

Graduate School of Public Health
PUBHLT 2033: Foundations in Public Health
Term/Academic Year: Fall 2021
Eight-week course runs from August 27 through October 22, 2021

Course Meeting Day(s) and Time(s):

In-person orientation (G23):

Thursday, September 2, 2021 from 3:30-4:30 p.m.; **OR**,

Friday, September 3, 2021 from 12:00-1:00 p.m.

~ and ~

Self-training through Modules 1 - 7

Class Location: Class Location: G23 for in-person orientation; online all other times

Credit Hours: 1

Primary Faculty:

Nesta Bortey-Sam, PhD

Assistant Professor

Department of Environmental & Occupational Health

Public Health Building, Room 4124

412-624-9567

neb60@pitt.edu (preferred)

Office hours: M-F: 9:00 am to 5:00 pm except Tuesdays 4:00-5:00 pm

Supportive Statement

Welcome to this course (PUBHLT 2033)! I am excited to be your instructor and I can't wait to get to know you. Throughout the 8-week period, we will be discussing the foundations of public health and I hope that you will view me as part of your support team. In addition to teaching you about the foundations course, I am here to help you plan for success, problem-solve as needed, and celebrate successful experiences. My office hours are listed above, but I will be more than happy to find a different day and time if these do not work well for your schedule. I believe that it is really important for us to talk outside class so please connect with me via email (listed above) before or after class (or make an appointment).

Course Description:

This one-credit course is required for first-term incoming MPH students and will introduce students to core foundational concepts of public health and provide them with an overview of notable Pitt Public Health and Pittsburgh-based successes and challenges. The course is designed so that students can learn on their own. Course content is divided into seven (7) online modules containing video lecture and case example segments. Modules have been organized in a recommended sequencing, although students are not required to complete sequentially. The course will begin with a mandatory in-person orientation. A resource list of relevant Pitt Public Health courses will be included in each module in order to encourage additional exploration of the topics.

CEPH Competencies

This course addresses six CEPH knowledge-based competencies (ceph.org/assets/2016.Criteria.pdf):

#K1. Explain public health history, philosophy and values;

- #K2. Identify the core functions of public health and the 10 Essential Services;
- #K3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health;
- #K5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.;
- #K6. Explain the critical importance of evidence in advancing public health knowledge
- #K11. Explain how globalization affects global burdens of disease;
- #K12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health).

Learning Objectives

In addition to the six knowledge-based competencies, upon completion of this course, students will be able to:

1. Identify the structure, roles, and functional public health components of the Department of Health and Human Services and related domestic and global health programs;
2. Discuss the importance of inter-professional practice in domestic and international workforce development;
3. Recognize the benefits and challenges associated the multi-disciplinary collaboration;
4. Define the federal and state authority to intercede in matters of public health;
5. Describe how law has contributed to public health achievements.

Required Course Content

Students will have to complete seven (7) online modules and the accompanying brief quiz assessments with 80% accuracy. Each assessment can be attempted two (2) times. A resource on how to complete the online modules is available on the course webpage. Each module is worth 100 points.

Attendance and participation at one (1) mandatory in-person orientation meeting is worth 10% of the final grade.

Canvas Instruction

This course will use the University's Canvas site. It is the student's responsibility to check for, and read, this material in a timely manner. The instructor will use the Canvas site and Pitt email as the primary means of communicating with the students, who are expected to check these on a regular basis throughout the semester.

Required or Recommended Equipment

Students are required to have access to a computer with Flash capabilities to view the videos embedded within the course. Note that built-in functions of the lecture videos may work better with the web browser Firefox.

Grading Scale

This course will be graded on a pass/fail basis (S/U).

Student Performance Evaluation (Assessments and Weights)

To earn a pass mark (S), students must complete all of the course modules and score 80% or above on all of the assessments, as well as attend the in-person orientation meeting. The assessments require students to answer questions to identify the salient content for each module.

