



# University of Maryland School of Public Health

## HLTH 130 – Introduction to Public and Community Health

**Semester:** Spring 2015  
**Classroom and Time:** SPH 1312, Tuesday/Thursday 2:00-3:15 pm  
**Instructor:** Donna Howard, DrPH, MPH  
**Office:** 2372 SPH  
**Phone:** (301) 405-2520  
**Email:** [dhoward1@umd.edu](mailto:dhoward1@umd.edu)

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

**Graduate Assistant:** Nasreen Jones, B.S Community Health  
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**Office:** 1224 SPH, desk “L”

**Office Hour:** M- 10:00-11:00 or  
By Appointment

### Course Description:

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).

**Other Required Readings:**

In addition to the text, a series of journal **Articles/Essays/Book Reviews** and candid interviews with prominent scholars and practitioner 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).

**Course Requirements:**

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**.

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 and pay attention in class :)

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

**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.

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

**Exam 1: February 17**

**Exam 2: March 12**

**Exam 3: April 16**

**Exam 4: May 18, 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.

## Course Policies:

### **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](http://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: [www.helpdesk.umd.edu](http://www.helpdesk.umd.edu) or call 301-405-1400.

### **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.

A link to the new policy covering absences from class can be found at <http://www.president.umd.edu/policies/v100g.html>

## **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.

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!**

**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; help deans and department chairs decide on merit pay for faculty, renewal of contracts, and support tenure and promotion decisions; and help current and future students decide on classes. **The system ([www.CourseEvalUM.umd.edu](http://www.CourseEvalUM.umd.edu)) will open Tuesday, April 28 through Friday, May 15 for spring 2015 courses.**

**Available Support Services:**

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.

**Grading Procedures:**

<b>Evaluation</b>		<b>Grading</b>		
<b>Assignment</b>	<b>Points</b>	<b>Grades will be based upon total points earned throughout the semester:</b>		
<b>Exam 1</b>	<b>100</b>	<b>Grade</b>	<b>Points</b>	
<b>Exam 2</b>	<b>100</b>	<b>A+</b>	<b>400 - 382</b>	<b>(100-96 %)</b>
<b>Exam 3</b>	<b>100</b>	<b>A</b>	<b>381 - 370</b>	<b>(95-93 %)</b>
<b>Exam 4</b>	<b>100</b>	<b>A-</b>	<b>369 - 358</b>	<b>(92-90 %)</b>
	<b>400</b>	<b>B+</b>	<b>357 - 342</b>	<b>(89-86 %)</b>
		<b>B</b>	<b>341 - 330</b>	<b>(85-83 %)</b>
		<b>B-</b>	<b>329 - 318</b>	<b>(82-80 %)</b>
		<b>C+</b>	<b>317 - 302</b>	<b>(79-76 %)</b>
		<b>C</b>	<b>301 - 290</b>	<b>(75-73 %)</b>
		<b>C-</b>	<b>289 - 278</b>	<b>(72-70 %)</b>
		<b>D+</b>	<b>277 - 262</b>	<b>(69-66 %)</b>
		<b>D</b>	<b>261 - 250</b>	<b>(65-63 %)</b>
		<b>D-</b>	<b>249 - 238</b>	<b>(62-60 %)</b>
		<b>F</b>	<b>≤ 237</b>	

## - Course Schedule Summary -

Session	Date	Topic	Readings/Assignments
# 1	1/27	Review Syllabus	<b>Purchase text</b> <b>Access CANVAS (CV) course materials</b>
# 2	1/29	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	2/3	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	2/5	Principles and Philosophies Associated with Public Health	<i>Schneider: Chapter 26, pgs 447-454</i>
# 5	2/10	Historical and Contemporary Threats Case Study: "Class"	<i>Schneider: Chapter 9; Chapter 31</i> <i>Left Behind</i> <b>Essay (CV)</b>  <b>Study Guide for Exam 1 posted (CV)</b>
# 6	2/12	<b>Film: Unnatural Causes: Is Inequality Making Us Sick</b>	<i>Schneider: Chapter 14</i>
# 7	<b>2/17*</b>	<b>EXAM 1</b>	
# 8	2/19	<b>Inside the Public Health Guild</b>	<b>View Point: Dr. Robert Gold (CV)</b>
# 9	2/24	Core Functions and Services of Public	<i>Schneider: Chapter 3</i>
# 10	2/26	Epidemiology and Public Health	<i>Schneider: Chapters 4 and 5</i>
# 11	3/3	<u>What</u> are our Public Health Agencies and <u>Who</u> are its Agents?	<i>Schneider: Chapter 24</i> <i>The FDA as a Public Health Agency</i> <b>Article (CV)</b>
# 12	3/5	Why is Public Health Controversial? Part I	<i>Schneider: Chapters 2 and 13</i>  <b>Study Guide for Exam 2 posted (CV)</b>
# 13	3/10	Why is Public Health Controversial? Part II	<i>Tyranny of Health Promotion</i> <b>Article (CV)</b>
# 14	<b>3/12*</b>	<b>EXAM 2</b>	
		<b>NO CLASS: SPRING BREAK SPRING BREAK SPRING BREAK</b>	
# 15	3/24	<b>Inside the Public Health Guild</b>	<b>View Point: Dr. Lawrence W. Green (CV)</b>
# 16	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>

