Semester: Fall 2017
Course Number: 10:832:201
Course Title: Principles of Public Health
Course Day and Time: Monday, 11:30-2:30
Location: FHB4
Course Instructor: Marci Berger, PhD, MPH, MA
Contact Information: marci.berger@ejb.rutgers.edu
732-603-9375 (land line, no texts!)
Office Hours and Location: by appointment.
Civic Square Building, Livingston Ave. Room 262
Additional Materials: Weekly articles, citations provided, as listed below.

**Basic Course Description**
Introduction to the U.S. public health system. Focus on health and the life course, and how personal and environmental health relates to social, economic, cultural, psychological, and political factors.
Measurements of community health status.

**SAS Core Curriculum Learning Goals**
- Goal H. Students will understand the bases and development of human and societal endeavors across time and place
- Goal N. Students will be able to apply concepts about human and social behavior to particular questions or situations.
- Goal W. Students will be able to formulate, evaluate, and communicate conclusions and inferences from quantitative data.

**Public Health Learning Goals**
*Students Will:*
1. Think critically in public health
2. Effectively communicate public health information
3. Develop, apply, and analyze concepts from research methods and basic statistics
4. Utilize information literacy skills in public health
5. Understand and apply professional ethics

**Course Overview**
This is a survey course about public health. We will briefly cover many different facets of public health including community health, data, diseases, the life cycle, the environment and how it affects health and a variety of specific issues such as technology, opioid abuse and preventive care. You will be assigned
various articles to read weekly in addition to the textbook. These articles are intended to supplement
the main themes of the lecture with real-world examples of the topic for the week. I will provide you
with citations for the articles, not direct links. You are expected to be able to conduct a search for the
required articles, some of which must be found using the Rutgers Library system. Please contact Dr.
Berger if you feel you need help using the Rutgers Library system.

Please note that class discussion is an integral part of this class and will count for 25% of your final
grade.

Lecture Themes
1. The diverse role of public health
2. Government’s place in protecting the health of its citizens
3. The importance of communicating information and the different methods involved
4. Data – a foundation of public health and its various uses
5. How differing types of technologies, including social media and genetic research, contribute to
   public health
6. The conflict between individual/personal and community responsibilities in public health
7. Rethinking the role of preventive care

Broad Questions to Consider
As we move through the semester, some of the following concepts should help you focus on the
material:
1. Can you explain what is meant by the “diverse role” of public health in our lives? What are
   some specific examples?
2. Certain topics are connected throughout the lectures. Look for these themes or concepts – they
   are probably important!
3. In what ways does public health specifically impact our daily lives? To what extent do we
   individually control our health or do we have to rely on our communities to encourage healthy
   lifestyles? You should be able to give specific examples.

Helpful Resources
Some databases you may find useful include:

Access World News- For Star Ledger articles                      Factiva
Westlaw                                                        JSTOR
EBSCO – For magazines, including TIME                          Journalistsresource.org: see TIPSHEET
CQ Researcher                                                    APHA: American Public Health Association
CDC: National Center for Health Statistics                    Census Bureau: American Community Survey
# Class Outline by Date/Lecture

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<thead>
<tr>
<th>LECTURE and DATE</th>
<th>CONTENT</th>
<th>ASSIGNMENTS</th>
<th>VIEW</th>
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<tbody>
<tr>
<td>Lecture 1</td>
<td>Public Health, Community Health and Health Policy</td>
<td>• <strong>Textbook:</strong> Chapter 1 and Chapter 2&lt;br&gt;• <strong>Articles:</strong>&lt;br&gt;- New York Times (NYT): “A Positive Outlook May Be Good for Your Health” by Jane Brody, 3/27/17&lt;br&gt;- Star Ledger (SL): Coffee’s Greatest PerK: Its good for your health. By Tony Dearng, 10/13/16 Note: use the Access World News database for Star Ledger Articles.</td>
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<tr>
<td>September 11</td>
<td><em>History of Public Health...Why Public Health may be controversial...Why Communication is important</em>&lt;br&gt;&lt;br&gt;Please review the syllabus! We will spend time in class discussing this document</td>
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<td>Lecture 2</td>
<td>Data and Introduction to Epidemiology</td>
<td>• <strong>Textbook:</strong> Chapter 2, pp. 44-5 review&lt;br&gt;Chapter 3, pp. 57-78&lt;br&gt;Chapter 14, pp. 441-2&lt;br&gt;• <strong>Articles:</strong>&lt;br&gt;- NYT Magazine: “The Deadly Choices at Memorial” by Sherri Fink, 8/25/09&lt;br&gt;- NCHS (National Center for Health Statistics) Data Brief, No. 267, December 2016: Mortality in the U.S., 2015&lt;br&gt;- Frieden, Thomas: 10 Things I Wish Someone Had Told Me When I Became a Health Officer. American Journal of Public Health . Published online ahead of print May 19, 2016:e1-e5&lt;br&gt;- Modernhealthcare.com: “The Frightening New Frontier for Hackers: Medical Records” by Brigid Sweeney, 4/10/17</td>
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<td>September 18</td>
<td><em>Types of data...Importance of Epidemiology...Emergency Preparedness...Incidence and Prevalence</em>&lt;br&gt;&lt;br&gt;Discuss Public Health Education Project&lt;br&gt;View Census and CDC websites</td>
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**VIEW:** “100 Objects that Shaped Public Health”