- Module 1 – This assessment requires students to identify public health history, philosophy, and values. (#K1)
- Module 2 – Questions will require students to identify the core functions of public health and describe the 10 Essential Services. (#K2)
- Module 3 – This module asks students to explain public health structure as well as the importance of interdisciplinary practice.
- Module 4 – To complete this module, students must successfully answer questions to identify an ecological approach to public health and explain how the model can be used to identify prevention and health promotion opportunities, define primary, secondary, and tertiary prevention in population health, and describe how globalization affects global burden burdens of disease. (#K5, #K11, & #K12)
- Module 5 – This assessment requires students to describe the role of quantitative and qualitative methods and sciences to assess a population’s health. (#K3)
- Module 6 – The assessment for this module define the role of evidence-based methods in public health practice. (#K6)
- Module 7 – For this assessment, students are asked to explain the ethical implications of public health law.

Accommodation for Students with Disabilities

“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, 140 William Pitt Union, 412-648-7890 as early as possible in the term.”

Academic Integrity Statement

All students are expected to adhere to the school’s standards of academic honesty. Cheating/plagiarism will not be tolerated. The Graduate School of Public Health’s policy on academic integrity, which is based on the University policy, is available online in the Pitt Public Health Academic Handbook www.publichealth.pitt.edu/home/academics/academic-requirements. The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Please take the time to read this policy.

Plagiarism (University policy):

Each student is expected to do her/his own work in class and online. Credit for ideas that are not your own must be given to their originator. Plagiarism is a violation of not only your own intellectual integrity, but also the rights of others to be recognized for their contributions. Plagiarism is a violation of University policies and will not be tolerated. Any work that is not your own will receive a failing grade and may result in suspension from the University.

A student has an obligation to exhibit honesty and to respect the ethical standards of the profession in carrying out his or her academic assignments. Without limiting the application of this principle, a student may be found to have violated this obligation if he or she:

- *Presents as one’s own, for academic evaluation, the ideas, representations, or words of another person or persons without customary and proper acknowledgment of sources.*
- *Submits the work of another person in a manner that represents the work to be one’s own.*

Source: <http://www.bc.pitt.edu/policies/policy/02/02-03-02.html>

To avoid plagiarism, you must give “customary and proper acknowledgment of sources” by appropriately and clearly identifying which thoughts are yours and which are others, and appropriately citing your sources.

Sexual Misconduct, Required Reporting, and Title IX Statement

The University is committed to combatting sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University's Title IX office so that the victim may be provided appropriate resources and support options. What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware.

There are two important exceptions to this requirement about which you should be aware:

A list of the designated University employees who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here:

<https://www.diversity.pitt.edu/civil-rights-title-ix/make-report/report-form>

An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX office.

If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources:

Title IX Office: 412-648-7860

SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)

If you have a safety concern, please contact the University of Pittsburgh Police, 412-624-2121.

Other reporting information is available here: <https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/make-report>

Diversity Statement

Pitt Public Health Diversity Statement | Effective Academic Year 2021-22

The University of Pittsburgh Graduate School of Public Health considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. Pitt Public Health is committed to creating and fostering inclusive learning environments that value human dignity and equity and promote social justice. Every member of our community is expected to be respectful of the individual perspectives, experiences, behaviors, worldviews, and backgrounds of others. While intellectual disagreement may be constructive, no derogatory statements, or demeaning or discriminatory behavior will be permitted.

If you feel uncomfortable or would like to discuss a situation, please contact any of the following: the course director or course instructor;

- the Pitt Public Health Associate Dean responsible for diversity and inclusion;*
- the University's Office of Diversity and Inclusion at 412-648-7860 or*
- <https://www.diversity.pitt.edu/civil-rights-title-ix/make-report/report-form> (anonymous reporting form)*

Health Sciences Library and Pitt Public Health Librarian

(Note: An update Health and Safety Statement will be available for fall 2021 soon.)

In the midst of this pandemic, it is extremely important that you abide by public health regulations and University of Pittsburgh health standards and guidelines. While in class, at a minimum this means that you must wear a face covering and comply with physical distancing requirements; other requirements may be added by the University during the semester. These rules have been developed to protect the health and safety of all community members.

Failure to comply with these requirements will result in you not being permitted to attend class in person and could result in a Student Conduct violation. For the most up-to-date information and guidance, please visit coronavirus.pitt.edu and check your Pitt email for updates before each class.

