

The syllabus, which acts as a contract with your students, presents an overview of the course description, goals, and objectives; lists required materials; describes the schedule, assignments, and assessments; clarifies policies (including grading criteria) and expectations. All fields must be included.

UConn ECE COURSE SYLLABUS TEMPLATE

PUBH 1001 – Introduction to Public Health
Credits: 3
Fall 2024

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Office Hours: By appointment
[High School's Name]



This course is given in cooperation with UConn Early College Experience
ece.uconn.edu

UConn COURSE DESCRIPTION

This course describes the history, philosophy, and science of public health. Students will identify biological, environmental, and social determinants of health from a comprehensive perspective. They will apply these principles to define health problems, evaluate possible causes, and recommend effective public health responses to health concerns. By doing so, students will learn about career opportunities and the complementary role public health plays with health care and voluntary and governmental organizations in protecting the public's health.

PREREQUISITES

Algebra, general science, and instructor permission.

COURSE GOALS/ OBJECTIVES

- Students will define public health, its scope, and its importance in promoting and protecting community health.
- Students will highlight historical milestones and key figures that have shaped the field of public health, understanding how it has evolved over time.
- Students will identify various determinants of health, including biological, environmental, social, and behavioral factors, and understand their impact on individual and population health outcomes.
- Students will be able to recognize and understand the root causes of health disparities based on factors such as race, ethnicity, socioeconomic status, gender, and geography.
- Students will distinguish communication strategies for public health messaging, health education, and advocacy, aiming to promote health literacy and empower individuals and communities to make informed decisions about their health.
- Students will understand basic epidemiological measures of incidence, prevalence, and risk factors of disease.
- Students will distinguish types of study designs used to understand the occurrence and control of disease in the population.

- Students will appreciate the systems-level approach to public health interventions that promote health and prevent disease at the individual, interpersonal, community, and population levels.
- Students will learn important elements of the healthcare delivery systems, health policies, and its impact on public health outcomes, including access to care, quality of care, and health disparities.

COURSE MATERIALS

Riegelman R, Kirkwood B, Public Health 101, Improving Community Health (3rd edition), Boston: Jones and Bartlett Publishers, 2010 (ISBN-13: 9781284118445). (Navigate #678244)

Exam Preparation: Study guides for each exam are available in HuskyCT.

COURSE REQUIREMENTS AND GRADING

Grading: The schedule for exams, quizzes and reflections is posted in the course syllabus. There will be no follow-up announcements, so it's important that YOU keep track of your assignments.

Students can earn a total of 250 points by their performance on class assignments:

- **4 EXAMS: 200 points.** There are 4 on-line exams scheduled throughout the semester (Due online 9/25, 10/23, 11/13 and 12/14) in formats that may include multiple choice and matching questions. Each exam, earning a maximum of 50 points, will be available on-line through HuskyCT.
- **10 READINESS QUIZZES: 5 points each, 50 points total.** Readiness quizzes help students preparation for class and master fundamental concepts. Each topic in the course corresponds to a textbook chapter. This is intended to assure that you have appropriately prepared for each section of the course. Readiness quizzes are to be completed online by 12:00 noon of the day a new chapter is introduced for credit. The assignments will be available on HuskyCT (under 'Readiness Quizzes') 22 hours before the scheduled due date. For example Readiness Quiz on Chapter 2 will be available at noon on Monday September 11 at 2:00pm and must be completed on September 12 by noon. Quizzes are timed (7 minutes) and must be completed in 1 attempt. Because readiness quizzes are intended to demonstrate your preparedness for an upcoming topic, they must be completed BEFORE the assigned topic is covered in class. There will be no individual extensions to the scheduled quiz deadlines and "extenuating circumstances" cannot be considered.

Extra credit opportunities (not required, but encouraged)

- **5 REFLECTIVE ESSAYS: 2 points each, 10 points total.** There are 5 reflections assigned throughout the semester for which you are expected to draft brief response (100 words) on themes that are relevant to public health. The assignments will be available on HuskyCT (under 'Reflective essays') and you will have 7 days to compose and submit a response. For example, Reflection #1 will be available at noon on Tuesday September 13 and must be submitted by noon, September 20 for credit.
- **2 CIVIL ACTIONS: 1points each, 2 points total.** Successful public health practice implies action by individuals on behalf of the community. Two important actions that can help assure the well-being of individuals and others are (a) obtaining a seasonal flu shot, and (b) registering to vote. The assignments will be available on HuskyCT (under 'Civil Actions) and must be submitted by October 31 for credit. For each, you will be asked whether you have or intend to complete the action, are unable to complete the action or elect not to share a response to the question. Therefore, every student can participate in this regard.

Course grading: (Note: Absence from exams or failure to complete quizzes or other assignments, without prior approved justification, will not be remediable.) Grading for this course will be determined by the number of points earned for various assignments. A total of 260 points is possible. The point distribution for semester grades will be:

A 235 – 250 A- 225 – 234 B+ 210 – 224 B 200 – 209 B- 185 – 199 C+ 175 – 184
 C 160 – 174 C- 150 – 159 D+ 135 – 149 D 125 – 134 F 0 – 124

You may notice that your high school grade and UConn grade differ. It is possible that two different grades can be awarded for the same course. Your high school grade is determined by [y/n] High School. Your UConn course grade is determined by the grading rubric set by the University department.

