

COURSE INFORMATION: FALL2019

COURSE: PUBH 201 PHILOSOPHY AND PRINCIPLES OF PUBLIC HEALTH
CREDIT HOURS: 3 hours
COURSE SESSIONS: TTH 12:15 pm to 1:30 pm (Section 01), Kearns Hall, Room 109

COURSE DESCRIPTION

PUBH 201 Philosophy and Principles of Public Health (3 credits) An exploration of underlying philosophies and principles of public health. An overview of social, cultural, and physical environmental factors which influence perceptions and valuation of health, and condition responses to health-related knowledge. F, S.

PROFESSOR INFORMATION

PROFESSOR: Stephen L. Firsing III, PhD, MPA, MA
OFFICE ADDRESS: Swain Hall: Room 135 E-
MAIL: sfirsing@coastal.edu
OFFICE PHONE: 843.349.6906
FAX PHONE: 843.349.5053
OFFICE HOURS: Tuesday and Thursday, 9 am to 12 pm (Noon)
And by Appointment

TEXTBOOK: Cottrell, R. R., Girvan, J. T., & McKenzie, J. F. (2012).
Principles and Foundations of Health Promotion and Education (5th ed.). San Francisco, CA: Pearson Education, Inc.

OTHER READING: The Code of Ethics for the Health Education Profession
Thomas, et al (2002) A Code of Ethics for Public Health. *AJPH*. 92(7) 1057-1059.
Principles of the Ethical Practice of Public Health (2002) *Public Health Leadership Society*

ELECTRONIC: CCU Moodle Course Management System
<https://moodle.coastal.edu/login/index.php>

ADA Statement

Coastal Carolina University is committed to equitable access and inclusion of individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Individuals seeking reasonable accommodations should contact Accessibility & Disability Services (843-349-2503 or <https://www.coastal.edu/disabilityservices/>).

Contingency Plan Due to Inclement Weather

In the event of hazardous weather, be sure to listen to local radio and television stations or visit the Coastal Carolina University website for official University closing announcements. Announcements about hazardous weather are also posted on the University's homepage. In the event that the University is closed, class will be directed to an online format. If there is no access to electricity, internet or Wi-Fi, instruction will be conducted based on the University recommendations.

COURSE OBJECTIVES

- Enlighten students of the role of public health, health promotion, health education, health educators, and health education professional organizations in the world today. This course will also encourage students to develop a personal philosophy regarding public health, health promotion and health education.
 - Inform students of the necessity of accessing Americans' health in age-specific, cultural-specific, ethnicity-specific, and socioeconomic groups. This course will also illustrate how communities are defined and how culture influences health.
 - Educate students of the various health behavior theories and models and how they guide public health and health promotion strategies.
 - Educate students of the health education areas of responsibilities: needs assessment, planning, implementation, evaluation, administration, serving as a health resource, and acting as a health education advocate.
 - Educate students on how their curriculum aligns with the public health domains.
 - Enlighten students on the various professions and settings where health educators practice.
 - Facilitate student ability to challenge underlying assumptions and clarify personal beliefs about public health, health promotion and health education
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STUDENT LEARNING OBJECTIVES

Upon completion of this course, students will be able to:

- Define public health, health education, health promotion, health policy, coalition, cooperation, conflict resolution, community development, and community organization.
- Identify the primary health concerns of socio-cultural-specific populations in the United States.
- Describe contributing socio-cultural, demographic and economic factors on health status.
- Evaluate underlying assumptions and clarify personal beliefs about public health.
- Explain the importance of viewing the health status of Americans in age-specific groups and identify the health issues among each group.
- Search various health education, medical, psychological, and other professional journals for credible health information.
- Synthesize evidence from peer-reviewed sources to explain public health concerns and provide appropriate solutions.
- List and explain the various professions and settings where health educators practice.
- Explain the role of public health, health promotion, and health education and the role of health educators and health education professional organizations.
- Explain various health behavior theories and models used in the practice of public health, health promotion and health education.
- Describe the needs assessment, program planning, program implementation, and evaluation processes in health education.
- Identify current public health priorities and future public health needs in the US and around the world.
- Practice effective written communication skills.

