

**PUBH 101 –Intro to Public and Community Health**  
**West Virginia University School of Public Health**  
**Maymester**

### **Inclusivity Statement**

The West Virginia University community is committed to creating and fostering a diverse and inclusive culture, including and especially a positive learning and working environment based on open communication, mutual respect, and inclusion and by promoting diversity, inclusion, equality, and intercultural and intercommunity outreach. We value all people. The School of Public Health will not tolerate harassment, discrimination, prejudice or mistreatment of any student, faculty, or staff during class sessions, school-wide events. We have zero tolerance for conduct inside or outside of the classroom that does not align with this disciplines' social justice framework and the professional standards for WVU students.

### **Course Information**

**Credit Hours:** 3

**Type of Instruction:** Online Asynchronous

### **Course Description**

This course will provide you with an introductory overview of the principles and practice of public and community health. You will learn about the history, core function, disciplines, and essential services of public health, as well as engage in discussions about current public health events and issues. When you leave this class, you should be able to intelligently speak about issues in epidemiology, infectious diseases, social and behavioral health science, environmental health, emergency response, health care systems, and public health policy.

### **Learning Objectives**

By the end of this course, students will be able to:

1. Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences.
2. Express foundational knowledge of the field of Public Health, including the history, core functions, disciplines, and essential services
3. Compare and contrast basic epidemiological principles and applications, including public and population health measures, data sources, and determinants of health
4. Apply social and behavioral theories and models for health promotion and prevention.

### **Required Text:**

*Introduction to Public Health*, 6th Edition (Mary-Jane Schneider) - **Navigate 2 Advantage Access**

**ISBN: 9781284197655**

**Course ID:**

Additional videos and articles will be assigned throughout the semester.

All additional materials will be posted on eCampus.

## Online Resource(s)

We will utilize all course materials and Chapter quizzes via the Navigate 2 Advantage online portal. This course also utilizes eCampus to provide electronic documents and electronic course management. Students must also use eCampus to submit assignments for grading and evaluation. Updates or revisions to course content and schedule will be reported via eCampus.

## Participation

You will find you learn from this class in direct proportion to your contributions. You are responsible for engaging in the class material and participating in online discussions regularly. Discussion Board is where we will assess your participation as if you were in a regular in-person class. There will be one discussion prompt posted each week. Students will be expected to respond to the prompt with an original response and reply to two classmates. Full instructions and grading found under *Assignments*

## Online Communication

Effective communication is an important component of any learning or work environment.

- Check your spelling and grammar and do not use slang or informal language in any of your communications for this course.
- Do not use first names, unless you've been given permission to do so. Address the recipient as Mr., Ms., Mrs., Dr., Professor, etc.
- Always remember to say "Please" and "Thank you" when soliciting help from your instructors, guests, and classmates.
- Communicate in a timely manner. Be conscious of response time. (24-48 hours max). When a lapse occurs, expectations may not be met. Expect the same response time from those you email.

## Course Requirements and Grading Criteria

Discussion Boards	3X 10= 30	7.5%
Chapter Quizzes	8 X 15= 120	30%
Content Questions	5 X 10= 50	12.5%
Reflection	1 X 100= 100	25%
Final Project	1 X 100= 100	25%
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TOTAL	400 points	100%

## Assignments

1. Discussion Boards-3X10=30 total points
  - a. There will be one Discussion Prompt posted on eCampus per week. Issues and questions will be posted on the discussion board and students will be required to respond with logically documented responses. Your responses will be evaluated on both quantity and quality. This requires you to: 1) submit an initial post of your opinion (4 points); 2) read other students' responses; and 3) respond to at least two other students' comments (3 points each).
  - b. In order to receive full credit for these posts, you must fulfill some basic requirements:
    - Posts should be a minimum of 150 words
    - Posts should be relevant to the topic being discussed, but should also attempt to introduce a new point of view or piece of information or otherwise further the discussion
    - Posts should use correct grammar,

punctuation and vocabulary appropriate for a university level course. Misuse of the discussion boards will not be tolerated.

- c. Individual student responses to discussion questions must be posted no later than Thursday midnight of the assigned week. Student responses posted after that time will receive a grade of 0 (zero) for the week. Student responses to other student postings must be posted by Sunday midnight to be considered in the Discussion grade for that week.
2. Chapter Quizzes via Navigate2 Advantage portal- 8 x 15 points each= 120 total points.
  - a. Chapter Quizzes must be complete in one sitting. Once you begin the quiz you must complete it or it will close and not be saved.
3. Content Questions- 5 x 10 points each = 50 total points.
  - a. We will learn about five disciplines of public health throughout the semester. After each discipline is covered there will be five content questions to answer that directly measure understanding of key concepts and roles of each discipline.
  - b. The questions are located in the Course Content section of eCampus.
  - c. Answer to the questions can be found by reviewing the materials in Navigate and in each "Discipline" folder under the Lecture Info section of eCampus.
  - d. Due dates for Content Questions are posted on eCampus.
4. Healthy People 2030 Reflection= 100 total points
  - a. Students will visit the *Healthy People 2030* website, [www.healthypeople.gov](http://www.healthypeople.gov)
  - b. Choose one of the topic areas
  - c. Review each of the objectives that have been set
  - d. Submit a 2-4 page reflection on whether you think the nation has a realistic chance of meeting the objectives that are currently at baseline or little/no detectable change and why.
5. Final Project = 100 total points
  - a. Based on the topic you chose for your Reflection
  - b. Create an infographic to educate the public and policy makers about the role of nonmedical factors in determining people's health
    - i. Consider the Ecological, Trans theoretical, and Health Belief Models
  - c. Be creative! Additional instructions and sample will be provided in eCampus.

