

Course Number: MPHA 5P04

Course Title: Critical Foundations of Public Health

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Course Calendar Description:

Examines foundations of public health, including history, core principles, philosophy, and the social and political forces that influence population health.

Learning Objectives/Outcomes:

1. Describe leading theories of individual, interpersonal, group, organizational, and community-level change.
2. Explain key social, behavioral, biomedical and environmental determinants of health and disease.
3. Apply the core functions of public health practice (assessment, policy development, and assurance) to address public problems and their solutions.
4. Demonstrate the ability to critically review and write an analysis of a selected public health text.

Pedagogical (Teaching) Approach / Perspectives:

The course content, format, evaluation scheme and learning processes are informed by the following schools of thought:

1. **Critical Reflexive Inquiry** is a form of higher order reasoning that integrates critical thinking (making sense of things through questioning) and reflexivity (active consideration of personal and epistemological beliefs and values).
2. **Systems Thinking** considers the inter-relations between objects and agents in a manner that observes the emergence of patterns and recognizes that the whole is greater than the sum of its parts.
3. **Participatory Pedagogy** is an educational approach in which multiple perspectives, opinions, and active creation on the part of learners all contribute to the final context of the learner experience. From this perspective knowledge exchange is considered a shared responsibility among all participants (instructor and students).

COMMUNICATION & TECHNOLOGY

The Sakai site is our online ‘hub’ for this course as lectures, course materials, readings, and announcements are posted and the site provides us with the tools we need to communicate with each other. It is recommended that you explore the site and try out the tools available to you as soon as possible. Tools include ‘Forums’, ‘Lessons’, ‘Skype’, and ‘Turnitin’.

If you are experiencing difficulty using the Sakai site or any of the course tools there is technology support available to you throughout the semester. Concerns should be directed to the University Help Desk at <https://www.brocku.ca/information-technology/contactus>

Students are encouraged to post questions and have discussions with their peers using Sakai's built in Forum tool. There are designated Forum's set up for each module activity and for weekly discussions. Students are encouraged to join the weekly forum to ask questions, help each other, and participate in an open discussion of the topic and readings. **Note: Questions related to course content should be placed in the weekly forum; individual concerns (only) should be emailed directly to the professor.** Once a week the instructor will log into the forum to answer questions, clarify issues or problems and engage with the discussion. All marks and student grades will be available through Sakai. All students are required to have Official Brock University e-mail accounts. The course instructor will correspond with students only through these email accounts.

This course involves group work. In order to work with your peers, you will need to share your contact information with those in your group. All groups should schedule a meeting with the instructor early in the semester to discuss the assignment topic-selection, challenges and questions. Groups who would like to meet with the instructor should use the Sakai Sign Up tool (once dates are made available) to arrange these meetings and Skype to conduct them.

LEARNING FORMAT

A range of asynchronous (i.e., not tied to a schedule/working at your own pace using posted materials and instructions) and synchronous (i.e., "real-time" activities / online at the same time) learning methods will be employed to support the exploration and application of course content including lectures, practical exercises, group problem-solving activities and discussion forums. Students are encouraged to work with their peers throughout the course using Sakai's forum tool.

The course is divided into 8 modules and each module has 3 components:

1. *Introduction:* A short introduction to the topic and readings.
2. *Readings:* Readings and other multi-media resources (e.g., podcasts, videos) are assigned for each module and posted to Sakai. These resources are intended to provide knowledge of the topic, facilitate critical thinking and prompt questions and discussion.
3. *Application and integration of topic:* This component is intended to ensure theoretical and applied (i.e., 'real world') understanding, provide depth to the topic area and highlight linkages with other course materials and personal and professional experience. Activities include forum discussions, documentary/video screening, critical response writing, group work, and case study activities.

READINGS & TEXTBOOKS

Note: This is a reading and writing intensive course. To be successful in the course students are encouraged to maintain a reading schedule and if necessary, access writing support services.

Required Texts: *All texts are available for purchase (electronic and/or hard copy) from the publishers website and Amazon.

Johnson, S. (2006). *The ghost map: The story of London's most terrifying epidemic - and how it changed science, cities and the modern world*. Riverhead Books: New York, NY.

Klinenberg, E. (2002). *Heat wave: A social autopsy of disaster in Chicago*. University of Chicago Press. OR Klinenberg, E. (2015). *Heat wave: A social autopsy of disaster in Chicago*. (2nd ed.) University of Chicago Press. (*first or second edition is acceptable)

Skloot, R. (2011). *The immortal life of Henrietta Lacks*. Crown Publishing Group: New York, NY.

There are other required readings. These will be posted (link or pdf) to Sakai.