CORE OBJECTIVES AND STUDENT LEARNING OUTCOMES FOR CORE SKILLS IA: CRITICAL THINKING

Objective: Students will utilize these skills in order to understand, question, revise, and generate knowledge.

A. Critical Thinking and Reasoning (3 hours)

Student Learning Outcomes:

Students will be able to:

1. identify arguments
2. evaluate arguments through reasoning
3. formulate arguments for a thesis

Critical thinking includes a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion using a reasoned argument.

SLO's	Examples/Questions/ Guide for alignment: Does the course require students to do any of the following?	Related Course SLO(s) How do course SLOs align with the Core Curriculum SLOs?
SLO1 Identify arguments	<ul style="list-style-type: none"> ■ Accurately identify conclusions and their supporting reasons are accurately identified ■ Derive interpretations/evaluations from information gathered from a variety of appropriate sources to develop a comprehensive analysis/synthesis of the issue/issues 	<ul style="list-style-type: none"> ■ Synthesize evidence from peer-reviewed sources to explain public health concerns and provide appropriate solutions. <ul style="list-style-type: none"> • Assignment: Literature Review
SLO2 Evaluate arguments through reasoning	<ul style="list-style-type: none"> ■ Question and/or challenge viewpoints thoroughly ■ Systematically evaluate own and others assumptions (biases) 	<ul style="list-style-type: none"> ■ Evaluate underlying assumptions and clarify personal beliefs about public health. <ul style="list-style-type: none"> • Assignment: Program proposal #6. Philosophies and Resume
SLO3 Formulate arguments for a thesis	<ul style="list-style-type: none"> ■ Synthesize evidence to explain insightful patterns well supported by evidence and arguments ■ Organize evidence to explain differences or similarities related to focus in an effort to reach a reasoned judgement 	<ul style="list-style-type: none"> ■ Synthesize evidence from peer-reviewed sources to explain public health concerns and provide appropriate solutions. <ul style="list-style-type: none"> • Assignment: Literature Review

RESOURCES

TECHNOLOGY: CCU INFORMATION TECHNOLOGY SERVICES
ITS SOLUTIONS FOR STUDENTS
WEBSITE: www.coastal.edu/its

WRITING: CCU WRITING CENTER
WEBSITE: www.coastal.edu/writingcenter

THE WRITING LAB & THE OWL AT PURDUE AND PURDUE UNIVERSITY
WEBSITE: <http://owl.english.purdue.edu/owl>

LEARNING: CCU STRUCTURED LEARNING ASSISTANCE
WEBSITE: www.coastal.edu/sla

CCU LEARNING ASSISTANCE IN THE SCIENCES
WEBSITE: www.coastal.edu/las

ACCESSIBILITY: CCU OFFICE OF ACCESSIBILITY AND DISABILITY SERVICES
WEBSITE: www.coastal.edu/disabilityservices

ATTENDANCE POLICY

CCU UNDERGRADUATE UNIVERSITY CATALOG ATTENDANCE POLICY

<http://www.coastal.edu/policies/common.html>

****ATTENDANCE WILL BE TAKEN EVERY CLASS SESSION****

“Students are obligated to attend class regularly. Absences, excused or not, do not absolve students from the responsibility of completing all assigned work promptly. Students who miss assignments, announced quizzes, or other course work obligations due to excused absences will be allowed to make up the work in a manner deemed appropriate by the instructor. It will be the responsibility of the student to contact the instructor and make arrangements at the convenience of the instructor. The instructor is not obligated to allow a student to make up work missed due to an unexcused absence.

Absences will be excused for documented cases of:

- a. Incapacitating illness,
- b. Official representation of the University (excuses for official representation of the University should be obtained from the official supervising the activity),
- c. Death of a close relative, and
- d. Religious holidays. (A list of primary sacred times for world religions can be found online at www.interfaithcalendar.org.)

