

**Pitt Public Health**  
**PUBHLT 2014 Public Health Overview**  
**Course Syllabus**  
**Fall Term 2014 (Session I)**  
**August 27-October 8, 2014**  
**Wednesday 4:00 PM- 5:25 PM, Room A115**

Faculty Information

Gerald Barron, M.P.H.

Associate Professor, Department of Health Policy & Management and Deputy Director, Center for Public Health Practice

Email: [gbarron@pitt.edu](mailto:gbarron@pitt.edu)

Phone: 412-383-2501

Office: A733 Crabtree Hall

Office Hours: By appointment

Teaching Assistant

Carroline Lobo

Email: [cpl13@pitt.edu](mailto:cpl13@pitt.edu)

Office Phone: 412-624-9141

Office: A663 Crabtree Hall

Office Hours: By appointment

**Introduction to Course**

The Overview course provides a broad perspective of the public health field, including its professional ethics, problem solving approaches, and representative examples of the kinds of challenges you can expect to address as a public health professional.

**Course Rationale**

Recognizing that Pitt Public Health students come from rich and diverse careers and academic experiences, this Overview course is intended to create a common knowledge platform. The course is also designed to help students hone their communication and thinking skills through discussion and other course activities.

**Course Objectives**

This course will enable students to

1. Understand public health as a broad, complex and multidisciplinary domain of professional practice, advocacy and inquiry.
2. Describe the ASPH competencies of Public Health, both disciplinary-based and cross-cutting
3. Present a well-reasoned, evidence-based and compelling argument for a public health relevant policy, program or intervention using the public health problem solving steps.

## **Required Texts**

1. Schneider, M-J., Introduction to Public Health, Fourth Edition, Jones and Bartlett Learning.
2. On-line readings as assigned in the syllabus or added during the semester.

## **Recommended Supplementary Texts/Readings**

1. Moss, Michael. (2013). Salt, Sugar, and Fat: How the Food Giants Hooked Us. Random House LLC (One Book, One Community book this year)
2. Barry, John. (2005). the Great Influenza: The Story of the Deadliest Plague in History. New York: Penguin Books.
3. Brinkley, Douglas (2006). The Great Deluge: Hurricane Katrina, New Orleans, and the Mississippi Gulf Coast. New York: William Morrow/Harper Collins Publishers. (A fascinating journalistic account of the devastation of a great community by a natural disaster and the associated policy and public system failures)
4. Garrett, Laurie. (2000). Betrayal of Trust: The Collapse of Global Public Health. New York: Hyperion.
5. Henderson, D.A. (2009). Smallpox - Death of a Disease: The Inside Story of Eradicating a Worldwide Killer (This book was selected as the “One Book – One Community” reading for the GSPH for 2009/10 in recognition of Dr. Henderson and his global team in the eradication of smallpox.)
6. Institute of Medicine. (1988). the Future of Public Health
7. Oshinsky, D. M. (2005). Polio: An American Story. Oxford, UK: Oxford University Press. An intriguing history and analysis of the conquering of polio in the United States)
8. Shah, S. (2010). The Fever: How Malaria has Ruled Mankind for 500,000 Years. New York: Sarah Crichton Books/Farrar, Straus and Giroux.

## **CourseWeb/BlackBoard**

CourseWeb (BlackBoard) will be used to provide access to lectures, assigned readings and communication between the instructor, TA and the students.

## **Evaluation of Course Performance**

The student is required to complete the following to receive credit for satisfactory course completion (grade of B- or better):

1. Public Health Problem Solving Assignment
2. Achieve a passing grade on the Final Exam
3. Attendance and active participation in class (Including the completion of the on-line MPH Core Competency survey and the OMET on-line course evaluation)

## **Factors and Weights**

Public Health Problem Solving Assignment	35% (September 24 <sup>th</sup> )
Final Exam	45% (October 8th)
Attendance and active participation in class (Including the completion of the on-line MPH Core Competency survey and the OMET on-line course evaluation)	20%

## **Letter Grade Scale**

98 - 100%	A+
92 - 97%	A
90-91%	A-
88-89%	B+
80-87%	B
78-79%	B-
70-77%	C
< 70%	Fail

## **Problem Solving Assignment**

Developing your solution to a current public health problem gives you an opportunity to demonstrate your thinking and writing skills and practice your ability to formulate a clear position on a public health issue. Apply the technique discussed in class to a public health issue, which has been in the media in the last three months. The problem solving steps to be used are: Define the problem, identify causal factors, select an intervention (evidence-based, if possible) and develop an implementation and evaluation strategy based on real world considerations and constraints. Use the logic model. The paper should be no longer than 5 pages double spaced with size 12 font and 1" margins at top/bottom and right/left sides. List all references at the end of the paper. You can use any reference style.

