HLTH 606 - FOUNDATIONS OF PUBLIC HEALTH EDUCATION AND POLICY

Semester: Fall 2016
Classroom and Time: Computer and Space Sciences (CSS) Bldg.
Room #2416 (2nd Floor)
Tuesdays: 4:00pm-6:45pm
Course Webpage: https://myelms.umd.edu/courses/1201323

Instructor: Craig S. Fryer, DrPH, MPH
Office Hours: Wednesdays: 2-4PM (By Appointment Only)
Office: 2358 SPH Building
Phone: (301) 405-0818
Email: csfryer@umd.edu

Course Description:
The purpose of this class is to examine the foundational principles of two disciplines, health education and public health. The history of each profession will be studied, as well as their mission, philosophy, ethics, and scientific foundation. Health policy will be evaluated and developed. Emerging (and re-emerging) threats to the public's health will be discussed, as well as social and environmental influences on population health. Professional competencies and professional organizations will also be reviewed.

Course Pre- and Co-requisites:
Although there are no pre- or co-requisite requirements for this course, you must be a current student in a graduate degree program at the University of Maryland or have received special permission from Dr. Fryer to register for this course.

Course Learning Objectives:
Upon completing this course, the student will be able to:

1. Define and use terminology related to public health and health education.
2. Knowledgeably discuss relationships among the following terms: health education, health promotion, community health, health disparities, public health, medicine, and health equity.
3. Identify and describe dominant philosophies in health education and public health.
4. Describe the history of health education and public health in the U.S.
5. Define ethical principles and concepts, and discuss the similarities and differences between the codes of ethics for health educators and public health professionals.
6. Describe how the credentialing process came about and define the responsibilities and competencies of health educators and public health professionals established by the
National Commission for Health Education Credentialing (NCHEC) and the National Board of Public Health Examiners (NBPHE).

7. Discuss the concept of public health as social justice.
8. Describe the development and content of the national health goals and objectives for the nation, beginning with the Surgeon General's 1979 Healthy People report and ending with the Healthy People 2020 draft document.
9. Demonstrate an understanding of how health policy is developed in the United States.
10. Articulate the health, fiscal, administrative, legal, social and political implications of a specific health policy.
11. Identify and discuss current issues in public health, community health, health promotion and health education.

Program Competencies Addressed in this Course:
The following competencies for public and community health are addressed in this course:

Serve as a health education resource person:

1. Apply various resources including the scientific literature, professional associations and governmental materials and guidelines, and carefully assess other resources for health educators;
2. Obtain appropriate resources in response to varied requests for health education information;
3. Evaluate the appropriateness of different resources and materials for different audiences;
4. Assess the history of health education as a discipline and profession, and how it has evolved over time;
5. Formulate a plan for professional development.

Communicate and advocate for health and health education:

1. Advocate for public policy that improves public health;
2. Use culturally sensitive communication methods and techniques;
3. Use appropriate source, channel and message for audience and communication objectives;
4. Understand the roles of consumers, governments, interest groups and industry in public health policy;
5. Analyze factors that influence decision-makers

Required Texts and Other Readings:

Recommended: Additional supplemental materials assigned during the course of the semester.

Required Technology and Other Materials:
None
Course Communication:
Course communication will be through the HLTH 606 course CANVAS. Students will be informed of any scheduling changes, the posting of course lecture notes and exam study guides via CANVAS email. Students can also contact the instructor directly using their ‘umd’ email address or during scheduled office hours.

Please Check The Course Canvas EVERY WEEK For Announcements!

Course Requirements and Expectations:
Out of respect for your time, class will begin at 4:00PM and end by 6:45PM. There will be a break approximately midway through the class period. Classes are taught using several teaching and learning methods (e.g., facilitator, visual, auditory, etc.); including lectures, guest speakers, and class activities. Class attendance and in-class participation is critically important to your success in the course.

