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## American Public University System

*The Ultimate Advantage is an Educated Mind*

**School of Health Sciences**  
**COURSE PBHE501**  
**Public Health in America**  
**Credit Hours: 3**  
**Length of Course: 8 weeks**  
**Prerequisite: None**

### Instructor Information

*Please refer to the Syllabus tab for your instructor's contact information and biography.*

### Course Description (Catalog)

This course is a detailed study of the public health system in America, to include national, state, and local public health policies, implementation, providers, and structures. The course addresses the system's strengths and weaknesses, and it looks out into the future to address looming issues in the first quarter of the 21st Century.

### Course Scope

This course is designed to provide the professional student the understanding and importance of public health in the United States. Students will study public health, politics, managed care issues and the changed that have evolved over the past several decades regarding public health. Students will conduct research in several areas related to public health and interest. This course will also allow students to distinguish the different roles played by local, state & federal government officials.

*(Note to students: The course materials, assignments, learning outcomes, and expectations in this upper level undergraduate course assume that the student has completed all lower level general education and career planning course work necessary to develop research, writing, and critical thinking skills. Students who have not fulfilled all general education requirements through courses or awarded transfer credit should strongly consider completing these requirements prior to registering for this course).*

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## Course Learning Objectives

After successfully completing this course, students will be able to:  
List here.

- Discern how social, behavioral, environmental, and biological factors contribute to specific individual and community health outcomes.
- Evaluate appropriate information sources and gaps in data.
- Analyze data, the scientific knowledge base and other evidence-based principles in the planning, implementation, and evaluation of a program.
- Strategize a framework, based on a mission, goals, and objectives and/or competencies, to evaluate public health programs for their effectiveness and quality.
- Determine how the findings of formative and summative evaluation can be used to improve program effectiveness, utility and impact on public health.
- Prioritize the appropriate use of logic models for program development, implementation, and evaluation.

## Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due weekly as noted on the course outline and can include Forum questions and written assignments. Assigned faculty will support the students throughout this eight-week course.

## Course Materials

### Required Course Textbook:

1. Scutchfield, F, D, & Keck, C. W. (2009). *Principles of Public Health Practice* (3<sup>rd</sup> Ed.). Clifton Park, NY: Delmar/Cengage Publishing.
2. American Psychological Association Publication Manual, 6<sup>th</sup> Edition.
3. Other material can be found in the Lesson area of the course.

### Academic Writing Requirements:

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The School of Health Sciences requires use of APA format and style and all students are encouraged to have a current copy of the *APA Publication Manual*. All written assignments are to be submitted in APA format style unless otherwise noted in the assignment directions.

### Web Sites

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

- None

## Evaluation Procedures

### Forum

Please join the forums each week. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

#### **Guidelines:**

- Post the initial response to each forum by 11:55pm, ET, Wednesday.
- Initial responses should be no less than 450-500 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 200 words.
- Responses to classmates are significant to advance the forum.
- All forums can be accessed in the Forums section of the course.

Students will be responsible for providing a peer response posting for at least two (2) of their peers' postings, unless there are less than 3 students in the course, where only one (1) peer posting will be required. Your peer postings should challenge or expound upon at least one of the points made by your peer, and "I agree" does not constitute as an adequate response. As graduate students, you will be expected to provide comprehensive, relevant and well supported points in your assignments.

We all bring something unique to the classroom, from our understanding, our experiences, and our value systems. We honor and respect each person's diverse beliefs to help us see beyond the classroom to be the most effective individuals we can be. Therefore, we should all be respectful of others while expressing our viewpoints and opinions. Proper netiquette behavior

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is expected. Any inflammatory, demining or disrespectful language in a posting will be immediately removed from the discussion space.

**Midterm Exam:** There will be a midterm exam for this course. This exam will consist of 12 short-essay questions related to material from weeks 1-4. This exam is not timed and students will be able to re-open the exam during the week and save their responses; therefore, you will not have to complete the exam all in one day, you will have the entire week. Every response should contain citations and a reference listing in proper APA format. All responses should be at least 150 words in length as well. **Students must complete the midterm by the end of week 4. This exam cannot be reopened after week 4 has ended.**

**Final Exam:** There will be a final exam for this course. This exam will consist of 12 short-essay questions related to material from weeks 5-8. This exam is not timed and students will be able to re-open the exam during the week and save their responses; therefore, you will not have to complete the exam all in one day, you will have the entire week. Every response should contain citations and a reference listing in proper APA format. All responses should be at least 150 words in length as well. **Students must complete the final by the end of week 8. This exam cannot be reopened after week 8 has ended.**

**Final Group Paper:** For this course, students will be required to form groups and complete a final paper and corresponding PPT presentation. The final paper will require students to act as a public health agency and engage in the three recommended functions of a public health agency: Assessment, policy development and assurance. After students have been placed in groups of 5-8 students (details on group formation will be in the course space), then students will identify a population and a public health issue that their agency will address. After the population and health issue have been identified, students will provide an overall "picture" of how this health issue is impacting the selected population in the US (Assessment). After the assessment section has been completed, students will provide policy development recommendations and complete their final paper with discussion of the services/resources that will be provided to better address the health issue and meet the needs of the selected population. Group final paper outline is due no later than the **last day of week 6 at 11:55 pm EST**. This final group paper must be submitted to the Assignment area of the course no later than the **last day of week 7 at 11:55 pm EST**.

