



Course Name: Introduction to Public Health

Course Number: H 100 Honors

Course Credits: 4 hrs

Location: LINC, Room 345

Time: Tuesday and Thursday, 1000-1150

Instructor:

Viktor E. Bovbjerg PhD MPH

Email: viktor.bovbjerg@oregonstate.edu

Work Phone: 541-737-3838

Office Location: 133 Milam Hall

Personal Link: <http://health.oregonstate.edu/people/bovbjerg-viktor>

Further course description: <http://blogs.oregonstate.edu/bovbjerg/h100h-honors-introduction-public-health/>

Office hours: Tuesday and Thursday, 0830-1000

Course Catalog Description: This survey course covers the basic elements of public health and application of public health action, along with related complex ethical and political issues. Topics range from infectious disease outbreaks and control, to the role of diet and physical activity in chronic disease, to the intersection of emergency services and preparedness with public health. The Honors College section focuses on experiential and tailored learning: several sessions will be in the field—at work sites, businesses, public health agencies, and natural environments. A major element of the course is a student-directed exploration of a public health topic of interest to each student.

Prerequisites: none

Course Content: The course provides a basic overview of current local, national, and global trends in both communicable and non-communicable disease; the behavioral, social, and environmental determinants of population health, with a focus on causes of disparities in population health status; the organization of public health activities and their relation to other health-related activities (e.g., clinical care, emergency preparedness); analytical methods and the science of public health; the ethical challenges facing public health action; and emerging challenges for the field of public health. The course uses a mix of didactic material, case studies, and assignments to help students understand the role of public health and the wide array of

public health career opportunities as well as its relation to human science fields. Topics covered in the course include:

- Public health history, organization and scope
- Environmental influences on health
- Social & behavioral influences on health
- Infectious and chronic diseases
- Public health and healthcare
- Public health methods: epidemiology, surveillance, sources of data
- Ethical challenges in public health

Specific topics and dates will be published in a separate term-specific schedule.

Measurable Student Learning Outcomes:

At the completion of this course, students should be able to:

1. Explain the historical development of public health and its current scope
2. Understand the multiple causes underlying the health status of populations
 - a. Identify environmental, social, behavioral, and biological bases for health and disease
 - b. Explain how health and disease status results from the combination of causal factors
3. Understand the methods by which public health identifies potential causes of population health status, and identifies potential targets for intervention
 - a. Describe sources of data and the role of data analysis in identifying public health challenges and potential solutions
 - b. Describe the roles of surveillance and monitoring in identifying public health challenges and potential solutions
4. Describe the fundamental roles of public health and how those roles are operationalized in public health organization, funding, workforce, and regulations
 - a. List the disciplines and professional positions involved in public health
 - b. Describe the sources of funding for public health activities
 - c. Explain how public health activities are organized and staffed
 - d. Understand the regulatory, legal, and societal underpinnings for public health activities
5. Describe how public health and public policy interact
6. Describe how public health interacts with emergency services, healthcare organizations and facilities, and other healthcare providers
7. Describe the role of public health in natural disasters, civil disturbances, and emergency preparedness
8. Explain how public health programs are proposed, conducted, and evaluated
9. Identify (discuss) the roles of public health in addressing health disparities and the needs of vulnerable populations
10. Place public health in the context of other human sciences
 - a. Explain how public health can inform other human sciences
 - b. Explain how human sciences can inform public health priorities, action, and practice
11. Identify areas of ethical tension in public health, and how they are addressed in practice

Competencies

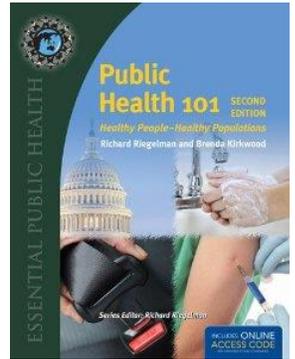
Academic Program Competencies can be viewed at:

<http://health.oregonstate.edu/degrees/competencies>

Learning Resources

Text (optional): Riegelman R, Kirkwood B. Public Health 101: Healthy People—Healthy Populations 2nd edition). Sudbury, MA; Jones & Bartlett, 2015. ISBN: 978-1-284-04084-5.

Class sessions will not mirror the text; rather, the text will complement the material discussed in class. Other brief readings will be assigned for specific sessions. Any additional readings will be made available on the class Canvas site at least one week prior to the session in which the topic is covered, and will be clearly identified as either required or optional.



Evaluation of Student Performance:

Students will be asked to demonstrate their mastery of the material in four settings:

1. *Public health “one pagers”* [3 at 10% each]
2. *Synthesis work-in-progress presentation* [10%]
3. *Field exercises* [3 at 10% each]
4. *Synthesis poster* [30%]

Each is described briefly below, and each will be detailed during class sessions and with separate instructions during the term.

Public health “one-pagers.” Each student will complete 3 one page, four paragraph papers which summarize and comment on issues of public health importance that are of interest to the student. In four paragraphs, students will identify a public health challenge from a current online news source, summarize the nature of the challenge and its burden to population health, list current and proposed ways to address the challenge, and indicate the most attractive approach and the reasoning behind that choice.

Field exercises. At points during the term, we will be conducting field activities, ranging from site visits to assessment exercises. Three of those outings will have an associated exercise/assignment. Assignments will be brief, and designed to go beyond the on-site observations, incorporating those observations into a larger public health perspective. Assignments will be conducted in small groups, and will form the basis for in-class discussion.

Synthesis work-in-progress presentation. Near the middle of the term, each student will present a “work in progress” to the class. The presentation will introduce class members to the presenter’s topic for the “synthesis poster” (see below). The presentation is not designed to be a polished, complete, “preview” of the synthesis poster. Rather, it is to introduce the chosen topic to class members, present some initial rationale for choosing the given topic, and generate discussion and questions from class members which may help the presenter refine or

redirect the synthesis. Each student will have 5 minutes to present, followed by 5 minutes of discussion and questions; students may use at most the equivalent of two screens/slides to support their presentation.

Synthesis poster. Think of this as a substantially expanded “one pager” presented with greater graphical emphasis. At the end of the term, each student will present a poster to the class, and invited members of the faculty. The poster will address a specific public health challenge (e.g. health behavior, environmental exposure, disease/condition) of interest to the student. Poster content may vary substantially due to topic area and student preferences, but in general will address: burden/prevalence, descriptive epidemiology, risk factors/causes, potential methods for addressing the challenge, success of methods currently in place, prospects for the future.

The course grade will be determined as follows:

<u>Student Effort</u>	<u>Percent of Grade</u>
Public health “one pagers” (3)	30%
Field exercises (3)	30%
“Synthesis” presentation	10%
<u>Synthesis poster</u>	<u>30%</u>
TOTAL	100%

Grading

H100H has 100 available points, excluding any potential extra credit. Typically, the course follows this metric for assigning letter grades:

- 93-100=A
- 90-92=A-
- 87-89=B+
- 83-86=B
- 80-82=B-
- 77-79=C+
- 73-76=C
- 70-72=C-
- 65-69=D+
- 56-64=D
- 50-55=D-

Depending on the overall distribution of points in the class, the curve may be adjusted *downward* (e.g. 89 could be an A-), but *never* upward.

Statement Regarding Students with Disabilities

"Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098."

Statement of Expectations for Student Conduct
<http://oregonstate.edu/admin/stucon/achon.htm>

Diversity Statement:

The College of Health and Human Sciences strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

Religious Holiday Statement

Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.