Course Instructor
Jennifer Allen, ScD, MPH
Director and Professor Community Health Department
Tufts University
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Email: jennifer.allen@tufts.edu
Office Hours: Mondays, 1:30-3:30pm and Tuesdays, 10-12pm by appointment. Please email Laura Pinkham at laura.pinkham@tufts.edu to schedule a meeting during office hours.

Course Director
Matt Chenoweth, MS, MPH
Community Health Department
Tufts University
574 Boston Avenue, Second Floor 208
Medford, MA 02155
Email: matthew.chenoweth@tufts.edu
Office Hours: Drop in Monday, 12-2pm, or by appointment (TBD)

Course website: https://trunk.tufts.edu/portal/site/cffe93d9-af94-4f74-a50b-ac600077740f

Class and Recitation Schedule
The course meets on Mondays and Wednesdays from 10:30-11:45am in Anderson 206. Mandatory recitation sessions are held once a week. 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 Matt Chenoweth (matthew.chenoweth@tufts.edu)

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<th>Section</th>
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<td>B</td>
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Course Description
This introductory survey course explores the complex determinants of health and is designed to help students use their understanding of these determinants to develop strategies to improve the health of communities and populations. First, we will consider theoretical concepts that are key to understanding community/public health, such as the meaning of health, the concept of community, the ways in which health problems are analyzed and framed, and how we study communities/populations and the health issues they face. We will then apply these concepts to specific areas of public health concern, including communicable and non-communicable diseases, nutrition, and environmental issues. Within each area, we will discuss the social, political, economic, and biomedical aspects of health and illness. We will also explore potential solutions (or “interventions”) to improve population health.

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

The course is divided into five units:
- Unit One- Principles of Public Health Science
- Unit Two- Using Evidence in Public Health
- Unit Three- Public Health Issues: Problems, Root Causes, and Interventions
- Unit Four- Infrastructure for Public Health and Health Care
- Unit Five- Overarching Issues in Public Health

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, 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 form of social justice. As such, 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, cross-cutting, ecological character of 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, causation, and public health surveillance
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
Grading and Evaluation
Final grades for this course will be determined by the following assessments:

1. Paper 1: Public Health Issue Statement 20%
2. Paper 2: Public Health Interventions 30%
3. Class Participation, including iClicker questions 10%
4. Recitation, including weekly quizzes and participation 10%
5. Quizzes (three, each worth 10% of grade) 30%

Written Assignments (Papers #1 and #2)
You will submit two papers for this class, as described below. Please see the CH1 Trunk site for detailed instructions for each paper, as well as a set of Frequently Asked Questions about the written assignments.

Paper #1. Public Health Issue Statement: The first paper will require you to investigate a public health problem. You will define the issue, describe the magnitude and scope of the problem, justify its importance to public health, and summarize research on the biological, environmental, and social determinants of the problem. In addition, you will identify and describe a community or population that is affected by this problem.
• Due date for Paper #1: TBD

Paper #2. Public Health Interventions: Building on paper #1, you will search the peer-reviewed literature to identify and review interventions that have been found to be efficacious in addressing the public health problem that you have identified in paper #1. You will select, describe, and justify the interventions that you believe would be most effective in addressing the public health problem in the community or population that you are studying.
• Due date for Paper #2: TBD

Class Participation and In-Class Questions (10%)
There will be in-class questions during each lecture. There will be at least one set of questions having to do with the prior lecture and at least one that refers to readings assigned for the session. In-class responses are one way in which your class participation grade will be evaluated. Over the course of the semester you will also be expected to complete a series of online surveys, which will also make up part of your participation grade.

Recitation Participation and Quizzes (10%)
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. Questions and critical challenges to the perspectives presented in the assigned reading are strongly encouraged.

Note that attendance at recitation sessions is required. In addition, each recitation session will start with a brief quiz. Quizzes will be in the format of multiple-choice, true/false, fill-in-the-
blank, or short answer. Students who arrive late to class or miss class, and thus miss a quiz, will earn a 0 for the missed quiz.