**VIEW in Class:** “Politics and Plagues”: Retro Report
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<td><strong>3</strong></td>
<td><strong>Lecture 3</strong></td>
<td><strong>September 25</strong></td>
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<td><strong>Public Health Research: The Basics</strong></td>
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<td><em>Types of Studies...Limits of Epidemiology...</em></td>
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<td>Groups, project topics, targets due by 8 pm, 9/25</td>
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<td>Topics are first come, first serve...I encourage you to submit this information by the end of class today. Finalized by end of class next week, 10/2. Late submissions penalized by 1/3 grade deduction on final project grade</td>
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<td><strong>Textbook:</strong> Chapter 3 pp. 91-98</td>
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<td><strong>Articles:</strong></td>
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<td>▶ journalistsresource.org: “How to Tell Good Research From Bad: 13 Questions to Ask” by Densie Marie Ordway, 3/21/17</td>
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**VIEW in Class:** Influenza 1918

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<td><strong>4</strong></td>
<td><strong>Lecture 4</strong></td>
<td><strong>October 2</strong></td>
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<td><strong>Prevention and Control of Diseases</strong></td>
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<td><em>Infectious diseases...Chronic conditions...Chain of Infection</em></td>
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<td><strong>Guest Speaker</strong> : Recent grad talks about his career in Public Health</td>
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<td><strong>Textbook:</strong> Chapter 4</td>
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<tr>
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<td><strong>Articles:</strong></td>
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<td></td>
<td>▶ Robert Wood Johnson Foundation (RWJF): “Framing Public Health Issues” by Matthew Nisbet, 8/30/12</td>
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<td>▶ Nih.gov: “How Elephants Defend Against Cancer” by Harrison Wein</td>
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<td>▶ LATimes.com: “Las Vegas, hoping to stem HIV and hepatitis, to get needle vending machines” by David Montero, 4/18/17</td>
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<td>▶ Time.com: “The World is Not Ready for the Next Pandemic” by Brian Walsh, 5/4/17</td>
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**VIEW in Class:** Contagion

### Lecture 5
**October 9**

**Life Cycle 1:** Maternal, Infant, Child and Adolescents/Young Adults

*Prenatal Care... Adolescence... Vaccines*

Quiz #1 next week
Quiz covers Lectures 1-5

- **Textbook:** Chapter 7 pp. 165-180; 192-7
- **Articles:**
  - NYT: “Can a Playground be too Safe?” by John Tierney, 7/19/11
  - NYT: “Are Teenagers Replacing Drugs with Smartphones?” by Matt Richtel, 3/13/17
  - KUOW.ORG: “When a 14 Year Old Chooses To Die Because of Religion, Can Anyone Stop Him” by Isolde Raferty, 11/4/15

**VIEW in Class:** pbs.org/video/frontline-vaccine-war/

Recommended: Cdc.gov/vaccines: Lots of information here!

### Lecture 6
**AND QUIZ #1**
**October 16**

**Lecture 6:**
Adults and the Elderly

*Elder Care... Genetic Health Issues*

Quiz #1

- **Textbook:** Chapter 9
- **Articles:**
  - Elderly –
    - NYT: “New Gene Test Poses Threat to Insurers” by Gina Kolata 5/12/17
    - NYT: “Therapy Cats for Dementia Patients, Batteries Included” by Andy Newman, 12/15/16
  - Genetics -
    - Abbasi, Jennifer. “National Academies Hit the Brakes on Gene Drive-Modified Organisms” *JAMA*, vol. 316, No. 5. August 2, 2016
    - Improving Care at the End of Life

