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CHBE 9630 - Doctoral Seminar in Community Health

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Georgia Southern University
Jiann-Ping Hsu College of Public Health
CHBE-9630 Doctoral Seminar in Community Health
Spring 2018

<u>Instructor:</u>	Joseph Telfair, DrPH, MSW, MPH
<u>Office:</u>	Hendricks Hall Room 1029
<u>Phone:</u>	(912) 478-2412
<u>E-Mail Address:</u>	jtelfair@georgiasouthern.edu
<u>Office Hours:</u>	Open or by appointment
<u>Meeting Times:</u>	Fridays, 9:00 am – 12:00 pm (HH Bldg Room 3001)
<u>Meeting Dates:</u>	26 January 2018 23 February 2018 30 March 2018 20 April 2018
-- Course schedules can be found at: https://my.georgiasouthern.edu/courses/	

Course Description

This course will provide students with the opportunity to analyze and discuss the history and current applications of social and behavioral science theories, approaches, models and strategies (learned throughout the curriculum) to public health practice and research. This seminar will examine the breadth of epistemologies employed as we develop effective methods to create change across the ecological spectrum, from individual to policy levels. Emphasis will be placed on critical thinking skills and open discussion designed to help students engage in dialogue about what will be effective research and practice in diverse public health settings over the next 10 years, as well as with their own dissertation work in progress.

Course Instructor and Assistant

Emails: jtelfair@georgiasouthern.edu (Dr. Telfair) and ah10932@georgiasouthern.edu (Ann Herrin)

Phone: (912) 478 - 2412 [Office]

Office: Jiann-Ping Hsu College of Public Health (Hendricks Hall) - Room 1029

Office Hours - Open or by appointment

All appointments need to be requested via email (lross@georgiasouthern.edu) **no less than 24 hours ahead of time.*

Course Start and End Dates

- Start Date: Friday, January 26, 2018
- End Date: Friday, April 20, 2018
- Final Assignment Date: Wednesday, April 25, 2018

Holidays

- Martin Luther King Jr. Holiday: Monday, January 15, 2018 (No Classes)
- Spring Break: Monday, March 05 - Friday, March 09, 2018 (No Classes)

Dropping this Class

- Last day to withdraw from class without penalty: Monday, March 5, 2018

General Learning Goals of the Course

DrPH Program Core Competencies

At the completion of their DrPH program all community health students will be able to:

1. Evaluate theories, concepts, and models from social and behavioral science disciplines (e.g. anthropology, sociology, psychology, health education) that are used in public health research and practice.
2. Analyze philosophical foundations and assumptions of research applied to community health problems.
3. Evaluate social and behavioral determinants of health equity at all ecological levels (individual through policy) applied in rural and urban settings.
4. Analyze health communication approaches including social marketing, media advocacy, and new communication technology.
5. Analyze the concept of Public Health Preparedness.
6. Compare U.S. Public Health and Global Public Health priorities and concerns.
7. Evaluate legislative advocacy skills that influence health policy.
8. Demonstrate planning, implementation, and evaluation of evidence-based community public health interventions.
9. Evaluate qualitative and quantitative methods and their use in community health intervention, evaluation, and research.
10. Utilize qualitative, quantitative, and mixed methods to address community health problems.
11. Evaluate Community-Based Participatory Research (CBPR) approaches when working with diverse communities.
12. Assess ethical principles critical to community-based research and practice.
13. Analyze the impact of power and privilege on health inequity at local, national, and global levels.
14. Demonstrate skills that support cultural competence and cultural humility when working with diverse communities.
15. Analyze current and future community-level needs for keeping the public healthy.
16. Analyze the collaborative and transdisciplinary relationships to respond to public health problems.

17. Develop program development and evaluation plans that include logic models, missions, goals, and objectives. Promote the public health and health education professions individually and collectively.
18. Assess the functional interrelationships of the five core areas of Public Health.