COURSE OUTLINE: SCHEDULE/TOPICS/CALENDAR/READING LISTS

Class schedule: Sessions are 75 minutes in duration. Be prepared to spend that time without a connection to a phone or email. Class discussion is an instrumental part of the experience. If you must connect to the outside world, excuse yourself from the room as it is distracting and disrespectful of other.

Date	Topic	Assignments
8/29	Introduction and course overview	Review Syllabus
8/31	The Population Health Approach	Read: Riegelman & Kirkwood Chapter 1. Watch: https://www.apha.org/what-is-public-health . Watch: https://www.youtube.com/watch?v=jA8uYvJ_i8Y
9/5	The Population Health Approach	
9/7	Public Health Institutions & Systems	Complete PRACTICE Readiness Quizzes on HuskyCT for Chapter 1. Read: Riegelman & Kirkwood Chapter 12.
9/11	Courses dropped after this date will have a "W" for withdrawal recorded on the academic record; Last day to add/drop courses without additional signatures' Last day to place course on Pass/Fail	
9/12	Evidence-based public health	Read: Riegelman & Kirkwood Chapter 2. Complete Readiness Quiz on HuskyCT for Chapter 2
9/14	Evidence-based public health	View: A Day in the Life of a Public Health Nurse: https://youtu.be/BtSMO_HqPbU
9/19	Evidence-based public health	Complete Reflection #1 on HuskyCT
9/21	Evidence-based public health	
Complete EXAM #1 (Chapters 1, 2, and 12) on HuskyCT by 11:59pm Monday, September 25 Exam is open-book, open-note.		
9/26	Public Health Data & Communication	Read: Riegelman & Kirkwood Chapter 3. Complete Readiness Quiz on HuskyCT for Chapter 3
9/28	Public Health Data & Communication	
10/3	Social & Behavioral Science and Public Health	Read: Riegelman & Kirkwood Chapter 4. Complete Readiness Quiz on HuskyCT for Chapter 4

10/5	Social & Behavioral Science and Public Health	
10/10	Social & Behavioral Science and Public Health	Complete Reflection 2 on HuskyCT View: A Day in the Life of a Health Educator
10/12	Social & Behavioral Science and Public Health	https://youtu.be/eBj91X4oU8E
10/17	Health Law, Policy and Ethics	Read: Riegelman & Kirkwood Chapter 5. Complete Readiness Quiz on HuskyCT for Chapter 5
10/19	Health Law, Policy and Ethics	
Complete EXAM #2 (Chapters 3, 4, and 5) on HuskyCT by 11:59pm Monday, October 23. Exam is open-book, open-note. Exam is NOT cumulative.		
10/24	Non-communicable diseases	Read: Riegelman & Kirkwood Chapter 6. Complete Readiness Quiz on HuskyCT for Chapter 6
10/26	Non-communicable diseases	Complete Reflection 3 on HuskyCT
10/31	Communicable diseases	Read: Riegelman & Kirkwood Chapter 7. Complete Readiness Quiz on HuskyCT for Chapter 7
11/2	Communicable diseases	
11/7	Election Day – VOTE!	
	Environmental health & Safety	Read: Riegelman & Kirkwood Chapter 8. Complete Readiness Quiz on HuskyCT for Chapter 8
11/9	Environmental health & Safety	View: A Day in the Life of a Preparedness Coordinator: https://youtu.be/e_pEew3Y8zs
11/13	Last day to withdraw for the course or convert Pass/Fail to letter grade	
Complete EXAM #3 (Chapters 6, 7, and 8) on HuskyCT by 11:59pm Monday, November 13. Exam is open-book, open-note. Exam is NOT cumulative.		
11/14	NO CLASS!	
11/16	Health professions & workforce	Read: Riegelman & Kirkwood Chapter 9. Complete Readiness Quiz on HuskyCT for Chapter 9
11/21	Thanksgiving break	
11/23	Thanksgiving Day!	
11/28	Health professions & workforce	View: A Day in the Life of a Volunteer Coordinator: https://youtu.be/tRVRezCwgXU Complete Reflection 4 on HuskyCT
11/30	Healthcare institutions	Read: Riegelman & Kirkwood Chapter 10. Complete Readiness Quiz on HuskyCT for Chapter 10
12/5	Health Insurance and Healthcare Systems	Read: Riegelman & Kirkwood Chapter 11. Complete Readiness Quiz on HuskyCT for Chapter 11
12/7	Health Insurance and Healthcare Systems	Complete Reflection 5 on HuskyCT

Complete EXAM #4 (Chapters 9, 10, and 11) on HuskyCT by 11:59pm Monday, December 11
Exam is open-book, open-note. Exam is NOT cumulative.

