

Course Title: *Public Health Foundations*

Course Number: *PHCO 0512*

Course Prerequisite(s): *None*

Course Location: *Online*

Course Date & Time: *Online*

Course Instructor: *Jennifer E. Turner, DrPH, MBA*
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(When emailing, please include the course number [PHCO 0512] in
the subject line.)

Office Hours: *By Appointment Only*

Course Assistant: *None*

Course Website: *canvas.rutgers.edu*

Required Course Text: *Schneider, Mary-Jane. (2020). Introduction to Public Health, Sixth Edition. Jones and Bartlett Learning, Inc..*

Additional/Supplemental Readings/Resources: *See Course Schedule*

Course Description: This course will introduce MS and PhD 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.

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;
- Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health;
- List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program;
- Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.;
- Explain the critical importance of evidence in advancing public health knowledge;
- 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 the social, political and economic determinants of health and how they contribute to population health and health inequities;
- 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> Students will complete an online quiz based on that week's readings and lectures each week.	Weekly as noted	27 points
<u>Online Weekly Quiz.</u> Students will complete an online quiz based on that week's readings and lectures each week.	Each Week	29 points
<u>Assignment: Public Health Elevator Pitch.</u> Each student will upload a short video recording describing public health in their own words. The video recording should be no longer than 30 seconds.	Jan. 26 th	4 points
<u>Assignment: Abstract on Public Health History.</u> Each student will write a short abstract (~350 words) explaining how a select historical event impacted public health. Students will select from a series of journal articles.	Feb. 16 th	10 points
<u>Assignment: Reflection Essay.</u> Each student will write a reflection essay describing how your future career would be connected to the Core Functions and 10 Essential Services (include at least one core function and one Essential Service in your essay).	Mar. 2 nd	10 points
<u>Assignment: Op-Ed.</u> Each student will prepare one Op-Ed (on environmental -or- genetic and biological factors) explaining why your chosen area deserves additional funding for research.	Mar. 30 th	10 points
<u>Assignment: Letter to Congressional Representative.</u> Each student will prepare a letter to their congressional representative (on either behavioral and psychological factor -or- social, political, and economic factors) explaining why your chosen area can improve health.	Apr. 20 th	10 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 not be rounded.*

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 Tuesday and will end on Monday. 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).

Discussion Board Guidelines and Expectations: Discussion prompts will be posted on Canvas weekly. You will utilize readings, videos and other information to inform and engage in the discussion boards each week. Respect, critical thinking and application of knowledge will guide these discussions. Original posts for Discussions are due by [insert day of week and time due with time zone] and your replies are due [insert day of week and time due with time zone]. The instructions and expectations for the Discussion Board, including a rubric, are posted on Canvas.

Assignment Standards

Due Dates and Time Zone: All assignments are due no later than 8:00pm EST on the due date (unless otherwise specified).

Lateness. Assignments turned in after the official collection period are considered late. Assignments are uploaded to Canvas no later than 8:00pm EST on the due date (unless otherwise specified). If you need to turn in something after the date due, please discuss it with the instructor BEFORE the due date to avoid point penalty.

Grammar/Spelling. If more than eight (8) gross punctuation, grammar or spelling errors occur in the written assignments, they will be returned with no grade. These can be resubmitted within five days with a 20% point penalty or the student can accept a failing grade. There is a formal policy on plagiarism in the School catalog that will be the policy for the class.

Citations. Preferred citation style for references in written assignments is American Psychological Association (APA). Please use this APA citation style for electronic references.

Course Materials. Students are responsible and will be held accountable for all assignments and materials. Readings, presentations and assignments are available on Canvas.

Margins and Page Limits Requirements. Refer to each assignment instructions for margins and page limit requirements. A deduction of 20% will occur if an assignment is over the maximum page limit. Assignment instructions are available on Canvas.

