"Health care is vital to all of us some of the time, but public health is vital to all of us all of the time."

Instructor: Dwight C. Williams, MSW (dwilli25@nycap.rr.com or dcw01@health.state.ny.us)
Clinical Associate Professor, School of Public Health (SPH), East Campus, Rensselaer

Contact Info:
(518) 402-0370 – Office
(518) 495-1071 – Cell
(519) 786-1905 – Home
Office Hours BY APPOINTMENT ONLY
Secd/Thurs 10:30 – 11:30 am
Humanities 016A

Teaching Assistants
Kelly Winjum, MPH, Doctoral Student, SPH
(218) 686-1011 — Cell  kellywinjum@gmail.com
Sana Savadatti, MPH, Doctoral Student, SPH
(617) 372-0822 – Cell ssavadatti@gmail.com

COURSE DESCRIPTION
A general introduction to what is public health; its societal and population significance; and how it functions in combination with science and politics. Students will learn of the connectivity of public health and health care and the roles of personal behavior, social determinants, race and income. Students will also learn about the 3 P’s of the discipline: prevent, protect and promote, as well as the domestic and global implications.

COURSE LEARNING OBJECTIVES
- To understand what Public Health is and its importance
- To illustrate how Public Health functions by discussing issues currently confronting New York State, the nation and the global community
- To encourage students to consider Public Health as a possible career option

COMPETENCIES
- Describe what is public health and how it differs/complements health care
- Comprehend the core functions and 10 essential public health services
- Describe social justice and its relationship to market justice and public health application
- Comprehend the major disciplines of public health
- Identify the roles of government and controversies in the application of public health

READINGS
- Introduction to Public Health, 2nd, 3rd or 4th Edition, Mary-Jane Schneider, Jones and Bartlett Publishers
- Blackboard Postings and ERES
- NYTimes.com, Timesunion.com, Washingtonpost.com, CNN.com, MSNBC.com, FOX.com, etc – Public Health in the News
**Grades**

**Grading Policy**

Course grades will be determined as follows:

- **Attendance/Quizzes/Discussions** 30%
  - Attendance 10%
  - Quizzes 10%
  - Blackboard Discussions 10%
- **Tests (2)** 30% (15% Each)
- **Midterm** 20%
- **Final** 20% (Based on previous results)

**Please note:**

The Course has VII (7) Sections.
The first test (Test #1) will be at the end of Section III.
There will be a Midterm Exam at the end of Section IV.
The second test (Test #2) will be at the end of Section VI.

**Final Exam**- If you have a B or higher before the final exam, you may “opt out” of the final exam. If you have a B- or lower, you will be required to take the final exam.

**Grade Scale**

- 93 – 100 = A
- 90 – 92 = A-
- 87 – 89 = B+
- 83 – 86 = B
- 80 – 82 = B-
- 77 – 79 = C+
- 73 – 76 = C
- 70 – 72 = C-
- 67 – 69 = D+
- 63 – 66 = D
- 60 – 62 = D-
- <62 = E

**Class Policies**

**Students with disabilities** The Disability Resource Center at UAlbany provides support and advocacy services to students with disabilities. If you are a student with a disability, please inform the instructor and make an appointment or attend office hours if you need additional support in this class.

**Attendance** Attendance will be taken promptly at 8:45am. You will be given a 10 minute grace period. Afterwards, you will not be allowed to attend class on that day. If you miss more than three (3) classes, your final grade may be reduced by up to one (1) full letter grade. Students are expected to:

- At the beginning of class, sign-in each day. If you don’t sign-in, you will be considered absent.
- Be on time for class and be ready to work.
- Remove all hats and coats. No hoodies, caps and/or doo-rags are allowed in class.
- The use of cell phones during class is banned. Computers may only be used for viewing lecture slides/notes. This privilege will be revoked if not appropriately adhered to.
- Contact Professor Williams or one of the teaching assistants if you are unable to attend class for any reason. It is your responsibility to contact me or the teaching assistants to obtain notes/materials used in classes that you have missed.
- Please thoroughly acquaint yourself with the terms of this syllabus. You are responsible for the total of its content. If you have any questions, please contact me or the teaching assistants.

**Quizzes** Students are expected to complete required readings prior to class and be prepared to take quizzes on Tuesdays (with the exception of exam days and where otherwise noted on course calendar below). Quizzes will be based on material covered in class the previous week and related readings. Each quiz will be worth 1% of your total class grade for a total of 10%.
**Blackboard Discussions** Students are expected to be able to relate examples of public health from the “outside world” to topics in this course. During the course of the semester, each student will identify **two** public health topics and present these as **original posts** to the class via Blackboard. These examples can be from the news, academic journal articles, advertisements, activities in your daily life, etc. Each student will briefly present their two original topics to the class via Blackboard. Students will write a short paragraph describing their topic in **their own words** and will include the link/citation for their topic when applicable. Additionally, every student is expected to write **at least two responses in their own words** to original posts started by other students. An example will be posted on Blackboard for reference. The grading scheme is as follows: Each original post = 2.5% of your total grade, and each response = 2.5% of your total grade for a total of 10%.

**ERES** Course materials will also be posted on ERES. Access information will be given to you.

**Academic Integrity** Students are expected to abide by the University at Albany’s Code of Academic Integrity. Collaboration is encouraged in most instances; however, work submitted for academic credit must be the **student’s own work**. Academic dishonesty (refer to the **Community Rights and Responsibilities** booklet for further explanation), may result in a failing grade for the course and the student(s) may be subject to sanctions by the University.

Talking, discussions and the use of any electronic device are **not permitted** during exams or quizzes. It will be assumed that students who are talking are cheating and will be given a failing grade for the exam or quiz, which may lead to failure of the course and additional disciplinary action by the University.

Students are strongly advised to avoid placing themselves in situations where academic integrity may be compromised. Please refer to the University’s website regarding Undergraduate Academic Regulations ([http://www.albany.edu/undergraduate_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html)).

**ACADEMIC DISHONESTY, IN ANY FORM, WILL NOT BE TOLERATED.**

**COURSE OUTLINE**

**I. WHAT IS PUBLIC HEALTH?**

<table>
<thead>
<tr>
<th>Readings: Prologue – Chapter 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date</strong></td>
</tr>
<tr>
<td>Thurs, Aug 29</td>
</tr>
<tr>
<td>Tues, Sept 3</td>
</tr>
<tr>
<td>Thurs, Sept 5</td>
</tr>
</tbody>
</table>

**II. EPIDEMIOLOGY: THE BASIC SCIENCE OF PUBLIC HEALTH**

<table>
<thead>
<tr>
<th>Readings: Chapters 4 – 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date</strong></td>
</tr>
<tr>
<td>Tues, Sept 10</td>
</tr>
<tr>
<td>Thurs, Sept 12</td>
</tr>
</tbody>
</table>

**NOTE: LAST DAY TO ADD/DROP IS SEPTEMBER 10, 2013**
## III. BIOSTATISTICS: CALCULATING THE POPULATION’S HEALTH

**Readings:** Chapters 7, 8, and 30

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues, Sept 17</td>
<td>Basic Statistical Concepts</td>
</tr>
<tr>
<td></td>
<td>Sources and Uses of Public Health Data</td>
</tr>
<tr>
<td></td>
<td>Assessing the Health of the Community – Public Health Planning</td>
</tr>
<tr>
<td>Thurs, Sept 19</td>
<td>Test 1 Review</td>
</tr>
</tbody>
</table>

### Test Schedule

**Tues, Sept 24**  **TEST #1 ~ Sections I-III**

## IV. THE BIOMEDICAL BASIS OF PUBLIC HEALTH

**Readings:** Chapters 9 – 12, and 29

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs, Sept 26</td>
<td>Emerging Infections</td>
</tr>
<tr>
<td></td>
<td>Infectious and Chronic Diseases</td>
</tr>
<tr>
<td>Tues, Oct 1</td>
<td>Test 1 handed back in class</td>
</tr>
<tr>
<td></td>
<td><strong>Blackboard Discussion Posts (one original and one response) Due</strong></td>
</tr>
<tr>
<td>Thurs, Oct 3</td>
<td>AIDS/HIV</td>
</tr>
<tr>
<td>Tues, Oct 8</td>
<td>Biomedical Basis of Public Health</td>
</tr>
<tr>
<td>Thurs, Oct 10</td>
<td>Emergency Preparedness</td>
</tr>
<tr>
<td>Tues, Oct 15</td>
<td>Midterm Exam Review</td>
</tr>
</tbody>
</table>

### Test Schedule

**Thurs, Oct 17**  **MIDTERM EXAM ~ Sections I – IV**

## V. THE ENVIRONMENT AND ITS EFFECTS ON HEALTH

**Readings:** Chapters 19 – 23

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues, Oct 22</td>
<td>Overview of Environmental Health</td>
</tr>
<tr>
<td></td>
<td>Air Quality, Water Quality, Climate Change and Public Health</td>
</tr>
<tr>
<td>Thurs, Oct 24</td>
<td>Midterm Exam handed back in class</td>
</tr>
<tr>
<td></td>
<td>Solid and Hazardous Wastes, Occupational Health and Safety</td>
</tr>
<tr>
<td>Tues, Oct 29</td>
<td>Safe Foods and Drugs, the FDA</td>
</tr>
</tbody>
</table>

### Test Schedule

**VI. SOCIAL, CULTURAL AND BEHAVIORAL FACTORS IN HEALTH**

**Readings:** Chapters 13 – 18

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs, Oct 31</td>
<td>Mental Health</td>
</tr>
<tr>
<td>Tues, Nov 5</td>
<td>Social Environment – Health Literacy</td>
</tr>
<tr>
<td></td>
<td>Injury Prevention</td>
</tr>
<tr>
<td>Thurs, Nov 7</td>
<td>Social Environment, Behavior and Health</td>
</tr>
<tr>
<td></td>
<td>Leading Actual Causes of Death: Tobacco, Poor Diet and Physical Inactivity (Sana Savadatti, MPH, DrPH Student)</td>
</tr>
</tbody>
</table>
VII. THE U.S. MEDICAL CARE SYSTEM

**Readings:** Chapters 25 – 28

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs, Nov 21</td>
<td>Population: The Ultimate Environmental Health Issue</td>
</tr>
<tr>
<td></td>
<td>Medical Care: Cost, Access, Quality</td>
</tr>
<tr>
<td></td>
<td>Medicare and Medicaid</td>
</tr>
<tr>
<td></td>
<td>Managed Care</td>
</tr>
<tr>
<td>Tues, Nov 26</td>
<td>Test 2 handed back in class</td>
</tr>
<tr>
<td>Thurs, Nov 28</td>
<td><strong>NO CLASS</strong></td>
</tr>
<tr>
<td>Tues, Dec 3</td>
<td>Medical Care: Cost, Access, Quality</td>
</tr>
<tr>
<td></td>
<td>Medicare and Medicaid</td>
</tr>
<tr>
<td></td>
<td>Managed Care</td>
</tr>
<tr>
<td>Thurs, Dec 5</td>
<td>Public Health and the Aging Population</td>
</tr>
<tr>
<td>Tues, Dec 10</td>
<td>Final Exam Review (last day of class)</td>
</tr>
</tbody>
</table>

**Cumulative Final Exam—Sections I-VII---Date TBD**
SPH 202 From Cholera to Cancer: History, Achievements and Future Challenges in Public Health (3 credits)
Fall 2013

COURSE INFORMATION

Instructor: Dwight C. Williams, Clinical Associate Professor, Director, Undergraduate Public Health Major Program
Co-Instructor: Ese Oghenejobo, MPH
E-mail: eoghenejobo@albany.edu
Office Hours: By appointment
Public Health Program Contact Office: Humanities Building, Room B16

COURSE LOCATION
Wednesdays, 4:15 – 7:05pm, Room: Lecture Center (LC) 3A

COURSE DESCRIPTION

Public health crosses political, disciplinary, social, and economic borders. Within this context, students will discuss key events in the history of public health and the philosophical basis of studying the health of populations. The course will be structured around the “10 Great Public Health Achievements” in the United States between 2001-2010, tying in the historical events that shaped these achievements and considering future challenges. Issues affecting the health of populations across the globe will also be discussed. The course takes a liberal arts approach to public health, exploring the interconnectedness of the various factors that have an impact on population health. Readings, assignments and activities will include journal articles, popular books, poetry, music, and videos.

COURSE LEARNING OBJECTIVES AND COMPETENCIES

At the end of this course, students should be able to:
1. Approach health issues from a population-based perspective recognizing the multiple determinants of health.
   • Given a current or historic case in public health, the student will identify competing political, scientific, social and economic determinants of health.
2. Establish a habit of critical thinking.
   • When facing a public health issue, students will ask critical questions, identify competing constraints, articulate alternate points of view, examine evidence and search for ethical solutions.
3. Identify historic milestones in public health and how they were achieved.
4) Additional articles, website links and other materials provided via BlackBoard.

---

**COURSE ASSESSMENT**

<table>
<thead>
<tr>
<th>Component</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Engagement</td>
<td>Throughout semester</td>
<td>10</td>
</tr>
<tr>
<td>Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion Leader</td>
<td>Varies: Sign-up on DOODLE link</td>
<td>10</td>
</tr>
<tr>
<td>Public Health Debate and Paper</td>
<td>Varies: Oct 16, Nov 13, Nov 20</td>
<td>40</td>
</tr>
<tr>
<td>Examinations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam 1</td>
<td>October 2</td>
<td>10</td>
</tr>
<tr>
<td>Exam 2</td>
<td>November 6</td>
<td>10</td>
</tr>
<tr>
<td>Final Exam</td>
<td>December 18</td>
<td>20</td>
</tr>
<tr>
<td>Bonus Assignment</td>
<td>Op-Ed Piece</td>
<td>5 (10 points if submission for publication)</td>
</tr>
</tbody>
</table>

Total 100 (Maximum Points=110)

**Grading Scale:**
93 - 100 = A  
90 - 92 = A-  
87 - 89 = B+  
83 - 86 = B  
73 - 76 = C  
70 - 72 = C-  
63 - 66 = D  
60 - 62 = D-  
<62 = E
DESCRIPTION OF COURSE COMPONENTS

Classroom Engagement: In order to gain the most from this course, active participation is imperative. As observers and recipients of public health efforts in daily life, we all have something to contribute to the class discussions. You are expected to attend class, report on time (Tardiness will not be tolerated.), and be prepared to engage in class discussions and activities. If you need to miss a class for any reason, please contact the instructor in advance by e-mail. If you miss a class, please contact your fellow classmates for class notes and any handouts. The instructor will meet with you, if necessary, to address your questions once you have reviewed the class notes. A portion of your overall course grade (10 points) will be based on your level of active participation in the course, demonstrated by insightful contributions to the class activities and discussion, demonstrating your ability to integrate course material, and being respectful of the contributions of others, in addition to being fully present, on-time, and courteous.

ASSIGNMENTS

1) Discussion Leader: Students will sign-up for a class session in which they will be a designated “discussion leader” to assist the instructor in engaging the class in the session’s topic. This will require that the student prepare, in advance, by researching the designated topic, raising interesting facts about the issue and preparing questions to pose to the class. This is not a formal presentation, but, rather, intended to provide students an opportunity to take an active role in facilitating the class discussion. You will be evaluated on your preparation, ability to relate the topic to course concepts, overall clarity and ability to engage fellow classmates in a relevant and thought-provoking discussion.

Students are to sign-up for their date/topic via the following link:
http://www.doodle.com/dysrm5h55hacsp47

2) Public Health Debate:
There are many issues that are pertinent to the population’s health. These issues may create controversies from various stakeholders. Often in public health, people engage in lively debates about the best approach to address the population’s health. For this assignment, you will be assigned a current public health issue along with a position on the issue. You will be assigned to groups of no more than six students. Each team will research this public health issue. Each team will prepare for a classroom debate on your specified position. During class on Oct.16, Nov 13, and Nov 20. two groups will engage in a debate about their topic. Your grade on the presentation will include an assessment of your presentation skills, including your speaking ability and appearance. There must be respectful discourse at all times.

Each team will also write a paper (as a group) on their assigned position. Your grade on the paper will include an assessment of your writing so be sure to proof-read and write clearly. Grammar, spellings, and typos will count! The final paper is due by the start of class (4:15pm) on your assigned date of presentation (Oct.16, Nov 13, and Nov 20)and is to be submitted via Blackboard.
Self and Peer Evaluation (5 points)
For projects such as this, it is beneficial to reflect on your own performance and contributions as well as that of your fellow group members. Five percent of your course grade will be based on a self and peer evaluation for work related to the project.

Oral Debate Critique (10 points)
- PowerPoint, visual aids, videos, and/or media are not required; however, you are welcome to use them if you like. (Note: This is a part of your time.)
- There must be at least 3 speakers from your team (i.e. Different person for opening, rebuttal, and closing).
- Your presentation should:
  - Present your team’s opening position (Opening statement)
  - Provide a brief historical background regarding the public health topic (Opening Statement)
  - Present Rebuttal to Opponents’ position (Rebuttal)
  - Identify potential future challenges associated with the issue (Closing Statements)
  - Propose recommended “next steps” regarding the issue and/or pose probing questions to the audience to elicit discussion (Closing Statements and Q/A)

Written Critique (25 points)
- Should be 5-8 double-spaced pages (excluding references, tables, figures, and graphs), with 1 inch margins, using either 12 point font in Times New Roman or 11 point font in Arial.
- Submit via Blackboard by the start of class (4:15pm) on the date in which you are scheduled to present.
- Include the reference page. You must use a minimum of 5 references. Note: The Reference Page is not a part of the specified page limit.
- Your critique should address the following issues:
  - BRIEFLY summarize the public health issue, in your own words. This should be no more than a page.
  - Provide the historical context for the issue
  - Address the pros and cons of the issue
  - If applicable, describe which of the Top 10 Public Health Achievements (provided in Lecture 1) the issue relates to [may be more than one.]
  - Describe which of the 10 essential public health services (provided in Lecture 1) the issue relates to [may be more than one.]
  - Identify and explain any political, scientific, social, economic, and ethical determinants of health involved in the public health issue. Be specific, providing examples where appropriate.
The majority of the paper should focus on your assigned position and why the reader should take your position. Provide evidence to back up assertions.

