Tufts University
Introduction to Community Health (CH 1)
Spring 2019 Syllabus

10:30–11:45 a.m., Mondays and Wednesdays
Recitations sections on Fridays
Room 401, 574 Boston Avenue

Syllabus version: January 16 2019

Course Instructor
Anshul Kumar, PhD
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Office hours:
● After class on Monday and Wednesday, without appointment
● Mondays 12:00–2:00 p.m. & Wednesdays 12:00–2:00 p.m., by appointment only
● Send e-mail to schedule appointment or request alternate meeting time

Teaching Assistants
Keri Carvalho
Doctoral candidate, Department of Psychology
Tufts University
Keri.carvalho@tufts.edu
Office hours: Thursday 1:00–3:00 p.m.
490 Boston Ave., Psychology Building, Room 329

Cecilia Flores
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Brandeis University
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Office hours: Wednesday 12:00–2:00 p.m.
574 Boston Ave., Room 213

Brianna Xavier
BA Community Health
Tufts University
Brianna.xavier@tufts.edu
Office hours Monday 12:00–2:00 p.m.
574 Boston Avenue, Second Floor, Suite 208
Class and Recitation Schedule
The course meets on Mondays and Wednesdays from 10:30-11:45 a.m. in 574 Boston Avenue, Room 401. The first class is on Wednesday, January 16, 2019. Mandatory recitation sessions are held once per week on Fridays. The first recitation section is on Friday, January 25, 2019. Recitation sections are assigned at time of registration and may NOT be changed without explicit approval. If you have any difficulty with your assigned recitation time, please contact your TA.

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<tr>
<th>Section</th>
<th>Day</th>
<th>Time</th>
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<tbody>
<tr>
<td>A</td>
<td>Friday</td>
<td>9:30-10:20</td>
<td>Rm 404, 574 Boston Ave</td>
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<tr>
<td>B</td>
<td>Friday</td>
<td>10:30-11:20</td>
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<td>C</td>
<td>Friday</td>
<td>11:30-12:20</td>
<td>Rm 404, 574 Boston Ave</td>
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Course Description
This survey course is designed to give students an introduction to the fundamental principles and methods used in community/public health. We will explore theoretical concepts that are key to understanding community/public health, such as the meaning of health, the concept of community, and the ways that community/public health problems are analyzed and framed. We then apply these concepts to specific areas of community/public health concern, such as communicable and non-communicable diseases. Within each area, we discuss the social, political, economic, and biomedical aspects of health and illness. We will also explore programs, policies and practices (or “interventions”) designed to improve population and community health.

Please note: CH1 is a survey course that serves as an introduction to the field of public health and community health and is intended for freshman and sophomores.

Course Objectives
This course is designed to expose students to a wide range of community/public population health issues. The course introduces students to public health theory and evidence and their application to improve the health of communities and populations. There is a focus on how social determinants, including social, cultural, economic, political, and environmental factors impact the health of individuals, communities, and populations. As a field, community/public health has emerged from social movements that view health as a human right and an issue of social justice. As such, throughout the course, we will examine health disparities and inequities, and strive to understand and create solutions for their elimination.

Objectives of this course are to:
1. Describe the interdisciplinary nature of community/public health and the contributions of a range of disciplines and professions to improving health of communities/populations.
2. Discuss social determinants of health, including the role of social, cultural, economic and environmental factors and how these factors can produce health disparities/inequities.
3. Explain the basic principles of epidemiology, including rates, risk factors, disease determinants, and causation.
4. Explain how evidence-based interventions are developed and applied to improve the health of communities/populations.
5. Explain the impact of communicable and non-communicable diseases, as well as accidents and injuries on the health of communities/populations.
6. Describe the basic organization of health care, insurance systems, and public health systems in the U.S. and identify criteria for evaluating these systems.

