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**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 6937: Introduction to Public Health *MHA Section* (3 credit hours)**  
Spring: 2016  
Delivery Format: Blended course (Online and In-class)  
E-Learning in Canvas

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## PURPOSE AND OUTCOME

### Course Overview

In 1920 Charles-Edward Winslow a Yale bacteriologist and public health expert defined public health as “the science and art of preventing disease, prolonging life and promoting health through the organized efforts and informed choices of society, organizations, public and private, communities, and individuals”. Public health seeks to monitor and diagnose health concerns and to promote healthy behaviors within the community. This requires a focus on the multiple determinants of disease and collaborations across the fields of biostatistics, epidemiology, environmental health, health promotion, behavioral sciences, health care delivery and health policy. Health care delivery systems are an important component of a community’s public health infrastructure. Obviously, they play a prominent role in ensuring the individuals receive the medical services they need. Less obvious, critically important is the role of health systems in other aspects of public health. The purpose of the course is to provide a broad introduction to public health and how it is related to health care administration.

### Relation to Program Outcomes

Course Objectives	MHA Competencies	Assessment
Relate the social-ecological model to public health and health administration practice.	Understand and learn the formal and informal decision-making structures and power	Article Critique/ Reflective Paper

<b>Course Objectives</b>	<b>MHA Competencies</b>	<b>Assessment</b>
Discuss the structure of the public health system in the United States and its relationship to the health care system.	relationships in an health organization	Articles Critiques/ Reflective Paper
Use community assessment and surveillance in the development of health system sponsored community-based intervention programs.	Use evidence based approaches to design and implement programs that improve community health	Topic Briefs
Specify how public health interventions are created, implemented, and evaluated		Discussion Board Quiz
Discuss the role of occupational and environmental health in health care delivery and system performance.	Continually scan and interpret key trends and activities in the health care environment  Understand, monitor, and comply with laws and regulations that protect health practitioners, organizations, and the public	Discussion Board
Discuss key public health challenges as they relate to health care administration	Continually scan and interpret key trends and activities in the health care environment	Case Study Group

### **Course Objectives and/or Goals**

The objectives of the course are designed to contribute towards master of key competencies in the MHA curriculum. All materials regarding the course assignments and activities are designed to respond to the learning objectives and competences

### **Instructional Methods**

This 3-credit course is blended, meaning that some material is provided via in-class lectures and other material is provided entirely online using voice-over power point presentations in a self-paced format via the UF Course Management System, Canvas, at <http://lss.at.ufl.edu>.

### **Blended Learning**

*What is blended learning and why is it important?*

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen

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higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

*What is expected of you?*

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitate overall mastery of the course objectives.

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**Course Materials**

Course readings, lectures, and PowerPoint presentations are posted in the course website at <http://lss.at.ufl.edu>. There is no required textbook. This course was designed to function best in a PC-computer with high-speed Internet service. Some lecture material may not play in a Mac environment or via slow Internet service.

**Course Requirements/Evaluation/Grading**

Students are required to attend in-person lectures and listen to all of the posted lectures. Course requirements include the completion of one case study and two reaction papers. The case study will cover modules 1-4. The first reaction paper will be based on Module 5 and the second reaction paper will be based on Module 6.

Grading

- 20% In person attendance and participation. (Unexcused absences will result in a 5 point deduction per absence)
- 35% Case study
- 35% Reaction/Reflective Paper
- 10% Final quiz/ Discussion board
- 100% Total points

Course grading scale:

<b>Percentage or points earned in class</b>	<b>95%-100%</b>	<b>90%-94%</b>	<b>87%-89%</b>	<b>83%-86%</b>	<b>80%-82%</b>	<b>77%-79%</b>	<b>73%-76%</b>	<b>70%-72%</b>	<b>67%-69%</b>	<b>63%-66%</b>	<b>60%-62%</b>	<b>Below 60%</b>
<b>Letter Grade equivalent</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

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Final course grades are rounded off to the nearest whole number. For greater detail on the meaning of letter grades and university policies related to them, see the Graduate School Grade Policy regulations at <http://gradcatalog.ufl.edu/>

### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or this web site for more details: [www.dso.ufl.edu/judicial/procedures/academicguide.php](http://www.dso.ufl.edu/judicial/procedures/academicguide.php)).