Major Graded Assignments:

I. Class Participation (30 points)
Active participation in class discussion is required. You are expected to have read the required readings prior to class. Your participation is critical to our class culture and to the execution of course objectives and concepts. Class participation is assessed based on consistent participation in class activities.

II. Terminology Word Cloud (20 points)
Using the website www.Tagxedo.com, you must create a word cloud comprised of the following terms: advocacy, health education, health promotion, community health, public health, health disparities, health equity, social justice, human rights, and medicine. Once created, post your word cloud to Canvas for your peers and Dr. Fryer to preview. On the due date of the assignment, each of you should be prepared to discuss your interpretation of the interdependent relationships among all of the terms in class. You will have 3 minutes to present your word cloud and the relationships between terms as well as entertain any questions from the group. Please use a professional presentation style.

III. Health Policy Paper (100 points)
Select a public health topic of interest about which there is some controversy and then research prior and current legislation that has had or will have an impact on the specific health concern. The paper should contain the following components: a description of the health issue, the target population, and an evaluation of the issue from the following perspectives - social, economic, political, and fiscal. Please be reminded that the fiscal aspect of an issue is different from the economic. Review opinions or recommendations regarding solutions to the health issue, and then develop a policy recommendation based on YOUR review of all pertinent material. Your research may include expert interviews (you are encouraged to do this—take advantage of our geography)! In addition, the paper must adhere to the following guidelines:
A Title page;

Table of Contents page;

An Abstract page (no more than 300 words);

Double spaced, 1-inch margins, 12-point font size;

10-12 pgs. (MPH) and 15-20 pgs. (PhD) in length (excluding Title and References pages);

Utilizes APA format;

A References Page (comprised of 25-35 references); and

Professionally written.

You must submit your Policy paper both 1) electronically in Canvas by 4PM (MS Word doc version) and 2) turn in a hard-copy at the beginning of the class session.

IV. Facilitated Discussion (50 points)

Each student will be responsible for leading a discussion on a public health issue of her/his choosing. However, the selected topic must be congruent with the topic for the class session. For example, if the class session is on Public Health Law, your facilitated discussion topic must represent a controversial topic relevant to public health law. Each student will spend a total of 20 minutes for the facilitated discussion (approximately 10 minutes providing an overview of the issue and then moderate a 10 minute discussion on the topic). The overview may consist of a power point presentation, video excerpt, or any other means of communication. Of primary importance is that the class is ACTIVELY INVOLVED in the discussion, so make certain you choose a fascinating topic conducive to a discussion. ONE WEEK BEFORE your presentation, you must provide Dr. Fryer with a brief summary of your topic and an explanation of why you think it’s an engaging health issue, a description of your presentation plan, and a list of your open ended discussion questions. When your peers are presenting, make certain you participate in the discussion – answer their questions, make comments, and be actively involved!

V. Midterm and Final Examinations (100 points each)

The midterm and final examinations will consist of multiple choice, short answer, and essay items. Questions will be taken from the required textbook, other readings as assigned, class lectures, class discussions, videos, student presentations, and guest lectures.

University Course Related Policies:
All University of Maryland-approved course policies are provided at the following website:

http://www.ugst.umd.edu/courserelatedpolicies.html

Policy descriptions, resources, and links to official policy documents are provided for:

Academic Integrity: What is cheating? What is plagiarism? What is the Honor Pledge?
Code of Student Conduct: What behavior is prohibited?
Sexual Misconduct: What to do in case of sexual harassment or sexual assault.

Discrimination: Procedures to prohibit discrimination, complaints about discrimination, harassment, and retaliation.

Accessibility: Information about disability support services (DSS) and accommodations.

Attendance, Absences, or Missed Assignments: The student must notify the instructor in a timely manner (typically first week of class). Read this prior to Schedule Adjustment date.

Student Rights Regarding Undergraduate Courses: What should I find in the course syllabus? Am I allowed to see my exams after they are graded?

Official UMD Communication: Use of email, communication with faculty, communication about cancelled class meetings, and weather-related or other urgent notifications.

