



# University of Maryland School of Public Health

## HLTH 130 – Introduction to Public and Community Health

**Semester:** Spring 2019

**Classroom and Time:** 0302 SPH; Tuesday/Thursday

**Time:** 2:00-3:15 PM

**Instructor:** Donna Howard, DrPH, MPH

**Office:** 1234D SPH

**Phone:** (301) 405-2520

**Email:** [dhoward1@umd.edu](mailto:dhoward1@umd.edu)

**Office Hours:** Tues, 3:30-4:30 or  
By Appointment

**Teaching Assistant:** Dana Reiss

**Email:** [dreiss1@terpmail.umd.edu](mailto:dreiss1@terpmail.umd.edu)

**Office:** 1224 SPH, Desk M

**Office Hour:** Thur- 12:00-1:00  
By Appointment

This course is tailored to students who may have an interest in pursuing a career in public health and those who are majors in Behavioral and Community Health (BCH). It aims to expose students to the connections between their personal world and the field of public health. Students will acquire information on diverse ways in which the public's health is viewed, safeguarded, and challenged. Consideration will be given to historical and contemporary forces and their impact on public health. Settings where public health is practiced and roles of public health professionals will be highlighted.

**Course Pre- and Co-requisites:** None

### Course Learning Objectives:

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

1. Recognize the ways in which advances in public health affect personal lives;
2. Describe the multiple settings where public health is practiced;
3. Identify various roles for public health professionals;
4. Discuss ethical issues related to provision/safeguard of the public's health;
5. Discuss the potential gains and challenges facing the field of public health.

### Program Competencies Addressed in this Course:

The following competencies for the Community Health Degree Program are addressed in this course:

1. Identify individual and community level needs for health promotion and disease prevention.
2. Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies.

**Required Texts and Other Readings:****Required Text:**

Schneider, Mary-Jane. *Introduction to Public Health*. MA: Jones & Bartlett Learning, LLC, 4<sup>th</sup> edition, 2013 (ISBN number: 978-1-4496-9736-5).

**Note: The UMCP bookstore is working to make ordering books as simple as possible. Please open the following link to access purchasing information:**

**HLTH 130: Introduction to Public and Community Health**

<http://www.facultybookshelf.org/course/15283>

**Other Required Readings:**

In addition to the text, a series of journal **Articles/Essays/Book Reviews** and candid interviews with prominent scholars and practitioners in the field of public health (*View Point*), will be required reading. These, along with all other course materials, can be found on the course CANVAS (CV).

**Required Technology and Other Materials:** None

**Course Communication**

Course communication will be through the H130 course Canvas. Students will be informed of any scheduling changes, the posting of course lectures notes and exam study guides via Canvas email. Students can also contact the instructors directly using their 'umd' email address or during scheduled office hours.

**Please check the class CANVAS every week for announcements!**

**Course Requirements and Expectations:**

This class focuses on the core concepts, functions, applications, implications, and ethical considerations for promoting public health. Mastery of course material requires memorization and the ability to think critically about the 21<sup>st</sup> century public health challenges. The class format combines lectures and interactive discussions. To be successful in H130, students are expected to attend class regularly, participate in class discussions and complete required readings PRIOR TO THE CLASS SESSION FOR WHICH IT IS ASSIGNED.

University policy prohibits mandating course attendance. While University policy prohibits mandating course attendance, attendance is critical to learning and successful attainment of the course objectives and curriculum competencies. If you hope to do well in this class, you must attend regularly, thoughtfully complete the assigned readings before coming to class and pay attention in class :)

**Major Graded Assignments:** There will be 4 exams. The dates for the exams are as follows:

**Exam 1: February 19**

**Exam 2: March 14**

**Exam 3: April 18**

**Exam 4: May 20, During Finals Week**

Each exam will consist of multiple choice and/or fill-in questions and will cover material from class lectures and the assigned readings.

