • Commonly used measures of health status • Influence of law on government's ability to influence health 	<ul style="list-style-type: none"> • Reading Resources/Digital Assets <p>Turnock - Read Chapter 2 & 4 www.cdc.gov Data and Statistics</p>
3	<ul style="list-style-type: none"> • Critical Characteristics of Public Health • Levels of Preventive Interventions • Levels of national expenditures for health and medical services 	<ul style="list-style-type: none"> • Reading Resources/Digital Assets <p>Turnock - Read Chapter 3</p> <p>Wallack, L. & Lawrence, R. (2005). Talking about public health: developing America's second language. American Journal of Public Health. April; 95(4): 567-570</p>
4	<ul style="list-style-type: none"> • Leadership in Public Health • General categories of PH programs and services • PH's core functions and services • Major components of PH's infrastructure 	<ul style="list-style-type: none"> • Reading Resources/Digital Assets <p>Turnock - Read Chapter 5</p> <p>www.cdc.gov - CDC for YOU - Policy Makers</p> <p>LAS Assessment 1: (10%)</p> <ul style="list-style-type: none"> • Review the organization of health responsibilities in the state of your choice, and describe how, and to whom, the three core functions of public health are delegated and carried out among various offices and agencies besides

		<p>the state health department. The URL for a state is usually www.stateinitials.us. For example, California would be www.state.ca.us .</p>
5	<ul style="list-style-type: none"> • Cultural Competency in Public Health • Value of Diversity in PH systems • Incorporation of cultural knowledge in policy making, administration , practice, and service delivery 	<ul style="list-style-type: none"> • Reading Resources/Digital Assets <p>Turnock - Read Chapter 6</p> <p>www.cdc.gov CDC–search- Cultural Competence</p> <ul style="list-style-type: none"> • LAS Assessment 2 (10%) <ul style="list-style-type: none"> • Review a local health department of your choice and determine if it is operating as a “functional LHD” per Table 5-11 in the book. Describe, in detail, which ones are employed and which ones aren’t.

6	<ul style="list-style-type: none"> • US Public Health Safety And Preparedness • Types of public health emergencies and disasters • Main characteristics of the principal natural disasters and their effects • Vulnerability, risk, disaster prevention, and the links to longer term effects • Role and responsibilities of public health professionals in emergency preparedness and response • Terrorism and Bioterrorism 	<ul style="list-style-type: none"> • Reading Resources/Digital Assets <p>Turnock - Read Chapter 8</p> <p>www.cdc.gov Emergency Preparedness & Response; Workplace Safety and Health</p>
7	<ul style="list-style-type: none"> • Accountability in Public Health • Steps in the planning, implementation, and evaluation of a public health program • Outcome, impact, and process objectives 	<ul style="list-style-type: none"> • Define and develop Reading Resources/Digital Assets <p>Turnock - Read Chapter 7</p>

	<ul style="list-style-type: none"> • Planning and program evaluation 	
8	<ul style="list-style-type: none"> • Accountability in Public Health • Relationships among activities, process measures, impact measures, and outcome measures in the evaluation of a program 	<ul style="list-style-type: none"> • Reading Resources/Digital Assets Turnock -Read Chapter 9 <p>LAS Assessment 3: (30%)</p> <ul style="list-style-type: none"> • Your county Board of Supervisors is considering a proposal to consolidate the county health department into a regional public health entity that would be formed by merging the health department with those of three other contiguous counties of similar size (each has a population in the 50,000 – 75,000 range) . The primary motivation behind this consolidation proposal is that a regional public health entity would assure better coordination of emergency preparedness and response activities within the region. You agree with this premise, but also fear that some public health activities may actually suffer in such a consolidation. You decide to write a letter to the editor of the newspaper serving your county in order to influence public opinion as the county Board considers this matter. Your letter should be brief (no more than 300 words) but should clearly state your position and include your rationale and relevant evidence.

Grading Criteria

Grading Scale

Grading requirement

A	100 – 93 %
A-	92 – 90 %
B+	89 – 88 %
B	87 – 83 %

B-	82 – 80 %
C+	79 – 78 %
C	77 – 73 %
C-	72 – 70 %
F	69 and below

<i>Attendance/participation</i>	10%
<i>Weekly Assignments</i>	40%
<i>LAS Assessment(s)</i>	50%
	100%

Library

All resources in Argosy University’s online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University’s core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/libweb/resources/>

In addition to online resources, Argosy University’s onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University’s Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be

submitted using the current edition of the *Publication Manual of the American Psychological Association*. Students are encouraged to purchase this manual and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.