

Public Health 101 - 002 (52124)  
Introduction to Public Health (3 credits)  
Spring 2018; UWM KIRC Room 1150  
SYLLABUS

**Course Title:** Introduction to Public Health

**Location:** All lectures will be held in UWM Kenwood Interdisciplinary Research Complex, Room 1150

**Schedule:** Tuesdays and Thursdays, 11:00am – 12:15pm

**Course Description:** Public health is concerned with the health of the community as a whole. A public health perspective views the health of a population as influenced by social, cultural, behavioral, biological, environmental, and economic factors. Public health researchers and practitioners work to prevent disease and promote health in populations through scientific research, policy development, and health education. This course provides an introduction to the history, science, and principles of public health as well as an opportunity to learn about the issues of, and approaches to, the field of public health.

**Credits:** 3 credits

**Instructor:** Keith Dookeran MD PhD  
Visiting Assistant Professor, Zilber School of Public Health  
University of Wisconsin-Milwaukee  
dookeran@uwm.edu  
Office Hours Location: KIRC 1150  
Office Hours: After class T/TH, and by appointment

**Teaching Assistant:** Rose Hennessy MPH  
PhD Student-Public Health  
Community and Behavioral Health Promotion, Zilber School of Public Health  
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In-person Office Hours: Wednesdays 10:00 – 11:15am and by appointment in Enderis Hall 1070  
Online Office Hours: Mondays 7:00 – 8:15pm and by appointment on D2L Collaborate Ultra

**Prerequisites:** None

**Recommended Readings:** Please note that the following textbook (by Riegelman & Kirkwood) is recommended, NOT required. Riegelman, Richard K. & Kirkwood, Brenda (2014). Public Health 101: Healthy People-Healthy Populations. Second Edition. Jones & Bartlett Learning: Burlington, MA. ISBN: 978-1284045284. This text is also available at UWM Libraries Reserve (Call Number: RA425 .R55 2015) and for rent from online sources. Additional readings and reference materials/websites will be provided throughout the semester via the PH101 website on UWM's Desire to Learn (D2L) system. Many of these readings are listed on the syllabus, but some will be added during the semester, so monitor the D2L site regularly. These readings will be posted a minimum of one week before the class period that they are due.

**Required Technology:** *Turning Point Cloud* (TPC) is UW-Milwaukee’s Student Response System (SRS) — a cloud-based wireless response system that allows instructors to request information from students and for students to respond by using a small keypad called a “clicker” or any web-enabled mobile device (smartphone, tablet, netbook, etc.), using *Response Ware*. Turning Point has an associated cost and is required for this course. More information is available at: <http://uwm.edu/cetl/services/tpc/>. *Turning Point* should be purchased and downloaded through the virtual bookstore in order to get the pricing options specific to UWM shown below. Students may use their own device (computer, tablet, mobile phone) or may purchase a clicker to participate in class. Please note that for this course, students only need to purchase the clicker software for one semester (ISBN: 8780000119507). However, if a student may require extended use in future courses, then a purchase option for a longer subscription may be more suitable, and these are also listed.

| ISBN          | Title  | Media Type               |
|---------------|--|--------------------------|
| 8780000119507 | Turning Technologies - 1 Term (6 Month) Digital License Code Only- SVC-TPSUB-6-IND (\$19.39) | Digital Access Code only |
| 8780000119514 | Turning Technologies - 1 Year - Digital License Code Only - SVC-TPSUB-12-IND (\$27.15)       | Digital Access Code only |
| 9780997224887 | RF LCD & Turning Account - 1 Term-Physical Bundle (\$40.07)                                  | Clicker and Access Card  |
| 9781934931684 | RF LCD & Turning Account - 1 Year-Physical Bundle (\$47.83)                                  | Clicker and Access Card  |
| 9781934931523 | Turning Technologies Clicker RCQR-01 with 1 Yr. License-Physical Bundle (\$51.73)            | Clicker and Access Card  |

To purchase the technology through the UWM Virtual Bookstore please visit the following website (you must purchase this through UWM): <http://uwm.ecampus.com/shop-by-course>. From here, you will select the following:

- ✓ Semester: Spring 2018
- ✓ Subject: PH
- ✓ Catalog/Course number: 101
- ✓ Section: 002
- ✓ Here you will see the course information (Introduction to Public Health - Dookeran).
- ✓ Select and continue to purchase or rent
- ✓ Full citations:

Turning Technologies - 1 Semester (6 Month) Digital License Code Only - SVC-TPSUB-6-IND, by Turning Technologies.

