

UNIVERSITY
OF MINNESOTA

**School of
Public Health**

Public Health 3001

Personal and Community Health

Course Syllabus

Monday & Wednesday 12:20-1:10

Phillips Wangensteen Building 2-470

2 Credits

Spring 2009

INSTRUCTOR INFORMATION:

Dana Farley, MA, adjunct instructor, Division of Epidemiology and Community Health;
Associate Program Director, Public Health and Communications, Boynton Health Service.

Addresses:

Instructor's office: W235 Boynton Health Service

Phone:

Instructor: 612-625-5917

Fax: 612-625-2925

E-mail: dfarley@bhs.umn.edu

Office Hours: Monday, Tuesday, & Wednesday, 1:10-2:00 PM; Thursday 11:00-Noon

Additional appointment times can be arranged by calling or sending the instructor an e-mail.

TEACHING ASSISTANT:

The teaching assistant for this course is Marlene Moxness. The best way to contact her is via e-mail, or in person before or after class.

Office: Moos Tower, 1-326 **Phone:** (612) 625-9407 (during office hours only)

E-mail: pubh3001@epi.umn.edu

Office Hours: Mondays and Wednesdays 1:15 PM-3:15 PM or by appointment

After Wednesday, April 29, Marlene will no longer be holding office hours. Please plan ahead.

Note: Administrative and registration problems can be resolved by speaking to the TA. Academic matters are best handled by the instructor.

COURSE WEBSITE:

Accessing the Site:

We recommend that users go to <http://myu.umn.edu> (the university MyU Portal) to access all Vista sites.

1. Go to <http://myu.umn.edu>
2. Log in with your UMN Internet ID and password. If you don't know this information, call the technology helpline (612-301-4357 or 1-HELP on campus).
4. Click on “My Courses”
5. The course will be listed as PUBH 3001 001 Personal and Community Health (LEC). Click on the “WebVista Course Link” to access the course.

Logging In and Browser Configuration:

If you have problems accessing the website or logging in, it may be due your browser's configuration. For instructions on browser configuration, visit <http://webvista.umn.edu/browser/>. For student support, visit <http://webvista.umn.edu/students/> or call the Technology Helpline at 612-301-4357. Please alert the TA within the first week if you cannot access the website, or if you do not use the Internet.

E-mail:

We will use your University e-mail address to notify you of important announcements such as forced cancellation of classes due to weather. If you use a different e-mail address than the University has assigned, please go to: <https://www.umn.edu/validate> and forward your University e-mail account to the one you are using. You can also get to this site via: www.onestop.umn.edu

COURSE DESCRIPTION:

An introduction to scientific, psychological, social, multi-cultural, and international aspects of communicable and chronic diseases, environmental and occupational health hazards; with an emphasis on the role of prevention, education, and public health strategies to disease control and drug abuse.

PREREQUISITES:

There are no prerequisites for this course.

EDUCATIONAL OBJECTIVES:

The basic objectives of this course — indeed of all courses and of the university itself are engraved in stone over Northrop Auditorium. Glance at them from time to time. In a more practical sense, we can identify three major educational objectives:

1. To understand the impact of human health on history, cultures, religion, a community's sense of values — even politics, law, and community's organization — as an orientation to the “scholarly” aspect of personal and community health.

2. To understand enough about one's physical self — structure and function — so that one can communicate intelligently about health and disease, treatment and quackery.

3. To understand health care services, health products, and the health delivery system so that they will be able to function effectively as consumers in the health marketplace and as citizens of the world.

CREDITS AND WORKLOAD EXPECTATIONS

Public Health Course Credits:

Public Health 3001 (i.e. the class described by this syllabus) is a 2 credit course, which will meet on Mondays and Wednesdays.

Public Health 3003 is a 2 credit course meeting on Tuesdays and Thursdays for students interested in a basic chemical health course. This course can be used to fulfill the Drug Abuse requirements designated as necessary for teacher certification by the Minnesota Department of Children, Families and Learning.