Copyright Notice

Course material may be protected by copyright. United States copyright law, 14 USC section 101, et sec., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See [Library of Congress Copyright Office](#) and the [University Copyright Policy](#).

Accessibility

Canvas is ADA Compliant and has fully implemented the final accessibility standards for electronic and information technology covered by Section 508 of the Rehabilitation Act Amendments of 1998. Please note that, due to the flexibility provided in this product, it is possible for some material to inadvertently fall outside of these guidelines.

COURSE SCHEDULE

IN-PERSON ORIENTATION

Presenter: Dr. Nesta Bortey-Sam, Assistant Professor in the Department of Environmental & Occupational Health

Two options:

Thursday, September 2, 2021 from 3:30-4:30 p.m.; **OR**,
Friday, September 3, 2021 from 12:00-1:00 p.m.

Learning Objectives:

- Introduction to course content and structure.

MODULE 1 – PUBLIC HEALTH HISTORY

Presenter: Dr. Donald Burke, Distinguished Professor, Epidemiology, and Dean Emeritus of Pitt Public Health, 2006-2019

(Note: Module was recorded in 2018.)

Learning Objectives:

- Define health and public health.
- Provide an overview of the history of public health and key events.
- Introduce public health philosophy and values.
- Describe the connection between Pitt Public Health and the World Health Organization definition of public health.

Required Readings and Videos

- **Huber et al. (2011).** How should we define health? *BMJ*, 343, d4163.
- **Fineberg, H.V. (2011).** Public Health and Medicine: Where the Twain shall meet. *Am J Prev Med*, 41(4 Suppl 3), S149-151.
- **Sharfstein, J.M. (2014).** The strange journey of population health. *Milbank Q*, 92(4), 640-643.
- **Fried et al. (2010).** Global health is public health. *Lancet*, 375(9714), 535-537.

Lectures

- Segment 1 - ["What is Public Health?"](#)
- Segment 2 - ["Some Key Events in the History of Public Health"](#)
- Segment 3 - ["The History of Pitt Public Health"](#)

Relevant Links and Other Videos - Recommended

- **World Health Organization** podcast - ["WHO's priorities 60 years ago and now: two founding pioneers reflect"](#)

Pitt Public Health/Pittsburgh - Recommended

- **Pitt Public Health video** - ["Defeating Polio"](#)
- **Pitt Public Health** [Course Description](#) website

MODULE 2 – CORE FUNCTIONS OF PUBLIC HEALTH

Presenter: Dr. Wendy Braund, Director of Center for Public Health Practice and Professor in the Department of Health Policy and Management

By the end of this module, you will be able to:

- Define the scope of public health.
- Identify the core functions of public health.
- Describe the ten (10) essential services of public health.

Readings and Videos

- **Winslow, C.E. (1920).** The Untilled Fields of Public Health. *Science*, 51(1306), 23-33.
- **Institute of Medicine (U.S.) (1988).** *The Future of Public Health*. Washington, DC: The National Academy Press.
 - "Summary and Recommendations", [pages 1-18](#).
- **Leep, C.J., Newman, S.J., Pestronk, R.M., & Wohlfeld, I. (2017).** In P.C. Erwin & R.C. Brownson (Eds.), *Scutchfield and Keck's Principles of Public Health Practice* (4th Ed.) Boston, MA: Cengage Learning.
 - "The Local Health Department: Local Health Department Functions and Services", *pgs 147-153*.

Lectures

- [Segment 1](#)
- [Segment 2](#)

Relevant Links and Other Videos - Recommended

- **Centers for Disease Control and Prevention (CDC).** [Ten Essential Public Health Services and How They Can Include Addressing Social Determinants of Health Inequities.](#)
- **Beck, A.J., Boulton, M.L., & Coronado, F. (2014).** Enumeration of the governmental public health workforce. *Am J Prev Med*, 47(5 Suppl 3), S306-313.
- **The Council on Linkages Between Academia and Public Health Practice (2014).** [Core Competencies for Public Health Professionals.](#)
- **National Consortium for Public Health Workforce Development (2017).** *Building Skills for a More Strategic Public Health Workforce: A Call to Action.*
- **Baker et al. (2005).** The public health infrastructure and our nation's health. *Annu Rev Public Health*, 26, 303-318.