**Take Home Assignments:**

In addition, there will be three graded take home assignments:

1) **“Your Academic and Professional Journey”** which is to be written up and submitted electronically on our course Canvas by **MARCH 26, no later than 5pm. If the assignment is submitted after the due date/time you will receive NO credit for it. Exceptions to this policy** will be considered only for those students who have a legitimate reason for turning in the assignment late and provide written documentation to substantiate this. In such an event, the professor *must* be contacted before the due date. Otherwise, no accommodations will be made for completing the assignment or receiving credit for it.

2) **“2019 PublicHealthResearch@Maryland”** which is to be written up and submitted electronically on our course Canvas by **APRIL 11, no later than 5pm. If the assignment is submitted after the due date/time you will receive NO credit for it. Exceptions to this policy** will be considered only for those students who have a legitimate reason for turning in the assignment late and provide written documentation to substantiate this. In such an event, the professor *must* be contacted before the due date. Otherwise, no accommodations will be made for completing the assignment or receiving credit for it.

3) **“SCIENCE LITERACY”** which is to be written up and submitted electronically on our course Canvas by **April 30, no later than 5pm. If the assignment is submitted after the due date/time you will receive NO credit for it. Exceptions to this policy** will be considered only for those students who have a legitimate reason for turning in the assignment late and provide written documentation to substantiate this. In such an event, the professor *must* be contacted before the due date. Otherwise, no accommodations will be made for completing the assignment or receiving credit for it.

**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.

A link to the new policy covering absences from class can be found at:

[https://faculty.umd.edu/teach/attend\\_change.html](https://faculty.umd.edu/teach/attend_change.html)

**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.

**Course Procedures and Policies / Ground Rules:**

Arrive and depart from class at the appropriate time. It is disruptive and disrespectful to the class for students to pick up and leave during the session.

Show respect for yourself and others; listen actively and participate regularly. It is extremely rude to talk in class when someone else, either the professor or another student, is speaking.

Engaging in outside work during class time is unacceptable- this includes **outside work being done on your laptop**, text messaging, doing puzzles and reading the Diamondback.

Food consumption during class is discouraged.

Please turn your cell phones off before coming to class.

## **H130 MISSED EXAM POLICY BELOW**

### **Missed Exams:**

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 absence and provide written documentation to substantiate their absence from class on the day of the exam. In such an event, the professor *must* be contacted on the exam day. Otherwise, no accommodations will be made for taking a make-up exam. Self-signed notes are not appropriate as an excuse for absences or late submission of major scheduled grading events (i.e. exam or graded assignment).

If you are eligible to take a make-up please note that while the content will be the same as the in-class exam, the format of the make-up is different: multiple choice, true and false, fill-in and short answer essays.

It is the student's responsibility to check with the professor, GA or classmates and obtain notes, handouts, or other information missed during an absence.

**Under NO circumstances will there be extra credit opportunities in this class!**

### **Inclement Weather / University Closings / Emergency Procedures:**

In the event that the University has a delayed opening or 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.

### **Available Support Services for H130:**

If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service, 2202 Shoemaker Bldg., 301 (314-7693). Their educational counselors can help with time management, reading, note-taking, and exam preparation skills. All their services are free to UM students.

**If you need research assistance from a librarian, please contact Nedelina Tchangalova, the SPH Librarian, at: ([nedelina@umd.edu](mailto:nedelina@umd.edu)); 301.405.9151**

### **Copyright Notice:**

Class lectures and other materials are copyrighted by me, the course instructor. This includes all tangible course materials, including but not limited to written or recorded lecture, PowerPoint presentations, handouts, tests, and other assignments. These materials **may not** be reproduced (e.g. students may not copy and distribute these materials) for anything other than personal use without my explicit written permission.

### **Photo/Video Release Statement:**

Occasionally, the Department of Behavioral and Community Health may take photographs of classroom and building activities involving our students. Photographs taken at these events may be published electronically or in print materials. If you do not wish to authorize use of such photos for these materials, please email your professor upon receipt of this syllabus.

