**GUSTAVUS ADOLPHUS COLLEGE**

**Course Syllabus**

**I. COURSE NUMBER:** NUR 253

***Email alias:*** [f-nur-253-001@gustavus.edu](mailto:f-nur-253-001@gustavus.edu)

**II. COURSE TITLE:** Introduction to Public Health

(1 Course Value)

**III. PLACEMENT:** Fall Semester 2017

**IV. FACULTY:** Heidi Meyer

**Email:** [hmeyer2@gustavus.edu](mailto:neal@stolaf.edu)

**Office:** Mattson Hall 107

**Phone:** 507-933-6094

**Office Hours:** Mon/Wed 1:30 – 3:30p, and by appointment

**V. COURSE DESCRIPTION:**

This course provides an introduction to the major concepts of public health. Topics covered include levels of prevention, health theories, health education, community assessments, health screenings, nutrition, health care finance, care of vulnerable populations, disaster planning, environmental health, principles of epidemiology, and infectious diseases. Application of learning will occur in a variety of course activities. Credit cannot be earned for this course and NUR-383, Public Health.

**Class Hours:** Monday/Wednesday/Friday 9:00-9:50a

**Class Location:** Mattson Hall 130

**Community-Based Learning Activity:** This course has a required time commitment for community engagement outside of the scheduled class time of approximately 15-20 hours during the semester.

**VI. TEXTBOOKS AND COURSE MATERIALS:**

**Required Text(s):**

Schneider, M.J. (2017). *Introduction to Public Health* (5th ed.). Burlington, MA: Jones & Bartlett Learning

**Recommended Texts and Other Readings:** Other readings and materials will be made available on the course Moodle site; log in at moodle.gac.edu

**Online Resources:** Students are expected to check Moodle daily in preparation for class activities.

**VII. Course Student Learning Outcomes:**

A student who completes this course will be able to:

|  |  |  |
| --- | --- | --- |
| ***Gustavus Adolphus***  ***ISLOs*** | **NUR 253**  **Course Outcomes** | **Method of Evaluation** |
| ***Cognitive Practice***  ***Leadership*** | 1. Identify and explain the core functions of public health. | ***Assignment/Activity***  Midterm Media Project |
| ***Integration of Learning*** | 2. Describe the interrelationships among different components of the public health system. | ***Assignment/Activity***  Course Discussion  Daily Objectives |
| ***Integration of Learning*** | 3. Explain how various occupations, professions, and careers contribute to carrying out public health’s core functions and essential services. | ***Assignment/Activity***  Public Health Professions Worksheet |
| ***Cognitive Practice***  ***Intellectual Capacities***  ***Integration of Learning*** | 4. Apply measures of population health and illness, including risk factors, to community health improvement projects. | ***Assignment/Activity***  Community Assessment Presentation |
| ***Integration of Learning***  ***Leadership*** | 4. Explain the role that public health plays in disaster prevention and management. | ***Assignment/Activity***  Course Discussion  Disaster Simulation |
| ***Cognitive Practice***  ***Intellectual Capacities***  ***Ethical Reflection***  ***Leadership***  ***Well-Being*** | 5. Evaluate public health policy issues with respect to access, quality, and cost when understanding health disparities within vulnerable populations. | ***Assignment/Activity***  Course Discussion  Letter to Legislator |
| ***Cognitive Practice***  ***Integration of Learning***  ***Intercultural Understanding***  ***Ethical Reflection*** | 6. Provide a global perspective of environmental issues impacting human health. | ***Assignment/Activity***  Journal Club  Reflection Papers |
| ***Intellectual Capacities***  ***Leadership***  ***Well-Being*** | 7. Demonstrate appropriate team building, communication, and collaborative strategies when working with peers. | ***Assignment/Activity***  Midterm Media Project  Community Assessment Presentation  Disaster Simulation |

**VIII. Topical Outline**

*See Course Schedule Calendar (posted to Moodle) for detailed schedule, readings, information, and daily learning objectives. \*Schedule subject to change.*

