

CHS 101: Introduction to Public Health
THINK: July 11 – July 29, 2022

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Required Text (textbooks and materials are purchased and provided to students by the THINK program): Public Health 101, 3rd Edition. (2019) Riegelman: Jones & Bartlett Learning

Purpose: This course is an introduction to basic terminology, concepts, and strategies of public and community health. This course will prepare health students a context to think critically and address complex health issues. You will be introduced to public health, with an emphasis on basic biological concepts, epidemiology, societal issues, and current topics relating to disease prevention and health promotion. In this course, you should expect to do much more than memorize facts or dates—you will be busy actively applying public health concepts to public health problems, not passively learning about public health.

Student Learning Outcomes:

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

- Explain public health history, philosophy, and values.
- Identify the core functions of public health and the 10 Essential Services.
- List the major causes and trends of morbidity and mortality in the US and in other selected countries.
- Discuss the sciences of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc..
- Explain the environmental factors on 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.
- Explain an ecological perspective on the connections among human health, animal health, and ecosystem health.

Media Update:

In groups, students will formally provide a 10-minute presentation on a recent research, news article, and/or video to the class related to ***“Doing GOOD: Global Achievements in Public Health” related to emerging new diagnostics, prevention interventions, or treatment innovations.*** ***Students will link to course material and facilitate a meaningful discussion*** with class members on the topic. The media update must be reliable, relevant, and timely (released within the last 6 months). ***It is encouraged that multiple sources of information/media are utilized to discuss the topic. Students are responsible for leading and facilitating the discussion.*** Students will be graded on the effectiveness of discussing the issue, creativity, and ability to engage the class in meaningful discussion. RELIABLE sources are necessary. ***A one-page single spaced summary and reflection per group must be submitted via WebCampus in addition to the presentation***

Assessments:

There will be three assessments in this course. Assessments will cover content directly from textbook, lectures, guest presentations and/or films. Assessments can be multiple choice, short answer, true/false, and/or matching.

Reflections:

Students will submit reflections throughout the course, connecting course concepts to activities, guest speakers, films, and/or field trips. These reflections are individualized to allow students to connect what they are learning to application within the real world. Traditionally, reflections are up to two pages double spaced. *No late papers are accepted for any reason.*

Applied Public Health Solution Project:

In groups, students will have the opportunity to create a 3 – 5 minute video and accompanying paper (up to 5 pages double spaced) to tackle a public health problem through a behavioral model intervention. Students will: (1) research the health problem in detail, including the research of epidemiological data displaying the impact of the problem, (2) research and critically evaluate solutions that have addressed the problem effectively in other communities throughout the world, and (3) develop a viable, evidence-based, comprehensive adapted solution for the target community that includes biological and/or behavioral interventions.

Course Participation:

Course participation points consist of 3 key components:

- **Getting To Know You Assignment:** Students must introduce themselves on the discussion board, providing career goals and specific hopes, aspirations, interests to learn from this course.
- **3 by 3 Assignment:** Students must complete this assignment after Week 1 of the course, providing 3 components of the course that have been useful and 3 components of the course that may be a concern or challenge **with clear explanations and detail.**
- **Active Engagement:** Students are expected to actively participate in all aspects of the course. This includes maintaining active eye contact, asking meaningful questions, and providing important contributions to course discussions.

Course Points: A maximum of 115 points can be obtained in this course

10 points	Media Update
10 points	COVID-19 Certification
5 points	Essentials of Public Health Certification
45 points	Assessments
15 points	Reflections
25 points	Applied Public Health Solution Project
5 points	Course Participation

Grading Scale:

A	94 -- 100% of points
A-	90 -- 93% of points
B+	87 -- 89% of points
B	84 -- 86% of points
B-	80 -- 83% of points
C+	77 -- 79% of points
C	74 -- 76% of points
C-	70 -- 73% of points
F	0 -- 69% of points

****Please note that Ds (D+, D, D-) are not given in this course.**

Any score below 70% will result in an F being assigned as the course grade.**

Course Policies:

- **No late submissions will be accepted for any reason.**
- There will be **NO GRADE GROVELING**. Students are responsible for keeping track of their own grades throughout the semester. Students earn grades in this class based on individual performance.

