

Wartburg College Educational Policies Committee  
**REQUEST FOR NEW COURSES/COURSE CHANGES**

**SIGNATURE PAGE**

**Type of Request (Check one)**

☒ **New course** including new special topics (NOTE: attach a course syllabus and statement of rationale. If this is an essential education course, please describe how it will meet the goals of essential education. Syllabus should contain the description, objectives, and requirements of the course, including the factors used to determine the final grade.)

**Course Identification (Prefix/Number)**

PHE 101

**Course Title (35 character limit)**

Introduction to Public Health

**Recommendation**

Josef Breutzmann/Roy Ventullo

11/15/2015

Submitted By

Date

Josef M Breutzmann

X

Department Chair

Yes

No

Date

Writing Across the Curriculum Coor.

Yes

No

Date

IS 201/DAC Coordinator

Yes

No

Date

Global Multicultural Committee

Yes

No

Date

General Education Committee

Yes

No

Date

**Approval**

EPC Chair

Yes

No

Date

Dean of the Faculty

Yes

No

Date

☐ EPC recommends this request be reviewed by Faculty Council for Resource Implications

EPC # 48 Page \_\_\_\_\_

Gen Ed # 14 Page \_\_\_\_\_

**For Existing Courses**

Please complete this column with current information AND enter changes in the right hand column.

**For New Course Information or****Changes to existing courses**

Please complete this column

<b>Course Identification (Prefix/Number)</b>	<b>Course Identification (Prefix/Number)</b> <b>PHE 101</b>
<b>Course Title</b>	<b>Course Title (35 character limit)</b> <b>Introduction to Public health</b>
<b>Abbreviated Title</b>	<b>Abbreviated Title (15 character limit)</b> Public Health
<b>Course Description</b>	<b>Course Description (35 word limit)</b> An introduction to public health history, concepts, and contemporary issues locally, nationally, and globally. Main topics include: What is Public Health; Social and Biological Determinants of Health; Topics in Public Health; and Global Health Issues.
<b>Course Credit</b>	<b>Course Credit</b> <b>1.0</b>
<b>Classroom Hours per term for lab or studio class</b>	<b>Classroom Hours per term for lab or studio class</b> n.a.
<b>Prerequisite/corequisite requirements</b>	<b>Prerequisite/corequisite requirements</b> none
<b>Enrollment Cap</b>	<b>Enrollment Cap</b> 30
<b>Terms Offered and rotation</b>	<b>Terms Offered and rotation</b> Winter term
<b>Grading (A-F or P-D-F)</b>	<b>Grading (A-F or P-D-F)</b> A-F
<b>Wartburg Plan</b>	<b>Wartburg Plan</b> <input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> <b>Identify which part of the plan:</b>  Social Science Interconnected
<b>Cultural Immersion Course</b>	<b>Cultural Immersion Course</b> <input type="checkbox"/> <b>Yes</b> <input checked="" type="checkbox"/> <b>No</b>
<b>Program Status (Major requirement, minor requirements, program elective, degree elective)</b>	<b>Program Status</b> <input checked="" type="checkbox"/> <b>Major requirement</b> _____ _____ <b>Minor requirement</b> _____ _____ <b>Major elective</b> _____ _____ <b>Minor elective</b> _____ _____ <b>General elective</b> _____

	<b>Effective Dates (Term/Year)</b>
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	Winter 2017
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**1. Reason for Requested Change:**

Introductory Course for the new Public Health Major. The major is to be planned and submitted by the new public health faculty member by the end of the 2016-17 academic year. But this course is needed as the introduction to the major and as part of the teaching load for the new faculty.

**2. In an effort to keep the curriculum as lean and effective as possible, EPC requests that with each new course departments evaluate current offerings. If proposing a new course, what course(s) could be deleted?**

None

**3. Resource Implications:** IF THIS IS A NEW COURSE, you must provide a list of teaching assignments in the department to demonstrate that no adjunct faculty are required to teach this course. You may also submit a request to delete a course. New courses will not be considered without a clear understanding of faculty resources necessary to offer the course.