**In Class Quizzes (30%)**

There are three quizzes in the course. Each is worth 10% of your grade. The format of the tests will include multiple choice, true/false, fill-in, matching, and short answer questions. Unless you have documentation of a university-approved reason for missing the exam, all students are required to take tests on the date specified on the syllabus. The final exam will be administered on December 16th from 3:30-5:30 pm in Andersen 206.

**Required Materials and Texts**

Two books are required for this course. They can be borrowed from the Tisch Library, purchased through the Tufts Bookstore, or through your own sources. There are also several copies that may be borrowed from the instructor. The required texts are:

- *Mountains Beyond Mountains* by Tracy Kidder

All other required readings will be available at the course website on Trunk (trunk.tufts.edu). Students are expected to have done the readings prior to coming to lecture/recitation.

**Technology in the Classroom:** We will provide all PowerPoint slides on the Trunk website for your convenience. We will also use Learning Catalytics, a tool for student engagement, assessment and classroom response. All students must bring a laptop, tablet, or cell phone to class to utilize the system. However, please remember to silence cell phones before class begins.

**Class Participation:** Learning is a collaborative process. Students are expected to be in class and to participate as actively as they feel comfortable. These contributions are invaluable to the learning process and are integral to success in this course. The class will utilize a variety of learning strategies, including lecture, discussion, interactive activities, Learning Catalytics, and electronic surveys. Participation in class and in these activities is expected and constitutes part of your overall grade.

**Absences:** In fairness to classmates, attendance at all classes and recitation sessions is required. Please email the Course Director (Matt Chenoweth) 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 in any way.

**Submitting Written Assignments:** Hard copies of all assignments are to be submitted at, or before, the start of class AND electronically via the CH1 Trunk site. As part of this course, we will utilize “TurnItIn” in the Trunk learning management system to help determine the originality of your work. 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 an enormous 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. Students retain copyright on their original course work.

**Late Paper Policy:** Late papers 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 or printer problems (e.g., 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 (e.g., USB drive, DropBox, GoogleDrive).

**Exam 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 exam, 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.

**Guidelines for Classroom and Recitation Discussions:** CH1 is a survey course and covers a broad range of topics in the field of public health. Public health examines numerous complex topics from an ethical, political and social perspective. As such, we fully expect that there will be differences of opinions and, perhaps, debates. In fact, we hope that this will happen, as these discussions often generate very important learning opportunities. In order to maintain productive discussion, we will maintain the following guidelines or “ground rules.” Please note that upholding these guidelines is the responsibility of everyone in the classroom. In the classroom and in recitations, we will strive to:

- Show respect - all views are welcome
- Actively listen to others
- Maintain a sense of humor
- Be open to new ideas
- Be prepared and back up your position with evidence
- Allow time to think before responding

**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: https://students.tufts.edu/student-affairs/student-life-policies(academic-integrity-policy

**Student Services**
Tufts is committed to providing support and equal access for all students so that they may fully realize their academic potential. If you need academic accommodations because of a disability, please contact the course director early in the semester so that your learning needs may be appropriately met. All discussions will remain confidential. More information can be found at the Tufts University Student Accessibility Services website: https://students.tufts.edu/student-accessibility-services

**Accommodations:** Students needing academic adjustments or accommodations because of a documented disability must present documentation from the Academic Resource Center and speak with the Course Director by the second week of class. Accommodations for testing must be submitted at least two weeks prior to the exam/test date. All discussions remain confidential.

