

## **Online Public Health Course Syllabus**

### **Course Information**

*Course Number/Section*      HLTH 4305  
*Course Title*                      Public Health  
*Term*                                      Spring, 2021

### **Professor Contact Information**

*Professor*                              Galen Dickey-Laprocido, MSPH, MCHES  
*Email Address*                      [GLD190001@utdallas.edu](mailto:GLD190001@utdallas.edu)  
*Office Location*                      Green Hall 3.530  
    Hoblitzelle Hall  
*Online Office Hours*                Tuesdays, 10:00am-11am (virtual)  
    Or by appointment

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### **Course Modality and Expectations**

<b>Instructional Mode</b>	This is an online course.
<b>Course Platform</b>	Course will be delivered through Blackboard
<b>Expectations</b>	Students may work on course each week at their own pace. However, students must meet deadlines for work each week. Participation in discussion is vital for an online class and this is part of your grade. I encourage you to get your work done early and not wait until the last minute – if everyone is posting late, it's harder to get a good discussion going.

### **COVID-19 Guidelines and Resources**

The information contained in the following link lists the University's COVID-19 resources for students and instructors of record.

Please see <http://go.utdallas.edu/syllabus-policies>.

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### **Class Participation**

Regular class participation is expected regardless of course modality. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

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### **Class Recordings**

The instructor may record meetings of this course. Any recordings will be available to all students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

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### **Class Materials**

The Instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

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### **Course Description**

This course provides an overview of the fundamentals of public health, including history, the five core areas of study for the MPH, and core competencies for public health practice. This course will describe some of the public health tools used to address public health issues and how social determinants of health affect public health. Students will apply class material in a final project illustrating how solutions to public health problems can be tailored to communities. (3-0) R

### **Student Learning Objectives/Outcomes**

**Students will learn about the history of public health, the different fields of public health, and public health competencies.**

1. Students will be able to recognize aspects of public health, understand how other professions contribute to the public health, and appreciate the field's breadth;
2. Students will be able to describe how the social determinants of health affect the health of individuals and communities across the life span.
3. Students will learn how to apply public health advocacy to a selected public health topic of choice.
4. Students will learn about ethical considerations in human subject research.

### **Required Textbooks and Materials**

McKenzie, J., Pinger, R., Seabert, D. An Introduction to Community & Public Health, 9<sup>th</sup> Ed (2018). Jones & Bartlett, Burlington.  
The Ghost Map.

Textbooks and some other bookstore materials can be ordered online or purchased at the [UT Dallas Bookstore](#).

### **Technical Requirements**

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

### **Course Access and Navigation**

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website.

Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information.

To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

### **Communication**

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools.

Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

### Distance Learning Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the [eLearning Current Students](#) webpage for more information.

### Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

### Class Reading and Assignment Schedule (Subject to change)

WEEK/ DATES	TOPIC	READING	ASSESSMENT / ACTIVITY	DUE DATE
1 01/19-01- 24	Introduction/Overview History of Public Health	Chapters 1, 2 & 3 in textbook.  Searching for Solutions: pp. 592-620 in The Coming Plague (see link)	Introduction  <b>Assignment 1</b> – Public Health Careers – 10 points	Wed., 1/21  Sunday, 1/24
2 01/25- 01/31	Epidemiology	Review public health competencies here:	Watch Documentaries  Complete DB #1	1/31
3 02/01- 02/07	Research & Ethics in Public Health Communicable/Non- communicable Diseases <a href="#">02/03 Census Day</a> (last day to drop)	Chapter 4 Other readings as assigned	Very Short Case Studies: Tuskegee Study & Henrietta Lacks  Complete DB #2	02/07

