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Spring 2018

## PUBH 7530 Section A The Public Health Integrative Capstone Experience

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**Georgia Southern University**  
**Jiann-Ping Hsu College of Public Health**  
PUBH 7530 Section A  
The Public Health Integrative Capstone Experience  
3 Credit Hours

Spring 2018

<b><u>Instructors:</u></b>	Bill Mase, Dr.PH, MPH, MA Rachel Schwartz, Ph.D.
<b><u>Office:</u></b>	Hendricks Hall, Room 2016
<b><u>Office Hours:</u></b>	Tuesday & Thursday 11:00 AM – 1:30 PM
<b><u>Phone:</u></b>	(912) 478-6984
<b><u>E-Mail Address:</u></b>	wmase@georgiasouthern.edu
<b><u>Class Meets:</u></b>	Tuesday & Thursday 9:30 – 10:45 am
<b><u>Location:</u></b>	IT Building, Room 2206

Course Catalog available at:  
<http://students.georgiasouthern.edu/registrar/pdf/catalogs/GraduateCatalog/index.htm>  
under Jiann-Ping Hsu College of Public Health Programs

**Prerequisites**

Any MPH candidate who has completed the entire core curriculum (PUBH 5520G; PUBH 6532; PUBH 6533; PUBH 6534; PUBH 6535; PUBH 6541; PUBH 7790) OR *Completion of all core MPH courses (or concurrent enrollment in remaining core courses) and graduating in the semester in which this course is taken.*

**Catalog Description**

This course serves as a culminating experience designed to promote refinement of the hard and soft skills necessary for the public health workforce. Throughout the semester, students acquire skills in the integration of basic public health concepts and refine the application of discipline specific knowledge. This course relies on a case-based format that promotes problem solving and critical thinking in the context of real world public health problems.

**Class Etiquette**

Turn off cell phones during all class meetings and be respectful of your fellow students. Students are expected to be on-time for all class meetings sessions and to stay engaged in the learning exchange process throughout the entire 75-minute session. You are responsible for your own learning as well as the learning of your peers. It is expected that students will present themselves in a professional manner during all class meetings. Students may use computers to take notes. Any non-class related activity will result in the student being asked to excuse him/herself from the meeting session and loss of credit for that meeting session.

### **Academic Integrity**

Students are expected to follow guidelines outlined in the *Student Conduct Code 2017-18* policy regarding academic dishonesty. Any student found in violation of academic honesty will receive a grade of 'F' for the course. It is the student's responsibility to familiarize him/herself with the student policies and expectations set forth in the *GSU Student Conduct Code 2008-09* of the *2008-09 Student Handbook*. ([http://students.georgiasouthern.edu/judicial/SCC\\_08-09.pdf](http://students.georgiasouthern.edu/judicial/SCC_08-09.pdf)) You are expected to follow guidelines set forth in the handbook.

### **Required Text:**

There are no required textbooks. There are required course materials provided in the course Folio.

### **Recommended Readings:**

Mastering Public Health: Essential Skills for Effective Practice by Barry S. Levy (Editor), Joyce R. Gaufin (Editor) ISBN:0199753970, ISBN-13: 9780199753970

Essential of Public Health Management by L. Fleming Fallon Jr. (Editor) and Eric J. Zgodzinski (Editor), ISBN-13: 978-1-4496-1896-4

Recommended Resource: Certificate for Evidence Based Tutorial

- URL: Evidence based tutorial -[www.ebph.org](http://www.ebph.org)

### **MPH Core Student Learning Outcomes (CORE)**

1. Demonstrate proficiency and effectiveness in the communication of core public health principles and practices, both oral and written.
2. Demonstrate proficiency in the integration of the core public health disciplines (Biostatistics, Epidemiology, Environmental Health, Health Policy/Management, and Social/Behavioral Science) in practice and research.
3. Demonstrate proficiency in problem solving, critical thinking, and public health leadership.

### **Overall MPH Cross-Cutting Competencies - Course focuses on the integration of the following:**

1. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities. (Communication and Informatics)
2. Use information technology to access, evaluate, and interpret public health data. (Communication and Informatics)
3. Describe the roles of history, power, privilege and structural inequality in producing health disparities. (Diversity and Culture)
4. Explain how professional ethics and practices relate to equity and accountability in diverse community settings. (Diversity and Culture)
5. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served. (Diversity and Culture)

### **Course Learning Objectives:**

**Professional Development:** This course promotes the self-assessment and integration of professional knowledge and skills. It provides students opportunities to engage in activities designed to enhance lessons learned from course work. *As a result of this course the student will be able to:*

1. Identify and address personal strengths and weaknesses in the required competencies - overall and in each of the core public health disciplines (*Professional Development – a,c*)
2. Apply public health knowledge and principles in a health planning and evaluation process designed to address specific identified areas of weakness (*Professional Development – b,e*)
3. Identify, access and analyze public health data and information needed to develop a public health program plan (*Professional Development – b,c*)
4. Demonstrate effective written and verbal communication skills (*Professional Development – b,d,e*)

### **Course Structure and Instructional Methods:**

We will meet twice per week over 16 weeks and work independently as well as within teams through Folio. During each session, students will be expected to communicate and defend their ideas as well as analyze and critique the ideas of others through conversations with the instructors in a variety of formats. Students will complete the necessary readings and prepare all assignments ***before*** each class in order to be able to discuss their own work, ask clarifying questions, and receive constructive feedback.