**Use of Course Assistance Websites and Online Group Forums:**

Course assistance websites, such as CourseHero and others, are not permitted sources for SPH courses, unless the professor explicitly gives permission for you to use one of these sites. Material pulled from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and more generally shortcuts the learning process. In addition, it is understandable that students may use one of a variety of online or virtual forums for course-wide discussion (e.g., GroupME or WeChat). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly prohibited. Examples include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Additional information on academic integrity is found in University Course Related Policies.

**Grading Procedures:**

<b>Evaluation</b>	<b>Grading</b>																																																						
<table> <thead> <tr> <th>Assignment</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td>Exam 1</td> <td>100</td> </tr> <tr> <td>Exam 2</td> <td>100</td> </tr> <tr> <td>Exam 3</td> <td>100</td> </tr> <tr> <td><u>Exam 4</u></td> <td><u>100</u></td> </tr> <tr> <td></td> <td>400</td> </tr> </tbody> </table> <p><b>ASSIGNMENTS:</b></p> <p>1) <i>Your Academic and Professional Journey</i> <b>5points*</b></p> <p>2) <i>2019 PublicHealthResearch@Maryland</i> <b>5points*</b></p> <p>3) <i>SCIENCE LITERACY</i> <b>5points*</b></p> <p><b>*These points will be added to your cumulative grade and factored into final grades</b></p>	Assignment	Points	Exam 1	100	Exam 2	100	Exam 3	100	<u>Exam 4</u>	<u>100</u>		400	<p><b>Grades will be based upon total points earned throughout the semester:</b></p> <table> <thead> <tr> <th>Grade</th> <th>Points</th> <th></th> </tr> </thead> <tbody> <tr> <td>A+</td> <td>400 - 382</td> <td>(100-96 %)</td> </tr> <tr> <td>A</td> <td>381 - 370</td> <td>(95-93 %)</td> </tr> <tr> <td>A-</td> <td>369 - 358</td> <td>(92-90 %)</td> </tr> <tr> <td>B+</td> <td>357 - 342</td> <td>(89-86 %)</td> </tr> <tr> <td>B</td> <td>341 - 330</td> <td>(85-83 %)</td> </tr> <tr> <td>B-</td> <td>329 - 318</td> <td>(82-80 %)</td> </tr> <tr> <td>C+</td> <td>317 - 302</td> <td>(79-76 %)</td> </tr> <tr> <td>C</td> <td>301 - 290</td> <td>(75-73 %)</td> </tr> <tr> <td>C-</td> <td>289 - 278</td> <td>(72-70 %)</td> </tr> <tr> <td>D+</td> <td>277 - 262</td> <td>(69-66 %)</td> </tr> <tr> <td>D</td> <td>261 - 250</td> <td>(65-63 %)</td> </tr> <tr> <td>D-</td> <td>249 - 238</td> <td>(62-60 %)</td> </tr> <tr> <td>F</td> <td>≤ 237</td> <td></td> </tr> </tbody> </table>	Grade	Points		A+	400 - 382	(100-96 %)	A	381 - 370	(95-93 %)	A-	369 - 358	(92-90 %)	B+	357 - 342	(89-86 %)	B	341 - 330	(85-83 %)	B-	329 - 318	(82-80 %)	C+	317 - 302	(79-76 %)	C	301 - 290	(75-73 %)	C-	289 - 278	(72-70 %)	D+	277 - 262	(69-66 %)	D	261 - 250	(65-63 %)	D-	249 - 238	(62-60 %)	F	≤ 237	
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## - Course Schedule Summary -

