

**MIDDLESEX COMMUNITY COLLEGE
INTRODUCTION TO PUBLIC HEALTH
Summer 2016**

**Prof. Rebecca M. Loew, PhD
HLT 160/SOC 160; CRN HLT 2030/SOC
2087**

860.343.5813

Office: Snow Hall Room 508

There is internal email built into the course. Please use that email. Use the following email address in an emergency only: rloew@mxcc.edu

COURSE DESCRIPTION:

This course provides a basic overview of public health and various public health systems. It provides a foundation for the understanding of public health principles and practices for any student interested in social work, health careers, biology, health education, or simply being an informed citizen. Topics will include the effects of individual lifestyle decisions and their relation to personal and public health. The course deals with a variety of current public health threats and trends, and how public health professionals play a role in identifying and remediating or avoiding them. *Prerequisite: Placement in ENG* 101.* This is a “D” course.

SCOPE OF THE COURSE:

This course will introduce students to the world of public health as it addresses biological, physical, social and human-made threats to our health. Students will learn to identify and assess the many places where public health is found (such as seat belts and traffic safety, safety of our drinking water and food supply, childhood immunizations, sanitation, STD risk reduction, vector control, and much more). The course will enable students to recognize and appreciate the many career paths that prepare individuals to function as public health practitioners. Students contemplating careers in medical care, health care administration and finance, human services, public policy, environmental studies or behavioral research will be encouraged to consider how their career might contribute to that effort. The study of public health can contribute to your preparation for a health-related career and your development as an educated citizen for the 21st century.

LEARNING OUTCOMES:

Upon completing this course, students will be able to:

Describe how the history, philosophy and literature of public health reflect social influences and movements that influence contemporary health views.

Describe the determinants of health from a global perspective, including consideration of environmental, social, cultural, behavioral, biological, and health service factors.

Apply fundamental principles of public health practice to defining health problems and establishing causes.

Apply evidence-based intervention and implementing effective public health responses to health concerns and evaluating the impact of such strategies on community health and well-being.

Utilize the public health framework to develop life-long learning skills in framing questions, analyzing underlying causes, brainstorming solutions, evaluating interventions and advocating on behalf of local community interests.

Recognize the complementary roles played by public health, health care, voluntary and governmental organizations in protecting the public's health.

Describe a range of career paths followed by persons working in public health.

Explain how professional ethics and practices relate to equity and accountability in public health practice.

Discuss the importance and characteristics of a diverse public health workforce.

Differentiate between linguistic competence, cultural competency, and health literacy in public health practice.

Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and solutions.

Analyze determinants of health and disease using an ecological framework.

Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g., researchers, practitioners, agencies and organizations).

Describe how the public health information infrastructure is used to collect, process, maintain, and disseminate data.

Assess strengths and weakness of applying the systems approach to public health problems.

Embrace a broad base of scientific knowledge, concepts and processes so they can develop scientific literacy to better understand significant societal issues related to science.

Access, evaluate, and use information to address the needs or questions confronting them throughout their academic, professional, and personal lives.

COURSE REQUIREMENTS:

All assigned readings and film viewing must be completed before posting work to the corresponding Discussion assignment.

Discussions and tests must be taken on their assigned dates

METHODS OF EVALUATION:

1. Weekly Discussion Assignment:

Each week, you will be assigned discussion questions that require your response. You are required to post a response to each discussion question **and** to two of your classmates or a classmate and your professor. Your responses need to reflect the reading in the text and other lecture notes or links as assigned. Responses must reflect college level writing, free of grammatical and spelling errors, (no “instant messaging lingo or spelling, please.) and incorporate citations, as appropriate. *The discussion grading rubric can be accessed from your home page.* **Your first Discussion Assignment is due Thursday, May 26 by midnight. The remaining Discussion questions are assigned on the Monday of each week. Your response to the discussion question and your responses to two of your classmates or a classmate and your professor are due the following Sunday, at 11:59p.m.** The weekly assignments are worth **20 points each.**

2. Tests (2):

Two tests will be required, each worth 50 points. Students will have one three-hour period in which to complete each Test.

The first test will be available at 12:01 am on Monday, June 6 and will be due by 11:59 pm, Friday, June 10.

The second test will be available at 12:01 am on Monday, June 20 and will be due by 11:59 pm, Friday, June 24.

Your course grade will be based on the accumulation of points (maximum of 200) according to the following schedule:

Five Discussion Assignments, each worth 20 points; 5 x 20 points= 100 points

Two Tests, each worth 50 points; 2 x 50 points= 100 points

Your grade will be assigned according to the following:

Points	Grade	Points	Grade
>181	A	>135	C
>178	A-	>128	C-
>169	B+	>118	D+
>161	B	>109	D
>152	B-	>100	D-
>144	C+	<100	F

REQUIRED TEXTBOOK: Richard Riegelman, *Public Health 101, Healthy People-Healthy Populations*, 2nd Edition. Boston: Jones and Bartlett Publishers, 2015.

COURSE OUTLINE

Weeks	Topic	Assignments
Week 1 DUE 5/26	Chapter 1: Introduction to the Course and to Public Health	Chapter 1 Visit: What is Public Health? At: http://www.whatispublichealth.org .
Week 2, Discussion DUE 5/29	Chapter 2: Evidence-Based Public health Chapter 3: Public Health Data & Communications Chapter 4: Social & Behavioral Sciences & Public Health	Chapters 2- 4
Week 3, Discussion DUE 6/5 TEST 1 DUE 6/10	Chapter 5: Health Law, Policy, & Ethics Chapter 6: Non-communicable Diseases Chapter 7: Communicable Diseases	Chapters 5- 7 View Documentary: The Vaccine War
Week 4, Discussion DUE 6/12	Chapter 8: Environmental Health & Safety Chapter 9: Health Professions & the Health Workforce Chapter 10: Healthcare Institutions	Chapters 8- 10
Week 5, Discussion DUE 6/19 TEST 2 DUE 6/24	Chapter 11: Health Insurance & Healthcare Systems Chapter 12: Public Health Institutions & Systems Chapter 13: Food & Drugs as Public Health Issues	Chapters 11- 13 View Documentary: <i>Sick Around the World</i>

IMPORTANT COLLEGE POLICIES!! PLEASE READ CAREFULLY!

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather and emergency closings, and more, please go to the following website: www.mxcc.edu/catalog/syllabus-policies/ or scan the QR code with your smart phone. Also, please become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: www.mxcc.edu/nondiscrimination/.

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learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record.

The following people have been designated to handle inquiries or complaints regarding non-discrimination policies and practices:

Primary Title IX Coordinator

Dr. Adrienne Maslin

Dean of Students/Title IX and Section 504/ADA Coordinator
amaslin@mxcc.edu; 860-343-5759; Founders Hall Room 123|

Secondary Title IX Coordinator

Ms. Queen Fordham

Coordinator of the Meriden Center Welcome Desk
qfordham@mxcc.edu; 203-608-3011