

6010 – Essentials of Public Health

3 credits – Spring 2026

Hybrid, 4 in-person sessions (1 hr 20 min) + asynchronous online sessions (see Course Schedule on Carmen Syllabus page)

In person Jan. 15th, Jan. 29th, March 12th, April 9th
Cunz Hall 140, Thursdays 5:30PM-7:30PM

Course Instructor

Jennifer L. Hefner, PhD, Health Services Organization and Policy, University of Michigan, 2010.
Associate Professor, College of Public Health, Division of Health Management and Policy
280G Cunz Hall, 1841 Neil Ave., Columbus, OH 43210 (614) 292-8350
Contact via Carmen email

Instructor's Office Hours

Available by appointment. In-person office hours before each of the four class sessions: 4:30-5:30PM

Faculty Feedback & Response Time:

The following gives you an idea of my intended availability during the course:

- **Grading:** You can generally expect feedback within 7 days.
- **E-mail:** I will reply to e-mails (sent via Carmen) within 24 hours on school days.
- **'Muddiest Points' Discussion board:** The instructor will check and reply to messages in this board at least every 12 hours on school days, and every 24 hours on weekends, unless a different turnaround time (due to travel, etc.) is announced. All questions about the course that are not of a personal nature should be posted on this discussion board. Examples include: a broken link; due date question; clarification of assignment requirements). If these questions are asked via Carmen email, expect to be asked to post on the Muddiest Points board instead of receiving an answer via email. This process allows all students to benefit from the instructor response.

Course Description

An overview of the history and philosophy of public health, and the fundamental principles, concepts, and tools used in promoting the health of populations. The course is intended to orient students in academic (MHA, MS and PhD) degree programs within the College of Public Health and other health science colleges to the breadth of the field and introduce cross-specialization perspectives. Exploration of the impact of the social determinants of health on population health and health equity will occur through case studies, group discussion, and a multi-dimensional analysis of a public health change event that is presented to the class to expand all students' breadth of public health knowledge (e.g., the introduction of lead regulations in drinking water, the COVID-19 pandemic response, the Flint water crisis, the opioid epidemic, the introduction of HPV vaccination).

Prerequisites

Enrollment in the MPH, MS or PhD program in the College of Public Health, or permission from instructor.

Competencies:

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

12 Foundational Public Health Knowledge Objectives

Profession and Science of Public Health

1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health

7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain the ecological perspective on the connections among human, animal and ecosystem health (e.g., One Health)

Specialization Competencies

PhD Degree with a Specialization in Environmental Public Health, Epidemiology, or Health Services Management and Policy

1. Explain how the core public health concepts of biostatistics, epidemiology, environmental health, health behavior/health promotion, and health administration relate to the student's area of specialization.

Text/Readings:

The course readings will be posted on the course website in Carmen Canvas.

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 hybrid, with four in-person sessions and the remaining delivery online via asynchronous Distance Learning (DL) mode. The schedule is divided into weeks. Week 1 will be the first week of academic classes for the semester. Each subsequent week will start on Monday morning and end on Sunday at midnight.
- **Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (e.g watching recorded lectures, videos, content quizzes) in addition to 9 hours of homework/active learning activities (e.g., Graded Group Discussions, Participatory Learning Activities) to receive a grade of (C) average.
- **Attendance and participation requirements:** Students are required to complete all assignments on time unless an extension is requested and granted in advance. No extension will be granted after a due date has passed. The professor commits to providing a dated assignment page for all graded work; therefore, referencing the Carman calendar will alert students to all due dates.

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 365 Copilot (formerly Office 365)**
All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions 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

Assignments/Assessments (Weight of each category toward the final grade)

Weekly Content Quizzes (25%): There will be a quiz associated with each week's materials. These quizzes will query student knowledge of the readings and videos assigned for that week. Expect to see

true/false, multiple choice, fill-in-the-blank, short answer, and essay questions. The number of questions on each quiz will vary based on the material in each week. Each weekly quiz will be due by midnight on Sunday.

Weekly Graded Group Discussion posts (25%): There will be a graded discussion post each week. Each student is expected to make an initial post by midnight on Friday and respond to at least two peer's posts by midnight on Sunday. A detailed grading rubric will be associated with each graded discussion to guide the student in both their initial post and how to draft a successful reply to their peers.

