

- Course Title:** Public Health Foundations for MS-HOPE
- Course Number:** PHCO 0514 (1 credit)
- Course Prerequisite(s):** None
- Course Location:** Online
- Course Date & Time:** Online
- Course Instructor:** Elena Cromeyer, MPH, DrPH Student  
Adjunct Professor, Department of Urban-Global Public Health,  
Rutgers School of Public Health  
Please see Canvas for personal cell number (please do not text or call after 10pm), [ec978@sph.rutgers.edu](mailto:ec978@sph.rutgers.edu)
- Office Hours:** *By appointment.* I want to meet with you! I am also happy to schedule a time that is mutually convenient for you and me and can meet in-person, by phone or online (Zoom).
- Course Assistant:** None
- Course Website:** [canvas.rutgers.edu](https://canvas.rutgers.edu)
- Required Course Text:** *Schneider, Mary-Jane. (2017). Introduction to Public Health, Fifth Edition. Jones and Bartlett Learning, Inc.* The first four chapters of the book have been digitized and are available for free on Canvas. However, due to copyright issues, I could not digitize the entire book so you should purchase it.

**Additional/Supplemental Readings/Resources:** See *Course Schedule* and Canvas.

**Course Goal:** This course strives to provide students with a basic understanding of the discipline of public health and to help students think more holistically about health and healthcare more holistically.

**Course Description:** This course will introduce MS-HOPE students to the general principles, theories and practices of public health. Students will be introduced to history and functions of public health, strategies and methods used in public health research and the determinants of health.

**Course Communication:** I want to hear from you! I will communicate with you through various modes: in person (when I am on campus to teach my in-person courses), by text, email, Zoom and through the tools in Canvas. If you have a question that you think may help other students as well, please post your question in the "Class Help: Ask A Question" discussion thread. If you have a time sensitive question or a personal concern you would like to address, the fastest way to reach me is by text. Unless I am in class or caught up with work obligations, I should respond within an hour. I am cognizant of texting as the increasingly common and preferred method of communication among people, especially youth and young adults, and I am happy to communicate this way with you; please just try to text me between the hours of 9am-10:00pm. I am also happy to respond to you during the weekend, if necessary.

My goal will be to post grades In Canvas within seven days of the final due date of the assignment, unless otherwise stated. Like you, I am human so there may be other life, professional or academic events that preclude me from posting grades within seven days; in which case, I will communicate this with you.

**Fostering Course Community:** I will work to foster community through discussion boards, chat sessions, online activities, etc. You are encouraged to get to know each other and contribute your particular strengths, expertise and experience to enrich the class. Working with your classmates, explaining concepts to each other, and interacting with me are the most effective ways to understand the course concepts and succeed in this course. By posting questions on Canvas (rather than via email), the entire class has the benefit of learning from the discussions, so please consider posting your question as a first option.

**Canvas Announcements:** This course will use Announcements in Canvas to share course information, highlight lessons learned, and send reminders. Be sure you review your notification settings in Canvas so that you receive these Announcements using your preferred contact method. In addition, please be sure to check the Announcements tab at least once each week in the Canvas shell for this course.

**Module Schedule:** All course deadlines are listed in Eastern Time Zone. Canvas will record all deadlines in this time zone. If you are in a different time zone, plan accordingly. Each week will begin on a Monday and will end on a Sunday. In order to complete all of the module assignments, you should plan to spend approximately 9 hours per week on the course material for a total of approximately 145 hours of course-related activities (discussion boards, assignments, papers, readings, etc.).

**Competencies Addressed:** The competencies addressed in this course include:

- Explain public health history, philosophy and values;
- Identify the core functions of public health and the 10 Essential Services;
- List major causes and trends of morbidity and mortality in the US;
- Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.;
- Explain effects of environmental factors on a population’s health;
- Explain biological and genetic factors that affect a population’s health;
- Explain behavioral and psychological factors that affect a population’s health;
- Explain how globalization affects global burdens of disease; and
- Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health).

**Course Requirements and Grading:**

	DUE	GRADE VALUE
<u>Weekly Discussion Post and Response.</u> Our greatest class resource is you! Your thoughts, ideas, questions and comments will enrich everyone’s learning experience, so please be <b>actively involved</b> in the online discussion forum! Be prepared by reading the course text and articles and participate in the discussion forum.	Weekly	28 points

<u>Online Weekly Quiz.</u> You will complete an online quiz based on that week's readings each week.	Each Week	31 points
<u>Assignment 1: Public Health Elevator Pitch.</u> You will upload a short video recording describing public health in your own words. The video recording should be no longer than 30 seconds.	Due Sept 30	11 points
<u>Assignment 2: Op-Ed.</u> You will prepare one Op-Ed (on environmental –or— genetic and biological factors) explaining why your chosen area deserves additional funding for research.	Due Oct 16	15 points
<u>Assignment 3: Letter to Congressional Representative.</u> You will prepare a letter to your congressional representative on a behavioral or psychological factors explaining why your chosen area can improve health.	Due Oct 28	15 points
	TOTAL	100 points

- **Grading Policy\*:**

94 – 100	A
90 – <94	A-
87 – <90	B+
84 – <87	B
80 – <84	B-
77 – <80	C+
70 – <77	C
<70	F

\* Grades will be rounded to the nearest whole number (e.g., if your final grade is an 89.6, I will round it up to a 90%, A-).