Course Schedule:

WEEK	TOPIC AND REQUIRED READINGS AND VIDEOS	LINK TO COMPETENCIES	ASSIGNMENTS/ASSESSMENTS
Week #1	<p>Overview of Course and Public Health in General (Tuesday January 17th-Monday January 23rd)</p> <ul style="list-style-type: none"> Schneider, Chapter 1: Public Health: Science, Politics, and Prevention, Schneider, Chapter 2: Why is Public Health Controversial? View What is Public Health? video from the American Public Health Association 	<ul style="list-style-type: none"> Explain public health history, philosophy and values 	<p>Online weekly quiz Module 1 original discussion post</p>
Week #2	<p>Public Health History, Philosophy and Values (Tuesday January 24th - Monday January 30th)</p> <ul style="list-style-type: none"> Schneider, Chapter 4: Epidemiology: The Basic Science of Public Health Institute of Medicine. 2003. <i>The Future of the Public's Health in the 21st Century</i>. Washington, DC: The National Academies Press. https://doi.org/10.17226/10548. -Chapter 3, The governmental public health infrastructure, pp. 96-177. Fairchild A, Rosner D, Colgrove J et al. (2010). The exodus of public health. What history can tell us about the future. <i>American Journal of Public Health</i>. 100(1):54-63. 	<ul style="list-style-type: none"> Explain public health history, philosophy and values 	<p>Online weekly quiz No module 2 discussion post DUE Jan 26th ASSIGNMENT 1: Public Health Elevator Pitch</p>
Week #3	<p>Core Functions of Public Health and the 10 Essential Services (Tuesday January 31st - Monday February 6th)</p> <ul style="list-style-type: none"> Schneider, Chapter 1: Public Health: Science, Politics, and Prevention (Review) Schneider, Chapter 3: Powers and Responsibilities of Government Institute of Medicine. 2003. The Future of the Public's Health in the 21st Century. Washington, DC: The National Academies Press. -Chapter 3, The governmental public health infrastructure, pp. 96-177. Institute of Medicine. 1988. <i>The Future of Public Health</i>. Washington, DC: The National Academies Press. https://doi.org/10.17226/1091. -Chapter 1, A vision of public health in America, pp. 35-55 The 10 Essential Public Health Services. 	<ul style="list-style-type: none"> Identify the core functions of public health and the 10 Essential Services 	<p>Online weekly quiz Module 1 discussion post replies due</p> <p>Module 3 original discussion post</p>

WEEK	TOPIC AND REQUIRED READINGS AND VIDEOS	LINK TO COMPETENCIES	ASSIGNMENTS/ASSESSMENTS
Week #4	<p>Role of Qualitative Methods and Sciences in Describing and Assessing a Population's Health (Tuesday February 7th - Monday February 13th)</p> <ul style="list-style-type: none"> • Pope C, Mays N. (1995). Reaching the parts other methods cannot reach: an introduction to qualitative methods in health and health services research. <i>BMJ</i>. 311:42-45. • Isaacs AN. (2014). An overview of qualitative research methodology for public health researchers. <i>International Journal of Medicine and Public Health</i>. 4:4. Pp 318-323. 	<ul style="list-style-type: none"> • Explain the role of qualitative methods and sciences in describing and assessing a population's health 	<p>Online weekly quiz No module 4 discussion post</p>
Week #5	<p>Role of Quantitative Methods and Sciences in Describing and Assessing a Population's Health (with a focus on Mixed Methods) (Tuesday February 14th - Monday February 20th)</p> <ul style="list-style-type: none"> • Schneider, Chapter 5: Epidemiologic Principles and Methods • Schneider, Chapter 6: Problems and Limits of Epidemiology • Schneider, Chapter 7: Statistics: Making Sense of Uncertainty • Schneider, Chapter 8: The Role of Data in Public Health 	<ul style="list-style-type: none"> • Explain the role of quantitative methods and sciences in describing and assessing a population's health 	<p>Module 3 replies due Online weekly quiz Module 5 original discussion post DUE Feb 16th Assignment 2 Abstract on Public Health History</p>
Week #6	<p>Major Causes and Trends of Morbidity and Mortality in the US (Tuesday February 21st - Monday Feb 27th)</p> <ul style="list-style-type: none"> • Schneider, Chapter 13: Do People Choose Their Own Health? • Mokdad AH. (2004). Actual Causes of Death in the United States, 2000. <i>JAMA</i>. 291(10): 1238-1245. • US Department of Health and Human Services. (2014). CDC National Health Report: Leading Causes of Morbidity and Mortality and Associated Behavioral Risk and Protective Factors—United States, 2005–2013. <i>MMWR</i>. 63:4 • National Center for Health Statistics. Health, United States, 2016: With Chartbook on Long-term Trends in Health. Hyattsville, MD. 2017. https://www.cdc.gov/nchs/hus/index.htm 	<ul style="list-style-type: none"> • List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program 	<p>Online weekly quiz Module 5 discussion post replies due No module 6 discussion post</p>
Week #7	<p>Science of Primary, Secondary and Tertiary Prevention in Population Health (Tuesday February 28th- Monday March 6th)</p> <ul style="list-style-type: none"> • Schneider, Chapter 1: Public Health: Science, Politics, and Prevention (Review) • CDC's Prevention: Picture of America factsheet 	<ul style="list-style-type: none"> • Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc. 	<p>Online weekly quiz Module 7 original discussion post DUE Mar. 2nd Assignment 3 Reflection Essay</p>