Pitt Public Health/Pittsburgh - Recommended

- Pitt Public Health [Center for Public Health Practice](#) website
- Pitt Public Health [Course Description](#) website

MODULE 3 – PUBLIC HEALTH STRUCTURE & INTERPROFESSIONAL EDUCATION

Presenter: Dr. Linda Frank, Professor in the Department of Infectious Diseases and Microbiology

By the end of this module, you will be able to:

- Describe the structure, roles, and functional components of the Department of Health and Human Services (DHHS).
- Illustrate the intersection of DHHS with domestic and global public health programs and initiatives.
- Explain interprofessional practice and its four (4) domains.
- Discuss the importance of interprofessional practice in domestic and international workforce development.
- Describe examples of range of grants, contracts, and cooperative agreements held by Pitt Public Health faculty.

Readings and Videos

- **Neft et al. (2018).** Interprofessional education for Screening, Brief Intervention, and Referral to Treatment (SBIRT) for substance use. *Journal of Interprofessional Education & Practice*, 10, 12-14.
- **Chen et al. (2017).** Teaching interprofessional collaborative care skills using a blended learning approach. *Journal of Interprofessional Education & Practice*, 8, 86-90.
- **Nagelkerk, J., Coggan, P., Pawl, B., & Thompson, M.E. (2017).** The Midwest Interprofessional Practice, Education, and Research Center: A regional approach to innovations and interprofessional education and practice. *Journal of Interprofessional Education & Practice*, 7, 47-52.

Lectures

- Segment 1 - ["Understanding Federal Structures and Implications for Public Health Funding and Advocacy"](#)
- Segment 2 - ["Interprofessional Practice and Implications for Public Health"](#)

Relevant Links and Other Videos - Recommended

- American Public Health Association (APHA) [website](#)
- Pennsylvania Public Health Association [website](#)

Pitt Public Health/Pittsburgh - Recommended

- Dr. Rachel Levine, Secretary of Health at Pennsylvania Department of Health, Pitt Public Health Convocation [Keynote Address \(04/28/2018\) audio](#)
- Pitt Public Health [Course Description](#) website

MODULE 4 – THE ECOLOGICAL PERSPECTIVE, PREVENTION, AND HEALTH PROMOTION

Presenters: Dr. Thistle Elias, Assistant Professor in the Department of Behavioral & Community Health Sciences, Dr. Ernesto Marques Jr., Associate Professor in the Department of Infectious Diseases and Microbiology, and Dr. Jim Fabisiak, Associate Professor in the Department of Environmental & Occupational Health, and Tiffany Gary-Webb, Associate Professor in the Department of Epidemiology.

By the end of this module, you will be able to:

- Describe the major determinants of health and well-being.
- Introduce an ecological approach to public health and explain how the model can be used to identify prevention and health promotion opportunities.
- Describe how globalization affects global burden burdens of disease.
- Define primary, secondary, and tertiary prevention in population health.

Readings and Videos

- **Golden, S.D. & Earp, J.A. (2012).** Social ecological approaches to individuals and their contexts: Twenty years of health education & behavior health promotion interventions. *Health Educ Behav*, 39(3), 364-372.
- **Fabisiak, J.P., Jackson, E.M., Brink, L.L., & Presto, A.A. (2020).** A risk-based model to assess environmental justice and coronary heart disease burden from traffic-related air pollutants. *Environmental Health* 19(1), 1-14.
- **Raifman, M. A., & Raifman, J. R. (2020).** Disparities in the Population at Risk of Severe Illness From COVID-19 by Race/Ethnicity and Income. *American Journal of Preventive Medicine* 59(1), 137–139.
- **Stokols, D., (1996).** Translating social ecological theory into guidelines for community health promotion. *Am J Health Promot*, 10(4), 282-298.
- **Centers for Disease Control and Prevention (2013).** [National Breast and Cervical Cancer Early Detection Program \(NBCCEDP\): Social Ecological Model.](#)
- **Phipps Conservatory and Botanical Gardens** video - ["One Health One Planet: Systems Thinking"](#)