Participatory Learning Activities (25%): These assignments will be case study reports or guided reading worksheets that serve as active learning activities in this course; requiring information synthesis and critical thinking. Assignments during the weeks with an in-person session will consist of two parts – a pre-work individual submission and a group participatory learning activity. The group activity will be graded as pass/fail for each student based on in-class participation. If a student is absent for an in-person session, an individual submission of the group activity will be required to receive the 'pass' grade for that session. There will also be a short reflective essay about the links between the core areas of public health and each student's area of specialization.

Multidimensional Analysis of a Public Health Change Event (25%): - Each student will choose a public health change event (e.g., the introduction of lead regulations in drinking water, the COVID-19 pandemic response, the Flint water crisis, the opioid epidemic, the introduction of HPV vaccination, etc.). The student will then submit a series of 5 small assignments that build on each other, culminating at the end of the semester in the development of a 5-minute presentation summarizing your work on this project. This assignment will be described in detail on the Carmen assignment page, with corresponding dated assignments.

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
D+	67 to <70	
D	60 to <67	
E	Below 60	

Class Policies

Late submission of an assignment will result in a one letter grade (10%) reduction in score for each day late, unless the student contacts the professor BEFORE the due date to request an extension.

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

Given that the learning goals of this class, the use of generative artificial intelligence (GenAI) tools such as Copilot or ChatGPT, writers aids like Grammarly, or translation platforms such as Google Translate is not permitted in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's [Academic Integrity\(opens in new window\)](#) policy and [Code of Student Conduct\(opens in new window\)](#) because the work is not your own. If I suspect that you have used GenAI on an assignment for this course, I will ask you to explain your process for completing the assignment in question. The unauthorized use of GenAI tools will result in referral to the [Committee on Academic Misconduct\(opens in new window\)](#).

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](#).

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,
Call 614-247-5838 or TTY 614-688-8605,
Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Course Outline

Week#	Topics	Materials	Assessments
#1 Mon. Jan 12th	Intro to Public Health - Didactics and Discussion *In-person session	<ul style="list-style-type: none"> • Watch Youtube Video “What is Public Health? Crash Course Public Health #1” – 12 minutes https://youtu.be/5aww-Bpgkf4?si=MWMI6zbXRKIYMeUr • Read Michaud, J., Kates, J., Oum, S., & Rouw, A., U.S. Public Health 101. In Altman, Drew (Editor), Health Policy 101, (KFF, March 2025) https://www.kff.org/health-policy-101-u-s-public-health 	<p>Content Quiz: Comprehension / Critical Thinking re Materials</p> <p>Participatory Learning: Summarize the in-class video and propose links to PH functions and services (Tables 1 and 2 in KFF “US Public Health 101”)</p>
#2 Jan 19th	Surveillance Part 1 - Didactics and Discussion	<ul style="list-style-type: none"> • Read “CDC’s Vision for Public Health Surveillance in the 21st Century” MMWR 2012;61(Suppl; July 27, 2012). • Watch Youtube Video “How Your Biology Affects Your Health: Crash Course Public Health #2” – 12 minutes https://youtu.be/SzsifG0UvTM?si=q1Mv7ijH00ZRG9k6 • Read Wastewater Surveillance: A new frontier for public health. CDC, April 2024. https://www.cdc.gov/advanced-molecular-detection/php/success-stories/wastewater-surveillance.html 	<p>Content Quiz: Comprehension / Critical Thinking re Materials</p> <p>Group Discussion: To what extent should public health policies focus on biological factors versus social and environmental ones?</p>
#3 Jan 26th	Surveillance Part 2 – Participatory Learning Case Study *In-person session	<ul style="list-style-type: none"> • Read “Tuberculosis (TB) & Primary, Secondary, and Tertiary Prevention Fact Sheet” • Listen to Podcast <u>Public Health on Call</u>: “Why Tuberculosis, an Ancient Disease, Remains a Public Health Threat.” https://johnshopkinssph.libsyn.com/698-why-tuberculosis-an-ancient-disease-remains-a-public-health-threat 	<p>Participatory Learning: (1) pre-work (indiv.); (2) in-class TB Prevention Strategy Simulation (group)</p> <p>Submit PH Change Event Project Part 1</p>
#4 Feb 2nd	Epidemiology Part 1 - Didactics and Discussion	<ul style="list-style-type: none"> • Watch Intro to Epidemiology – 14 minutes https://www.youtube.com/watch?v=_luU3I03JwE • Watch Youtube Video “How Society Affects Your Health: Crash Course Public Health #4” – 13 minutes • Read Intro and Background (pgs 1-6) L Saker ; K LEE ; B Cannito ; A Gilmore ; D and Campbell-Lendrum ; (2004) <i>Globalization and infectious diseases, A review of the linkages.</i> https://researchonline.lshtm.ac.uk/id/eprint/15642 	<p>Content Quiz: Comprehension / Critical Thinking re Materials</p> <p>Group Discussion: Given the social, economic, and political determinants of health, how should public health professionals balance person level interventions/treatments/programs with systemic change?</p>

