



SYLLABUS

**PHLT 1310 Foundation to Public Health
Spring 2024
Division of Public Health and Health
School of Public and Allied Health**

Instructor: Stephen David, MHA, DrPH
Section # and CRN: P01 24791
Office Location: Delco Room #104
Office Phone: 936-261-3900
Email Address: stdavid@pvamu.edu
Office Hours: TR 9:00 am – 10:30 am (by, appointment/virtual)
Mode of Instruction: Face-to-Face

Course Location: Juvenile Justice Bldg. Rm. 341
Class Days & Times: TR 11:00 am-12:20 pm
Catalog Description: This course is designed to introduce students to public health history and key concepts. Students will learn how core areas of public health can be integrated to promote health from the individual to population level.

Prerequisites: N/A
Co-requisites: N/A

Required Texts: Birkhead, G., Morrow, C. B., & Pirani, S. (2021). 4th Edition. Essential of Public Health. Jones & Bartlett Publishers. ISBN: 9781284173253

Recommended Texts: Riegelman and Kirkwood (2018). Public Health 101. 3rd Edition Jones & Bartlett Publishers. 3rd Edition: ISBN: 9781284241594

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Student Learning Outcome # Alignment	Core Curriculum Outcome Alignment	SHAPE America
1	Explain how public health practitioners can utilize health information and health communications to improve population health.	Program SLO: 1	SR CT	
2	Identify major public health issues affecting population health over the last 10 years in the USA.	Program SLO: 1	SR	
3	Define the core functions of public health and explain how each contributes to primary, secondary, and tertiary prevention of diseases in different settings.	Program SLO: 1,3	COM TW	

4	Apply principles of health communications and informatics to evaluating the quality of health information on the internet or in the mass media	Program SLO: 1	COM TW	
5	List future public health professional and technical occupations, discuss public health roles and essential duties.	Program SLO: 1	PR	
6	Explain the basic principles of epidemiology, including rates, risk factors, disease determinants, causation and public health surveillance.	Program SLO: 1, 5	CT	

<i>Governing Organizations</i>	<i>Alignment with Standards/Domains</i>
HLTH/KINE Student Learning Outcomes (SLOs)	<ul style="list-style-type: none"> • Graduates can communicate effectively in written, oral and verbal forms of expression. • Graduates can plan and implement effective health education programs. • Graduates can evaluate health programs and coordinate health program services. • Graduates can evaluate the scientific literature in the discipline, understanding and synthesize relevant information. • Graduates can demonstrate the ability of technologies to support inquiry and professional practice.
TExES	
SHAPE America	
THECB/PVAMU Core Curriculum	<p>Critical thinking (CT) skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</p> <p>Empirical and Quantitative skills (EQS) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions</p> <p>Communication skills (COM) – to include effective written, oral, and visual communication</p> <p>Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal</p> <p>Social Responsibility (SR) – to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities</p> <p>Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making</p>

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement	Value
1) Class participation	Participation @ 10 pts
2) Public Health Discussions	2 discussions @ 10 pts each
3) Public Health Case Study and Presentation	1 assignment @ 30 pts each
4) Quizzes/Exams	4 exams @ 10 pts each

Total: 100 points

Grading Criteria and Conversion:

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

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement

**Class participation/ assignments
(10% of grade)**

Description

Assignments will be distributed throughout the semester and will be due according to the due dates noted in the assignments. Please refer to the course assignments on eCourses for additional instructions/information.

NO LATE SUBMISSIONS WILL BE ACCEPTED.

**Discussions
(20% of grade)**

In the "Discussion" areas of the course, you, as a student, can interact with your instructor and classmates to explore questions and comments related to the content of this course. A successful student in online education is one who takes an active role in the learning process. You are therefore encouraged to participate in the discussion areas to enhance your learning experience throughout each week. Students are expected to log into the course and post (respond) in the discussion areas with a minimum of three posts per discussion (1 original and 2 responses).

Quality—Content of your contributions.

Examples of quality posts include:

- providing additional information to the discussion.
- elaborating on previous comments from others.
- presenting explanations of concepts or methods to help fellow students.
- presenting reasons for or against a topic in a persuasive fashion.
- sharing your own personal experiences that relate to the topic

NO LATE SUBMISSIONS WILL BE ACCEPTED.