**Additional Resources**
Tisch Library: For research assistance- http://www.library.tufts.edu/tisch/subjectLib.html
Academic Resource Center (ARC): For writing and other academic assistance: http://students.tufts.edu/academic-advice-and-support/academic-resource-center

The Tufts University Counseling and Mental Health Service (CMHS). For personal and academic concerns- Sawyer House at 120 Curtis Street. 617.627.3360. http://students.tufts.edu/health-and-wellness

**NOTE:** This syllabus is not a contract. The instructor reserves the right to alter the course content or requirements based on new evidence, class discussions, or other pedagogical objectives.
Unit One: Principles of Public Health Science

Session 1: Introduction to Public Health
Wednesday, September 7

Session Objectives:
- Review syllabus, course requirements
- Define and differentiate community health, public health, and population health
- Differentiate “upstream” versus “downstream” approaches to public health interventions

Class Reading:
- Syllabus- review thoroughly and enter due dates in your calendar

**No recitation this week**

Session 2: Population-Based Approach to Health
Monday, September 11

Session Objectives:
- Identify multiple ways that public health affects daily life
- Define eras of public health from ancient times to the early 2000s
- Illustrate the uses of health care, traditional public health, and social interventions in population health
- Identify a range of determinants of disease
- Identify ways that populations change over time, which affects health

Class Reading:

Session 3: Why is Public Health Controversial?
Wednesday, September 14

Session Objectives:
- Discuss the scope of public health issues
- Describe and discuss major ethical perspectives relevant to public health
- Apply ethical principles to specific public heath issues
- Discuss sources of controversy in public health, including varied perspectives on allocation of health services (social and market justice).
- Illustrate the potential tensions between individual rights and the needs of society using public health examples
- Apply a framework for examining ethical issues in the selection and development of public health programs
Class Reading:

**Session 4: Social Determinants of Health**
**Monday, September 18**

Session Objectives:
- Describe key categories of social determinants of health
- Understand pathways and mechanisms through which social determinants shape the health of individuals, communities, and populations
- Explain the utility of the socio-ecological model and socio-behavioral theories when assessing social determinants and developing public health interventions
- Discuss strategies that may be used to address social determinants of health

Class Reading:

Recitation Reading:

**Session 5: Health Disparities**
**Wednesday, September 21**

Session Objectives:
- Distinguish between health inequality, disparities and inequalities
- Think critically about the underlying factors contributing to disparities across populations, including, but not limited to, race, ethnicity, gender, socioeconomic status, sexual orientation, and disability
- Identify strategies for ameliorating health disparities

Class Reading:
Unit Two: Using Evidence in Public Health

Session 6: Introduction to Epidemiology
Monday, September 25

Session Objectives:

- Discuss how epidemiological evidence can be used to improve population health
- Describe a public health problem in terms of incidence, prevalence, morbidity, mortality
- Define core concepts of epidemiology, including: incidence, prevalence, risk, causation/association, morbidity and mortality
- Describe how the distribution of disease may be used to generate hypotheses about the cause of a disease

Class Reading:

- Riegelman and Kirkwood text: Chapter 2. “Evidence-Based Public Health” pages 22-32
- Scheider MJ. Introduction to Community Health. Chapter 5. Epidemiologic Principles and Methods (on Trunk site)

Session 7: Evaluating Evidence
Wednesday, September 28

Session Objectives:

- Explain the steps in the evidence-based public health process
- Describe the process by which public health professionals develop questions that can be answered empirically
- Explain and understand the processes by which scientific evidence is incorporated into public health practice
- Explore the principles of evidence-based practice, as they apply to framing relevant problems and evaluating evidence on public health interventions
- Identify options for public health intervention based on ‘when, who, and how’

Class Reading:

- Riegelman and Kirkwood text: Chapter 2. “Evidence-Based Public Health” pp 32-43

Session 8: Public Health Nutrition (I) Overview
Monday, October 3

Session Objectives:

- Define public health nutrition and discuss the magnitude and causes of over- and under-nutrition in the US
- Discuss the relationship between nutritional patterns and states of health/illness
• Characterize populations at the greatest risk for obesity, malnutrition, and nutrition-related disease
• Gain knowledge of the food system, including how food is produced, distributed, and consumed
• Understand key issues surrounding equitable access to healthy food

Class Reading


Session 9: Public Health Nutrition (II): Interventions, Problem Solving
Wednesday, October 5

Session Objectives:
• Identify methodologies for public health nutrition interventions at individual, community, population and policy levels
• Topics explored will include Supplemental Nutrition Assistance Programs, menu labeling and other policy options