- Describe potential future challenges associated with the issue and propose recommendations to address those challenges.
- What is the significance of the issue? In other words, why should the public care?

3) **BONUS ASSIGNMENT: Opinion Piece (5 points)**

The bonus assignment is intended to provide students with an opportunity to present your opinion on the assigned public health topic for which you are serving as a discussion leader. You are to select a specific aspect of the topic and prepare a written opinion piece. The piece is to take the form of an Op-Ed, abbreviated from “Opposite the Editorial page” which is an opinion article typically appearing in newspapers.

Your opinion piece should be between 500-750 words, make a single point, be timely, make a convincing argument, and provide specific recommendations. When preparing your opinion piece, consider the following tips:

**Tips for Writing an Op-Ed**
- The piece should be timely, lively and compelling
- Determine your goal and audience
- Make a single point and state it early in the piece
- Tell readers why they should care about the issue
- Offer specific recommendations
- Provide examples and supporting evidence
- Use short sentences and paragraphs
- Use the active voice and avoid jargon
- Acknowledge counterpoints
- Make your ending convincing

Additional tips for writing Op-Eds are provided by the Communications Consortium Media Center and available at: [http://www.ccmc.org/node/16170](http://www.ccmc.org/node/16170).

You may use either single- or double-space, whichever you prefer. The file is to be submitted as a Word document via the submission portal on Blackboard in the “SPH 202 OP-ED” folder. Please note that Op-Eds typically do not include references; HOWEVER, considering this assignment is for academic credit, please use citations and provide a list of references. You may use the citation guidelines of your respective discipline. (Note: in public health, MLA and APA are often used.)

Evaluation of the assignment will be based on applicability and relevancy to the public health topic, critical thinking, clarity, and making a convincing argument. The opinion piece is to be uploaded to Blackboard by **12:00pm on December 4**. Please note this due date is for **all** students, regardless of when you are serving as a discussion leader.

For purposes of this assignment, you are not required to submit the opinion piece for publication, however, you will receive five extra bonus points if you do! To receive the bonus, proof of submission to a publication is required (e-mail correspondence, completed submission form, etc.) Be sure to consider publications for which your topic will be most relevant.
Examinations: There will be two, in-class exams and an in-class final exam. The exams may be composed of multiple choice questions, matching, short answer and essay questions. Some of the questions will test your basic knowledge of the material, while others will test your ability to apply your knowledge and/or synthesize several topics together. Exam 1 will cover material from the start of the semester. Exam 2 will focus on material covered since Quiz 1; however, please note that some overarching concepts from the start of the semester may be incorporated. The final exam will be cumulative in nature.

EXAMS MUST BE TAKEN AT THEIR SCHEDULED TIMES. Make-up exams will only be given if there is a valid, documented excuse (i.e., note from a physician, religious leader, or University official). If you know, in advance, that you have a conflict with a scheduled exam, please notify the instructor at least one week in advance and arrangements will be made for you to take the test early.

<table>
<thead>
<tr>
<th>Opinion Piece Evaluation Criteria</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicability and relevancy to class and public health topic.</td>
<td>30</td>
</tr>
<tr>
<td>Demonstration of critical thinking (incorporating course concepts, etc.)</td>
<td>30</td>
</tr>
<tr>
<td>Making a convincing argument.</td>
<td>30</td>
</tr>
<tr>
<td>Overall clarity.</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Total, with Extra Bonus (5 points) – Proof of submission to publication is required.</strong></td>
<td><strong>105</strong></td>
</tr>
</tbody>
</table>

Academic Support:
If you experience difficulty in this course for any reason, please do not hesitate to consult with the instructor. If you have a disability and might require accommodations in this course, please notify the instructor early in the semester so that arrangements can be made to address your needs.

Academic Integrity:
Students are expected to abide by the University at Albany’s Code of Academic Integrity. Academic dishonesty (refer to the Community Rights and Responsibilities booklet for further explanation), may result in a failing grade for the course and the student(s) may be subject to sanctions by the University.
Students are strongly advised to avoid placing themselves in situation where academic integrity may be compromised. Please refer to the University’s website regarding Undergraduate Academic Regulations (http://www.albany.edu/undergraduate_bulletin/regulations.html). ACADEMIC DISHONESTY, IN ANY FORM, WILL NOT BE TOLERATED.

OTHER COURSE POLICIES

E-mail
I regularly use email to communicate with you during the semester, and use the e-mail addresses on Blackboard. Be sure to have your e-mail forwarded from your UAlbany account if you use another e-mail account. Please know that no emails pertaining to assignments and exams will be answered within 48 hours of due dates. Often, students bombard the professor with questions too late. This is to insure that students begin preparing for assignments and exams early.

Blackboard
Course material, resources, etc. will be provided on BlackBoard and assignments should be submitted on this site. Please be sure to check this site regularly.

Cell Phones, Pagers, Laptop Computers and Miscellaneous Courtesies
If you bring a cell phone, pager, or other electronic device with you to class, please silence it as it can disrupt class activities. Students are welcome to use laptops, or other electronic devices, to take notes in the class but not for any other activities, such as surfing the web, emailing, or working on assignments for other classes. This privilege will be revoked if not appropriately adhered to. All electronic devices must be stowed during examinations.

Other Concerns
If you have concerns or issues relating to the content or conduct of the class, please contact me. Although the specifics of these conversations are confidential, they may provide me with useful suggestions that may be shared indirectly with the class to improve the learning experience for all students.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings/Assignments</th>
</tr>
</thead>
</table>
| Aug 28   | • Course Foundations                                                  | Activities/Assignments
|          | • Eras of Public Health                                               | • Review syllabus
|          |                                                                      | • Sign-up for “Discussion Board Leader” date (via Doodle link provided)                               |
| Sept 4   |                                                                      | NO CLASS: Rosh Hashanah                                                                             |
| Sept 11  | • Public Health Frameworks                                            | Activities/Assignments
<p>|          | • Prevention and Control of Infectious Diseases                       | • Assignment of Public Health Debate Groups and Topics                                               |
|          |                                                                      | Readings                                                                                             |
|          |                                                                      | • Mountains Beyond Mountains, Part I                                                                 |
|          |                                                                      | • “Lottery Justice” by Dan E. Beauchamp, from the Journal of Public Health Policy.                    |
|          |                                                                      | • Milestones in Public Health, Chapter 4                                                             |
| Sept 18  | • Vaccine-Preventable Diseases                                        | Activities/Assignments                                                                               |
|          |                                                                      | Readings                                                                                             |
|          |                                                                      | • Mountains Beyond Mountains, Part II                                                                |
|          |                                                                      | • Milestones in Public Health, Chapter 1                                                             |
| Sept 25  | • Millennium Development Goals                                        | Activities/Assignments                                                                               |
|          |                                                                      | • Prepare for Exam 1                                                                                  |
|          |                                                                      | • Explore website: <a href="http://www.endpoverty2015.org/">http://www.endpoverty2015.org/</a>                                                    |
|          |                                                                      | Readings                                                                                             |
|          |                                                                      | • Mountains Beyond Mountains, Part III                                                               |
| Oct 2    | <strong>EXAM 1</strong>                                                            | Activities/Assignments                                                                               |
|          | • Maternal and Infant Health                                          | • Exam 1                                                                                             |
|          | • Childhood Lead Poisoning Prevention                                 | Readings                                                                                             |
|          |                                                                      | • Mountains Beyond Mountains, Part IV                                                                |
|          |                                                                      | • Milestones in Public Health, Chapter 8                                                             |
|          |                                                                      | • “Standing up to the Lead Industry: An Interview with Herbert Needleman” by David Rosner and Gerald Markowitz in Public Health Reports. |
| Oct 9    | • Social Determinants of Health                                      | Activities/Assignments                                                                               |
|          | • Health Disparities                                                  | • Review Exam 1 Answers                                                                               |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Activities/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 16</td>
<td><strong>DEBATE 1</strong>&lt;br&gt;Law, Policy and Ethics</td>
<td><strong>DEBATE 1</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Readings</strong>&lt;br&gt;Mountains Beyond Mountains, Part V&lt;br&gt;Social Determinants of Health materials on BlackBoard&lt;br&gt;“Health Policy Brief: Achieving Equity in Health” in Health Affairs. October 6, 2011.</td>
<td><strong>DEBATE 1</strong></td>
</tr>
<tr>
<td>Oct 23</td>
<td><strong>Activities/Assignments</strong>&lt;br&gt;Tobacco Control&lt;br&gt;Motor Vehicle Safety&lt;br&gt;Occupational Safety</td>
<td><strong>Readings</strong>&lt;br&gt;Milestones in Public Health, Chapters 2 and 10</td>
</tr>
<tr>
<td>Oct 30</td>
<td><strong>Activities/Assignments</strong>&lt;br&gt;Cancer Prevention</td>
<td><strong>Readings</strong>&lt;br&gt;The Immortal Life of Henrietta Lacks, Part One&lt;br&gt;Milestones in Public Health, Chapter 5</td>
</tr>
<tr>
<td>Nov 6</td>
<td><strong>EXAM 2</strong>&lt;br&gt;Health Communication</td>
<td><strong>Activities/Assignments</strong>&lt;br&gt;Milestones in Public Health, Chapter 5</td>
</tr>
<tr>
<td>Nov 13</td>
<td><strong>DEBATE 2</strong>&lt;br&gt;Public Health and Health Care Systems</td>
<td><strong>Activities/Assignments</strong>&lt;br&gt;DEBATE 2&lt;br&gt;Review Exam Answers</td>
</tr>
<tr>
<td>Nov 20</td>
<td><strong>DEBATE 3</strong>&lt;br&gt;Cardiovascular Disease Prevention</td>
<td><strong>Activities/Assignments</strong>&lt;br&gt;DEBATE 3</td>
</tr>
<tr>
<td></td>
<td><strong>Readings</strong>&lt;br&gt;Milestones in Public Health, Chapter 6</td>
<td><strong>Readings</strong>&lt;br&gt;Milestones in Public Health, Chapter 6</td>
</tr>
<tr>
<td>Nov 27</td>
<td>NO CLASS: Thanksgiving</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| Dec. 4 | - Public Health Preparedness and Response  
- Food Safety  
- **BONUS: OP-ED Pieces Due**  
- **Activities/Assignments**  
  - **BONUS: OP-ED Pieces Due**  
- **Readings**  
  - *Milestones in Public Health*, Chapter 7  
  - *The Immortal Life of Henrietta Lacks*, Part Three |
| Dec 11 | - Tying it all Together  
- **Activities/Assignments**  
  - Review for Exam |
| Dec 18 | **FINAL EXAM: 5:45 - 7:45PM** |
1. Course organization

Class is scheduled for Tuesdays and Thursdays: 5:45 pm – 7:05 pm. Typically, there will be a lecture on an epidemiologic method or quantitative method, or a review session combined with a lecture.

The topics of each lecture and review session, along with reading and homework assignments are listed in the last section of the syllabus. The lectures will be held in classroom LC 22. The syllabus and other class forms, the lecture notes, homework and reading assignments will be available for downloading from the course website on the blackboard learning system (BLS).

Instructor:
   Elizabeth Vásquez, DrPH
   Department of Epidemiology and Biostatistics, room 121
   Email: egrubert@albany.edu
   Phone: (518) 408-2362

Teaching assistant:
   Solita Jones, MS
   Department of Epidemiology and Biostatistics, room 144
   Sjjones@albany.edu

Office hours:
   Dr. Vásquez: Tuesdays and Thursday 4:30 am – 5:30 pm in Humanities room B-016 and by appointment at Department of Epidemiology and Biostatistics, room 121
   Solita: Humanities room B-016 and by appointment

Course prerequisites: Math 108 or equivalent course

Course objectives:
This course is designed to introduce students to the science of epidemiology. Specific subjects will include causal thinking, the epidemiologic framework, and study designs used in epidemiologic studies and the role of epidemiology in public health. Examples of famous
studies will be discussed, including outbreak investigations and major studies that have identified risk factors for the more common diseases in the country and world today.

Learning objectives:

By the end of this course, you should:

- Be able to discuss and explain the definition of epidemiology;
- Be able to discuss the role of epidemiology in public health;
- Be able to define and explain the epidemiologic criteria of causality, principally be able to distinguish between a measure of association and evidence of causality;
- Be able to interpret the basic statistical concepts of rates, ratios, odds, and proportions;
- Be able to define the epidemiologic concepts of prevalence, incidence, ratio and difference measures of association;
- Be able to define epidemiologic study designs -- ecologic (correlational), cross-sectional, cohort, case-control, and experimental (intervention) studies -- and compare their strengths and weaknesses;
- Be able to define and discuss random error, systematic error, bias and the types of bias -- selection, information, and confounding bias.

This course is designed to address these competencies through a set of learning objectives. Specifically, by the end of this course you will:

- be able to discuss and explain the definition, history, and importance of epidemiology for informing public health decisions;
- be able to define and manipulate the basic statistical concepts of rates, ratios, odds, and proportions, and be able to do simple standardization;
- be able to define, and manipulate mathematically, the epidemiologic concepts of prevalence, incidence (including both incidence density and cumulative incidence), ratio and difference measures of association, attributable risk percent, population attributable risk, sensitivity, specificity, and positive and negative predictive values;
- be familiar with the sources of epidemiologic data, and strengths and limitations of different data sources;
- be able to describe a public health problem in terms of person, place, and time;
- be able to define epidemiologic study designs -- ecologic (correlational), cross-sectional, cohort, case-control, and experimental (intervention) studies -- and compare their strengths and weaknesses;
- be able to assess and choose appropriate study designs to evaluate public health issues;
• be familiar with the terms random error, systematic error, bias, the types of bias --
  selection, information, and confounding bias -- and methods of bias control;
• be familiar with the concept of confounding;
• be able to define, contrast, and apply the concepts of validity and generalizibility while
  reviewing epidemiologic studies;
• be able to define and apply the epidemiologic criteria of causality and be able to
  distinguish between a measure of association and evidence of causality;
• be able to read a study in a field you are familiar with, from the point of view of an
  epidemiologist, and discuss it with other professional and lay audiences;
• identify the principles and limitations of public health screening programs
• be familiar with the ethical issues pertinent to epidemiological studies

Grading
Your grade in this course will be based on the three in-class exams (all closed-book), homework
assignments, and workshops. The last four digits of your student ID number are critical to know. This
number will be used for exams. Note – Exams are graded blind (i.e., the only identifier is
the student ID number to prevent the graders from knowing which exam belongs to which
student).

Study Groups: The formation of study groups is a critical component to your graduate
education. They provide a basis for you to "speak epidemiology" with your peers which, as
previously mentioned, is one of the best ways to learn epidemiology. We strongly encourage
you to form study groups not only for this course but your other graduate courses as well. It is
expected that these study groups provide you with the opportunity to review concepts and not
for the copying of one another's homework, a waste of your time and ours. To obtain extra
credit, each group will complete the study group form (available on the course website) each
week that they meet. Study group forms will only be collected by the TA at class meeting
times, and only at the end of class. Do not leave them in the TA office. Only study group forms
for study groups meeting in the previous week will be accepted. A student will receive one
extra credit point for every 6 times that he or she participates in study group, up to a maximum
of two extra credit points. Falsification of the form will be grounds for failing the course.

Your grade will be calculated from your performance as follows:

Exam 1: 20%
Exam 2: 20%
Final Exam: 30%
Homework: 20%
Workshop participation and report: 10%

The following criteria will be used to assign grades for the course:

Total score for the class:
  95-100 A
Dr. Vásquez reserves the right to move the grading cut-points, however the cutpoints will not be changed to a lower letter grade (e.g. a 90 will not result in a grade below A-).

**Course materials:**
The textbook for this course is *epidemiology for public health practice, 4th ed.*, Robert h. Friis and Thomas a. Sellers. Jones & Bartlett publishers (2008). Additional readings and assignments will be made available electronically at the course website.

**Lectures:**
The course will consist of two one-hour and twenty minute lectures per week. Attendance is expected. In class, we will apply the concepts covered in the reading assignment due that day; therefore, completing the reading on time is essential for success in the course.

**Workshops:**
There will be 2 in-class workshops during the semester. The course is organized such that the lecture material covered in any particular week is followed the next week (or shortly thereafter) by a workshop on that material. Workshops will consist of questions and problems that relate to previous lectures. It is expected that you complete the questions and problems prior to workshop and that you type your answers. We will discuss and review the assigned problems as well as review new questions proposed by your professor. The class discussion of these topics will provide you with the opportunity to assimilate the concepts of epidemiology. You should come to the workshops on time and be ready to discuss your answers. Your workshop grade will be based on your written, completed questions and the quality of your workshop discussion. In order to best assess your level of effort regarding the written questions, the typed workshop assignments will be collected for grading by the workshop leader at the end of the workshop.