**Special Circumstances During COVID-19 (For Fall 2022)**

The School of Public Health recognizes that students may experience challenges or be negatively impacted due to the COVID-19 pandemic, mental and emotional health toll from systemic racism, altered personal and professional obligations, and other crises existing at the moment in our local, national, and global communities. Students are encouraged to discuss these challenges and circumstances with their instructor, if they feel they may need additional support or temporary accommodations at the beginning or during this course. The course instructor may consider making reasonable temporary adjustments depending on the student's situation. If additional support is needed, students may reach out to the Office of Student Affairs ([studentaffairs@sph.rutgers.edu](mailto:studentaffairs@sph.rutgers.edu)) or any of the appropriate referral resources listed on the [SPH Student Connect](#) Canvas page.

**Commitment to Equity, Diversity and Inclusion:** In an ideal, perfect world, science and public health would be objective and inclusive of all perspectives. Unfortunately, this is not the case and much of science and public health are subjective and historically built on a small group of privileged and white voices. Integrating a diverse set of voices, perspectives and experiences is crucial for a more accurate and comprehensive understanding of science and public health. For this reason and to the extent possible, I chose textbooks, articles and speakers that represent broader and more diverse subsets of the population, including underrepresented minoritized scholars and experts. My goal is to foster a learning environment that promotes a diversity of

thoughts, backgrounds, culture, perspectives and experiences and acknowledges all identities that people identify with, including race/ethnicity, gender, sexual, religion, ability, social and economic class and political ideologies. Please contact me with suggestions or submit anonymous feedback through a [Google form](#) that is uploaded in Canvas under Discussions if you would like to improve the quality and representation of course topics and materials.

To help accomplish this, please let me know if:

- You have a name and/or set of pronouns that differ from those in your official Rutgers records. Please feel free to update your Canvas profile to include your preferred pronouns.
- Your performance in the class is being impacted by your experiences inside and outside the class, please come and talk with me (or submit feedback anonymously). I am here to listen, provide guidance (if requested) and intervene (if necessary). If you prefer to speak with someone outside the course, [Enobong \(Anna\) Branch](#), Senior Vice President for Equity at Rutgers University, is an excellent resource.
- Learning about diverse perspectives and identities is ongoing and evolving and I am no exception to this learning and growth. If something was said in class (by me, other students or guest speakers) that made you feel marginalized, outed or uncomfortable, please talk to me about it (or submit feedback anonymously).

**Course Schedule:**

WEEK	TOPIC AND REQUIRED READINGS	LINK TO COMPETENCIES	ASSIGNMENTS/ASSESSMENTS
<p><b>Week 1</b> (Sep 12 - 18)</p>	<p><b>Overview of Course and Public Health History, Philosophy and Values - and- Core Functions of Public Health and the 10 Essential Services</b></p> <ul style="list-style-type: none"> <li>● Schneider, Chapter 1: Public Health: Science, Politics, and Prevention, pp. 3-14</li> <li>● Schneider, Chapter 3: Powers and Responsibilities of Government, pp. 25-38</li> <li>● Institute of Medicine. 1988. <i>The Future of Public Health</i>. Washington, DC: The National Academies Press. <a href="https://doi.org/10.17226/1091">https://doi.org/10.17226/1091</a>. -Chapter 2, A vision of public health in America, pp. 35-55</li> <li>● The 10 Essential Public Health Services. <a href="https://www.cdc.gov/nphpsp/essentialservices.html">https://www.cdc.gov/nphpsp/essentialservices.html</a></li> </ul>	<ul style="list-style-type: none"> <li>● Explain public health history, philosophy and values</li> <li>● Identify the core functions of public health and the 10 Essential Services</li> </ul>	<p>Discussion module 1 post and replies Online weekly quiz</p>
<p><b>Week 2</b> (Sept 19 – 25)</p>	<p><b>Major Causes and Trends of Morbidity and Mortality in the US -and- Science of Primary, Secondary and Tertiary Prevention in Population Health</b></p> <ul style="list-style-type: none"> <li>● Schneider, Chapter 13: Do People Choose Their Own Health?, pgs. 193-204.</li> <li>● Mokdad AH. (2004). Actual Causes of Death in the United States, 2000. <i>JAMA</i>. 291(10): 1238-1245.</li> <li>● CDC’s Prevention: Picture of America factsheet: <a href="https://www.cdc.gov/pictureofamerica/pdfs/picture_of_america_prevention.pdf">https://www.cdc.gov/pictureofamerica/pdfs/picture_of_america_prevention.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>● List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program</li> <li>● Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.</li> </ul>	<p>Module 1 post replies due Discussion module 2 post and replies Online weekly quiz</p>