Class Reading:

**Monday, October 10th, Indigenous Peoples’ Day (University Holiday): No Classes

Wednesday, October 12th
Quiz #1

Unit #3: Public Health Issues: Problems, Root Causes, and Interventions

Session 10: Non-Communicable Diseases (I) Overview
Monday, October 17

Session Objectives:
• Describe the burden of non-communicable diseases on mortality and morbidity in the United States
• Describe the ideal criteria for a screening program
• Describe ways that population interventions can be combined with individual interventions to more effectively reduce the burden of non-communicable diseases

Class Reading:
• Riegelman and Kirkwood, Chapter 6. “Non-Communicable Diseases”
Syllabus CH1 Spring 2016


**Session 11: Non-Communicable Diseases (II): Interventions, Problem Solving (Heart Disease, Cancer, Diabetes)**

**Session Objectives:**
- Describe the burden of cancer in the US and globally
- Identify and discuss the social determinants of chronic disease
- Discuss the ‘lifestyle’ behaviors associate with chronic disease & the existence of multiple risk factors among groups
- Discuss how framing to this public health issue has changed over time
- Describe interventions at the primary, secondary, and tertiary levels of prevention & at various levels of the socio-ecologic model

**Class Readings:**

**Session 12: Communicable Diseases (I): Overview**

**Monday, October 24**

**Session Objectives:**
- Describe the burden of disease caused by communicable diseases
- Understand the pathogenesis of infectious diseases including, route of pathogen entry, host responses, and environmental influences
- Describe historical efforts in the US and globally to control infectious disease
- Be familiar with the natural history of major infectious diseases in the US
- Understand the social, economic, behavioral, demographic and environmental determinants of infectious disease
- Be familiar with the broad principles of infectious disease prevention, including strategic use of prophylactic vaccines and vector control

**Class Reading:**

**Session 13: Communicable Diseases (II): Interventions, Problem Solving**

**Wednesday, October 26**

**Session Objectives:**
• Describe the impact of the Zika virus in the US and globally
• Describe routes of transmission and conditions that increase susceptibility to disease
• Discuss how framing of this public health issue has changed over time
• Describe factors that affect the transmissibility of a disease
• Describe interventions at primary, secondary, and tertiary levels of prevention & at various levels of the socio-ecologic model
• Identify the roles that barrier protections, vector control, vaccination, and screening play in preventing communicable diseases
• Identify the conditions that make eradication of a disease feasible

Class Reading:

Session 14: Substance Abuse and Mental Health (I): Overview
Monday, October 31

Session Objectives:
• Describe mental well-being and categories of mental health disorders
• Discuss prevalence of mental health issues
• Discuss competing perspectives on the causes of mental distress or illness
• Outline major public health and medical strategies to promote mental health

Class Reading:
• Behavioral Health, United States, 2012. Substance Abuse and Mental Health Administration. **Read pages 1-30 ONLY

Session 15. Substance Abuse and Mental Health (II): Interventions, Problem Solving
Wednesday, November 2

Session Objectives:
• Describe interventions at primary, secondary, and tertiary levels of prevention & at various levels of the socio-ecologic model
• Discuss barriers to access of treatment and other interventions

Class Reading:
• Petersen I, Evans-Lacko S, Semrau M, et al. Promotion, prevention and protection: interventions at the population- and community-levels for mental, neurological and

**Session 16: Environmental Health and Safety Overview (I)**  
**Monday, November 7**

**Session Objectives:**
- Define ‘environment’; distinguish between natural, built, and altered environment
- Define the scope of morbidity and mortality caused by the physical environment
- Identify the range of interactions that occur between human beings and the physical environment
- Describe environmental factors that affect population susceptibility to adverse health outcomes
- Introduce the topics of environmental justice and environmental inequality
- Explain the history and importance of the “Precautionary Principle”
- Recognize methods of assessment and potential public health responses to selected environmental exposures and hazards
- Identify the components of environmental risk assessment and apply them to an environmental hazard