***\*\*Please note: Each student in the group will submit an evaluation for all group members. These evaluations may impact your grade if you do not contribute to the final group work\*\*\****

**Final Group Powerpoint Presentation:** Each group will submit their findings and recommendations in a powerpoint presentation to the Assignment section and discuss the topic in the Forum area of the course. This final group powerpoint presentation must be submitted to the Assignment area of the course no later than the **Wednesday of week 6**.

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**\*\*\*Details regarding the content for the final group paper and final group powerpoint presentation may be found in the course\*\*\***

Assignments **must** follow American Psychological Association (APA) guidelines for reference and bibliographic citation. If necessary, refer to *Publication Manual of the American Psychological Association* (6<sup>th</sup> Ed). 2001. Washington, D.C.: American Psychological Association. Other APA websites are available through the Library and some are listed in the Week 7- Research Paper Lesson.

The paper must be typed, double-spaced with 1-inch margins in 12-point Times New Roman font with all references cited. Papers will be graded based upon: 1). the extent to which students followed directions for the assignment, and 2). overall presentation (including clarity of argument, grammar and spelling) (see grading rubric for more specific grading information).

Refer to the Student Handbook for policies relevant to academic honesty and other procedures and policies related to this course. Refer to Online Resource Center for any research assistance.

### Course Grading Outline

Grading Instrument		Percentage of Final Grade
<b>Forum</b> (8 @ 100 pts each)	800 pts	<b>25%</b>
Introductory Forum Post	10 pts	
<b>Exams</b>		<b>40%</b>
Midterm Exam	50 pts	
Final Exam	50 pts	
<b>Assignments</b>		<b>35%</b>
CDC: Health Issues	100 pts	
Children's Health Insurance Program	100 pts	
Accreditation in Public Health	100 pts	
Final Group PPT Presentation	100 pts	
Final Group Paper	100 pts	
<b>TOTAL</b>	<b>1410 pts</b>	<b>100%</b>

### Course Outline

Lesson	Topic	Learning Goals	Reading(s)	Assignment(s)	Forum(s)
<b>1</b>	Concepts and Definitions of Public Health Practice  History and Development of	Assess, and understand the health status of populations, determinants of health and illness, factors contributing to health promotion and disease	Scutchfield & Keck: Chapters 1 & 2  Supplemental readings are provided in		Week 1 Forums: -Introduction - What is Public Health?  Group Formation Forum: To be

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	Public Health	<p>prevention, and factors influencing the use of health services.</p> <p>Analyze the historical development, structure, and interaction of public health and health care systems, and how public and private organizations operate</p> <p>Evaluate the significance of bacteriology in the development of public health and differentiate between medicine and public health.</p> <p>Examine the political problems and constraints facing public health officials and evaluate the accomplishments of public health over the past 300 years</p>	the course lesson		completed by instructor by end of week 1
Lesson	Topic	Learning Goals	Reading(s)	Assignment(s)	Forum(s)
2	<p><b>Emergence of a New Public Health</b></p> <p>Social Determinants of Health: Their influence on personal choice, environmental Exposures, and health care</p> <p>Public Health Policy and the policy-making</p>	<p>Discuss how public health relates to the Medicine/Public Health initiative and Managed Care.</p> <p>Describe and analyze the complexities of the relationship between social conditions and individual, environmental, and clinical determinants of health status.</p> <p>Examine the policy-making process in public</p>	<p>Scutchfield &amp; Keck: Chapters 3-7</p> <p>Supplemental readings are provided in the course lesson</p>	Accreditation in Public Health	<p>Week 2 Forum: Basics of Public Health</p> <p><i>*Team name, target population and health issue need to be posted to group forum space by the end of week 2*</i></p>

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	process  Legal Basis for Public Health practice  Public Health Ethics	health in the United States, and comprehend the major theories that motivate policy making and politics in public health.  Differentiate among criminal, civil, and administrative law and how each relates to public health, and distinguish public health ethics from medical ethics.			
Lesson	Topic	Learning Goals	Reading(s)	Assignment(s)	Forum(s)
3	The Federal Contributions to Public Health  The State Public Health Agencies  The Local Health Department	Contrast federal public health powers with those of state and local governments, and assess the sources of federal government influence over public health issues from legal, political, and institutional perspectives.  Examine the distribution of public health powers and responsibilities across the executive, legislative, and judicial branches of the federal government  Apply the information and resources provided in this chapter to foster further learning about state health agencies and track changes in state health agency roles, programs, and health concerns	Scutchfield & Keck: Chapters 8-10  Supplemental readings are provided in the course lesson	Children's Health Insurance Program	Week 3 Forum: Settings for Public Health Practice

