

**University of Florida**  
**College of Public Health & Health Professions**  
**PHC 4101: Public Health Concepts (3 credits)**  
Spring 2023  
Delivery Format: Online  
Course Website or E-Learning

---

**Instructor Name:** Gaia Zori, MPH, CHES®  
**Clinical Assistant Professor**  
**College of Public Health and Health Professions**  
**Office Location:** HPNP 4135 (4th floor)  
**Email Address:** gaia.zori@ufl.edu  
**Phone Number:** 352-294-5772  
**Office Hours:** Monday 2:00-3:00 PM (via Zoom only), or by appointment

**Teaching Assistant:** Cyanna Mitchell, MHS, CPH, CHES®  
**Email Address:** mitchellcyanna@ufl.edu

**Preferred Course Communications:** Direct Outlook email (gaia.zori@ufl.edu) is the preferred method of communication, ***not the message function within Canvas***. Emails received on weekdays (Monday-Thursday) can expect a response within 24 hours. If I have not responded within two days, please contact me again. Your message is important to me, but it may have been overlooked. Emails received during the weekend or after 5pm on Friday will be answered by 2pm on the following Monday.

---

---

### **Prerequisites**

(BSC 2007 or BSC 2005 or BSC 2010) and PSY 2012 and STA 2023 and (health science or communication sciences and disorders or public health majors or health science or public health minors).

---

## **PURPOSE AND OUTCOME**

### **Course Overview**

This is a 3-credit course that will be conducted online. This is an upper-level course intended to introduce undergraduate students in a variety of disciplines to the basic tenets and applications of public health, including integrating public health with other health professions. This course explores the Nation's health challenges, the scientific basis of the public's health in the United States, and current strategies for advancing the public's health. The student will gain knowledge through lectures, readings, group work, and individual assignments.

### **Relation to Bachelor Program Foundational Domains**

1. Describe the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
2. Explain the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations
3. Examine socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities

4. Identify the fundamental concepts and features of project implementation, including planning, assessment, and evaluation
5. Review the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government
6. Differentiate between the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

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

Upon successful completion of the course, students will be able to:

1. Describe public health history, philosophy, and values
2. Examine the important role of the five core concentrations and cross-cutting disciplines of public health (e.g., Epidemiology, Biostatistics, Social & Behavioral Sciences, Health Policy and Management, Environmental Health, Health Disparities, and One Health)
3. Identify and list the core functions of public health and the 10 Essential Services
4. Identify appropriate methods for assessing the determinants of health
5. Differentiate between quantitative and qualitative methods and sciences in population health
6. Explain the effects of environmental factors, biological and genetic factors, behavioral and psychological factors, and socioeconomic factors on a population's health
7. Discuss health disparities and identify known health disparities in the US and globally
8. Discuss major causes and trends of morbidity and mortality in the US, specifically marginalized populations
9. Identify and explain the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
10. Summarize the current concerns in the U.S. healthcare system and the role health policy plays
11. Give examples of how globalization affects global burdens of disease
12. Recognize the connections among human health, animal health, and ecosystem health (e.g., One Health)
13. Explain how mass media can impact our perception of health via the use of social media
14. Establish the critical importance of evidence in advancing public health knowledge

### **Instructional Methods**

- 1) Lectures: are for general orientation. Students are responsible for all the material presented in the course and assigned readings.
- 2) Readings and Resources: In addition to the lectures, supplementary readings and resources will be posted on the course. The reading and resource list may be supplemented during the course.
- 3) Discussions: Students are expected to participate in discussion boards throughout this course. Grades will be assigned based on the accuracy, depth, and thoughtfulness of the content.
- 4) Assessments: A variety of assessments will be used in this course, including but not limited to assignments, quizzes, and projects.
- 5) Group project: Students will be randomly assigned into groups. These assigned groups will work together for the entire semester submitting a section of the project during each Module and ending in a summative final project.

### **Announcements**

Class announcements will be sent via the announcement tool in eLearning. You may or may not be notified via email, depending on your CANVAS notification settings. **Therefore, you are responsible for all information in these announcements whether or not you see them in your email.**

**What is expected of you?**

You are expected to actively engage in the course throughout the semester. Your participation fosters a rich course experience for you and your peers, facilitating overall mastery of the course objectives. For every one credit hour in which you enroll in an undergraduate course, you will spend approximately two to three hours outside of class studying.