### **Class Participation and Attendance**

Class attendance is required. Attendance will be taken promptly at the beginning of each class session. Class participation is an integral part of the learning process. Students are expected to remain current with the readings, contribute to discussion, ask questions, make comments, and expand their ethical foundation for practice. Attendance will be recorded for all class sessions. Students are permitted three (3) absences during the semester. Tardiness is counted as an absence, late arrival for class is highly discouraged as this disrupts other student learners and is disrespectful of peers. Additional absences exceeding the permissible third absences will result in a final reduction of one full letter grade (e.g., an A will become a B).

### **Overview of the Content to be Covered during the Semester**

<b>Date</b>	<b>Topic</b>	<b>Preparation Assignments</b>	<b>Deliverable</b>	<b>Due Date</b>
Class 1 - Tuesday January 9, 2018	Introduction and Course Classroom Etiquette Assignment of Teams (N=5)	One-page Self- Assessment Survey - Public Health Competencies	None	1-10-18 by noon (5 points)
Class 2 - Thursday January 11, 2018	Review Self- Assessment Data (Module 1)	One-page self- assessment synthesis paper of MPH Competencies (see guidelines)	Competency Assessment in Folio	1-16-18 by 9:00 AM (5 points)

Class 3 - Tuesday January 16, 2018	Professionalism & Cultural Competency (Module 1)	Ch. 5 from Mastering Public Health Practicing Cultural Competence (Folio Readings)	Brief (one paragraph) What is cultural competency?	1-23-18 by 9:00 AM (5 points)
Class 4 - Thursday January 18, 2018	Local Public Health and Career Path (Module 1)	Cultural Competence	Submit 5 Questions for the LHD Panel in Folio	1-23-18 by 9:00 AM (NG)
Class 5 - Tuesday January 23, 2018	Public Health Organizations And Career Development (Module1)	Ch. 6 from Mastering Public Health Working Within an Organization (Folio Readings)	Dropbox response pg. 135 (Box 6-2)	1-25-18 by 9:00 AM (5 points)
Class 6 - Thursday January 25, 2018	Local Public Health Panel (Module 1)	LHD Panel Business/Professiona l Attire Speakers: Tony Flatman, BCHD - Nurse Manager Brad Wiggins, Environmental Health County Manager Cindi Hart, District Nursing Director	Group Assignment 1 2-Page Synthesis Paper as to the state of affairs in Bulloch County/Southeast Health District on selected topic	1-25-2018 by 9:00 AM (10 points)
Class 7 - Tuesday January 30, 2018	Epidemiology Lessons Learned (Module 2)	Bradford-Hill Odds Ratio Relative Risk	In-class team-based work group EPI assignments	
Class 8 - Thursday February 1, 2018	Epidemiology Lessons Learned (Module 2)	Speaker: Stuart Tedders, Associate Dean	Career Development – Preparing for Next Steps	

Class 9 - Tuesday February 6, 2018	Epidemiology Lessons Learned (Module 2)	OASIS Data BRFSS Data County Health Rankings	Accessing data to support your argument	
Class 10 - Thursday February 8, 2018	Epidemiology Lessons Learned (Module 2)	Speaker: Dr. Gulzar Shah, Chair, Department of Health Policy & Management	Emerging Trends in PH: Evidence-based decision making and cultural competency	
Class 11 - Tuesday February 13, 2018	Epidemiology Lessons Learned (Module 2)	PowerPoint/Prezi/Go ogle Slides	Team EPI Presentation	2-13-18 by 9:00 am (20 points)
Class 12 - Thursday February 15, 2018	Epidemiology Lessons Learned (Module 2)	PowerPoint/Prezi/Go ogle Slides	Team EPI Presentation	
Class 13 - Tuesday February 20, 2018	Community Health Lessons Learned (Module 3)	Substance Abuse, Addiction, and Recovery	Submit 5 Questions for the LHD Panel in Folio	
Class 14 - Thursday February 22, 2018	Community Health Lessons Learned (Module 3)	Speaker Panel: Emily Eisenhart, Director Rob Bohler, GA Rachel, Al-Anon	Substance Abuse, Addiction, and Recovery	
Class 15 - Tuesday February 27, 2018	Community Health Lessons Learned (Module 3)	Theory of Social & Behavior Change	Lecture	
Class 16 - Thursday March 1, 2018	Community Health Lessons Learned (Module 3)	Dr. Ashley Walker	Women and leadership development	