The instructor will determine whether other absences from class should be excused or unexcused. In the event of an impasse between the student and the instructor, the Department Chair and/or the Dean of the college shall make the final decision as to whether an absence is to be considered excused. ***An instructor is permitted to impose a penalty, including assigning the grade of F, for unexcused absences in excess of 25% of the regularly scheduled class meetings.*** An instructor may require a more stringent class attendance policy. In such cases, the instructor will make this additional attendance requirement known to his/her dean. All instructors should state their class attendance and grading policy in the course syllabus.

Religious Observance Reasonable Accommodation: Due to the observance of a religious holiday or day of religious significance that is not included on the official list of University holidays, any student who is unable to attend classes on a particular day or days or a particular time of day shall be excused from taking any examination or performing other academic work assignments on such days or times. To allow instructors ample opportunity to make a reasonable accommodation, students shall take into account the date of the announcement of the exam or work.

Requesting students shall be afforded an equivalent opportunity to make up the exam or academic work that was missed due to such absences. No penalties may be imposed against students who are accommodated. Faculty shall include a brief summary of this policy on course syllabi. The arbiter of any conflicts or controversies arising from this policy, whether initiated by students or faculty, shall be the Provost or his/her designee. Appeals may be taken directly to the President.”

EXCUSED ABSENCES

The only situations that students may make up work are illness, death, and religious holidays (see CCU attendance policy above). Students are required to provide the professor a signed doctor's note or an obituary note (or other appropriate documentation) following their absence.

It is the student's responsibility to contact the Professor as soon as reasonably possible should they need to miss a class session. The Professor will work with you if you need to miss class for a legitimate and documented reason, such as family emergency or student-athlete travel time.

ACADEMIC INTEGRITY CODE

CCU CODE OF STUDENT CONDUCT

<http://www.coastal.edu/policies/common.html>

HONOR PLEDGE

“Students will receive copies of the Honor Pledge, learn what it means and commit to the statement of community standards.

Students will take the following pledge:

Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. As members of this community, we are accountable for our actions and are committed to creating an atmosphere of mutual respect and trust.

On my honor, I pledge:

- *That I will take responsibility for my personal behavior; and*
- *That I will actively oppose every instance of academic dishonesty as defined in the Code of Student Conduct.*

From this day forward, my signature on any University document, including tests, papers and other work submitted for a grade is a confirmation of this honor pledge.”

NON-ACADEMIC CONDUCT CODE

CCU CODE OF STUDENT CONDUCT

<http://www.coastal.edu/policies/common.html>

****STUDENTS MUST ADHERE TO ALL 21 NON-ACADEMIC CONDUCT CODES****

Spirited discussion and inquiry are expected and encouraged. Behaviors that distract either fellow students or the professor are not acceptable. Examples include arriving extremely late (10 minutes or more), leaving early without prior permission from the Professor, talking out loud while others are speaking, using noisy electronic devices such as cell phones, or other activities that interfere with the normal flow of the class. Please be mindful of these issues and work to reduce their occurrence. The Professor may ask a student to leave class should they not adhere to CCU conduct codes.

*****Cell/mobile phones are not to be used in the classroom. If you need to use a cell/mobile phone during class time, please leave the room and use it. If you use a cell/mobile phone during class time, the Professor may ask you to leave the classroom and use it there.*****

HOUSEKEEPING ISSUES

Students should keep their classroom workspace clean and throw away trash/recyclables in the appropriate container after each class session. In addition, should the Professor ever be tardy to class, students should wait 15 minutes after the start of class before leaving. Other course issues may be directed to the Administrative Specialist in the CCU Department of Health Sciences.

COURSE COMMUNICATION

A major medium of communication that will be used between the professor and students is the official Coastal Carolina University e-mail. Therefore, students **MUST** regularly check their assigned University e-mail for updates and course-related information.

You may also select to call the Professor at his office or cell phone. If you deem it necessary to directly call/text his cell phone, you **MUST** do so at a professional hour of the day, identify yourself, the course you are enrolled in, and keep the communication 100% professional. He will not respond on cell phone if you do not follow those rules.