ISBN: 8780000119507

Format: ACCESS CODE

Pub. Date: 4/1/2017

This video link will walk students through the “new” student *Turning Point* registration process.

<https://www.turningtechnologies.com/videos/training/StudentReg/Brightspace-Student.mp4>

**IMPORTANT: Students are required to sign-up for notifications regarding course ‘News’ postings on D2L,** and to use the ‘Course Logistics Forum’ located under the ‘Discussions’ tab for questions regarding material or requirement clarifications or for course technical concerns. Chances are if you need something clarified, so will others! Be sure to check the forum prior to emailing the instructor/TA directly to see if your question has already been addressed.

**Course Objectives:** This course will:

1. Explore the integral role of public health in many historical and contemporary social, economic and political issues and policies.

2. Explain how specific disciplines (epidemiology, biostatistics, social/behavioral sciences, health policy and law, and environmental health sciences) provide the foundation for understanding and improving the public's health.
3. Compare and contrast the key organizational features, roles, and functions of the public health and healthcare systems.

**Learning Outcomes:** Upon completion of this course, the student will be able to:

1. Describe key features of the historical development of public health, including the most important achievements of public health.
2. Identify different public health disciplines, professions, organizations, institutions and systems.
3. Understand the difference between personal health and population health, between health care and public health.
4. Delineate the basics of the organization, financing, and delivery of medical and population-based services in the U.S., and the roles of quality, cost, access, and organizational structure in influencing population health.
5. Describe the basic principles of epidemiology, including rates, risk factors, disease determinants, causation, and statistical analysis.
6. Understand the determinants of health from a global perspective, including social, cultural, behavioral, biological, environmental, and economic factors.
7. Outline the concepts of screening, prevention, and control of infectious and chronic diseases.
8. Explain the most important public health problems and issues facing society today, including health disparities, aging, tobacco, obesity, control of emerging (and re-emerging) diseases, emergency preparedness, and addressing the needs of vulnerable populations.

**General Education Requirement (GER Information):** This course addresses the following UW System Shared Learning Goals (SLG):

1. Critical and Creative Thinking Skills including inquiry, problem solving, and higher order qualitative and quantitative reasoning.
2. Effective Communication Skills including listening, speaking, reading, writing, and information literacy.

The course meets these UWM General Education Requirements (SLG) by:

1. Providing opportunities for students to practice inquiry, problem solving, and reasoning through: in-class written and verbal individual and group exercises and activities, including group case studies; weekly assignments; and rigorous mid-term and final examinations.
2. Providing students with opportunities to practice and develop oral and written communication skills and information literacy: through weekly assignments, group case studies, and content discussions.

**GER Assessment:** GOAL: Systematically examine factors associated with one *Healthy People (HP) 2020 Leading Health Indicator (LHI)* that 'shows little or no detectable change or is getting worse' (or equivalent population health concern) in a specific at-risk population. Analyze potential intervention efforts aimed to improve the health of the same population using the *Problem, Etiology, Recommendations, Intervention and Evaluation (PERIE)* structured framework (described in detail below).

**GER Assignment: HP2020 Group Project:** This assignment will deepen student understanding of the levels of influence on health within a specific population integrating concepts from sociology, psychology, anthropology, and public health studies. Students will work in small groups to apply a public health framework to organize this multistep process. Utilizing the PERIE structured framework, students will work in groups of 4-6 to develop a 10-minute final slide presentation (with 5 minutes discussion) to systematically examine factors associated with one HP2020 Leading Health Indicator (LHI) that 'shows little or no detectable change or is getting worse' in a specific at-risk population (or equivalent population health concern). The report should include the following concepts at a minimum:

- ✓ **Burden of Disease:** Description should include morbidity and mortality data and the course of the disease or condition using the concepts of incidence, prevalence and case-fatality.