**Week Topic**

1 Introduction to Public Health/Public Health Overview

2 Evolution of Public Health / Milestones

3 Public Health Practice: Surveillance, Epidemiology, Research & Ethics

4 Role of Government / US Healthcare System

5 Healthy People 2020 / Community Assessment

6 Public Health Collaboration: Participatory Action Research, Careers

7 Midterm

8 Environmental Health: Global Health Issues

9 Environmental Health: Air Quality, Tobacco, Disaster Preparedness

10 Social Determinants of Health: Vulnerable Populations & Health Disparities

11 Social Determinants of Health: Vulnerable Populations & Health Disparities

12 Disease Prevention and Control: Infectious Disease

13 Disease Prevention and Control: Vaccinations, Genomics, Chronic Disease

14 Physical and Mental Health: Nutrition, Obesity, Mental Health

15 Physical and Mental Health: Mental Health; Course Wrap Up / Final Exam

**IX. Evaluation:**

1. **Letter Grade Assignment**

Final grades assigned for the course will be based on the percentage of total points earned and are assigned as follows:

| **Letter Grade** | **Percentage** |
| --- | --- |
| A | 93-100% |
| A- | 90-92.99% |
| B+ | 87-89.99% |
| B | 83-86.99% |
| B- | 80-82.99% |
| C+ | 77-79.99% |
| C | 73-76.99% |
| C- | 70-72.99% |
| D+ | 67-69.99% |
| D | 60-66.99% |
| F | 0-59.99% |

1. **Grading Plan**

Points are assigned as follows:

Class Participation

Participation 10 pts

Journal Club 30 pts

Nobel Reflection Paper 10 pts

Public Health Career Worksheet 30 pts

Letter to Legislator 30 pts

Midterm Media Project 60 pts

Final Presentation: Community Assessment / HP2020 100 pts

Community-Based Learning Experience

Participation S/U

Reflection Paper 10 pts

Project Deliverable 20 pts

**Total**  **300 points**

1. **Assignments Descriptions**

**Class Participation:** Class discussions, in-class exercises and activities, and community-based learning activities will provide the venue for learning, feedback, and point accumulation toward your final grade. Participation also means demonstrating that you have completed the assigned readings and that you are playing an active role by contributing your thoughts, reactions, and opinions about the class topic.

Participation (10 pts): Your Participation grade is based on the following expectations: read carefully and critically; come to class daily and contribute to class discussion in meaningful ways; participate in all group learning activities and community based learning projects; and attend evening/additional off-campus events as required. Video/film viewing outside of class may be required.

Journal Clubs (30 pts): Each student will sign up for one of four (4) journal clubs scheduled throughout the semester. For the journal club activity, you are to develop and present an abstract of an evidence-based journal article (published within the last 5 years). The abstract should provide an overall brief description of the article, brief description of findings/conclusions or summary of guideline recommendations, and a commentary on your interpretation of this research/guideline and its relevance to community health. Discuss any “ah-ha’s!” or surprises you encountered as you read this article. To receive full credit, students must turn in one copy of the article (these copies should include some highlighting/personal notes to prove preparedness) and typed abstract, actively engage in small group discussion, and actively engage in large group discussion.

Nobel Reflection Paper (10 pts): Students will write a 2-page reflection paper (12 pt., Times New Roman, .doc or .docx file) on one (or more) of the presentations from the Nobel Conference 53: Reproductive Technology: How Far Do We Go? Question prompts will be provided for an in depth critical reflection that allows for integration of class concepts and furthering critical thinking skills.

**Public Health Career Worksheet (30 pts):** Students will be required to complete the Public Health Career Worksheet using the worksheet template provided. A list of Public Health careers will be provided to students to select from. Completed career worksheets will be used for an in-class exercise. Students are sternly encouraged to select a Public Health Career that interests them.

**Letter to Legislator (30 pts):** Each student will choose an issue of concern to them or their community that is connected to public health. Students will draft a formal letter, supported by research, that addresses the public health concern and requested action (if applicable). The letter is intended to be sent to their district legislator. Further explanation and guidelines will be given in class.

**Midterm Media Project and Presentation (60 pts):** In place of a Midterm Exam, you will be required to create a 5 to 6-minute video, similar to *This Is Public Health* campaign video shown in class (link posted to Moodle). Students will be required to work in self-arranged groups of 4 or 5. A project proposal, detailing all group members and video ideas, will be due prior to project submission. Each group will formally present their Midterm Media Project to the class. Presentations should be about 10 to 15 minutes in length. Presentations should not only be showing of the video, but should also detail the experiences of the group in making the video. Students should create a PowerPoint presentation, with **one slide** containing a link to their video and displaying all group member names. No additional slides are necessary. Further explanation and guidelines will be given in class.

**Final - Community Assessment / Healthy People 2020 Presentation (100 pts):** Students will be required to collect data for a community focused assessment project using a windshield survey, key informant interviews, observation, statistics, historical archives, and local community data. Working in groups, students will assess the community of St. Peter. In addition, each group will be assigned one area related to Healthy People 2020 to help focus the assessment. Results of the assessment will be compiled in a presentation and shared with the class during the assigned final exam time. If problems and solutions are identified, a proposed action will be suggested.