**Homework assignments:**
There will be four written homework assignments. Assignments must be typed and turned in on the date indicated in the syllabus. *Late assignments will not be accepted.* Unless otherwise stated, the homework assignments will be posted one week prior to their due date. These homework assignments will focus on the computational concepts covered in this class.
Homework assignments will only be collected by the TA at the beginning of the class when they are due.

The day each assignment is due, a question from the homework will be randomly selected for grading. After the assignments are handed back by the teaching assistant, all answers will be posted to the website. The assignments will be handed back by the next class period so that you may compare the posted answers with your own.

**Web-site:**
Lecture notes, assignments, and other course materials will be posted on the blackboard learning system course web-site. Students registered for the class can access the course material by logging on to [http://bls.its.albany.edu/webct/entripageins.dowebct](http://bls.its.albany.edu/webct/entripageins.dowebct) or through the myualbany link to blackboard learning system. Notes and readings will be posted as adobe acrobat files (i.e., with .pdf extensions). Assignments will be distributed as word (.doc) files so that you can use the files as a template for typing your assignments.

**Class policies**

**Attendance:**
**Attendance will be taken promptly at 5:45 pm.** You will be given a 10 minute grace period. Afterwards, you will not be allowed to attend class on that day. If you miss more than three (3) classes, your final grade may be reduced by up to one (1) full letter grade. Students are expected to:

- At the beginning of class, sign-in each day. If you don’t sign-in, you will be considered absent.
- Be on time for class and be ready to work.
- Remove all hats and coats. No hoodies, caps and/or doo-rags are allowed in class.
- The use of cell phones during class is banned. Computers may only be used for viewing lecture slides/notes. This privilege will be revoked if not appropriately adhered to.
- Contact Dr. Vásquez or the teaching assistant if you are unable to attend class for any reason. It is your responsibility to contact me or the teaching assistant to obtain notes/materials used in classes that you have missed.
- Please thoroughly acquaint yourself with the terms of this syllabus. You are responsible for the total of its content. If you have any questions, please contact me or Solita.

**Cheating:**
Academic dishonesty (please refer to the community rights and responsibilities booklet) will not be tolerated and will lead to disciplinary action as deemed appropriate by the faculty and/or the university's judicial process.

**Courtesy:**
As a courtesy to your fellow students and faculty, the use of cell phones (including text messaging), ipods, blackberries or any other electronic device is not allowed during class time.

Finally, please respect your fellow students, faculty and guest lecturers by conducting yourselves in a professional manner. Up to 5% may be deducted from the final grade if the student is unable to comply with this request.

**Important dates:**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Midterm</td>
<td>3/6/14</td>
</tr>
<tr>
<td>Winter break</td>
<td>3/18/14—3/20/14</td>
</tr>
<tr>
<td>2nd Midterm</td>
<td>4/17/14</td>
</tr>
<tr>
<td>Final exam</td>
<td>5/8/14</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>1/23 th</td>
<td>Course overview</td>
</tr>
<tr>
<td>1/28 t</td>
<td>History of epidemiology</td>
</tr>
<tr>
<td>1/30 th</td>
<td>Practical Applications of Epidemiology</td>
</tr>
<tr>
<td>2/4 t</td>
<td>Measures of Morbidity and Mortality</td>
</tr>
<tr>
<td>2/6 th</td>
<td>Descriptive epidemiology</td>
</tr>
<tr>
<td>2/11 t</td>
<td>Sources of data</td>
</tr>
<tr>
<td>2/13 th</td>
<td><strong>Class canceled</strong></td>
</tr>
<tr>
<td>2/18 t</td>
<td>Study designs 1 (ecologic, cross-sectional, case-control)</td>
</tr>
<tr>
<td>2/20 th</td>
<td><strong>Class suspended</strong></td>
</tr>
<tr>
<td>2/25 t</td>
<td>Study designs 2 cohort</td>
</tr>
<tr>
<td>2/27 th</td>
<td>Study designs 3 experimental</td>
</tr>
<tr>
<td>3/4 t</td>
<td>Review for exam 1</td>
</tr>
<tr>
<td>3/6 th</td>
<td>Exam 1</td>
</tr>
<tr>
<td>3/11 t</td>
<td>Workshop 1</td>
</tr>
<tr>
<td>3/13 th</td>
<td>Causation and measures of effect</td>
</tr>
<tr>
<td>3/18 t</td>
<td>Spring break</td>
</tr>
<tr>
<td>3/20 th</td>
<td>Spring break</td>
</tr>
<tr>
<td>3/25 t</td>
<td>Data interpretation issues</td>
</tr>
<tr>
<td>3/27 th</td>
<td>Bias</td>
</tr>
<tr>
<td>4/1 t</td>
<td>Confounding</td>
</tr>
<tr>
<td>4/3 th</td>
<td>Screening</td>
</tr>
<tr>
<td>4/8 t</td>
<td>Infectious disease epidemiology</td>
</tr>
<tr>
<td>4/10 th</td>
<td>Review for exam 2</td>
</tr>
<tr>
<td>4/15 t</td>
<td><strong>Class suspended</strong></td>
</tr>
<tr>
<td>4/17 th</td>
<td>Exam 2</td>
</tr>
<tr>
<td>4/22 t</td>
<td>Epidemiological aspects of work and environment</td>
</tr>
<tr>
<td>4/24 th</td>
<td>Ethics</td>
</tr>
<tr>
<td>4/29 t</td>
<td><strong>Workshop 2</strong></td>
</tr>
<tr>
<td>5/1 th</td>
<td>Social epidemiology overview</td>
</tr>
<tr>
<td>5/6 t</td>
<td>Review</td>
</tr>
<tr>
<td>5/8 th</td>
<td>Final exam 5:45 – 7:45</td>
</tr>
</tbody>
</table>

All reading assignments are due on the date indicated
GLOBAL ENVIRONMENTAL ISSUES AND THEIR EFFECT ON HUMAN HEALTH
HSPH 321 (3 credits)
Spring 2014
Tuesday & Thursday 2:45 – 4:05 PM
Business Administration Building, BA 212

INSTRUCTORS: Erin Bell, Ph.D.
School of Public Health
402-0375
ebell@albany.edu

TEACHING ASSISTANT: Eva Tanner

OFFICE HOURS: Dr. Bell: Tuesdays and Thursday 1-2pm and 4:15-5:15pm in HU B016 or by appointment

Ms. Tanner: TBA

COURSE PREREQUISITES: 1 semester of college level course in biology or chemistry

Course Description:
The environment affects our health, economics, and quality of life. Globalization has made the earth a much smaller place so that we can no longer focus merely on issues in the United States. This course will address global environmental concerns and their impact on human health. Students will discuss various affecting factors (e.g. urbanization, population pressure, climate change, atmospheric pollution, sanitation, etc.) within the context of their impacts on population throughout the world.

Learning Objectives:
1. Understand the vulnerability of the World’s Health
2. Recognize the ecological basis of human health
3. Learn the concepts of ecosystem services and ecological footprints
4. Relate the impact of these concepts on human health
5. Recognize the impact of globalization and resource management on environmental and human health
6. Learn the terminology and gain knowledge in environmental and occupational pollutants categories
7. Discuss environmental problems at global, regional and local scale
8. Appreciate the importance of environmental conservation, disaster preparedness and public health awareness
9. Attempt to associate a selected environmental health problem with human health outcome(s)
Competencies (Undergraduate Public Health):
1. Describe the direct and indirect human, ecologic and safety effects of major environmental agents present globally and nationally
2. Describe approaches for assessment, preventing and controlling environmental hazards that pose risks to populations
3. Conceptualize how environmental science is a critical component to public health

Please thoroughly acquaint yourself with the terms of this syllabus. You are responsible for the total of its content. If you have any questions, please contact me or the teaching assistants.

COURSE MATERIALS:

Workshop Articles and other readings will be posted to the Blackboard class website.

Required textbook: Essentials of Environmental Health, 2nd Edition by Robert H. Friis; Jones and Bartlett Learning Publisher

Lectures:
The course will consist of two one-hour and twenty minute lectures per week. In class, we will apply the concepts covered in the reading assignment due that day; therefore, completing the reading on time is essential for success in the course.

Workshops:
There will be 4 in-class workshops during the semester. Workshops will consist of questions and problems that relate to peer reviewed and other relevant news articles related to environmental health science as well as questions related to the unit under discussion in class. The article and questions will be assigned one week prior to the scheduled workshop. It is expected that you complete the questions prior to workshop. Your answers should be typed. We will discuss and review the assigned questions in class. You will be graded on participation in the workshop. The class discussion of these topics will provide you with the opportunity to assimilate the concepts of environmental health science. You should come to the workshops on time and be ready to discuss your answers.

COURSE REQUIREMENTS:
Two in-class exams will contribute 20% each to the overall grade for the course. The final examination will contribute 30% to the overall grade. The quality of participation in workshops will contribute 10% and completion of the workshop assignments will contribute 20% to the final grade. Late workshops will not be accepted.

Total score for the class:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
</tr>
</tbody>
</table>
80-83     B-
77-79     C+
74-76     C
70-73     C-
69 or lower D+ or lower

Dr. Bell reserves the right to move the grading cut-points, however the cutpoints will not be changed to a lower letter grade (e.g. a 90 will not result in a grade below A-).

Web-site:
Lecture notes, assignments, and other course materials will be posted on the Blackboard Learning System course web-site. Students registered for the class can access the course material by logging on through the MyUalbany link to Blackboard Learning System. Notes and readings will be posted as Adobe Acrobat files (i.e., with .pdf extensions). Workshop assignments will be distributed as Word (.doc) files so that you can use the files as a template for typing your assignments.

Cheating:
Academic dishonesty (please refer to the Community Rights and Responsibilities booklet) will not be tolerated and will lead to disciplinary action as deemed appropriate by the faculty and/or the University's judicial process.

Attendance: Attendance will be taken promptly at 2:45 pm. You will be given a 10 minute grace period. If you miss more than three unexcused (3) classes, your final grade may be reduced by up to one (1) full letter grade. Approved absences (e.g. athletic events, illness) will not count towards the three class limit provided the proper notification/documentation is provided. Students are expected to:

• Sign in at the beginning of class. If you don’t sign-in, you will be considered absent. Signing is for someone else will be considered a violation of the Code of Academic Integrity.

• Be on time for class and be ready to work.

• The use of cell phones during class is banned. Computers may only be used for viewing lecture slides/notes. This privilege will be revoked if not appropriately adhered to.

• Contact Professor Bell or the teaching assistants if you are unable to attend class for any reason. It is your responsibility to contact me or the teaching assistants to obtain notes/materials used in classes that you have missed.

Academic Integrity Students are expected to abide by the University at Albany’s Code of Academic Integrity. Collaboration is encouraged in most instances; however, work submitted
for academic credit must be the **student’s own work**. Academic dishonesty (refer to the *Community Rights and Responsibilities* booklet for further explanation), may result in a failing grade for the course and the student(s) may be subject to sanctions by the University.

Talking, discussions and the use of any electronic device are *not permitted* during exams or quizzes. It will be assumed that students who are talking are cheating and will be given a failing grade for the exam or quiz, which may lead to failure of the course and additional disciplinary action by the University.

Students are strongly advised to avoid placing themselves in situations where academic integrity may be compromised. Please refer to the University’s website regarding Undergraduate Academic Regulations (http://www.albany.edu/undergraduate_bulletin/regulations.html). **ACADEMIC DISHONESTY, IN ANY FORM, WILL NOT BE TOLERATED.**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Lecturer</th>
<th>Reading Assignment*</th>
<th>Workshop Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 23</td>
<td>Introduction and Background</td>
<td>Bell</td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td>January 28</td>
<td>Environmental Epidemiology</td>
<td>Bell</td>
<td>Chapter 2</td>
<td></td>
</tr>
<tr>
<td>January 30</td>
<td>Environmental Toxicology</td>
<td>Bell</td>
<td>Chapter 3</td>
<td>Questions posted</td>
</tr>
<tr>
<td>February 4</td>
<td>Environmental Policy and ethics</td>
<td>Bell</td>
<td>Chapter 4</td>
<td></td>
</tr>
<tr>
<td>February 6</td>
<td>Workshop 1</td>
<td>Bell</td>
<td></td>
<td>Written answers due</td>
</tr>
<tr>
<td>February 11</td>
<td>Zoonotic and Vector Borne Disease</td>
<td>Bell</td>
<td>Chapter 5</td>
<td></td>
</tr>
<tr>
<td>February 13</td>
<td>SNOW DAY</td>
<td>Bell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 18</td>
<td>Review</td>
<td>Bell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 20</td>
<td>Break: NO CLASS</td>
<td>Bell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 25</td>
<td>Exam 1</td>
<td>Bell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 27</td>
<td>Toxic Metals</td>
<td>Bell</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>March 4</td>
<td>Pesticides</td>
<td>Bell</td>
<td>Chapter 7</td>
<td></td>
</tr>
<tr>
<td>March 6</td>
<td>Ionizing and non-Ionizing Radiation</td>
<td>Bell</td>
<td>Chapter 8</td>
<td>Questions posted</td>
</tr>
<tr>
<td>March 11</td>
<td>Water Quality</td>
<td>Bell</td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td>March 13</td>
<td>Workshop 2</td>
<td>Bell</td>
<td></td>
<td>Written answers due</td>
</tr>
<tr>
<td>March 18</td>
<td>Break: NO CLASS</td>
<td>Bell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 20</td>
<td>Break: NO CLASS</td>
<td>Bell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 25</td>
<td>Air Quality</td>
<td>Bell</td>
<td>Chapter 10</td>
<td></td>
</tr>
<tr>
<td>March 27</td>
<td>Food Safety</td>
<td>Bell</td>
<td>Chapter 11</td>
<td></td>
</tr>
<tr>
<td>April 1</td>
<td>Solid and Liquid Wastes</td>
<td>Bell</td>
<td>Chapter 12</td>
<td></td>
</tr>
<tr>
<td>April 3</td>
<td>Exam 2</td>
<td>Bell</td>
<td></td>
<td>Questions posted</td>
</tr>
<tr>
<td>April 8</td>
<td>Occupational Health</td>
<td>Bell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 10</td>
<td>Workshop 3</td>
<td>Bell</td>
<td>Chapter 13</td>
<td>Written answers due</td>
</tr>
<tr>
<td>April 15</td>
<td>Break: NO CLASS</td>
<td>Bell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 17</td>
<td>Injuries</td>
<td>Bell</td>
<td>Chapter 14</td>
<td></td>
</tr>
<tr>
<td>April 22</td>
<td>Climate Change</td>
<td>Tanner</td>
<td>Posted to website</td>
<td></td>
</tr>
<tr>
<td>April 24</td>
<td>Environmental Disasters/CAFOs as example</td>
<td>Bell</td>
<td>Posted to website</td>
<td>Questions Posted</td>
</tr>
<tr>
<td>April 29</td>
<td>Developing Nations and Globalization</td>
<td>Bell</td>
<td>Posted to website</td>
<td></td>
</tr>
<tr>
<td>May 1</td>
<td>Workshop 4</td>
<td>Bell</td>
<td>Written answers due</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
<td>------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>May 6</td>
<td>Current issues</td>
<td>Bell</td>
<td>Posted to website</td>
<td></td>
</tr>
<tr>
<td>May 8</td>
<td>Review</td>
<td>Bell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 14</td>
<td>FINAL EXAM:</td>
<td>Bell</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:30-12:30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*** All reading assignments are due on the date indicated
This document is intended to provide faculty with a basic outline of what type of information should be included in a course syllabus being submitted to the SPH Academic Committee. While not all syllabi need to look like this or use the same format or order, this is meant to be a guide to what the committee will be looking for in its review of new and revised course proposals. Please note that there are specific UAlbany requirements regarding what should be included in an undergraduate syllabus on pages 5-6.

**EPI 332: Introduction to Biostatistics**

**Fall 2013 – Monday, Wednesday and Friday**

8:15 – 9:10 A.M.

**COURSE INFORMATION**

Instructor information:
- Name and title: Ms. Anju Menon, MS
- Contact information: amenon@albany.edu
- Office hours: Mon Wed 9:15 am to 10:15 am By Appointment Only

Teaching assistant(s) name and contact information (if applicable): N/A

Course time and location: MWF 8:00am-9:10am, SL G02, Fall 2013

Pre-requisites: The mathematical prerequisite is an understanding of basic college algebra and Elementary Statistics (MAT 108).

**COURSE DESCRIPTION**

This course will be a basic introduction to statistics as used in the field of public health. Students will learn basic descriptive statistics, measures of central tendency and dispersion, basic rules of probability spaces, binomial and normal probability distributions, sampling distributions, estimation and hypothesis testing. In addition, students will learn how to use a computer program to analyze data.
The syllabus should include both course learning objectives and competencies that the course addresses.

**Learning objectives**: Apply epidemiologic and bio-statistical principles to appropriately analyze and interpret data

**Competencies**:
- Describe the roles of biostatistics serves in the discipline of public health
- Describe basic concepts of probability, random variation and commonly uses statistical probability distributions
- Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met
- Apply common statistical methods for inference
- Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question

* The material in the section comes from the CEPH Technical Assistance document entitled Competencies and Learning Objectives available at http://ceph.org/assets/Competencies_TA.pdf

### READINGS

Textbook information

Intro Stats, 4th edition, DeVeaux, Velleman, and Bock, Addison-Wesley

### OTHER COURSE REQUIREMENTS

Software: Statcrunch.