Mid-Term Grades: Provided for 100 and 200 level courses, and all student athletes.

Complaints About Course Final Grades: Questions about course grades should first be addressed to the course instructor.

Copyright and Intellectual Property: Who owns the work that I produce in class?

Final Exams: Final exams are scheduled by the University.

Course Evaluations: The School of Public Health is committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction.

Campus Resources: ELMS, counseling, learning workshops, tutoring, writing help, questions about graduation, adding or dropping classes, withdrawing from the semester, etc.

Religious Observances:
The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the student’s responsibility to inform the instructor in advance of any intended absences for religious observance.

Special Accommodations / Disability Support Services:
If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (301-314-7682). If you are ill or encountering personal difficulties, please let the instructor know as soon
as possible. You can also contact Learning Assistance Services (301-314-7693) and/or the Counseling Center (301-314-7651) for assistance.

**Academic Integrity:**
The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

- **CHEATING:** intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- **FABRICATION:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **FACILITATING ACADEMIC DISHONESTY:** intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- **PLAGIARISM:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

The Honor Pledge is a statement undergraduate and graduate students should be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:

*I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.*

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [http://www.shc.umd.edu](http://www.shc.umd.edu).

**Inclement Weather / University Closings:**
In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website ([http://www.umd.edu](http://www.umd.edu)) and snow phone line (301-405-SNOW) as well as local radio and TV stations.

**Course Procedures and Policies:**
I. **Email – The Official University Correspondence:**
Verify your email address by going to [www.my.umd.edu](http://www.my.umd.edu).

All enrolled students are provided access to the University’s email system and an email account. All official University email communication will be sent to this email address (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official communications to students, so email must be
checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices.

Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from “full mailbox” or “unknown user” errors for example), will not excuse a student from missing University announcement, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building.

For technical support for University email: please review www.helpdesk.umd.edu or call 301-405-1400.

II. Absence Policy:
In accordance with University policy if you are absent for a single (1) lecture due to illness or some form of personal or family emergency, this absence will be considered “excused” and the instructor will accept a note from you attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should try to contact the instructor in advance.

Multiple or prolonged absences, and absences that prevent attendance at a major scheduled grading event (like an exam or test) will require written documentation from an appropriate health care provider/organization.

III. Late Work and Missed Exams/Assignments:
Assignments should be submitted VIA CANVAS by the beginning of the class period (unless otherwise noted in "Assignments") on the due date. So, plan accordingly. ALL LATE ASSIGNMENTS, excused and unexcused, will have 10% deducted from the total score for EACH day late. Assignments may be submitted VIA CANVAS before the due date. Once CANVAS has closed an assignment and has marked it as “LATE,” a 10% deduction will occur; so, do not leave your submissions until the last minute. Emailed assignments will not be accepted unless previously approved. Plan accordingly!

Students are expected to be in attendance on the specified date and time set in the syllabus for all exams. Make-up exams will be considered only for those students who have a legitimate reason for the absence and provide written documentation to substantiate their absence from class on the day of the exam. In such an event, Dr. Fryer must be contacted on the exam day PRIOR TO the start of the exam. Otherwise, no accommodations will be made for taking a make-up exam. Documentation provided must refer to the specific date of the absence. If an unforeseen emergency or illness prevents you from being in class on the day of the examination, Dr. Fryer must be contacted ON OR BEFORE the examination date.

Removal of examination materials (e.g., examination booklets, score sheets, hard copies of examinations) by students from the classroom is NOT permitted. Students who remove
these materials will be submitted for review for academic dishonesty and may be subject to receipt of a grade of XF.

Students who leave the class room during an examination will NOT be permitted to return to complete the examination, except in unusual circumstances, in which case permission to do so must be granted by Dr. Fryer PRIOR TO the student’s absence.

IV. Classroom Etiquette:
Our greatest class resource is you! Your thoughts, ideas, questions and comments will enrich everyone’s learning experience, so please be an actively involved and engaged participant! Enthusiastic discussions, disagreements, and multiple points of view are essential! Come to class prepared by reading the required text and articles PRIOR TO the class meeting.

