

PUBHLTH 6002 History, Values and Essential Services of the U.S. Public Health System
2 credits – Autumn Semester
Online, Asynchronous

Course Instructor

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Instructor's Open Discussion and Office Hours

Mondays from 1-2PM via Teams
Tuesdays from 7-8PM via Teams

Graduate Teaching Assistant (GTA)

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GTA Responsibilities

The GTA assigned to the course will hold regular office hours and lead review sessions for any students who need help with class material. The GTA may assist with scoring assignments; however, final grades will be assigned by the professor.

Asking Questions:

- General course, content or assignment-related questions should be sent to the GTA first.
- Questions about grades, assignment extensions or other personal matters should be directed to the course instructor.

Response Time:

- **Grading:** You can generally expect feedback within 7 days unless a different turnaround time (due to travel, etc.) is announced.
- **E-mail:** Either the GTA or course instructor will reply to e-mails within 24 hours on weekdays unless a different turnaround time (due to travel, etc.) is announced.

Course Description

This course will cover the history and essential services of the US public health system and the foundations of the social and environmental determinants of health. Modules will concentrate on how the public health system has addressed communicable and non-communicable diseases through progress in environmental, social, and economic policies and practices, impacting health throughout the 20th and 21st Centuries and accounting for more than two-thirds of the gains in life expectancy over the past 100 plus years.

Prerequisites

Grad standing in the Master of Public Health program or permission of instructor.

Course Learning Objectives

- CLO1) Describe the US Public Health System and its role in preventing disease and injury and protecting and promoting health.
- CLO2) Assess the impact of key transitions of public health practice in the early 20th Century.
- CLO3) Apply the 10 Essential Public Health Services to explain how Public Health contributed to the dramatic gain in life expectancy in the 20th Century.
- CLO4) Describe the environmental matrices and their impact on disease hazard exposure and disease risk
- CLO5) Assess the influences of genetics, individual behaviors, organizations and systemic factors on the risk of disease from exposure to environmental exposures hazards
- CLO6) Appraise the evolution and impact of public health on exposure to environmental exposures hazards and associated health risks
- CLO7) Apply examples from history to address current approaches to preventing deleterious health effects
- CLO8) Describe the ethical principles that most influence public health decision-making
- CLO9) Justify public health decisions using ethical principles
- CLO10) Apply examples from history to address current approaches to preventing health
- CLO11) Describe how public health's approach has aligned with various social movements
- CLO12) Discuss the impact of racial and social justice movements on public health practice in the 21st Century

Knowledge Areas and Competencies:

Aligned Foundational Public Health Knowledge Areas

- PHFKO1) Explain public health history, philosophy and values
- PHFKO2) Identify the core functions of public health and the 10 Essential Services
- PHFKO4) List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
- PHFKO5) Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.,
- PHFKO6) Explain the critical importance of evidence in advancing public health knowledge,
- PHFKO7) Explain effects of environmental factors on a population's health
- PHFKO8) Explain biological and genetic factors that affect a population's health,
- PHFKO9) Explain behavioral and psychological factors that affect a population's health
- PHFKO10) Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
- PHFKO11) Explain how globalization affects global burdens of disease
- PHFKO12) Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

Aligned MPH Foundational Competencies:

- PHFC5) Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings,
- PHFC6) Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels,
- PHFC14) Advocate for political, social or economic policies and programs that will improve health in diverse populations,
- PHFC15) Evaluate policies for their impact on public health and health equity.

PHFC21) Integrate perspectives from other sectors and/or professions to promote and advance population health

A complete list of College of Public Health Competencies is located on the College of Public Health website: <https://cph.osu.edu/students/competencies>.

Text/Readings:

There is no required textbook for this class. Readings from free online sources will be provided via Carmen. Some of these resources will require you to be logged in to the library website (<http://library.osu.edu>) with your OSU name.#.

Carmen

There is a Carmen site for this course: <https://carmen.osu.edu>. All course materials are available via Carmen.

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (<https://admin.resources.osu.edu/buckeyepass/adding-a-device>)
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (<https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application>) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Class Format: How this course works

- **Mode of delivery:** This course is taught in a 100% distance-learning (DL) mode, using a combination of synchronous and asynchronous methods. Please see the Carmen Canvas course site for more information on the sequencing and format of materials, activities, and assignments.
- **Pace of online activities:** The content for this course will be released to students on a weekly basis. You may schedule your efforts freely throughout the week if you keep pace with all due dates.
- **Credit hours and work expectations:** This is a **2-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 2 hours per week of time spent on direct instruction (e.g., watching lectures or other information content) in addition to 6 hours of homework/active learning activities (e.g., group and independent activities and assessments) to receive a grade of (C) average.
- **Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:
 - **Participating in online learning and activities: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times!) If you have a situation that might cause you to miss an entire week of class, discuss it with the instructors *as soon as possible*.