Course homework will be assigned through MyStatLab, an on-line component. MyStatLab comes packaged with new texts and it has Statcrunch built in. You need to register at www.mystatlab.com with

1. a valid email address.
2. an access code (comes with new textbook or can be purchased online or from the university bookstore).
Homework will be assigned when we finish a chapter from the textbook as per the syllabus below. Announcement, if any, pertaining to this course will be posted on www.mystatlab.com. Homework will not be accepted late for any reason. Homework will be graded for accuracy and counted as part of each exam.

**Grade Components:**
- Homework : 100 points
- Test 1 : 100 points
- Test 2 : 100 points
- Test 3 : 100 points
- Test 4 : 100 points
- Final : 200 points
- Total : 700 points counts towards your final grade

**POLICY ON ACADEMIC INTEGRITY (Required by UAlbany Senate to be included on all syllabi as of 2013)**

Include information about academic integrity, including plagiarism. Include a link to the University's Standards of Academic Integrity. The policies and procedures regarding Standards of Academic Integrity were revised by action of the University Senate as of Fall 2013. See full text in Graduate Bulletin http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity, or Undergraduate Bulletin http://www.albany.edu/undergraduate_bulletin/regulations.html.

"Every student has the responsibility to become familiar with the standards of academic integrity at the University. Faculty members must specify in their syllabi information about academic integrity, and may refer students to this policy for more information. Nonetheless, student claims of ignorance, unintentional error, or personal or academic pressures cannot be excuses for violation of academic integrity. Students are responsible for familiarizing themselves with the standards and behaving accordingly, and UAlbany faculty are responsible for teaching, modeling and upholding them. Anything less undermines the worth and value of our intellectual work, and the reputation and credibility of the University at Albany degree.” (University’s Standards of Academic Integrity Policy, Fall 2013)
OTHER CLASS POLICIES

Grading policy:
No Make-Ups Are Given On Tests Or Homework Grades. Under extenuating circumstances at most one make-up may be allowed. Grades will be determined on the basis of: Major tests(4), homework and one Final. There will be a comprehensive final exam in this course. Questions on scoring will be discussed in my office, never in the classroom. Academic cheating will not be tolerated.

Class Attendance:
To succeed in this course, you need to attend every class and find your learning severely hampered by missing even one class. If you should miss a class, it will be your responsibility to obtain notes from a classmate and to find about any announcements made during class. You should make every effort to be on time to class. Please do not leave the class before being dismissed.
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Chapter, Sections and Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1.1. 2.1.3 – Stats Starts Here, Data, Variables</td>
</tr>
<tr>
<td>2</td>
<td>2.1.2.2 - Displaying and Describing Categorical Data</td>
</tr>
<tr>
<td>3</td>
<td>3.1-3.8 – Displaying and Summarizing Quantitative Data</td>
</tr>
<tr>
<td>4</td>
<td>5.1-5.5 - The Standard Deviation as a Ruler and the Normal Model</td>
</tr>
<tr>
<td>5</td>
<td>Review</td>
</tr>
<tr>
<td>6</td>
<td><strong>TEST 1</strong></td>
</tr>
<tr>
<td>7</td>
<td>10 – Sample Surveys</td>
</tr>
<tr>
<td>8</td>
<td>11- Experiments and Observational Studies</td>
</tr>
<tr>
<td>9</td>
<td>12- From Randomness to Probability</td>
</tr>
<tr>
<td>10</td>
<td>13- Probability Rules</td>
</tr>
<tr>
<td>11</td>
<td>15- Sampling Distribution models</td>
</tr>
<tr>
<td></td>
<td>- Sampling Distribution of a Proportion</td>
</tr>
<tr>
<td>12</td>
<td>16 – Confidence Intervals for Proportions</td>
</tr>
<tr>
<td>13</td>
<td>17- Testing Hypotheses about Proportions</td>
</tr>
<tr>
<td>14</td>
<td>20.1.20.2, 20.3,20.4 – Comparing Two Proportions</td>
</tr>
<tr>
<td>15</td>
<td>Review</td>
</tr>
<tr>
<td>16</td>
<td><strong>TEST 2</strong></td>
</tr>
<tr>
<td>17</td>
<td>15.3 – Sampling Distribution for Mean</td>
</tr>
<tr>
<td>18</td>
<td>18.1-18.3 – Inferences About Means: Confidence Interval</td>
</tr>
<tr>
<td>19</td>
<td>18.4 – Inferences about Means: Hypothesis Testing</td>
</tr>
<tr>
<td>20</td>
<td>20.5 -20.7 – Comparing Two Means</td>
</tr>
<tr>
<td>21</td>
<td>Review</td>
</tr>
<tr>
<td>22</td>
<td><strong>TEST 3</strong></td>
</tr>
<tr>
<td>23</td>
<td>22 – Comparing Counts</td>
</tr>
<tr>
<td>24</td>
<td>6- Scatterplots, Association and Correlation</td>
</tr>
<tr>
<td>25</td>
<td>7 – Linear Regression</td>
</tr>
<tr>
<td>26</td>
<td>CD – Analysis of Variance</td>
</tr>
<tr>
<td>27</td>
<td><strong>Test 4</strong></td>
</tr>
<tr>
<td>28</td>
<td>Final Review</td>
</tr>
<tr>
<td>29</td>
<td>Final</td>
</tr>
</tbody>
</table>
Readings assigned for each class session should be provided here, or on a separate reading list.
Syllabus Requirements for Undergraduate Courses (taken directly from the undergraduate bulletin
http://www.albany.edu/undergraduate_bulletin/regulations.html)

The instructor of every section of an undergraduate class at the University at Albany shall provide each student in the section a printed or web-published copy of the syllabus for that section distributed during the first week of the class (preferably on the first regularly scheduled day the section meets). This syllabus must contain at least the information defined below. Each instructor retains the right to modify the syllabus and give notice in class of any modifications in a timely fashion. **Students are responsible to apprise themselves of such notices.**

**Minimum Contents of a Class Syllabus:**

- Catalog number and title of the course
- Term and class number of the section
- Location(s) and meeting times of the section
- Instructor’s name and title
- If applicable, name(s) of teaching assistants in the class
- Instructor’s contact information (e.g., e-mail address, office phone number, office location, fax)
- Instructor’s office hours
- Course description, overview and objective(s)
- If applicable, General Education category/categories met by the course and how the course fulfills those General Education objectives
- Prerequisites of the course. The instructor should specifically indicate those prerequisites that are critical to success in the class and that are enforceable
- Grading scheme: whether the course is A-E or S/U graded and overall method by which grades will be determined (“weights” of exams, class participation, etc.)
- Instructors who do not intend to use the full A-E grading scale, including plusses and minuses, must include the scale that will be employed on the syllabus
- Course requirements, including but not limited to: required textbooks; other required materials, purchases; fees when applicable; projected date and time of class exams, papers, projects, midterm, and final; attendance policies for the class; general paper, project, and test requirements; requirement of Internet for course work, when applicable
- Safety policies, when applicable
- Absence policies, including where possible a link to the University’s Medical Excuse Policy: http://www.albany.edu/health_center/medicalexcuse.shtml
- Information about academic integrity,* including where possible a link to the University’s Standards of Academic Integrity:http://www.albany.edu/undergraduate_bulletin/regulations.html.

The course syllabus may also include such additional information as the instructor deems appropriate or necessary.

*Academic integrity: “Every student has the responsibility to become familiar with the standards of academic integrity at the University. Faculty members must specify in their syllabi information about academic integrity, and may refer students to this policy for more information. Nonetheless, student claims of ignorance, unintentional error, or personal or academic pressures cannot be excuses for violation of academic integrity. Students are responsible for familiarizing themselves with the standards and behaving accordingly, and UAlbany faculty are responsible for teaching, modeling and
upholding them. Anything less undermines the worth and value of our intellectual work, and the reputation and credibility of the University at Albany degree." (University’s Standards of Academic Integrity Policy, Fall 2013)
University at Albany, SUNY
HSPH 341 Promoting Healthy People and Communities
Syllabus ● Spring 2014
Tuesdays & Thursdays 8:45 – 10:05 a.m.
Room: Business Administration 0130

INSTRUCTOR
Cate Teuten Bohn, MPH
Instructor, U Albany SPH
&
Policy Analyst, KWIC Coordinator
Council on Children and Families
52 Washington St, West Bldg, Ste 99
Rensselaer, NY 12144
Cate.Bohn@ccf.ny.gov
518-473-5606

TEACHING ASSISTANT
Grace E. C. Korompis
Doctoral Public Health Student
718-450-2880
gkorompis@albany.edu

Office hours: Thursdays after class & by appointment
Public Health Program Contact Office: Humanities Building, Room B16

COURSE DESCRIPTION
This course focuses on how health promotion strategies influence healthy behaviors, healthy people, and healthy communities. Current public health issues will guide us in examining key health promotion concepts, health concerns at different ages, and the various factors that influence health behavior. Health inequalities will also be highlighted.

COURSE LEARNING OBJECTIVES
By the end of this course, students will be able to:
- Explain the concepts of health, community health, and health behavior.
- Illustrate how specific health behaviors are related to illness, using both biological and epidemiological examples.
- Explain and provide examples of how health behaviors are measured, and how the health of a community is assessed.
- Identify important health behaviors at each stage of life, and explain why people behave the way they do with respect to their health.
- Describe the tension between individual freedom and societal responsibility with respect to health behaviors.
- Give examples of inequalities in health.
- Provide examples of the major influences on health behaviors, including personal characteristics, social influences, media, environment, and health policy.
- List strategies being used to change health behaviors and promote healthy behaviors.

UNDERGRADUATE PUBLIC HEALTH CORE COMPETENCIES (aligned with ASPH competencies)
- Communicate public health program options and decisions verbally and in writing.
- Analyze data from public health sources to identify public health concerns and access interventions.
- Examine and conceptualize ‘cause and effect’ relationships in designing public health interventions.
Apply skills to assess published literature and other sources of information.
Evaluate the impact of a public health intervention.

(*Association of Schools of Public Health)

**TEXTBOOK & READINGS**

The textbook for this course is Introduction to Health Behavior Theory (Jones and Bartlett Publishers, Inc., 2009) by Joanna Hayden, PhD, CHES.

The textbook will be supplemented with additional readings from peer reviewed journals, books, reports, online publications, and other publications. In order to get the most out of the class activities, discussions, and lectures, complete all assigned readings prior to coming to class. In an effort to provide the most up-to-date, interesting, and relevant readings, a new reading may be added and/or an assigned reading may be removed during the course of the semester. We will be using the Blackboard Learning System (Blackboard) for this course. All of the non-textbook readings for this course can be accessed via Blackboard. Please become familiar with the course page. I will be using it to communicate with you by posting announcements, additional information about the readings and assignments, and the PowerPoint slides used during class. You can also use Blackboard to chat with your classmates, discuss topics, issues, and questions, and send emails.

**USEFUL RESOURCES**

We will not be discussing the following books in class but they are useful references that will help you with your paper and in the future. (Newer editions of some of these books may exist.)


**CLASS POLICIES**

**Participation / Attendance**
Throughout the semester we will be having multiple group and class discussions as well as group and class activities. I encourage the expression of differing viewpoints - often there is more than one answer to a question. Please be courteous and listen to your fellow classmates and always be respectful of the opinions and views of others. Do not be shy about asking questions or expressing your views. Your participation in discussions and activities will supplement your learning experience and the experience of your classmates. Your in-class participation is important and will be incorporated into your final grade. Remember, if you are not in class, you cannot participate.

Attendance is not graded, instead, we will have graded class activities, discussion, and assignments. Keeping a passing grade on these will not be possible if you do not attend and participate in class regularly. Missing class means that you will receive a 0 for any in-class activity or assignment that day. Possible make-up opportunities will only be considered for extreme extenuating circumstance with appropriate University documentation and/or a note from a physician.
**Tardiness**
Missing in class-activities, discussions, or assignments which happen at the beginning of class results in a score of 0. Similarly, missing in class-activities, discussions, or assignments which occur at the end of class after you have left early results in a score of 0. No make-up opportunities exist.

**If you know it will be difficult for you to consistently get to class on time and to stay for the entire class period, you should take this course when it better fits your schedule.**
Missing or being late frequently will result in a low grade for the course.

**Late Assignments**
All assignments are due at the beginning of the class on the assigned date and are to be submitted electronically via the submission portals on BlackBoard. You may turn assignments in late but, if you choose to do so, 5% will be deducted from your final score for missing the due date and an additional 5% will be deducted for every 24 hours the assignment is late. No make-up opportunities exist.

**Academic Honesty**
Students are expected to be ethical and honest in carrying out all assignments and course requirements. As per University policy plagiarism, cheating on exams, multiple submission of the same work, forgery, sabotage, unauthorized collaboration with other students, falsification of work, bribery or use of purchased research service reports without appropriate notation, and theft, damage, or misuse of library or computer resources are considered forms of academic dishonesty. Attempts to commit such acts shall also constitute academic dishonesty. Students should become familiar with the University’s definitions and policies as detailed in the Undergraduate Bulletin and in the University’s Community Rights and Responsibilities. The University’s Community Rights and Responsibilities is available at the following web address [http://www.albany.edu/judicial_affairs/standardsofconduct.html](http://www.albany.edu/judicial_affairs/standardsofconduct.html). The Undergraduate Bulletin is available at the following web address [www.albany.edu/undergraduate_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html).

Students are strongly advised to avoid placing themselves in any situation for which an instance of academic dishonesty is suspected by the instructor. There will be no exceptions so please familiarize yourself with what constitutes academic dishonesty and seek assistance from the instructor if you have any questions or concerns. Academic dishonesty in any form **may result in a failing grade for the course and be subject to sanctions by the student’s home department and university.**

**Disability**
Any student who is in need of any kind of assistance or consideration should inform the instructor as early in the semester as possible. Students who request accommodation will be asked to provide appropriate documentation, which may be obtained through the Disability Resource Center: [http://www.albany.edu/disability/](http://www.albany.edu/disability/)

**Syllabus**
This syllabus is a guide and may be modified. **If the syllabus is modified, students will be given notice in a timely fashion.** Students are responsible to apprise themselves of changes to the syllabus.
## COURSE ASSESSMENT

<table>
<thead>
<tr>
<th>Component</th>
<th>Due Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Engagement</strong></td>
<td>Throughout semester</td>
<td>15%</td>
</tr>
<tr>
<td>(Including participation in discussions, activities and assignments)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plagiarism Tutorial</strong></td>
<td>February 4</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Project (25%)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper</td>
<td>May 1</td>
<td>15%</td>
</tr>
<tr>
<td>Presentation</td>
<td>Dates to be assigned (April or May)</td>
<td>10%</td>
</tr>
<tr>
<td>Self and Peer Evaluation</td>
<td>May 1</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Examinations (30%)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam 1</td>
<td>February 27</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>April 3</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>May 16</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

### Grading Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 - 100</td>
<td>A</td>
</tr>
<tr>
<td>90 - 92</td>
<td>A-</td>
</tr>
<tr>
<td>87 - 89</td>
<td>B+</td>
</tr>
<tr>
<td>83 - 86</td>
<td>B</td>
</tr>
<tr>
<td>73 - 76</td>
<td>C</td>
</tr>
<tr>
<td>70 - 72</td>
<td>C-</td>
</tr>
<tr>
<td>67 - 69</td>
<td>D+</td>
</tr>
<tr>
<td>63 - 66</td>
<td>D</td>
</tr>
<tr>
<td>60 - 62</td>
<td>D-</td>
</tr>
<tr>
<td>&lt;62</td>
<td>E</td>
</tr>
</tbody>
</table>

## COURSE ENGAGEMENT

Participating in class discussions, activities, and lectures to the fullest will enhance your experience and increase the likelihood that you will receive a high class participation grade. During the course of the semester, class activities and brief assignments will occur. Your performance on these activities and assignments will be incorporated into your class participation grade. If you miss an activity / assignment because you are absent, tardy, or leave early, you will receive a score of 0. The following are some of the class activities and assignments that may occur during the semester.

**Key concepts**

Students may be required to write down and hand in one key concept from the assigned readings or to summarize one of the readings. Think of a key concept as a description of something learned from the reading or the ‘take home message’ of the reading. Come to class each day prepared with at least one key concept from each assigned reading.

**Discussion questions**

Students may be required to write down and hand in discussion questions.

**Quick reviews**

Students may be asked to write down and hand in a brief description of something that was discussed in class.

**Relationship to readings**

...
Students may be asked to describe an experience or behavior in relation to an assigned reading.

**Small group activities**
Students may be divided into groups to participate in activities and discussion and will be asked to report back to the whole class a summary of their work/discussion.

---

**PAPER AND PRESENTATION**

For this assignment, you will research a health topic/behavior and write a paper about the subject, providing theoretical grounding for addressing the issue. Toward the end of the semester, you will give a presentation about your topic to your classmates. For the assignment, you will be divided into groups of no more than 5 students and assigned a topic. If you have extenuating circumstances (such as work or family obligations) that you feel will hinder participation in a group assignment, I will consider allowing you to complete the paper and presentation as an individual assignment. However, please note that you will be held to the same rigorous standards as all other groups, including page limits, due dates, etc.