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		Distinguish the differing types of local health department governance models and discuss the roles of the local health department in carrying out each of the 10 EPHS.			
Lesson	Topic	Learning Goals	Reading(s)	Assignment(s)	Forum(s)
4	Community Health Planning & Programming  Prevention Effectiveness  Behavioral Community Health Needs Assessments	Analyze the evolving role of community-based participation in public health research and the philosophical underpinnings for the increased role of citizens in public health research and practice  Critique prevention effectiveness studies upon further reading of key references provided in this chapter  Evaluate various health behavior change theories and models, and how they contribute to the “social ecological” framework  Describe inexpensive and “user-friendly” approaches to monitoring and evaluating the behavior change effort, and apply these skills to a variety of behavior-related health problems	Scutchfield & Keck: Chapters 12-14  Supplemental readings are provided in the course lesson	<b>Midterm Exam:</b> Complete by the end of week 4	Week 4 Forum: Community Health Planning Issues
Lesson	Topic	Learning Goals	Reading(s)	Assignment(s)	Forum(s)
5	Epidemiology	Apply basic analytic	Scutchfield &	CDC: Health	Week 5 Forum:

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	and Public Health data Chronic Disease Control Reducing Tobacco Use Drug and Alcohol Issues In Public Health Infectious Disease Control	methods to surveillance data for temporal, personal, and spatial analyses, and apply ethical principles to the conduct of public health surveillance.  Articulate some of the critical issues that continue to challenge public health professionals working to address chronic diseases.  Examine how emerging drug trends will impact national drug use prevalence, and assess the overall effects of alcohol and drug uses (including prevalence, mortality, and health problems) on public health initiatives  Evaluate the nature and potential impact of emerging/reemerging diseases and antibiotic diseases, and the potential impact of bioterrorism in the United States	Keck: Chapters 11, 19-22  Supplemental readings are provided in the course lesson	Issues	Chronic and Infectious Disease Control
<b>Lesson</b>	<b>Topic</b>	<b>Learning Goals</b>	<b>Reading(s)</b>	<b>Assignment(s)</b>	<b>Forum(s)</b>
<b>6</b>	The Management of Public Health Organizations  Performance Measurements and Management in	Diagram the key aspects of organizational structure in public health agencies, and discuss the financial management skills and activities commonly found in public health management.	Scutchfield & Keck: Chapters 15-18  Supplemental readings are provided in the course lesson	Final Group Powerpoint Presentation  Group final paper outline due	Week 6 Forum: Public Health Management and Leadership

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	Public Health Public Health Workforce Leadership in Public Health Practice	Assess the internal and external motivations for public health agencies to engage in performance measurement and related quality improvement and accountability activities.  Articulate the workforce competencies needed to fulfill the essential public health services, and analyze where the public health workforce is employed  Critique the four salient leadership models for public health, and evaluate four competency areas of public health leadership development.			
Lesson	Topic	Learning Goals	Reading(s)	Assignment(s)	Forum(s)
7	Public Health Preparedness  Environmental Health in Public Health  Primary Care and Public Health  The Public Health Laboratory	Discuss the types of public health problems caused by disasters, and rate the role of local Department of Health (DOH) in preparing and responding to emergencies  Synthesize the various environmental health issues and evaluate how public health agencies can help to lessen adverse impacts to human health.  Examine the role of	Scutchfield & Keck: Chapters 23-25, 29  Supplemental readings are provided in the course lesson	Final Group Paper  Group Member Evaluations	Week 7 Forum: Group Final PPT Presentation Discussion

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		<p>governmental and policy interventions in providing for and supporting primary care to the underserved, including policies that influence the workforce, training, placement, and payment of primary care providers.</p> <p>Explain the role of the US public health laboratory in the international arena, and how global assistance may be provided; explain the role of surveillance and research in global public health.</p>			
Lesson	Topic	Learning Goals	Reading(s)	Assignment(s)	Forum(s)
8	<p>Maternal &amp; Child Health</p> <p>Injury Control</p> <p>Oral Disease: The Neglected Epidemic</p> <p>Global Health</p> <p>The Future of Public Health</p>	<p>Discuss the maternal and child health impact of 8 of the 10 major public health accomplishments of the twentieth century, and how it relate these accomplishments to the 10 EPHS</p> <p>Evaluate the role of health departments and community oral health programs in improving oral health using the 10 EPHS</p> <p>Examine at least two important features of the epidemiology of HIV/AIDS, malaria, tuberculosis, sexually transmitted infections, vaccine preventable</p>	<p>Scutchfield &amp; Keck: Chapters 26-28, 30-31</p> <p>Supplemental readings are provided in the course lesson</p>	<p><b>Final Exam:</b> Complete by the end of week 8</p>	<p>Week 8 Forum: Future of Public Health</p> <p>Reflection of Learning and Completion of Course Objectives</p>

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		diseases, diarrheal diseases, acute respiratory infections, and maternal, child, and reproductive health.			
		Analyze the cultural, professional, and scientific elements that impact public health practice			

**Policies**

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

- [Drop/Withdrawal Policy](#)
- [Plagiarism Policy](#)
- [Extension Process and Policy](#)
- [Disability Accommodations](#)