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PUBH 101S.01: Introduction to Public Health

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Introduction to Public Health (PUBH 101S), 3 credit hours Fall 2022, Skaggs Building Room 117, Tuesday & Thursday 2:00-3:20

Instructor:

Curtis Noonan, Ph.D.
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Professor of Epidemiology, School of Public and Community Health Sciences
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Format:

On campus, University of Montana, Missoula. This course will be delivered on campus with support from UOnline. Readings and assignments designed to develop applied skills will form the basis for review and discussion during class. Lectures, reading assignments and web links will be used to present key points. Students will be assessed on assignments, exams and team-based research and presentation of contemporary public health topics.

Office Hours:

Email curtis.noonan@umontana.edu to make arrangement for meeting.

Contact Info:

curtis.noonan@umontana.edu (Best option! Please indicate 'PUBH101' in subject line.)
Skaggs Building Room 159 (office)
Phone: 406-243-4957

Course Description:

This course will serve as an overview of the discipline and practice of public health. This will include the history of public health, tools and techniques used in the field, a population perspective, and an emphasis on disease prevention and health promotion. General principles of public health are illustrated through textbook readings, contemporary articles, videos and case studies.

Required Text:

McKenzie's An Introduction to Community & Public Health, 10th Edition by Denise Seabert, James F. McKenzie and Robert R. Pinger. ISBN-13: 978-1284202687.

[Optional] Pained: Uncomfortable Conversations about the Public's Health. By Michael D. Stein and Sandro Galea. ISBN-13: 978-0197510384.

Additional readings will be posted in Moodle

Foundational Competencies:

Topics featured in this class will include the following School of Public and Community Health Sciences foundational domains for the public health Bachelor's degree:

1. The history and philosophy of public health as well as its core values, concepts and functions across the globe and in society
2. The basic concepts, methods and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice
3. The concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations
4. The underlying science of human health and disease, including opportunities for promoting and protecting health across the life course
5. The socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities

Preparatory Tutorials:

UMOnline has made available an interactive tutorial for using Moodle as a student. After logging into Moodle using your NetID and password at <http://umonline.umt.edu/> students may follow the link "Moodle 101 for Students."

Course Grading:

Students will be graded on the following assessment components:

1. Public Health Current Topics, Oral (1) and Written (1), 20%
2. Written reflections on 'Pained' readings (3), 15%
3. Assignments (4), 40%
4. Exams (4), 40%

Final letter grades will be based on the following categories: A = 94 to 100 percent; A- = 90 to 93 percent; B+ = 87 to 89 percent; B = 84 to 86 percent; B- = 80 to 83 percent; C+ = 77 to 79 percent; C = 74 to 76 percent; C- = 70 to 73 percent; D+ = 67 to 69 percent; D = 64 to 66 percent; D- = 60 to 63 percent; F = below 60 percent.

Current Topics

Each student will have two public health Current Topics presentations during the semester. Each Current Topic will include an oral component and a written component. The topic should be something that has recently been in the media, i.e., within the prior two weeks. Students will select two presentation dates through a Moodle 'choices' tool. When selecting a presentation date, students will also select a general topic area: (1) global or indigenous health; (2) maternal and child health; (3) adolescent and young adult health; or (4) older adult health. For the oral component of the presentation the student should prepare a five-minute presentation. The presentation should include (a) a brief overview of the topic; (b) the source, or how the student learned about the topic, including an assessment of the reliability of the source; (c) reflection on how the topic is related to materials and terminology discussed in the class text or lectures; and (d) alternative disease prevention or health promotion solutions related to the topic. A complete presentation will require that the student investigates data, literature or reporting sources beyond the original media source. The written component will be uploaded to a Moodle site on or before the presentation date and should include all of the elements indicated above. The written component should not exceed one page, double-spaced, 11-point font, ½" margins. References should be included and listing of references will not count against the one-page limit.

Assignments

Assignments will include questions on the course lectures, discussions, text, other assigned reading or video materials and learning objectives. Each student will submit four completed assignments per the course schedule.