**Paper**
Each group will research the assigned health topic/behavior and its related health consequences and write a paper about the topic. The paper should be 7 – 10 (double-spaced) pages, excluding references, tables, figures and graphs. The paper should include information about prevalence, incidence, and factors impacting the behavior/health issue. In the paper you will need to discuss what impacts the behavior and discuss the behavioral barriers or facilitators in relation to the theories that have been discussed during the semester.

Your grade on the paper will include an assessment of your writing so be sure to proof-read and write clearly. Grammar, spellings, and typos will count! The final paper is due by the start of class on **Thursday May 1 and is to be submitted via BlackBoard**.

**Presentation**
During class on **April 24, 29, May 1 and 6**, each group will give a presentation about their topic. Your grade on the presentation will include an assessment of your presentation skills including your speaking ability and appearance.

**Self and Peer Evaluation**
For projects such as this, it is beneficial to reflect on your own performance and contributions as well as that of your fellow group members. Five percent of your course grade will be based on a self and peer evaluation for work related to the project.

---

**EXAMS**

**Exams 1 and 2**
The first exam, given on **Thursday, February 27** will cover required readings, lectures, and material from class discussions and activities through Feb. 25. The second exam will be given on **Thursday, April 3** and will focus on required readings, lectures, and material from class discussions and activities covered since Exam 1. Each exam will last the duration of the class period, and will likely include a variety of question formats (multiple choice, true/false, short answer and brief essay questions.) Each exam will be worth 15% of your course grade.

**Final Exam**
The final exam will cover required readings, lectures, and class discussions from the entire semester. It will likely include a variety of question formats (multiple choice, true/false, short
NO-FAULT OPPORTUNITIES

Since there may be times in your life when missing a class or assignment is unavoidable, you have the following “no-faults” to use. You can use any combination of these opportunities; however, you must alert the instructor which, if any, opportunities you opt for by the last day of class which is **Tuesday, May 6th**.

1 - You may drop the lowest class activity grade. If you miss class for any reason, it will be possible to drop the zero you would automatically receive for missing the activity. If you do not miss any activities, you will be able to use this opportunity to drop the lowest grade.

2 - You may drop the lowest homework grade. If you are unable to complete an assignment, it will be possible to drop the zero you would automatically receive for missing the assignment. If you do not miss any assignments, you will be able to use this opportunity to drop the lowest grade.

3 - Your final exam grade may replace one low exam grade. If circumstances beyond your control require that you miss an exam, your final exam grade may substitute for the missed exam grade. All students are required to take the final exam.

VERY IMPORTANT

Plan carefully for classes that you know you will need to miss. Work, military duty, club activities, fraternity/sorority obligations, family responsibilities, assignments for other courses, and brief illnesses, etc. are your responsibility to manage by using your no-fault opportunities. If you need to be out of class for any of these, make sure you have conserved your “droppable” grades to cover the class you need to miss.

If you become seriously ill during the semester or have unforeseeable life problems that require you to miss a substantial number of classes and/or assignments/exams, please seek assistance through appropriate University resources. Accommodations will only be made with appropriate University documentation. Contact information for the Office of Undergraduate Education is available at: http://www.albany.edu/undergraduateeducation/.
# COURSE SCHEDULE*

*Adjustments to schedule may be necessary. Students will be notified of any changes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments (to be completed by start of class on dates indicated)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>WEEK 1</strong></td>
<td></td>
</tr>
<tr>
<td>Jan. 23</td>
<td>Course Overview</td>
<td>Readings/Assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• None</td>
</tr>
<tr>
<td></td>
<td><strong>WEEK 2</strong></td>
<td></td>
</tr>
<tr>
<td>Jan. 28</td>
<td>Relationships between social context, behavior and health</td>
<td>Readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Chapter 1: Introduction: The Links Between Health and Behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Chapter 2: Health Issues and Behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Recommended: Complete the Plagiarism tutorial at:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://library.albany.edu/usered/plagiarism/index.html">http://library.albany.edu/usered/plagiarism/index.html</a></td>
</tr>
<tr>
<td>Jan. 30</td>
<td>Ecological model</td>
<td>Readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Hayden – Chapter 9: Emerging Theories; pages 109-122 only.</td>
</tr>
<tr>
<td></td>
<td><strong>WEEK 3</strong></td>
<td></td>
</tr>
<tr>
<td>Feb. 4</td>
<td>Research tools for health behavior</td>
<td>Readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Chapter One: The Scope of Health Promotion and Health Education, pages 10 – 14 only.</td>
</tr>
<tr>
<td>Feb. 6</td>
<td>Theory – what, why and how</td>
<td>Readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Hayden – Chapter 1: Introduction to Theory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Hayden – Chapter 10: Choosing a Theory (including “Theory in Action” on pages 138-146)</td>
</tr>
<tr>
<td></td>
<td><strong>WEEK 4</strong></td>
<td></td>
</tr>
<tr>
<td>Feb. 11</td>
<td>Transtheoretical Model</td>
<td>Readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Hayden – Chapter 6: Transtheoretical Model</td>
</tr>
<tr>
<td>Feb. 13</td>
<td>Application of</td>
<td>Readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>Feb. 18</td>
<td>Self-efficacy Theory</td>
<td><strong>Homework 1: Description of Public Health Topic</strong></td>
</tr>
<tr>
<td>Feb. 20</td>
<td>NO class on the calendar</td>
<td></td>
</tr>
<tr>
<td>Feb. 25</td>
<td>Project check-in &amp; Review</td>
<td></td>
</tr>
<tr>
<td>Feb. 27</td>
<td>Exam 1</td>
<td>(Will cover material through Feb. 25)</td>
</tr>
<tr>
<td>March 6</td>
<td>Health Belief Model</td>
<td></td>
</tr>
<tr>
<td>March 13</td>
<td>Diffusion of Innovation</td>
<td></td>
</tr>
<tr>
<td>March 19</td>
<td>No Class – University Break</td>
<td></td>
</tr>
<tr>
<td>March 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Session</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>WEEK 11</strong></td>
<td>April 1</td>
<td>Health Disparities con’t &amp; Exam 2 Review</td>
</tr>
<tr>
<td>April 3</td>
<td></td>
<td>Exam 2</td>
</tr>
<tr>
<td>April 10</td>
<td>Project check-in</td>
<td></td>
</tr>
<tr>
<td><strong>WEEK 13</strong></td>
<td>April 15</td>
<td></td>
</tr>
<tr>
<td><strong>WEEK 14</strong></td>
<td>April 22</td>
<td>Catch up and Review</td>
</tr>
<tr>
<td>April 24</td>
<td>Student presentations</td>
<td>Check BlackBoard</td>
</tr>
<tr>
<td>WEEK 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| April 29 | Student presentations | **Assignment**  
- Check BlackBoard |
| May 1 | Student presentations | **Readings**  
- Paper due by start of class, submitted via BlackBoard |

<table>
<thead>
<tr>
<th>WEEK 16</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| May 6 | Student presentations | **Readings**  
- Check BlackBoard |
| May 8 | Course Wrap-Up | **Assignment**  
- Review course material |

<table>
<thead>
<tr>
<th>WEEK 17</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
|  | **FINAL EXAM**  
Friday, May 16  
10:30AM – 12:30PM |  |
Instructor information:
Ricky Leung, Ph.D., Assistant Professor
rleung@albany.edu (email); 518-402-6512 (phone); School of Public Health, Rm. 181 (address)
Office hours: Flexible, by appointment

Teaching assistant(s) name and contact information:
Robert Philip
rjphilip@albany.edu (email); 518-527-6792 (phone)
Office hours: Flexible, by appointment

Course time and location: Tuesdays and Thursdays, 2:45 – 4:05 PM, Social Science Bldg. 256

Pre-requisites: None.

COURSE DESCRIPTION

This course will introduce students to important issues underlying the US Health Care System – including issues of contemporary importance such as health care cost, public and private insurance, access to care, health care quality, the uninsured, physician-patient interaction, health technologies, and health reforms. The course is intended to provide students with an understanding of the various actors, stakeholder interactions, and functions of the US health care system.

COURSE LEARNING OBJECTIVES AND COMPETENCIES*

Students are expected to develop the following competencies:
### Oral Discourse

**Students will learn how to:**

1. communicate ideas effectively appropriate to a specific context and according to a specific set of criteria
2. establish and maintain an appropriate performer/audience relationship in a given oral exercise, and actively engage with listeners/audience
3. respond to, and where appropriate, incorporate listener’s comments and questions
4. evaluate, orally or in writing, an oral performance
5. regularly practice communication skills through questions, discussions, debates and/or presentations (both formal and informal)

**Relevant assignments/class activities:**

- Students are required to develop and defend discussion questions, individually and in group settings;
- Students will also conduct an analysis of a pertinent topic regarding US Health Care System

### Information Literacy

**Students will learn how to:**

1. conduct ethical practices in the use of information, in ways that demonstrate awareness of issues of intellectual property and personal privacy in changing technology environments
2. produce, share, and evaluate information in a variety of participatory environments
3. integrate learning and research strategies with lifelong learning processes and personal, academic, and professional goals

**Relevant assignments/class activities:**

- Students must think through ethical implications of advertising and design a culturally appropriate intervention
- Students must select from a range of media to evaluate the specific impact on health behavior and present findings relative to theories studied

### Critical Thinking

**Students will learn how to:**

1. formulate complex questions, problems, and hypotheses clearly and precisely, and apply familiar and new concepts in developing solutions and conclusions
2. develop well-reasoned arguments and communicate them effectively to others
3. demonstrate habits of reflection upon their own and others’ thinking—identifying, analyzing, and evaluating their own and others’ arguments; and challenging conclusions with alternative explanations or points of view

**Relevant assignments/class activities:**

- Students are required to submit papers, essays and opinion pieces and participate in workshops and classroom discussions
### Advanced Writing

**Students will learn how to:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>communicate clearly in writing, employing fundamental rules of usage, style, and mechanics in the context of their discipline</td>
</tr>
<tr>
<td>2.</td>
<td>evaluate critically a variety of appropriate written texts, including their own</td>
</tr>
<tr>
<td>3.</td>
<td>demonstrate the ability to incorporate critical feedback on their writing, coming to understand that revision and rewriting are an integral part of the writing process</td>
</tr>
</tbody>
</table>

**Relevant assignments/class activities:**

- Students are required to submit papers, essays and opinion pieces and participate in workshops and classroom discussions

### READINGS

**TEXTBOOK AND READINGS**


The textbook will be supplemented with additional readings from peer reviewed journals, books, reports, online publications, and other publications. Some relevant videos from credible sources such as PBS and the Kaiser Family Foundation are assigned as well. In order to get the most out of the class activities, discussions, and lectures, all assigned readings should be completed prior to coming to class. In an effort to provide the most up-to-date, interesting, and relevant readings, a new reading may be added and/or an assigned reading may be removed during the course of the semester.

### OTHER COURSE REQUIREMENTS

**COURSE-RELATED COMMUNICATIONS**

All course related communications will be sent to your UAlbany email account. You are responsible for checking your email on a regular basis. We will be using the Blackboard Learning System (Blackboard) for this course. Please become familiar with the Blackboard course page. I will be using it to communicate with you by posting announcements, information about the readings and assignments, and the PowerPoint slides used during class. You can also use Blackboard to chat with your classmates, discuss topics, issues, and questions, and send emails.
GRADERS

COURSE ASSESSMENT

<table>
<thead>
<tr>
<th>Component</th>
<th>Due Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Engagement (including participation in discussions and class activities/assignments)</td>
<td>Throughout semester</td>
<td>10.00%</td>
</tr>
<tr>
<td>U.S. Health Care Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion Leader</td>
<td>Varies; Sign-up sheet to be provided</td>
<td>10.00%</td>
</tr>
<tr>
<td>Data Exercises</td>
<td>1. Sep 19 2. Oct 10</td>
<td>15.00%</td>
</tr>
<tr>
<td>Written critique</td>
<td>Dec 05</td>
<td>15.00%</td>
</tr>
<tr>
<td>Examinations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam 1</td>
<td>Sep 26</td>
<td>15.00%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>Oct 17</td>
<td>15.00%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Dec 13</td>
<td>20.00%</td>
</tr>
</tbody>
</table>

Total 100%

BREAKDOWN

Course engagement 10%
Discussion Leader 10%
Data Exercises 15%
Paper critique 15%
Exam 1 15%
Exam 2 15%
Final Exam 20%

GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
</tr>
<tr>
<td>B</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B-</td>
<td>83 - 86</td>
</tr>
<tr>
<td>C</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C-</td>
<td>77 - 79</td>
</tr>
<tr>
<td>D</td>
<td>73 - 76</td>
</tr>
<tr>
<td>D-</td>
<td>70 - 72</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69</td>
</tr>
<tr>
<td>E</td>
<td>&lt;62</td>
</tr>
</tbody>
</table>

ASSIGNMENT DESCRIPTIONS

COURSE ENGAGEMENT

Participating in class discussions, activities, assignments and lectures to the fullest will enhance your experience and increase the likelihood that you will receive a high course engagement grade. During the course of the semester, a variety of class activities and assignments will occur. Your performance on these activities and assignments will be incorporated into your course engagement grade. If you miss an activity / assignment because you are absent, tardy, or leave early, you will receive a score of 0. No make-up opportunities will be given. Some brief assignments will be required to be completed outside of class. Students will be provided with additional detail prior to when they
are due. Such assignments may entail viewing data and information on an assigned website and preparing a brief written analysis of the material, to be turned in to the instructor. In addition, responding to discussion questions on BlackBoard may also be required and incorporated into the course engagement grade. The following are some of the in-class activities that may occur during the semester.

**KEY CONCEPTS**
Students may be required to write down and hand in one key concept from the assigned readings or to summarize one of the readings. Come to class each day prepared with at least one key concept from each assigned reading.

**DISCUSSION QUESTIONS**
Students may be required to write down and hand in discussion questions that will be used in the class.

**QUICK REVIEWS**
Students may be asked to write down and hand in a brief description of something that was discussed in class.

**RELATIONSHIP TO READINGS**
Students may be asked to describe an experience in relation to an assigned reading.

**SMALL GROUP ACTIVITIES**
Students may be divided into groups to participate in activities and discussion and will be asked to report back to the whole class a summary of their work/discussion.

**U.S. HEALTH CARE ANALYSIS**
Students will be required to conduct analysis on an assigned topic pertaining to U.S. Health Care. There are three components to this assignment, described below. They combine to contribute toward 40% the overall course grade:

**DISCUSSION LEADER**
Students will sign-up for a class in which they will be a designated “discussion leader” to assist the instructor/TA in engaging the class in the session’s topic. This will require that the student prepare, in advance, by researching the designated topic, raising interesting facts about the issue and preparing questions to pose to the class. This is not to be a formal presentation, but, rather, provide students an opportunity to take an active role in facilitating the class discussion.

**DATA EXERCISES**
This component provides opportunities for students to find and utilize empirical evidence with respect to health issues. Students will learn about credible sources to locate health facts and using Excel (or similar software) to store and present data in a professional manner. Students will submit two sets of Excel worksheets and data summary. The 1st set is concerned with population characteristics and health statistics (10%) and the 2nd set will be a health topic of students' choice (5%), as follows:

- Health Spending
WRITTEN CRITIQUE

Each student will be required to read and prepare a written critique on a journal article. Ideally, the article is related to the health topic selected in the data exercise assignment. The written critique, due Thursday, Dec 5, should include not only a summary of the paper but also an evaluation on the paper's ability to advance understanding of the selected topic. The critique should be 5 pages in length (double-spaced) not including the reference page.

EXAMINATIONS

Exams 1 and 2

The first exam, to be given on Thursday, September 26, will cover required readings, lectures, and material from class discussions and activities through September 24. The second exam will be given on Thursday, October 17 and will focus on required readings, lectures, and material from class discussions and activities covered since Exam 1. Each exam will last the duration of the class period, and will likely include a variety of question formats (multiple choice, true/false, short answer and brief essay questions.) Each exam will be worth 15% of your course grade.

Final Exam

The final exam will cover required readings, lectures, and class discussions from the entire semester. It will likely include a variety of question formats (multiple choice, true/false, short answer and brief essay questions.). It will be given on Thursday, December 13, 10:30 a.m. – 12:30 p.m. The final exam is worth 20% of your course grade.

NO FAULT OPPORTUNITIES

Since there may be times in your life when missing a class or assignment is unavoidable, you have the following “no-faults” to use. You can use any combination of these opportunities; however, you must alert the instructor which, if any, opportunities you opt for, no later than the last day of class which is Tuesday, December 10. (Note: If Opportunity 2 is selected, the instructor must be notified one week in advance of the earliest of two presentation dates.)

1 - You may be absent for no more than 4 sessions when attendance is recorded. The 4 absences are your “no-fault opportunities”. If you miss class for more than 4 sessions, your participation grade may be lowered.

2 – You may trade discussion leader dates with one of your classmates. The instructor must be made aware of the trade at least one week in advance of the earliest of the two presentation dates. You can trade dates only once.

3 - Your final exam grade may replace the grade for either Exam 1 or Exam 2, provided that the Exam grade to be replaced has achieved at least 50% of the full grade (i.e. 7.5% for Exam 1 or 7.5% for Exam 2). However, all students must take all exams.
**VERY IMPORTANT**

Plan carefully for classes that you know you will need to miss. Work, military duty, club activities, fraternity/sorority obligations, family responsibilities, assignments for other courses, and brief illnesses, etc. are your responsibility to manage by using your no-fault opportunities. If you need to be out of class for any of these, make sure you have conserved your “droppable” grades to cover the class you need to miss.