If you must miss a class, check CANVAS for the week’s lecture slides and contact a colleague for notes. If you are ill or encountering personal difficulties, let Dr. Fryer know and contact the Learning Assistance Service Center (301-314-7693) or the Counseling Center (301-314-7651), if necessary. It is more difficult for us to address a problem after the fact; let me know about a problem ahead of time—primary prevention is helpful in many situations, not just when it comes to health!

V. Copyright Notice:
Class lectures and other materials are copyrighted. This includes all tangible course materials including: bit not limited to written or recorded lectures, PowerPoint presentations, handouts, tests, and other assignments. These materials may not be reproduced (e.g., students may not copy and/or redistribute these materials) for anything other than personal use without the explicit written permission of Dr. Fryer.

VI. Use of Technology Rules:
If you are using a laptop or notebook computer while in class, please restrict your usage to class activities and note-taking. Additionally:

- Engaging in outside work during class is NOT permitted (e.g., surfing the web, responding to email, Facebook, Instagram, Twitter, or instant messaging with friends is inappropriate and disrespectful to others in the class); be present and engaged.

- More importantly, the use of cell phones during class time is strictly prohibited. Please turn all phones off during class or (with permission from the instructor) place all such devices in silent or vibration mode during class. If an emergency and you must take a call during class, please quietly and politely excuse yourself from the room.

- In the event that an emergency notification is sent via UMD’s Emergency Notification System, notify the instructor and follow instructions accordingly.

- Individuals who require video or audio recording devices to satisfy a DSS service should consult with the instructor to make arrangements for the placement and operation of these devices.
VII. Course Evaluations:
The University, the School of Public Health, and the Department of Behavioral and Community Health are committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction. Your evaluations help instructors improve their courses and help current and future students decide on classes. The system (www.CourseEvalUM.umd.edu) opens and closes on specific dates, which will be shared with you later in the semester.

Available Support Services:
Even though your Health Policy paper will not go through a modified peer review process, I highly recommend use of support services if you are not yet, a good writer. There are many helpful resources available at the University including library facilities/tools, time management, computer facilities and helpdesk at OIT, etc. I highly recommend the use of any support services available to students that may be useful for the course.

More importantly, if you are experiencing difficulties in keeping up with the academic demands of this course, please contact the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, math learning skills, notetaking and exam preparation skills. All of their services are free to UMD students.

Grading Procedures:
The total number of points students can earn in this course is 400. Grades will be based upon total points earned throughout the semester. In accordance with Departmental policy, there is NO provision for additional points through “extra credit.” Most importantly, grades will NOT be “rounded” up to the next higher bracket. The point range associated with each grade is listed on the next page.

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A+</td>
<td>400-382</td>
<td>100-96</td>
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<td>A</td>
<td>381-370</td>
<td>95-93</td>
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<tr>
<td>A-</td>
<td>369-360</td>
<td>92-90</td>
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<td>B+</td>
<td>359-342</td>
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<td>B</td>
<td>341-330</td>
<td>85-83</td>
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<td>B-</td>
<td>329-320</td>
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<tr>
<td>C+</td>
<td>319-302</td>
<td>79-76</td>
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<td>301-290</td>
<td>75-73</td>
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<tr>
<td>C-</td>
<td>289-280</td>
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<td>D+</td>
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<td>261-250</td>
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<td>≤59</td>
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Course Calendar Summary:

