



1. Course Information

- Course Number and Title:** PH600: PUBLIC HEALTH FOUNDATIONS
- Credit Hours & Semester Offered:** FALL 2017 – 2 credits (MPH)/3 credits (MS and doctoral students)
- Meeting Day(s), Times & Room No.:** 9:00 am to 3:00 pm, Tues 15 – Wed 16 August, Biomed D207
- Prerequisite(s):** None

2. Instructor Information

- Name:** Tetine Sentell, PhD
- Phone:** (808) 956-5781
- Email:** tsentell@hawaii.edu
- Office Location:** T102
- Office Hours:** 10-12 Monday or by appointment

3. Course Description

PH 600 introduces students to foundational concepts in public health, such as, historical developments and the role of public health in society. It provides students with practical information on generic skills and employs student engagement to demonstrate how the different health-related disciplines combine to solve significant health issues in Hawai'i and the Pacific Basin. The guided learning sessions focus on integration and explore interactions of major public health domains including health services, epidemiology, social and behavioral sciences, environmental health and biostatistics. Diversity, culture and professionalism are addressed as important crosscutting interdisciplinary foci.

4. Learning Objectives for the Course

- Demonstrate knowledge in 12 foundational public health areas
- Apply knowledge of the academic environment, faculty and student services
- Define key terms, functions, achievements and significant areas in public health
- Describe of the role core public health disciplines play
- Analyze how global and local health concerns affect populations
- Demonstrate professionalism and skills for working respectfully in/for a community
- Explain the role of culture, historical context and ethics in public health
- Describe how core disciplines are engaged in serving population health
- Demonstrate understanding of predictors of disease and health

5. Course Schedule & Assignments

2-Day Intensive

Times	Tues 15 Aug	Weds 16 Aug
9:00-9:30	Welcome (KB) Student Introductions	Library and Endnote Introduction (Carolyn Denison and Melissa Kahili-Heede)
9:30-10:00	Introducing Faculty, Staff and Hui (KB)	
10:00-10:30	OPHS Overview (KB)	
10:30-10:45	Break	Break

10:45-12:30	Specialization Meetings • SBHS - D207 • HPM - D211 • NHIH - D106 • EPI MPH, MS, and PhD- D205 • DrPH – C104	STD Case Intro (AK, TS facilitate) Independent Group Work on Cases <i>Students bring your laptops to research and prepare PPTX presentations</i> <i>Students work in 4 groups and research answers to case questions. Groups tie in relevant issues and data on epidemiology, society, behavior, policy, management, environmental health, and statistics</i>
12:30-1:30	Lunch	Lunch
1:30-2:30	Hui tour and UH MPH introduction (HUI)	Student Presentations Each group 15 min presentation + 5-10 min discussion
2:30-3:10	Walk-through Syllabus (TS) OPHS Forms	
Homework	STD Case pre-readings Daily reflection post	Daily reflection post

Guest Faculty for 2-day intensive:

Al Katz (AK)

Guest Speakers:

Carolyn Denison (Hamilton Library) and Melissa Kahili-Heede (JABSOM Library), Maya Uemoto (Hui President)

Daily reflection post directions:

Each day, make two (2) posts reflecting on the content and/or readings from the day under the “Forums” tab on our course site at laulima.hawaii.edu. There are no rules about the length or quality of these posts: you can raise questions, provide examples or tell stories that promote more discussion. You may talk about some aspect of one of the lectures or readings. Try and respond to previous postings, and if you affirm or dissent a classmate’s post, say why. Posts are automatically time-stamped and should be posted before midnight each day. Conversational posts that do not add to the academic nature of the conversation are welcome, but they will not be counted in the grading.

Semester Course

Week	Date	Topic	Activities	Assignment(s) Due
1	Aug 22	History of Public Health; Core Function of Public Health; Major Causes of Morbidity and Mortality in USA and Hawaii	Group activity with interactive timeline of major public health; interactive discussion in groups of major causes of trends of morbidity	Skloot: Pages 1-48
2	Aug 29	Heath Determinants and Inequalities	<i>The Last Straw Board Game</i>	Skloot: Pages 49-92
3	Sept 12	CITI and Ethical Violations in Public Health <i>Guest Speaker: Maile Tauuli'i</i>		Skloot: Pages 93-143
4	Sept 26	<i>Statistics Program Demonstration</i> <i>Guest Speaker: Yan Yan Wu (10am)</i> <i>Unnatural Causes: Collateral Damage Activity</i> TEAMSTEPPS Intro (11:45am) <i>Guest Speaker: Jackie Ng Osorio</i>		Skloot: Pages 144-190 CITI Certification and Online harassment training certificate Due
5	Oct 3	Evaluating Sources		Galvan: Chapters 1, 3, 4