If you become seriously ill during the semester or have unforeseeable life problems that require you to miss a substantial number of classes and/or assignments/exams, please seek assistance through appropriate University resources. Accommodations will only be made with appropriate University documentation. Contact information for the Office of Undergraduate Education is available at: http://www.albany.edu/undergraduateeducation/.

---

**ACADEMIC INTEGRITY STATEMENT**

**Academic Honesty**

Students are expected to be ethical and honest in carrying out all assignments and course requirements. As per University policy, plagiarism, cheating on exams, multiple submission of the same work, forgery, sabotage, unauthorized collaboration with other students, falsification of work, bribery or use of purchased research service reports without appropriate notation, and theft, damage, or misuse of library or computer resources are considered forms of academic dishonesty. Students should become familiar with the University’s definitions and policies as detailed in the Undergraduate Bulletin and in the University’s Community Rights and Responsibilities. The University’s Community Rights and Responsibilities is available at: http://www.albany.edu/judicial_affairs/standardsofconduct.html. The Undergraduate Bulletin is available at: www.albany.edu/undergraduate_bulletin/regulations.html.

Students are strongly advised to avoid placing themselves in any situation for which an instance of academic dishonesty is suspected by the instructor. There will be no exceptions so please familiarize yourself with what constitutes academic dishonesty and seek assistance from the instructor if you have any questions or concerns. Academic dishonesty in any form may result in a failing grade for the course and be subject to sanctions by the student’s home department and university.

“Every student has the responsibility to become familiar with the standards of academic integrity at the University. Faculty members must specify in their syllabi information about academic integrity, and may refer students to this policy for more information. Nonetheless, student claims of ignorance, unintentional error, or personal or academic pressures cannot be excuses for violation of academic integrity. Students are responsible for familiarizing themselves with the standards and behaving accordingly, and UAlbany faculty are responsible for teaching, modeling and upholding them. Anything less undermines the worth and value of our intellectual work, and the reputation and credibility of the University at Albany degree.” (University’s Standards of Academic Integrity Policy, Fall 2013). See Undergraduate Bulletin: http://www.albany.edu/undergraduate_bulletin/regulations.html
**Participation / Attendance**

Throughout the semester we will be having multiple group and class discussions as well as group and class activities. I encourage the expression of differing viewpoints - often there is more than one answer to a question. Please be courteous and listen to your fellow classmates and always be respectful of the opinions and views of others. Do not be shy about asking questions or expressing your views. Your participation in discussions and activities will supplement your learning experience and the experience of your classmates. **Your class participation is important and will be incorporated into your final grade. Remember, if you are not in class, you cannot participate.**

Attendance is required. If you do not participate in class activities regularly, you will fail your participation / attendance grade. Missing class means that you will receive a 0 for any in-class activity or assignment that day. Make-up opportunities will only be considered if appropriate documentation is received from a University official or physician.

**Tardiness**

Missing class activities, discussions, or assignments which happen at the beginning of class results in a score of 0. Similarly, missing class activities, discussions, or assignments which occur at the end of class after you have left early results in a score of 0. No make-up opportunities exist.

If you know it will be difficult for you to consistently get to class on time and to stay for the entire class period, you should take this course when it better fits your schedule. Missing or being late frequently will result in a low grade for the course.

**Late Assignments**

All assignments are due at the beginning of the class on the assigned date. You may submit assignments late but, if you choose to do so, 5% will be deducted from your final score for missing the deadline and an additional 5% will be deducted for every 24 hours the assignment is late. No make-up opportunities exist.

**Disability**

Any student who is in need of any kind of assistance or consideration should inform the instructor as early in the semester as possible. Students who request accommodation will be asked to provide appropriate documentation, which may be obtained through the Disability Resource Center: http://www.albany.edu/disability/.

**Syllabus**

This syllabus is a guide and may be modified. If the syllabus is modified, students will be given notice in a timely fashion. Students are responsible to apprise themselves of changes to the syllabus.
A list of class sessions should be provided that includes dates for each class, and topics that will be covered in each session. Also include any exam dates or major assignment due dates.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 27, 29</td>
<td>Review Syllabus / Topic Sign-up</td>
</tr>
<tr>
<td>2</td>
<td>September 3, 5</td>
<td>Course Overview &amp; US Health Sector</td>
</tr>
<tr>
<td>3</td>
<td>September 10, 12</td>
<td>Private Insurance</td>
</tr>
<tr>
<td>4</td>
<td>September 17, 19</td>
<td>Public Insurance</td>
</tr>
<tr>
<td>5</td>
<td>September 24, 26</td>
<td>Historical Evolution of the US Health Care / Catch-up</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Exam 1</strong></td>
</tr>
<tr>
<td>6</td>
<td>October 1, 3</td>
<td>Hospitals &amp; Physicians</td>
</tr>
<tr>
<td>7</td>
<td>October 8, 10</td>
<td>Outpatient Care &amp; Primary Care</td>
</tr>
<tr>
<td>8</td>
<td>October 15, 17</td>
<td>Payments &amp; Reimbursements</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Exam 2</strong></td>
</tr>
<tr>
<td>9</td>
<td>October 22, 24</td>
<td>Catch-up</td>
</tr>
<tr>
<td>10</td>
<td>October 29, 31</td>
<td>Catch-up / Health Policy &amp; Government</td>
</tr>
<tr>
<td>11</td>
<td>November 5, 7</td>
<td>Population Health &amp; Special Population</td>
</tr>
<tr>
<td>12</td>
<td>November 12, 14</td>
<td>Technology &amp; Preventive Care</td>
</tr>
<tr>
<td>13</td>
<td>November 19, 21</td>
<td>Long-term Care, Acute Care &amp; Pharmaceuticals</td>
</tr>
<tr>
<td>14</td>
<td>November 26</td>
<td>Reforms and US Health Market</td>
</tr>
<tr>
<td></td>
<td>November 27 – December 1</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>15</td>
<td>December 3, 5</td>
<td>International Health</td>
</tr>
<tr>
<td>16</td>
<td>December 10</td>
<td>Catch-up / Optional Topics / Review</td>
</tr>
<tr>
<td>17</td>
<td>December 13 (Friday)</td>
<td><strong>Final Exam</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Time: 10:30am-12:30pm</strong></td>
<td><a href="http://www.albany.edu/registrar/registrar_assets/Fall_2013_FINAL_EXAMINATION_SCHEDULE_chart_for_Web.pdf">Link</a></td>
</tr>
</tbody>
</table>
INTRODUCTION

Weeks 1-2  
Review Syllabus / Topic Sign-up  
Course Overview and the U.S. Health Sector

**Required Readings:**
Shi & Singh (2013) – Chapter 1, skim Chapter 12  
Kaiser Family Foundation (KKF) (2012) – The Uninsured: A Primer  

View the first video in the following in Class 2.  

HEALTH FINANCE

Week 3  
Private Health Insurance & Public Health Insurance

**Required Readings:**
Shi & Singh (2013) – Chapter 6  

Week 4  
More on Public Health Insurance: Medicare, Medicaid and S/CHIP

**Required Readings:**
Shi & Singh (2013) – Chapter 6  
Videos: [http://www.kaiseredu.org/tutorials/medicare101/player.html](http://www.kaiseredu.org/tutorials/medicare101/player.html)  
Most Expensive Places for Health Care - Forbes - Aug 09.docx

Week 5  
Catch-up with materials in previous weeks; Historical Evolution of the U.S. Health Care System

**Required Readings:**
Shi & Singh (2013) – Chapter 3  

Exam 1
ORGANIZATIONS, PEOPLE, AND DELIVERY

Week 6  Hospitals, Physicians and Health Care Delivery

Required Readings:
Shi & Singh (2013) – Chapter 8, Chapter 4 (p. 79-88)
American Hospital Association (AHA) Fast Facts - DL Nov 11

Week 7  Outpatient Services and Primary Care; More on Payment and Reimbursement Methods

Required Readings:
Shi & Singh (2013) – Chapter 7, Chapter 6

Weeks 8 - 9  Managed Care and Coordinated Care

Required Readings
Shi & Singh (2013) – Chapter 9

Exam 2

CHANGES / REFORMS 1

Week 10  Health Policy and Process

Required Readings
Shi & Singh (2013) – Chapter 13

Videos:
Time Magazine: Video The Obama Health Care Speech in Three Minutes
http://www.time.com/time/video/player/0,32068,38333399001_1921453,00.html
Time Magazine Special Report
http://www.time.com/time/video/player/0,32068,2178453595001_2136781,00.html
PBS NEWSHOUR. 2013. Adding Up and Breaking Down Health Care's Big Price Tags.
http://video.pbs.org/video/2338834246/
Week 11  
Population Health & Population with Special Needs

**Required Readings**
Shi & Singh (2013) – Chapter 11


Week 12  
Technology & Preventive Care

**Required Readings:**
Shi & Singh (2013) – Chapter 5

Week 13  
Long-Term Care

**Required Readings**
Shi & Singh (2013) – Chapter 10

**Optional: Acute Care and Pharmaceuticals**

**Required Reading**
Shi & Singh (2013) – Chapter 4 (91-99)

---

**CHANGES / REFORMS 2**

Week 14  
Reforms and Health Market

**Required Readings**
Shi & Singh (2013) – Chapter 14

Week 15  
International Health Care Systems Comparisons

**Required Readings**
Shi & Singh (2013) – Chapter 14 (pp. 347-348)
Video(s): http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld/countries/

Week 16  Catch-up / Optional topics

Week 17  Final Exam
COURSE INFORMATION

Instructor: Gena Gerstner, MPH
Email: ggerstner@albany.edu
Office hours: Wednesday 3:15 – 5:15 pm, Humanities Basement 16
Or by appointment

COURSE DESCRIPTION

The course will focus on examining how entertainment media, including the Internet, influences health behavior, including topics such as tobacco use, obesity, and violence. The course will also look at the role that advertising has on health, and discuss how the media can be used to educate people about healthy behavior.

COURSE LEARNING OBJECTIVES

There are five main learning objectives for the course:

1. Understand theories and models used to explain media effects on health behavior
2. Examine how the media portrays various health behaviors
3. Understand how people may be influenced by behaviors shown in the media
4. Learn about the impact of advertising on health
5. Gain an understanding of media literacy

There are five main competencies for the course:

1. Communicate public health program options and decisions verbally and in writing
2. Analyze data from public health sources to identify public health concerns and access interventions
3. Examine and conceptualize ‘cause and effect’ relationships in designing public health interventions.
4. Apply skills to assess published literature and other sources of information
5. Evaluate the impact of a public health intervention
READINGS

Reading materials used for the course will be provided on Blackboard. It is expected that all assigned readings are completed prior to class. The reading list starts on page 7.

ASSIGNMENTS

Attendance (10%): Students are expected to attend class every week. You are allowed 2 absences without penalty. It does not matter whether these are excused absences or not - it is up to you to decide how you want to use these absences. You will lose 5 points each from your attendance grade for your third and fourth absences. Thus, if you have 4 absences, you will get a 0 for attendance. If you miss more than 4 class sessions, I can ask you to drop the class, even if it means you will get a W on your transcript.

Peer-Led Media Discussion In-Class (5%): At the first class, students will select one week to lead a media discussion. It will be your responsibility to identify and present an example from the media (news articles, magazines, TV, etc.) for your selected date. It should be approximately 5 minutes at the beginning of class. The discussion should encompass your personal opinion of the media example and other potential ways in which an audience may receive the media message. Furthermore, highlight any relation to course readings and lecture for that week if applicable. I will provide an example on the first day of class. If you aren’t prepared, you will need to submit to me a 2 page write up about a media example by noon on Wednesday with a maximum of 90%.

Blackboard Discussion (10%): There will be nine Blackboard discussions throughout the semester. I will be posting discussion question(s) that correspond to the week's topic and/or readings. To earn credit, each student must post a response to the original question(s) and respond to two classmates responses. Original responses are due the Thursday prior to class at 11:59 pm and classmate responses are due the Sunday prior to class at 11:59 pm. May I remind you that this should be a polite discussion and a safe place to express your opinions on the topic; however, keep in mind that your response should be based on prior related experiences, media coverage and/or scholarly articles. To earn full credit throughout the semester, you must participate in eight out of nine of the discussions.

Media Critique (5%): The critique will be due at Session 3. It will each be collected at the beginning of class. Students will choose media example for each, similar to the media discussion. The topic can incorporate anything relevant to the course. A worksheet will be provided via Blackboard for answering questions pertaining to the media example you have chosen. They should be printed in 11 to 12-point font directly on the worksheet.

Mid-term exam (25%): The exam will cover required readings, lectures, and class discussions from class sessions 1 through 6. The exam will be given on March 10. The exam will last about 90 minutes.

News & Health Assignment (20%): During Session 8 of class, we will discuss the role that news media can play in disseminating health information. Prior to this session you will be asked to complete this assignment to prepare for our class discussion. The paper should be submitted at the beginning of Session 8. There will be no Blackboard discussion for this week. For this assignment you will be working in pairs. Papers should be 3 to 5 pages in length, using double line spacing and 11 to 12-point font. Please be sure to cite your sources in APA style.
For this assignment you will select a peer-reviewed public health article that received media coverage within the past 4 years. You will be required to conduct a careful analysis of the article as well as compare and contrast the article with the news coverage it received.

Your paper should include: the "news hook" in the article that attracted media coverage; the aspect(s) that made the article newsworthy; key themes of the news story that are also emphasized in the scholarly article; the accuracy of the news story when referring to the study and its results; whether the study received multiple stories in the media and whether there were differences among them; context of the research used in the news; your own evaluation of how the original research was reported in the news media; and possible implications of the news report on the public.

**Web Campaign Project (25%)**: During session 5 of class, we will begin to discuss social media and its impact on health. The goal of this project is to use the tools of social media to send the public positive messages about health. For this assignment you will be working in groups.

Each group will be responsible for designing a website to launch a public health campaign. There are many free web starter sites, which will be introduced during session 5. Each group will pick a highlighted health topic of this course: Tobacco, Drugs, Alcohol, Obesity, Body Image, Sexual Behavior, or Violence. Every group must have a different topic. After the group decides on a topic, each member of your group must submit a one page individual proposal of the website health message (i.e., target audience, theory behind message, etc.) during **Session 6**.

Students will be allotted class time to work on the project throughout the semester. More information regarding the project will be given during session 5. Groups will present the finished product during **Session 14**. Furthermore, each individual is required to write a final paper on his or her campaign intervention. A 5 to 8 page paper should be submitted for the assignment along with their group presentation at **Session 14**. It should include: reasons why the intervention was chosen the target audience, how it could be successful, what the campaign will involve, how you will measure reach of the campaign, etc. Students should refer to class readings when possible. You MUST use correct referencing. All groups are required to turn in a print out of their reference sheet in APA format. Copies of any materials or worksheets that would get handed out as part of the intervention should also be attached.

Grades will be assigned based on the creativity and quality of the module. Each member of the group will receive the same grade for the group portion of the assignment; however, members will receive separate grades regarding the individual proposal and final paper. **(5% individual proposal; 10% individual final paper; 10% group presentation)**
CLASS POLICIES

Students in this course typically have busy lives, and are balancing multiple life obligations. Succeeding in this course will require you to take full responsibility for managing your time and effort in order to meet the course objectives. The following course policies will help clarify your role and help you with the planning of your schedule.

- All students are expected to attend class, participate in class discussions and complete the required readings. You are responsible for obtaining notes and any hand-outs from classes that you miss.

- It is the student’s responsibility to note the university determined deadlines for dropping or withdrawing from the course and changing to a pass/fail grade. No exceptions will be made. If a student feels they will not be able to complete the course work according to the dates provided on the syllabus, they should drop or withdraw from the course.

- All assignments are to be handed in on time. An assignment not handed in on time will automatically receive a 5 point penalty regardless of the reason, with exception to the media discussion. An additional 5 points PER DAY will be deducted for late assignments. If you anticipate a busy week the date an assignment is due, you should plan to turn it in early. You should also not leave the work until the last minute in the event you have questions or become ill when the assignment is due.

- Any student in this course who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact me by the second week of class to discuss accommodations necessary to ensure full participation and to facilitate your educational experience.

- **Academic dishonesty**, such as plagiarism, cheating on an exam, submitting work that you previously submitted for another class, submitting work that was submitted for this or any other class by another student, or unauthorized collaboration on any assignment, will result in a grade of 0 for the assignment, and could result in a grade of E (failing grade) for the class. Students who submit more than one assignment that involve academic dishonesty will automatically fail the course. Please note, per school policy, all incidents of academic dishonesty must be reported to your department chair and the Dean of your school. Incidents may also be subject to sanctions by the school and university. Please refer to the booklet, Community Rights and Responsibilities, for a full explanation of the University’s standards of conduct:

  http://www.albany.edu/studentconduct/community_rights_and_responsibilities.php

It is the responsibility of the student to know how to reference material correctly in accordance with policies for this class. All students must use APA style referencing. You must correctly cite material that is not your own idea or wording in your papers. Directly copying published material word-for-word without using quotation marks (even if you provide the reference), and not providing references for information taken from other sources, are examples of plagiarism. Examples of how to reference using APA style are provided at this website:

  http://library.albany.edu/cfox

The burden on avoiding plagiarism or other academic integrity violations falls solely on the student. Students are strongly advised to avoid placing themselves in any situation
for which an instance of academic dishonesty is suspected by the instructor. For any assignment, you should consult with the professor to get clarification about potential plagiarism issues, PRIOR to handing in your assignment if you have any questions. The professor will randomly check wording and sources in papers or other assignments throughout the course to determine if any plagiarism is occurring. Students who engage in academic dishonesty cannot ask for any exceptions or provide “after the fact” rationales.

