

COURSE SYLLABUS

A. Overview

Course Description	Exploration of the foundations of public health by examining public health challenges at the local, national and global level, and current strategies for advancing population health. Analysis of current public health issues and modern public health policies and practices. Letter grading: undergraduate; letter grading or S/SU for graduate.
Prerequisites	This course is only for undergraduate students and non-Public Health graduate students. Public Health graduate students must enroll in PH C201.
Instructor	Shira Shafir, PhD, MPH Associate Professor Departments of Community Health Sciences and Epidemiology Director, MPH for Health Professionals UCLA Fielding School of Public Health (FSPH) Office: 36-078B Zoom: https://ucla.zoom.us/j/4948664496 Phone: (310) 794-1805 Email: sshafir@ucla.edu
Office Hours	Wednesdays 10:00-11:00 AM https://ucla.zoom.us/j/4948664496 Individual appointments for office hours can be made at: https://sshafir.youcanbook.me
Teaching Assistants	Sihao Han Email: sih973@ucla.edu Office Hours: Wednesday 11:00 AM-12:00 PM; 7:00-8:00 PM Location: https://ucla.zoom.us/j/92463197865 Shelby Redman Email: shelbyredman@g.ucla.edu Office Hours: John Waggoner Email: j.waggoner@wustl.edu Office Hours: Tuesday 4:00-5:00PM: https://ucla.zoom.us/j/92125308671?pwd=T0dobWZmU1VLWThjTjIjYm04S25ZQT09 (Password: 619573) Wednesday 10:00-11:00AM: https://ucla.zoom.us/j/93902380816?pwd=bVdTRWxmeHNkL3dtTjRzVW5WcDF4UT09 (Password: 465766)
Class Days, Times, Location	In order to ensure that we are as safe as possible during the COVID-19 pandemic, this class will be held entirely online. It is at your own pace, but with scheduled deadlines for module completion, assignments and assessments. A synchronous session, that is optional, will be held every Wednesday 9:00-10:00am.

Course Texts

There is no required textbook. Reading materials will be posted online at CCLE (<https://ccle.ucla.edu/>).

Course Format

This course will be held entirely online, with the opportunity to meet with the professor and/or one of the TAs as needed. Students are expected to:

1. Complete the readings for each lecture before viewing the course material online.
2. Watch the lecture videos and watch or listen to any supplemental lectures (ex: TED talks) or podcasts for each lesson.
3. Take the midterm and final exam and complete the written assignment.
4. Students are also expected to post and respond to prompts in the discussion forum.

Taking an online course requires you to be self-disciplined and self-motivated. You do have assignment deadlines, but please do not wait until the last minute to get things done. Create a study plan that includes when and how often you will check into the course. It is recommended that you spend time each day reviewing material and accessing the web site. If you get behind in your online studies it will be difficult to catch up.

Classroom Participation and Communication

Students are expected to view all lectures and complete all activities and assessments.

In an online course, the majority of our communication takes place in the course forums visible to all. However, when we have a need for communication that is private, whether personal, interpersonal, or professional, we will use individual email.

All participants in the course are bound by [UCLA's Student Conduct Code](#)

In an online classroom, our primary means of communication is written. The written language has many advantages: more opportunity for reasoned thought, more ability to go in-depth, and more time to think through an issue before posting a comment. However, written communication also has certain disadvantages, such as a lack of the face-to-face signaling that occurs through body language, intonation, pausing, facial expressions, and gestures. As a result, please be aware of the possibility of miscommunication and compose your comments in a positive, supportive, and constructive manner.

Faculty, TAs and students have outside lives and cannot be expected to be available 24/7. Please allow 24-48 hours for a response to questions. Likewise, please be responsible with your responses.

**UCLA ADA
Policy**

Students needing academic accommodations based on a disability should contact the [Center for Accessible Education \(CAE\)](#) at (310) 825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations.