The new Major/Minor are being funded with opportunity funds through the PBAC committee with the understanding that this will entail a new position that will be terminated, along with the program if it fails to attract the projected number of students

**To:** Educational Policies Committee, Essential Education Committee  
**From:** Josef M Breutzmann on behalf of the Public Health Search Committee  
**Re:** New course in public health, PHE 101.

**Rationale:**

It has been decided that to make use of the lessons learned recently with creating a major without local expertise. To avoid being flooded with changes to the major once expertise arrives, we would find the expertise first and part of their task their first year at Wartburg will be to design the Public Health major and shepherd it through committee. This leaves us with the problem of what they might teach during their first year. This course, PHE 101 is a partial answer to that problem.

Given that that person is not yet hired, we have done our best to design an intro to public health course without knowing whom the instructor will be. The proposed syllabus is based on a survey of such course in majors we expect to be similar to what they will propose next year. To attract students to the course before there is a program, we are proposing that the course be social science interconnected. Such a course should have broad appeal to students as an essential education elective.

We see public health as both a science and social science field that combines the areas of biology, statistics, and public policy, along with specific connections to social work and sociology. The specific course we are proposing is an overview of the Public Health field, so connections between the biology of disease and social work and sociological theories are natural to this course.

Josef M Breutzmann, PhD

Addendum: Lori Sheeler was hired in late December, to start in August, 2016. She has reviewed the PHE 101 syllabus.

## Interconnected Course Proposal

Course number & title: PHE 101 Introduction to Public Health

Proposed by: Josef Breutzmann & Tammy Faux for Public Health Search Committee

Date: January 28, 2016

Primary discipline: Public Health Connected discipline: Social Work-Biology

Which requirement does this fulfill? Social Science Interconnected

Taught by:   X   one instructor        two or more instructors

IC Criteria	Describe for the proposed course
Courses will contain common concepts, content, processes, and resources in two or three disciplines.	<b>common content linking the disciplines.</b> Public Health is an interdisciplinary course combining elements of Biology, Statistics, Social Work and Sociology
At least 1/14 or at least one week of the course time will be spent on the link.	<b>the approximate time dedicated to the linkage.</b> Approximately one quarter of the course will be Social and Biological Determinants of Health
IC Goals	Describe for the proposed course
Students will develop an appreciation for the disciplines of the liberal arts through a greater understanding of their interdependence	<b>the interdependence emphasized.</b> Public health emphasizes the interdependence of the medical sciences, public policy and social systems concepts
<b>IC Outcomes.</b>  <b>Students will</b>	<b>For each IC Outcome, describe teaching strategies that will be used, provide at least one example of an activity or assignment that will assess each outcome, and either include a rubric for the activity/assignment or describe how you will assess the activity/assignment.</b>
#1 analyze common concepts, content, processes, and resources in two or three disciplines	Exam 1 test questions (20 pts of 50 pt exam) 1. Describe the health-wealth gradient and explain the relationship between the ecological model and the health-wealth gradient. 2. What are “social determinants of health”? Referring to the case study on pregnancy outcomes for African American women, <u>describe</u> 4 social determinants of health that lead to an increase in premature and low birthweight infants.  Rubric: 0 – no answer or no reference to exam question

	<p>1-3 – 1 salient point made, but no connection between the two topics</p> <p>4-6 – 1-2 salient points made, minimal connection between the two topics</p> <p>7-8 – 3-4 relevant points made, some connection between the two topics shows understanding of one topic but not both</p> <p>9-10 – 4 or more relevant points made, connection between topics demonstrates mastery of both topics</p>
#2 demonstrate understanding of the connections and contrasts between two or more disciplines	<p>Students will analyze, in an essay test question, how a public policy response to a health crisis and how the policy did or did not take into account the social environment of the health crisis and/or the biological realities of the health crisis.</p> <p>This essay test question will be assessed for completeness and ability to cite related studies they have read.</p>
#3 analyze underlying assumptions in the disciplines being studied	<p>Students will discuss, in an essay test question, the different approaches social workers, public health workers and the medical profession would have to a specific health crisis.</p> <p>This essay test question will be assessed for completeness and ability to cite related studies they have read.</p>

# Intro to Public Health PH 101

Lori Sheeler, Ph.D.