Please complete the quiz at this website prior to the next class (a link is provided on Blackboard):   http://www.indiana.edu/~tedfrick/plagiarism/item1.html
<table>
<thead>
<tr>
<th>Session 1</th>
<th>January 27</th>
<th>Introduction to Course and Assignments</th>
</tr>
</thead>
</table>
| Session 2 | February 3 | Theories and Models; Individual and Group Differences  
**Discussion #1** |
| Session 3 | February 10 | Media Literacy; Media Advocacy; Media Campaigns  
**Critique Due**  
**Discussion #2** |
| Session 4 | February 17 | Advertising; Social Marketing  
**Discussion #3** |
| Session 5 | February 24 | The Internet & Social Media  
**Discussion #4** |
| Session 6 | March 3 | Traditional Media  
**Web Campaign Proposal Assignment Due**  
**Discussion #5** |
| Session 7 | March 10 | *MID-TERM*  
March 17  
**NO CLASS – SPRING BREAK** |
| Session 8 | March 24 | News & Journalism; Risk & Crisis Communication  
**News & Health Assignment Due** |
| Session 9 | March 31 | Tobacco  
**Discussion #6** |
| Session 10 | April 7 | Drugs & Alcohol  
*4/8 - Last day to drop with W*  
**Discussion #7** |
| Session 11 | April 14 | **Classes Suspended** |
| Session 12 | April 21 | Obesity & Body Image  
**Discussion #8** |
| Session 13 | April 28 | Sexual Behavior; Violence  
**Discussion #9** |
| Session 14 | May 5 | Student Presentations  
**Web Campaign & Final Paper Due** |
Session 1: Introduction to Course

- Chapter 17 in *Media Effects*, “Personal and Public Health”

Session 2: Theories and Models; Individual and Group Differences


Session 3: Media Interventions and Policy


Session 4: Advertising


Session 5: The Internet & Social Media

• **OPTIONAL:** Centers for Disease Control and Prevention. (2012). Social Media at CDC. Available at: [http://www.cdc.gov/socialmedia/](http://www.cdc.gov/socialmedia/)

**Session 6: Traditional Media**

**Session 8: News & Journalism; Risk & Crisis Communication**

**Session 9: Tobacco**

**Session 10: Drugs & Alcohol**

**Session 11: Obesity & Body Image**
• Hellmich, N./USA Today. (2006). Do thin models warp girls’ body image?

Session 13: Sexual Behavior; Violence

Instructor information:

Co-Course Director: Stacey Helming (shelming@albany.edu)
Office Hours: by appointment

Co-Course Director: Aubrey Galusha (agalusha@albany.edu)
Office Hours: by appointment

Instructor: Matthew Hartog (hartog.matthew@gmail.com)
Office Hours: by appointment

Instructor: Nataliia Kovalchuk (nkovalchuk@albany.edu)
Office Hours: by appointment

Instructor: Keewan Kim (kkim2@albany.edu)
Office Hours: by appointment

Instructor: Stacey Chmura (schmura@albany.edu)
Office Hours: by appointment

Faculty Mentors:
Dr. Patrick Parsons (pparsons@albany.edu),
Dwight Williams (dwilliams2@albany.edu)

Course time and location:
Room 355 of the Performing Arts Center, Main Campus
Monday/Wednesday from 5:45 to 7:05 pm

Pre-requisites:
As a 300-level elective course, the following prerequisites have been identified to ensure the success of the students in the class:

3 credits, prerequisite, one year of college level biology

COURSE DESCRIPTION

The course will define current public health issues in environmental health sciences, highlighting emerging concerns faced by researchers and practitioners. This course will explore environmental agents of disease, including elemental, organic and biological current and emerging contaminants from an environmental laboratory perspective. The course will define characteristics of and describe toxicological and analytical considerations of disease derived from environmental agents. Heavy emphasis will be placed on how laboratory techniques have driven policy and regulation.

Research advances in analytical methods including environmental analysis, molecular techniques, and biomonitoring that have the potential to revolutionize the diagnosis and treatment of emerging environmentally related diseases will also be discussed.
COURSE LEARNING OBJECTIVES AND COMPETENCIES*

Learning Objectives:

By the end of this course, students should be able to:

- Describe the environmental laboratory’s role in identifying and responding to emerging and re-emerging contaminants and diseases.
- Explain how the laboratory environment may impact policy and regulation associated with environmental agents of disease.

ASPH Competencies

Furthermore, students will have developed the following skills:

- Explain how practitioners and researchers approach the emergence and reemergence of environmental contaminants and disease.
- Describe what factors may influence the development of disease upon exposure to an environmental contaminant and how the body responds to different agents.
- List the analytical considerations associated with monitoring environmental contaminants.
- Describe the collaborative potential between different environment health science tracks.
- Be able to read and interpret the scientific literature that drives media hype.
- Communicate the scientific literature that drives media hype.

READINGS

Course materials will be provided in the form of lecture notes and assigned readings from scientific journals. No official textbook is required, although some assigned readings may be from books, which will be scanned and provided. Readings for the pertinent lectures must be completed prior to attending the class. All pertinent course materials will be posted on Blackboard at the start of the term.

OTHER COURSE REQUIREMENTS

Students will need to access UAlbany’s Library system, either in person or through remote access with their login ID and passwords in order to access paid scientific journal subscriptions. Access to the library system will be demonstrated in the first week of class.

GRADING AND ASSIGNMENT DESCRIPTIONS

The student is responsible for all material presented throughout the course. No extra credit will be given.
**Quizzes**

Quizzes will be posted online at the end of each class period and should be completed prior to the beginning of the next class. They will account for 5 points, each, and focus on main points of the previous lectures as well as one or two questions from the current class’ previously assigned required readings. The two lowest quizzes can be dropped.

**Written Assignment**

One written assignment will be due at the end of each module. These assignments will be worth 15 points each. At the end of each lecture, the instructor will pose a question or topic area for the written assignment. Students can then choose from among the different lectures/topics given throughout the module which they will respond to. Each assignment must be 2-3 pages in length, double spaced, size 12 Times New Roman font, have one inch margins, and contain appropriate references. Written assignments MUST be submitted via Blackboard by 11:59 pm on the day the assignment is due. Late written assignments will be assessed a penalty of -10% per day for each day that it is late.

**Projects**

Instead of exams, there will be 3 group projects/presentations (35 points each) assigned at the start of each module. Students can work on projects during the review day, and will present these projects to the class on the final day of each module. Students will work in groups of 2-3 to prepare a PowerPoint presentation examining two or three peer-reviewed papers that address current research topics in line with the topics discussed throughout the module. Suggested topics will be assigned to the groups at the beginning of each module.

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>100</td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>60</td>
</tr>
<tr>
<td>Projects</td>
<td>+105</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>265 points</strong></td>
</tr>
</tbody>
</table>

This is a S/U graded course, 200+ points is considered an S, below 200 is a U.

---

**POLICY ON ACADEMIC INTEGRITY**

*Every student has the responsibility to become familiar with the standards of academic integrity at the University.* The University’s Standards of Academic Integrity as defined in the Undergraduate Bulletin can be found at:

[http://www.albany.edu/undergraduate_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html)

All standards of academic integrity will be strictly enforced and cheating will not be tolerated.
Any student cheating on an assignment, plagiarizing assignments, or committing other violations of the code will fail the course and be reported to the Dean of Undergraduate Studies for disciplinary action.

*Unless specifically stated, students are to work alone on all graded assignments. All but casual conversation about a particular assignment is considered working together and is a violation of the Academic Integrity Policy.*

**ATTENDANCE POLICY**

Attendance for the course is mandatory. In the event that students cannot attend a class, they must notify the course director at least 24 hours prior to the class or provide documentation as to why the class was missed. Excused absences will be given at the discretion of the course director and include illness, injury and family emergencies. Leaving to go home early, sports events and forgetfulness do not count as excused absences. Students on UAlbany Sports teams may attend their events so long as they provide advanced notice to the course director.
<table>
<thead>
<tr>
<th>Date</th>
<th>Module/INFO</th>
<th>Assignments and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/22/14</td>
<td><strong>Introduction to EHS/Syllabus</strong></td>
<td>Introduction Material (All)</td>
</tr>
<tr>
<td>1/27/14</td>
<td>(All)</td>
<td>*Evaluating Scientific Papers (S. Helming)</td>
</tr>
<tr>
<td>1/29/14</td>
<td></td>
<td>*Ethics/Animal Models (M. Hartog / N. Kovalchuk)</td>
</tr>
<tr>
<td>2/3/14</td>
<td></td>
<td>* Ethics/Human Participants (K. Kim / A. Galusha)</td>
</tr>
<tr>
<td>2/5/14</td>
<td></td>
<td>* Principles of Toxicology (M. Hartog / N. Kovalchuk)</td>
</tr>
<tr>
<td>2/10/14</td>
<td></td>
<td>* Principles of Immunotoxicology (S. Chmura)</td>
</tr>
<tr>
<td>2/12/14</td>
<td><strong>Pesticides and Organic</strong></td>
<td>** Introduction (M. Hartog / N. Kovalchuk)</td>
</tr>
<tr>
<td>2/17/14</td>
<td>Chemicals</td>
<td>* Sources of Environmental Contamination (M. Hartog / N. Kovalchuk)</td>
</tr>
<tr>
<td>2/19/14</td>
<td></td>
<td>* Environmental Exposure and Toxic Effects (M. Hartog / N. Kovalchuk)</td>
</tr>
<tr>
<td>2/24/14</td>
<td></td>
<td>* Emerging Contaminants (S. Helming)</td>
</tr>
<tr>
<td>2/26/14</td>
<td></td>
<td>* Chemical Warfare (M. Hartog / N. Kovalchuk)</td>
</tr>
<tr>
<td>3/3/14</td>
<td></td>
<td>** review/project time</td>
</tr>
<tr>
<td>3/5/14</td>
<td>Project 1 Presentations</td>
<td></td>
</tr>
<tr>
<td>3/10/14</td>
<td>Metals and Elements</td>
<td>Introduction (A. Galusha)</td>
</tr>
<tr>
<td>3/12/14</td>
<td></td>
<td>*Analytical Methods (A. Galusha)</td>
</tr>
<tr>
<td>3/24/14</td>
<td></td>
<td>* Toxic Metals (A. Galusha / K. Kim)</td>
</tr>
<tr>
<td>3/26/14</td>
<td></td>
<td>* Therapeutic Elements (A. Galusha)</td>
</tr>
<tr>
<td>3/31/14</td>
<td></td>
<td>* Contamination in “Therapeutic” Products (A. Galusha / S. Helming)</td>
</tr>
<tr>
<td>4/2/14</td>
<td></td>
<td>** review/project time</td>
</tr>
<tr>
<td>4/7/14</td>
<td>Project 2 Presentations</td>
<td></td>
</tr>
<tr>
<td>4/9/14</td>
<td>Biological Agents</td>
<td>Introduction (S. Helming)</td>
</tr>
<tr>
<td>4/16/14</td>
<td></td>
<td>* Waterborne (S. Chmura)</td>
</tr>
<tr>
<td>4/21/14</td>
<td></td>
<td>* Foodborne (S. Chmura)</td>
</tr>
<tr>
<td>4/23/14</td>
<td></td>
<td>* Airborne (S. Helming)</td>
</tr>
<tr>
<td>4/28/14</td>
<td></td>
<td>* Vector-borne (S. Helming)</td>
</tr>
<tr>
<td>4/30/14</td>
<td></td>
<td>* Biological Warfare (S. Helming)</td>
</tr>
<tr>
<td>5/5/14</td>
<td></td>
<td>**review/project time</td>
</tr>
<tr>
<td>5/7/14</td>
<td>Project 3 Presentations</td>
<td></td>
</tr>
</tbody>
</table>

* Online quiz due

** Module Written Assignment Due at the start of class, quiz due online before class.
Course materials will be provided in the form of lecture notes and assigned readings from scientific journals. No official textbook is required, although some assigned readings may be from books, which will be scanned and provided. Readings for the pertinent lectures must be completed prior to attending the class. All pertinent course materials will be posted on Blackboard at the start of the term.
INSTRUCTOR:

Barry R. Sherman, PhD; Associate Professor
Department of Health Policy, Management, and Behavior
School of Public Health, One University Place-Room 158
Rensselaer, New York, 12144
(518) 402-4116
bsherman@albany.edu

Co-Instructors:

Christen Mayer, MPH CPH CIC
Doctoral Student
clmayer@albany.edu

Veronica Fitzpatrick, MPH, CHES
Doctoral Student
vfitzpatrick@albany.edu

Tuesday, Thursday --10:15-11:35
Science Library

Office hours: Fridays: 10-12 and by appointment

Pre-requisites: SPH 201: Introduction to Public Health; SPH 231: Concepts in Epidemiology;
SPH 341: Promoting Health People and Communities

COURSE DESCRIPTION

Effective programs and policies to promote public health should be based on a thorough assessment of
health problems in a given community or target population. Assessment includes risk factors among
community residents or target populations as well as opportunities to lower those risks. Responses to
public health problems should rely on the most current scientific evidence and recommendations from
peer-reviewed literature about effective policies and programmatic interventions. This course teaches
the graduating Public Health Major how to use evidence-based decision making to address a public
health problem.

The course provides practical guidance on how to find and assess quality of available evidence, write a
proposal for the design, implementation and evaluation of a public health intervention, policy or
practice related to a public health problem. These objectives will be achieved by exposing students to
lectures, practical exercises, group learning, and class presentations. Students are expected to be active and engaged learners. Students are provided frequent feedback on their writing and are offered many opportunities for revisions. There is a requirement of an oral presentation about the final written product.

UNDERGRADUATE LEARNING OBJECTIVES AND COMPETENCIES

LEARNING OBJECTIVE:

Write a scientific evidenced-based proposal for an intervention to ameliorate a specific public health problem

COMPETENCIES

-Communicate public health program options and decisions verbally and in writing

-Analyze data from public health sources to identify public health concerns and access interventions

-Examine and conceptualize ‘cause and effect’ relationships in designing public health interventions.

-Apply skills to assess published literature and other sources of information

-Evaluate the impact of a public health intervention

COURSE-SPECIFIC LEARNING OBJECTIVES:

Scientific Writing:

Students will:

1.) Produce a comprehensive evidence-based paper that had been submitted and critiqued in developmental stages throughout the semester.

2.) Receive assistance including appointments with instructors, consulting with classmates, or referrals to the Writing Center as needed.

3.) Edit and critique each other’s drafts with fellow students and instructors for comments and feedback.
Communication:

Students will:

- Become effective communicators, both verbally and in writing, about the relative effectiveness of different public health program options to inform evidence-based decision-making by public health leaders and other stakeholders.

Analytic/Critical Thinking:

Students will:

- Become more adept at analyzing information from a variety of public health data sources and epidemiologic studies to identify public health issues, support interventions, and demonstrate issues/problems to stakeholders.

- Develop an improved understanding of how to conceptualize cause-and-effect relationships in designing public health interventions.

Literature Research Skills:

Students will:

- Become more adept in conducting library and Internet research to locate relevant research studies.

- Develop the ability to summarize scientific studies for decision-makers and the general public.

- Develop skills in accessing the published literature and other sources of information to better identify which are the best sources of quality evidence.

Policy and Program Planning:

Students will:

- Develop an increased understanding of the elements of planning and decision-making within health organizations and among diverse stakeholders.

- Critique a policy or intervention to address a specific health problem or issue.

READINGS

There will be articles required for class reading. All articles will be provided on Blackboard. Information from these articles will be necessary for class participation.

GRADES
Grade Scale

- 93–100 = A
- 90 – 92 = A-
- 87 – 89 = B+
- 83 – 86 = B
- 80 – 82 = B-
- 77 – 79 = C+
- 73 – 76 = C
- 70 – 72 = C-
- 67 – 69 = D+
- 63 – 66 = D
- 60 – 62 = D-
- <62 = E

This course combines lectures, in-class discussion and computer-based learning exercises. It is essential that the readings and exercises are completed on time so that each student is fully engaged in the class discussions. The course attempts to take each student through the process of 1) identifying and defining a public health problem 2) identifying and defining the population at-risk 3) researching the issue through an extensive literature review 3) critiquing a plan of action to reduce the problem (using a logic model) and 4) completing a final paper that includes all of the elements of the course.