Session	Date	Topic	Readings/Assignments
# 1	1/29	Review Syllabus	<b>Purchase text</b> <b>Access CANVAS (CV) course materials</b> <b>Review “Your Academic and Professional Journey”</b> <b>Review “2019 Public Health Research @Maryland”</b> <b>Review “SCIENCE LITERACY”</b>
# 2	1/31	Changing Nature of What Constitutes Health, Illness & Disease	<i>Health and Societies: Changing Perspectives</i> <b>Book Review (CV)</b> <i>Health, Disease and Illness: Matters for Definition</i> <b>Article (CV)</b>
# 3	2/5	How Public Health Plays a Role in our Daily Lives	<i>Schneider: Prologue and Chapter 1</i> <i>Budget Cuts and the Politics of Research</i> <b>Editorial (CV)</b>
# 4	2/7	Principles and Philosophies Associated with Public Health	<i>Schneider: Chapter 26, pgs. 447-454</i>  <b>Study Guide for Exam 1 posted (CV)</b>
# 5	2/12	Historical and Contemporary Threats Case Study: “Class”	<i>Schneider: Chapter 9; Chapter 31</i> <b>Left Behind Essay (CV)</b>
# 6	2/14	<b>Film: Unnatural Causes: Is Inequality Making Us Sick</b>	<i>Schneider: Chapter 14</i>
# 7	<b>2/19*</b>	<b>EXAM 1</b>	
# 8	2/21	Core Functions and Services of Public Health	<i>Schneider: Chapter 3</i>
# 9	2/26	Epidemiology and Public Health	<i>Schneider: Chapters 4 and 5</i>
# 10	2/28	<i>What are our Public Health Agencies and Who are its Agents?</i>	<i>Schneider: Chapter 24</i> <i>The FDA as a Public Health Agency</i> <b>Article (CV)</b>
# 11	3/5	<b>Your Academic and Professional Journey</b> <b>In-Class WORKSHOP</b>	 <b>Study Guide for Exam 2 posted (CV)</b>
# 12	3/7	Why is Public Health Controversial? Part I	<i>Schneider: Chapters 2 and 13</i>
# 13	3/12	Why is Public Health Controversial? Part II	<i>Tyranny of Health Promotion</i> <b>Article (CV)</b>
# 14	<b>3/14*</b>	<b>EXAM 2</b>	
	<b>3/19, 3/21</b>	<b>SPRING BREAK SPRING BREAK SPRING BREAK SPRING BREAK</b>	

\* Major Scheduled Grading Event



## - Course Schedule Summary -

Session	Date	Topic	Readings/Assignments
# 15	3/26	Healthy Public Health Policy Case Study: Tobacco	<i>Upstream Healthy Public Policy: Lessons From the Battle of Tobacco</i> <b>Article (CV)</b> <b>“Your Academic and Professional Journey” assignment due by 5pm</b>
# 16	3/28	Healthy Public Health Policy Case Study: Obesity	<i>Obesity- The New Frontier of Public Health Law</i> <b>Article (CV)</b>
# 17	<b>4/2*</b>	<b>NO CLASS: ATTEND —2019 PublicHealthResearch@Maryland</b>	
# 18	4/4	<b>Film: Weight of the Nation-Challenges</b>	
# 19	4/9	Environmental Public Health Issues	<i>Schneider: Chapter 20</i> <b>Study Guide for Exam 3 posted (CV)</b>
# 20	<b>4/11*</b>	Poverty and Global Health	<i>Schneider: Chapter 25</i> <i>Global Health Inequity- The Need for Action, pgs. 26-34</i> <b>Article (CV)</b> <b>“2019PublicHealthResearch@Maryland” assignment due by 5pm</b>
# 21	<b>4/16</b>	<b>Film: Sick Around the World</b>	
# 22	<b>4/18*</b>	<b>EXAM 3</b>	
# 23	4/23	Communicating Health Risks I	<i>Schneider: Chapter 7, pgs. 108-113/ Chapter30</i> <i>The Unexamined Society</i> <b>Article (CV)</b>
# 24	4/25	Communicating Health Risks II: Notes from the Field	<i>Conspiracy Beliefs about the Origins of HIV/AIDS in Four Ethnic Racial Groups</i> <b>Article (CV)</b>
# 25	<b>4/30*</b>	Violence as a Public Health Issue	<i>Coping with Youth Violence: Assessments by Minority Parents in Public Housing</i> <b>Article (CV)</b> <b>“SCIENCE LITERACY” assignment due by 5pm</b>
# 26	5/2	<b>Film: The Interrupters</b>	
# 27	5/7	Ethical Conduct and Codes of Ethics	<i>Schneider: Chapter 6; Chapter 26, pgs. 454-460</i> <i>The Public Health Code of Ethics</i> <b>Article(CV)</b> <b>Study Guide for Exam 4 posted CV)</b>
# 28	5/9	Ethics in Public Health Case Study: The Tuskegee Syphilis Study	<i>The Tuskegee Syphilis Study, 1932 to 1972: Implications for HIV Education and AIDS Risk Education Programs in the Black Community</i> <b>Article (CV)</b>
# 29	5/14	<b>Inside the Public Health Guild Interview</b>	<b>View Point: Dr. Lawrence Green (CV)</b>
# 30	<b>5/20*</b> <b>During</b> <b>Finals Week</b>	<b>EXAM 4: 5/20, MONDAY</b> Place: <b>0302 SPH//Time: 10:30-12:30</b>	