Office: SCI 152

Office Phone: 352-8239;

Email:

## Office Hours (scheduled):

MW 9:35-10:15am; 1:30-3:30pm

T/Th by appointment

(note – any time my door is open, you are welcome to come in)

**COURSE DESCRIPTION:** This is a broad survey course designed to introduce beginning students to public health history, concepts, and contemporary issues locally, nationally, and globally. The course is divided into 4 sections: What is Public Health (history and definitions); Social and Biological Determinants of Health (health and wealth; race, class, gender; chronic diseases; infectious diseases); Topics in Public Health (obesity, tobacco, injury); and Global Health Issues (globalization and development; nutrition).

**COURSE OBJECTIVES:** Upon completion of this course, the student will be able to:

- Identify distinguishing features of public health
- Discuss the 5 core disciplines of public health
- Describe the contributions of various federal, state, local agencies and nongovernmental organizations
- Explain how social, cultural, and behavioral interventions affect population health
- Discuss the roles of public health in addressing health disparities and the needs of vulnerable populations
- Identify the impact of the environment on public health
- Recognize the contributions of public health workers in various occupations
- Identify and react to challenges for public health in the 21st century
- Analyze a current media story to public health concerns and its impact on the public

## TEXTS/MATERIALS/RESOURCES FOR THE COURSE:

Mary-Jane Schneider. Introduction to Public Health: Fourth Edition. 2014.

Materials from this textbook will be supplemented with manuscripts from the peer-reviewed literature and other pertinent documents.

## INFORMATION LITERACY/TECHNOLOGICAL RESOURCES

The following are helpful resources for public health research and practice:

healthypeople.gov

healthcare.gov

PubMed

Library resources for Health Sciences



**Course Hours:**

Students in college-level courses are expected to work a minimum of 2-3 hours outside of class per hour spent in class. As a sophomore level course, students in this course should expect a **minimum** of 8 hours of outside of class work each week.

**Essential Education**

This course is part of the Wartburg plan of Essential Education. It meets the **IC** (Interconnected) requirement by connecting public health with social work.

**IC Learning Outcomes:**

- Students will analyze common concepts, content, processes, and resources in two or three disciplines.
- Students will demonstrate understanding of the connections and contrasts between two or more disciplines.
- Students will analyze underlying assumptions in the disciplines being studied.

**Academic Integrity – The Wartburg Honor Code:**

“Students, faculty, and staff of Wartburg College are expected to demonstrate integrity in all endeavors. Students are expected to adhere to four essential principles:

1. Submit only original work and properly cite ideas of others, including fellow students.
2. Refrain from giving or receiving unauthorized aid on examinations and assignments.
3. Report any act that violates these principles.
4. Ask for clarification if uncertain about the expectations on a particular assignment.

Students are responsible for abiding by these principles and opposing academic dishonesty in all academic endeavors.” *Source: Student Senate, March 12, 2015*

**Students Needing Special Accommodations**

Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the ADA Amendment Act of 2008 provides protection from illegal discrimination for qualified individuals with disabilities. Students requesting academic accommodations due to disabilities must arrange for such accommodations by contacting Nicole Wills, Pathways Academic Success Associate at the Pathways Office, (319) 352-8230 or by e-mail [nicole.wills@wartburg.edu](mailto:nicole.wills@wartburg.edu). Accommodations should be requested PRIOR to affected assignment due dates.