ASSIGNMENT DESCRIPTIONS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article analysis (2 overview + 3 exposure/outcome)</td>
<td>5 (1 each)</td>
</tr>
<tr>
<td>Daily article to class (written in comp book) - 5 total</td>
<td>10 (2 each)</td>
</tr>
<tr>
<td>Exam</td>
<td>15</td>
</tr>
<tr>
<td>Excel Spreadsheet (10 articles min)</td>
<td>10</td>
</tr>
<tr>
<td>Outline with headings</td>
<td>5</td>
</tr>
<tr>
<td>Introduction</td>
<td>5</td>
</tr>
<tr>
<td>Literature Review</td>
<td>20</td>
</tr>
<tr>
<td>Literature Review Revision</td>
<td>5</td>
</tr>
<tr>
<td>Logic Model</td>
<td>10</td>
</tr>
<tr>
<td>Presentation</td>
<td>5</td>
</tr>
<tr>
<td>Composition Book</td>
<td>5</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>5</td>
</tr>
</tbody>
</table>

100 points total

POLICY ON ACADEMIC INTEGRITY
Every student has the responsibility to become familiar with the standards of academic integrity at the University. Faculty members must specify in their syllabi information about academic integrity, and may refer students to this policy for more information. Nonetheless, student claims of ignorance, unintentional error, or personal or academic pressures cannot be excuses for violation of academic integrity. Students are responsible for familiarizing themselves with the standards and behaving accordingly, and UAlbany faculty are responsible for teaching, modeling and upholding them. Anything less undermines the worth and value of our intellectual work, and the reputation and credibility of the University at Albany degree.

**OTHER CLASS POLICIES**

**Attendance:** Students are expected to attend and participate in every class. SPH 460Z relies on active participation and engagement in the class discussions and group projects. Points will be deducted from the class participation final grade for missing classes.

**Assignments:** All graded assignments are due on the date indicated in the course calendar by the start of the class unless indicated otherwise by the instructor. Turn in all assignments through Blackboard.

**Incompletes, Withdrawals, and Academic Dishonesty:** Students are strongly encouraged to actively participate in class discussions and complete all assigned work during the semester. An incomplete must be requested in writing and will be granted only under extraordinary circumstances. Any incomplete grade must be completed by the end of the following class offering or the student will receive a failing grade.

**Use of cell phones or other devices:** Cell phones or other similar devices must be muted/silenced while in class and not used. Inappropriate use of cell phones and laptops will result in a deduction from class participation points.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Class</th>
<th>Due Date</th>
<th>Objective/Activity</th>
<th>Due</th>
</tr>
</thead>
</table>


<table>
<thead>
<tr>
<th>Class 1</th>
<th>Thur - Jan 23</th>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 2</td>
<td>Tues– Jan 28</td>
<td>Fall prevention total presentation (problem, research, existing info, future moving forward)</td>
</tr>
<tr>
<td>Class 3</td>
<td>Thur – Jan 30</td>
<td>Exposure/outcome Presentations on each topic Topic assignments</td>
</tr>
<tr>
<td>Class 4</td>
<td>Tues – Feb 4</td>
<td>Exposure/outcome articles for each topic group activity Think about own search</td>
</tr>
<tr>
<td>Class 5</td>
<td>Thur – Feb 6</td>
<td>Library day</td>
</tr>
<tr>
<td>Class 6</td>
<td>Tues – Feb 11</td>
<td>What is literature? Q’s about exposure/outcome</td>
</tr>
<tr>
<td>Class 7</td>
<td>Thur – Feb 13</td>
<td>Exposure/outcome day Bring articles to every class Within 2 weeks have all articles</td>
</tr>
<tr>
<td>Class 8</td>
<td>Tues – Feb 18</td>
<td>Measurement Hand out test – Due Sunday November 23, 2013</td>
</tr>
<tr>
<td></td>
<td>Thur – Feb 20</td>
<td>No Class</td>
</tr>
<tr>
<td>Class 9</td>
<td>Tues – Feb 25</td>
<td>Go over the tests Participant selection/bias</td>
</tr>
<tr>
<td>Class 10</td>
<td>Thur – Feb 27</td>
<td>GUEST SPEAKER Cultural competence/ethics in research/engaging a community</td>
</tr>
<tr>
<td>Class 11</td>
<td>Tues – Mar 4</td>
<td>Target Population/Stakeholders</td>
</tr>
<tr>
<td>Class 11</td>
<td>Thur – Mar 6</td>
<td>Critical analysis and prevalence data</td>
</tr>
<tr>
<td>Class 12</td>
<td>Tues – Mar 11</td>
<td>Writing Day</td>
</tr>
<tr>
<td>Class 13</td>
<td>Thur – Mar 13</td>
<td>Writing Day</td>
</tr>
<tr>
<td></td>
<td>Tues – Mar 18</td>
<td>No Class – Spring Break</td>
</tr>
<tr>
<td></td>
<td>Thur – Mar 20</td>
<td>No Class – Spring Break</td>
</tr>
<tr>
<td>Class 14</td>
<td>Tues – Mar 25</td>
<td>Group work – Share outline</td>
</tr>
<tr>
<td>Class</td>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>--------</td>
<td>---------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>Class 15</td>
<td>Thur – Mar 27</td>
<td>Intro writing day</td>
</tr>
<tr>
<td>Class 16</td>
<td>Tues – April 1</td>
<td>Review of stats and study design</td>
</tr>
<tr>
<td>Class 17</td>
<td>Thurs – April 3</td>
<td>Program planning/design (identification)</td>
</tr>
<tr>
<td>Class 18</td>
<td>Tues – April 8</td>
<td>Critical analysis of existing programs/comparisons/choosing an intervention</td>
</tr>
<tr>
<td>Class 19</td>
<td>Thurs – April 10</td>
<td>Group Work</td>
</tr>
<tr>
<td></td>
<td>Tues – April 15</td>
<td>No Class</td>
</tr>
<tr>
<td>Class 20</td>
<td>Thurs – April 17</td>
<td>Program Evaluation</td>
</tr>
<tr>
<td>Class 21</td>
<td>Tues – April 22</td>
<td>Logic Model</td>
</tr>
<tr>
<td>Class 22</td>
<td>Thurs – April 24</td>
<td>Group logic model</td>
</tr>
<tr>
<td>Class 24</td>
<td>Tues – April 29</td>
<td>Data in the media</td>
</tr>
<tr>
<td>Class 26</td>
<td>Thurs – May 1</td>
<td>Wrap up</td>
</tr>
<tr>
<td>Class 28</td>
<td>Tues – May 6</td>
<td>Presentation</td>
</tr>
<tr>
<td>Class 30</td>
<td>Thur – May 8</td>
<td>Presentation</td>
</tr>
<tr>
<td></td>
<td>Tues – May 13</td>
<td>Final Examination</td>
</tr>
<tr>
<td></td>
<td>Thur – May 15</td>
<td>Final Examination</td>
</tr>
</tbody>
</table>

**COURSE READING LIST**


**Introduction and Overview**


**Community Assessment**


**Community Based Participatory Research**


**Developing an Initial, Concise Statement of the Issue**


**Quantifying the Issue**


**Research Methods, Searching/Summarizing the Scientific Literature**


**Program Planning: The Logic Model**


**Monitoring and Evaluation**


**Economic Analysis**


Introduction to Maternal and Child Health from a Public Health Perspective: Honors (Course number: THPM 250)

Instructor: Christine Bozlak, PhD, MPH, Assistant Professor, Department of Health Policy, Management, and Behavior, University at Albany School of Public Health, Room 173

Class time: Tuesdays, 4:15 pm – 7:05 pm
Location: BA 214; 3 credits
Office hours: Mondays, 10 am – 12 pm at the School of Public Health, Room 173; and 3 pm – 3:45 pm on Tuesdays in room LI0220 in the library on the main campus
Email: cbozlak@albany.edu, Phone: 518-402-0299

GENERAL DESCRIPTION

The goal of the course is to introduce University at Albany Honors College students to the Maternal and Child Health (MCH) field. This course will give students a beginning knowledge base of MCH within a public health context, focusing on the major life course issues addressed in MCH, both domestically and globally, as well as public health approaches to address these issues. This course will also introduce the student to some of the educational and career opportunities within MCH. Guest lecturers with expertise in specific MCH topics will be invited to participate in the course.

COURSE OBJECTIVES

By the end of this course, students will be able to:

1. Describe the core functions of public health and maternal and child health (MCH).
2. Research and analyze the major life course issues addressed in MCH, as well as programs/interventions geared toward those issues.
3. Describe and deconstruct the major determinants of health, as well as health disparities, for MCH populations.
4. Analyze the main MCH health indicators and related statistics, and relate current trends to the Healthy People 2020 objectives.
5. Relate the MCH readings and seminar discussions to the interpretation of major themes and concepts in a MCH-related book.
6. Research, analyze, and report on a specific MCH-related topic.
7. Identify potential job and educational opportunities in the MCH field.

The general characteristics governing all General Education courses:

1. Offers explicit understanding of the procedures and practices of disciplines and interdisciplinary fields;
2. Provides multiple perspectives on the subject matter, reflecting the intellectual and cultural diversity within and beyond the university;
3. Emphasizes active learning in an engaged environment that enables students to be producers as well as consumers of knowledge;
4. Promotes critical inquiry about the assumptions, goals, and methods of various fields of academic study and the interpretive, analytic, and evaluative competencies central to intellectual development.

This course is under consideration to meet a social sciences general education requirement. Social sciences courses enable students to demonstrate:

1. an understanding that human conduct and behavior more generally are subject to scientific inquiry;
2. an understanding of the difference between rigorous and systematic thinking and uncritical thinking about social phenomena;
3. an understanding of the kinds of questions social scientists ask and the ways they go about answering these questions;
4. knowledge of the major concepts, models and issues of at least one discipline in the social sciences;
5. an understanding of the methods social scientists use to explore social phenomena, such as observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, employment of mathematical analysis, employment of interpretive analysis.

CLASS FORMAT

A combination of lectures, discussions, and guest lectures will be used during the course.

PREREQUISITES

Honors College offering. No course prerequisites.

REQUIRED COURSE READING:


Peer-reviewed journal articles from maternal and child health and public health journals will also be utilized to supplement the course text. These readings will be posted on the Blackboard course website.

CLASS POLICIES AND EXPECTATIONS

- All students are expected to attend class, participate in class discussions and complete the required readings. Class absences must be justified ahead of time.

- All assignments are to be handed in on time. A minimum of 5% per day will be deducted for late papers.

- Academic dishonesty, such as plagiarism or unauthorized collaboration on any assignment will result in a fail grade for that assignment, and could result in a fail grade for the class. Please refer to the Undergraduate Bulletin http://www.albany.edu/undergraduate_bulletin/regulations.html for a full explanation of the University’s standards of conduct. An excellent guide to plagiarism (including a self-test) is available at http://ec.hku.hk/plagiarism/introduction.htm. You will be expected to review these materials before the second class.

- “Every student has the responsibility to become familiar with the standards of academic integrity at the University. Faculty members must specify in their syllabi information about academic integrity, and may refer students to this policy for more information. Nonetheless, student claims of ignorance, unintentional error, or personal or academic pressures cannot be excuses for violation of academic integrity. Students are responsible for familiarizing themselves with the standards and behaving accordingly, and UAlbany faculty are responsible for teaching, modeling and upholding them. Anything less undermines the worth and value of our intellectual work, and the reputation and credibility of the University at Albany degree.” (University’s Standards of Academic Integrity Policy, Fall 2013)

- Any student in this course who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact me by the second week of class to discuss accommodations necessary to ensure full participation and facilitate your educational experience.

COURSE ASSESSMENT

The grading scheme for this class is A-E.
Your final course grade will be based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-guided research</td>
<td>10%</td>
</tr>
<tr>
<td>Student-led discussion</td>
<td>20%</td>
</tr>
<tr>
<td>Book review and discussion</td>
<td>20%</td>
</tr>
<tr>
<td>Special topic paper</td>
<td>30%</td>
</tr>
<tr>
<td>Special topic presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Class Attendance and Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Each assignment is summarized below. Detailed instructions for each assignment will be provided by Dr. Bozlak in class.
Self-guided research (10%)
In addition to completing the assigned readings, each week you will be expected to search for and share with the class information that expands upon the readings. I have reduced the number of readings each week to give you time to research further into a topic raised in the assigned articles that you find particularly interesting. Please be prepared to discuss the results of your search with the class. Examples of information that you could search for include information on pertinent public health organizations that address the topic covered that week, and relevant news articles on the topic for that week.

For 3 class sessions, you will write a brief (1 double-spaced page or less) summary of your search process and the results of your search. You will hand in your summary at the end of the class session along with relevant documents or printouts (e.g., the research article, printouts from an organization’s website). In your summary, you are expected to briefly outline what led you to search for this information and what you learned in your search. In addition, please include at least 2 questions relevant to your research that you would like to discuss in class. The summaries can be as little as one paragraph and up to one page. You can use bullet points. You need to hand in a minimum of 3 summaries, but you are welcome to hand in more. Your top 3 scores will count toward your grade for the self-guided research.

Student-led class discussion (20%)
For this assignment you will co-lead as part of a team 30-35 minutes of class discussion for one class session during the semester. Your discussion session will pertain to the topic of the day. You are welcome to utilize interactive/engaging methods for this discussion, such as portions of a webinar, followed by discussion. Additional information will be provided on the first day of class.

Class Attendance and Participation (10%)
Students are expected to come to class prepared to actively participate in each class session. If a student is unable to attend a class session, he or she is expected to notify Dr. Bozlak as soon as it is known that he or she will be absent. More than one unexcused absence may result in the lowering of one’s grade.

Book review and discussion (20%)
All students are required to read:


After reading the book, each student will write a four page book review and critical analysis and actively participate in a class discussion about the book. Detailed instructions for the paper and discussion will be provided in class. Part of the requirements for the paper will be for the student to also read a chapter identified by Dr. Bozlak that pertains to the American Indian community’s experiences interacting with the U.S. health care system, and then critically reflect how this community’s experiences may or may not be similar to those experienced by the Hmong family in the book.
Final paper and presentation (30% and 10%, respectively) Due: Paper is due in Blackboard by 5 pm on May 13th. Presentations will be scheduled for the last class sessions of the semester.

For the final project, each student will be assigned a MCH-related topic to research and present on at the end of the semester. Each student will turn in a 7-9 page paper on the special topic by 5 pm on May 13th. The paper will be worth 30% of the student’s final grade. The final presentation will be worth 10% of the student’s final grade. Additional information about this assignment will be provided to students during the first month of class.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Coursework due (before class in Blackboard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session II - February 4th</td>
<td><strong>Introduction to Public Health (continued); Introduction to Maternal and Child Health</strong>&lt;br&gt;<strong>Guest Presenter:</strong> Cate Teuten Bohn, MPH, Council on Children and Families&lt;br&gt;Readings: ● Chapters 1 and 2 in Kotch text ● Go online to: <a href="http://www.mchb.hrsa.gov/timeline/">http://www.mchb.hrsa.gov/timeline/</a> and read about the major historical events related to maternal and child health.</td>
<td></td>
</tr>
<tr>
<td>Session III – February 11th</td>
<td><strong>Major concepts in Maternal and Child Health; Common MCH terminology</strong>&lt;br&gt;Readings: ● Chapters 3, 10, and 18 in Kotch text</td>
<td></td>
</tr>
<tr>
<td>Session IV - February 18th</td>
<td><strong>New York State’s Approach to Maternal and Child Health; Life course Approach in Public Health</strong>&lt;br&gt;<strong>Guest Presenter:</strong> Rachel DeLong, M.D., M.P.H. Director, Division of Family Health/Title V Program, New York State Department of Health&lt;br&gt;Readings: ● Chapter 4 in Kotch text ● US DHHS. (2010). Rethinking MCH: The life course model as an organizing framework.</td>
<td></td>
</tr>
<tr>
<td>Session VI – March 4th</td>
<td>Life course Issues in Childhood; Children with Special Health Care Needs</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
|                        | **Guest Presenter:** Regina Bryde, M.A., M.P.A.  
Health Representative IV, Early Hearing Detection and Intervention Program, New York State Department of Health |
|                        | **Readings:**  
- Chapters 7, 8, and 12 in Kotch text  

<table>
<thead>
<tr>
<th>Session VII – March 11th</th>
<th><em>The Spirit Catches You and You Fall Down</em> book class discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Book analysis paper due in Blackboard by 4:15 pm</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>March 18th</th>
<th>No Class – Spring Break</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Session VIII – March 25th</th>
<th>Life course Issues in Adolescence/Young Adulthood</th>
</tr>
</thead>
</table>
|                          | **Readings:**  
- Chapter 9 in Kotch text  
- **PENDING APPROVAL FOR USE:** Bozlak, C. (2014). Chapter 8. Adolescents, Young Adults, and Adults chapter in McKenzie, J., Pinger Introduction to Community and Public Health, Jones & Bartlett Learning: Sudbury, MA. |

<table>
<thead>
<tr>
<th>Session IX – April 1</th>
<th>Life course Issues in Adulthood – Women’s Health</th>
</tr>
</thead>
</table>
|                      | **Readings:**  
- Chapter 11 in Kotch text  
| Session X – April 8th | **International Issues in MCH**  
Guest Presenter: John Justino, Deputy Director, Center for Global Health, University at Albany School of Public Health  
Readings:  
- Chapter 16 in Kotch text  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>April 15</td>
<td><strong>No Class – Classes suspended by University</strong></td>
</tr>
</tbody>
</table>
| Session XI - April 22nd | **MCH Special Topic and a Focus on Social Science Research Methods to Study the Topic: Childhood Obesity**  
Readings:  
- Chapter 14 in Kotch  
| Session XII – April 29th | **Final Project Presentations (Approximately 15 minutes each)** |
| Session XIII - May 6th | **Final Project Presentations, continued** |
| May 13th | **No Class - Final Exam Day**  
**Final projects due in Blackboard by 5 pm** |

**READINGS** – Note: All readings should be read prior to the class session, and all readings are available in the required course text, on Blackboard, or at the provided URL.