		Introduction to Literature Review Assignment Micronesian Health Inequalities <i>Guest Speakers: Seiji Yamata</i>		TEAMSTEPPS Certificate Due
6	Oct 17	Crafting a Literature Review: Structure, Style, and Clarity		Annotated Bibliography Due Galvan: Chapters 5,6, 8 Suggested reading after class: Galvan Chapter 9
7	Oct 24	Lit Review Workshop Local Initiatives	<i>Lit Review Workshop</i>	Skloot: Pages 191-240 First Draft of Literature Review Due on Laulima. Bring 2 hard copies to class this day.
8	Nov 14	OneHealth <i>Guest Speakers: Catherine Pirkle</i>	Interactive discussion of OneHealth, particularly climate change, food security, and indigenous populations	Skloot: Pages 241-285 Second draft of Review Due on Laulima.
9	Nov 28	Practicum and Capstone <i>Guest Speaker: Valerie Yontz</i> <i>**Non-MPH students will have an Alternative Activity</i>		Skloot: Pages 286-359
10	Dec 5	MPH Foundational Knowledge Final Exam Skloot/Lacks Discussion	*Mastery of MPH Foundational Knowledge Learning (listed in item #12 below) will be assessed with a Comprehensive Final Exam*	
	Dec 11			Final Draft of Literature Review

6. Specific Assignment Guidelines

Course Materials and Assignments (MPH Students)

Short descriptions and overviews of each assignment are below. More details will be given when each assignment is given.

Note: MS and doctoral students will have one additional paper due this semester and a slightly different assignment grade allocation. Please see Dr. Sentell after the first day of class to check in and discuss.

Grade Distribution

	Assignment	Points	Percentage
1.	Attendance and Participation: Class attendance and participation: Students are required to participate in class discussions, volunteer their insights, experiences and comments, play an active role in group work and support their colleagues. See below for attendance policy	100	10
2.	Daily Reflections: See instructions on course schedule.	100	5
3.	STD Guided Learning Session: Assessment of group work and presentation	100	10
4.	Online Harassment Training: Submit proof of completion to instructor	100	5
5.	Online Ethics Training: Submit proof of CITI training to instructor	100	5
6.	TEAMSTEPPS training: All the students in health sciences (medicine, nursing, social work, pharmacy, and public health) will be required to engage in an online asynchronous module developed by the Agency for Healthcare Research and Quality called Team STEPPS (Team Strategies & Tools to Enhance Performance and Patient Safety). A URL and instructions for this module will	100	5

	be given out later this semester. Submit proof of training completion to instructor.		
7.	Annotated Bibliography: In preparation for your literature review, write an annotated bibliography of 20-25 sources regarding your chosen subject	100	20
7.	Literature Review: Select one of the topics from Healthy People 2020 and write a literature review discussing its history, importance, and how its objectives are being reached at the federal and/or state level.	100	20
9.	Final exam: To assess foundational knowledge learning objectives	100	20
	TOTAL:	100	100%

8. Grading Scale

Grade	%age	This course will use the +/- grading system
A+	97-100	Excellent, distinctive work. Demonstrates sophisticated understanding: Nuanced and insightful account, powerful and effective application of concepts, frameworks and theories discussed in class and articulated in written work.
A	93-96	
A-	90-92	
B+	87-89	Above average work. Demonstrates accomplished understanding: Thorough, well-documented account; adequate and apt application of concepts, frameworks and theories discussed in class and articulated in written work.
B	83-86	
B-	80-82	
C+	77-79	Average work, sufficient, but not distinctive. Acceptable view with some misconceptions or oversight; not fully supported; acceptable but limited application of concepts, frameworks and theories discussed in class.
C	73-76	
C-	70-72	
D+	67-69	Poor, insufficient work. Naïve or inadequate understanding: simplistic account and use of concepts, frameworks and theories discussed in class. Unable to articulate thoughts and ideas in written work.
D	63-66	
D-	60-62	
F	<60	Unacceptable work

9. Course Policies

Grading and Turn In Procedures Turn in all papers and related material on Lulima in **pdf format**. All papers should be in the same format: APA style, 12 point font, double spaced, proper citations in text and references. All written assignments must be typed with student's name, course number, and date all listed at the top of the page of the assignment. Do not use a separate title page for any assignments. Submit all assignments by the due date. Papers are due (uploaded to Lulima) BEFORE CLASS at 9:30 a.m. on the due date listed on the course calendar. Late work will automatically be deducted a letter grade, and a letter grade for each subsequent day it is late. No assignments will be accepted more than two days past the due date.