**COURSE REQUIREMENTS, ASSESSMENT AND EVALUATION METHODS**

You will receive an assignment sheet and rubric with more details for each assignment. Late assignments will not be accepted unless you make arrangements with me before the due date.

**In-class assignments – 10%**

Throughout the semester, we will use case studies and group work to stimulate thinking and discussion about public health issues.

**Public health current events / discussion board – 10%**

Once during semester: Post a current event relevant to this week's topics

8 times during semester: Respond to another current event

**Public health professional interview – 10%**

Individually or in pairs, interview someone who has a professional public health role. 2-3 page paper, 3-5 minute presentation.

**Team Project/ Heart Map– 20%**

The Heart Map project is to locate automated external defibrillators (AEDs) on campus and record the location. Students will describe and analyze how the activity relates to Public Health.

**Exams – 50%**

There will be a mid-term and a final exam. Each will be in-class and closed-notes. Exams will be based on readings, lectures, and in-class assignments.

**Extra credit** – A list of 3-4 lectures / campus events that are relevant to public health as extra credit opportunities will be shared; you may propose events as well.

Assignment	Point Distribution
Exam I	25% - 125 points
Exam II	25% - 125 points
Interview	10% - 50 points
In-class assignments	10% - 50 points total
Team Project – Heart Map	20% - 100 points total
Current events / responses	10% - 50 points total

### Tentative Schedule

Day	Topic	Readings / Homework
January 14	Introduction	Course introduction, syllabus, cultural competency activity
	What is public health?	Chapter 1 Public Health: Science, Politics, and Prevention
January 21	Public health controversy Healthy People 2020	Chapter 2 Why is Public Health Controversial? Readings on Bb, healthypeople.gov
	The role of government in public health	Chapter 3 powers and Responsibilities
January 28	Epidemiology	Chapter 4 Epidemiology: The Basic Science of Public Health Chapter 5 Epidemiologic Principles and Methods Chapter 6 Problems and Limits of Epidemiology (sections of chapters – TBD)
February 4	Health literacy	Activity – Reading news articles critically (relate to epi)
	Infectious diseases	Chapter 9 The “Conquest” of Infectious Diseases Chapter 10 The Resurgence of Infectious Diseases
February 11	Chronic diseases	Chapter 11 The Biomedical Basis of Chronic Diseases + readings on Bb
February 18	Psychosocial factors	Chapter 13 Do People Choose Their Own Health? Chapter 14 How Psychosocial Factors Affect Health Behavior
	Synthesis	Midterm Exam Review
February 25	Exam I	Have interviewee identified, submit contact information
	Psychosocial factors	Activity – Social Ecological Model
March 4	Global Health	Reading on BB
	Maternal and child health	Chapter 12 Genetic Diseases and Other Inborn Errors Chapter 18 Maternal and Child Health as a Social Problem
March 11	Health education	Readings on Bb
	Community Health	Readings on BB
	Minority health	Readings on BB
March 18	NO CLASS	SPRING BREAK
March 25	Mental Health	Chapter 19 Mental Health: Public Health Includes Healthy Minds
April 1	Environmental health	Chapter 20 A Clean Environment: The Basis of Public Health Chapter 21 Clean Air: Is it Safe to Breathe? Chapter 22 Clean Water: A Limited Resource (sections of chapters, TBD)
April 8	Environmental health - Population	Chapter 25 Population: The Ultimate Environmental Health Issue
	Safe food and drugs	Chapter 24 Safe Food and Drugs: An Ongoing Regulatory Battle

	Affordable Care Act	Readings on Bb
April 15	The U.S. health care system	Chapter 26 Is the Medical Care System a Public Health Issue? Chapter 27 Why the U.S. Medical System Needs Reform
	Other health care systems	Readings on Bb In class: Watch Sick Around the World
April 22	Careers in public health	<b>Interviews due – write-up and presentations</b>
	Review	LAST DAY OF CLASS – Review for final
<b>Final exam: <u>2:45 – 4:45</u> Thursday, May 1</b>		