\* Major Scheduled Grading Event

## - Course Schedule Summary -

Session	Date	Topic	Readings/Assignments
# 17	3/31	Healthy Public Health Policy Case Study: Obesity	<i>Obesity- The New Frontier of Public Health Law</i> <b>Article (CV)</b>
# 18	4/2	<b>Film: Weight of the Nation- Challenges</b>	
# 19	4/7	Environmental Public Health Issues	<i>Schneider: Chapter 20</i>
# 20	4/9	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><u>Study Guide for Exam 3 posted (CV)</u></b>
# 21	4/14	<b>Film: Sick Around the World</b>	<i>Schneider: Chapter 27</i>
# 22	<b>4/16*</b>	<b>EXAM 3</b>	
# 23	4/21	<b>Inside the Public Health Guild</b>	
# 24	4/23	Communicating Health Risks I	<i>Schneider: Chapter 7, pgs 108-113 and Chapter 30</i> <i>The Unexamined Society</i> <b>Article (CV)</b>
# 25	4/28	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>
# 26	4/30	Violence as a Public Health Issue	<i>Coping with Youth Violence: Assessments by Minority Parents in Public Housing</i> <b>Article (CV)</b>
# 27	5/5	<b>Film: The Interrupters</b>	
# 28	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><u>Study Guide for Final Exam posted CV)</u></b>
# 29	5/12	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>
# 30	<b>5/18</b> <b>During*</b> <b>Finals</b> <b>Week</b>	<b>EXAM 4: 5/18, MONDAY</b> Place: <b>SPH 1312</b> //Time: <b>10:30-12:30</b>	

\* Major Scheduled Grading Event

## - Session Outline -

### \* Major Scheduled Grading Event

<b>Session 1</b>	<b>Tuesday, 1/27</b>
Review Syllabus <b>Purchase text / Access CANVAS (CV) course materials</b>	
<b>Session 2</b>	<b>Thursday, 1/29</b>
Changing Nature of What Constitutes Health, Illness & 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>	
<b>Session 3</b>	<b>Tuesday, 2/3</b>
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>	
<b>Session 4</b>	<b>Thursday, 2/5</b>
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>Session 5*</b>	<b>Tuesday, 2/10</b>
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> <i>Left Behind</i> <b>Essay (CV)</b> <b>Study Guide for Exam 1 posted (CV)</b>	



## - Session Outline - Continued

### \* Major Scheduled Grading Event

<b>Session 6</b>	<b>Thursday, 2/12</b>
<b>Film: Unnatural Causes: Is Inequality Making Us Sick</b> Learning Objectives for Session [#1, #4] 1. Recognize the ways in which advances in public health affect personal lives 4. Discuss ethical issues related to provision/safeguard of the public's health <i>Schneider: Chapter 14</i>	
<b>Session 7*</b>	<b>Tuesday, 2/17</b>
<b>EXAM 1</b>	
<b>Session 8</b>	<b>Thursday, 2/19</b>
<b>Inside the Public Health Guild</b> Learning Objectives for Session [#3] 3. Identify various roles for public health professionals <b>View Point: Dr. Robert Gold (CV)</b>	
<b>Session 9</b>	<b>Tuesday, 2/24</b>
Core Functions and Services of Public Health Learning Objectives for Session [#1, #2, #3] 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 <i>Schneider: Chapter 3</i>	
<b>Session 10</b>	<b>Thursday, 2/26</b>
Epidemiology and Public Health Learning Objectives for Session [#2, #3] 2. Describe the multiple settings where public health is practiced 3. Identify various roles for public health professionals <i>Schneider: Chapters 4 and 5</i>	
<b>Session 11</b>	<b>Tuesday, 3/3</b>
<i>What are our Public Health Agencies <u>and</u> Who are its Agents?</i> Learning Objectives for Session [#1, #2, #3] 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 <i>Schneider: Chapter 24</i> <i>The FDA as a Public Health Agency Article (CV)</i>	

