Time: Online

Location: D2L

Instructor(s) and Contact Information: Hannah P Sassi, MS, PhD
Sydney, NSW, Australia (AEST)
hsassi@email.arizona.edu

Instructor Availability: Zoom Hours: by appointment
Email only; response within 48 hours M-F (please keep in mind time differences)
Unavailable weekends

Teaching Assistant: None

TA Office Hours: N/A

Catalog Description: The fundamental principles of public health are presented for students in any graduate academic program. The course explores theoretical aspects of public health and provides practical application designed to improve understanding and performance of researchers in public health settings. Mastery of course objectives will provide academic graduate students with a clear working knowledge of public health basics.

Course Description: The course is designed as a fully online course with didactic material delivered through D2L and by reading assignments. Most weeks students will participate in an online discussion. Each week there will be a written assignment summarizing the public health knowledge gained and expounding on specific applications to the student’s professional goals. There will be two virtual “field trips” with associated write-ups. At the end of the semester, compensatory time is provided for field trip efforts.

Course Prerequisites: Completion of an undergraduate degree in a field related to public health.

Communications: You are responsible for reading emails sent to your UA account from your instructor and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at: https://www.registrar.arizona.edu/personal-
UA Smoking and Tobacco Policy:
The purpose of this Policy is to establish the University of Arizona’s (University) commitment to protect the health of University faculty, staff, students, and visitors on campuses and in its vehicles. The official policy can be found at: http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy

University Course Policies: (please see the following URL):
https://academicaffairs.arizona.edu/syllabus-policies

Plagiarism: What counts as plagiarism?
• Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
• Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
• Quoting a passage without quotation marks or citations, so that it looks like your own.
• Paraphrasing a passage without citing it, so that it looks like your own.
• Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.
• https://deanofstudents.arizona.edu/policies/code-academic-integrity

Course Objectives and Expected Learning Outcomes:

Expected Learning Outcomes (Foundational MPH competencies)

<table>
<thead>
<tr>
<th>Upon completion of the course, students will be able to:</th>
<th>Week</th>
<th>MPH Competency</th>
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<tbody>
<tr>
<td>1. Explain public health history, philosophy and values.</td>
<td>Week 1</td>
<td>B2; E4</td>
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<tr>
<td>2. Identify the core functions of public health and the 10 Essential Services. (already in a required module for orientation)</td>
<td>Week 2</td>
<td></td>
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<tr>
<td>3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health</td>
<td>Week 3</td>
<td>B2; E2</td>
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<tr>
<td>4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program</td>
<td>Week 5</td>
<td>E1</td>
</tr>
<tr>
<td>5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.</td>
<td>Week 4</td>
<td>B2; D3</td>
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<tr>
<td>6. Explain the critical importance of evidence in advancing public health knowledge</td>
<td>Week 7</td>
<td>A6; B2</td>
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<tr>
<td>7. Explain effects of environmental factors on a population’s health</td>
<td>Week 12</td>
<td>B2; E3</td>
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<tr>
<td>8. Explain biological and genetic factors that affect a population’s health</td>
<td>Week 6</td>
<td>B2; E1</td>
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<tr>
<td>9. Explain behavioral and psychological factors that affect a population’s health</td>
<td>Week 8</td>
<td>B2; E3</td>
</tr>
<tr>
<td>10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities</td>
<td>Week 11</td>
<td>A5; B2</td>
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</table>
11. Explain how globalization affects global burdens of disease

12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

| Competencies | MPH/Program Competencies Covered:
|---------------|--------------------------------------------------|
| A. 5. 5.      | A. 5. Understands how the data illuminates ethical, political, scientific, economic, and overall public health issues
| A. 6.        | A. 6. Understanding basic research designs used in public health
| B. 2.        | B. 2. Interpreting and presenting accurately and effectively demographic, statistical, and scientific information for professional and lay audiences adapting and translating public health concepts to individuals and communities
| D. 3.        | D. 3. Identifying and examining the role of cultural, social, ethnic, religious, spiritual, and behavioral factors in determining disease prevention health promoting behavior, and health service organizational and delivery
| E. 1.        | E. 1. Defining, assessing, and understanding the health status of population, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services
| E. 2.        | E. 2. Understanding research methods in all basic public health sciences
| E. 3.        | E. 3. Applying the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries
| E. 4.        | E. 4. Understanding of the historical development and structure of state, local, and federal public health agencies
| F. 3.        | F. 3. Developing strategies for determining priorities

Course Notes: All course materials will be available on D2L under this course number.

Texts or Readings:


Both books are available electronically through the Arizona Health Science Library

Reading List (see course schedule and reading list documents): Selected journal articles are required reading for each week of the course. Articles are posted on D2L. Some articles are designated as required reading. These are short. You will select one additional article from the provided list and read it to inform your weekly paper and in-class discussion.

