

**DEPARTMENT OF HEALTH SCIENCES
CALIFORNIA STATE UNIVERSITY, EAST BAY**

**HSC 315: Public Health
3 UNITS**

Lead Instructor

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Office Hours

Office Location: Student & Faculty Support Center (SF) 544
Office Hours: Wednesdays 2:00 pm – 3:00 pm

Course Website

PBL Courses Link: <https://csapps.csueastbay.edu/problembasedlearning/index.html>

Course Meeting Time*

Date/Time: Mondays 3:00 pm – 6:10 pm
**Enrollment in Tutorial Session for HSC 315 is also required*

Course Location

Building/Room: Science-NORTH (Sc-N) 125

Course Prerequisites

Successful completion of HSC 100 and 110.

Course Orientation

This is the first of three Problem-Based Learning (PBL) courses in the Health Sciences curriculum. Cornell University's Center for Teaching Innovation states that "(PBL) is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem." Instead of learning concepts and topics and then applying them to a situation, PBL courses begin with a problem statement. In groups, students explore what they know about the issue, determine what information is still needed, and identify where relevant topics, data, and tools can be found to solve the problem. The Course Instructors do not teach in a traditional sense; rather, they guide each group to facilitate the generation of a solution to the problem presented. Because this is an introductory PBL course, it will focus on solving three defined problems.

Course Description

A critical examination of the major public health challenges facing our society. Explores how the health of a population is shaped by environmental, cultural, social and economic factors, as well as by medical care.

Course Learning Objectives (CLOs)

Upon successful completion of the course, the student will be able to:

1. Recognize the history, functions, and objectives of public health, and what distinguishes it from medicine. (Program Learning Objective [PLO] 5)
2. Identify and explain the principal determinants of health and disease, including the determinants of inequalities in the health of groups differentiated by race, ethnicity, neighborhood and economic status. (PLOs 2,5,6)
3. Describe the major formal organizational structures within the United States responsible for monitoring and improving the public's health. (PLOs 2,5)
4. Examine health data in order to understand the magnitude of public health problems, or health risks and behaviors facing at risk populations. (PLOs 2,5,6)
5. Evaluate and question public health interventions for key local, national and international public health problems. (PLOs 1,2,5,6)

Additional Course Learning Outcomes

In addition to these core learning objectives, students will also be expected to:

6. Understand orientation to problem-based learning
7. Demonstrate key characteristics of successful presentations discussing health issues affecting diverse populations and identify solutions that are culturally appropriate and sensitive.
8. Recognize the importance of a career portfolio and of articulating personal beliefs and goals.

Tutorial Sessions

Section 1A-SP

Date/Time: Wednesdays 3:00 pm – 6:10 pm
Location: Science-NORTH (Sc-N) 206
Instructor: Prof. Mukherjea

Student Conduct, Rights and Responsibilities

University policies regarding student conduct can be found here:

<http://www.csueastbay.edu/students/campus-life/student-life/sdja/disruptive-student.html>

Course Requirements & Expectations

- Students are expected to attend and participate in all in-class meetings. Those missing class (including arriving late to a class meeting) will not receive credit for any participation or in-class activities held during their absence. Circumstances preventing students from attending one or more sessions should be cleared in advance with the instructor. For unanticipated absences, the instructor should be contacted as promptly as feasible to ensure that course material and activities missed are made up in a satisfactory manner.
- All students must be able to access Blackboard on campus and outside campus. Lecture slides and readings will be available every week as indicated on the course schedule below and posted under “Course Materials” on Blackboard. It is important that students access Blackboard often, be aware of important announcements, and review any required readings prior to the class meeting for which they are posted and/or assigned.
- Late assignments will not be accepted, unless approved in advance or in the most extenuating unanticipated circumstances.
- Students should plan to spend one additional hour of work outside of class for every credit unit assigned to a course. For this course, this means about three hours per week outside of in-class meetings.
- Office hours will be held face-to-face during scheduled appointments, unless approved in advance by the instructor.