**DESCRIPTION OF COURSE CONTENT****Course Materials and Technology**

**Required Textbook:** Mary-Jane Schneider (2020). Introduction to Public Health (6<sup>th</sup> edition). Burlington, MA: Jones & Bartlett Learning. ISBN -13: 978-1284197594 or ISBN-10: 128419759X. You also have the option of using the 5<sup>th</sup> edition of the book (ISBN-13: 978-1284089233 or ISBN-10: 1284089231). This course participates in the UF All Access program. Login at the following website and Opt-In to gain access to your required course materials - <https://www.bsd.ufl.edu/AllAccess> - UF All Access will provide you with your required materials digitally at a lower cost and the charge will be applied to your student account. This option will be available starting 1 week before the start of the semester and ending 3 weeks after the first day of class.

Additional readings may be provided in the weekly modules as identified by the Instructor.

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://iss.at.ufl.edu/help.shtml>

**Additional Academic Resources**

**Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

**Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

**Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

Online Students Complaints: [View the Distance Learning Student Complaint Process.](#)

**ACADEMIC REQUIREMENTS AND GRADING**

**Syllabus/Academic Integrity Quiz** (Not graded but required to unlock course content): You are asked to complete a brief quiz on the syllabus and academic integrity prior to unlocking the course

Last Updated: 12/14/2022

content on Canvas. *Please review the syllabus, course overview, and the academic integrity materials before completing the quiz.* **NOTE:** While this quiz is ungraded, you must receive 100% to unlock course materials. You will NOT be able to access course materials without passing the quiz. Students are **required** to print a copy of the syllabus from the syllabus tool in the course.

**Introduction Infographic** (20 points): During the first week of class, you will create an infographic introducing yourself to your classmates. (Week 1)

**Discussions** (25 points each): You will be required to participate in two discussion posts during the semester. If you are required to post on the discussion board, it will be indicated within that week's announcement, or you will see it within the course calendar. You must post at least twice to each discussion board unless otherwise indicated in the assignment description. Active participation in online discussions help create a learning community, encourage peer interaction, present different perspectives, and challenge ideas. Each student is required to make one original post to the questions posed on the discussion board. Your response to the two other students' posts should be thoughtful and should further promote the conversation. Original posts and replies should be thoughtful and comprehensive, therefore, it is expected that students cite material using APA 7<sup>th</sup> edition provided from the lectures and readings, as well as outside materials if appropriate.

- **Discussion 1:** Photovoice – Social & Behavioral Sciences [SBS] (Week 5)
- **Discussion 2:** Public Health Advisor – Health Policy & Management [HPM] (Week 9)

In order to receive credit, you must post your response to the posted discussion board questions by **Friday at 11:59pm EST**. In addition, you must post a response to two other students' posts by **Sunday at 11:59pm EST**.

Your grade on the discussion board is based on participation. Each discussion board assignment is worth 20 points. However, in order to receive full credit for these posts, you must follow these guidelines:

- Posts should be between 225-250 words (with a maximum length of 300 words)
- Posts should be relevant to the topic being discussed but should also attempt to introduce a new point of view or piece of information or otherwise further the discussion
- Posts should use correct grammar, punctuation, and vocabulary appropriate for a university-level course
- When applicable, posts **must** cite material (from the research literature or credible websites or sources) using **APA 7<sup>th</sup> edition**

**Quizzes** (25 points each): There will be six quizzes covering course lectures and readings. Questions will generally be multiple-choice in format, but might also include true/false, matching, short answer, and other similar formats.

**Assignments** (40 points each): There will be three independent assignments. Each assignment is worth 8% of your total grade. These assignments will cover a range of topics and themes to measure your knowledge of the content. Follow the instructions carefully for each assignment within the Canvas course site. Rubrics for each assignment will be provided within Canvas.