**VIEW in Class:** Vox.com: Medicaid, explained: why it’s worse to be sick in some states than others

PARO video @ cnn.com; Joy for all Cat by Hasbro

### Lecture 7
**October 23**

**Important Topics in Public Health**

*Technology ... Opioid Addiction ... Preventive Care and Screenings...*

- **Articles Only! No Textbook Readings:**
  - Technology:
    - www.usnews.com: “Could Your Hospital Data Be Breached?” by Lisa Esposito, 5/10/17
    - www.realclearhealth: “Paging Dr. Siri” by Vidya Ramesh and Sandip Shah, 5/15/17
  - Addiction:
## Syllabus

### Glimpses of Addicts in Thrall to Opioids

- "Glimpses of Addicts in Thrall to Opioids" by Ellen Gabler and Rich Harris, 7/20/17

- **Governing.com**: “Is America Talking about Opioids the Wrong Way?” by Mattie Quinn, 7/17

### Prevention

- **AEI.org**: “Stop Overscreening for Cancer” by Joel Zinberg, 5/23/16
- **www.npr.org**: “Some Small Tumors in Breasts May Not Be So Bad After All” 6/7/17 by Rob Stein

### View in Class to introduce next week’s topic: Health Insurance Coverage 101: The Basics Explained in 2 Minutes

[https://www.youtube.com/watch?v=sBxLmKBq8a0](https://www.youtube.com/watch?v=sBxLmKBq8a0)

### Lecture 8

**October 30**

#### Health Care Reform and the Role of Government in Public Health; Population Growth and Control; Health Care Disparities

- Obamacare...USDA/FDA...Population....Health Disparities

  Recommended: If you have good knowledge about the ACA already, you may want to check out: Is Obamacare Working? The Affordable Care Act 5 Years Later[youtube](https://www.youtube.com/watch?v=Dqabs9xysYA)

- **Textbook**: Chapter 10
- **Chapter 13**: pp. 369-398

- **Articles**:
  - **NYT**: “Alone on the Range, Lacking Health Care” by Paula Span, 4/12/16
  - **Kff.org**: “Disparities in Health and Health Care: Five Key Questions and Answers” by Samantha Artiga, 8/12/16

  **Health Care Reform**
  - **The Economist**: “Why Republicans Hate Obamacare” 12/11/16
  - **View Video for homework**: Obamacare: The Affordable Care Act Explained [https://www.youtube.com/watch?v=Dqabs9xysYA](https://www.youtube.com/watch?v=Dqabs9xysYA)

### Lecture 9

**November 6**

#### Environmental Health

- Government’s Role in Environmental Policy...Clean Air...Clean Water and Flint...Solid Waste

- **Textbook**: Chapter 14

- **Articles**:
  - **Blogs.scientificamerican.com**: “Who Are You Calling Anti-Science? ” By Troy Campbell and Lauren Griffin, 4/6/17
  - **PewResearchCenter**: “Searching for
Quiz # 2 Next Week  
Quiz covers Lectures 6-9


News: The Flint Water Crisis” by Katerina Eva Matsa, Amy Mitchell and Galen Stocking

- Los Angeles Times: “Defusing the Population Bomb” by Laurie Mazur, 11/8/15

VIEW: Great Pacific Garbage Patch; John Oliver Lead

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>10 November 13</td>
<td>QUIZ # 2 Wrap Up/Catch Up</td>
<td>Show videos?</td>
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<td>11 November 20</td>
<td>In Class Presentations</td>
<td>❖ Each Group has 10 minutes</td>
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<td>Then, Happy Thanksgiving!!</td>
<td>❖ Attendance is mandatory</td>
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<td>12 November 27</td>
<td>In Class Presentations Test Review</td>
<td>❖ Each Group has 10 minutes</td>
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<td>NOTE: Class to begin later today</td>
<td>❖ Attendance is mandatory</td>
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<td>13 December 4</td>
<td>TEST</td>
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<td>14 December 11</td>
<td>In Class Presentations</td>
<td>❖ Each Group has 10 minutes</td>
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<td>FINAL CLASS!</td>
<td>❖ Attendance is mandatory</td>
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Assessment

1. Public Health Learning Goals

Think critically in public health

1. Each week students actively participate in class discussion
2. Development of a Public Health Education Campaign project

Effectively communicate public health information

1. Each week students actively participate in class discussion to show verbal ability.
2. 2 Quizzes and final exam reflect students writing ability.
3. Public Health Education Campaign project combines various communication skills through three required components of video, written material and class presentation.

Develop, apply, and analyze concepts from research methods and basic statistics

1. Weekly discussion topics include formulating, evaluating, and communicating conclusions and inferences from quantitative information.
2. Final exam includes application of these concepts.

Utilize information literacy skills in public health

1. Students must use and cite at least 3 scholarly sources for their final Public Health Education Campaign project.

Understand and apply professional ethics

1. Ethics/Professional ethics are discussed throughout the semester
2. Some exam questions call for an understanding of professional ethics.