Lectures

- Segment 1 - ["Social Ecological Model"](#)
- [Segment 2 – "Health Equity: The Social Determinants of Health"](#)
- [Segment 3 – "Racial Inequalities and the Covid-19 Pandemic"](#)
- Segment 4 - ["The Zika Epidemic: From Obscure Rash to Severe Brain Damage and a Lifetime of Care"](#)

Relevant Links and Other Videos - Recommended

- **UNICEF (2015).** *Maternal, Newborn, Child Health and Nutrition (MNCHN) Guide* "Module 1: Understanding the Social Ecological Model and Communication for Development".
- **Glasgow, R.E., Vogt, T.M., & Boles, S.M. (1999).** Evaluating the public health impact of health promotion interventions: the RE-AIM framework. *Am J Public Health, 89(9)*, 1322-1327.

Pitt Public Health/Pittsburgh - Recommended

- Pitt Public Health [Course Description](#) website

MODULE 5 – THE ROLE OF QUANTITATIVE AND QUALITATIVE METHODS IN ASSESSING A POPULATION’S HEALTH

Presenter: Dr. Jessica Burke, Associate Dean for Education and Associate Professor in the Department of Behavioral & Community Health Sciences

By the end of this module, you will be able to:

- Define quantitative, qualitative, and mixed-methods research methods.
- Discuss strengths and weaknesses of quantitative and qualitative methods in describing and assessing a population's health.
- Describe the current efforts of Pitt Public Health faculty to address the complex public health issues of opioid use.

Readings and Videos

- **Baum F. (1995).** Researching public health: Behind the qualitative-quantitative methodological debate. *Soc Sci Med, 40(4)*, 45-468.

Lectures

- Segment 1 - ["The Role of Quantitative & Qualitative Methods in Assessing a Population's Health"](#)
- Segment 2 - ["Mixed-Methods Research Example: Opioid Use in Southwestern PA"](#)

Relevant Links and Other Videos - Recommended

- **Robert Wood Johnson Foundation's, ["Better Data for Better Health"](#)**
- **National Institutes of Health's, ["Impact of NIH Research"](#)**
- **National Institutes of Health (NIH).** *The Framingham Heart Study: Laying the Foundation for Preventive Health Care.*
- **Creswell, J.W., Klassen, A. C., Plano Clark, V. L., & Smith, K. C. (2011).** *Best practices for mixed methods research in the health sciences.* National Institutes of Health.

Pitt Public Health/Pittsburgh - Recommended

- **UMPC video - ["Pitt Public Health Pilots Opioid Overdose Prevention Research"](#)**
- **Pitt Public Health video - ["Project Tycho"](#)**
- **Pitt Public Health Department of Biostatistics ["Consulting Services"](#) website**
- **Pitt Public Health Research Centers and Institutes [website](#)**
- **Pitt Public Health [Course Description](#) website**

MODULE 6 – EVIDENCE IN ADVANCING PUBLIC HEALTH KNOWLEDGE

Presenter: Barbara Folb, Public Health Informationist at the University of Pittsburgh Health Sciences Library System

By the end of this module, you will be able to:

- Describe the benefits and challenges associated multi-disciplinary collaboration.
- Define evidence-based practice.
- Describe how evidence can be used to advance public health research and practice.
- Examine the impact of one of the longest running studies in Pitt Public History, the Pitt Men's Study of HIV/AIDS.

Readings and Videos

- **Harrison, T. (2007).** Evidence-base multidisciplinary public health. In J. Orme, J. Powell, P. Taylor, & M. Grey (Eds.), *Public Health for 21st Century: New Perspectives on Policy, Participation and Practice* (2nd ed., pp. 251-268). Maidenhead, Berkshire, England: Open University Press.
- **Yeo, R. (2006).** *History of Pitt Men's Study*. University of Pittsburgh.
- **Davies, K.S. (2011).** Formulating the evidence based practice question: A review of the frameworks. *Evidence Based Library and Information Practice*, 6(2), 75-80.