- **Interprofessional Practice and Education (IPE) Units:** For this class, the IPE activity is a virtual, asynchronous activity. **REQUIRED**
- **Group participation:** Students are required to work in groups to complete one Muddy Points Summary through the semester. Students are expected to participate in all group activities and communication.
- **ENGAGE Discussions:** Each module has an optional discussion to dig deeper in the material. **OPTIONAL**
- **Course Discussion and Support Hours:** **OPTIONAL**
- **Participating in GTA and instructor discussion forums:** **OPTIONAL**
Discussion boards will be a place to interact with the instructors and TA, for example, to ask questions about the material and assignments. Participation is optional but highly encouraged.

Course Technology

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- **Computer:** current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- **Calculator:** Students should have access to a scientific calculator that can perform basic arithmetic, square roots, logarithms, and exponentiation. For this online class, a program such as Microsoft Excel may suffice.
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Optional equipment (for participation in optional live office hours and/or review sessions)

- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

Required software

- **Microsoft Office 365**
All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://it.osu.edu/help>
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Assignments/Assessments

Block Assignments

These assignments will be based on the materials in the module and will require a more in-depth grasp for the block content. Assessments are graded with a rubric.

Module Knowledge Check Quizzes

Weekly quizzes to assess knowledge uptake and synthesis. These are open book and timed quizzes based on the readings and lecture materials. Student will have 2 attempts, and the final grade will be the highest of the two grades. The lowest score will be dropped.

Course Participation:

Muddy Points Posts: *Every week, students are required to post at least idea, concept or specific details they are confused about or want more information on.*

Group Muddy Points Response: Each week, one group will be responsible for reviewing the Muddy Points discussion post and developing a response to the week's most confusing topics, as well as providing some additional context to support peer learning.

Interprofessional Practice and Education (BuckIPE): All MPH and MHA degree students must engage in specific mandatory Interprofessional Practice and Education (IPE) learning units with students from other Health Science Colleges during Year 1 of their curriculum.

Grading

Assessment	Grade Weight
Block Assignments	50%
Module Knowledge Check Quizzes	25%
Course Participation: Group Muddy Points Response	15%
Course Participation: Muddy Points Posts	5%
BuckIPE Participation	5%

Grading Scale

A	93 to 100	Outstanding work that reflects mastery of the material and the ability to apply it
A-	90 to <93	Excellent work that reflects mastery of the material
B+	87 to <90	Good work that reflects mastery of most of the material
B	83 to <87	Good work that reflects mastery of some of the material
B-	80 to <83	Good work that reflects mastery of a few aspects of the material
C+	77 to <80	Mediocre work that reflects familiarity with, but not mastery of the material
C	73 to <77	Mediocre work that reflects familiarity with most of the material
C-	70 to <73	Mediocre work that reflects little familiarity with the material

Below the grade of a C represents failing work.

Late Assignments

Students expecting to submit assignments late must receive approval from the Block instructor prior to the assignment due date. Assignments turned in late without instructor approval will be penalized 5% for every 24 hours past the due date and time, up to a total of a 50% reduction.

Assignment Scoring: A scoring rubric will be used to help students understand instructor expectations. These should be reviewed by students before completing each assignment. Any questions regarding grading must be addressed **within one week** of grade posting. No request of regrading on previous assignments will be accepted after the final week of classes. As a general policy, if allowed, any regrading will apply to the entire assignment, not just to the specific part which the student thinks there might be a mistake. As a consequence, regrading may lead to a lower overall score.

Copyright Statement

This syllabus and all course materials (e.g., homework assignments, solution keys, course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission.

Generative AI Policy

In this course, students will have opportunities to explore innovative tools and technologies, including generative artificial intelligence (GenAI). Students are permitted to use GenAI tools to research responses for the Group Muddy Points Responses. However, your submissions should be your own original work.

If I suspect that you have used GenAI outside of this assignment, I will ask you to explain your process for completing the assignment in question. Submission of GenAI-generated content as your own original work is considered a violation of Ohio State's Academic Integrity policy and [Code of Student Conduct](#) because the work is not your own. The unauthorized use of GenAI tools will result in referral to the [Committee on Academic Misconduct](#).