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<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>#1</td>
<td>8/30</td>
<td>Welcome and Introductions</td>
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<tr>
<td>#2</td>
<td>9/6</td>
<td>A Brief History of Public Health in the U.S.</td>
<td>Syllabus Assignment Due</td>
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<tr>
<td>#3</td>
<td>9/13</td>
<td>Determinants of Health</td>
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<tr>
<td>#4</td>
<td>9/20</td>
<td>A Brief History and the Philosophical Foundations of Public Health Education in the U.S.</td>
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<tr>
<td>#6</td>
<td>10/4</td>
<td>Public Health Core Functions and U.S. Infrastructure</td>
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<td>#7</td>
<td>10/11</td>
<td>Public Health and Social Justice</td>
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<tr>
<td>#8</td>
<td>10/18</td>
<td>MIDTERM EXAMINATION</td>
<td></td>
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<tr>
<td>#9</td>
<td>10/25</td>
<td>Access to Healthcare: The Issue of Health Insurance</td>
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<tr>
<td>#10</td>
<td>11/1</td>
<td>Health Care Reform</td>
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<td>#11</td>
<td>11/8</td>
<td>Healthy Public Policy and Advocacy</td>
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<tr>
<td>#12</td>
<td>11/15</td>
<td>Public Health Interventions</td>
<td>Health Policy Paper Due</td>
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<td>#13</td>
<td>11/22</td>
<td>Public Health Emergency Preparedness and Response</td>
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<td>#14</td>
<td>11/29</td>
<td>Ethical Issues in Health Education and Public Health</td>
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<td>#15</td>
<td>12/6</td>
<td>Future Trends and Challenges in Public Health and Health Education</td>
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<td>#16</td>
<td>TBD</td>
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<td>FINAL EXAMINATION</td>
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HLTH 606: Fall 2016  
Dr. Fryer
## Course Outline:

<table>
<thead>
<tr>
<th>Required Session Outline</th>
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<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td>8/30</td>
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<tr>
<td><strong>Introduction to Course</strong></td>
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Learning Objectives for Session:
- Thoroughly understand all aspects of the syllabus including: University and departmental policies; course material to be covered; due dates for all assignments; and format for both the midterm and final exams.

Required Reading: None

- **Class Activity**

Assignment: Go to CANVAS, download the syllabus, review the syllabus thoroughly and submit a message to Dr. Fryer attesting to your understanding of the syllabus.

**Due by Tuesday, 9/6 by 4PM.**

Please use the following language in your message:

*Dr. Fryer,*

*I have read, reviewed and understand the content (expectations, due dates, and policies) of the course syllabus.*

Please include your Name and UID # in the email communication.

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<tr>
<th>Session 2</th>
<th>9/6</th>
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## A Brief History of Public Health in the U.S.

Learning Objective for Session:
- Describe the history of health education and public health in the U.S.

Required Reading:
- Turnock, Chapter 1 and pgs. 131-143
Determinants of Health: Measuring Population Health

Learning Objectives for Session:
- Identify the causes of social and behavioral factors that affect health of individuals and populations.
- Knowledgeably discuss relationships among the following terms: health education, health promotion, community health, health disparities, public health, medicine, and health equity.
- Describe the development and content of the national health goals and objectives for the nation, beginning with the Surgeon General's 1979 Healthy People report and ending with the Healthy People 2020 draft document.

Required Reading:
- Turnock, Chapter 2
- Healthy People 2020 Framework
- Ottawa Charter for Health Promotion
- World Health Organization’s Right to Health Fact Sheet

❖ Class Activity – Video Reaction #1 – Unnatural Causes: Place Matters
A Brief History and the Philosophical Foundations of Public Health Education in the U.S.

Learning Objectives for Session:
- Identify and describe dominant philosophies in health education and public health.
- Describe the public health credentialing process the responsibilities and competencies of health educators and public health professionals.

**GUEST SPEAKER: Nedelina Tchangalova, UMD Library System**

Required Reading:
- Cottrell et al, Chapters 2 & 3

Recommended Reading:


Learning Objectives for Session:
- Demonstrate an understanding of how health policy is developed in the United States.
- Articulate the health, fiscal, administrative, legal, social and political implications of a specific health policy.

Required Reading:
- Turnock, Chapters 3 and 4

[TERMINOLOGY WORD CLOUD ASSIGNMENT & PRESENTATIONS DUE]
### Session 6  
10/4

**Public Health Core Functions, Workforce, and U.S. Infrastructure**

**Learning Objectives for Session:**
- Define and use terminology related to public health and health education.
- Articulate the health, fiscal, administrative, legal, social and political implications of a specific health policy.