Public Health 3004 is a 4 credit course, which will meet M,T,W,Th.

Note: Only those students who went through the computerized registration or who obtain official certification of late registration will be listed on the instructor's class-roll. Others will receive no grade! Please make certain that you have registered for the correct section! If you have registered for PubH 3001 and PubH 3003 separately, please notify the TA at the beginning of the semester for test taking instructions.

Workload:

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a two credit course that meets for two hours a week should expect to spend an additional four hours a week on coursework outside the classroom. Senate policies on grading standards and workload expectations can be found at

<http://www.policy.umn.edu/groups/senate/documents/policy/gradesacadwork.html>

GRADING

University Grading Standards:

It is suggested that students be familiar with "Grading Policies and Practices" found at <http://www.fpd.finop.umn.edu/groups/senate/documents/policy/gradingpolicy.html>

This course uses the following guidelines in assigning grades, in accordance with the University Senate policies on grading standards:

- A - achievement that is outstanding relative to the level necessary to meet course requirements.
- B - achievement that is significantly above the level necessary to meet course requirements.
- C - achievement that meets the course requirements in every respect.

- D - achievement that is worthy of credit even though it fails to meet course requirements.
- S - achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor but may be no lower than a C-).
- F (or N) - Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an Incomplete.
- I (Incomplete) – A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last day of class, and signed by both the student and instructor. If the instructor deems an incomplete appropriate, the student, in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college).

Grading Basis:

Grades for PubH 3001 will be given either under the A/F or the S/N option. An S is equivalent to a C- or higher. An N will be given to students that complete the course with a grade equivalent to a D+ or higher.

It is your responsibility to see that the grading basis you choose is compatible with your career goals and your college requirements. Consult with your advisor about the appropriate grading basis.

Changing Grading Basis:

No changes can be made after Monday, February 2. For more information regarding the university’s grade base change deadlines for Spring 2009, go to http://onestop.umn.edu/grades_and_transcripts/grades_faq.html

Withdrawing from the Course:

Students may withdraw from the course through the second week of the term (Monday, February 2) without college permission; no “W” will appear on the transcript. After the second week of the term, students are required to follow the procedures of their college. For more information regarding the university’s refund and add/drop deadlines for Spring 2009, go to http://onestop.umn.edu/calendars/index.html#spring_2009

Grading Percentages:

This course will be graded on a curve if necessary; however, the scores are traditionally high enough so that no curve is needed. If history repeats itself this semester, you can expect the grade lines to be drawn as follows:

100 - 92% = A; 91 - 90% = A-;
89 - 88% = B+; 87 - 82% = B; 81 - 80% = B-;
79 - 78% = C+; 77 - 72% = C; 71 - 70% = C-;

69 - 68% = D+; 67 - 60% = D;

59% and lower = F

Note: Requests for information regarding grades or test scores should be made in person during TA office hours or by appointment. Grade information will not be disclosed via e-mail or by phone.

Grade Changes:

Once a final course grade is submitted, grade changes will be made only if:

1. The student successfully argues points on the exams.
2. There has been a computational error.

Course Evaluation: Beginning in fall 2008 the SPH will collect student course evaluations electronically using a software system called CourseEval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade. All students will have access to their final grades two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

EXAMS

Midterm 1:

Monday, February 23. The test will consist of 40 questions (10 fill-in the blank, 30 multiple choice) and will be worth 25% of your final grade. The test will cover all of the information presented in lecture and in the text from Wednesday, January 21 – Wednesday, February 18. A study guide for the test will be distributed in class on Monday, February 16. There will be a review session for the midterm held on Friday, February 20. The time and location for this session will be announced in class.

Midterm 2:

Monday, April 6. The test will consist of 40 questions (10 fill-in the blank, 30 multiple choice) and will be worth 25% of your final grade. The test will cover all of the information presented in lecture and in the text from Wednesday February 25 – Wednesday April 1. A study guide for the test will be distributed in class on Monday, March 30. There will be a review session for the midterm held on Friday, April 3. The time and location for this session will be announced in class.