### Grading Scale

GRADE	PERCENT	Point
A	90 - 100	360-400
B	80 – 89.9	320-359.9
C	70 – 79.9	280-319.9
D	60 – 69.9	240-279.9
F	59.9	239.9 and below

### Late Assignments

Students who know that they will be unable to submit an assignment on time should contact the instructor in advance. Upfront, open, and honest communication will be respected. Only students with valid complications will be allowed to submit assignments late. If students are faced with unforeseen circumstances (e.g., illness, death in family, or other tragedy) that prevent them from completing work on time, it is their responsibility to talk with the instructor about a revised due date.

Repleves will be decided on a case-by-case basis. Otherwise, assignments will not be accepted beyond five days past the original due date.

**Quizzes will close on the assigned due date and cannot be re-opened.** Do not contact the instructor beyond the five days or at the end of the semester to request extra credit to improve a grade.

### Grading Concerns

Any concerns with grades should be address directly with your instructor, who reserves the right to make (or not) reasonable and consistent accommodations and/or modifications based on the information available.

## Schedule of Topics and Assignments

### Week 1:

**Day 1:** Review Syllabus/eCampus /Navigate 2 Advantage tutorial

**Day 2:** What is Public Health?

**Reading(s):** Chapters 1-3

**Assignment(s):** Chapter 1 Quiz

**Day 3:** Introduction to Epidemiology

**Reading(s):** Chapters 4-6

**Assignment(s):** Chapter 6 Quiz

**Day 4:** Statistics and the role of data in public health

**Reading(s)** Chapters 7-8

**Assignment(s):** Chapter 7 Quiz & Discussion Post 1

**Day 5:** Disease (infectious, chronic, and genetic)

**Reading(s)** Chapters 9-12

**Assignment:** Chapter 9 Quiz

**Assignment(s):** Content Questions-Epidemiology & Biostatistics

### Week 2:

**Day 1:** Social and Behavioral Science

**Reading(s):** Chapters 13-16

**Assignment(s):** Chapter 13 and Chapter 14 Quizzes

**Day 2:** Social and Behavioral Science

**Reading(s):** Chapters 17-19

**Assignment(s):** Content Questions-Social and Behavioral Science

**Day 3:** Environmental Health

**Reading(s):** Chapters 20-25

**Assignment:** Chapter 20 Quiz

**Assignment:** Content Questions- Environmental Health

**Day 4:** *Healthy People 2030*

**Reading:** *Healthy People 2030* website, [www.healthypeople.gov](http://www.healthypeople.gov)

**Assignment(s):** Reflection on Healthy People 2030 objective & Discussion Post 2

**Day 5:** Healthy People 2030

**Assignment:** *Healthy People 2030* Reflection due

**Week 3:**

**Day 1:** Public Health Policy

**Reading(s)** Chapters 26

**Assignment(s):** Chapter 26 Quiz

**Day 2:** Health Services Research

**Reading(s):** Chapter 27-29

**Assignment(s):** None

**Day 3:** Emergency Preparedness, Public Health in the Twenty-First Century

**Reading(s):** Chapter 30, 31, and Bonus Chapter

**Assignment(s):** Content Questions- Public Health Policy

**Day 4:** Final Project

**Reading(s):** None

**Assignment:** Work on Final Project & Discussion Post 3

**Day 5:** Complete Final Project

**Reading(s):** none

**Assignment(s):** Final Project due

**CEPH Domains and Competencies**

“The Council on Education in Public Health (CEPH) requires accredited degree programs in public health to address certain knowledge domains and competencies. “

**CEPH UG Foundational Competencies**

1. **Public Health Communication:** Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences.
2. **Information Literacy:** Students should be able to locate, use, evaluate and synthesize public health information.
  - Weeks 2-3 Students will explore the *Healthy People 2030* website, choose a topic area, review objectives, and submit a reflection on the national outcomes.
  - Week 3 students will create an educational infographic geared toward general public and policy makers applying social behavioral theory. Students will use mass media and technology to create and present their infographic

The following CEPH Foundational Domains are introduced throughout this course through presentations from various faculty, dialogue with professionals, in class activities, readings, quizzes, and content questions:

Overview of Public Health

- Public Health History, Public Health Philosophy, Global Functions of Public Health, and Societal Functions of Public Health

#### Role and Importance of Data in Public Health

- Basic Concepts of Data Collection, Data Usage, Data Analysis

#### Identifying and Addressing Population Health Challenges

- Population Health Concepts

#### Human Health

- Science of Human Health & Disease, Health Promotion, Health Protection

#### Determinants of Health

- Socio-economic, Behavioral Factors, Biological Factors, and Environmental Factors

#### Overview of the Health System

- Characteristics and Structures of the US Healthcare System

#### Health Policy, Law, Ethics, and Economics

- Ethical dimensions, Regulatory dimensions, and governmental agency roles in healthcare and public health policy

#### Health Communications

- Use of mass media and electronic technology

## IMPORTANT POLICIES

Academic policies presented here are those that are at the institutional level and exist in the WVU Catalog. Students are responsible for reviewing and understanding these policies

1. [Academic Integrity Statement](#)
2. [Academic Standards Policy, including Academic Dishonesty](#)
3. [Accessibility Statement \(see Inclusivity Statement\)](#)
4. [Adverse Weather Statement](#)
5. [Appropriate Use of Technology Statement](#)
6. [Attendance Policy](#)
7. [Campus Safety Statement](#)
8. [Class Recording Policy](#)
9. [Inclusivity Statement](#)
10. [Incomplete Policy](#)
11. [Mental Health Statement - Main Campus](#)
12. [Mental Health Statement - HSC Campus](#)
13. [Sale of Course Material Statement](#)
14. [Sexual Misconduct Statement](#)
15. [Student Evaluation of Instruction Statement](#)