Week#	Topics	Materials	Assessments
#5 Feb 9th	Epidemiology Part 2 - Participatory Learning Case Study	<ul style="list-style-type: none"> Read “Chapter 9 - Joseph Goldberger, Pellagra, and Nutritional Epidemiology” from Tulchinsky, Theodore H. <u>Case studies in public health</u>. Academic Press, 2018. Pdf posted on Carmen class page. 	<p>Participatory Learning: (1) pre-work Critical Thinking on Materials (indiv.); (2) Group Discussion: How can globalization be linked to nutritional epidemiology?</p> <p>Submit PH Change Event Project Part 2</p>
#6 Feb 16th	Public Health Data Collection Part 1 - Didactics and Discussion	<ul style="list-style-type: none"> Watch Dr. Hefner’s recorded lecture on “Public Health laboratories” Read Wolff, Brent, et al. "Collecting and analyzing qualitative data." <i>The CDC Field Epidemiology Manual; Oxford University Press: Oxford, UK; New York, NY, USA</i> (2019): 213-228. https://www.cdc.gov/field-epi-manual/php/chapters/qualitative-data.html 	<p>Content Quiz: Comprehension / Critical Thinking re Materials</p> <p>Group Discussion: “<i>Qualitative methods enable investigators to ‘hear the voice’ of the researched.</i>” What does this mean, when and why is this needed, and how could this be accomplished?</p>
#7 Feb 23rd	Public Health Data Collection Part 2 - Participatory Learning Focused Reading	<ul style="list-style-type: none"> Read Zinsstag et al. 2018. Climate change and One Health. <i>FEMS Microbiol Lett.</i> Jun 1;365(11):fny085. https://pmc.ncbi.nlm.nih.gov/articles/PMC5963300/ Watch One Health. Untamed, Season 2, Episode 201 – 26 minutes https://www.pbs.org/video/one-health-RrI5L3/ 	<p>Participatory Learning: (1) pre-work - Focused Reading document for Materials (2) Group Discussion: What is One Health, when and why is it a useful perspective, and how can One Health address a persistent PH problem?</p> <p>Submit PH Change Event Project Part 3</p>
#8 Mar 2nd	Prevention Effectiveness - Didactics and Discussion	<ul style="list-style-type: none"> Watch Dr. Hefner’s recorded lecture “Intro to Prevention Effectiveness” Watch Youtube video “How the Environment Affects Your Health: Crash Course Public Health #3” – 14 minutes https://youtu.be/g3vf0I_j9kk?si=VQE-EAh-pk_XerMu Read Carter et al. 2011. Evidence, ethics, and values: a framework for health promotion. <i>Am J Public Health.</i> Mar;101(3):465-72. https://pmc.ncbi.nlm.nih.gov/articles/PMC3036693/ 	<p>Content Quiz: Comprehension / Critical Thinking re Materials</p> <p>Group Discussion: How, when, and why does the environment affect human health? And what is an intractable health equity issue linked to one’s environment?</p>