Academic Dishonesty Policy: Academic dishonesty is against university as well as the system community standards. Academic dishonesty is defined as: cheating, plagiarism or otherwise obtaining grades under false pretenses. Plagiarism is defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion. Cheating is defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one's place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records

once these are official.

Disciplinary procedures for incidents of academic dishonesty may involve both academic action and administrative action for behavior against the campus regulations for student conduct. The procedures involve the determination by the faculty member pursuing concerns over alleged cheating or plagiarism as to whether administrative action is warranted, in addition to making a determination as to any academic consequence. Academic action may include: (1) cancelling the student's enrollment in the class without a grade; (2) filing a final grade of "F"; (3) awarding a failing mark on the test or paper in question; (4) requiring the student to retake the test or resubmit the paper.

Statement of Disability Services: Any student with a disability needing academic adjustments or accommodations is requested to speak with me or the Disability Resource Center (Thompson Building, Suite 101) as soon as possible to arrange for appropriate accommodations.

Statement for Academic Success Services: Your student fees cover usage of the Math Center (784-443 or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring/), and University Writing Center (784-6030 or http://www.unr.edu/writing_center/). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

Statement on Audio and Video Recording: Surreptitious or covert videotaping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

PROPOSED SCHEDULE

****Schedule MAY change throughout the semester. Check WebCampus for details.****

ORIENTATION	<p>Course Overview and Syllabus Review</p> <p>Meet the Instructor</p> <p>Meet the Students</p>
WEEK 1	<p>Introduction to Public Health Evidence-Based Public Health Public Health Data and Communications Social and Behavioral Sciences in Public Health Public Health Law, Policy, and Ethics</p> <p>Required Reading -- Textbook, Preface, Chapters 1 -- 5</p> <p>ASSESSMENT #1 – Thursday, July 14th (in class) MEDIA UPDATE PRESENTATIONS – Groups 1 – 3: Thursday, July 14th (in class)</p> <p>Washoe County Immunization Clinic/Immunize Nevada Presentation – Friday, July 15th</p> <p>ASSIGNMENTS DUE by July 12th at 11:59pm: <ul style="list-style-type: none"> • Getting To Know You Assignment (WebCampus) by July 15th at 11:59pm: <ul style="list-style-type: none"> • Media Update Paper ALL (WebCampus) </p>

<p>WEEK 2 (7/22 – 7/26)</p>	<p>Noncommunicable Diseases Communicable Diseases Environmental Health and Safety Nutrition Women’s Health Child Health Natural Disasters and Complex Humanitarian Emergencies</p> <p>Required Reading -- Textbook, Chapters 6 – 8</p> <p>ASSESSMENT #2 – Thursday, July 21st (in class) MEDIA UPDATE PRESENTATIONS – Groups 4 – 6: Thursday, July 21st (in class)</p> <p>Sanford Center for Aging/Nevada State Laboratory Presentation – Friday, July 22nd</p> <p>ASSIGNMENTS DUE by July 18th at 11:59pm:</p> <ul style="list-style-type: none"> • 3 by 3 Assignment • Reflection #1 <p>by July 22nd at 11:59pm:</p> <ul style="list-style-type: none"> • Applied Public Health Solution Project (full paper including video link)
<p>WEEK 3 (7/29 – 8/2)</p>	<p>COVID-19 and other Pandemics Public Health Workforce Healthcare Institutions, Health Insurance and Healthcare Systems Public Health Institutions and Systems Food and Drugs Systems Thinking</p> <p>Required Reading -- Textbook, Chapters 9 – 14</p> <p>ASSESSMENT #3 – Friday, July 29th (in class) MEDIA UPDATE PRESENTATIONS – Groups 7 – 9: Monday, July 25th (in class) SCREENING OF PROJECT FILMS – Friday, July 29th (in class)</p> <p>Northern Nevada HOPES/HIV Prevention and Treatment Presentation – Tuesday, July 26th</p> <p>ASSIGNMENTS DUE by July 25th at 11:59pm:</p> <ul style="list-style-type: none"> • Reflection #2 <p>by July 27th at 11:59pm:</p> <ul style="list-style-type: none"> • Reflection #3