Please use your last name and assignment as a file naming convention, e.g. **smith_assignment1.pdf**

Students are expected to attend all classes and to actively participate in class discussions, group work and assignments. Complete the assigned readings for each week before class. Participation counts toward your final grade. Plagiarism will result in a failing ("F") grade for the assignment and reporting to the Director of OPHS. Students should familiarize themselves with the University of Hawai'i Student Conduct Code. No extra credit assignments will be given. The course schedule may need to be revised and some topics re-scheduled depending on the availability of guest speakers, pace of the learning, and needs of the students. Any schedule changes will be communicated to students as soon as possible. You are welcomed and encouraged to meet with me to review their progress or clarify course assignments and expectations. Please contact me by phone or email to set up appointments.

Attendance and Lateness. This course hinges on peer collaboration and in-class exercises that build upon what you do out of class. Therefore, consistent attendance is crucial. A sign-in sheet will be passed around at the beginning of each

class. More than 10 minutes late will be counted as an absence. Due to the intensive nature and limited meeting times of the course, you are allowed *one* unexcused absence; each absence after that will result in a 1/3rd deduction off your *final* letter grade (i.e., B to B-). Doctor's appointments, illness, or personal emergencies are excused, please just notify me beforehand.

10. University Policies

- **Equal Opportunity and Affirmative Action Policy**

The University of Hawai'i is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, status as a covered veteran, pregnancy, and domestic or sexual violence victim status. This policy covers admission and access to and participation, treatment, and employment in the University's programs and activities. For more information on equal opportunity and affirmative action policies and complaint procedures for the UHM Campus, contact:

- a) Students: Lori Ideta, Interim Vice Chancellor for Students, EEO/AA & ADA Coordinator
Ph. - 956-3290 (V/T); Email - vcs@hawaii.edu
- b) Students with Disabilities: Ann Ito, KOKUA Program Director
Ph. - 956-7511 (V/T); Email - kokua@hawaii.edu
- c) Students & Employees: Dee Uwono, Office of Title IX Director & Coordinator
Ph. - 956-2299 (V/T); Email - t9uhm@hawaii.edu
- d) Employees: Mark Au, EEO/AA Director, Deputy Title IX & ADA Coordinator
Ph. - 956-7077; Email - eeo@hawaii.edu

- **Disability Access**

A student who may need an accommodation based on the impact of a disability is invited to contact me privately within the first weeks of the course. I would be happy to work with you and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA is responsible for facilitating accommodations for students with documented disabilities and can be reached at 956-7511 (voice/text) or in QLC 013.

- **Counseling Services and Mental Health**

From time to time, we all need help managing stress and life problems. Occasionally, school can seem overwhelming, especially when balancing other responsibilities such as family and work. The University's Counseling & Student Development Center (CSDC) offers support to all UHM students to assist with personal, academic and career concerns. All services are confidential. Individual, couples and group counseling services are free of charge. To schedule an appointment, visit the CSDC website at <http://manoa.hawaii.edu/counseling/> or call (808) 956-7927.

- **University of Hawai'i Student Conduct Code and Academic Dishonesty**

The University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to respect the rights, privileges, and property of others; and to observe national, state, and local laws and University regulations.

Academic dishonesty such as plagiarism, cheating and other forms of dishonesty will result in a failing ("F") grade for the assignment. More than one incident of academic dishonesty will result in failing ("F") grade for the course. Equally, more than one incident will also result in reporting the academic dishonesty to the UH Office of Judicial Affairs.

Students should familiarize themselves with the University of Hawai'i Student Conduct Code:
http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/.

11. Required Text or Readings

Check Laulima regularly for updates, readings and announcements. The Syllabus may be updated and students will be notified of any revisions.

Textbook and Readings

There are two required textbooks for this course, available at the UH Manoa Bookstore. All other readings below will be provided on Laulima.

Galvan, Jose L. *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences*. 6th Edition (2015).

Skloot, R. *The Immortal Life of Henrietta Lacks*. Broadway Books (2011).