Final Exam:

Monday May 11, from 6:30-9:30 PM

http://onestop.umn.edu/onestop/Calendars/Final_Exams/Common_Final_Exams.html

The location of the final exam will be announced during the last week of class. The study guide will be distributed in class Monday, May 4 and will cover material from the third section of the class. Refer back to old study guides when reviewing material from the first and second sections of the class. The final exam is **cumulative** and will cover all of the material presented in the text

and lectures throughout the semester. The test will consist of 75 questions (15 fill-in the blank, 60 multiple choice) and will be worth 35% of your final grade.

MAKE-UP OF MISSED EXAMS POLICIES AND PROCEDURES

If you are prevented by illness or other emergency from taking an exam at the regularly scheduled time, please (1) if possible, notify the TA by phone or email before the start of the exam, (2) talk to the TA as soon as possible after returning to schedule a make-up exam and (3) provide proper documentation of illness for the TA.

Note: An alternate final exam will not be offered unless at least one of the following criteria is met:

- 1) Student has three or more exams scheduled within a 24-hour period.
- 2) Student has two or more exams scheduled for the same time on the same day.

*Alternative finals are usually given prior to the regularly scheduled exam.

If you find yourself in one of the above situations, you must provide your TA with documented proof (i.e. syllabi, or instructor letter or email) of your conflict(s) no later than Monday, May 4.

REVIEWING PAST EXAMS

If you wish to view your midterm exams prior to the final exam, you must do so no later than **Wednesday, April 29. NO EXCEPTIONS!** No additional office hours will be arranged for students to review past exams. Exams may be reviewed in the TA's office during the regularly scheduled office hours. No appointment is necessary to review your exams. Up to 5 students may review exams at a time in the TA office. Early arrival will ensure that you are able to review your exam during office hours. You may take notes on your past exams, but it is not acceptable to write down the questions verbatim.

WRITTEN ASSIGNMENTS

Assignment 1 Primary Sources and Analyzing a Health Issue

Due Date: Monday, February 9

Percentage of Grade: 10% of final grade

Assignment Description: An outline of the assignment is included on pages 17-18 of this syllabus. A description of the assignment as well as a sample assignment will be posted on the course calendar (found on the course website) under the due date.

Late Assignments: Any late papers must be **hand delivered** to either the TA or instructor. One point will be deducted for each calendar day the assignment is late.

Assignment 2 Nutrition

Due Date: Wednesday, April 15

Percentage of Grade: 5% of final grade

Assignment Description: An outline of this assignment is included on page 18 of this syllabus. Directions will be posted on the course calendar (found on the course website) under the due date.

Late Assignments: Any late papers must be **hand delivered** to either the TA or instructor. One point will be deducted for each calendar day the assignment is late.

EXTRA CREDIT

Students can choose **one of four** extra credit options to submit for **up to three** extra credit points. Extra credit points will be added onto a student's final exam score. Dates on these options vary. Details are provided on pages 19-20 of this syllabus and on the course website. Please contact the TA with any questions regarding extra credit.

ATTENDANCE

Students are strongly encouraged to attend every lecture. Dependence on the reading assignments alone, on other student's lecture notes, or on lecture notes from past years usually has negative consequences.

Spring semester marks the end of the cold and flu season. In consideration to your fellow students and the faculty, if you are ill, please do not attend class. You should contact the TA through email on the day you are ill for information about catching up on any missed material.

Irregular attendance may result in being scholastically deficient; it will weaken one's preparation for midterm and final exams, and increase the risk of receiving a failing or receiving a lower grade than the student might have secured had the student been in regular attendance.

STUDENT ACADEMIC INTEGRITY AND SCHOLASTIC DISHONESTY

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty: Scholastic dishonesty means plagiarizing; the presentation of another's writing or ideas as your own; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a university academic record; or fabricating or falsifying data, research procedures, or data analysis.