- **Assignment 1:** 10 Great Public Health Achievements – Intro to PH module (Week 2)
- **Assignment 2:** COVID-19 Vaccinations – Epi/Biostats (Week 3)
- **Assignment 3:** Applying the Social-Ecological Model – SBS (Week 6)
- **Assignment 4:** Outbreak – Environmental Health (Week 12)

**“Public Health Expert” Final Group Project** (200 points total): The final project will be completed as a group assignment. Students will be placed into groups and must select a public health topic from the provided list (e.g., diabetes, obesity, COVID-19). Each student will choose their concentration topic (i.e., Epidemiology, Biostatistics, Social & Behavioral Sciences, Health Policy

and Management, or Environmental Health), in which they will be considered the “expert” in that particular concentration area. Each expert will provide a brief analysis of their public health topic (completed via the snapshots, which will be cohesively implemented into the final paper). Groups should assess the public health topic’s current status (e.g., providing statistics for this particular topic and *citing appropriately*), barriers impacting the ability to achieve universal well-being and health for all populations (e.g., economic, racial/ethnic barriers), previous interventions or treatments that have shown to be effective, etc. Though you are each responsible for your section of the paper, the paper should be written cohesively. Each public health concentration should be one page in length.

Based on the information you and your team provide in your analysis, you will propose a strategy/brief intervention to reduce the burden of the public health problem within the local community. You will have a budget of \$100,000 from the Florida Department of Health in Alachua County. Groups are encouraged to be as innovative or creative as they would like. Groups must target at least one level of the Social-Ecological Model (SEM) within their proposed intervention. For example, suppose your public health topic is obesity. In that case, you could propose at the individual level to develop a program that aims to teach/provide health education to adults regarding nutrition (healthy eating behaviors - low-calorie diet) and exercise (at least 150 minutes per week). You are expected to describe your program or intervention, provide planning and implementation details, and include a brief plan for evaluating the intervention. The strategy/intervention should be 1-2 pages in total in length. Please see the assignment rubric for additional details.

- Paper Topic Selection (Week 2)
- Epidemiology & Biostats Snapshot (Week 4)
- Social & Behavioral Sciences Snapshot (Week 7)
- Intervention Draft (Week 9)
- Health Policy and Management Snapshot (Week 11)
- Environmental Health Snapshot (Week 13)
- Final Project Outline (Week 13)
- Final Group Project (Week 16)

## Grading

Requirement	Due date	Points / final grade
<b>Syllabus Quiz</b>	Week 1 to unlock course	-
<b>Introduce Yourself Infographic</b>	Due Friday, 1/13 @ 11:59 PM EST	20 pts
<b>Discussions/Participation (x2)</b>	Ongoing	25 pts each (50 pts total)
<b>Module Assignments (x4)</b>	Ongoing	40 pts each (160 pts total)
<b>Module Quizzes (x6)</b>	One per module	25 pts each (150 pts total)
<b>Final Project</b>	Due Monday, 5/1 @ 11:59 PM EST	200 pts total
<b>Peer Review (x2)</b>	Mid Due Friday, 3/3 @ 11:59 PM EST Final Due Monday, 5/1 @ 11:59 PM EST	10 pts each (20 pts total)
<b>Total Points</b>		<b>600 pts</b>

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

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Points earned	600-545	544-527	526-509	508-486	485-468	467-451	450-428	427-410	409-392	391-369	368-351	≤350

Please be aware that a C- is not an acceptable grade for graduate students. 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. In addition, the Bachelor of Health Science Program and Bachelor of Public Health Program do not use C- grades.

Letter Grade	A	A-	B+	B	B-	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	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

### Policy Related to Make-up Exams or Other Work

**Requirements:** Students are responsible for all course material, including reading all required materials prior to each lecture. The course is conducted in eLearning and all assignments, course lectures, discussions, emails, and quizzes will be delivered in this medium. Students should also read your email and announcements in the course several times a week. Please note that announcements and emails sent out from the course site will go to your UFL email address (versus your Google, Yahoo, etc.), please check this mail at <http://webmail.ufl.edu> regularly also. Students should also reference the calendar in the course to keep up with weekly deadlines.

**Readings and Discussions:** Students should read the assigned readings prior to viewing course lectures and be prepared to discuss the material through course discussions and assignments.

**Make-Ups:** If you are unable to meet a deadline in this course for UF-[approved reasons](#) and have given prior notification to the Instructor, when possible, you will be given adequate time to make up any coursework missed. All other missed or late work will receive a grade of zero. Make-up exams will be provided only in cases of excused absences or conflict during final exams per University policy and MUST be discussed with the Instructor in advance. Make-up exams will differ from the regularly scheduled exam.