Module	References
Day 1 of Orientation	DeBuono, B.A. & Tilson, H. (Eds.) (2003). <u>Advancing Health Populations: the Pfizer Guide to Careers in Public Health</u>. New York: Pfizer Global Pharmaceuticals. Drexler, M. The People's Epidemiologists: Sibling specialists attack the political and economic causes of health disparities. <i>Harvard Magazine</i>. March-April 2006. http://harvardmagazine.com/2006/ Krieger N. On becoming a public health professional: reflections on democracy, leadership, and accountability. <i>J Public Health Policy</i>. 1990; 11(4):412-9.
STD Guided Learning Session (AK)	Katz et al. Sexually transmitted disease update. <i>Hawai'i Journal of Medicine and Public Health</i> 2012;71(3):68-73. Katz et al. The hidden experience. <i>Hawai'i Journal of Medicine and Public Health</i> 2014;73(8):266-267.
Public Health History	DeBuono BA. (Ed.) <i>Milestones in public health: Accomplishments in public health over the last 100 years</i>. New York, NY: Pfizer Global Pharmaceuticals, 2006. http://www.soph.uab.edu/isoph/pfizer/Milestones.pdf DeBuono, B.A. (Ed.) (2004). <u>The Faces of Public Health</u>. New York: Pfizer Global Pharmaceuticals Gawande A. Overkill: An avalanche of unnecessary medical care is harming patients physically and financially. What can we do about it? May 11, 2015. <i>New Yorker</i>. http://www.newyorker.com/magazine/2015/05/11/overkill-atul-gawande
Ethics (MT)	No readings prior to class. Students will be provided with a list of resources.
Online harassment training	Complete the UH Manoa Human Resources Online Sexual Harassment Training. Link will be provided on Laulima
Online ethics training (MT)	Students must complete and pass the online CITI training to pass PH 600. A passing certificate in Non-Exempt Social and Behavioral Sciences Research must be uploaded to Laulima prior to the end of the semester. Instructions for the free CITI training can be found: https://manoa.hawaii.edu/researchcompliance/get-training-0
Micronesian Health	Yamada Seiji, Burkett Maxine, and Maskarinec Gregory G. Sea-Level Rise and the Marshallese Diaspora. <i>Environmental Justice</i>. March 2017, ahead of print. https://doi.org/10.1089/env.2016.0038 Hagiwara M, Yamada S, Miyamura J, Sentell T. Micronesians are hospitalized younger and

	often sicker than other racial/ethnic groups in Hawai'i. <i>American Journal of Public Health</i>. 2016 Mar;106(3):485-91. doi: 10.2105/AJPH.2015.302921. Epub 2015 Dec 21. Hagiwara MK, Yamada S, Tanaka W, Ostrowski DM. Litigation and Community Advocacy to Ensure Health Access for Micronesian Migrants in Hawai'i. <i>J Health Care Poor Underserved</i>. 2015 May;26(2 Suppl):137-45. doi: 10.1353/hpu.2015.0065. Shek D, Yamada S. Health care for Micronesians and constitutional rights. <i>Hawaii Med J</i>. 2011 Nov;70(11 Suppl 2):4-8.
One Health	Fleming LE et al. Oceans and human health: Emerging public health risks in the marine environment. <i>Marine Pollution Bulletin</i> 2006; 53:545-560. Wheeler T, von Braun J. Climate change impacts on global food security. <i>Science</i>. 2013; 341:508-513. Mi E, Mi E, Jeggo M. Where to Now for One Health and Ecohealth? <i>Ecohealth</i>. 2016 Mar;13(1):12-7. doi: 10.1007/s10393-016-1112-1. Epub 2016 Mar 11.
Practicum and Capstone	Yontz V. <i>Practicum Handbook</i> . Honolulu, HI: University of Hawai'i Office of Public Health Studies, 2015.

12. Foundational Competencies Addressed

MPH FOUNDATIONAL KNOWLEDGE LEARNING OBJECTIVES	
FKPH1.	Explain public health history, philosophy, and values.
FKPH2.	Identify the core functions of public and the 10 Essential Services.
FKPH3.	Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
FKPH4.	List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.
FKPH5.	Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion and screening.
FKPH6.	Explain the critical importance of evidence in advancing public health knowledge.
FKPH7.	Explain effects of environmental factors on a population's health.
FKPH8.	Explain biological and genetic factors that affect a population's health.
FKPH9.	Explain behavioral and psychological factors that affect a population's health
FKPH10.	Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.
FKPH11.	Explain how globalization affects global burdens of disease.
FKPH12.	Explain an ecological perspective on the connections among human health, animal health and ecosystem health (One Health).