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu/> and click on "Citing Sources."

In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course that have already been submitted for other courses, unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

The following is a statement on scholastic dishonesty and plagiarism:

"Students are responsible for knowing the University of Minnesota Board of Regents' policy on student conduct and scholastic dishonesty;
http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html."

Scholastic dishonesty is defined in the policy and will be reported to the Office of Student Judicial Affairs and may result in a grade of "F" or "N" for the entire course. For information regarding the procedures regarding academic integrity, please visit <http://www1.umn.edu/oscai/>.

If you have any questions regarding the expectations for a specific assignment or exam, just ask!

TEXTS AND READING ASSIGNMENTS

McKenzie, James F., Pinger, Robert R., Kotecki, Jerome E. *An Introduction to Community Health, 6th Edition*. Sudbury, MA: Jones and Barlett Publishers, 2008. (ISBN: 0-7637-2953-1)

The textbook can be found at the UMN Bookstore located in Coffman Union. If you cannot find the textbook in the normal academic section, try the Health Science section. A textbook will also be put on reserve in the Bio-Medical Library.

Note: In addition to the assigned reading in the text, all students will be expected to be knowledgeable about CURRENT EVENTS AND DEVELOPMENTS in personal and community health. One way this can be accomplished is by subscribing to the free weekly email from World Health News www.worldhealthnews.harvard.edu <<http://www.worldhealthnews.harvard.edu/>>, an online news digest from the Center for Health Communication of the Harvard School of Public Health or by reading and understanding current newspapers and newsmagazines, and/or following news broadcasts and health-related documentaries on TV. The examinations will include questions dealing with current health issues and developments that are raised in class and on the classroom discussion board.

SLIDE OUTLINES

The lectures will have PowerPoint slide outlines available on the website. We will try to post the notes for the next week by Friday, however some circumstances may prevent the slides from being posted up until immediately before class. Additionally, the instructor may update slides up to the time of the lecture. The slides should be used as a note-taking guide, as some important

information may be omitted from the slides. **Simply downloading the slide outlines will not take the place of class attendance!**

STUDENTS WITH DISABILITIES

Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and Disability Services at the beginning of the semester. All discussions will remain confidential. For further information, contact the University of Minnesota Services website at <http://ds.umn.edu> or call 612/626-1333 (V/TTY).

Please contact the TA at least **two weeks** prior to any examinations if you will need accommodations. Students wanting printed documents in an alternative form should contact the Disability Services office.

ESL STUDENTS

Students who experience any difficulties in mastering course content due to English as a second language may arrange for alternative testing such as essay exams or more time on multiple choice exams. Please contact the TA in the course at least two weeks before taking examinations if you wish to discuss this option.

STUDENTS MAKING UP INCOMPLETES, RETAKING THE CLASS, AND NAME CHANGES

Incompletes: Students making up incompletes from previous terms should notify the instructor the first week in the semester.

Retaking the Class: If you are retaking this course to improve a previous grade you should contact the instructor before the end of the second week of class to develop a study plan.

Name Changes: If you change your name during the semester, please inform the TA so that you may receive a grade.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu

LECTURE SCHEDULE

This is a tentative course schedule listing the subjects to be covered during the lectures, as well as the reading assignments. This schedule will be followed as closely as practicable. This schedule is subject to change.

Wednesday, January 21

Basic Concepts and Definitions - Introduction to Health

Objective: The student will be able to discuss various definitions and ways of measuring health, be able to describe major determinants of health, be able to give a definition of Public Health, be able to describe how public health differs from traditional health care, be able to describe how public health can be controversial.

Reading: McKenzie, Chapter 1 pages 1-10

Monday, January 26

Health is More Than Illness Care/Analyzing Health Problems

Objective: The student will be able to discuss a holistic model of health, identify seven predictors of longevity, and analyze problems of health and the features that handicap or facilitate their solutions.