WEEK/ DATES	TOPIC	READING	ASSESSMENT / ACTIVITY	DUE DATE
4 02/08-02-14	Program Planning Health Advocacy	Chapter 5 Other readings as assigned	<b>Assignment 2</b> - Literature Review and Advocacy Project (due next week)	Nothing due Work on assignment 2
5 02/14-02/21	Social Determinants of Health	Chapters 10 & 14	Implicit Bias Tests SDH DB #3	<b>Assignment 2 due 2/21</b>  <b>DB 3 due 2/21</b>
6 02/21-/2-28	Midterm Review <i>Review Q &amp; A Tuesday 2/23 at 11am and Wed at 4pm</i>	Review materials	Midterm Exam	Exam open 2/26-28
7 03/01-03/07	Choose final project topic/form groups	Review instructions for final project  Research topics of interest	DB #4 – topic sign up and form groups. Everyone must post.	3/11
8 03/08-03/14	Q & A for final project <a href="#">Midterm grades due</a>	Readings in support of final project as assigned	Continuation of DB #4	Thursday 3/11
9 03/15-03/21	Spring Break			
10 3/22-3/28	Project Planning/Group Work	As assigned		
11 3/29-4/04	Group Work Ask questions!	As assigned		
12 4/05-4/11	Needs assessment & Priority Population/Analyzing Problems & Goals	As assigned	Project post #1	4/11

WEEK/ DATES	TOPIC	READING	ASSESSMENT / ACTIVITY	DUE DATE
13 4/12-4/18	Goals & Objectives Public Health Education Theory	As assigned	Project post #2	4/18
14 4/19-4/25	Public Health Program Evaluation	As assigned	Project post #3	4/25
15 4/26-5/02	Group Work Project Power Point Presentations Due			5/02
16 5/03-5/07	Review Projects Peer Evaluations Due			5/07

### Grading

**Public Health Careers Assignment** **10 points**

**Literature Review & Advocacy Assignment** **10 points**

**Discussion Boards (4 x 4 pts)** **16 points**

**Midterm Exam** **20 points**

**Final Project/Presentation** **44 points**

**3 project posts @8** **24**

**Power Point** **15**

**Peer evaluations** **5**

Please note: Your grade is based on the points you earn. If you get an 89, 79, etc please don't ask me to bump up your grade. It's not fair to the rest of the class, who might have gotten an A+ instead of an A and didn't ask. I know how awful it feels to barely miss the better grade, but I cannot change grades. It is not hard to be successful in my class, but you have to do the work and keep up – once you fall behind it's very hard to catch up, especially in the 2<sup>nd</sup> half of class.

The grading scale for this course is 97-100 A+, 93-96 A, 90-92 A-, 87-89 B+, 83-86 B, 80-82 B-, 77-79 C+, 73- 76 C, 70-72 C-, 67-69 D+, 63-67 D, 60-62 D-, Below 60 F

### Course Policies

#### *Make-up exams*

Date for exam is posted ahead of time to take during the week at your convenience. There will be no make up exams if you don't take it during the assigned week.

### *Extra Credit*

There are no extra credit opportunities. Please don't ask.

### *Late Work*

Work will be accepted up to three (3) days late with 10% penalty for each day. No work will be accepted after the third day post due date

### *Special Assignments*

The final project will be discussed in class. There is a paper component (20points) and presentation component (10 points)

### *Class Participation*

Online class participation is key. This means actively participating in the discussion boards with initial posts and replies to classmates. You won't pass the class if you don't participate in discussions.

### *Classroom Citizenship*

**I expect that you will be respectful of the views of others. Derogatory comments or name-calling based on race/sex/partner preference/gender/religion, etc. will not be tolerated. Use common courtesy.**

**Scholastic Dishonesty:** Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but not limited to cheating, plagiarism, collusion, submitting for credit any work or materials that are attributable in whole or in part to another person, taking an examination for another person, or any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism, from the web, from portions from papers for other classes, (even those you yourself turned in before), and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism. This course will use the resource of turnitin.com which searches the web for possible plagiarism and is over 90% effective

### **Comet Creed**

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

*"As a Comet, I pledge honesty, integrity, and service in all that I do."*

### **Academic Support Resources**

The information contained in the following link lists the University's academic support resources for all students.

Please go to [Academic Support Resources](#) webpage for these policies.

### **UT Dallas Syllabus Policies and Procedures**

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to [UT Dallas Syllabus Policies](#) webpage for these policies.

***The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.***