Course Learning Objectives (BASED ON THE COMPETENCIES ABOVE):

At the completion of this course the student will be able to:

1. Analyze the philosophical approaches and/or epistemologies that drive the development of various current research efforts. (9, 10, 11)
2. Analyze how best practices in social behavioral theory/approaches to individual behavior change and community health problem solving will contribute to effective public health strategies. (2, 13, 14)
3. Analyze the effectiveness of multidisciplinary or transdisciplinary approaches for enhancing policy research and policy development, implementation and evaluation. (15)
4. Compare and contrast social behavioral science research agenda with biomedical research agenda. (9, 10, 11)
5. Analyze efforts to accredit local public health and credential public health workforce members. (5, 15, 18)
6. Analyze the value of community-based research and stakeholder driven research to public health problem solving. (10,17)
7. Synthesize data from multiple sources that informs best practice in primary and secondary disease prevention. (12,13,14,15,16)
8. Analyze the status of systems based public health research and the importance of social behavioral science to this research. (1, 2)
9. Synthesize current and future research needs that can impact public health. (10, 11)

Prerequisite Courses, Skills, and Knowledge

Permission of the instructor.

Required Readings

See posted reading linked to each class period in folio.

Additional Resources

Additional readings (articles, handouts, etc.) will be distributed throughout the course.

Instructional Methods & Learning Commitment Expectations

Instructional Methods

This is a seminar class. The primary means of learning will be group discussions - round table. Class meetings will be a combination of lecture, class discussion, class application of skills, and presentations. All students will be responsible for leading one (1) class as facilitator and one (1)

class as discussion leader. Additionally, each will be placed into a group to complete small group assignments.

Student Facilitator (400 pts [100 pts each]): Four (4) Public Health Policy/Research Issues will be debated throughout the course (see syllabus for list of issues). Each issue is based on either an important contemporary public health topic or critical area of research. Each student will be responsible for developing and delivering one (1) 15 - 20 minute PowerPoint presentation that provides enough background information to orient the class on the issue that will be debated. For example, during the class session when the topic of the **design and implementation of interventions to address social determinants** will be debated, the facilitator will deliver a presentation that includes important details such as (1) what are considered 'intervention that work'?, (2) differences in determinants identification and analyzes in diverse practice settings, (3) important demographic trends, (4) the interventionist's duties and responsibilities, (5) professional preparation and (6) anything else that the student feel is appropriate to provide a foundation for the topic. Discussion leaders are encouraged to be creative when designing and delivering their content by incorporating supplemental information such as articles, videos, games etc... Each student will be evaluated on the performance by the course instructor, teaching assistant and their peers - LO 2-4, 6, 8, 9.

Group Participation (300 pts each): Each student will partner with one to two others students to complete three (3) small group assignments throughout the term. Group Assignment #1 is the selection, critical review and presentation of a researched and documented public health ethical violation (case study). The 30-minute case study presentation (PowerPoint) must include background information on the study (e.g., population, health issue, ethical violations, etc...) and the group's assessment of how study investigators violated the "[Code of Ethics for the Health Education Profession](#)" (see Handout). Students must include in their analysis a brief discussion of how the violations that were reported could have been prevented.

Group Assignment #2 and #3 are debates of the controversial public health issues (discussed above). Students will select the topic and side of the issues that they want to research and report on during the second week of class. Research on the each argument must be supported by the peer-reviewed literature and type-written (single-spaced no more than one page [front and back]). Each type-written paper must be read aloud in class during the week that the issue is scheduled to be covered on the syllabus. The facilitator for each topic/issue is responsible for devising a mechanism for assessing each class member's position on the issue before and after each debate. Classroom discussion will center on the arguments that were presented and details from each debate that reinforced or changed student's points of view. Each non-presenting student must provide a post in Folio explaining their original and final positions **Individual Participation**.