Reading: McKenzie, Chapter 1 pages 10-20, Chapter 2

Wednesday, January 28

Sources and Quality of Health Information

Objective: The students will be able to categorize sources of health information, give examples of correlations, causations, retrospective and prospective studies, and cite four basic errors in research.

Reading: posted on calendar

Monday, February 2

****Last day to change grading basis****

Statistical Framework for Community Health

Objective: The students will be able to cite the current and past U.S. health statistics and will be able to calculate YPLL, crude birth rates, crude death rates, and infant mortality rates.

Reading: McKenzie, Chapter 3

Wednesday, February 4

Communicable Disease: Links in the Infection Chain

Objective: The students will be able to describe in detail the six links of the infection chain, giving examples of each link and suggesting methods of breaking the chain at each link.

Reading: McKenzie, pages 100-101

Monday, February 9

➔ WRITTEN HEALTH ASSIGNMENT 1 DUE ◀

Communicable Disease: Sexually Transmitted Infections (Julie Sanem)

Objective: The student will be able to identify the causes, general symptoms, possible methods of treatment and approximate nationwide incidence of the following sexually transmitted infections: gonorrhea, syphilis, chlamydia, herpes, and AIDS.

Reading: McKenzie, pages 219-220, 222, 228

Wednesday, February 11

Communicable Disease: The Immune System

Objective: The student will be able to describe the process of immune response, identifying relevant structures involved and their functions, distinguish between four types of immunity, and give examples of immune deficiency.

Reading: None

Monday, February 16

Communicable Disease: Acquired Immune Deficiency Syndrome

Objective: The student will be able to present a model of Acquired Immune Deficiency Syndrome that portrays the incidence of the virus and the number of clinical cases across various populations in the U.S., as well as several methods of prevention.

Reading: McKenzie, pages 112-115, 293-295

Wednesday, February 18

Communicable Diseases: Infectious Diseases of Children

Objective: The student will be able to describe streptococcal and staphylococcal infections, and will be able to identify other diseases occurring predominantly in childhood.

Reading: McKenzie, pages 201-203

Monday, February 23

Midterm Exam I: Please bring: #2 pencil and your student ID

Wednesday, February 25

Bioterrorism and Emergency Preparedness

Objective: The student will be able to describe potential public health risks associated with biological warfare. The student will also be able to discuss the probability and possibility of biological disasters.

Reading: McKenzie, pages 23, 25

Monday, March 2

Environmental Health: Classic Concerns

Objective: The student will be able to distinguish between the Coliform test and the BOD test, list five steps in drinking water treatment and three steps in sewage water treatment, and be familiar with food borne infections.

Reading: McKenzie, pages 448-463, 473-481

Wednesday, March 4

Food Poisoning and Food-borne Infections

Objective: The student will be able to list four health hazards associated with food and give examples of each, and distinguish between food poisoning and food-borne infections.

Reading: McKenzie, pages 494-496

Monday, March 9

Environmental Health: Modern Concerns

Objective: The student will be able to identify environmental conditions that contribute to air pollution problems, distinguish between London-type smog and Los Angeles-type smog, and list the health consequences of noise pollution and radiation.

Reading: McKenzie, pages 463-473, 481-485, 502-512

Wednesday, March 11

Introduction to Chronic Disease: Arthritis, Diabetes

Objective: The student will be able to list seven characteristics of chronic disease and describe the complications associated with diabetes mellitus.

Reading: McKenzie, pages 234-253, 292-293

March 16-20 Spring Break – Don't forget to pack your textbook ☺

Monday, March 23

The Cardiovascular System: Function and Malfunction

Objective: The student will be able to describe the major types of heart disease and present a coronary profile of risk factors.

Reading: McKenzie, pages 102-104, 231, 234, 290-292

Wednesday, March 25

Stroke and Other Nervous System Dysfunctions

Objective: The student will be able to list three types of cerebrovascular accidents, describe three types of epileptic seizures, and define cerebral palsy, multiple sclerosis, and Parkinson's syndrome.