Class 17 - Tuesday March 6, 2018	Community Health Lessons Learned (Module 3)	Theory of Social & Behavior Change	Public Service Announcement 27-9-3 Presented (in class)	3-6-2018 by 9:30 am (10 points)
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Class 18 - Thursday March 8, 2018	Community Health Lessons Learned (Module 3)	Dr. Jane Nester, Director, Magnolia AHEC	Title forthcoming	
<b>March 12-16, 2018 SPRING BREAK</b>		<b>NO CLASS</b>		
Class 19 - Tuesday March 20, 2018	Environmental Health Lessons Learned (Module 4)	Phthalates Heavy Metals Dose-response	In-class Exercise	
Class 20 - Thursday March 22, 2018	Environmental Health Lessons Learned (Module 4)	Charles Owens, Director, Center for Public Health Practice	Environmental Justice 2-page paper	3-22-18 by 9:30 AM (10 points)
Class 21 - Tuesday March 27, 2018	Biostatistics Lessons Learned (Module 5)	Review of Biostatistics	In-class Exercise	
Class 22 - Thursday March 29, 2018	Biostatistics Lessons Learned (Module 5)	Dean Evans: Working within an organization sickness and in wealth Creating a vision and inspiring others:	Biostatistics Quiz on Folio	3-29-18 Quiz (10 points)
Class 23 - Tuesday April 3, 2018	Health Policy & Management Lessons Learned (Module 6)	Ch. 3 from Essentials of Public Health Management Organizational Behavior (Folio Readings)	In-class Exercise	

Class 24 - Thursday April 5, 2018	Health Policy & Management Lessons Learned (Module 6)	Ursula Spence, MPH Georgia Southern University DrPH Student	Enrollment in and practical applications so the ACA Talking with the press!	
Class 25 - Tuesday April 10, 2018	Health Policy & Management Lessons Learned (Module 6)	Ch. 4 from Essentials of Public Health Management Money: Accounting, Finance & Budgets (Folio Readings)	In-class Exercise	
Class 26 - Thursday April 12, 2018	Health Policy & Management Lessons Learned (Module 6)	Caitlyn Cofer, Director Georgia Southern University Career Services	Getting your resume in order and career next steps	
Class 27 - Tuesday April 17, 2018	Health Policy & Management Lessons Learned (Module 6)	Leader-Member Exchange Theory (LMX)	In-class Exercise	
Class 28 - Thursday April 19, 2018	Health Policy & Management Lessons Learned (Module 6)	Dr. Joseph Telfair, President, APHA	More than a Professional Association: The Link between APHA, Academics, and Practice	
Class 29 - Tuesday April 24, 2018	Course wrap-up	Policy Statement Due	Present and Discuss Policy Statements	4-24-2018 Policy Statement Due (20 points)
Class 30 - Thursday April 26, 2018	Course wrap-up	Continue Policy Statements	Present and Discuss Policy Statements Course Wrap-up	



## **Grading Scale**

90-100 points =	A
80-89 points =	B
70-79 points =	C
60-69 points =	D
59 and below =	F

## **Student Evaluation and Grading Summary For Assignments (Point-based System)**

5 points - Folio self-assessment survey

5 points - One-page self-assessment paper

5 points - What does cultural competency mean to me

5 points - Dropbox response: pg. 135 (Box 6-2)

10 points - (Group Assignment 1) 2-Page Synthesis Paper Bulloch County/Southeast Health District (on selected topic)

20 points – (Group Assignment 2) Team EPI Presentation (on selected topic)

10 points – (Group Assignment 3) Public Service Announcement (in class) 27-9-3 Presented in class (on selected topic)

10 points – (Group Assignment 4) Environmental Justice 2-page paper (on selected topic)

10 points - Biostatistics Quiz on Folio

20 points – (Group Assignment 5) Policy Statement (on selected topic)

100 Total Points

## **Incomplete grades**

The GSU Incomplete Grade Policy states that a temporary grade notation of “I” for incomplete may be requested by the student prior to the end of the term and submitted at the course master’s discretion due to unforeseen circumstances that effect the student’s ability to complete course requirements.

Students requesting consideration of an “I” grade must discuss with the course instructor, and agree upon a plan and a schedule for, completion of course requirements. It is the student’s responsibility to initiate this discussion, assure the completion of the incomplete form and is posted in the faculty WINGS. If no permanent grade is reported by the end I academic year, an “F” will be automatically assigned to replace the “I”.

## **Policy on late assignments**

Late assignments will not be accepted

## **Citing Resources**

All assignments will be submitted via Folio through the Turn-It-In system unless stated otherwise. Students will be able to view the Originality Report generated by Turn-It-In and add the necessary citations before the final submission. If you cite information from a text, journal, or website in any assignment, please reference the source using APA style.

- **APA Style Guide:** <http://docstyles.com/library/apalite.pdf>
- **Folio:** You can get to folio thorough [my.georgiasouthern.edu](http://my.georgiasouthern.edu) . Login and look for folio in My Services.
- **Reference Software:** You are strongly encouraged to use EndNote Web or RefWorks for citation management.

The contents of this syllabus are as complete and accurate as possible. The instructors reserve the right to make any changes necessary to the syllabus and course material. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.