Readings for this course include documentary films, YouTube videos and podcasts. Similar to assigned readings, these are considered “texts” for the course. These visual and audio texts all have a clear connection to the course materials (lectures and assigned readings) and should be used/integrated into discussions, weekly activities, and assignments.

EVALUATION

Summary:

Assignment / Exam	% final grade	Due Date
Module Activities (8 x 5%)	40%	11:59 pm on final day of each module
Public Health Intervention Proposal (Group Project)	35%	Wednesday November 1 by 11:59 pm
Critical Reflection Paper	25%	Wednesday December 6 by 11:59 pm

Module Activities (40%)

Each module (1-8) students will be required to: a) complete an online activity related to the assigned topic and readings and, b) respond or react to another classmates post. Note: students must post themselves before reading or commenting on other posts. There is a designated weekly forum set up to ask questions, comment and openly discuss the readings. **Note: Please keep questions and comments on the forum specific to the readings or activities of the week.** Weekly forums will open on Thursdays. On Mondays each week the instructor will log into the forum to answer questions, clarify issues or problems and engage with the discussion.

Public Health Intervention Proposal ~ Group Project (35%)

In this assignment students will be organized into teams (3-4 students) to research, design and write a proposal for a community-based public health intervention. Note: Proposal writing requires a particular style of writing. While research will be necessary for this assignment, this is NOT a research paper. More details including the groups, communication tools, detailed instructions and a grading rubric will be provided. Groups will have the opportunity to meet with the instructor ‘live’ via Skype while working on their assignments in order to ask questions and get feedback on their ideas. Final proposals will be posted to the site for all students to view.

Critical Reflection Paper (25%)

Reflect: verb “to think carefully and often for a long time about something, or to express this type of thought”/ *reflection*: noun “careful thought, or an idea or opinion based on this”/ *reflective*: adj. “someone who is reflective thinks carefully and deeply about things.”

For this assignment students will select one of the (3) core texts and write a 5-page maximum (single spaced) reflection paper. **A reflection paper is a personal essay with an argument.** Evidence for the argument can be taken from readings and experience (professional and personal). A reflection paper is neither a reaction paper nor a book review. The purpose is to think deeply and carefully about the text, and analyze how that text has changed your thinking and your life (personally, professionally, academically, and as a community member). Students will be graded on the quality of their analysis, thoughtfulness, depth of thinking and writing. Final papers will be posted to Sakai through the Assignments tool. **Note:** Papers will be submitted using Turnitin. Turnitin is a phrase-matching software. If you object to uploading your assignments to Turnitin.com for any reason, please notify the instructor to discuss alternative submissions.

GRADING CRITERIA

Evaluation of all assignments, exams and presentations will take into account the following aspects of student work:

- *Thoroughness and coverage of required content area*
- *Demonstrated critical thinking through clear, well-organized writing and well-framed, articulate dialogue*
- *Clarity of statements and logic of arguments*
- *Analytical ability presented*
- *Organization and general presentation*
- *Grammar, punctuation, spelling*
- *Use of APA referencing style (when applicable)*

Evaluation procedures for courses will follow the current academic regulations for graduate studies at Brock University. As such, a candidate must achieve and maintain satisfactory academic performance, with a standing of at least 70% in graduate level courses. A student whose academic performance is considered to be unsatisfactory may be required to withdraw from the program. The numerical values of the letter grades are:

A+	90-100
A	80 - 89
B	70 - 79
C	60 - 69 (no graduate credit unless specified otherwise)
F	59 or lower (no graduate credit)

For graduate courses, the grades A+, A, B, C, F, IN (incomplete), IP (In Progress), Pass/Fail, CR/NC (Credit/No-Credit), SA/UN (Satisfactory/Unsatisfactory), NW (Not Withdrawn), or AG (Aegrotat standing) will be recorded on the transcript. Grades A+, A, B, and C are passing grades but graduate credit will only be given for grades A+, A and B (in all graduate programs except the MBA).

For more information regarding grading, please see Academic Regulations in the Brock University Graduate Studies Calendar <https://brocku.ca/webcal/2016/graduate/acad.html>.

COURSE AND INSTITUTIONAL POLICIES

Late Submission Policy:

- Assignments are due on the assigned due dates.
- You have 2 “grace days” (self-granted extensions) that you can use to give yourself extra time without penalty. You must notify the instructor if/when you use these grace days.
- Grace days cannot be used for group assignments.
- Instructor-granted extensions are only considered after all grace days are used and only given in exceptional situations. See Medical Exemption Policy Below.
- Late submissions after you have used your grace-days are not accepted.

