

Evidence-Based Public Health
(PH 7050 – graduate, MEDS 4053 - undergraduate)
Course Syllabus - Fall 2016

Instructor: Kelley A. Carameli, DrPH
Email: carameky@ucmail.uc.edu
Office Hours: 30 minutes before and after class, or by appointment

Class Time: Mondays 4:00-6:45pm
Class Location: Kettering Lab Complex, Room 121

Text: Contemporary research articles/chapters posted through BlackBoard.
All enrolled students have access to online BlackBoard site of the course.
All course materials, including the syllabus, readings, lectures, assignments, and grades, will be posted through Black Board.

Course Description:

This course provides an orientation to the U.S. public health system and major contemporary public health problems using evidence-based approaches. Students will apply the principles of evidence-based approaches in critical assessment of public health issues from program design and implementation to evaluation and assessment. This course will emphasize the principles of scientific reasoning and how they inform evidence-based public health interventions. Students will be able to examine public health issues from multiple analytic perspectives and recognize how these perspectives may suggest different solutions to a given public health problem.

Course Audience:

This course is applicable to graduate students in the fields of public health, medicine, policy, and social science with an interest in linking theory, leadership, and applied practice. The course serves as a core course (3 hours) to those graduate students admitted into the Masters of Public Health Program within the College of Medicine.

This course may be taken by undergraduates who have completed the majority of their core preparatory curriculum AND are admitted to the Undergraduate Medical Sciences Pathway within the College of Medicine. Undergraduate students outside of these parameters require instructor permission.

Course Requirements & Grading:

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|-----------------------------|---------------------------------------|
| 1. Class Participation (14) | 4. CITI Training |
| 2. Class Summaries (9) | 5. Presentation (1) |
| 3. In-class Quizzes (5) | 6. Final Project – Article Review (1) |

Key Course Topic Areas:

- Introduction to Public Health - History, Core Functions, Structure, Present-Day Issues
- Scientific Elements – Thinking Scientifically, Ethics, Induction / Deduction Reasoning
- Evidence-Based Principles – Measurement, Study Design, Critical Skills Assessment
- Evidence-Based Public Health – Public Health in Practice (*Student Presentations*)

MPH Core Competencies:

- Demonstrate the ability to incorporate theory into public health practice.
- Articulate and demonstrate an understanding of the determinants of disease.
- Interpret the methodologies and statistical results found in public health studies.
- Apply critical assessment to public health strategies, interventions and programs.
- Articulate in writing and verbally the scientific, ethical, economic, and political implications of public health issues.

Course Instructor:

Kelley A. Carameli, DrPH, is an Adjunct Assistant Professor the Department of Environmental Health, College of Medicine, and a Health Science Specialist with the U.S. Department of Veterans Affairs, Veterans Health Administration, National Center for Organization Development (<http://www.va.gov/NCOD>). She received her doctoral training from the University of California, Los Angeles, School of Public Health. Her research and work interests include organizational health, workforce emergency preparedness, health education and promotion, leadership development, and social ecological theory.

Course Requirements & Grading:

A. Class Participation (20% = 13 active lectures, 3 pts. each)

Students are expected to be active, thoughtful participants in this course by contributing to group discussion, providing constructive feedback and reflection, and introducing applied examples of public health and evidence-based interventions, as applicable.

Participation graded as: 0: None, 1: Low, 2: Moderate, 3: Active/Engaged

Participation weeks: 1, 2, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15

B. Class Summaries (20% = 9 summaries, 10 pts. each)

Following each class lecture, a 2 pg. summary write-up is due by **Sunday 5:30pm** (due to: caramelky@ucmail.uc.edu).

The summary is worth 10 pts. and should address:

- a. What were the key take home messages you acquired from the readings and lecture?
- b. How can you apply these concepts into your current (or future) work in the public health or healthcare fields? Give a practical example(s).

Summaries due for lecture weeks: 1, 2, 4, 5, 6, 7, 8, 9, 10

C. In-Class Quizzes (20% = 5 total, 10 pts. each)

Quizzes will be given in class at-random based on the week's readings and application of course/lecture content to-date. There are no 'make-up' opportunities for missed quizzes.

D. CITI Training (10% = yes, completed / passed)

Complete the CITI online training for Human Research Subjects. This certification can be used as part of your Institutional Review Board (IRB) requirement, if you decide to conduct a research study for your thesis or dissertation.

- <https://www.citiprogram.org/Default.asp>
 - Register for a CITI account (free) – see bottom right
 - At the end of your registration, you are selecting the statement:
 - **I would like to review the Human Subjects Research (HSR) courses.**
 - NOTE: Based on your area of study/career interest, take either the (a) biomedical tract or (b) social, behavioral, educational tract.
 - Your CITI account is now complete. Access the Main Menu of your account and select/start your course: Human Subjects Research (HSR)
- **Print and save electronically your completed score certificate.** Send to instructor (caramelky@ucmail.uc.edu) by Oct. 17, 2016.

E. Presentation (10% = 50 pts. each)

Academic Article for Lecture Week: Present an academic article addressing a public health issue for the current topic/lecture for that week. Students will sign-up for one course week in which to present this article. Students will be provided an electronic copy of the article/chapter to present. Students should be prepared to lead a discussion in highlighting and discussing the evidence-based qualities on that topic, as learned throughout the class (and per the article). Students will prepare a 15-20-min. presentation and discussion period for the assigned week (Weeks 12-15).