Readings: Review pages 103-104

Monday, March 30

Malignant Neoplasms

Objective: The student will be able to list five common characteristics of cancers, give examples of cancer incidence rates among populations of the U.S., list eight risk factors associated with cancer, and list the seven cancer warning signs.

Reading: McKenzie, pages 104-106, 230-236

Wednesday, April 1

Cancer Self-exams

Objective: The student will be able to describe the importance of and the recommended methods for early detection of certain cancers, identify the characteristics of a good screening test, know the following terms and be able to calculate each.

- Incidence and Prevalence
- True positive and False positive
- True negative and False negative
- Sensitivity and Specificity

Reading: None

Monday, April 6

Midterm exam II: Please bring: #2 pencil and your student ID

Wednesday, April 8

Social and Behavioral factors – Alcohol and Tobacco

Objective: Student will be able to describe basic models of behavioral change and the role of environmental factors.

Reading: McKenzie, pages 221-22, Chapter 12

Monday, April 13

Maternal and Child Health

Objective: The student will be able to identify major causes of infant mortality and the public health strategies used to reduce them.

Reading: McKenzie, Chapter 7

Wednesday, April 15

➔ WRITTEN NUTRITION ASSIGNMENT DUE ➔

Nutrition (Christine Twait)

Objective: The student will be able to define the magnitude of the obesity problem, list current dietary recommendations, list parallels between public health efforts related to smoking and obesity, identify current physical activity recommendations, identify vitamin deficiency diseases, understand basic nutrition terms, use information from food labels and calculate weight loss problems.

Reading: TBA

Monday, April 20

Death, Dying and Bereavement as Health Problems

Objective: The student will be able to define grief, mourning, and bereavement; discuss how children view death as they mature; list the five tasks appropriate to impending death; and describe interaction techniques.

Reading: TBA

Wednesday, April 22

Violence and Relationships – (Aurora Center)

Objectives, Readings, -- TBA

Monday, April 27

Mental Health, Stress, and Mental Illness; Part 1

Objective: The student will be able to describe epidemiologic data of depression and anxiety disorder, identify risk factors, treatment strategies, and service delivery issues.

Reading: McKenzie, Chapter 11

Wednesday, April 29

Mental Health, Stress, and Mental Illness; Part 2

Objective: The student will be able to define stress, give several examples of sources of college stress, and present positive and negative methods of coping with stress.

Reading: McKenzie, Review Chapter 11

Monday, May 4

The Health System/Marketplace and the Consumer (Sue Jackson, Carl Anderson)

Objective: The student will be able to cite examples of why the U.S. does not have the best health coverage in the world, describe how most people get their insurance, describe the profile of the uninsured, list reasons costs are increasing, and know key insurance terms presented in lecture (deductible, co-pay, pre-existing condition, etc.).

Reading: McKenzie, Chapters 13 and 14

Wednesday, May 6

Injuries and Occupational Health

Objective: The student will be able to present an epidemiological model of injuries, identifying variables of the agent, host, and an environment that contribute to harm. The student will be able to identify trends in occupational injuries, diseases and death, risk factors, and prevention strategies.

Reading: McKenzie, Chapters 17 and 18

FINAL EXAM

Monday, May 11, 6:30-9:30pm

Location to be announced during last week of class

If you have a conflict with this exam, please see pages 5-6 of this syllabus.

Written Health Assignment 1

Primary Sources and Analyzing a Health Issue

Due Date: Monday, February 9

Point Value: 10 points

Percentage of Grade: 10% of final grade

Late Assignments: One point will be deducted for each calendar day the assignment is late. Any late papers must be hand delivered to the TA or instructor. **Assignments are not to be emailed to the TA, NO EXCEPTIONS!** There will be no exceptions made for late assignments unless an extension has been arranged with the TA prior to the due date.