Assessment

2. SAS Core Learning Goals

Understand the bases and development of human and societal endeavors across time and place.

1. Demonstrate understanding through verbal responses to class discussion questions
2. Formulate appropriate answers to exam questions

Apply concepts about human and social behavior to particular questions or situations.

1. Creation of Public Health Education Campaign
2. Developing answers to questions on quizzes and exam
3. Verbally form responses through class discussion

Formulate, evaluate, and communicate conclusions and inferences from quantitative data.

1. Creation of Public Health Education Campaign requires research, writing, coordination and different types of communication (verbal, written, video) culminating in a class presentation.
2. Developing answers to questions on quizzes and exams
3. Participation in weekly class discussions helps emphasize the role of quantitative data, allows the student to demonstrate understanding and encourages critical thinking skills in the area of quantitative data.

Course Grading
A=90-100; B+=87-89; B=80-86; C+=77-79; C=70-76; D=65-69; F=64 and lower

Specific Assignments
Quiz 1                                      15%
Quiz 2                                      15%
Test                                        25%
Class Participation                  20%
Group Project                          25%
   Video, Written Material, Presentation

A Note on Class Participation:
After each class I assign all students an individual grade based on the following scale: +(97-93); +/- (92-90); -(89-83); -/0 (82-79); 0 (78-70); NP (65). Class participation is assessed weekly based on the quality of comments, not quantity. I am looking for evidence that a student has completed the assigned readings and arrives to class prepared for discussion. I assess this through the questions, comments and statements made (or not) by students each week. To calculate the final class participation grade, I use an average of these class-specific grades.

Let’s Talk About It: The Importance of Class Discussion
Students enrolling in this class should understand that discussions will present at least two sides to each topic. All views are welcome and encouraged. A classmate, or professor, may present an argument that you strongly disagree with. Constructive dialogue will be strongly supported throughout the semester, as Rutgers provides a unique opportunity for considering diverse and different approaches to topics. If you are not comfortable hearing views that may differ from your own, or if you are uncomfortable participating in class discussions, please see Dr. Berger to discuss if this class is the right one for you.

Please note that no special waivers will be given for those not participating in class discussion. While I understand that not every student is comfortable speaking in class, this is your chance to “think outside the box” and work on communication skills that you will need when you graduate and enter the workforce. I am happy to meet with students who would like to discuss tips/suggestions for increasing their class participation voice.

Lastly, attendance will be taken for record keeping purposes only. Attendance by itself DOES NOT COUNT toward the class participation grade

Assignments/Exams:
Assignments that are to be handed in are due at the beginning of the class period. Unless otherwise noted, assignments are to be handed in by hard copy, not e-mail. Late assignments will lose 1/3 of a full grade for each day they are late. Assignment extensions MUST be discussed no less than 2 days in advance of the due date.

Test/Quiz clashes are to be discussed with the professor AT LEAST 3 WEEKS IN ADVANCE of scheduled testing date. ONE alternative testing date will be offered for use by ALL students. Only valid exam
clashes will be grounds for utilizing the alternative date such as a conflict with another exam. Family social engagements and volunteer activities are NOT valid excuses. If there is serious illness or an emergency on the day of the exam, contact Dr. Berger IMMEDIATELY. Failure to make alternative arrangements prior to an exam will result in a 0 for that exam. There are no make-up exams for unexcused absences. Additionally, any questions regarding the grading of exams, quizzes or papers must be brought to Dr. Berger’s attention within 4 DAYS after receipt back of graded exam.

**Group Project: Creating a Public Health Education Campaign**
Each student is expected to work with a group to present a group project. Each student group will create a Public Health Education Campaign geared toward a targeted community. Student groups will be free to choose the topic and target community of their choice, as approved by Dr. Berger. The campaign will be comprised of 3 components: A video, written material and a short presentation all aimed at educating a target group. Following are some guidelines for this project:

*Groups/Topics/Targets – Proposal submission.* Students will create their own groups. Once formed, the group will decide on a public health topic for the project as well as a community to “target” for their campaign. Your topic may NOT be something we will cover in class. (Glance through the syllabus to see what will be covered.) These target groups must be specific as it represents the group that you are ‘presenting’ to at the end of the semester. For example, choosing “college students” as your target group is too broad. Instead, you could choose to gear your public health campaign toward “all freshmen who are athletes.”

**Deadlines.**
Groups, topic and target are due to Dr. Berger through e-mail by September 25 @ 8 pm. Topics are first come first serve and I encourage you to submit your requests ASAP. Groups and topics will be finalized by 10/2 at the end of class time. Your e-mail must include 3 pieces of information: a) Names of group members; a) Topic; c) Target group with explanation as to why this group makes sense to focus on given your topic.