**Please note:** Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing Help Desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST email me within 24 hours of the technical difficulty if you wish to request a make-up.

**Quiz Policy:** This course will be using HonorLock, a proctoring service for graded exams. HonorLock ensures exam integrity and enables the administration of remote online exams. All quiz sessions will be reviewed as part of your final grade. Instances of cheating or inappropriate behavior will be considered violations of the Student Honor Code and will result in disciplinary action and a zero on the quiz.

**Taking Quizzes:** No pre-scheduling is required. You can take your quiz at any time during the designated window it is open in Canvas. However, I caution you not to wait until the last minute, because you will run the extreme risk of having the quiz close out automatically before you have had your full number of allowed minutes. The quiz will close out at the time set in Canvas regardless of how many minutes you have left to take the quiz, and you will not be able to finish.

- Please make sure that you review the course textbook, Canvas modules, and lectures before taking the quiz. If you have any questions or need clarity about course content, please email me or the TA, or we can schedule a Zoom meeting.
- Take time to think through each question. You will have 40 minutes, so please use that time to read through each question carefully and to read back over questions you were unsure of the answer. It would also be important to take the quiz as early as possible so that you don't feel rushed if taking the quiz, on the last day that it is available.
- Please plan extra time to complete your quiz to accommodate connection time and any technical issues that arise.
- Once you finish and submit your quiz, you will log out, and the quiz session will be audited at HonorLock.

### **Quiz and Exam Rules**

Rules related to quizzes.

- Quizzes will be administered as described in the course schedule.
- Quizzes are closed book and closed notes unless otherwise documented.
- You will not need paper, calculator, or pencil.
- Quizzes may be taken at a student's home. Students must plan to take their quizzes in an environment where other people are not in the room during the quiz.

### **Policy Related to Required Class Attendance**

**Attendance Policy:** Per the University of Florida, students are responsible for satisfying all academic objectives as defined by the Instructor. Acceptable reasons for absence include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays and participation in official University activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Remember that, when possible (i.e., extracurricular activities, official University activities, and religious holidays), prior notification of absence is required if the student plans to be given an extension on assignments. Even though this is an online course, students are expected to log on regularly and participate in the course.

The UF policy for excused absences binds all faculty. For information regarding the UF Attendance Policy see the Registrar's website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

---

## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Expectations Regarding Course Behavior**

## 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/>

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

### Recording Within the Course:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the Instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the Instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.



## Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-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 website for more information: <http://www.counseling.ufl.edu>. Online and in-person assistance is available.
- U 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>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

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.

### Diversity Statement

I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.

### Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to nondiscrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your Instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu).

## Weekly Course Schedule

Dates	Module	Topics and Cross-cutting Issues	Readings & Materials	Discussions, Assignments, & Assessments
<b>Module 1</b>				
<b>Week 1</b> Jan 9- Jan 13	<b>Introduction to Public Health</b>	<b>Module 1:</b> History of PH	Schneider Chapters: 1, 2	<b>Introduction Infographic due:</b> Friday, 1/13 11:59 pm EST
<b>Week 2</b> Jan 17- Jan 20		<b>Module 1:</b> Public Health Structure in the United States	Schneider Chapter: 3	<b>Assignment 1 10 Greatest PH Achievements due:</b> Friday, 1/20 11:59pm EST <b>Quiz 1 due:</b> Friday, 1/20 11:59pm EST <b>Paper Topic Selection due:</b> Friday, 1/20 11:59pm EST