Assessment and Grading

Final grades for this course will be determined by the following assessments:

1. Completing at-home quizzes 10%
2. Assignments 1–3 20%
3. In-class quizzes 25%
4. Final project 25%
5. Participation in class and recitation 20%

At-home quizzes: Every one or two weeks during the course, you will be required to complete an at-home online quiz on your own (without help from classmates). These quizzes are ungraded, meaning that if you complete each quiz by the deadline, you will get full credit for that quiz. Your score on the quiz does not affect your final grade. Quizzes will consist mostly of multiple-choice and short answer questions. After each quiz, you will have access to an answer key with which you can check your own work and prepare for in-class quizzes. These at-home quizzes are “open book,” meaning you can use course materials to help you answer the questions.

Assignments 1–3: You will be required to submit three written assignments during the semester. The primary purpose of these assignments is to gradually help you prepare the components that will eventually go into your final project for the class. Each assignment will require that you write approximately 2–3 pages, single spaced.

In-class quizzes: Three in-class quizzes will be administered during the course. These will be extremely similar to the at-home quizzes in content and format. Unlike the at-home quizzes, 1) your score on the in-class quizzes will count towards your final grade and 2) you are not permitted to use any reference or course materials.

Final Project: During the semester, you will select a health challenge that they wish to study or work with closely. Based on this choice, you will prepare and submit a final project at the end of the course. Assignments 1–3 will help you prepare for this project. The final project consists of two components that all students must complete:
1. A “Problem Statement”: A two-page or less (single spaced) statement that explains how your selected health challenge operates, who it affects, and what causes it.

2. A “Real-World Product”: You will select an audience and prepare a multimedia, written, or research product for them. You can choose which type of product to create but you will need approval first from your TA. Examples of options include short videos or podcasts, visual presentations, innovation letters, letters to local health officials, or a policy note.

Class participation: Based on two metrics...
2. Attendance: Attendance at Monday and Wednesday lectures is required. Your responses to Poll Everywhere questions will be used to take attendance.

Recitation participation: Based on two metrics...
1. Attendance: Attendance at recitation sessions is required. Recitations will focus on application of the material presented in class and in readings. Reading the assigned article(s) prior to recitation is vital to your successful participation in discussion.
2. Engaging in dialogue: Together, we will develop guidelines for inclusive participation. Based on these guidelines, you will complete a brief written self-assessment of your level of engagement and participation. Public health examines numerous complex and controversial topics from ethical, political and social perspectives. As such, we fully expect that there will be differences of opinions and debates. In fact, we hope that this will be the case, as these discussions often generate very important learning opportunities. Questions and critical challenges to the perspectives presented in class and in the assigned reading are strongly encouraged and will positively impact your participation grade.

Other forms of participation: You can also participate in the discussion section of the Canvas site. You can enter a “Public Health in the News” story and write about how this applies (or doesn’t) to content that we address in class. While we want to hear student opinions on discussion boards, the highest quality form of participation backs up opinions with facts or evidence. Also, keep in mind that discussion boards are meant to be conversations, where each post builds upon the previous comment. Please read over your posts for tone to make sure you do not inadvertently offend your peers. We reserve the right to remove any posts that are inappropriate. If you read something that you find offensive on the discussion boards, please contact a member of the teaching staff.

A note about written assignments: While classes in the Department of Community Health are conducted in English, we serve many bi-, tri-, and multilingual students, which positively contributes to the diversity at Tufts. If you are proficient in languages other than English, this is a strength and will serve you well in the health fields. We understand that it can be challenging to write in English when it’s not your first language. Please let us know if you would like help from us with your writing in this course. We will also take into account your skills in languages other than English grammar when grading your written assignments.
All students are required to take quizzes on the dates specified. We will not allow students to change test dates because of travel, work or any other factor unless you have documentation of a university-approved reason. Please add dates to your calendar now.

Required Materials and Texts

You will need access to the following books:

- Textbook: Riegelman, Richard and Brenda Kirkwood. (edition 2 or 3). Public Health 101: Healthy People--Healthy Populations. Burlington, MA: Jones & Bartlett Learning. (Will be referred to as “Textbook” in the syllabus; this syllabus is written as if the second edition of the book is being used).