**Required Reading:**
- Turnock, Chapter 5 (pgs. 143-159), Chapter 6 (pgs. 163-177) and Chapter 7
- CDC’s national Public Health Improvement Initiative (NPHII) at [http://www.cdc.gov/stltpublichealth/nphii/index.html](http://www.cdc.gov/stltpublichealth/nphii/index.html)

### Session 7  
10/11

**Public Health and Social Justice**

**Learning Objectives for Session:**
- Discuss the concept of public health as social justice.

**Required Reading:**

### Session 8  
10/18

**MIDTERM EXAMINATION**
Access to Healthcare: The Issue of Health Insurance

Learning Objectives for Session:
- Identify and discuss current issues in public health, community health, health promotion and health education.

❖ Class Activity – Video Reaction #2 – Unnatural Causes: Not Just A Paycheck

Required Reading:

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Health Care Reform

Learning Objectives for Session:
- Identify and discuss current issues in public health, community health, health promotion and health education.

❖ TRAVEL: Dr. Fryer – 2016 APHA Conference

❖ GUEST LECTURER: Dr. Nancy Smith, Behavioral and Community Health

Required Reading:
- Sommers et al. (2013). The Affordable Care Act has Led to Significant Gains in Health Insurance and Access to Care for Young Adults. Health Affairs, 32(1), 165-174.
- Williams et al. (2010). Beyond the Affordable Care Act: Achieving Real Improvements in Americans’ Health. Health Affairs, 29(8), 1481-1488.
- Congressional Research Services (CRS) HR3200 Summary at http://www.healthedpartners.org/healthreform/crs_hr3200_summary_w_links.pdf
- The Affordable Care Act: Understand the Law at www.healthcare.gov/law
Healthy Public Policy and Advocacy

Learning Objectives for Session:
- Demonstrate an understanding of how health policy is developed in the United States.
  - Class Activity - Video “I’m Just A Bill”

Required Reading:
- Minkler et al (2011). Promoting Healthy Public Policy through Community-Based Participatory Research: Ten Case Studies, a project of the University of California, Berkeley, School of Public Health and PolicyLink, funded by a grant from the W. K. Kellogg Foundation.
- Medicaid Fact Sheet
- Medicare Fact Sheet
- “Advocacy Matters” at http://www.sophe.org/ and
- Testimonies, Recommendations or Policies at http://www.apha.org/advocacy/priorities/comments/ and
- http://www.apha.org/advocacy/reports/reports/
### Session 12

**Public Health Interventions**

Learning Objectives for Session:
- Identify and discuss current issues in public health, community health, health promotion and health education.

Required Reading:
- Turnock, Chapter 8

[HEALTH POLICY PAPER DUE]

### Session 13

**Public Health Emergency Preparedness and Response**

Learning Objectives for Session:
- Identify and discuss current issues in public health, community health, health promotion and health education.

- GUEST SPEAKER: TBD

Required Reading:
- Turnock, Chapter 9
**Session 14** | **11/29**
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**Ethical Issues in Health Education and Public Health**

Learning Objectives for Session:
- Define ethical principles and concepts, and discuss the similarities and differences between the codes of ethics for health educators and public health professionals.

- **Class Activity – Video Reaction #3 – Blood Journey (New York Times)**

Required Reading:
- Cottrell et al, Chapter 5
- Public Health Ethics at [http://www.cdc.gov/od/science/integrity/phethics](http://www.cdc.gov/od/science/integrity/phethics)

**Session 15** | **12/6**
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**Future Trends and Challenges in Public Health and Health Education**

Learning Objectives for Session:
- Identify and discuss current issues in public health, community health, health promotion and health education.

Required Reading:
- Turnock, Chapter 10
- Cottrell et al, Chapter 10

**Session 16** | **TBD**
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**FINAL EXAMINATION**