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior. *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*

### **Accommodations for Students with Disabilities**

If you require accommodation because of a disability, you must first register with the Dean of Students Office (<http://www.dso.ufl.edu/>). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: <http://www.counseling.ufl.edu/>.

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 352-392-0627 or check out the web site at: [www.health.ufl.edu/shcc](http://www.health.ufl.edu/shcc)

Crisis intervention is always available 24/7 from:

Alachua County Crisis Center: (352) 264-6789.

*BUT – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.*

**Lecture Outline**

Week	Meeting Date	Module	Topic	Lecturer	Format	Readings
1	1/11/16	<b>I: INTRO &amp; COURSE OVERVIEW</b>	Intro History and current perspectives on public health  Intersection between Public Health and Health Care Delivery	Beau De Rochars Assistant Professor, Dept of Health Service Research Management and Policy	In-class	Zisner DK et al (2013) An argument for the integration of healthcare management with public health practices <i>Journal of Health Care Management</i> 58:4 253-257.
2	1/11/16	<b>II: BEHAVIOR AND HEALTH</b>	Behavior and its relationship to health, illness, disease	Barbara Curbow, PhD Professor & Chair, Dept of Behavioral Science & Community Health,	Online	Gibbs, Nancy. (2007). Pillow Angel Ethics. TIME, January 7, 2007 <a href="http://www.time.com/time/nation/article/0,8599,1574851,00.html">http://www.time.com/time/nation/article/0,8599,1574851,00.html</a>  Twombly, E.C. & Holtz, K.D. (2008). Tweens and the misuse of prescription drugs: evidence-based recommendations to curb a growing societal problem. <i>Journal of Primary Prevention</i> . 29:503-516.  Rostad, B., Deeg, D.J.H., & Schei, B. (2009). Socioeconomic inequalities in health in older women. <i>European Journal of Ageing</i> . 6:39-47.

Week	Meeting Date	Module	Topic	Lecturer	Format	Readings
	1/18/16	<b>Holiday</b>	No class			
3	1/25/16		Causes of health, illness, disease; the ecologic framework  Establishing evidence for developing effective public health programs	Barbara Curbow, PhD Professor & Chair, Dept of Behavioral Science & Community Health,  Steve Pokorny, PhD	Online          Online	<a href="http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf">www.cancer.gov/cancertopics/cancerlibrary/theory.pdf</a> -- a concise summary of health behavior theories
4	2/1/16	<b>III: ASSESSMENT &amp; SURVEILLANCE</b>	Community assessment & surveillance	Beau De Rochars Assistant Professor, Dept of Health Service Research Management and Policy	In-class	Plescia M, Koontz S, Laurent S (2001) Community Assessment in a Vertically Integrated Health Care System <i>American Journal of Public Health</i> 91: 811-814
5	2/8/16		Establishing evidence for change in health care delivery: Emergency Department Throughput as an Example	Adrian Tyndall, MD MPH Chair, Department of Emergency Medicine, College of Medicine	In-class	The Effect of Emergency Department Copayments for Medicaid Beneficiaries Following the Deficit Reduction Act of 2005 Mona Siddiqui, MD, MPH; Eric T. Roberts, MA; Craig E. Pollack, MD, MHS <i>JAMA Intern Med.</i> doi:10.1001/jamainternmed.2014.7582