Description of Assignment: As you have been learning through this course, the scope of public health as a discipline is broad and any one issue has many factors to be considered. The purpose of this assignment is to allow you to research a public health issue in which you have an interest in a little more depth. In the lecture “Health is More Than Illness Care/Analyzing Health Problems” (September 8), you were introduced to a standard public health approach in assessing problems. This assignment is a chance for you to apply the method to a real public health concern. In order to fully analyze your topic, you will be expected to have done some research and present a **short bibliography** with your assignment. Please use MLA style formatting in your bibliography. Bibliographies not properly formatted will result in the deduction of one point. Simply listing the URL is not a valid MLA citation.

Note: It is assumed that all students are knowledgeable of the university's policy on plagiarism. Please be sure to credit any ideas that are not your own. **We require a bibliography for this assignment.**

Sections for Assignment: (This format **MUST** be used when writing this assignment. One point will be deducted for not following the format. Please label your sections.)

Section I. Define and Describe the Issue – 3 points total

- **(2 points).** Who, What, When, Where, and Under what circumstances? **EXAMPLES:** WHO (race, gender, age, sex orientation) WHAT (definition of problem/disease, symptoms) WHEN (age, incubation period, time period) WHERE (geographic, site of disease on or in body) CIRCUMSTANCES (causes, risk factors, other variables). **Include statistics for at least 4 of the 5 criteria from credible sources to support your premise. Unacceptable sources for statistics include commercial or tertiary sites (a website may contain more than one type of information!)** **Note:** there are many ways to define the above criteria depending on the issue addressed.
- **(1 point)** Include a simple interpretation of the statistics. Basically, what population is affected the most, where are they affected, and for how long? Talk about how the

statistics show the problem is getting better or worse. This should show evidence of thought and synthesis of information on your part.

Section II. Break down problems into Manageable Components: (3 points)

Address your issue with at least three of the following components: Technical, Administrative, Political, Economic and Socio-Cultural. If you do not understand these components or the differences between them, please see the TA or instructor. Discuss how each of the components applies. Give an example of what potential there is for the future (new treatments, new programs, vaccinations, pending legislation etc.) in the area of at least one of these components.

Note: Student must demonstrate understanding of each component and how it affects the public health issue addressed.

Section III. Analyze 2 Resources you used (2 points)

List two sources (one primary and one secondary) and state why each is either a primary or secondary source. Give specific examples to support your claim. See the handouts distributed in class for examples of these criteria. Be discriminating about what sources you use for your statistics. They must be credible sources; for example government sources (i.e., the National Center for Health Statistics, the CDC, etc.), or national nonprofit organizations that address your topic (i.e., American Heart Association, American Cancer Society, etc.). **Simply saying that the information comes from the CDC (or ADA, etc.) and therefore is credible is NOT a critical evaluation.**

Section IV. Solutions to the problem and Look to the Future (2 points total)

(1 point) Give an example of program or policy in place to address the problem

- For a health issue, list a program on the web (including name of web site and web address) and a description of how the program is addressing the issue.
- For a health policy, list reports or web sites (name of web site and web address) about the legislation, and whether it is a research report, a critique, etc. Give a brief synopsis of what the report or web site is about.

(1 point) What are **your** thoughts and recommendations about the problem, current approaches, and what potential there is for the future (new treatments, new programs, vaccinations, etc.)? This should only be a paragraph.

Format

Your paper should be 3-4 pages typed, double-spaced, 12 point font, with 1" margins (1 page bibliography). **NOTE: Bibliography does not count as part of your 3-4 pages.** This assignment is designed to be written according to the above outline. Failure to do so will result in a loss of point(s).

The TA is available to read over paper drafts during office hours or by appointment only. Papers WILL NOT be reviewed when sent through email.

Questions?? Please direct all questions regarding this assignment to the TA via e-mail: pubh3001@epi.umn.edu or visit the TA during office hours in 1-326 Moos Tower.

Written Health Assignment 2

Nutrition

Due Date: Wednesday, April 15

Point Value: 10 points

Percentage of Grade: 5% of final grade

Late Assignments: One point will be deducted for each calendar day the assignment is late. Any late papers must be hand delivered to the TA or instructor. **Assignments are not to be emailed to the TA, NO EXCEPTIONS!** There will be no exceptions made for late assignments unless an extension has been arranged with the TA prior to the due date.