Groups should number 4-5 students. Please check with Dr. Berger if you would like to work in a group with fewer or more members before your final submission.

*Your topic* can come from recent class discussions of current events or from recent newspaper or other articles. I must approve your group’s topic and target BEFORE you begin this project.

**Deductions/Penalties**
If I do not have this information in the appropriate form at the appropriate time, I will take 1/3 grade off your whole group’s presentation graded; deductions will continue at the rate of 1/3 per day for each additional 24 hours the information is late.

*Your Campaign will be comprised of 3 components: Video, Written Material, Presentation.*

**Video.** Each group will produce a short video appropriate to educate their targeted group. The video must be no shorter than 1 minute but no longer than 1 ½ minutes. Guidance for creating the video:

The video should educate your target community about the topic. Why is it relevant to them? What factors are important for them to know?
It should be clear from your video why you chose this group to target your educational campaign. Why is the topic important to them, and perhaps not to other communities?
Do you need the target community to take certain actions or know certain information?
Is there a message your community should take away? What is the most effective means by which to convey that message through a video?

Be creative in your video. I am not looking for the slickest presentation but I am looking for creativity and thinking outside the box. You may use video making programs like powtoons, film people in various situations, or use other ideas you are comfortable with.

Keep in mind the specific community you are targeting and how best communicate information to them. Consider, for example, what type of video would best be used to educate senior citizens versus children or teens? Men or women? Low income vs. general public? Certain racial/ethnic groups?

**Written Material.** The visual aspect of your education campaign will be presented through the video, but another way to communicate information and reach populations is through written material that can be handed out. Again, you must think about your target community. What information is important for them have? What is the best way to present the information?

This should be in the form of one sheet of paper (front and back, fact sheet, brochure, etc ...) if your group has other ideas, please discuss with Dr. Berger. Your written material should also be used for information/education. Are you asking your target community to take certain actions (such avoid specific foods, begin an exercise regime, etc...)

Think about clarity. Present the information in a clear way so your target community will understand. Do you need to structure your fact sheet/brochure a certain way to best convey your message? Will certain words or phrases resonate or should you avoid specific terms or phrases?

**Presentation.** Your group must prepare a presentation to be given in front of the class that includes: Your topic, target community, video, written material and any other factors that you think are relevant. To be clear, you must present your video and your written material during your presentation.

*The presentation must not exceed 10 minutes. Each person in the group must speak during the presentation. You must hand in a separate Citation Sheet when you present, which must include at least 3 scholarly sources and at least 3 other sources.*

Groups will present during the last few weeks of the semester. Please note that ATTENDANCE IS MANDATORY ON EACH GROUP PRESENTATION DAY, EVEN IF YOU ARE NOT PRESENTING. Those students with unexcused absences on group presentation days will have 2 points per day missed deducted from their final class participation grade.

**Grading Explanation.**
An A grade will be awarded to an assignment that both fulfills the terms of the assignment and shows evidence of out-of-the-ordinary original, creative, analytical, and interesting thought. A B grade will be awarded if the terms of the assignment have been fulfilled thoroughly and thoughtfully, with some evidence of originality and creativity. Assignments that merely fulfill the terms of the assignment will receive a C grade. Assignments that fail to fulfill the terms of the assignment will receive a D. An assignment that does not approximate the terms of the assignment will receive an F. Assignments must be handed in on time. If emergencies occur, please let the instructor know in a timely fashion.
**Academic Integrity**

Academic Integrity is vital to the mission of Rutgers, to education at Rutgers and membership in the Rutgers community. It is a core value that supports trust among students, and between students and teachers. It is also a shared value; administration, faculty and students each play a vital part in promoting, securing and nurturing it.

Academic dishonesty is not an individual act that affects only the students involved. It violates communal trust, impacts other members of the community, and is an offense against scholarship. For this reason, any instance of cheating or plagiarism will be dealt with harshly.

Honesty matters. As a shared value, administration, faculty and students each play a vital part in promoting, securing and nurturing it. See the Rutgers Academic Code and Academic Oath at: http://academicintegrity.rutgers.edu/

**Attendance and Cancellation of Classes**

In accordance with Rutgers University regulations, attendance is expected at all regularly scheduled meetings of a course and individual courses may set policies for maximum absences. Please refer to the link below for more specific information:

http://sasundergrad.rutgers.edu/academics/courses/registration-and-course-policies/attendance-and-cancellation-of-class

*Updated: 8/17/17*