\* Major Scheduled Grading Event

## - Session Outline -

### \* Major Scheduled Grading Event

<b>Session 1</b>	<b>Thursday, 1/29</b>
<p>Review Syllabus  <b>Purchase text / Access CANVAS (CV) course materials</b>  <b>Review “Your Academic and Professional Journey” Assignment 1</b>  <b>Review “2019 PublicHealthResearch@Maryland” Assignment 2</b>  <b>Review “SCIENCE LITERACY” Assignment 3</b></p>	
<b>Session 2</b>	<b>Tuesday, 1/31</b>
<p>Changing Nature of What Constitutes Health, Illness &amp; Disease  Learning Objectives for Session [#1, #5]  <ol style="list-style-type: none"> <li>1. Recognize the ways in which advances in public health affect personal lives</li> <li>5. Discuss the potential gains and challenges facing the field of public health</li> </ol> <i>Health and Societies: Changing Perspectives</i> <b>Book Review (CV)</b>  <i>Health, Disease and Illness: Matters for Definition</i> <b>Article (CV)</b></p>	
<b>Session 3</b>	<b>Thursday, 2/5</b>
<p>How Public Health Plays a Role in our Daily Lives  Learning Objectives for Session [#1, #2, #3, #5]  <ol style="list-style-type: none"> <li>1. Recognize the ways in which advances in public health affect personal lives</li> <li>2. Describe the multiple settings where public health is practiced</li> <li>3. Identify various roles for public health professionals</li> <li>5. Discuss the potential gains and challenges facing the field of public health</li> </ol> <i>Schneider: Prologue and Chapter 1</i>  <i>Budget Cuts and the Politics of Research</i> <b>Editorial (CV)</b></p>	
<b>Session 4</b>	<b>Tuesday, 2/7</b>
<p>Principles and Philosophies Associated with Public Health  Learning Objectives for Session [#2, #3, #4]  <ol style="list-style-type: none"> <li>2. Describe the multiple settings where public health is practiced</li> <li>3. Identify various roles for public health professionals</li> <li>4. Discuss ethical issues related to provision/safeguard of the public’s health</li> </ol> <i>Schneider: Chapter 26, pgs. 447-454</i>  <b>Study Guide for Exam 1 posted (CV)</b></p>	
<b>Session 5</b>	<b>Thursday, 2/12</b>
<p>Historical and Contemporary Threats Case Study: “Class”  Learning Objectives for Session [#1, #3, #4, #5]  <ol style="list-style-type: none"> <li>1. Recognize the ways in which advances in public health affect personal lives</li> <li>3. Identify various roles for public health professionals</li> <li>4. Discuss ethical issues related to provision/safeguard of the public’s health</li> <li>5. Discuss the potential gains and challenges facing the field of public health</li> </ol> <i>Schneider: Chapter 9; Chapter 31</i>  <b>Left Behind Essay (CV)</b></p>	