Dates	Module	Topics and Cross-cutting Issues	Readings & Materials	Discussions, Assignments, & Assessments
<b>Module 2</b>				
<b>Week 3</b> Jan 23 – Jan 27	<b>Epidemiology &amp; Biostatistics</b>	<b>Module 2:</b> Biostatistics and Public Health Data	Schneider Chapters: 7, 8	<b>Assignment 2 COVID-19 Vaccinations due:</b> Friday, 1/27 11:59pm EST
<b>Week 4</b> Jan 30- Feb 3		<b>Module 2:</b> Epidemiology Research Methods and Study Designs	Schneider Chapters: 4, 5, 6	<b>Final Paper Snapshot Epidemiology &amp; Biostatistics due:</b> Friday, 2/3 11:59pm EST <b>Quiz 2 due:</b> Friday, 2/3 11:59pm EST
<b>Module 3</b>				
<b>Week 5</b> Feb 6 – Feb 10	<b>Social &amp; Behavioral Sciences</b>	<b>Module 3:</b> SBS Research Methods	See Canvas	<b>Discussion 1: Photovoice</b>  <u>Initial post due:</u> Friday, 2/10 11:59pm EST  <u>Replies due:</u> Sunday, 2/12 11:59pm EST
<b>Week 6</b> Feb 13 – Feb 17		<b>Module 3:</b> SBS Theory and Models	Schneider Chapter: 14	<b>Assignment 3 Applying the SEM due:</b> Friday, 2/17 11:59pm EST
<b>Week 7</b> Feb 20 – Feb 24		<b>Module 3:</b> PH Program Planning & Evaluation/ Assessment & Surveillance in PH	See Canvas	<b>Final Paper Snapshot SBS due:</b> Friday, 2/24 11:59pm EST
<b>Week 8</b> Feb 27 – Mar 3		<b>Module 3:</b> Health Disparities	See Canvas	<b>Quiz 3 due:</b> Friday, 3/3 11:59pm EST  <b>Mid-Point Peer Review due:</b> Friday, 3/3 11:59 pm EST

Dates	Module	Topics and Cross-cutting Issues	Readings & Materials	Discussions, Assignments, & Assessments
<b>Module 4</b>				
<b>Week 9</b> <b>Mar 6 – Mar 10</b>	<b>Health Policy and Management</b>	<b>Module 4:</b> U.S. Health Care and Health Insurance	Schneider Chapters: 26, 27	<b>Discussion 2 due: Public Health Advocate</b>  <u>Initial post due:</u> Friday, 3/10 11:59pm EST  <u>Replies due:</u> Sunday, 3/12 11:59pm EST  <b>Final Paper Intervention Draft due:</b> Thursday, 3/9 11:59pm EST
<b>Week 10</b> <b>Mar 13- Mar 17</b>	<b>Spring Break-Enjoy your break!</b>			
<b>Week 11</b> <b>Mar 20 – Mar 24</b>		<b>Module 4:</b> Healthcare Administration	See Canvas	<b>Final Paper Snapshot HPM due:</b> Friday, 3/24 11:59pm EST  <b>Quiz 4 due:</b> Friday 3/24 11:59pm EST
<b>Module 5</b>				
<b>Week 12</b> <b>Mar 27 – Mar 31</b>	<b>Environmental Health</b>	<b>Module 5:</b> Environmental Health	Schneider Chapters: 20, 25	<b>Assignment 4 CDC Outbreak Investigation due:</b> Friday, 3/31 11:59 PM EST
<b>Week 13</b> <b>Apr 3 – Apr 7</b>		<b>Module 5:</b> Infectious Disease	Schneider Chapters: 9,10	<b>Final Paper Snapshot Environmental Health due:</b> Friday, 4/7 11:59pm EST  <b>Quiz 5 due:</b> Friday 4/7 11:59pm EST  <b>Final Paper Outline due:</b> Monday, 4/3 at 11:59pm EST  <b>Schedule meeting with Instructor or TA for week of 4/10-4/14</b>

Dates	Module	Topics and Cross-cutting Issues	Readings & Materials	Discussions, Assignments, & Assessments
<b>Module 6</b>				
<b>Week 14</b> <b>Apr 10–</b> <b>Apr 14</b>	<b>Global Health, One Health, and Health Communication</b>	<b>Module 6:</b> History of Global Health, Global Health Achievements	See Canvas	<b>Meet with Instructor or TA to review Final Paper Outline</b>
<b>Week 15</b> <b>Apr 17–</b> <b>Apr 21</b>		<b>Module 6:</b> One Health: Coexistence of Humans, Animals, and Plants in One Environment	See Canvas	<b>Work on Final Group Project</b>
<b>Week 16</b> <b>Apr 24 –</b> <b>Apr 28</b>		<b>Module 6:</b> Health Communications: Social Media in Public Health, Mass Media, and Various Technologies	See Canvas	<b>Final Group Project due:</b> Monday, 5/1 11:59pm EST  <b>Peer Review due:</b> Monday, 5/1 1:59pm EST  <b>Quiz 6 due:</b> Wednesday, 5/3 11:59pm EST