Furthermore, proofread your emails and keep them clear, concise, and professional. If your email is not understandable, the Professor will be unable to properly answer your question or respond to your request. Below is an example of professional email correspondence.

Dr. Firsing,

I have a question about... Sincerely,

Willy WonkaPUBH 201 01

COURSE ASSIGNMENTS

- **Literature Review & Program Proposal**—120 points
 - Students will complete a literature review about a public health-related topic (60 points). See Appendix A for instructions on how to complete the literature review.
 - Students will then incorporate their literature review into a program proposal (60 points). See Appendix B for instructions on how to create a program proposal.
 - See Appendix C for the grading rubric and formatting guidelines for this assignment.
- **Quizzes**—Points TBD
 - Students will complete multiple quizzes throughout the semester. Quizzes will include multiple types of questions. The Professor will provide additional information about the quizzes, in-class.
- **Miscellaneous Assignments**—TBD points
 - Students will complete miscellaneous assignments related to the course content. Example assignments include video summaries/questions, in-class exercises, take-home exercises, etc. Instructions about all miscellaneous assignments will be provided to the students by the Professor.

ASSIGNMENT SUBMISSIONS

Students are to submit all completed assignments to the Professor on time. Late assignments will not be accepted unless prior permission was granted from the Professor. Any assignment not submitted on time will receive 0 points. Grades will not be curved.

COURSE GRADING

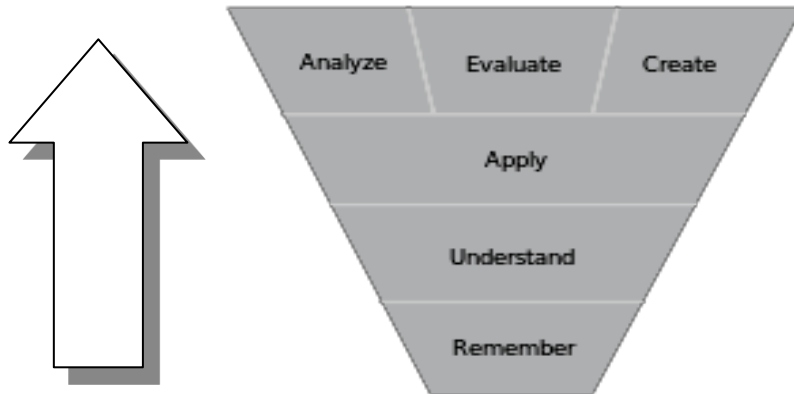
There are TBD total possible points for this course. Grades will be organized and posted in Moodle. Final grades will be determined by how many total points are earned out of the total possible points. Your final point value will be rounded up to the nearest whole number percentage (e.g., 89.5% = 90%). The grading scale is below.

- 100-90% = A
- 89-80% = B
- 79-70% = C
- 69-60% = D
- 59-0% = F

Regular class attendance is expected throughout the semester. If at any point a student misses over 25% of class meetings, that student may receive an “F” as their final grade. It is your responsibility to obtain the notes from a classmate if you miss class. However, you can always speak to the Professor.

BLOOM'S TAXONOMY OF COGNITIVE LEARNING

We strive to help students move from simply remembering new information (like your ABC's), to understanding information (like sentences or paragraphs or pictures or numbers), to applying/using that information, to analyzing and evaluating existing information, to creating brand new information. This upward intellectual growth (movement) is illustrated below in Bloom's Taxonomy of Cognitive Learning (1956). Therefore, it is not enough for students to demonstrate only knowledge or information comprehension; rather they should also be able to demonstrate ***higher order thinking*** and ***the ability to problem solve (i.e., analyze, evaluate, and create)***.