## - Session Outline - Continued

### \* Major Scheduled Grading Event

<b>Session 6</b>	<b>Tuesday, 2/14</b>
<p><b>Film: Unnatural Causes: Is Inequality Making Us Sick</b></p> <p>Learning Objectives for Session [#1, #4]</p> <ol style="list-style-type: none"> <li>1. Recognize the ways in which advances in public health affect personal lives</li> <li>4. Discuss ethical issues related to provision/safeguard of the public's health</li> </ol> <p><i>Schneider: Chapter 14</i></p>	
<b>Session 7</b>	<b>Thursday, 2/19</b>
<b>EXAM 1</b>	
<b>Session 8*</b>	<b>Tuesday, 2/21</b>
<p>Core Functions and Services of Public Health</p> <p>Learning Objectives for Session [#1, #2, #3]</p> <ol style="list-style-type: none"> <li>1. Recognize the ways in which advances in public health affect personal lives</li> <li>2. Describe the multiple settings where public health is practiced</li> <li>3. Identify various roles for public health professionals</li> </ol> <p><i>Schneider: Chapter 3</i></p>	
<b>Session 9</b>	<b>Thursday, 2/26</b>
<p>Epidemiology and Public Health</p> <p>Learning Objectives for Session [#2, #3]</p> <ol style="list-style-type: none"> <li>2. Describe the multiple settings where public health is practiced</li> <li>3. Identify various roles for public health professionals</li> </ol> <p><i>Schneider: Chapters 4 and 5</i></p>	
<b>Session 10</b>	<b>Tuesday, 2/28</b>
<p><i>What are our Public Health Agencies and Who are its Agents?</i></p> <p>Learning Objectives for Session [#1, #2, #3]</p> <ol style="list-style-type: none"> <li>1. Recognize the ways in which advances in public health affect personal lives</li> <li>2. Describe the multiple settings where public health is practiced</li> <li>3. Identify various roles for public health professionals</li> </ol> <p><i>Schneider: Chapter 24</i></p> <p><i>The FDA as a Public Health Agency Article (CV)</i></p>	
<b>Session 11</b>	<b>Thursday, 3/5</b>
<p><b>Your Academic and Professional Journey</b></p> <p><b>In-Class WORKSHOP</b></p> <p><b>Study Guide for Exam 2 posted (CV)</b></p>	

## - Session Outline - Continued

### \* Major Scheduled Grading Event

<b>Session 12</b>	<b>Tuesday, 3/7</b>
<p>Why is Public Health Controversial? Part I  Learning Objectives for Session [#1, #4 #5]</p> <ol style="list-style-type: none"> <li>1. Recognize the ways in which advances in public health affect personal lives</li> <li>4. Discuss ethical issues related to provision/safeguard of the public's health</li> <li>5. Discuss the potential gains and challenges facing the field of public health</li> </ol> <p><i>Schneider: Chapters 2 and 13</i></p>	
<b>Session 13</b>	<b>Thursday, 3/12</b>
<p>Why is Public Health Controversial? Part II  Learning Objectives for Session [#1, #4 #5]</p> <ol style="list-style-type: none"> <li>1. Recognize the ways in which advances in public health affect personal lives;</li> <li>4. Discuss ethical issues related to provision/safeguard of the public's health;</li> <li>5. Discuss the potential gains and challenges facing the field of public health.</li> </ol> <p><i>Tyranny of Health Promotion Article (CV)</i></p>	
<b>Session 14*</b>	<b>Tuesday, 3/14</b>
<b>EXAM 2</b>	
<b>SPRING BREAK SPRING BREAK SPRING BREAK SPRING BREAK</b>	
<b>Session 15*</b>	<b>Thursday, 3/26</b>
<p>Healthy Public Health Policy Case Study: Tobacco  Learning Objectives for Session [#1, #3, #4, #5]</p> <ol style="list-style-type: none"> <li>1. Recognize the ways in which advances in public health affect personal lives</li> <li>3. Identify various roles for public health professionals</li> <li>4. Discuss ethical issues related to provision/safeguard of the public's health</li> <li>5. Discuss the potential gains and challenges facing the field of public health</li> </ol> <p><i>Upstream Healthy Public Policy: Lessons From the Battle of Tobacco Article (CV)</i>  <b>"Your Academic and Professional Journey" assignment due by 5pm</b></p>	
<b>Session 16</b>	<b>Tuesday, 3/28</b>
<p>Healthy Public Health Policy Case Study: Obesity  Learning Objectives for Session [#1, #2, #3, #4, #5]</p> <ol style="list-style-type: none"> <li>1. Recognize the ways in which advances in public health affect personal lives</li> <li>2. Describe the multiple settings where public health is practiced</li> <li>3. Identify various roles for public health professionals</li> <li>4. Discuss ethical issues related to provision/safeguard of the public's health</li> <li>5. Discuss the potential gains and challenges facing the field of public health</li> </ol> <p><i>Obesity- The New Frontier of Public Health Law Article (CV)</i></p>	