In accordance with the CSU East Bay Student Code of Conduct: By enrolling in this class, the student agrees to uphold the standards of academic integrity described at: <http://www20.csueastbay.edu/academic/academic-policies/academic-dishonesty.html>. Academic dishonesty will not be tolerated, and will result in an “F” in the course, as well as the reporting of the suspected behavior to the appropriate University authorities.

Tutorial Services and Assistance with Assignments

Students requiring extra assistance with writing should visit the Student Center for Academic Achievement (SCAA): <http://library.csueastbay.edu/scaa/>

University Policy on Academic Accommodation

Students requiring accommodations should contact the appropriate University entities directly for assistance. Such students should consult Accessibility Services at <http://www.csueastbay.edu/accessibility/>. Any student with approved accommodations must provide official documentation to the instructor within the first week of class.

24 Hour Crisis Hotlines

- Alameda County Crisis Line: (offers confidentiality and translation in 140 languages): 1-800-309-2131
- National Suicide Prevention Lifeline: 1-800-273-TALK.
- National Hope Line Network: 1-800-SUICIDE
- Crisis Text Line Services: Student may text “START” to 741-741 or visit <https://www.crisistextline.org/>

Emergency Information

CSU East Bay is committed to being a safe and caring community. The appropriate response(s) in the event of an emergency can help save lives. Information on what to do in an emergency situation (earthquake, electrical outage, fire, extreme heat, severe storm, hazardous materials, terrorist attack) may be found at:

<http://www20.csueastbay.edu/af/departments/risk-management/ehs/emergency-management/index.html>

Students should prepare for any emergencies by becoming familiar with the procedures found at <http://www.csueastbay.edu/af/departments/upd/emergency-management/emergency-guidelines.html> and reviewing information on a regular basis, as this page is updated as required.

Evaluation

Students will be evaluated as individuals and in group settings. The participation grade will consist of attendance at both lecture and tutorial sessions, along with completion of in-class exercises and homework assignments. Each major assignment will be comprised of a project score and individual contributions to teamwork.

Participation / Homework	25%
Assignment #1	25%
Assignment #2	25%
Assignment #3	25%

Grading

The overall grade in the course will be based on the following scale: Broadly speaking, an A starts at 90%, a B at 80% and so on. It seems unfair to give a student a B+ with at least a 90% score.

94.1 to 100% A	74.1 to 77% C
90.1 to 94% A-	70.0 to 74% C-
87.1 to 89.9% B+	65.1 to 69.9% D+
84.1 to 87% B	60 to 65% D
80.1 to 84% B-	0 to 60% F
77.1 to 79.9% C+	

Overarching Problem Statement

Zika is an infectious disease of global concern. Once an individual is infected with Zika, there may be severe health consequences for not only that person, but the population(s) with which s/he interacts. Although outbreaks of Zika disease have so far occurred outside of the United States, domestic health agencies are still concerned about the health effects of a potential epidemic. As a member of a government agency, you have been tasked to oversee an action plan for your Department to protect your constituent population from Zika infection and associated health impacts.

Summary of Course Assignments

- **Assignment #1: POPULATION FACTSHEET**
As a member of your governmental health agency, the team that you are on is charged with assessing your constituent population for its risk of a potential epidemic. It is requested that your team create a population health profile, and identify specific subgroups that are at-risk for infection and transmission. You are asked specifically to review existing population and health data to create a fact sheet for program planners and policy makers.
- **Assignment #2: POLICY ACTION PLAN**
The lead health officer for your jurisdiction, in collaboration with governmental representatives, wishes to create a plan of action should an epidemic of Zika occur in your constituent population. You are a member of a task force that has been asked to recommend a plan for infectious disease control, based on relevant health policies and regulations. Your task force is expected to create a policy brief with all possible options -- which are quickly actionable -- to quickly intervene once Zika infection and associated disease is found in the population whose health you are responsible for protecting. Specifically, using Bardach's Eightfold Path Criteria 1 - 4, your group will define the problem, assemble relevant policy-oriented evidence, articulate alternative courses of action, and select the criteria best suited for the desired outcome. Your plan should take into account current climate projections to estimate the likelihood of the presence of Zika vectors in your jurisdiction to facilitate an adaptation plan for your jurisdiction. Students will be using PolicyMap to retrieve, organize, and analyze relevant data for this assignment.
- **Assignment 3: COMMUNITY PRESENTATION**
As part of a more comprehensive prevention and containment effort, you have been assigned to an outreach team to ensure that members of your community are prepared to prevent and reduce burden of disease related to Zika infection. Based on the available evidence, you are asked to develop and disseminate a community-based strategy to the population you serve to minimize the impacts of a potential epidemic.