- ✓ At-risk Group: Identify a specific at-risk group using supporting statistics and addressing contributing interpersonal, intrapersonal, and/or socio-cultural factors specific to this issue within the at-risk population.
- ✓ Etiology: Explain known contributory causes of, and associations with, the disease of interest. Use the socio-ecological framework to describe the relevant determinants of disease.
- ✓ Potential Interventions: Identify a primary, secondary, and tertiary intervention to address the problem within the at-risk population. Include the “who” (individual, at-risk group, population), “when” (intervention level) and “how” (education, motivation, obligation, intervention) approach for each intervention.
- ✓ Analyze Intervention Advantages and Disadvantages: Indicate the advantages and disadvantages of each intervention, specifically in consideration of the identified at risk group. Explain how a behavior change theory (from those discussed in class) contributes to the overall effectiveness of one of the interventions.

**This course addresses Social Science Divisional Criteria Definition:** A branch of science dealing with the study of human behavior, human cultural and physical variation and evolution, and the organization, development, and consequences of human activity, both past and present. By the nature of the field, public health draws from the contributions of various social science disciplines including; psychology, sociology, anthropology, political science, and communication studies.

Social Science Divisional Criteria:

1. Recognize and analyze intrapersonal, interpersonal, and/or socio-cultural factors associated with individual behavior, collective action, or societal development.
2. Recognize and contextualize human capacities for and/or techniques of creating behavior acquisition and change as viewed from both intra- and inter-cultural perspectives.
3. Introduction to Public Health satisfies the GER Social Science Divisional Criteria by:
  - a. Providing students with the knowledge to recognize public health related problems, analyze contributing influences at various levels among specific populations, and identify potential interventions.
  - b. Providing students with the opportunity to discuss various current public health issues from various perspectives, drawing from additional social science disciplines.
  - c. Providing students with the knowledge and opportunity to practice the PERIE (Problem, Etiology, Recommendation, Implementation, and Evaluation) framework utilized to systematically address public health disparities.

These criteria are met through class lectures, in-class discussions, individual assignments, group assignments and regular assessments (including mid-term and final exams).

**Course Requirements:** To meet course objectives, students will complete:

- ✓ (14) Weekly Assignments (posted on D2L)
- ✓ (1) Group Project (in class group problem-solving, reports and final presentation)
- ✓ (2) Exams (midterm and final)
- ✓ Weekly attendance and participation

**Weekly Assignments (14\*1.5% = 21%):** There will be fourteen (14) 'Weekly Assignments' posted each Tuesday before class (on D2L under the Quiz tab) throughout the semester for weeks 2 through 16 (excluding week 9), which are usually due the following Tuesday (one week) after posting. The topics/questions for each assignment will relate to the class topics/discussion for the prior week and the number and type of questions will vary, but students can expect around 10 questions on average. The assignment format is timed multiple-choice questions on D2L to be completed in a single session. **The assignment will become unavailable after 11 AM on the date due.** Questions will then be demonstrated in class using *Turning Point* and answered. Grades for these assignments on D2L will be automatically posted to D2L.

**Group Project (group presentation 6%, and two individual reports each worth 6% = 18%):** For this assignment students will work in assigned small groups of 4-6 students. This exercise will require students to perform research, use literacy tools and analytic skills, and use a structured framework to systematically examine factors associated with one HP2020 LHI that 'shows little or no detectable change or is getting worse' in a specific at-risk population (or equivalent population health concern/problem of interest to students). Additional details will be discussed in class and **project guidelines, scaffold, example and rubric will be provided.** Instructor approval is required for the choice of topic.