**Students will submit this assignment to the TA at the beginning or end of the class on September 24th.**

## **Assignments Due**

All assignments are due by **the dates indicated on the course syllabus**. Late assignments will be accepted only under exceptional circumstances with justification and will be subject to a discounted grade.

## **Final Exam**

The Final Exam will consist of a set of “objective” questions, e.g., multiple choice, true/false, etc. Emphasis will be placed on the lectures and required Schneider text; all assigned readings may be the basis for test items. The test will be administered open book, and open notes, but with a time constraint. Students will be given 1 hour to complete the final.

## **Student Participation**

Students will attend the scheduled lecture each week and participate in class as required. Students will be permitted **one excused** absence for the lecture sessions. Any missed sessions in excess of this limit will result in the reduction of 10% in the student's total score **The use of any electronic devices for none course activities during class will not be tolerated.**

## **Academic Integrity**

The Provost Office maintains a website that provides details on the Code for Academic Integrity; please see <http://www.pitt.edu/~provost/ai1.html>. This code includes obligations for faculty and students, procedures for violations and other critical information. You are encouraged to review this policy carefully as it will apply to all your course work in the GSPH. Violations of academic integrity are taken very seriously and may lead to sanctions including a failing grade on an assignment, exam and/or the course.

## **Students with Special Needs**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648-7890/(412) 383-7355 (TTY), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

**Pitt Public Health**  
**PUBHLT 2014 Public Health Overview**  
**Schedule of Sessions**  
**Fall Term 2014, Session I**  
**Wednesdays 4:00 PM-5:25 PM**

<u>Date</u>	<u>Topic</u>
08/27/14	Introduction and Syllabus review Finding the Evidence for evidence-based public health- Barb Folb, Public health Informationist Q/A
09/3/14	Q/A on readings Public health problem solving- Dr. Ron Voorhees, Professor, Department of Epidemiology and Director, Center for Public Health Practice

**Readings**

1. Schneider, Ch. 8
2. Stephen B. Thacker, MD, MSc, The Evidence Base for Public Health; Informing Policy at the Centers for Disease Control and Prevention American Journal of Preventive Medicine, 2005;28 (3)
3. Alan Fontana, PhD, Posttraumatic Stress Disorder among Female Vietnam Veterans: A Causal Model of Etiology, American Journal of Public Health, February 1997, Vol. 87, No. 2
4. Report on the Typhus Epidemic in Upper Silesia, American Journal of Public Health, December 2006, Vol 96, No. 12
5. Summary of the Public Health Problem-Solving Process- Ronald E. Voorhees, MD, MPH
6. Problem Analysis graphic, Henrik Blum model for identifying causes
7. “The Logic Model for Program Planning and Evaluation”, Paul McCawley, Associate Director, University of Idaho Extension
8. **Supplemental Reading, if needed** - Kellogg Foundation Logic Model Guidelines
9. Rychetnik L, Wise M. Advocating evidence-based health promotion: reflections and a way forward. Health Promot Int. 2004 June; 19 (2):247-57 (Relative to the Barb Folb lecture)

09/10/13 Q/A on readings  
Governmental public health and the politics of public health policy-Marty Raniowski, Deputy Secretary for Health Planning and Assessment, Pennsylvania Department of Health and The history of public health- Jamie Sokol, M.P.H., Training Officer, Allegheny County Health Department

**Assignment**

Complete the M.P.H. Core Competency on-line survey  
<https://www.surveymonkey.com/s/Pre-Fall2014-SessionI>

**Readings**

1. Review the ASPH M.P.H. Domains and Competencies.
2. Schneider, Ch. 1, and 2
3. Milestones Chapter 11, U.S. Public Health Infrastructure
4. Ten Great P.H. Achievements- US, 2001-2010

09/17/14 Q/A on readings  
Public health law and ethics - Professor Elizabeth Bjerke, Department of Health Policy and Management and Public Health Practice- Professor Barron

**Readings**

1. Schneider, Ch. 3, 30 and 31
2. PHLS, "Principles of ethical practice of public health"
3. Review all of the tabs on Healthy People 2020. (www.healthypeople.gov)
4. Review the National Prevention Strategy

09/24/14 Q/A on readings  
Global Public Health- Professor Wes Rohrer

**Readings**

Schneider, Ch. 25  
Other readings to be assigned

**The Public Health Problem Solving assignment is due today hard copy**

10/01/14 Q/A on readings  
Health Equity-Tiffany Gary-Webb, Associate Professor, Department of Behavioral and Community Health Sciences and Epidemiology and Director of the Health Equity Certificate Program

**Readings**

Schneider, Ch. 26 and 27  
Health Disparities and Health Equity: The Issue Is Justice, American Journal of Public Health, Supplement 1, 2011, Vol. 101, No S1, pages S149-S155

10/08/14 Final Exam (60 minutes)