More detailed assignment descriptions, rubrics, and relevant readings will be available on the PBL Course Site and/or Blackboard, and will be presented during the introduction of the appropriate Course Module.

Course Calendar

Readings, Exercises, and Homework files and worksheets for each week/module will be posted and updated on HSC 315 PBL Course Site

This schedule is subject to change

WEEK	POTENTIAL TOPICS	ACTIVITIES	CLO
1	Course Introduction Tutorial Session: Purpose & Function Orientation to Problem-Based Learning (PBL) Group Dynamics Team Project vs. Individual Contribution Scores Presentation of Overarching Problem Statement Understanding Organizational Structure Identifying Target Audience Introduction to Career Development Framework Career Portfolio	Syllabus Review CATME Registration Purpose & Use of CATME iClicker Registration LECTURE HOMEWORK: PBL Course Site Reconnaissance LECTURE HOMEWORK: Self-assessment of values & goals TUTORIAL SESSION ACTIVITY: Icebreaker TUTORIAL SESSION EXERCISE: Health Department Worksheet TUTORIAL SESSION EXERCISE: Values Statement Final Group Assignment	1,6,8
MODULE 1: Characterizing populations & risks			
2 - 3	Introduction to Problem Using Credible Data Sources to Gather Data Organization of Materials and Time Characterizing Population Data Infectious Disease Process Risk Factors vs. At-Risk Populations Climate Change, Vector Control, & Infectious Disease	Problem Deconstruction Process <ul style="list-style-type: none"> ● What information is needed? ● What is known? ● What are the gaps in knowledge? ● Where can the missing information be found? Introduction to PolicyMap TUTORIAL SESSION EXERCISE (WEEK 3): Group Member Roles & Responsibilities ASSIGNMENT #1 Due: Sunday June 23 @ 11:59pm	2, 3, 4

MODULE 2: Policy-level strategies			
4 - 6	<p>Regulations and Policies regarding Infectious Disease Control</p> <p>Coordination between Governmental Public Health Agencies</p> <p>Ethical Considerations balancing Individual Rights & Population Protections</p> <p>Public Health Police Power</p>	<p>Bardach's Eight-fold Path for Policy Analysis</p> <ol style="list-style-type: none"> 1. <i>Define the problem</i> 2. <i>Assemble some evidence</i> 3. <i>Construct the alternatives</i> 4. <i>Select the criteria</i> 5. Project the outcomes 6. Confront the trade-offs 7. Decide 8. Tell your story <p>ASSIGNMENT #2 Due: Sunday July 14 @ 11:59pm</p>	1, 4, 5
MODULE 3: Community-based interventions			
7-8	<p>Modifying Health Behavior within Environmental Contexts</p> <p>Health Education & Community Mobilization</p> <p>Participatory Approaches for Health Promotion</p> <p>Organizational Collaboration & Health Advocacy</p> <p>Leadership in the Health Professions</p> <p>Course Wrap-up</p>	<p>Health Literacy and Appropriate Imagery for Community Groups</p> <p>Use of Ignite in Microsoft Powerpoint</p> <p>ASSIGNMENT #3 Due: Presented in Tutorial Sessions during Week of FINAL EXAMINATIONS (July 31)</p>	1, 5, 7