WEEK	TOPIC AND REQUIRED READINGS AND VIDEOS	LINK TO COMPETENCIES	ASSIGNMENTS/ASSESSMENTS
Week #8	<p>(SPRING BREAK MAR 11TH- MAR 19TH)</p> <p>Critical Importance of Evidence in Advancing Public Health Knowledge (Tuesday March 7th - Monday March 13th)</p> <ul style="list-style-type: none"> Schneider, Chapter 4: Epidemiology: The Basic Science of Public Health (Review) Schneider, Chapter 5: Epidemiologic Principles and Methods (Review). Lovelace KA, Aronson RE, Rulison KL, Labban JD, Shah GH, Smith M. (2015). Laying the Groundwork for Evidence-Based Public Health: Why Some Local Health Departments Use More Evidence-Based Decision-Making Practices Than Others. <i>American Journal of Public Health</i>. 105: S2, ppS189-S197 Brownson RC, Fielding JE, Maylahn CM. (2009). Evidence-Based Public Health: A Fundamental Concept for Public Health Practice. <i>Annual Review of Public Health</i>. 30:175-201 	<ul style="list-style-type: none"> Explain the critical importance of evidence in advancing public health knowledge 	<p>Online weekly quiz</p> <p>Module 7 post replies due</p> <p>Module 8 original discussion post</p>
Week #9	<p>Environmental Factors that Affect a Population's Health (Tuesday March 14th - Monday March 20th)</p> <ul style="list-style-type: none"> Schneider, Chapter 15: Public Health Enemy Number One: Tobacco Schneider, Chapter 20: A Clean Environment: the Basis of Public Health Schneider, Chapter 21: Clean Air: Is It Safe to Breathe? Schneider, Chapter 22: Clean Water: A Limited Resource, Schneider, Chapter 23: Solid and Hazardous Wastes: What to Do with the Garbage Institute of Medicine and National Research Council. 2013. <i>S. Health in International Perspective: Shorter Lives, Poorer Health</i>. Washington, DC: The National Academies Press. https://doi.org/10.17226/13497 -Chapter 7: Physical and Social Environmental Factors 	<ul style="list-style-type: none"> Explain effects of environmental factors on a population's health 	<p>Online weekly quiz</p> <p>Module 8 replies due</p> <p>Module 9 original discussion post</p>
Week #10	<p>Biological and Genetic Factors that Affect a Population's Health (Tuesday March 21st- Monday March 27th)</p> <ul style="list-style-type: none"> Schneider, Chapter 9: The "Conquest" of Infectious Diseases Schneider, Chapter 10: The Resurgence of Infectious Diseases Schneider, Chapter 11: The Biomedical Basis of Chronic Diseases Schneider, Chapter 12: Genetic Diseases and Other inborn Errors Institute of Medicine. 2001. <i>Health and Behavior: The Interplay of Biological, Behavioral, and Societal Influences</i>. Washington, DC: The National Academies Press. https://doi.org/10.17226/9838. -Chapter 2: Biobehavioral factors in health and disease 	<ul style="list-style-type: none"> Explain biological and genetic factors that affect a population's health 	<p>Online weekly quiz</p> <p>Module 9 post replies due</p> <p>Module 10 original discussion post</p> <p>DUE Mar. 30th Assignment 4 Op-Ed</p>

