UNIVERSITY COLLEGE  
WASHINGTON UNIVERSITY  
FALL 2014  

Introduction to Public Health  
U86 HCare 313

CREDIT HOURS: 3

INSTRUCTOR: Julie J. Gary, MPH

ROOM: Village House Room 26

TIME: Tuesdays, 6:00pm – 8:30pm; Office Hours By Appointment

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I. COURSE DOMAIN AND BOUNDARIES

This introduction to the field of public health examines the philosophy, history, organization, functions, activities, and results of public health research and practice. Case studies include infectious and chronic diseases, mental health, maternal and reproductive health, food safety and nutrition, environmental health, and global public health. Students are encouraged to look at health issues from a systemic and population-level perspective, and to think critically about health systems and problems, especially health disparities and health care delivery to diverse populations.

II. ACADEMIC POLICIES

Academic Integrity: Academic integrity in the completion of tests, oral presentations and written assignments is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the program administrators and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program.

Special Needs: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the instructor immediately. The Disability Resource Center, a University-wide resource, provides diagnostic and academic accommodations support and referrals.
III. READINGS/TEXT

Required Resources
Introduction to Public Health, Fourth Edition
By Mary-Jane Schneider
(This book is available at the campus bookstore.)

IV. ASSIGNMENTS AND GRADING CRITERIA

The following is a description of the assignments for this course. Application of content through writing and oral presentation is an integral component of this course and the skills necessary to become a public health professional. Assignments turned in late will result in an automatic deduction of five points for every day, including weekends.

- Class participation: 15%
- Public Health Topic Presentation: 20%
- Case Studies/Homework: 15%
- Exam I: 25%
- Exam II: 25%

Grade Scale: A (100-94); A- (93-90); B+ (89-87); B (86-84); B- (83-80); C+ (79-77); C (76-74); C- (73-70); F (69 and below).

Class participation – Attendance and active participation are expected. Active participation includes being on-time for class, being prepared for class, having read all assignments prior to class, leading and engaging in thoughtful classroom discussion of the content matter, and actively participating in group and in-class exercises. Also considered in class participation are examples of inappropriately using the Internet during class (e.g., Facebook) or disrupting/disrespecting others.

Public Health Topic Presentation – Each student will choose a public health topic and present a 15-20 minute PowerPoint on the topic for the rest of the class. The presentation will be graded on both the content of the slides and the presentation style of the student. These presentations will be spread out over the month of October, November, and December.

Case Studies/Homework: There will be 2 homework/case study assignments. Each assignment will require you to read and answer questions from a passage in your text or from a case study provided. The assignment will be graded based on your ability to answer the questions in the assignment correctly.

Exams I and II – There will be two, non-cumulative exams in this course. You will be given 1.5 hours to complete the exams. Exam questions will come from class discussions, lectures, book chapters and the book website.
V. ORGANIZATION OF THE COURSE

Each class meets for two and a half hours. We will lecture for an hour, take a 15 minute break, finish the lecture, and end with a discussion, movie, or student presentation.

VI. ROLE OF FACULTY AND STUDENT

Course expectations: The instructor will: prepare and deliver course material; be available to students during office hours, after class, online, and by appointment for consultation; and provide timely and clearly explained feedback on student performance. The instructor expects students to: attend each class on time; complete all assignments in a timely manner; come to class prepared, having read all assignments; participate in class discussions; seek any necessary clarification regarding course expectations from the instructor; and provide the instructor with feedback about the effectiveness of the course. Any problems with attendance, meeting deadlines, or completing assignments should be discussed promptly with the instructor. E-mail is the best way to contact me: garyjuliej@gmail.com.

Professional Use of Technology During Class: While note-taking on computers can be an appropriate learning tool, it can also detract from attention to class discussions and the quality of participation. The instructor retains the right to ask students to not use computers during portions of the class. At all times, students are encouraged to consider the impact of their in-class use of computers on the learning environment for themselves, their classmates and the instructor. Texting, checking e-mail or using the computer or internet for personal or non-class related purposes during class time is never appropriate and will be immediately addressed by the instructor.

Expectations for written work: All written assignments must be double-spaced, typed with Arial or Calibri 12-point font and have 1-inch margins. Text citations and references list must be in correct APA (6th ed.) format. All sentences must be comprised of student’s own words. Ideas, information, and concepts that originated with any other source must always be noted as such (based on APA format). Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline. Assignments should be carefully proof-read for spelling and grammar.

Policy on Late Assignments: Late assignments will result in a deduction of five points for each day late (including weekends) off the assignment score unless prior approval is obtained from the instructor or a compelling situation prevents prior approval.

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success.
at Washington University. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

VII. COURSE OUTLINE

**Week 1: August 26 – What is Public Health?**
Syllabus and course outline
Lecture Chapters 1-3

*To Read:*
Book Chapters 1-3

**Week 2: September 2 – Epidemiology, Public Health Statistics, and Data**
Lecture Chapters 4-8

*To Read:*
Book Chapters 4-8

**Week 3: September 9 – Infectious Diseases**
Lecture Chapters 9-10
Assignment: Case Study/Homework #1

*To Read:*
Book Chapters 9-10

**Week 4: September 16 – Chronic Diseases**
Lecture Chapter 11
Potential Guest Speaker: Lauren Arnold, PhD, Cancer Epidemiologist
Movie: My Sister’s Keeper (Childhood Cancer)

*To Read:*
Book Chapter 11

Due: Case Study/Homework #1

**Week 5: September 23 – Genetic Diseases**
Lecture Chapter 12
Finish movie

*To Read:*
Book Chapter 12
**Week 6: September 30 – Social and Behavioral Factors**
Lecture Ch. 13-14

*To Read:*
Book Chapter 13-14

**Week 7: October 7 – Tobacco**
Lecture Chapter 15
Potential Guest Speaker: Washington University’s Center for Public Health Systems Science
Review for Exam 1

*To Read:*
Book Chapter 15

**Week 8: October 14 – Midterm**
EXAM I: Chapters 1-15

**FALL BREAK October 21st **

**Week 9: October 28 – Diet and Physical Activity**
Return Exam 1
Lecture Chapter 16
Student Presentations

*To Read:*
Book Chapter 16

**Week 10: November 4 – Injuries**
Lecture Chapter 17
Potential Guest Speaker: Nancy Weaver, PhD
Student Presentations

*To Read:*
Book Chapter 17

**Week 11: November 11 – Maternal and Child Health**
Lecture Chapter 18
Potential Guest Speaker: Pam Xaverius, PhD
Student Presentations

*To Read:*
Book Chapter 18
**Week 12: November 18 – Mental Health**  
Lecture Chapter 19  
Potential Guest Speaker: Lauren Garfield, PhD, MPH  
Student Presentations  

*To Read:*  
Book Chapter 19

**Week 13: November 25 – Environmental Health**  
Lecture Chapters 20-25  
Student Presentations  
Case Study/Homework #2  

*To Read:*  
Book Chapters 20-25

**Week 14: December 2 – Medical Care and Public Health**  
Lecture Chapters 26-29  
Potential Guest Speaker: Louis Gary, MD  
Student Presentations  

*To Read:*  
Book Chapters 26-29  

Due: Case Study/Homework #2

**Week 15: December 9 – Emergency Preparedness**  
Lecture Chapter 30  
Potential Guest Speakers: Dipti and Divya Subramaniam, PhD  
Review for Final Exam  

*To Read:*  
Book Chapter 30

**Week 16: December 16 - Final Exam**  
Exam II: Chapters 16-30