ADA Contact

Nickey Woods
Center for Accessible Education
A255 Murphy Hall
Phone: (310) 825-1501
TTY / TTD: (310) 206-6083
Fax: (310) 825-9656

Inclusivity

UCLA's Office for Equity, Diversity, and Inclusion provides resources, events, and information about current initiatives at UCLA to support equality for all members of the UCLA community. I hope that you will communicate with me or one of the TAs if you experience anything in this course that does not support an inclusive environment, and you can also report any incidents you may witness or experience on campus to the [Office of Equity, Diversity, and Inclusion](#).

**Trigger
Warning**

Our online classroom provides an open space for the critical and civil exchange of ideas. Some readings and other content in this course will include topics that some students may find offensive and/or traumatizing. I'll aim to forewarn students about potentially disturbing content and I ask all students to help to create an atmosphere of mutual respect and sensitivity.

B. Learning Objectives:

Competencies addressed in this course, learning objectives mapped to these competencies, and assignments that assess these competencies are listed below. More information about CEPH Knowledge Areas & Competencies can be found here:

<https://ceph.org/constituents/students/faqs/>

CEPH Learning Experiences & Competencies
1. Explain public health history, philosophy and values.
2. Identify the core functions of public health and the 10 Essential Services.
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge.
7. Explain effects of environmental factors on a population's health.
8. Explain biological and genetic factors that affect a population's health.
9. Explain behavioral and psychological factors that affect a population's health.
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.
11. Explain how globalization affects global burdens of disease.
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health).

C. Course Assignments

Course Participation (15%)

Participation is defined as:

1. Watching all lectures, and other assigned videos, end to end
 - a. Please note: this can be verified through CCLE.
2. Completion of all required activities and assessments.
3. 2 or more posts, at least 100 words long each on the course CCLE site per module.
 - a. Students can either respond to provided prompts, introduce a new topic, or respond to a topic posted by a classmate.
 - b. Please note: both posts on Module 1 must be completed no later than 5pm Friday of Week 6. Both posts on Module 2 must be completed no later than 5pm Friday of Week 10.
4. Regular engagement in the online course and its materials

Midterm Exam (30%)

The Midterm Exam will occur online through Respondus Lockdown Browser on Monday November 9th. Students may choose to take the exam at any time that day in a 2-hour period. The midterm will be closed-book, closed-note and will consist of approximately 100 true/false or multiple-choice questions. The Midterm Exam will cover material from Module 1. A midterm review session will be led by a course TA over Zoom at the end of Week 6.

Brief Opinion Editorial (25%)

Students will submit a brief (500-700 word) paper that expresses a well-reasoned and well-articulated opinion/viewpoint on a contemporary public health issue. Students are encouraged to explore any contemporary public health issue that interests them. Examples of potential topics and an example submission will be posted on the course website.

The following elements will be considered when grading each student's submission:

- Length (staying within the 500-700 word limit)
- Coherence (demonstrating correct grammar, spelling, and use of language)
- Originality of thoughts and ideas expressed
- Logical approach and conclusion

Brief Opinion Editorials will be submitted to the course website no later than 5:00 PM on Wednesday, November 18th. Editorials will be graded on a scale from 0-20. Late submissions will only be accepted up until 5:00 PM on Thursday, November 19th and will be penalized with a 5-point reduction in score.

Final Exam (30%)

The Final Exam will occur during the scheduled exam date and time on Tuesday, December 15 from Monday, March 16th from 3:00 PM-6:00 PM. The Exam will be held online using Respondus Lockdown Browser. It will be closed-book, closed-note and will consist of approximately 120 true/false or multiple-choice questions. The Final Exam will cover material

from Module 2. A final review session will be led by a course TA over Zoom during Week 10.

The following criteria will be used in evaluation of forum posts:

Criteria	Points
Adds original information, perspectives or questions that are pertinent to the topic or discussion	5 points
Tone is respectful of others' ideas	2 points
The student's point of view is clearly understood (spelling and grammar will be considered)	2 points
Post is at least 100 words long	1 point
Contains correctly cited references to the literature	Check if present

Grading:

- 15% Course Participation
- 30% Midterm Exam
- 25% Brief Opinion Editorial
- 30% Final Exam
- 100%

Grading Scale: The grading scale for the course, which will not be curved, is shown below.