- ✓ **Students will be assigned to groups on 3/8/2018, the class after the midterm exam. There will be a series of three in class workshops (see course outline below) to assist with project development and group collaboration.**
- ✓ **The workshop subject matter is as follows:**
  - **Workshop 1 (3/15/2018) – Selection and Definition of Project Topics**
  - **Workshop 2 (3/29/2018) – Scaffold Activity 1: (a) Problem Description and At-Risk Group Definition, and (b) Etiology and Socio-ecologic Framework**
  - **Workshop 3 (4/12/2018) – Scaffold Activity 2: (a) Potential Interventions, and (b) Implementation of Recommendations.**
- ✓ **Project work products will include the following (reports will be graded on the specific criteria provided in the assessment rubric, plus thoroughness, clarity, and overall quality of the work):**
  - **Submission of individual pre-workshop notes and group slides for Workshop 1**
  - **For Workshops 2 and 3, submission of individual pre-workshop notes and 2 individual TYPEWRITTEN ESSAY reports (write-ups) with maximum 4-page length and no more than 2000 words (double spaced and 11 font; excluding references) related to scaffold activities. This must be submitted electronically in D2L Dropbox by 11 AM on date due; points will be automatically deducted for late assignment submission – 25% per day; use of correct APA style in-text citations and reference list throughout the written assignment is required and each student must submit their own work.**
  - **A final group slide presentation for 10 minutes (each group member must participate in the presentation), with 5 additional minutes for questions by peers, and turn-in of a group copy of the slides (must be submitted electronically in D2L Dropbox by 9 AM on the day of presentation).**

**Exams (mid-term 15%, final 20%):** There will be two exams. The midterm exam (Tuesday 3/6/2018 11am during scheduled class) will cover the public health concepts and skills covered during class and in the readings from the beginning of the course. The final exam (scheduled during exam week on Saturday 5/12/2018 from 7.30-9.30am; <http://uwm.edu/onestop/enrolling/finding-classes/final-exam-schedule/>) will require you to apply the concepts you have learned throughout the course to the public health issues discussed during the entire course, particularly those topics covered after the midterm exam.

**Attendance and Participation (26\*1.0=26%):** Students are expected to attend class and participate in all discussions and class activities regularly. Students will be assigned to groups, and specific groups will be randomly called upon to provide answers to case discussions. **Attendance and participation will be recorded using Turning Point. It is the student's responsibility to activate and maintain the required Turning Point technology for the entire duration of the course.** Weekly Assignments will be reviewed, and students will have the opportunity to practice exam questions in class and learn the thinking related to key concepts and answers. In order to have access to any materials distributed or discussed during class, absences need to be cleared in advance by the Instructor ([dookeran@uwm.edu](mailto:dookeran@uwm.edu)), and absences will only be excused for compelling reasons. Students should be aware that in class attendance and participation points cannot be made up at any later date.

**Extra credit:** There will be at least 3 extra credit opportunities (usually attendance at topical Public Health seminars at UWM and/or online education materials) offered throughout the semester each providing up to 2% overall grade increase on completion and submission of a brief reflection report, no more than 1000 words or certificate of completion, within 2 weeks of the event. While more opportunities may be provided, students can only submit a maximum of 3 extra credit options.

**Grading Distribution:**

|  |             |
|--|-------------|
| In Class Participation/Attendance (26*1.0) | 26%         |
| Weekly Assignments/D2L Quizzes (14*1.5)    | 21%         |
| Group Project - Presentation               | 6%          |
| Individual Reports (2)                     | 12%         |
| Mid-term Exam                              | 15%         |
| Final Exam                                 | 20%         |
| <b>TOTAL</b>                               | <b>100%</b> |

**Grading is based upon the following scale:**

|           |    |          |    |
|-----------|----|----------|----|
| 94 – 100% | A  | 74 – 76% | C  |
| 90 – 93%  | A- | 70 – 73% | C- |
| 87 – 89%  | B+ | 67 – 69% | D+ |
| 84 – 86%  | B  | 64 – 66% | D  |
| 80 – 83%  | B- | 60 – 63% | D- |
| 77 – 79%  | C+ | <= 59%   | F  |

**Course Expectations:**

**Study Requirements:** In an undergraduate class, students can expect to spend 8-10 hours per week on course readings, assignments, and assessments; students should come to class with readings completed and ready to discuss topics addressed in the readings and pre-class assignments. Students should be prepared to be quizzed on these assignments and/or class presentation materials.