**Presentation/Paper
(30% of grade)**

The student is expected to create a 10-minute Oral Presentation using **Bloom's Taxonomy** to reinforce the health disparities in Public Health. The oral presentation should include important concerns such as making the public aware of the disparities and start consciously thinking about the disparity, what actions will be taken using the knowledge obtained thus far. Then, coming up with a valid outcome to create a solution to begin correcting the negative behaviors that have caused the health disparities. The instructor will provide a list of health disparities for the student to choose the topic. A 500 word APA Research Abstract will be turned in prior to the student presenting presentation.

NO LATE SUBMISSIONS WILL BE ACCEPTED

**Quizzes/Exams
(40% of grade)**

An objective test will assess students' understanding of course material. The quizzes/exams will be available via eCourses/in class.

NO LATE SUBMISSIONS WILL BE ACCEPTED.

Course Procedures or Additional Instructor Policies

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information is provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

All of the required course assignments must be submitted by the due date/time in eCourses/in class. Assignments provided via email will not be accepted, unless you were giving permission to do so by the instructor.

Tentative Schedule * The schedule will be modified as needed to meet the needs of learners (instructor discretion)

Semester Calendar	
Week One: Topic Description	Introduction to course and using eCourses
Readings:	Chapter 1
Assignment (s):	Review Faculty Expectations Respond to Introductory Discussion Complete Syllabus Quiz
Week Two: Topic Description	What Is Public Health?
Readings:	Chapter 1:
Assignment (s):	Course Participation/Assignment #1 DUE
Week Three: Topic Description	Assessment: Defining and Measuring Health and Determinants of Health
Readings:	Chapter 2
Assignment (s):	Discussion 1 DUE
Week Four: Topic Description	Public Health and the Healthcare System
Readings:	Chapters 3
Assignment (s):	Review for Exam 1 Exam 1:
Week Five: Topic Description	Law, Government, and Public Health
Readings:	Chapter 4
Assignment (s):	**Start working on Presentation/Paper**
Week Six: Topic Description	Twenty-First Century Community Public Health Practice
Readings:	Chapter 5
Assignment (s):	**Continue Presentation/Paper**
Week Seven: Topic Description	Public Health Practice: Future Challenges
Readings:	Chapters 6
Assignment (s):	Review for Midterm
Week Eight: Topic Description	Review all Chapters and PowerPoint Presentations
Readings:	Chapter 4-6
Assignment (s):	MIDTERMS (Midterm Grades DUE:
Week Nine: Topic Description	Public Health Workforce

Readings:	Chapter 7
Assignment (s):	
Week Ten: Topic Description	Public Health Administration
Readings:	Chapter 8
Assignment (s):	
Week Eleven: Topic Description	Environmental and Occupational Health
Readings:	Chapter 9
Assignment (s):	**Continue working on Presentation/Paper**
Week Twelve: Topic Description	Public Health Nursing
Readings:	Chapter 10
Assignment (s):	Review for Exam 3 Exam 3: Chapters
Week Thirteen: Topic Description	Epidemiology and Statistics
Readings:	Chapter 11 & 12
Assignment (s):	Discussion 2 DUE
Week Fourteen: Topic Description	Health Education and Information
Readings:	Chapter 13
Assignment (s):	**Continue working on Presentation/Paper**
Week Fifteen: Topic Description	Additional Public Health Professional and Technical Occupations Review all Chapters and PowerPoint Presentations
Readings:	Chapter 11-13
Assignment (s):	Culture and Health Campaign Presentation/Paper – DUE Exam 4: Chapters 11-13 DUE
Week Sixteen: Topic Description	*Final Examination Period*
Assignment (s):	<i>Final Grades DUE (Graduating Candidates):</i> <i>Final Grades DUE (Non-Graduating Students):</i>

Student Support and Success

John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. <https://www.pvamu.edu/library/> Phone: 936-261-1500

The Learning Curve (Center for Academic Support)

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-

Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services

As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veterans Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:

- Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

- Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

- Fabrication: use of invented information or falsified research.

- Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement

Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

TECHNICAL CONSIDERATIONS

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette):

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

Technical Support:

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call CIITS/Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.