F. Final Project – Article Review (20% = 1 paper, 100 pts.)

The purpose of the paper is to demonstrate your ability to apply the course lessons on evidence-based practices to a public health or healthcare issue. Several peer-reviewed journal articles on various public health or healthcare issues will be made available. You will select one article, and critique the article using the lessons learned in class, and suggest alternative evidence-based practices, as applicable, to enhance this study moving forward.

Additional details will be provided in class by Week 5. The final paper should be no more than 12 pgs (excluding references and tables/graphics). An electronic submission is required. Due date is during the final exam period: Mon., Dec. 5, 2016 by 6:45pm.

Grading Policy

- Late work is not acceptable in graduate-level coursework. Only in exceptional cases such as a serious medical emergency (authenticated by written note from a physician) will the instructor consider this option
- Spelling, punctuation, grammar, and formatting are important professional attributes and all assignments and projects will be graded accordingly. The instructor will not proofread students' entire projects or assignments in-advance of submission, but is available for consult on selected paper sections. Written assignments will be returned with feedback, as applicable.
- If you have any testing difficulties or learning disabilities, please inform the instructor within the first three weeks of class (by Week 3) or as soon as possible after a new diagnosis. Waiting until a project, assignment, or presentation deadline to make this notification is not acceptable. At the discretion of the instructor, some accommodations may require prior approval of Disability Services.
- Grading scale: http://www.uc.edu/registrar/faculty_resources/grading_scales.html#grad.
- Source citation is an important professional attribute. Students in graduate-level courses are expected to appropriately cite sources of learned information or ideas that are not your own. Please use a formally-recognized citation style (e.g., APA, Chicago Manual of Style, etc.). This course emphasizes academic journal citations.

Academic Integrity

All student work is to be completed individually, unless stated otherwise by the instructor. Absolutely no academic misconduct will be tolerated in this course. Regardless of the type of assignment, students found responsible for violating the UC Academic Integrity Policy will receive an “F” for the course. All violations will be forwarded to the Office of University Judicial Affairs, Department of Student Life where a university disciplinary file will be created. Information regarding academic misconduct can be found in the Code of Student conduct located at http://www.uc.edu/conduct/Academic_Integrity.html If you have questions about this policy or the ethical citation of others’ work, please contact the instructor.

Course Outline:

***All readings are posted to BlackBoard and should be **read before attending class**.

I. Introduction to Public Health History

Week 1: Aug. 22, 2016	Course Overview Public Health History, Structure, and Core Functions
Week 2: Aug. 29, 2016	Present-Day Issues in Public Health Public Health and Health Care Connections

II. Scientific Elements

Week 3: Sept. 5, 2016	NO CLASS – Labor Day
Week 4: Sept. 12, 2016	Thinking Scientifically
Week 5: Sept. 19, 2016	Ethical Issues and Public Health <ul style="list-style-type: none"> Complete CITI training by Oct. 17, 2016 (https://www.citiprogram.org/). Send certificate to the instructor. Additional details on BlackBoard.
Week 6: Sept. 26, 2016	Inductive / Deductive Reasoning
Week 7: Oct. 3, 2016	Basic Scientific Measurement: Concepts and Resources

III. Evidence-Based Principles

Week 8: Oct. 10, 2016	Study Designs – Process, Output, Outcome, Impact
Week 9: Oct. 17, 2016	Study Designs – Internal / External Validity, Critical Assessment
Week 10: Oct. 24, 2016	Translational Research Applications
Week 11: Oct. 31, 2016	NO CLASS

IV. Evidence-Based Public Health

<p>Week 12: Nov. 7, 2016</p>	<p>Public Health Issues in Practice: Student Presentations <i>Health Disparities – Social Determinants of Health</i></p> <ul style="list-style-type: none"> • Student: _____ <p><i>Chronic Disease Control and Prevention</i></p> <ul style="list-style-type: none"> • Student: _____ <p><i>Substance Use: Tobacco, Alcohol, Drug</i></p> <ul style="list-style-type: none"> • Student: _____
<p>Week 13: Nov. 14, 2016</p>	<p>Public Health Issues in Practice: Student Presentations <i>Infectious Disease Control and Prevention</i></p> <ul style="list-style-type: none"> • Student: _____ <p><i>Environmental Health</i></p> <ul style="list-style-type: none"> • Student: _____ <p><i>Public Health Preparedness</i></p> <ul style="list-style-type: none"> • Student: _____
<p>Week 14: Nov. 21, 2016</p>	<p>Public Health Issues in Practice: Student Presentations <i>Primary Care in Public Health</i></p> <ul style="list-style-type: none"> • Student: _____ <p><i>Injury Prevention</i></p> <ul style="list-style-type: none"> • Student: _____ <p><i>Maternal and Child Health</i></p> <ul style="list-style-type: none"> • Student: _____
<p>Week 15: Nov. 28, 2016</p>	<p>Public Health Issues in Practice: Student Presentations <i>Global Health Issues</i></p> <ul style="list-style-type: none"> • Student: _____ <p><i>Unique Populations</i></p> <ul style="list-style-type: none"> • Student: _____ <p><i>Social Media and Public Health</i></p> <ul style="list-style-type: none"> • Student: _____
<p>Week 16: Dec. 5, 2016</p>	<p>FINAL PAPER due by 6:45pm via email</p>