**Workload:** This class meets twice weekly for 75 minutes, for a total of 37.5 hours of required lecture time. You should expect to take at least 60 hours over the course of the semester reading the required course materials. There are 14 weekly assignments which you should expect to require at least 1 hour each. There are also 4 group assignments which you should expect to require at least 5 hours each. You should reserve at least 6 and 10 hours to study for, and take, the mid-term and final exams, respectively. All told, this class is likely to take 147.5 hours of your time.

**Technology Requirements:** Each student in this course is expected to have ongoing access to a computer and a clear understanding of the use of the UWM Learning Management System. UWM's Learning Management System is *Desire to Learn (D2L)* available at <http://d2l.uwm.edu/>. To resolve any problems with access to D2L, students should contact [help@uwm.edu](mailto:help@uwm.edu) or call (414) 229-4040. The Help Desk can help students with technical issues with the class. It is the student's responsibility to be trained and fully proficient in accessing and using the D2L site. Students will need a technological device to access *Turning Point* and online resources in class (laptop, tablet or smart phone). ***It is the student's responsibility to activate and maintain the required Turning Point technology for the entire duration of the course.*** To resolve any problems with *Turning Point* students can visit the UWM Help Desk for face-to-face troubleshooting of their devices in Bolton 225; if the UWM Help Desk is unable to resolve the issue, students should contact Turning Technologies directly for assistance. Call toll-free 1-866-746-3015 or email [support@turningtechnologies.com](mailto:support@turningtechnologies.com).

**Student Behavior:** All students are expected to act/communicate respectfully and appropriately with all other individuals involved in the course. Please refer the University of Wisconsin Milwaukee Student Code of Conduct for specific expectations: <http://www4.uwm.edu/dos/conduct/Students>. Students unwilling to meet these expectations will be referred for disciplinary action.

#### **Procedures and Policies:**

**Basic Needs Security:** Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Students may also be eligible for a UWM Emergency Grant if unforeseen expenses are impacting your ability to stay in school (<http://uwm.edu/deanofstudents/assistance/uwm-emergency-grant/>). Furthermore, please notify the professor if you are comfortable in doing so. This will enable him to provide any resources that he may possess.

**Comprehensive information on UWM policy:** Specific points are mentioned below. The policy can be found at: <http://uwm.edu/secu/syllabus-links/>.

**Special Needs:** Students in need of special accommodations in order to meet course requirements are expected to contact the instructor as soon as possible to make arrangements. Student with disabilities can contact the Accessibility Resource Center at UWM to learn about services and accommodations at: <http://uwm.edu/arc/>.

**Religious observances:** Students will be allowed to complete examinations and other requirements in advance of religious observance given that the student informs the instructor at the beginning of the semester or no later than 3 weeks prior to absences related to religious observance. The policy can be found at: <http://www4.uwm.edu/secu/docs/other/S1.5.htm>.

**Students called to active military duty:** Accommodations for absences due to call-up of reserves to active military duty should be noted. Students: <http://uwm.edu/active-duty-military/>. Employees: <https://www.wisconsin.edu/ohrwd/download/policies/ops/bn9.pdf>.

**Incompletes:** Students are expected to complete all course work by the designated deadlines during the semester. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. The policy can be found at: [https://www4.uwm.edu/secu/docs/other/S\\_31\\_INCOMPLETE\\_GRADES.pdf](https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf).

**Drop /Withdrawal/Repeat Policies:** A student may drop a full-term course(s) through the end of the tenth week of classes. Students can learn more at: [https://www4.uwm.edu/secu/docs/other/S\\_19\\_Drop-Withd-for-Courses.pdf](https://www4.uwm.edu/secu/docs/other/S_19_Drop-Withd-for-Courses.pdf).

**Discriminatory conduct (including sexual harassment):** Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. Students can learn more at: [https://www4.uwm.edu/secu/docs/other/S\\_47\\_Discriminatory\\_Conduct\\_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Conduct_Policy.pdf).