WEEK	TOPIC AND REQUIRED READINGS	LINK TO COMPETENCIES	ASSIGNMENTS/ASSESSMENTS
<b>Week 3</b> (Sept 26 – Oct 16)	<p><b>Environmental Factors that Affect a Population’s Health</b></p> <ul style="list-style-type: none"> <li>● Schneider, Chapter 20: A Clean Environment: The Basis of Public Health, pp. 315-331.</li> <li>● Schneider, Chapter 21: Clean Air: Is It Safe to Breathe?, pp333-347.</li> <li>● Schneider, Chapter 22: Clean Water: A Limited Resource, pp. 349-368.</li> <li>● Schneider, Chapter 23: Solid and Hazardous Wastes: What to Do with the Garbage, pp. 369-379.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain effects of environmental factors on a population’s health</li> </ul>	<p><b>DUE 9/30: Assignment 1 Public Health Elevator Pitch</b> Module 2 post replies due Discussion module 3 post and replies Online weekly quiz <b>DUE 10/16: Assignment 2 Op-Ed</b></p>
<b>Week 4</b> (Oct 17 – 23)	<p><b>Biological and Genetic Factors that Affect a Population’s Health</b></p> <ul style="list-style-type: none"> <li>● Schneider, Chapter 9: The “Conquest” of Infectious Diseases, pp.117-133.</li> <li>● Schneider, Chapter 10: The Resurgence of Infectious Diseases, pp. 135-162.</li> <li>● Schneider, Chapter 11: The Biomedical Basis of Chronic Diseases, pp. 163-174.</li> <li>● Schneider, Chapter 12: Genetic Diseases and Other inborn Errors, pp. 175-190.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain biological and genetic factors that affect a population’s health</li> </ul>	<p>Module 3 post replies due Discussion 4 post and replies Online weekly quiz</p>
<b>Week 5</b> (Oct 24 – 30)	<p><b>Behavioral and Psychological Factors that Affect a Population’s Health</b></p> <ul style="list-style-type: none"> <li>● Schneider, Chapter 14: How Psychosocial Factors Affect Health Behavior, pp. 205-218.</li> <li>● Schneider, Chapter 15: Public Health Enemy Number One: Tobacco, pp. 219-236 (Review)</li> <li>● Chapter 16: Public Health Enemy Number Two and Growing: Poor Diet and Physical Inactivity, pp. 237-258 .</li> <li>● Chapter 19: Mental Health: Public Health Includes Healthy Minds, pp. 301-312.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain behavioral and psychological factors that affect a population’s health</li> </ul>	<p>Module 4 post replies due Discussion 5 post and replies Online weekly quiz <b>DUE 10/28: Assignment 3 Letter to Congressional representative</b></p>
<b>Week 6</b> (Oct 31 – Nov 6)	<p><b>How Globalization Affects Global Burdens of Disease</b></p> <ul style="list-style-type: none"> <li>● Schneider, Chapter 25: Population: The Ultimate Environmental Health Issue, pp. 399-41.</li> <li>● Dollar D. (2001). Is globalization good for your health? <i>Bulletin of the World Health Organization</i>. 79: 827–833. <a href="http://www.who.int/docstore/bulletin/tableofcontents/2001/vol.79no.9.html">http://www.who.int/docstore/bulletin/tableofcontents/2001/vol.79no.9.html</a></li> </ul>	<ul style="list-style-type: none"> <li>● Explain how globalization affects global burdens of disease</li> </ul>	<p>Module 5 post replies due Discussion 6 post and replies Online weekly quiz</p>