## - Session Outline - Continued

### \* Major Scheduled Grading Event

<b>Session 12</b>	<b>Thursday, 3/5</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>  <b>Study Guide for Exam 2 posted (CV)</b></p>	
<b>Session 13</b>	<b>Tuesday, 3/10</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>Thursday, 3/12</b>
<b>EXAM 2</b>	
<i><b>NO CLASS: SPRING BREAK SPRING BREAK SPRING BREAK</b></i>	
<b>Session 15</b>	<b>Tuesday, 3/24</b>
<p><b>Inside the Public Health Guild</b>  Learning Objectives for Session [#3]</p> <ol style="list-style-type: none"> <li>3. Identify various roles for public health professionals</li> </ol> <p><b>View Point: Dr. Lawrence W. Green (CV)</b></p>	
<b>Session 16</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></p>	

## - Session Outline - Continued

### \* Major Scheduled Grading Event

<b>Session 17</b>	<b>Tuesday, 3/31</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</i> <b>Article (CV)</b></p>	
<b>Session 18</b>	<b>Thursday, 4/2</b>
<p><b>Film: Weight of the Nation- Challenges</b>  Learning Objectives for Session [#1, #2, #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>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>Tuesday, 4/7</b>
<p>Environmental Public Health Issues  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>Schneider: Chapter 20</i></p>	
<b>Session 20</b>	<b>Thursday, 4/9</b>
<p>Poverty and Global Health  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>Schneider: Chapters 25</i>  <i>Global Health Inequity- The Need for Action, pgs 26-34</i> <b>Article (CV)</b>  <b>Study Guide for Exam 3 posted (CV)</b></p>	

## - Session Outline - Continued

### \* Major Scheduled Grading Event

<b>Session 21</b>	<b>Tuesday, 4/14</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>Thursday, 4/16</b>
<b>EXAM 3</b>	
<b>Session 23</b>	<b>Tuesday, 4/21</b>
<b>Inside the Public Health Guild</b> Learning Objectives for Session [#3] <ol style="list-style-type: none"> <li>3. Identify various roles for public health professionals</li> </ol>	
<b>Session 24</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> <i>The Unexamined Society Article (CV)</i>	
<b>Session 25</b>	<b>Tuesday, 4/28</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>	

## - Session Outline - Continued

### \* Major Scheduled Grading Event

<b>Session 26</b>	<b>Thursday, 4/30</b>
<p>Violence as a Public Health Issue</p> <p>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>Coping with Youth Violence: Assessments by Minority Parents in Public Housing Article (CV)</i></p>	
<b>Session 27</b>	<b>Tuesday, 5/5</b>
<p><b>Film: The Interrupters</b></p> <p>Learning Objectives for Session [#1, #2, #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>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 28</b>	<b>Thursday, 5/7</b>
<p>Ethical Conduct and Codes of Ethics</p> <p>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: Chapter 6; Chapter 26, pgs 454-460</i></p> <p><i>The Public Health Code of Ethics Article (CV)</i></p> <p><b>Study Guide for Final Exam posted CV)</b></p>	
<b>Session 29</b>	<b>Tuesday, 5/12</b>
<p>Ethics in Public Health Case Study: The Tuskegee Syphilis Study</p> <p>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>The Tuskegee Syphilis Study, 1932 to 1972: Implications for HIV Education and AIDS Risk Education Programs in the Black Community Article (CV)</i></p>	
<b>Session 30*</b>	<b>Monday, 5/18</b>
<p><b>EXAM 4</b></p> <p>Place: <b>SPH 1312</b></p> <p>Time: <b>10:30-12:30</b></p>	

**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.**

Given the diversity of religious observances within our student body, students who foresee a conflict with a particular assignment due date or examination due to a religious observance, should **notify the instructor within the first two weeks of the semester to make appropriate accommodations. This is especially important for final examinations.** Every feasible effort will be made to accommodate students' request based on attendance of religious observances.

**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. If you intend to take any or all exams at DSS it is your responsibility to **notify the instructor within the first two weeks of the semester.**

**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.

For more information see: <http://www.shc.umd.edu/code.html>.

**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>.

## **Statement on Cheating**

The Department of Behavioral and Community Health has a zero tolerance policy on academic dishonesty of any kind. If a Departmental instructor believes that a student has been involved in academically dishonest activity, he or she will report it to the University's Office of Student Conduct, and is not obligated to disclose the report to the student in question. Once referred, the Office of Student Conduct will contact the student in writing to inform them of the charges.

### **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>) and snow phone line (301-405-SNOW), as well as local radio and TV stations.