Semester: Fall 2017
Course Number: 10:832:201-03 (13905)
Course Title: Principles of Public Health
Course Day and Time: Tuesday 6:40 – 9:30 pm
Location: Tillett Hall Room 257
Course Instructor: Kevin Breen
Contact Information: kevin.breen@rutgers.edu
Office Hours and Location: TBA
Required Texts:

Additional Materials:
A website for this course is available at https://sakai.rutgers.edu/portal Here you will find lecture notes, additional readings and other materials under the “resources” tab. Class announcements and other assignments will also be posted on this site.

Course Description (catalog)

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

- Upon successful completions of this course students will be able to employ tools of social scientific reasoning to study particular questions or situations, using appropriate assumptions, methods, evidence, and arguments. (Goal N)
- Upon successful completions of this course students will be able to formulate, evaluate, and communicate conclusions and inferences from quantitative data. (Goal W)

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
6. Demonstrate effective social science reasoning on complex issues
Course Overview

This course is designed to provide students with an introduction to numerous areas of study within public and community health. Through readings, multimedia, lectures, assignments, and class discussion, students will develop an understanding of basic public and community health principles.

Class Outline by Week

This class is structured for participatory learning. Each session contains a didactic presentation of the week’s topic but will not summarize the assigned readings. Class time will be spent exploring, analyzing, discussing, critiquing, and synthesizing the issues. Guest speakers will present in their topic of expertise.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Resources</th>
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<tbody>
<tr>
<td>1</td>
<td>Sept 5</td>
<td>Introduction to Public Health Brief history of Public Health</td>
<td>Week 1 Lecture</td>
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<td>Readings:</td>
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<td>Textbook: Chapter 1</td>
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<td>Manual: Leprosy, Malaria, Plague, Smallpox, Yellow Fever</td>
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<td>Video:</td>
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<td>PBS Influenza 1918</td>
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<td>Additional Resources:</td>
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<td><a href="http://www.pbs.org/wgbh/nova/typhoid/quarantine.html">http://www.pbs.org/wgbh/nova/typhoid/quarantine.html</a></td>
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<tr>
<td>2</td>
<td>Sept 12</td>
<td>Brief History of Public Health cont. Introduction to Community Health</td>
<td>Week 2 Lecture</td>
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<td>Readings:</td>
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<td>Manual: Avian influenza, influenza</td>
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<td>Additional Resources:</td>
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<td><a href="http://www.whatispublichealth.org/">http://www.whatispublichealth.org/</a></td>
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<td><a href="http://www.flu.gov/pandemic/history/1918/">http://www.flu.gov/pandemic/history/1918/</a></td>
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<td>3</td>
<td>Sept 19</td>
<td>Introduction to Epidemiology</td>
<td>Week 3 Lecture</td>
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<td>Readings:</td>
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<td>Textbook: Chapter 3</td>
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<td>Video: Legionnaires Outbreak</td>
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<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Lecture</td>
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| 4    | Sept 26 | Communicable & Non-communicable Disease                              | Week 4 Lecture | Readings:  
Textbook: Chapter 4, Chapter 14 pp. 435-438  
Videos:  
Mike Rowe Mosquito Control Officer  
Fox rabies  
Additional Resources:  
http://www.cdc.gov/chikungunya/  
http://www.cdc.gov/flu/avianflu/  
http://www.pandemicflu.gov/  
| 5    | Oct 3  | Public Health Infrastructure, Organizations that shape Community Health. Individual vs. Society Public Health Rights  | Week 5 Lecture | Readings:  
Textbook: Chapter 2  
Manual: Toxoplasmosis, Typhoid Fever  
Video: Nova Typhoid Mary  
Additional Resources:  
http://nj.gov/health/lh/documents/chapter_52.pdf |
| 6    | Oct 10 | Determinants of Health: Maternal, Infant, Child and Adolescent Health | Week 6 lecture | Readings: Chapter 7, Chapter 8 pp.204-219, Chapter 12.  
Video: Vaccines: Calling the Shots/ PBS Vaccine War |
| 7    | Oct 17 | Determinants of Health: Adult and Elder Health                       | Week 7 Lecture | Readings:  
Textbook: Chapter 8 pp. 219-229, Chapter 9, Chapter 10 pp. 272-275  
Manual: HIV Infection and Aids, Influenza, Pneumonia, TB  |
<p>| 8    | Oct 24 | Health Care Delivery                                                 | Week 8 Lecture | Readings: |</p>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Lecture Type</th>
<th>Readings/Additional Resources</th>
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<tbody>
<tr>
<td>9</td>
<td>Oct 31</td>
<td>Public Health Aspects of Domestic Violence</td>
<td>Week 9 Lecture</td>
<td>Guest Speaker: Lisa Smith, Coordinator, Domestic Violence Office for Violence Prevention and Victim Assistance, Rutgers University</td>
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</table>
| 10   | Nov 07| Outbreak Investigation Foodborne Disease | Week 10 Lecture       | Readings:  
Textbook: Chapter 14 pp. 424-428  
Manual: Anisakiasis, Botulism, Campylobacter, E. coli, Foodborne intoxications, Hepatitis A, Listeriosis, Norovirus, Salmonellosis, Shigellosis  
Video:  
Core Evidence: E. coli outbreak  
Additional Resources:  
[http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5728a4.htm?_s_cid=mm5728a4_e](http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5728a4.htm?_s_cid=mm5728a4_e) |
| 11   | Nov 14| Foodborne Outbreak Investigation Exercise Bioterrorism | Week 11 Lecture       | Readings:  
Textbook: Chapter 14 p. 445  
Manual: Anthrax, Botulism, Brucellosis, Ebola, Plague, Smallpox, Tularemia  
Additional Resources:  
[http://emergency.cdc.gov/training/historyofbt/](http://emergency.cdc.gov/training/historyofbt/) |