**Community-Based Learning Experience (S/U):** Students will participate in a community-based learning experience with either Gustavus Health Services, Gustavus Human Resources, or Ecumen in St. Peter. An orientation to the project and site will be provided. Participation is expected and will be graded as satisfactory or unsatisfactory. During the final week of the course, each group will provide a ***brief*** collective report of the project deliverable to share with the class.

Project Deliverable (20 pts): Students will complete a project/activity specific to the assigned community partner (project information will be provided). Students will incorporate course content/knowledge to create the group’s project deliverable for the community partner.

Reflection Paper (10 pts): Each student (individually) will complete a reflection assignment related to their assigned community-based learning experience. Reflection questions will be posted to Moodle.

**X. POLICIES**

Students will be held accountable for all course and college policies. The College Honor Code will apply to all required learning activities: *“On my honor, I pledge that I have not given, received, or tolerated other’s use of unauthorized aid in completing this work.”*

1. **Course Policies:**
2. **Attendance and Participation:**

Attendance is expected and participation in all learning experiences is essential to succeed in this course. While attendance is not taken every class, there are many days in which attendance is measured through participation activities, which may not be made up unless a documented excuse is provided. You may need to miss class for a variety of reasons (e.g. illness, personal reasons, etc.), however when you miss a class you are responsible for obtaining notes, assignments, announcements, schedule changes, etc. from a classmate.

1. **Late Assignments:** All course requirements must be submitted or completed by assigned due dates. All late course requirements must be negotiated with the faculty at least one academic day prior to the due date. Non-negotiated late course work will be reduced by 10% from the earned score per calendar day.
2. **Classroom:** Learning is an intentional activity. Treatment of class time by students (dress, behavior, attention) communicates a lot about seriousness with respect to the task.

* *Electronic devices:* Your complete attention will be required throughout class. Please stow and silence your phone, computers, etc. There may be instances where devises, such as laptops, may be used with my permission.
* *Respectful dialogue:* Respectful dialogue focuses on understanding other people’s positions and treating those positions with the same respect with which we would want other people to treat our positions. Please respect the written and oral discussion of opinions of all.
* *Food:* Eating during class time is a privilege. Please eat quietly and clean up after yourself. If eating becomes a distraction to faculty or other students, the privilege may be revoked.

1. **Communication/Email:** Email is an official means for communication at Gustavus Adolphus College. It is expected that you will check your Gustavus email daily.
2. **College Policies:**
3. **Academic Honesty**

Every Gustavus Adolphus College student agrees to abide by the academic honesty policy and honor code as a condition for enrollment. ***Violation of the academic honesty policy and honor code results in failure of the course.***

The faculty of Gustavus Adolphus College expects all students to adhere to the highest standards of academic honesty and to refrain from any action that impinges upon academic freedom of other members of the college community. In all academic exercises, examinations, presentations, speeches, papers, and reports, students shall submit their own work. Footnotes or some other acceptable form of citation must accompany any use of another’s words or ideas. Students are especially cautioned that quoting or paraphrasing from electronic sources without proper citation is as serious a violation as copying from a book or other printed source.

In the case of cheating or plagiarism, the instructor will inform the student and the Office of the Provost of the nature of the offense, the penalty within the course, and the recommendation of the instructor as to whether further disciplinary action is warranted. Another instance of academic dishonesty will result in review of the student’s record by the probation committee and may result in the student being placed on academic probation. If a pattern of academic dishonesty continues, the student may be permanently dismissed from the College.

A student may not submit work that is substantially the same in two courses without first gaining permission of both instructors if the courses are taken concurrently, or permission of the current instructor if the work had been submitted in a previous semester.

The faculty regards the damaging of library materials and failing to sign out or to return them properly, and the misuse of computer files and programs, as equally serious violations of the ethical standards of courtesy, fairness, and honesty that bind together a community of scholars.

Individuals who use the College’s computer facilities assume the responsibility of seeing that these resources are used in an appropriate manner. Misuse of computer hardware, software, data, and output is a violation of College policy and regulations and may also be a violation of law if data of other computer users are disturbed or the privacy of individuals is violated.

In order to maintain classrooms as places for the respectful exchange of ideas, and to preserve the integrity of a community of scholars, audio or video recording and dissemination of course–related content require the express permission of the individual faculty member who will also respond to infractions as necessary. Recording as a disability accommodation (without dissemination) is coordinated by the Center for Academic Resources and Enhancement.