Tufts Bookstore offers a Textbook Rental Program, and will price-match with Amazon and Barnes and Noble. Books can also be borrowed from the Tisch Library, purchased through the Tufts Bookstore (either second or third edition are fine), or other sources. We recognize that textbooks are expensive and you may borrow a textbook from the instructor, if purchasing either of these books would be a financial burden (while supplies last). Other readings for class or recitation are posted on Canvas.

Please note that students are expected to have done the readings each week prior to coming to lecture/recitation. The Mountains Beyond Mountains book may be read at your own pace but it is expected that you will have finished reading it by Monday, April 22, 2019, so that we can discuss it in class and recitation. There may also be quiz questions throughout the semester that pertain to this book.

Course Policies

Technology in the classroom: For your convenience, we will provide all PowerPoint slides on the Canvas website. We will also use Poll Everywhere, a tool for student engagement, assessment and classroom response. All students must bring a laptop, tablet, or cell phone to class to utilize Poll Everywhere. Please remember to silence cell phones before class begins. There may also be portions of class during which laptops, tablets, cell phones, and other devices will not be allowed.

Classroom and Participation: We believe that learning happens best when we all learn together, as a community. This means creating a space characterized by generous listening, civility, humility and patience. We will attempt to promote a classroom climate where we examine content from multiple cultural perspectives, and we will strive to create and maintain a classroom atmosphere in which you feel free to both listen to others and express your views and ask questions to increase your learning.

Absences: In fairness to classmates, attendance at all classes and recitation sessions is required. Please email your assigned TA as soon as possible in the case of an anticipated absence. Unexcused absences may negatively impact your grade. University-excused absences, with documentation, will not affect your grade.
Submitting written assignments: All assignments are to be submitted electronically via the CH1 Canvas site by the specified deadline. As part of this course, we will utilize a tool in the Canvas learning management system to help determine the originality of your work. This tool, called TurnItIn, is an automated system that instructors can use to quickly and easily compare each student’s assignment with billions of websites, as well as a database of student papers that grows with each submission. When papers are submitted to TurnItIn, the service will retain a copy of the submitted work in the TurnItIn database for the sole purpose of detecting plagiarism in future submitted works.

Late assignment policy: Late assignments will lose half a grade for every day past the due date. “Late” is defined as being 1 minute past the deadline. Please note that computer problems (such as lost work) are not acceptable reasons for having a late paper. Please be sure to save your work regularly on your computer and to back it up elsewhere (USB drive, Dropbox, Google Drive, e-mail to yourself, etc.).

In-class quiz etiquette: Please do NOT bring unauthorized materials, information, or any electronic equipment with you to a room in which a test is being administered. Do NOT engage in behavior that gives the appearance of cheating, such as passing a note to a friend, whispering to another student while the test is in progress, or looking in the direction of another student’s work. Do not bring your cell phone, tablet, music device, programmable calculator or any other electronic device to a test room. If a proctor sees you handling an electronic device even to silence a phone if it rings or vibrates in the middle of the quiz, the Judicial Affairs Administrator will treat it as an academic integrity violation. DO turn off your cell phone and put it out of reach, out of sight, or as instructed before tests begin.

Academic Integrity

Tufts holds its students strictly accountable for adherence to academic integrity. The consequences for violations can be severe. It is critical that you understand the requirements of ethical behavior and academic work as described in Tufts’ Academic Integrity handbook. If you ever have a question about the expectations concerning a particular assignment or project in this course, be sure to ask for clarification. The Faculty of the School of Arts and Sciences and the School of Engineering are required to report suspected cases of academic integrity violations to the Dean of Student Affairs Office. If cheating or plagiarism is suspected, this must be reported to the Dean. More information is available at:


Student Services

Tufts is committed to providing support and equal access for all students so that they may fully realize their academic potential. Our goal is to ensure that all students have access to the resources necessary to be successful. For those who need academic adjustments or accommodations because of a documented disability please present documentation from the Academic Resource Center and speak with the instructor or TAs by the second week of class so that we can accommodate needs. Accommodations for testing must be submitted at least two weeks prior to the quiz/exam/test date. All discussions will be confidential. More information can be found at the Tufts University Student Accessibility Services website:

https://students.tufts.edu/student-accessibility-services.
Additional Resources
Tisch Library: For research assistance, see http://www.library.tufts.edu/tisch/subjectLib.html.