Grade Point:	4.0	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0
Final Percentage:	100-98	97-93	92-90	89-88	87-83	82-80	79-78	77-73	72-70	69-68	67-63	62-60	<60
Letter Grade:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Course Assignments and Exams Schedule

Week	Date	Time	Exam/Assignment
Week 6	Monday, November 9		Midterm Exam
Week 6	By Friday, November 13	5:00 PM	Two posts to CCLE
Week 7	Wednesday, November 18	5:00 PM	Brief Opinion Editorial
Week 10	By Friday, December 11	5:00 PM	Two posts to CCLE
Week 11	Tuesday, December 15	3:00PM-6:00PM	Final Exam

Course Policies & UCLA Policies

Message about Academic Integrity to all UCLA Students from UCLA Dean of Students: UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in **suspension** or **dismissal**.

Forms of Academic Dishonesty: As specified in the UCLA Student Conduct Code, violations or attempted violations of academic dishonesty include, but are not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic dishonesty.

Facilitating Academic Dishonesty: Participating in any action that compromises the integrity if the academic standards of the University; assisting another to commit an act of academic dishonesty

While you are here at UCLA, if you are unsure whether what you are considering doing is cheating, **don't take chances**, – ask your professor. In addition, avoid placing yourself in situations which might lead your professor to **suspect you of cheating**.

Alternatives to Academic Dishonesty

- **Seek out help** – Meet with your professor, ask for assistance as needed.
- **Ask for an extension** – if you explain your situation to your professor, she/he might be able to grant you an extended deadline for an upcoming assignment.
- **See a counselor** at Student Psychological Services, and/or your school, college or department – UCLA has many resources for students who are feeling the stresses of academic and personal pressures.

If you would like more information, please come see them at the [Dean of Students' Office](#) in 1206 Murphy Hall, call them at (310) 825-3871 or visit their website.

D. Course Outline

Module 1: Foundations of the Profession and the Science of Public Health	
Week	2 Posts to the online forum on CCLE are required
1	Introduction to Public Health Explanation and discussion of public health history, philosophy, values, core functions, and essential services.
2	Morbidity, Mortality and the Aging Population Description of the major causes of and trends in morbidity and mortality in Los Angeles, California, the United States and globally. Discussion of the causes and repercussions of population aging.
3	Epidemiologic Basis of Public Health Description of the role and practice of epidemiology as a strategy for the study of factors relating to the prevention and control of disease in human populations. Overview of the magnitude and burden of communicable diseases. Explanation of the control tools available and how they can be applied in public health programs to reduce or eliminate diseases in populations.
4	Quantitative and Qualitative Methods in Public Health Explanation of the role and importance of quantitative methods, qualitative methods, and evidence in describing and assessing population health and advancing public health knowledge.
5	Public Health and the Science of Prevention Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion and screening.
6	Public Health Ethics Description of a systematic process to clarify, prioritize and justify possible courses of public health action based on ethical principles, values and beliefs of stakeholders, and scientific and other information.
MIDTERM EXAM MONDAY NOVEMBER 9	
Module 2: Factors Related to Human Health	
	2 Posts to the online forum on CCLE are required
7	Determinants of Health Exploration of the social, political, economic, biological, genetic, demographic and psychological determinants of health and discussion of how these determinants contribute to population health and health inequities at the community and global levels.
8	Health Education and Behavior Change Explanation of behavioral factors that affect a population's health and discussion of the theories and principles of health education, communication, and literacy.
9	Contemporary Issues in Environmental Health and One Health Explanation of the effects of environmental factors on a population's health and issues of critical importance in Los Angeles and broader populations. Explanation of the ecological perspective on the connections among human health, animal health and ecosystem health. Description and discussion of One Health.
10	Contemporary Issues in Global Health Explanation of how globalization affects the global burden of disease and discussion of health disparities within and between countries.
FINAL EXAM TUESDAY DECEMBER 15	