**Academic Misconduct Policy:** In accordance with the Board of Regents, faculty/staff and students of the UW-System, we believe that academic honesty and integrity are fundamental to the mission of higher education. In fairness to all students and to promote academic integrity, the instructors of this course accept responsibility to deal effectively with any instance of academic dishonesty should it occur. Students who violate academic standards as set forth in UWS Chapter 14 and UWM Faculty Document 1686 will be confronted and must accept the consequences and sanctions levied against them for their actions. The most common forms of academic dishonesty are cheating and plagiarism. Within the context of research endeavors, academic misconduct includes falsification of data. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. Students can learn more at: <http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/>.

**Complaint procedures:** Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. Students can learn more at: [https://www4.uwm.edu/secu/docs/other/S\\_47\\_Discriminatory\\_Conduct\\_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Conduct_Policy.pdf).

**Contesting a grade:** Students are expected to contact the instructor within 2 weeks of receiving a grade on any assignment if the student feels she/he was graded unfairly.

**Grade appeal procedures:** A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. Students can learn more at: <http://www4.uwm.edu/secu/docs/other/S28.htm>.

**LGBT+ resources:** UWM supports the full inclusion of LGBT+ students in the classroom and provides specific resources at <http://uwm.edu/lgbtrc/>.

**Helping Students Cope with Stress:** Given the many demands college students face today, stress is unavoidable. For more information about how you can manage stress, please see the UWM Mental Health website at: <http://uwm.edu/mentalhealth/>.

**Campus Assessment, Response and Education (CARE) Team:** UWM is dedicated to creating a caring environment where individuals are free to learn, teach, and work without fear of threats of intimidation or exposure to potentially harmful/disruptive situations. The CARE Team includes a team of professionals from across campus with a mission to provide a timely response to individual behavior deemed disruptive or at-risk to themselves or others, and determine the most appropriate steps to protect the health, safety, and welfare of the individual and members of the UWM community. If you have concerns about an individual's distressing, disruptive, or at-risk behavior, you may contact the CARE Team via the Dean of Students office at 229-4632 or fill out an incident report at: <http://www.care.uwm.edu>.

**Other:** Students can learn more regarding the final exam requirement at: <http://www4.uwm.edu/secu/docs/other/S22.htm>

**Course Evaluations:** The Joseph J. Zilber School of Public Health administers end of semester course evaluations. Students enrolled in this course will receive an evaluation via campus email during the last full week of the semester which must be completed before the last day of final exams.

**General Information:** In the event of disruption of normal classroom activities due to an outbreak, or any other public health emergency, the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to this syllabus that will supersede this version.

**Sensitive topics course:** This course may cover sensitive topics in Public Health, including but not limited to disability and death, chronic and infectious disease, violence, and themes related to inequality and oppression. Students are encouraged to seek campus resources as needed when navigating such topics. Campus health and safety, mental health resources, sexual assault information, and equity and diversity information related to Title IX can be accessed from the Dean of Students Office homepage at: <http://uwm.edu/deanofstudents/>.