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Week	Meeting Date	Module	Topic	Lecturer	Format	Readings
			Program Evaluation	Jeff Feller, MSISE, CEO Well Florida Council	online	<p>Impact of Subsidized Health Insurance Coverage on Emergency Department Utilization by Low-income Adults in Massachusetts. <i>Jennifer Lee, MD,* Ru Ding, MS,w Scott L. Zeger, PhD,z Aidan McDermott, PhD,z Getachew Habteh-Yimer, MS,y Michael Chin, MD,8 Rebecca S. Balder, MPPA,z and Melissa L. McCarthy, ScD#. Med Care 2015;53: 38–44)</i></p> <p>The Effect of Malpractice Reform on Emergency Department Care. Daniel A. Waxman, Michael D. Greenberg, M. Susan Ridgely, J.D., Arthur L. Kellermann, and Paul Heaton. <b>Engl J Med 2014;371:1518-25. DOI: 10.1056/NEJMsa1313308</b></p> <p>Grembowski, David (2010). Practice of Health Program Evaluation. Sage. Chapter 2</p>
6	2/15/16	<b>IV: ASSURANCE</b>	Role of local health departments in assuring access to care:	Dr Duncan	In-class	TBD

Week	Meeting Date	Module	Topic	Lecturer	Format	Readings
7	2/22/16		Assuring linkages to care for persons with HIV	Christa Cook, RN, PhD Assistant Professor College of Nursing	In-class	Mugavero MJ et al (2011) Influencing Engagement in HIV Medical Care: Piecing Together the fragments of a Fractured Health Care Delivery System. <i>Clinical Infectious Diseases</i> 52 (S2):S238-S246  Levi J, and Kates J (2000) HIV: Challenging the Health Care Delivery System <i>American Journal of Public Health</i> (90): 7 1033-1036
	2/29/16	<b>Spring Break</b>	<b>No Class</b>			
8	3/7/16		Case Study: In group class discussion			
9	3/14/16	<b>V: OCCUPATIONAL AND ENVIRONMENTAL HEALTH</b>	Infection Control	Cindy Prins, PhD Clinical Assistant Professor Department of Epidemiology	In-class	TBD
10	3/21/16		Disaster Response and Emergency	David Meurer, MD Assistant Professor	In-class	der Heide, EA (1989) <i>Disaster Response. Principles of Preparation</i>

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Week	Meeting Date	Module	Topic	Lecturer	Format	Readings
			Preparedness	Emergency Medicine		<i>and Coordination</i> Center of Excellence in Disaster Management and Humanitarian Assistance
11	3/28/16		Food safety issues in hospitals	William Thran Senior Director Morrison Healthcare	Online	Archibald, LK, and Jarvis, WR (2011). <i>Health Care–Associated Infection Outbreak Investigations by the Centers for Disease Control and Prevention, 1946–2005</i> . <i>American Journal of Epidemiology</i> , 174 (11): S-47-S64.
12	4/4/16		Health Effects of Natural & Manmade Disasters	Traci Krueger, DVM, MPH Clinical Assistant Professor College of Veterinary Medicine	Online	Lurie, Nicole, et al. (2006). <i>Public Health Preparedness: Evolution or Revolution?</i> <i>Health Affairs</i> , 25(4): 935-945.
13	4/11/16		Emerging and re-	Cindy Prins, PhD	Online	TBD.

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Week	Meeting Date	Module	Topic	Lecturer	Format	Readings
			emerging infections in humans	Clinical Assistant Professor Department of Epidemiology		
14	4/18/16	<b>VI. PUBLIC HEALTH PROBLEMS &amp; FUTURE CHALLENGES</b>	Controlling obesity in children	David Janicke, PhD, Associate Professor, Dept of Clinical & Health Psychology, College of Public Health & Professions	Online	Janicke, David M., et al. (2011) <i>The Extension Family Lifestyle Intervention Project (E-FLIP for Kids): Design and Methods</i> . Contemporary Clinical Trials: Design, Methods, and Analysis. 32(1). 50-8.