COMPETENCE	SKILLS DEMONSTRATED AND ACTION VERBS FOR LEARNING OUTCOMES
KNOWLEDGE (REMEMBER)	Skills: observation and recall of information; knowledge of dates, events, places; knowledge of major ideas; mastery of subject matter Action Verbs: list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
COMPREHENSION (UNDERSTAND)	Skills: understanding information; grasp meaning; translate knowledge into new context; interpret facts, compare, contrast; order, group, infer causes; predict consequences Action Verbs: summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
APPLICATION (APPLY)	Skills: use information; use methods, concepts, theories in new situations; solve problems using required skills or knowledge Action Verbs: apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover, etc.
ANALYSIS (ANALYZE)	Skills: seeing patterns; organization of parts; recognition of hidden meanings; identification of components Action Verbs: analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer, etc.
SYNTHESIS (CREATE)	Skills: use old ideas to create new ones; generalize from given facts; relate knowledge from several areas; predict, draw conclusions Action Verbs: combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite, etc.
EVALUATION (EVALUATE)	Skills: compare and discriminate between ideas; assess value of theories, presentations; make choices based on reasoned argument; verify value of evidence; recognize subjectivity Action Verbs: assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize, etc.

COURSE TIMELINE

Note¹: Timeline below is **TENTATIVE**

Note²: All assignments are due on or before the due date provided by the Professor.

COURSE WEEK	INFORMATION COVERED & ASSIGNMENTS DUE
Week 1	Introductions & Course Overview
Week 2	History of Health and Public Health o Quiz
Week 3	History of Health Education/Health Promotion o Quiz
Week 4	Background for the Profession o Quiz
Week 5	Background for the Profession o Quiz
Week 6	Literature of Public Health o Quiz
Week 7	Philosophies in Health/Philosophical Foundations o Quiz
Week 8	Theories and Planning Models o Quiz
Week 9	Theories and Planning Models o Quiz
Week 10	Theories and Planning Models o Quiz
Week 11	Health Program Planning, Implementation, and Evaluation o Quiz
Week 12	Health Program Planning, Implementation, and Evaluation o Quiz
Week 13	Health Program Planning, Implementation, and Evaluation o Quiz
Week 14	Health Program Planning, Implementation, and Evaluation o Quiz
Week 15	Ethics and Public Health/Health Education/Health Promotion o Quiz
Week 16	Topic TBD o Literature Review & Program Proposal due LAST DAY OF CLASS

APPENDIX A: LITERATURE REVIEW

Students will independently complete a literature review about a topic related to public health. Students will write a 3-page (minimum) paper that synthesizes appropriate literature about some health topic of their choice (i.e., some outcome/dependent variable). The health topic should be approved by the Professor prior to completion of the literature review project. Students may choose any health topic that is listed on the Healthy People 2020 website (<http://www.healthypeople.gov/2020/>) that they would like to learn more about.

Students are responsible for the quality of their work. Although the Professor will provide suggestions and guidance with respect to literature review content, it is the student's responsibility to develop a paper with sufficient and accurate depth, analysis, and thoroughness to receive full-credit for the assignment. The literature review will include the parts below.

1. Background (10 points)

- a. An in-depth epidemiological background (who, when, where, etc.) of the health topic that you are focused on (e.g., cancer, obesity, anxiety) using high quality references. Also, be sure to clearly define the key health topics examined in the literature review.
- b. A purpose statement for the literature review AND a research question(s) that will be answered from the literature review (both go in last paragraph of this section).

2. Methods (15 points)

- a. The electronic databases used to identify literature, the final search strategy used in PubMed (with specific keywords, Boolean operators, eligibility criteria, etc.), and all other things related to the process that you used to conduct the literature review.

3. Results (20 points)

- a. A brief statement that describes the overall findings of the literature review. For example, the total number of research studies that were found from the literature review that were necessary to answer the research question(s).
- b. A table that includes the major components of the individual research studies that were identified from the literature review that were necessary to answer the research question(s). Identified research studies should be listed in chronological order.
- c. A written narrative that compares and contrasts the individual research studies that were included in the table. In other words, discuss the similarities and differences among the research studies that you included in the table.

4. Conclusions (10 points)

- a. A conclusion statement that responds to the research question(s) that was in the background section of the literature review, i.e., answer your research question.
- b. A statement about how the findings of your literature review can be used to help create a health program that addresses (e.g., prevents, improves) that health topic.

5. References (5 points)

- a. A list of all references incorporated into the literature review must be included. Make certain to use APA 6th edition formatting guidelines.