Finally, students who serve the College in positions of responsibility in which they deal with test materials, letters of recommendation, and other matters that must be held in confidence are expected to maintain confidentiality and to adhere to the same high standards of personal integrity.

**XI. Student Resources**

1. **Accessibility Resources:** Gustavus Adolphus College is committed to ensuring the full participation of all students in its programs. If you have a documented disability, or you think you may have a disability of any nature (e.g., mental health, attentional, learning, chronic health, sensory, or physical) and, as a result, need reasonable academic accommodation to participate in class, take tests or benefit from the College’s services, then you should speak with the Accessibility Resources staff, for a confidential discussion of your needs and appropriate plans. Course requirements cannot be waived, but reasonable accommodations may be provided based on disability documentation and course outcomes. Accommodations cannot be made retroactively; therefore, to maximize your academic success at Gustavus, please contact Accessibility Resources as early as possible. Accessibility Resources (<https://gustavus.edu/advising/disability/>) is located in the Center for Academic Resources and Enhancement. Accessibility Resources Coordinator, Kelly Karstad, ([kkarstad@gustavus.edu](mailto:kkarstad@gustavus.edu) or x7138), can provide further information.
2. **Mental Wellbeing:** The Gustavus community is committed to and cares about all students. Strained relationships, increased anxiety, alcohol or drug problems, feeling down, difficulty concentrating, and/or lack of motivation may affect a student’s academic performance or reduce a student’s ability to participate in daily activities. If you or someone you know expresses such mental health concerns or experiences a stressful event that can create barriers to learning, Gustavus services are available to assist you. You can learn more about the broad range of confidential health services available on campus at <https://gustavus.edu/counseling/> and <https://gustavus.edu/deanofstudents/services/>.
3. **Faculty Title IX Responsibilities:** **Title IX is federal legislation that makes clear that violence and harassment based on sex or gender are civil rights violations.** Gustavus Adolphus College takes incidents of sexual misconduct and sexual harassment seriously.

College employees, including instructors, have mandatory reporting responsibilities regarding acts of sex and/or gender discrimination, including sexual violence; I am required to share information with the Title IX coordinator. You may speak to someone confidentially by contacting the Sexual Assault Response Team (SART/CADA), Chaplains, Counseling Center, or Health Service staff; conversations with these individuals can be kept strictly confidential. SART/CADA can be reached 24 hours a day at 507-933-6868.

The college will respect the confidentiality of the victim and alleged offender(s) as much as possible consistent with the College’s legal obligations. **Students also always have a choice as to whether to participate in an investigation or not.**

**Sexual misconduct** includes the following: non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation (taking non-consensual or abusive sexual advantage of another), intimate partner violence (physical, sexual, or psychological harm by a current or former partner or spouse), and stalking (please see the Student Sexual Misconduct Policy on the Title IX website <https://gustavus.edu/titleix/)>.

**Sexual Harassment** is any behavior of a sexual nature that is unwelcome, offensive or fails to respect the rights and dignity of another person whether of the same or opposite sex (please see the All-College Policy against Harassment and Sexual Harassment for examples and more details: <https://gustavus.edu/facultybook/allcollegepolicies/#Anchor-Sexua-60443>).

If you have any questions, contact Title IX and Sexual Misconduct Prevention Coordinator, Patty Dawson (507-933-6360 or [pdawson@gustavus.edu](mailto:pdawson@gustavus.edu)), or one of the deputy coordinators (listed online at <https://gustavus.edu/titleix/TitleIXTeam/>).

1. **Research Help:** You can always get help with your research at the library. Reference librarians will help you find information on a topic, develop search strategies for papers and projects, search library catalogs and databases, and provide assistance at every step. Drop-ins and appointments are both welcome. Visit <https://gustavus.edu/library/reference_question.php> for hours, location, and more information.
2. **Help for Multilingual Students:** Support for English learners and multilingual students is available through the Center for International and Cultural Education’s (<https://gustavus.edu/cice/>) Multilingual and Intercultural Program Coordinator (MIPC), Carly Houston Overfelt. The MIPC can meet individually with students for tutoring in writing, consulting about academic tasks, and helping students connect with the College’s support systems. When requested, the MIPC can consult with faculty regarding effective classroom strategies for English learners and multilingual students. If requested, the MIPC can provide students with a letter to a professor that explains and supports appropriate academic arrangements (e.g., additional time on tests, additional revisions for papers). Professors make decisions based on those recommendations at their own discretion. In addition, English learners and multilingual students can seek help from peer tutors in the Writing Center (<https://gustavus.edu/writingcenter/>).