University of Florida
College of Public Health & Health Professions Syllabus
PHC 6937: Introduction to Public Health *MHA Section* (3 credit hours)
Spring: 2015
Delivery Format: Blended course (Online and In-class)
E-Learning in Canvas

Instructor Name: Madsen Beau De Rochars, MD, MPH
Room Number: RM 301A/316
Phone Number: 352 294 5695
Email Address: madsenbeau@phhp.ufl.edu
Office Hours: By appointment
Teaching Assistants: Shenae Samuels, MPH
Preferred Course Communications (e.g. email, office phone):
madsenbeau@phhp.ufl.edu or shenae@phhp.ufl.edu

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. <u>The purpose of the course is to provide a broad introduction to public health and how it is related to health care administration.</u>

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 relationships in an health organization	Article Critique/ Reflective Paper
Discuss the structure of the public health system in the United States and its relationship to the health care system.		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

Course Objectives	MHA Competencies	Assessment
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 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 facilitates overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Readings
1	1/7/15	Intro History and current perspectives on public health Intersection between Public Health and Health Care Delivery	Zismer DK et al (2013) An argument for the integration of healthcare management with public health practices *Journal of Health Care Management* 58:4 253-257.
2	1/14/15	Behavior and its relationship to health, illness, disease Causes of health, illness, disease; the ecologic framework	Gibbs, Nancy. (2007). Pillow Angel Ethics. TIME, January 7, 2007 http://www.time.com/time/nation/article/0,8599,1574851,00.html Twomby, E.C. & Holtz, K.D. (2008). Tweens and the misuse of prescription drugs: evidence-based recommendations to curb a growing societal problem. Journal of Primary Prevention. 29:503-516. Rostad, B., Deeg, D.J.H., & Schei, B. (2009). Socioeconomic inequalities in health in older women. European Journal of Ageing. 6:39-47.
3	1/21/15	Community assessment & surveillance	Plescia M, Koontz S, Laurent S (2001) Community Assessment in a Vertically Integrated Health Care System *American Journal of Public Health* 91: 811-814
4	1/28/15	Establishing evidence for developing effective public health programs	www.cancer.gov/cancertopics/cancerlibrary/theory.pdf -- a concise summary of health behavior theories

Week	Date(s)	Topic(s)	Readings
5	2/4/15	Establishing evidence for change in health care delivery: Emergency Department Throughput as an Example Program Evaluation	TBD Grembowski, David (2010). Practice of Health Program Evaluation. Sage. Chapter 2
6	2/11/15	Role of local health departments in assuring access to care: The Example of Sarasota County	TBD
7	2/18/15	Assuring linkages to care for persons with HIV	Mugavero MJ et al (2011) Influencing Engagement in HIV Medical Care: Piecing Together the fragments of a Fractured Health Care Delivery System. *Clinical Infectious Diseases* 52 (S2):S238-S246 Levi J, and Kates J (2000) HIV: Challenging the Health Care Delivery System *American Journal of Public Health* (90): 7 1033-1036
8	2/25/15	Case Study: In group class discussion	
9	3/4/15	No Class	
10	3/11/15	 Infection Control	 TBD
11	3/18/15	Food safety issues in hospitals Health Care Associated Infections (MRSA)	TBD Archibald, LK, and Jarvis, WR (2011). *Health Care–Associated Infection Outbreak Investigations by the Centers for Disease Control and Prevention, 1946–2005.* American Journal of Epidemiology, 174 (11): S-47-S64.

Week	Date(s)	Topic(s)	Readings
12	3/25/15	Human Health and Well-Being in a Health	TBD
13	4/1/15	Ergonomics and Worker and Patient Safety Care Facility	TBD
14	4/8/15	Emerging and re-emerging infections in humans	TBD.
15	4/15/15	Controlling obesity in children	Janicke, David M., et al. (2011) *The Extension Family Lifestyle Intervention Project (E-FLIP for Kids): Design and Methods.* Contemporary Clinical Trials: Design, Methods, and Analysis. 32(1). 50-8.

Course Materials and Technology

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.

For technical support for this class, please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

ACADEMIC REQUIREMENTS AND GRADING

Assignments

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

Requirement	Due date	Points or % of final grade (% must sum to 100%)
In person attendance and	Ongoing	20%

participation. (Unexcused absences will result in a 5 point deduction per absence)		
Reaction/Reflective Paper	3/06/15	35%
Case Study	4/14/15	35%
Discussion board		10%
Total		100%

Point system used (i.e., how do course points translate into letter grades).

Points earned	95%-100%	90%-94%	87%-89%	83%-86%	80%-82%	77%-79%	73%-76%	70%-72%	67%-69%	63%-66%	60%-62%	Below 60%
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

You must include the letter grade to grade point conversion table below. Letter grade to grade point conversions are fixed by UF and cannot be changed.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:
http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Exam Policy

Policy Related to Make up Exams or Other Work

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

 "**We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity**."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

 "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://gradschool.ufl.edu/students/introduction.html

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

SUPPORT SERVICES

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, you must register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.
- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.

- You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- 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. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from:
  Alachua County Crisis Center
  (352) 264-6789
  http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

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.