Lectures

- Segment 1 - ["EBPH in Your Career"](#)
- Segment 2 - ["Asking an Answerable Question"](#)
- Segment 3 - ["Searching PubMed for Evidence"](#)

Relevant Links and Other Videos - Recommended

- **Axelsson, R. & Axelsson, S.B. (2006).** Integration and collaboration in public health - a conceptual framework. *Int J Health Plann Manage*, 2(1), 75-88.
- **Drake, J.K., Hutchings, J.E., & Elias, C.J. (2010).** Making evidence work for communities: The role of nongovernmental organizations in translating science to programs. *J Womens Health (Larchmt)*, 19(11), 2119-2124.
- **Satterfield et al. (2009).** Toward a transdisciplinary model of evidence-based practice. *Milbank Q*, 87(2), 368-390.

Pitt Public Health/Pittsburgh - Recommended

- **Pitt Public Health video** - ["IDM's Rinaldo discusses HIV wonder drugs and curing HIV in 1998 World AIDS Day Interview"](#)
- **UPMC video** - ["Q&A with Bernard D. Goldstein, MD"](#)
- **Pitt Public Health** [Course Description](#) website

MODULE 7 – THE ROLE OF LAW IN PUBLIC HEALTH

Presenter: Elizabeth Van Nostrand, Associate Professor in the Department of Health Policy and Management

By the end of this module, you will be able to:

- Define the federal and state authority to intercede in matters of public health.
- Describe the difference between public health law and public health policy.
- Examine ethical implications of public health law.
- Describe how law has contributed to public health achievements.

Readings and Videos

- **Thomas, J.C., Sage, M., Dillenberg, J., & Guillory, J. (2002).** A code of ethics for public health. *Am J Public Health, 92*(7), 1057-1059.
- **Gostin, L.O. (2007).** A theory and definition of public health. *J Health Care L & Pol'y, 10*(1), 1-12.
- **Gostin, L.O., Thompson, E., & Grad, F.P. (2007).** The Law and the Public's Health: The Foundations. In R.A. Goodman (Ed.), *Law in Public Health Practice* (2nd ed., pp.25-44). New York, NY: Oxford University Press, Inc.
- **Price, P.J. (2014).** Ebola and the Law in the United States: A Short Guide to Public Health Authority and Practical Limits. *Emory Legal Studies Research Paper, No. 14-299*, 1-25.

Lectures

- Segment 1 - ["What is Public Health Law?"](#)
- Segment 2 - ["What Authority Does the Government Have to Intercede in Public Health?"](#)
- Segment 3 - ["How Do Public Health Laws Affect Health Outcomes?"](#)

Relevant Links and Other Videos - Recommended

- **The Audiopedia video - ["What is Public Health Law?"](#)**
- **Temple University Center for Public Health Law Research video - ["What is Public Health Law Research?"](#)**
- **Schoolhouse Rock: America video - ["I'm Just a Bill Music Video"](#)**

Pitt Public Health/Pittsburgh - Recommended

- **University of Pittsburgh Emergency Law Inventory (ELI) [website](#)**
- **University of Pittsburgh Legal Preparedness for Public Health Emergencies [website](#)**
- **University of Pittsburgh Tribal Legal Preparedness [website](#)**
- **JPHMP Direct - ["Crossroads: Law and Public Health"](#) with Elizabeth Van Nostrand and Tina Batra Hershey at the Pitt Public Health**
- **Pitt Public Health [Course Description](#) website**

Summary of deadlines/due dates to note

Modules and Quizzes	Due Dates for Quizzes
Module/Quiz 1	Module 1 opens on 09/02/2021. Quiz 1 is due on 09/08/2021 at 11:59 pm
Module/Quiz 2	Module 2 opens on 09/09/2021. Quiz 2 is due on 09/15/2021 at 11:59 pm
Module/Quiz 3	Module 3 opens on 09/16/2021. Quiz 3 is due on 09/22/2021 at 11:59 pm
Module/Quiz 4	Module 4 opens on 09/23/2021. Quiz 4 is due on 09/29/2021 at 11:59 pm
Module/Quiz 5	Module 5 opens on 09/30/2021. Quiz 5 is due on 10/06/2021 at 11:59 pm
Module/Quiz 6	Module 6 opens on 10/07/2021. Quiz 6 is due on 10/13/2021 at 11:59 pm
Module/Quiz 7	Module 7 opens on 10/14/2021. Quiz 7 is due on 10/20/2021 at 11:59 pm