## - Session Outline - Continued

### \* Major Scheduled Grading Event

<b>Session 17*</b>	<b>Thursday, 4/2</b>
<b>NO CLASS:</b> <b>ATTEND ATTEND ATTEND---2019 PublicHealthResearch@Maryland</b>	
<b>Session 18</b>	<b>Tuesday, 4/4</b>
<b>Film: Weight of the Nation- Challenges</b> Learning Objectives for Session [#1, #2, #4, #5] <ol style="list-style-type: none"> <li>1. Recognize the ways in which advances in public health affect personal lives</li> <li>2. Describe the multiple settings where public health is practiced</li> <li>4. Discuss ethical issues related to provision/safeguard of the public's health</li> <li>5. Discuss the potential gains and challenges facing the field of public health</li> </ol>	
<b>Session 19</b>	<b>Thursday, 4/9</b>
Environmental Public Health Issues Learning Objectives for Session [#1, #2, #3, #4, #5] <ol style="list-style-type: none"> <li>1. Recognize the ways in which advances in public health affect personal lives</li> <li>2. Describe the multiple settings where public health is practiced</li> <li>3. Identify various roles for public health professionals</li> <li>4. Discuss ethical issues related to provision/safeguard of the public's health</li> <li>5. Discuss the potential gains and challenges facing the field of public health</li> </ol> <i>Schneider: Chapter 20</i> <b>Study Guide for Exam 3 posted (CV)</b>	
<b>Session 20*</b>	<b>Tuesday, 4/11</b>
Poverty and Global Health Learning Objectives for Session [#1, #2, #3, #4, #5] <ol style="list-style-type: none"> <li>1. Recognize the ways in which advances in public health affect personal lives</li> <li>2. Describe the multiple settings where public health is practiced</li> <li>3. Identify various roles for public health professionals</li> <li>4. Discuss ethical issues related to provision/safeguard of the public's health</li> <li>5. Discuss the potential gains and challenges facing the field of public health</li> </ol> <i>Schneider: Chapters 25</i> Global Health Inequity- The Need for Action, pgs. 26-34 Article (CV) <b>2019 PublicHealthResearch@Maryland" assignment due by 5pm</b>	