APPENDIX B: PROGRAM PROPOSAL

Students will then incorporate their literature review into the program proposal which is framed on the Seven Areas of Responsibility for a Health Education Specialist developed by the National Commission for Health Education Credentialing, Inc (NCHEC). The Professor will provide you with more information about the Seven Areas of Responsibility. Additional information about the responsibilities can be found at the NCHEC website, <http://www.nchec.org/credentialing/responsibilities/>.

The program proposal is a practical application of public health concepts. Completion of the program proposal will reflect the student's interdependence of resources and information. Students are encouraged to interact with their classmates in refining their skills in accessing information and exploring current health concerns. The program proposal should include the 6 sections listed below.

SECTION 1: TITLE PAGE (5 points)

Students will create and include a title page for the program proposal that is formatted using the current American Psychological Association (APA) edition citation and format style (i.e., 6th Edition). All subsequent sections should be formatted using that format style.

SECTION 2: LITERATURE REVIEW (60 points)

Students will insert all parts of their literature review into this section. Information from this section will provide the necessary evidence to build a hypothetical health program that is designed to address (prevent/improve) some health topic among some unique population.

SECTION 3: PROGRAM PLAN & IMPLEMENTATION (15 points)

Students will design and propose a health program to address (prevent/improve) the health topic that was examined in the literature review. Students will create a one-page logic model to simply describe their program and a mission statement for the program. Students will write a detailed narrative that explains all components of their proposed program.

SECTION 4: PROGRAM GOALS & OBJECTIVES (15 points)

Students will develop 2 goals for the health program. Each goal will include 2 SMART objectives. Students should refer to the course resources and other credible online resources for examples of program goals and objectives.

SECTION 5: PROGRAM EVALUATION (15 points)

Students will develop an evaluation plan for the health program. Students will include some method(s) to evaluate the effectiveness of the activities that were developed for the health program (e.g., survey, interviews). Students should specify if they will measure quantitative or qualitative data (or both) and with what methods. Students should provide a brief narrative that describes any expected results that may occur as a result of program implementation. Final note: If it cannot be measured, it doesn't exist.

SECTION 6: PHILOSOPHIES & RESUME (10 points)

Students will write both a personal philosophy and professional philosophy. Students may include quotations, personal experiences, or other concepts to help develop their working philosophies. In addition, students will create a professional resume. For information about how to develop a resume, students are encouraged to visit the Office of Career Services, www.coastal.edu/career/. Resumes must include the following basic information: contact information, education, work/volunteer experiences, technical skills, and honors/awards.

APPENDIX C:

LITERATURE REVIEW & PROGRAM PROPOSAL GRADING RUBRIC

- The Literature Review and Program Proposal will follow the current American Psychological Association (APA) edition citation and format style (i.e., 6th Edition). Therefore, it should be formatted to have double spacing between lines, two spaces after a period, font type Times New Roman, and font size 12 points. For more information about APA 6th Edition, see the following website: <http://www.apastyle.org/>. Another good resource to learn more about the APA format style is on the Purdue OWL website, <https://owl.english.purdue.edu/owl/resource/560/01/>.
- Students are responsible for the quality of their work. While faculty will provide suggestions and guidance with respect to paper content and grammatically correct writing, it is the student's responsibility to develop a paper with sufficient and accurate depth, analysis, comprehensiveness, and documentation.
- Students will be assessed on their writing based on the below evaluative criteria.
 - **Level 1**
 - All work is complete, neat, thoughtful, and professional in appearance.
 - Written assignment is articulate and accurate.
 - Work completed at this level will earn total possible points.
 - **Level 2**
 - Work is complete, but grammatical errors and typos were recurrent among the materials suggesting a need for better proofreading. However, errors did not affect the reader's ability to understand responses.
 - Written assignment is mostly accurate, but has some flaws.
 - **Level 3**
 - Grammatical errors and typos widespread throughout the materials.
 - Clarity and articulation of thought interfered with reader's interpretation and understanding of ideas. Limited effort demonstrated. Materials are sloppy and poorly presented.