**Exam 2**

Video: CDC Radiological Terrorism, FDA Food Defense
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<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Lecture</th>
<th>Readings</th>
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<tbody>
<tr>
<td>15</td>
<td>Final Exam TBA</td>
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After successfully completing this course, learners will be proficient in:

1) Describing public health as a system, including its unique history and important features, theories and models to general audiences (Weeks 1-14)

2) Evaluating various expressions of quantitative information, such as relative risks, odd ratios, attack rates, specific rates, and be able to appropriate conclusions (Weeks 2, 3, 4, 9)
3) Applying measures of population health and illness, including risk factors and behavior modifications, to community health improvement initiatives (Weeks 1, 2, 3, 6, 7, 14)

4) Identifying and distinguishing public health and prevention strategies for addressing and reducing important health problems across populations (Weeks 3, 4, 5, 6, 7, 8, 11)

5) Describing the role of law and government in promoting and protecting the health of the public and identifying specific functions and roles of governmental public health agencies in assuring population health (Weeks 1, 2, 5, 8, 12, 13)

6) Identifying and explaining how various organizations, positions and roles contribute to carrying out public health’s core functions and essential services, and assessing the components of the public health infrastructure (Weeks 1, 4, 5, 10, 14)

7) Applying principles derived from the basic public health sciences to planning, implementing, and evaluating public health interventions (Weeks 1, 2, 3, 11)

8) Describing public health roles in emergency and disaster preparedness and response activities (Weeks 3, 8, 9, 12, 14)

Assessment

SAS Core Learning Goals

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

- Employ tools of social scientific reasoning to study particular questions or situations, using appropriate assumptions, methods, evidence, and arguments. Weekly active and cogent participation in an exercises and discussions based on that week’s topic, along with examinations and developing answers to the questions in the short answer assignments demonstrates using appropriate tools of social science reasoning methods to understand the complexities of issues and critical analysis.

- Formulate, evaluate, and communicate conclusions and inferences from quantitative data. Formulating, evaluating, and communicating conclusions and inferences from quantitative information in the weekly discussions and epidemiological exercises, along with examinations, demonstrate proficiency in research methods and basic statistics.
Public Health Learning Goals

• Think critically in public health
  *Weekly discussion assignments demonstrate application of learning*

• Effectively communicate public health information
  *Weekly active and cogent participation in an exercise or discussion based on that week’s topic demonstrates effective communication*

• Develop, apply, and analyze concepts from research methods and basic statistics
  *Formulating, evaluating, and communicating conclusions and inferences from quantitative information in the weekly discussions and examinations demonstrate proficiency in research methods and basic statistics*

• Utilize information literacy skills in public health
  *Using and citing scholarly sources in the class discussion exercises demonstrates information literacy in public health.*

• Understand and apply professional ethics
  *Actively participating in ethical discussions throughout the topics and lectures and specifically in Week 5 demonstrates an understanding and application of professional ethics*

Course Grading

Grading and student assessment is based on attendance, performance on two exams, a midterm, a final examination and classroom exercises and participation. The midterm and final examinations are cumulative. Attendance and class participation are expected. Unexcused absences will affect student’s grade. All materials covered by the texts, videos, special readings, websites and lectures are to be expected on the examinations.

20% ................ Exam 1
25%.................. Midterm Examination
5%.................... Class attendance and active participation
20% ................ Exam 2
30%.................Final Exam
All grades, including the final course grade, will use the following measurements:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Min – Max</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
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<tr>
<td>B+</td>
<td>87 – 89.99</td>
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<tr>
<td>B</td>
<td>80 – 86.99</td>
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<tr>
<td>C+</td>
<td>77 – 79.99</td>
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<tr>
<td>C</td>
<td>70 – 76.99</td>
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<tr>
<td>D</td>
<td>60 – 69.99</td>
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<tr>
<td>F</td>
<td>&lt; 60</td>
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**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.

Academic Integrity Academic integrity is a core value of the Bloustein School and Rutgers University. Violations include cheating, fabrication, plagiarism, denying others access to information or material and facilitating violations of academic integrity.

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/](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

Students are expected to attend all classes; if you expect to miss class, you must use the University absence reporting website https://sims.rutgers.edu/ssra/ to indicate the date and reason for your absence. An email is automatically sent to me. Any extended absences that are out of the ordinary require approval from your Dean of Students.

Please note: it is up to your instructors to determine how to handle your absence from classes, labs, or exams. Reporting your absence does not "excuse" you. It notifies your instructors, a courtesy that provides an opportunity for you to contact your instructor directly about missed work. In addition to reporting your absence online, we encourage you to contact your instructors directly.

Two unexcused absences will result in a drop of one half grade, three unexcused ¼ of one grade, 4 unexcused will result in a drop of one full grade; and so forth.

Examination clashes must be discussed in advance of the scheduled testing date. If there is serious illness or an emergency on the day of an exam, contact the instructor immediately. Failure to make alternative arrangements prior to an exam will result in a 0 for that exam. There are no makeup exams for unexcused absences.