Academic Resource Center (ARC): For writing, time management help, and other academic assistance, see http://students.tufts.edu/academic-advice-and-support/academic-resource-center.

Instructions and help with Poll Everywhere: please see module on Canvas site and/or contact edtech@tufts.edu.


NOTE: This syllabus is not a contract. The teaching staff may modify the course content or requirements based on new evidence, class discussions, or other pedagogical objectives.

Class Schedule

- This does not include recitation sections.
- The Tufts Academic Calendar is available at https://students.tufts.edu/registrar/what-we-assist/course-registration-and-scheduling/academic-calendars.
- All deadlines are at 11:59 p.m. on the day indicated. For example, the first at-home quiz must be completed by 11:59 p.m. on Wednesday, January 30.

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<thead>
<tr>
<th>Date</th>
<th>Topic and Readings</th>
<th>Deadlines (11:59 p.m.)</th>
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<tbody>
<tr>
<td>Wed, Jan 16</td>
<td><strong>Introduction to Public Health and the Course</strong></td>
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<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=XkSn9QYSc">https://www.youtube.com/watch?v=XkSn9QYSc</a>.</td>
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<td>Start <em>Mountains Beyond Mountains</em>. Finish by April 22.</td>
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<td>Wed, Jan 23</td>
<td><strong>The Population Approach to Health</strong></td>
<td>Complete survey on Canvas</td>
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<td>Textbook Chapter 1</td>
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<td>Date</td>
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| Wed, Jan 30 | Social Construction of Health and Illness            | At-home quiz  
| Mon, Feb 4  | Social Determinants of Health                        | At-home quiz  
| Wed, Feb 6  | Health Behaviors                                     | At-home quiz  
Textbook Chapter 4  
| Mon, Feb 11 | Justice and Ethics in Public Health                  | Assignment 1 due  

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<th>Reading and Resources</th>
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<tr>
<td>Wed, Feb 20</td>
<td>Health Systems</td>
<td>Textbook Chapter 10</td>
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<tr>
<td>Thu, Feb 21</td>
<td>Finding Evidence and Research on Public Health</td>
<td>See examples of reliable government, foundation, and data websites on Canvas.</td>
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<td>Textbook Chapter 3</td>
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<td>Framing the Issue. Available on Canvas.</td>
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<td>Wed, Mar 6</td>
<td><strong>Health Law and Policy</strong></td>
<td>Textbook Chapter 5</td>
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<td>Wed, Mar 13</td>
<td><strong>Communicable Disease</strong></td>
<td>Textbook Chapter 7</td>
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<td>Mon, Mar 25</td>
<td><strong>Non-communicable Disease</strong></td>
<td>Textbook Chapter 6</td>
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<tr>
<td>Date</td>
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<td>Additional Information</td>
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https://www.hsph.harvard.edu/magazine/magazine_article/america-is-failing-its-black-mothers. |
| Mon, Apr 8 | Environmental Health and Safety            | Textbook Chapter 8                                                                     |
|           | Assignment 3 due                          |                                                                                        |
| Wed, Apr 10 | Integration of Public Health and Medicine  | Textbook Chapter 9                                                                     |
| Wed, Apr 17 | Overview of the United States Healthcare System | Textbook Chapter 10                                                                      |
| Mon, Apr 22 | Global Health and Mountains Beyond Mountains | Finish reading *Mountains Beyond Mountains*.  
https://ourworldindata.org/health-meta. |
https://ajph.aphapublications.org/doi/10.2105/AJPH.96.11.1940.  
https://www.thelancet.com/journals/langlo/article/PiIS2214-109X(17)30084-0/fulltext. |
| Mon, Apr 29 | The Future of Public Health                | Textbook Chapter 14                                                                     |
|           | In-class quiz #3                          |                                                                                        |

Final project is due during final exam period.