Description of Assignment:

A full description of the assignment will be posted on the course website, under the calendar posting for April 15

Requirements:

First, you will keep a detailed one-day food record and enter it into the MyPyramid Tracker. Next you will use the MyPyramid Menu Planner to modify your intake in order to meet the USDA requirements. Finally, you will write a 1 page/500-word reflection.

Format:

Please staple your assignment in the following order: Reflection paper on top, followed by the handwritten food diary, a printed copy of your food diary from the USDA website (color not necessary), the comparison printout, and then finally the menu report.

Questions?? Please direct all questions regarding this assignment to the TA via e-mail: pubh3001@epi.umn.edu or visit the TA during office hours in 1-326 Moos Tower.

Public Health 3001 Extra Credit

Students can choose **one** extra credit option to submit for **up to three points**. Extra credit points will be added onto the score of your final exam. **All health extra credit is due Wednesday, April 29!** If you complete your extra credit before the due date, you are encouraged to hand it in early. No late extra credit will be accepted.

Option 1 Fuel Economy/Carbon Foot Print Paper

A description of this assignment will be discussed in class and posted on the calendar. This extra credit assignment is worth a possible 3 points.

Option 2 Web Postings: Because of the size of this class, our in-class discussions are more limited than we'd like. Vista discussion board can be used to extend discussions beyond the classroom – into the “virtual hallway.” All of your online interactions must be professional and observe good “netiquette.” Be sure that you are using the discussion board on the HEALTH section of the website. Do not make your posting under the DRUG or MAIN section of the website. Up to 3 extra credit points will be issued for six (6) quality web postings. An example of a “quality post” will be posted on the discussion board for your reference. You must make a copy of your 6 posts and turn them in to the TA. Here are some ideas:

a. **Post a reflection related to key issues or concepts.** Over the course of the term, the instructor will offer various thoughts for reaction or reflection. Mention a key point or issue that you would like to pursue with discussion outside of class on the Vista discussion board. Compose a thoughtful reflection on a concept or issue presented in lecture, in the readings, or a current news item. This can include an international perspective from your experience or research.

b. **Post a web link to a news story relevant to this class or to a health related website or article,** along with (a) a short summary of the story and (b) a response to the piece that at a minimum draws some sort of analytical connection to the course topics. Simply posting a link to a site and writing “I liked this!” will not count towards extra credit postings.

c. **Post additional information that we were not able to cover in class.** The instructor encourages students to pursue areas of special interest that are related to course material. Students are encouraged to share the health related information or issues they are interested in, but which we are not able to cover in class due to time constraints. This information may be a more in-depth exploration of an issue or cover new topics.

d. **Respond to other students and the instructor on the discussion board.** Students are encouraged to comment on other students’ reflections and reviews and build off of their postings. This is an important component of a discussion board!

Such comments should go beyond “great stuff” or “I agree” to reflect comprehension and thoughtful commentary, but don’t need to be lengthy. You can support a position, add onto an existing discussion with additional facts, provide a different point of view that includes facts to support your point, or write about an “aha” moment.

Option 3 Volunteer Experience

You can volunteer to do a variety of things. You could volunteer for an organization on campus (such as SHADE or SNAP), or volunteer for an organization that is related to some aspect of public health (please see your TA with questions regarding appropriate organizations). Complete the Volunteer Experience Form (signed by an official of that organization), and hand it in to your TA. You may print the Volunteer Experience Form off of the course website. It will be posted on the calendar option, under the due date. You will receive 1 extra credit point for each 5 hours of volunteering (max 3 points = 15 hours).

Option 4 Letters to the Editor

A description of this assignment will be discussed in class.

*It is recommended that you make and keep a copy of all of your extra credit assignments before you turn them in. This will be your insurance in case there is a discrepancy in points at the end of the semester.