## - Session Outline - Continued

### \* Major Scheduled Grading Event

<b>Session 21</b>	<b>Thursday, 4/16</b>
<b>Film: Sick Around the World</b> Learning Objectives for Session [#1, #2, #4, #5] <ol style="list-style-type: none"> <li>1. Recognize the ways in which advances in public health affect personal lives</li> <li>2. Describe the multiple settings where public health is practiced</li> <li>4. Discuss ethical issues related to provision/safeguard of the public's health</li> <li>5. Discuss the potential gains and challenges facing the field of public health</li> </ol> <i>Schneider: Chapters 27</i>	
<b>Session 22*</b>	<b>Tuesday, 4/18</b>
<b>EXAM 3</b>	
<b>Session 23</b>	<b>Thursday, 4/23</b>
Communicating Health Risks I Learning Objectives for Session [#1, #3, #5] <ol style="list-style-type: none"> <li>1. Recognize the ways in which advances in public health affect personal lives</li> <li>3. Identify various roles for public health professionals</li> <li>5. Discuss the potential gains and challenges facing the field of public health</li> </ol> <i>Schneider: Chapter 7, pgs. 108-113 and Chapter 30</i> <b>The Unexamined Society Article (CV)</b>	
<b>Session 24</b>	<b>Tuesday, 4/25</b>
Communicating Health Risks II: Notes from the Field Learning Objectives for Session [#1, #2, #3, #4, #5] <ol style="list-style-type: none"> <li>1. Recognize the ways in which advances in public health affect personal lives</li> <li>2. Describe the multiple settings where public health is practiced</li> <li>3. Identify various roles for public health professionals</li> <li>4. Discuss ethical issues related to provision/safeguard of the public's health</li> <li>5. Discuss the potential gains and challenges facing the field of public health</li> </ol> <i>Conspiracy Beliefs about the Origins of HIV/AIDS in Four Ethnic Racial Groups Article (CV)</i>	
<b>Session 25*</b>	<b>Thursday, 4/30</b>
Violence as a Public Health Issue Learning Objectives for Session [#1, #3, #4, #5] <ol style="list-style-type: none"> <li>1. Recognize the ways in which advances in public health affect personal lives</li> <li>3. Identify various roles for public health professionals</li> <li>4. Discuss ethical issues related to provision/safeguard of the public's health</li> <li>5. Discuss the potential gains and challenges facing the field of public health</li> </ol> <i>Coping with Youth Violence: Assessments by Minority Parents in Public Housing Article (CV)</i> <b>"SCIENCE LITERACY" assignment due by 5pm</b>	

## - Session Outline - Continued

### \* Major Scheduled Grading Event

<b>Session 26</b>	<b>Tuesday, 5/2</b>
<b>Film: The Interrupters</b> Learning Objectives for Session [#1, #2, #4, #5] <ol style="list-style-type: none"> <li>1. Recognize the ways in which advances in public health affect personal lives</li> <li>2. Describe the multiple settings where public health is practiced</li> <li>4. Discuss ethical issues related to provision/safeguard of the public's health</li> <li>5. Discuss the potential gains and challenges facing the field of public health</li> </ol>	
<b>Session 27</b>	<b>Thursday, 5/7</b>
Ethical Conduct and Codes of Ethics Learning Objectives for Session [#1, #4, #5] <ol style="list-style-type: none"> <li>1. Recognize the ways in which advances in public health affect personal lives</li> <li>4. Discuss ethical issues related to provision/safeguard of the public's health</li> <li>5. Discuss the potential gains and challenges facing the field of public health</li> </ol> <i>Schneider: Chapter 6; Chapter 26, pgs. 454-460</i> <i>The Public Health Code of Ethics Article (CV)</i> <b>Study Guide for Exam 4 posted CV)</b>	
<b>Session 28</b>	<b>Tuesday, 5/9</b>
Ethics in Public Health Case Study: The Tuskegee Syphilis Study Learning Objectives for Session [#1, #2, #3, #4, #5] <ol style="list-style-type: none"> <li>1. Recognize the ways in which advances in public health affect personal lives</li> <li>2. Describe the multiple settings where public health is practiced</li> <li>3. Identify various roles for public health professionals</li> <li>4. Discuss ethical issues related to provision/safeguard of the public's health</li> <li>5. Discuss the potential gains and challenges facing the field of public health</li> </ol> <i>The Tuskegee Syphilis Study, 1932 to 1972: Implications for HIV Education and AIDS Risk Education Programs in the Black Community Article (CV)</i>	
<b>Session 29</b>	<b>Thursday, 5/14</b>
<b>Inside the Public Health Guild Interview</b> Learning Objectives for Session [#3] <ol style="list-style-type: none"> <li>3. Identify various roles for public health professionals</li> </ol> <b>View Point: Dr. Lawrence W. Green (CV)</b>	
<b>Session 30* DURING FINALS WEEK</b>	
<b>EXAM 4</b> Place: <b>SPH 0302</b> Time: <b>10:30-12:30</b>	