Required or Special Materials: Computer access to D2L and the internet. This can be achieved through use of a personal computer, the computer lab on the third floor of Drachman Hall, the library or other computer labs on campus.

Course Requirements: This is a fully online class. Each week there will be reading material and a slide show placed on D2L. There will also be a discussion component most weeks. All class members are
expected to attend and actively participate in the activity. Materials and activities will vary. We may evaluate a case study, have guest lecture material, or complete online activities/resources. The activity will be listed in the syllabus and D2L. Each discussion is worth up to 30 points. Points are lost for non-participation. **The class will also require you to attend two required field trips.** You must clear your calendar and attend both of these field trips. There will be no make-up work to replace the field trips. The two field trips will involve attending the Pima County Board of Health and another TBD. Please check D2L for updates. These will all be attended virtually.

**Required examinations, extracurricular activities, papers and projects:** In summary, to obtain all points, you must submit ten, 2-3 page papers and participate in ten related in-class activities. You must attend 2 required field trips and submit well-integrated papers, 6 pages in length, for each field trip. There are no exams in this course.

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<thead>
<tr>
<th>Task</th>
<th>Potential points</th>
<th>% of grade</th>
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<tbody>
<tr>
<td>Initial Self-Evaluation</td>
<td>25</td>
<td>3%</td>
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<tr>
<td>Written weekly summaries (10 @ 30 points each); see specifics under course requirements above</td>
<td>300</td>
<td>35%</td>
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<tr>
<td>Participation in Weekly Online Discussions (10 @ 30 points each)</td>
<td>300</td>
<td>35%</td>
</tr>
<tr>
<td>Two field trips and Write-ups</td>
<td>200</td>
<td>24%</td>
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<tr>
<td>Nogales (100 pts 50 attend; 50 for paper)</td>
<td></td>
<td></td>
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<tr>
<td>Pima Co. Board of Health (100 pts 50 attend; 50 for paper)</td>
<td></td>
<td></td>
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<tr>
<td>Final Self-Evaluation</td>
<td>25</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>850</strong></td>
<td><strong>100%</strong></td>
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Students earn points by completing the tasks listed above
- Late assignments lose 10% of the initial points **each day they are late.**
- There is no extra credit.

**Grading Scale/Student Evaluation and Policies:**

<table>
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<tr>
<th>Letter Grade</th>
<th>Percent</th>
<th>Points</th>
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<tbody>
<tr>
<td>S</td>
<td>90%-100%</td>
<td>&gt; 765</td>
</tr>
<tr>
<td>P</td>
<td>80%-89%</td>
<td>≤ 765 to &gt; 680</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 79%</td>
<td>≤ 680</td>
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**Description of each Assessment and Competencies Covered by the Assessment:**

*Weekly written summaries (300 points)*: Each week will cover a specific topic and will require you to review lecture slides and assigned reading. You will review the material and think about how it applies to your specialty field and your specific research interest. You will write a concise paper about how that topic applies to you, your field and your specific research area. All written assignments should integrate learning objectives we have already discussed.

*Two field trips and write-ups (200 points)*: In addition to the weekly writing assignments, the class will have two required field trips. Following each trip, you will write a 6 page paper. All written assignments should
integrate learning objectives we have already discussed. These trips will have to be staggered or attended virtually due to CoVID restrictions. Please monitor D2L for information.

Text for all papers will be either 2-3 (weekly writing assignments) or 6 pages in length (Field trips writing assignment). Use 12 point font, with 1 inch margins with “Normal” line spacing. You are welcome to add a title page, figures, tables, photos, and references in addition to the text page length. Title page and references are required; other items are optional.

**Discussion (300 points):** Each week, we will have a discussion. Before posting in the discussion board, you will be required to review assigned readings and other materials. You will integrate the reading into weekly discussions. The structure of the discussions will be the same every week: One initial post by Thursday 5:00 PM of that week, and two thoughtful responses by Sunday 11:59 PM of that week. The discussions are worth 30 pts each, so they must be detailed, well-thought out and incorporate course and outside information.

**Self-Evaluation (50 points):** Two self-evaluation will be administered for this class. One at the beginning of the semester and the second one at the end of the semester for learning assessment purposes. Both self-evaluation will be done online, on D2L.

**Required extracurricular activities:** The class will have two required field trips as mentioned above. For the first field trip, students will attend a Pima County Health Department meeting. *Students will call in to observe on this meeting. The date, time and contact information are TBD. Please monitor D2L.* The second “field trip” or activity will be announced on D2L once it has been finalized. *There will be NO make-up or substitutions for “field trips”.*

Course schedule and reading list separate.