COURSE POLICIES

Statement on Academic Integrity

“The University of Connecticut seeks to balance the needs and the rights of the individual with the welfare of the community as a whole. Students are expected to conduct themselves in a manner that is consistent with the values embraced by the University community and reflected in its various policies, contracts, rules and regulations, including those contained herein. The code of conduct is intended to describe the types of acts that are not acceptable in an academic community as well as the general process by which they will be addressed (including the types of sanctions that may be imposed). Procedural rules consistent with the provisions of this code will be developed as necessary from time to time so that fundamental fairness may prevail. Students do not lose their rights as citizens or of visitors in this country when they become members of the University community. Conversely, they do not shed their responsibilities. For example, the University supports a student's freedom of expression and expects that freedom to be exercised by the student in a manner that does not violate the law or University policy. Maintaining a balance between the individual and the community is a continual process that requires insight, sensitivity, and diligence on the part of each member of the University. Students are encouraged to become involved in University programs and services that promote this effort. For more information on these and other opportunities, please contact Community Standards.”

The Policy on Scholarly Integrity in Graduate and Post-Doctoral Education and Research:

<https://policy.uconn.edu/2014/04/11/policy-on-scholarly-integrity-in-graduate-education-and-research/>

Statement on the Use of AI

In this course we'll conduct ourselves as a community of scholars and writers, recognizing that academic study is both an intellectual and ethical enterprise. Please build on the ideas and texts of others—that's a vital part of academic life. You may certainly discuss readings and assignments outside of class, study in groups, share drafts with classmates or friends, and go to the Writing Center with your drafts.

When you use or borrow or closely imitate another's ideas or language—or even syntax—you must formally acknowledge that debt by signaling it with a standard form of academic citation. This means documenting not just direct quotations but also paraphrases and summaries. In less formal or creative genres, you may show your debt to a source (or classmate!) with a signal phrase (“According to Jose Calabra...”) or acknowledgement statement (“In this essay I drew inspiration from...I got the_____ idea from Kayla during peer review.”). If you have any questions about when and how to credit the work of others, please come talk to me.

You are welcome to use AI writing tools such as ChatGPT on most assignments (I'll alert you when you can't) but whenever you use them, you must include an acknowledgement statement that briefly shares that and how you used them. For example, “I used ChatGPT when I was struck at the start and retained substantial parts of what it produced, including X and Y ideas and most of the wording in paragraphs 3 and 4” or “After I wrote my first 2 paragraphs, I used GPT-3 playground to extend the text for another 200 words but then edited...” Please also note that all large language models still tend to make up incorrect facts and fake citations. You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit, regardless of whether it originally comes from you or an AI tool

(these last 2 sentences adapted from the [course policies of Ryan S. Baker.pdf](#), University of Pennsylvania).

If you engage in intentional academic dishonesty—whether plagiarizing or submitting the work of others or copying from others on a test or failing to acknowledge use of AI or other tools—you will fail not only that assignment but the course.

Policy Against Discrimination, Harassment and Related Interpersonal Violence

The University is committed to maintaining a safe and non-discriminatory learning, living, and working environments for all members of the University community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all responsible employees (including faculty), as outlined in the Policy Against Discrimination, Harassment and Related Interpersonal Violence, are required to report to the Office of Institutional Equity any information that they receive related to sexual assaults, intimate partner violence, and/or stalking involving a student. An exception to this reporting exists if students disclose information as a part of coursework submitted to an instructor in connection with a course assignment. Even in the absence of such obligation, all Employees are encouraged to contact OIE if they become aware of information that suggests a safety risk to the University community or any member thereof. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with university officials who can help. More information, including confidential and exempt employee resources available for support and assistance, can be found at equity.uconn.edu and titleix.uconn.edu.

Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities

Faculty and instructors are expected to reasonably accommodate individual religious practices unless doing so would result in fundamental alteration of class objectives or undue hardship to the University’s legitimate business purposes. Such accommodations may include rescheduling an exam or giving a make-up exam, allowing a presentation to be made on a different date or assigning the student appropriate make-up work that is intrinsically no more difficult than the original assignment. Faculty and instructors are strongly encouraged to allow students to complete work missed due to participation in extra-curricular activities that enrich their experience, support their scholarly development, and benefit the university community. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official. Students should be encouraged to review the course syllabus at the beginning of the semester for potential conflicts and promptly notify their instructor of any anticipated accommodation needs. Students are responsible for making arrangements in advance to make up missed work.

For conflicts with final examinations, students should contact the Dean of Students Office. Faculty and instructors are also encouraged to respond when the Counseling Program for Intercollegiate Athletes (CPIA) requests student progress reports. This will enable the counselors to give our students appropriate advice.

Suggested Language from the Center for Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Suggested Language from the Office of Emergency Management on Emergency Preparedness

In case of inclement weather, a natural disaster, or a campus emergency, the University communicates through email and text message. Students are encouraged to sign up for alerts through <http://alert.uconn.edu>. Students should be aware of emergency procedures, and further information is available through the Office of Emergency Management at <http://publicsafety.uconn.edu/emergency/>.

Disclaimer: I reserve the right to make changes to this syllabus as the semester progresses.