Important Dates:

Students are responsible for recognizing Important Dates as outlined by the Registrar’s Office at <https://brocku.ca/webcal/2016/graduate/sche.html>. The following dates include, but are not limited to:

- The date for withdrawal from the course without academic penalty: November 7, 2017
- The date you will be notified of 15% of your course grade: October 31, 2017
- The scheduled Fall Reading week: October 9- 13, 2017
- Snow day or designated Reading day: December 6, 2017
- Formal examination period: December 7-19, 2017

Academic Integrity:

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one’s own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section XVII, “Academic Misconduct”, in the “Academic Regulations and University Policies” entry in the Graduate Calendar, available at <https://brocku.ca/webcal/2016/graduate/> to view a fuller description of prohibited actions, and the procedures and penalties.

Intellectual Property Notice:

All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor’s work, without the instructor’s express consent, may be charged with misconduct under Brock’s Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.

Academic Accommodation:

As part of Brock University’s commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the university community with disabilities. If you require academic accommodations related to a documented disability to participate in this course, you are encouraged to contact Student Accessibility Services in the Student Development Centre (4th floor Schmon Tower, ex. 3240). You are also encouraged to discuss any accommodations with the instructor well in advance of due dates and scheduled assessments.

Academic Accommodation due to Religious Obligations:

Brock University acknowledges the pluralistic nature of the undergraduate and graduate communities such that accommodations will be made for students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event. Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor(s) for alternative dates and/or means of satisfying requirements.

Medical Exemption Policy:

The University will accommodate students whose studies become interrupted, or who may be unable to complete academic work, due to an incapacitating medical condition. In these situations, the student must complete the [Brock University Student Medical Certificate](#) (or in case of a concussion, the Brock University Student Health Services Medical Concussion Certificate) and include any relevant medical documentation to support his/her request for academic accommodation based on medical grounds. The University may, at its discretion, request more detailed documentation in certain cases.

Reading/Writing Services:

A-Z Learning Services helps Brock students improve their academic success. Assistance is available for students' study concerns, writing issues, and math or science problem-solving operations. Learning Service assists students in managing a broad range of challenges and enables students to reach their full learning potential. A variety of Learning Services, included rescheduled workshops and a Drop-In Service in the Learning Commons, are available throughout the year to address study skills needs in areas such as managing time, reading, writing university essays, referencing, math, note-taking, succeeding in the sciences, and preparing for exams. (<https://brocku.ca/learning-services>)

Mental Health Services:

Mental health is a priority at Brock. There is a range of services available (free of charge and completely confidential) to help you through the semester and to support your positive mental health. To learn more about the mental health services offered on campus through the Student Wellness and Accessibility Center (formerly known as: personal counseling, student health services, and services for students with disabilities), visit: <http://brockmentalhealth.ca/>. *Good2Talk* is a service specifically for post-secondary students, available 24/7, 365 days a year, and provides anonymous assistance: <https://good2talk.ca> or call 1-866-925-5454. For information on wellness, coping and resiliency, visit: <http://brockmentalhealth.ca/mental-well-being/>.

Other Student Services:

Additional student support services including personal counseling and support for aboriginal students are available through the Student Development Centre. For more information: <https://brocku.ca/student-development-centre>. Additionally, a list of all services available to graduate students can be found on the Graduate Student Association website: <https://brocku.ca/graduate-students-association>.

COURSE SCHEDULE - TOPICS, READINGS & ACTIVITIES

*All of the following materials can be found in the Lessons Tool on Sakai

Course overview, Introductions & Our online classroom (Week 1)

Public health is the science and art of preventing disease, prolonging life and promoting health (WHO)

*“Protecting health, saving lives, millions at a time”
(John Hopkins School of Public Health)*

- Sakai Course Site Tour
- Overview of the Syllabus
- Introductions - Meet your instructor video
- **Activity: A bit about me - video post**

Module 1: Foundations of Public Health & The Social Determinants of Health (Week 2)

*Health is a resource for everyday life.
Health is determined much more by social and economic factors than medical care.*

- Introduction to the topic
- Racism and Health - Dr. Camara Jones (CDC) Podcast:
<http://www.unnaturalcauses.org/assets/uploads/media/jones-final.mp3>
- Making the Connections (between health and social factors) - Wellesley Institute - review site/watch video/download and read the panels at:
<http://www.wellesleyinstitute.com/topics/healthy-communities/making-the-connections/>
- Social determinants of health. The Solid Facts. World Health Organization:
http://www.euro.who.int/_data/assets/pdf_file/0005/98438/e81384.pdf
- Public Health - Public Health Agency of Canada - explore the full site including Mission, Values & Mandate: <http://www.phac-aspc.gc.ca/index-eng.php>
- What is Public Health Video- NYU James Macinko
<https://www.youtube.com/watch?v=1ugURiAoeHc>
- **Activity: Critical Reflection on Camara Jones Podcast**

Module 2: A History of Public Health (Week 3)

Improved health and increased life expectancy are public health successes (CDC)