WEEK	TOPIC AND REQUIRED READINGS	LINK TO COMPETENCIES	ASSIGNMENTS/ASSESSMENTS
<p><b>Week 7</b> (Nov 7 – 13)</p>	<p><b>Ecological Perspective on the Connections Among Human, Animal and Environmental Health (E.g., One Health) (Reading list subject to change)</b></p> <ul style="list-style-type: none"> <li>● CDC’s One Health factsheet (4 pages) <a href="https://www.cdc.gov/onehealth/multimedia/factsheet.html">https://www.cdc.gov/onehealth/multimedia/factsheet.html</a></li> <li>● CDC’s <u>Blog Post: One Health – A Comprehensive Approach to Preventing Diseases, Saving Lives</u> <a href="https://blogs.cdc.gov/global/2016/11/01/one-health/">https://blogs.cdc.gov/global/2016/11/01/one-health/</a></li> <li>● Laura H Kahn, Integrating a One Health approach into epidemiology to improve public policy, International Journal of Epidemiology, Volume 48, Issue 6, December 2019, Pages 1737–1739. Integrating a One Health approach into epidemiology to improve public policy. <a href="https://academic-oup-com.proxy.libraries.rutgers.edu/ije/article/48/6/1737/5557833">https://academic-oup-com.proxy.libraries.rutgers.edu/ije/article/48/6/1737/5557833</a></li> <li>● Dobson AP, et al. Ecology and economics for pandemic prevention. Science. 2020; 369(6502): 379-381. <a href="https://www-science-org.proxy.libraries.rutgers.edu/doi/full/10.1126/science.abc3189">https://www-science-org.proxy.libraries.rutgers.edu/doi/full/10.1126/science.abc3189</a></li> <li>● TED Talk - The Ties that Bind: One Health, Dr. Sharon Deem <a href="https://www.ted.com/talks/sharon_deem_the_ties_that_bind_one_health?utm_campaign=tedspread&amp;utm_medium=referral&amp;utm_source=tedcomshare">https://www.ted.com/talks/sharon_deem_the_ties_that_bind_one_health?utm_campaign=tedspread&amp;utm_medium=referral&amp;utm_source=tedcomshare</a></li> <li>● USDA’s One Health website: <a href="https://www.usda.gov/topics/animals/one-health">https://www.usda.gov/topics/animals/one-health</a></li> <li>● USFDA’s One Health: It’s for All of Us <a href="https://www.fda.gov/AnimalVeterinary/ResourcesforYou/AnimalHealthLiteracy/ucm278139.htm">https://www.fda.gov/AnimalVeterinary/ResourcesforYou/AnimalHealthLiteracy/ucm278139.htm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Explain an ecological perspective on the connections among human, animal and environmental health (e.g., One Health)</li> </ul>	<p>Module 6 post replies due Discussion 7 post and replies Online weekly quiz</p>

**Learning Management System:** Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support ([help@canvas.rutgers.edu](mailto:help@canvas.rutgers.edu)). Canvas is accessible at [canvas.rutgers.edu](https://canvas.rutgers.edu).

**School of Public Health Honor Code:** The School of Public Health Honor Code is found in the School Catalog ([sph.rutgers.edu/academics/catalog.html](https://sph.rutgers.edu/academics/catalog.html)). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the School community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

**Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at [ods.rutgers.edu](https://ods.rutgers.edu). The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

**Commitment to Safe Learning Environment:** The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

**Student Well-Being:** The School of Public Health recognizes that students may experience stressors or challenges that can impact both their academic experience and their personal well-being. If the source of your stressors or challenges is academic, students are encouraged to discuss these challenges and circumstances with their instructor, if they feel they may need additional support or temporary accommodations at the beginning or during this course. The course instructor may consider making reasonable temporary adjustments depending on the student's situation. For personal concerns or if additional support is needed, students may reach out to the [Office of Student Affairs](https://sph.rutgers.edu/student-affairs) ([studentaffairs@sph.rutgers.edu](mailto:studentaffairs@sph.rutgers.edu)) or any of the appropriate referral resources listed on the [SPH Student Connect Canvas page](#)

**Reporting Discrimination or Harassment:** If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the [RBHS Title IX Office](#) or to the School of Public Health's [Office of Student Affairs](#). Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School's [Office of Student Affairs](#). The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such



discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the [RBHS Title IX Coordinator](#). If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University [Policy 10.3.12](#). For more information about your options at Rutgers, please visit [Rutgers Violence Prevention and Victim Assistance](#).

**Overview of School Policies:** Academic and non-academic policies and procedures, such as Auditing a Course, Retaking Courses, Grade Grievance and others that cover registration, courses and grading, academic standing and progress, student rights and responsibilities, graduation and more may be found under [Policies \(Links to an external site.\)](#) on the School of Public Health website. Below are select specific policies; however, students are responsible for keeping informed about academic and non-academic policies and procedures beyond those noted on this syllabus.

**Graduate Student Computer Policy:** Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: [sph.rutgers.edu/student-life/computer-support.html](http://sph.rutgers.edu/student-life/computer-support.html)

**Policy Concerning Use of Recording Devices and Other Electronic Communications Systems:** When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

**Policy Concerning Use of Turnitin:** Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

**Withdrawal/Refund Schedule:** Students who stop attending their course(s) without submitting a completed [Add/Drop Course](#) form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed [Leave of Absence](#) form from the School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: [sph.rutgers.edu/academics/academic-calendar.html](http://sph.rutgers.edu/academics/academic-calendar.html)