Reflections

Throughout the semester brief essays from the book 'Pained: Uncomfortable Conversations about the Public's Health' will be presented in class. Written reflections will be due at three times points during the semester. Students can choose to reflect on any of the chapters presented in class prior to the reflection due date. Submitted reflections will be approximately one paragraph or one-half page single spaced. Expectations for the reflections will be presented in Moodle.

Exams

Four exams will be given during the semester, including a final exam.

Moodle Course Procedures and Expectations:

Moodle will be used in this class and online activities will be required throughout the semester. Moodle procedures may be adjusted if necessary. While class content, expectations and assessment will (most likely) not change dramatically, the instructor may make mid-course revisions especially in response to student feedback.

Announcements:

Class announcements will be posted by the instructor. Moodle system administrators will sometimes post announcements about the Moodle system.

Communication:

Communication will take place using e-mail, discussion boards, and the virtual classroom.

Please check your UM email account frequently, as this is how I will communicate directly with you.

Additional Notes:

Accommodations:

The Office for Disability Equity (ODE) is the campus resource for disability-related information. They provide consultation, training, and academic services to advance accessibility and inclusion by taking an intersectional approach to disability. For more information, please visit their website: <https://www.umt.edu/disability/>.

Student Code of Conduct:

The University of Montana Student Code of Conduct (<https://bit.ly/3SMNkft>) embodies and promotes honesty, integrity, accountability, and duties associated with citizenship as a student in our community at the University of Montana. This Code exists to protect the interests of the community and dignity of its members, and to challenge those behaviors which are not in accordance with our policies. This Code describes expected standards of behavior for all students, including academic conduct and general conduct, and it outlines students' rights, responsibilities, and the campus processes for adjudicating alleged violations.

Plagiarism is the representing of another's work as one's own. It is a particularly intolerable offense in the academic community and is strictly forbidden. Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion. (See UM Student Conduct Code). Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording but also ideas. Acknowledgment of whatever is not one's own original work is the proper and honest use of sources. Failure to acknowledge whatever is not one's own original work is plagiarism.

Changes:

This syllabus is subject to change by the instructor. Any changes will be announced in the announcement section of Moodle.

Course Schedule

Date	Topic	Text Readings	Student Current PH Topics Presentations	Assignment due dates and Exam dates
8/30	Pandemics: a recent history			
9/1	History of Public Health	Chapter 1		
9/6	Public Health Organizations	Chapter 2		
9/8	Public Health Leadership, Information Sources, and Upcoming Changes at CDC		Current Topics	
9/13	Epidemiology: Descriptive Measures and Data	Chapter 3		Assignment 1
9/15	Epidemiology: Study Designs		Current Topics	
9/20	Exam #1			Exam
9/22	Prevention and Control of Diseases: Communicable Disease	Chapter 4		1 st Reflection Due
9/27	Prevention and Control of Diseases: Noncommunicable Disease		Current Topics	
9/29	Community and Health Promotion	Chapter 5		Assignment 2
10/4	Public Health in Schools	Chapter 6	Current Topics	
10/6	Special Topics		Current Topics	
10/11	Maternal, Infant and Child Health	Chapter 7	Current Topics	
10/13	Exam #2			Exam
10/18	Childhood Immunizations			2 nd Reflection Due
10/20	Adolescents, Young Adults and Adults: Risk Surveillance	Chapter 8	Current Topics	
10/25	Older Adults	Chapter 9		Assignment 3
10/27	The Aging Boomers		Current Topics	
11/1	Health Disparities	Chapter 10	Current Topics	
11/3	Social Determinants of Disease		Current Topics	
11/8	ELECTION DAY – no class			
11/10	Mental Health	Chapter 11	Current Topics	
11/15	Substance Use (Rebecca Pejak)	Chapter 12	Current Topics	
11/17	Exam #3			Exam
11/22	Healthcare Delivery	Chapter 13		3 rd Reflection Due
11/23-25	Fall Break			
11/29	Affordable Care Act			Assignment 4
12/1	Environmental Health	Chapter 14		
12/6	One Health; Climate Change			
12/8	Review			
12/15	Final Exam (3:20-5:20)			Exam