| Module                         | Wk                          | Date   | Topic   | Readings   | Assignments Due   |   |
|--------------------------------|-----------------------------|--|---|--|---|---|
|                                |                             |  |   |  | Quizzes   | Group Project   |
| Introduction                   | 1                           | 23-Jan   | Introduction to Course and Overview   | Syllabus Review; Introduction to Turning Point; Lecture Notes - Introduction to PH | Practice Quiz   |   |
|                                |                             | 25-Jan   | Introduction to Public Health   |  |   |   |
|                                | 2                           | 30-Jan   | PH Organization, Institutions and Systems   | Lecture Notes - PH Organization, Institutions and Systems                          | Quiz 1  |   |
| 1-Feb                          |                             | Use of Research and Literacy Tools at UWM Libraries*   |   |  |   |   |
|                                | 3                           | 6-Feb  | Food and Drug Safety  | Lecture Notes - Food and Drug Safety; Determinants of Health                       | Quiz 2  |   |
|                                |                             | 8-Feb  | Determinants of Health (includes social)  |  |   |   |
|                                | Survey of Population Health | 4  | 13-Feb  | Public Health Achievements US - Part 1   | Lecture Notes - PH Achievements US - Parts 1 and 2; MMWR US PH 2001-2010        | Quiz 3  |
| 15-Feb                         |                             |  | Public Health Achievements US - Part 2  |  |   |   |
| 5                              |                             | 20-Feb   | Health Status of the Nation, US 2016  | Health US, 2016 Highlights; MMWR Worldwide PH 2001-2010                            | Quiz 4  |   |
|                                |                             | 22-Feb   | Public Health Achievements Worldwide  |  |   |   |
| 6                              | 27-Feb                      | Healthy People 2020 Initiative and Leading Health Indicators   | Lecture Notes - HP2020  | Quiz 5   |   |   |
|                                | 1-Mar                       | <b>Midterm Exam Review and Mid-Semester Course Evaluation</b>  |   |  |   |   |
| 7                              | 6-Mar                       | <b>MIDTERM EXAM (In Class Exam 1 Hour)</b>   | Lecture Notes - Causal Inference; Group Project: guidelines, timeline, scaffold, example and rubric | Quiz 6   |   |   |
|                                | 8-Mar                       | Concepts of Cause and Causal Inference - Part 1<br><b>Review of Midterm Exam and Introduction to Group Project</b> |   |  |   |   |
| Disease, Disability, and Death | 8                           | 13-Mar   | Concepts of Cause and Causal Inference - Part 2   | Lecture Notes - Evidence-based PH Practice   | Quiz 7  | Workshop #1: Indiv. notes for 3 topic choices, and group slides for final topic<br>Revised group slides for final topic from W/S #1 |
|                                |                             | 15-Mar   | Evidence-based Public Health Practice   |  |   |   |
|                                | 9                           | 20-Mar<br>22-Mar   | <b>SPRING BREAK - NO CLASS</b>  |  |   |   |
| 10                             | 27-Mar                      | Infectious Diseases  | Lecture Notes - Infectious Diseases; Introduction to Global Health                                  | Quiz 8   | Workshop #2: Indiv. notes on scaffold activity 1                                |   |
|                                | 29-Mar                      | Introduction to Global Health  |   |  |   |   |
| 11                             | 3-Apr                       | The Obesity Epidemic   | NCHS Obesity Data Brief; Lecture Notes - Environment and Health, EPA; Health Behavior Reading       | Quiz 9   |   |   |
|                                | 5-Apr                       | Environment and Health, Environmental Protection Agency  |   |  |   |   |
| 12                             | 10-Apr                      | Chronic Diseases   | Lecture Notes - Chronic Diseases; Behavioral Modification in PH                                     | Quiz 10  | Indiv. Report #1 for W/S #2<br>Workshop #3: Indiv. notes on scaffold activity 2 |   |
|                                | 12-Apr                      | Behavioral Modification in PH  |   |  |   |   |
| 13                             | 17-Apr                      | Professional Development & Graduate Studies in Public Health   | MMWR Drug and Opioid Deaths; Lecture Notes - Mental Health and PH                                   | Quiz 11  |   |   |
|                                | 19-Apr                      | Opioid Abuse, Mental Health and PH   |   |  |   |   |
| 14                             | 24-Apr                      | Outbreak Investigation and Sexual Violence & Public Health   | Lecture Notes - Genetics/Genomics in PH; Outbreak Investigation; NSVRC Key Findings                 | Quiz 12  | Indiv. Report #2 for W/S #3   |   |
|                                | 26-Apr                      | Genetics and Genomics in Public Health   |   |  |   |   |
| 15                             | 1-May                       | Screening in Public Health   | Lecture Notes - Screening in Public Health  | Quiz 13  |   |   |
|                                | 3-May                       | <b>Final Exam Review</b>   |   |  |   |   |
| 16                             | 8-May                       | <b>Final Group Project Presentations 1</b>   |   | Quiz 14  | Group Project Pres. #1 Slides<br>Group Project Pres. #2 Slides                  |   |
|                                | 10-May                      | <b>Final Group Project Presentations 2</b>   |   |  |   |   |
| 17                             | 12-May                      | <b>FINAL EXAM KIRC ROOM 1150 (In Class, 2 hours, 7.30 AM - 9.30 am)</b>  |   |  |   |   |

\*Library Instruction Room B in the North Commons of the Daniel M. Soref Learning Commons (first floor west wing of the Golda Meir Library building)