Individual Participation (Total 300 pts - Assignments Below):

Individual Assignment #1: This assignment is two-fold: 1) you will identify a funding source that would support your research agenda across your career; and 2) you will provide a career plan presentation should be similar to a talk you would provide to obtain your dream job in the future. You will provide a 15 minute PowerPoint presentation on the federal/private/state

agency of your choice and the outline of your career plan. For both foci provide background information on the agency and identify up to three funding opportunities that could support your research. (Instructions are forthcoming). (250 Points - Due Date March 30, 2018)

Individual Assignment #2: Final essay: LO 1,2,4,5,6,8,9 – Identify 5 main themes from the course and write an essay of approximately 2,000 - 3,000 words to discuss the most important things learned and discussed, similarities and differences in the material, and synthesis of the material read and discussed. (50 points - Due Date April 25, 2018)

Class Policies

Class Attendance and Participation Policy

Federal regulations require attendance be verified prior to distribution of financial aid allotments and University policy requires all students to attend the first class meeting of all classes for which they are registered. Excused absences follow the criteria of the Graduate Catalogue (e.g., illness, serious family emergency, military obligations, religious holidays), and should be communicated to the instructor in advance. Students must attend the session of student presentations and in-class exam. Regardless of attendance, students are responsible for all material presented in class and meeting the scheduled due dates for class assignments. Students are not allowed to make up work unless illness or other unanticipated circumstance occurs, warranting a medical (family) excuse and resulting in the student missing a homework or project deadline.

Please come to class on time and be prepared to stay until the end of class. Cell phones should not be used in class. Please set them to “vibrate” in case of emergency or if you have an urgent personal or professional reason for expecting a call. “Side” conversations among students are not acceptable unless your conversation is a course-related one.

Academic Integrity

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University’s policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue. From this point forward, it is assumed that you will conduct yourself appropriately. Academic integrity relates to the appropriate use of intellectual property. The syllabus, lecture notes, and all materials presented and/or distributed during this course are protected by copyright law. Students are authorized to take notes in class, but that authorization extends only to making one set of notes for personal use. As such, students are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes in or from class without the express written permission of the instructor.

Students are expected to abide by the Academic Handbook, located at <http://students.georgiasouthern.edu/conduct/files/Student-Conduct-Code-2016-2017.pdf>. Your

failure to comply with any part of this Handbook may be a violation and thus, you may receive an F in the course and/or be referred for disciplinary action.

Academic Misconduct

"According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):

- Directly quoting the words of others without using quotation marks or indented format to identify them.
- Using published or unpublished sources of information without identifying them.
- Paraphrasing material or ideas without identifying the source.
- Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website: <http://students.georgiasouthern.edu/conduct/files/Student-Conduct-Code-2016-2017.pdf> will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

First Offense - In Violation Plea

- If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/conduct/files/Student-Conduct-Code-2016-2017.pdf>
- If it is a first violation, the professor should talk with the student about the violation. If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:
 - The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
 - The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
 - A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

First Offense - Not In Violation Plea (student does not admit the violation)

- If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:
 - The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
 - The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

- If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:
 - Suspension for a minimum of one semester or expulsion.
 - The student will be subject to any academic sanctions imposed by the professor.

Not Responsible Finding

- When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Department Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.
- In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

GENERAL DISCLAIMERS

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material. The instructor will make every effort to inform students of changes as they occur. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

Grade Calculations

Activity	Number	Percentage of Final Grade
Student Facilitator	4	400 points - 30% of Final Grade
Group Assignments	3	300 points - 30% of Final Grade
Individual Participation	1	250 points - 25% of Final Grade
Final Essay (Individual)	1	50 points - 5% of Final Grade

Grade Distribution

Grade	Score
A	1000 to 900
B	899 to 800
C	799 to 700
D	699 to 600
F	599 and below

Grading

Your grades will be posted on folio. All course activities will be graded promptly so that students may accurately calculate their grades at any point in time during the semester.

Late Work Policy

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time.

Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

Technical Support

General technical support is available to students through the course instructor, teaching assistant, or the Georgia Southern Help Desk (912) 478-5429 | email: helpdesk@georgiasouthern.edu.

Course Schedule

The schedule lists all activities that have due dates for this course. You must complete work by the due dates and times listed.