WEEK	TOPIC AND REQUIRED READINGS AND VIDEOS	LINK TO COMPETENCIES	ASSIGNMENTS/ASSESSMENTS
Week #11	<p>Behavioral and Psychological Factors that Affect a Population's Health (Tuesday March 28th - Monday April 3rd)</p> <ul style="list-style-type: none"> Schneider, Chapter 13: Do People Choose Their Own Health? (Review). Schneider, Chapter 14: How Psychosocial Factors Affect Health Behavior Schneider, Chapter 15: Public Health Enemy Number One: Tobacco (Review) Schneider, Chapter 16: Public Health Enemy Number Two and Growing: Poor Diet and Physical Inactivity Schneider, Chapter 19: Mental Health: Public Health Includes Healthy Minds Institute of Medicine. 2001. <i>Health and Behavior: The Interplay of Biological, Behavioral, and Societal Influences</i>. Washington, DC: The National Academies Press. https://doi.org/10.17226/9838. 	<ul style="list-style-type: none"> Explain behavioral and psychological factors that affect a population's health 	<p>Online weekly quiz Module 10 post replies due No module 11 discussion post</p>
Week #12	<p>Social, Political and Economic Determinants of Health and How They Contribute to Population Health and Health Inequities (Tuesday April 4th - Monday April 10th)</p> <ul style="list-style-type: none"> Schneider, Chapter 18: Maternal and Child Health as a Social Problem Institute of Medicine. 2001. <i>Health and Behavior: The Interplay of Biological, Behavioral, and Societal Influences</i>. Washington, DC: The National Academies Press. https://doi.org/10.17226/9838. -Chapter 4: Social risk factors Commission on Social Determinants of Health (2008). Closing the gap in a generation: health equity through action on the social determinants of health. Final Report of the Commission on Social Determinants of Health. Geneva, World Health Organization. *Executive Summary, pp 1-23. 	<ul style="list-style-type: none"> Explain the social, political and economic determinants of health and how they contribute to population health and health inequities 	<p>Online weekly quiz Module 12 original discussion post</p>
Week #13	<p>How Globalization Affects Global Burdens of Disease (Tuesday April 11th - Monday April 17th)</p> <ul style="list-style-type: none"> Schneider, Chapter 25: Population: The Ultimate Environmental Health Issue Dollar D. (2001). Is globalization good for your health? <i>Bulletin of the World Health Organization</i>. 79: 827–833. http://www.who.int/docstore/bulletin/tableofcontents/2001/vol.79no.9.html Labonté R, Mohindra K, Schrecker T. (2011). The Growing Impact of Globalization for Health and Public Health Practice. <i>Annual Review of Public Health</i>. 32:263–83 Labonté R. (2018). Reprising the globalization dimensions of international health. <i>Globalization and Health</i>. 14:49. 	<ul style="list-style-type: none"> Explain how globalization affects global burdens of disease 	<p>Online weekly quiz Module 12 post replies due No discussion posts for module 13 DUE Apr. 20th Assignment 5 Letter to Congressional Representative</p>

WEEK	TOPIC AND REQUIRED READINGS AND VIDEOS	LINK TO COMPETENCIES	ASSIGNMENTS/ASSESSMENTS
Week #14	<p>Ecological Perspective On The Connections Among Human Health, Animal Health And Ecosystem Health (Eg, One Health) (Tuesday April 18th - Monday April 24th)</p> <ul style="list-style-type: none"> • CDC's One Health factsheet (4 pages) • CDC's Blog Post: One Health – A Comprehensive Approach to Preventing Diseases, Saving Lives • USDA's One Health website • USFDA's One Health: It's for All of Us 	<ul style="list-style-type: none"> • Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health) 	<p>Online weekly quiz Module 14 original post</p>
Week #15	<p>Future of Public Health (Tuesday April 25th - Monday May 1st)</p> <ul style="list-style-type: none"> • Schneider, Chapter 31: Public Health in the Twenty-First Century: Achievements and Challenges, pp. 513-527. 		<p>Module 14 post replies due Course Evaluation</p>

Learning Management System: Canvas will be used 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@oit.rutgers.edu). Canvas is accessible at 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). 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. 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](#) 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](#) 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

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