- Introduction to the topic
- The Ghost Map (entire book)
- CPHA Achievements: http://www.cpha.ca/uploads/history/cpha100-poster_e.pdf
- **Activity: Discussion Questions on The Ghost Map**

Module 3: The Physical Environment & Environmental Health (Built Environment/Urban & Rural Planning) (Week 4)

Safe water and clean air, healthy workplaces, safe houses, communities and roads all contribute to good health (WHO)

- Introduction to the topic
- Urbanized Documentary Film
- Designing Healthy Communities - The Built Environment and Health: (Preview, Episode #1 Retrofitting Suburbia & Episode #3 Social Policy in Concrete)
- **Activity: Photo Documentary - Part I: Physical Environment**

Module 4: The Social Environment and Inequality (Week 5)

Places are social as well as physical spaces (Gardner)

Socioeconomic inequalities (related to income, employment, education, as well as demographic differences, such as age or gender) are associated with unequal exposure to environmental risk factors and increased likelihood for poor health (WHO)

- Introduction to the topic
- Heat Wave (Prologue, Introduction, Chapters 1-3)
- Place Matters Video - PBS Series Unnatural Causes
- **Activity: Photo Documentary - Part 2: Social Environment**

Module 5: Public Health Interventions & Community Health Programs - (Week 6)

It is not enough to be compassionate. You must act. (Dalai Lama)

- Introduction to the topic
- Wheel of Public Health Interventions:
<http://www.people.vcu.edu/~elmiles/interventions/>
- Grier S, Bryant, C. Social Marketing in Public Health. Annual Review of Public Health 2005; 26:319-39.
- Community Tool Box. Online at <http://ctb.ku.edu/> (Explore this site to identify useful resources)
- Designing and Implementing Interventions to Promote Health and Prevent Illness.
<https://webfiles.uci.edu/rsilver/Westmaas%20et%20al..pdf>
- McLeroy, K., Bibeau, D., Steckler, A., & Glanz, K. (1988) An ecological perspective on health promotion programs.
- Examples: a) Podcast: *Reach out and Read*
<http://www.cbc.ca/player/play/2688138943>; b) Documentary: *Neighbor by Neighbor*
<https://vimeo.com/39576889>;
- **Activity: Public Health Intervention Post and Explanation**

Group Project Meetings - Team Meetings with Professor (Week 7)

Group Project Work Week - Public Health Intervention Proposal (Week 8)

Group Project Responses (Week 9)

Module 6: Global Public Health & Infectious Disease (Week 10)

Health issues that transcend national boundaries and governments and call for actions on the global forces that determine the health of people (Ilona Kickbusch)

- Introduction to the topic
- Global Health and Health Equity - Hans Rosling Ted Talk: https://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen?language=en#t-53114
- Manufactured Landscapes Documentary Video
- Frenk J, Gómez-Dantés O, Moon S. (2014). From sovereignty to solidarity: a renewed concept of global health for an era of complex interdependence. *The Lancet* 383 (9911): 94-97.
- **Activity: Reaction to Manufactured Landscapes Documentary**

Module 7: Mental Health & Public Health (Week 11)

“There is no health without mental health” (WHO)

“We are all much healthier than we were 20 years ago, but mentally, we’re falling apart; one out of five people on the planet is clinically depressed.” (Stephen Petranek)

- Introduction to the topic
- Mindfulness and Mental Health - video: <https://www.youtube.com/watch?v=w6T02g5hnT4>
- Cry for Help - PBS Documentary
- Tulchinsky TH, Flahault A, Levav I, Susser E, Kovess-Masfety V, Pathare S, Gryga I. Editorial: mental health as a public health issue. *Public Health Reviews*. 2012;34.
- **Activity: Reaction to Cry for Help Documentary**

Module 8: Public Health Ethics (Week 12)

There is a growing need in Canada to consider the ethical foundations for, and implications of, our work in public health and to reflect on the values underlying public health practice (Public Health Agency of Canada)

- Introduction to the topic
- Henrietta Lacks (entire book)
- The Belmont Report: Ethical Principles and Guidelines for the protection of human subjects of research: <http://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/>
- World Health Organization Bulletin: The contribution of ethics to public health; Carl H Coleman, Marie-Charlotte Bouësseau, and Andreas Reis: https://lms.brocku.ca/access/lessonbuilder/item/29116594/group/MPHA5P04D02FW2016MAIN/Ethics%20_%20Public%20Health/08-055954.pdf
- Bayer, R & Fairchild, A. The Genesis of Public Health Ethics. *Bioethics*; 2004;18(6) 473-492.
- Deadly Deception Video: <http://www.myspace.com/video/vid/56743742>
- **Activity: Discussion Questions - Linking Henrietta Lacks, Ethics and Public Health**