WEEK	TOPIC	READINGS	ASSIGNMENT
1 01/26/2018	<ul style="list-style-type: none"> • Introduction to Course • JPHCOPH Competencies • Your Experiences in our DrPH Program • Individual Debate Topic: <ul style="list-style-type: none"> ◦ Use of Qualitative vs. Secondary data 	<ul style="list-style-type: none"> • JPHCOPH Competency Set Review • Sherman, et al (2016) Doctor of Public Health Education and Training Where Are We Now • Crossman (2017) Understanding Secondary Data and How to Use It in Research • Driscoll, et al. (2007) Merging Qualitative and Quantitative Data in Mixed Methods Research • FHI (2005) Qualitative data collector guide • Johnston (2014) Secondary Data Analysis - A Method of which the Time Has Come • McCaston (2005) Tips for Collecting, Reviewing, and Analyzing Secondary Data • NIH (2000) Qualitative Methods in Health Research • Ponterotto (2013) The Value of Mixed Methods Designs to Social Justice Research in Counseling and Psychology 	<ul style="list-style-type: none"> • Faculty Discussion Leader (Telfair) • Student Facilitator (_____)
2 02/23/2018	<ul style="list-style-type: none"> • Individual Debate Topic: <ul style="list-style-type: none"> ◦ Application of Ecological theory in Health Services research • Group #1 Debate and Discussion 	<ul style="list-style-type: none"> • Code of Ethics for the Health Education Profession (SOPHE)_full_2011 • Babitsch, et al (2012) Re-revisiting Andersen's Behavioral Model of Health Services Use • Bammer [ed] (2015) Change Combining Analytic Approaches With Street Wisdom • Green and Gielen (2014) Evidence and Ecological Theory.... 	<ul style="list-style-type: none"> • Student Facilitator (_____) • Group Discussants (_____ & _____)

		<ul style="list-style-type: none"> Riley and Best (2014) Extending the Ecological Theory 	
3 03/30/2018	<ul style="list-style-type: none"> Individual Debate Topic: <ul style="list-style-type: none"> Design and implementation of interventions to address social determinants Group #2 Debate and Discussion 	<ul style="list-style-type: none"> Hausman, et al (2009) Translating Community-Specified Indicators of program success into measurable outcomes IOM (2012) An Integrated Framework for Assessing the Value of Community-Based Prevention IOM (2016) A Framework for Educating Health Professionals to Address the Social Determinants of Health CDC (2016) Strategies for Reducing Health Disparities — Selected CDC-Sponsored Interventions US DHHA (2015) FINAL HHS Action Plan Progress Report to Reduce Racial and Health Disparities 	<ul style="list-style-type: none"> Student Discussion Leader (_____) Group Discussants (_____ & _____)
	<ul style="list-style-type: none"> Putting it to Practice – Individual Submission 1 	<ul style="list-style-type: none"> Funding Source Project Presentation Career Plan and Trajectory Presentation 	<ul style="list-style-type: none"> ALL
4 04/20/2018	<ul style="list-style-type: none"> Individual Debate Topic: <ul style="list-style-type: none"> Use of Comparative Analyses to address population and individual evidence-based outcomes Group #3 Debate and Discussion 	<ul style="list-style-type: none"> AHRQ (2013) Methods Guide for Effectiveness and Comparative Effectiveness Reviews Bammer [ed] (2015) Change Combining Analytic Approaches With Street Wisdom PCORI (2012) The-Design-and-Selection-of-Patient-Reported-Outcomes-Measures-for-Use-in-Patient-Centered-Outcomes-Research US DHHS (2017) Public-Health-3.0-White-Paper Vulnerable Rural Counties The Changing Rural Landscape 2000-2010 	<ul style="list-style-type: none"> Student Discussion Leader (_____) Group Discussants (_____ & _____)

		<ul style="list-style-type: none"> Whittingham (2015) Pursuing the Triple Aim The First 7 Years Wiessman, et al, (2001) Health Disparities Commissioned Paper 	
04/25/2018	<ul style="list-style-type: none"> Putting it to Practice – Individual Submission 2 	<ul style="list-style-type: none"> Course Reaction Paper 	<ul style="list-style-type: none"> ALL
04/25/2018	<ul style="list-style-type: none"> FINAL End-of-Course Assignments 	<ul style="list-style-type: none"> Final versions of all course work 	<ul style="list-style-type: none"> ALL