Week#	Topics	Materials	Assessments
#9 Mar 9th	Determinants of Health – In Person Case Study *In-person session	<ul style="list-style-type: none"> • Read Barnett et al. (2025) Thriving to Survive: A Case Study of Local Collaborative Efforts to Decrease Infant Mortality. <i>Pediatrics</i>. Apr 1;155(Suppl 1):e2024069159B. • Watch 10TV segment on Cbus Infant Mortality Rate and the ROOT program https://youtu.be/StfZv_hKR6Y?si=tAFR2nGIDUIJIGUQ • Watch PBS News Hour on Hamilton County https://youtu.be/i68QkL-6Pis?si=9krT9ySvq5y8tgLz 	Participatory Learning (1) pre-work “Critical Thinking Questions” (indiv.); (2) in-class Racial Disparities in Infant Mortality Case Study report (group) Submit PH Change Event Project Part 4
March 16th – March 20th OSU Spring Break. No classes			
#10 Mar 23rd	Public Health Informatics Part 1 - Didactics and Discussion	<ul style="list-style-type: none"> • Watch Dr. Hefner’s recorded lecture “Public Health Informatics” – 20 minutes • Watch Dr. Hefner’s video introducing the Final Presentation on a Public Health Change Event – 10 minutes • Select and Read one <i>OJPHI</i> article published in the last 6 months. https://ojphi.jmir.org/ 	Content Quiz: Comprehension / Critical Thinking re Materials Group Discussion: Post a summary of one <i>OJPHI</i> article and comment on peer’s posts.
#11 Mar 30th	Public Health Informatics Part 2 – Participatory Learning Case Study	<ul style="list-style-type: none"> • Read Garcia et al. 2020. Centers for Disease Control and Prevention 2019 novel coronavirus disease (COVID-19) information management: addressing national health-care and public health needs for standardized data definitions and codified vocabulary for data exchange. <i>J Am Med Inform Assoc</i>. Jul 1;27(9):1476-1487. https://pmc.ncbi.nlm.nih.gov/articles/PMC7543614/ 	Participatory Learning: (1) Case Study Analysis. (2) Group Discussion: What were the key lessons learned from the case study? What recommendations can be made for future PH informatics initiatives? Submit PH Change Event Project Part 5
#12 Apr 6th	Health Equity Grand Challenges – U.S. and international *In-person working session	<ul style="list-style-type: none"> • Read van den Berg et al. 2024. Social, cultural and political conditions for advancing health equity: examples from eight country case studies. (2011–2021). <i>BMJ Glob Health</i>;9:e015694. https://gh.bmj.com/content/9/Suppl_1/e015694 <ol style="list-style-type: none"> 1. Final Presentation preparation, in person Q&A with instructor 2. In-class group brainstorming and independent drafting of Final reflective essay 	Content Quiz: Comprehension / Critical Thinking re Materials Participatory Learning: Submit Final reflective essay

Week#	Topics	Materials	Assessments
#13 Apr 13th	Public Health Ethics – History, Philosophy, and Values Part 1	<ul style="list-style-type: none"> • Read “Chapter 13: Ethical Issues in Public Health” from Tulchinsky, Theodore H. <u>Case studies in public health</u>. Academic Press, 2018. • Continue independent work on PH Change Event Project 	Content Quiz: Comprehension / Critical Thinking re Materials
#14 Apr 20th	Public Health Ethics – History, Philosophy, and Values Part 2: Participatory Learning Case Study	<ul style="list-style-type: none"> • Read Voluntary or Regulated? The Trans Fat Campaign in NYC. <i>Lisa Armstrong. The Case Consortium @ Columbia for use at the Mailman School of Public Health</i>. PDF posted on Carmen • Read Epilogue to Voluntary or Regulated? PDF posted on Carmen • Watch How We Won the Fight to Ban Trans Fat. Michael Greger M.D. FACLM · April 20, 2022 · Volume 57. https://nutritionfacts.org/video/how-we-won-the-fight-to-ban-trans-fat/ 	Participatory Learning: (1) Case Study Analysis. (2) Group Discussion: How do public health history and values show up in this case? Think about how the themes from Chapter 13 last week apply in this case. Final Presentation of PH Change Event
#15 Apr 27th	Final Presentation of Public Health Change Event Project	Presentation and peer evaluations of Public Health Change Event conducted asynchronously via Carmen Discussion Groups.	Post recorded presentation in 2 places: (1) as a post in your discussion group; (2) upload to the Final Presentation assignment page in Carmen Conduct peer reviews

Alignment of Competencies with Assessments

	Graded Discussion Post	Content Quiz	Participatory Learning Activity	PH Change Event Project
12 Foundational Public Health Knowledge Objectives				
1. Explain public health history, philosophy and values		CQ Week 13	PL Week 14	
2. Identify the core functions of public health and the 10 Essential Services		CQ Week 1	PL Week 1	
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	GDP Week 6	CQ Week 6		
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program			PL Week 9	Part 1
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.			PL Week 3	
6. Explain the critical importance of evidence in advancing public health knowledge		CQ Week 2		Final Presentation
7. Explain effects of environmental factors on a population's health	GDP Week 8			Part 2
8. Explain biological and genetic factors that affect a population's health	GDP Week 2			Part 3
9. Explain behavioral and psychological factors that affect a population's health	GDP Week 1			Part 4
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities	GDP Week 4			Part 5
11. Explain how globalization affects global burdens of disease	GDP Week 5	CQ Week 12		
12. Explain the ecological perspective on the connections among human, animal and ecosystem health (e.g., One Health)			PL Week 7	
PhD Specialization Competency				
3. Explain how the core public health concepts of biostatistics, epidemiology, environmental health, health behavior/health promotion, and health administration relate to the student's area of specialization.			PL Week 12	