**Class Reading:**

**Session 17: Environmental Health and Safety (II): Gun Violence**  
**Wednesday, November 9**

**Session Objectives:**
- Distinguish between accidents and injuries
- Identify factors that increase risk for violence at the individual, community and societal level
- Describe and discuss the pros/cons of interventions to minimize violence at the individual, community and societal level

**Class Reading:**

**Monday, November 14**  
**Quiz #2**
Unit Four: Infrastructure for Public Health and Health Care

Session 18: Overview of the US Health Care System
Wednesday, November 16

Session Objectives:
- Describe the major institutions that make up the healthcare system in the United States
- Describe approaches being used to define and measure quality, cost and access to health care
- Identify the major insurance systems in the United States and explain the basic principles of their financing
- Describe the features of the Affordable Care Act that represent key changes to the United States health insurance system

Class Reading:

Session 19: Integration of Public Health and Medicine
Monday, November 21

Guest Speaker
Tony Schlaff, MD, MPH
Professor of Public Health and Community Medicine
Director, Public Health Programs, Tufts University

Session Objectives:
- Compare and contrast role of medical providers and public health practitioners in promoting individual and population health
- Discuss the benefits and challenges of combined medical and public health approaches to individual and population-level health
- Describe Community-Oriented Primary Care and the steps involved in the practice
- Describe the continuum of public health education and identify educational pathways for becoming a public health professional
- Explain the concept of primary care and differentiate it from secondary and tertiary care

Class Reading:
- Out in the Rural video (Available on Trunk)
Unit Five: Overarching Issues in Public Health

Session 20: Issues in Public Health and Health Care Policy
Monday, November 28

Session Objectives
- Describe the public health policy-making process, structure and context
- Describe examples of health policies or laws that have had substantial impacts on population health in the United States
- Define the major public health policy challenges facing the United States and other high income countries; identify sources of evidence and information about these policy challenges and potential solutions; and develop and evaluate policy options to assess the economic, political, administrative, legal and social implications.
- Analyze the quality of research findings and assess the applicability to a particular health policy issue
- Describe the financing and organization of the public health system and healthcare services in the United States
- Evaluate major contributors to the rising costs of health care in the United States
- Describe the major players in the health/public health policy arena, including public agencies and private organizations and institutions that conduct health/public health policy research and analysis.

Class Reading
- Riegelman and Kirkwood text: Chapter 5. Health Law, Policy, and Ethics pp 98-103

Session 21: Global Health
Wednesday, November 30

Guest Speaker
Fernando Ona, PhD, MPH
Assistant Professor Public Health and Community Medicine, Tufts Medical School

Session Objectives
- Describe key public health concepts related to global health, including: measures of health status and the burden of disease.
• Describe how globalization has changed the patterns of the spread of disease and the methods needed to control disease
• Discuss how social and cultural factors can affect a society’s vulnerability to morbidity and mortality and its approaches to prevention and control.
• Identify key organizations and institutions, their roles in global health, and the manner in which they can cooperate to address key global health issues.

Class Readings

Session 22: Health as a Human Right
Monday, December 5

Guest Speaker:
Jon Schaffer
Senior Strategist for Grassroots Organizing, Partners in Health

Session Objectives:
• Define health from a human rights perspective; how is the right to health similar/differ from other human rights?
• Identify the ethical, resource, and economic implications of health as a universal human right
• Discuss potential interventions to maximize the potential for health among all

Class Reading:
• Finish reading *Mountains Beyond Mountains*.

Session 23: The Future of Public Health
Wednesday, December 7

Session Objectives:
• Discuss persistent and emerging issues in public health
• Identify the social, economic, environmental & political determinants associated with these issues
• Describe opportunities for public health practitioners to impact these issues using a socio-ecological framework

Class Reading:

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Session 24: Public Health Professions
Monday, December 12

Alumni Panel

Class Reading:

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December 16th from 3:30-5:30 pm
Quiz #3