Office of Student Life: Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Beliefs or Practices Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first

instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Course Outline

Week / Module	Date	Topics	Course Materials
Block 1: Public Health Systems			
1	8/26-8/31	What is Public Health?	- Module lecture on the Definition(s), Mission, Substance, and Organizational Framework of public health in the US; - pages 35 through the top of 42 of Chapter 2 of the Future of Public Health, created by the National Academies of Science
2	9/1-9/7	The US Public Health System	- Module lecture on public health governance, funding. - Bloland P, Simone P, Burkholder B, Slutsker L, De Cock KM (2012) The Role of Public Health. Institutions in Global Health System Strengthening Efforts: The US CDC's Perspective. PLoS Med 9(4): e1001199.doi:10.1371/journal.pmed.1001199
3	9/8-9/14	Essential Public Health Services	- Module lecture on prevention and the 10 essential PH services. EPHS-English-1.pdf Download EPHS-English-1.pdf PHERN 10 Essential Public Health Services
4	9/15-9/21	Evolution of Public Health: plaques and privacy	- Module lecture on how infectious disease impacted rights and different populations - Mooney, G. (2015). Public health, history, and the politics of exclusion: Washington and Welch talk about race. <i>American Journal of Public Health</i>, 105(7), 1317–1328. https://doi.org/10.2105/AJPH.2015.302636 - Tulchinsky, T. H., & Varavikova, E. A. (2014). <i>The new public health</i> (3rd ed.). Academic Press. https://doi.org/10.1016/C2012-0-00430-7 Pages 8-18.
Block 2: Assessment and Exposures			
5	9/22/-9/28	EHS Population Health Risk Management Paradigm;	- Module lecture on the environmental matrices, exposure hazards and disease risks World Health organization: Preventing disease through healthy environments: A global assessment of the burden of disease from environmental risks
6	9/29-10/5	Impact of Host Biology on Exposure to Disease Continuum	- Module lecture on Host Biology and Environmental Hazards - Perry, S., Sanchez, M. d., Yang, S., Haggerty, T. D., Hurst, P., Perez-Perez, G....Parsonnet, J. (2006). Gastroenteritis and Transmission of Helicobacter pylori Infection in Households. <i>Emerging Infectious Diseases</i>, 12(11), 1701-1708. https://doi.org/10.3201/eid1211.060086. https://wwwnc.cdc.gov/eid/article/12/11/06-0086_article
7	10/6-10/12	Health impacts of air, soil, water and food quality	Module lecture on the exposure to health continuum

Week / Module	Date	Topics	Course Materials
8	10/13-10/19	Evolution of the Public Health Approach II: Workplace and Environmental Exposures	- Module lecture on workplace exposures - Promotional Film: Stop Silicosis (Department of Labor, 1938).
9	10/20-10/26	Environmental Health Burden and Global One Health	Module lectures on the <i>One Health</i> approach to address the global burden of disease
Block 3: The Determinants of Health			
10	10/27-11/2	Public health ethics and values	- Module lecture on ethics and values in public health - MacDonald, M. (2015). Introduction to public health ethics 2: Philosophical and theoretical foundations. National Collaborating Centre for Healthy Public Policy. http://www.ncchpp.ca/docs/2015_Ethics_Intro2_En_Final.pdf
11	11/3-11/9	Health Behaviors and Risk Factors- Cancer and Heart Disease	- Module lecture on the focus on behaviors to modify risk factors - Keith Walloo; J Health Polit Policy Law 42;5(2017):789–801.
12	11/10-11/16	Non-healthcare Determinants and public health	- Module lecture on non-healthcare determinants and public health - Readings TBD
11/21 or 12/4		BuckIPE	
13	11/17-11/23	Evolution of Public Health Approach III: Social Movements	- Module lecture on the core social movements and their overlap with public health goals - Merlin Chowkwanyun, “Cleveland Versus the Clinic: The 1960s Riots and Community Health Reform,” American Journal of Public Health (November 2018). - Ronald Bayer, Amy L. Fairchild, Kim Hopper, and Constance A. Nathanson, “Confronting the Sorry State of U.S. Health,” Science 341;6149(2013):962–963.
11/26-11/28 Holiday Break			
14/15	11/24-12/10	Environmental Justice	Module lectures on the public health exposome.

Alignment of Competencies with Assessments

Competencies	Knowledge Check Quizzes	Group Muddy Points Response	Block 1 Assignment	Block 2 Assignment	Block 3 Assignment	Buck IPE
PHFC5) Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings,	X	X	X			
PHFC6) Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels,	X	X		X	X	
PHFC14) Advocate for political, social or economic policies and programs that will improve health in diverse populations,	X	X		X	X	
PHFC15) Evaluate policies for their impact on public health and health equity,	X	X	X			
PHFC21) Integrate perspectives from other sectors and/or professions to promote and advance population health		X				X