

# University of Maryland, College Park

## Department of Public and Community Health

### HLTH 606 (0101) – Foundations of Public Health Education and Policy

**Instructor:** Assoc. Prof. Sharon M. Desmond  
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**Semester:** Fall 2005  
**Classroom/Time:** HHP 0302 / T Th 12:30 - 1:45 PM

**OFFICE HOURS**  
 Tuesday 9:00 - 10:30 AM  
 Wednesday 4:00 – 7:00 PM  
 Thursday 9:00 - 10:30 AM  
 And by Appointment

<b>Required Textbooks &amp; Other Readings</b>	<p><b>Required</b>          Cottrell, Randall R, James T. Girvan, and James F. McKenzie. <u>Principles and Foundations of Health Promotion and Education, 2<sup>nd</sup> Edition</u>. San Francisco, Benjamin Cummings, 2002.</p> <p>Institute of Medicine. <u>The Future of the Public's Health in the 21<sup>st</sup> Century</u>. Washington D.C.: The National Academies Press, 2003.</p> <p><b>Recommended</b>          Institute of Medicine. The Future of Public Health. Washington D.C.: The National Academies Press, 1988.</p> <p>Turnock, Bernard J. <u>Public Health What It Is and How It Works</u>. Boston: Jones and Bartlett Publishers, 2004.</p> <p>Hofrichter, Richard, ed. <u>Health and Social Justice</u>. San Francisco: Jossey-Bass, 2003.</p>
<b>Course Description</b>	Examines foundations and content of two professions, health education and public health, including history, mission, terminology, philosophy, ethical principles and scientific foundations. Emerging and reemerging threats to the public's health will be discussed, as well as societal influences on health and health policy. Also addresses professional competencies and preparation, and the role of professional organizations.
<b>Course Objectives</b>	<p><u>At the conclusion of this course, the student will be able to:</u></p> <ol style="list-style-type: none"> <li>1. Define and use terminology related to public health and health education.</li> <li>2. Knowledgeably discuss relationships between each of the following: health education, health promotion, community health, public health, and medicine.</li> <li>3. Identify and describe philosophies that are dominant in health education and public health.</li> <li>4. Describe the history of health education and public health in the United States.</li> <li>5. Define ethical principles and concepts, and discuss the similarities and differences between the code of ethics for health educators and the one for</li> </ol>

<p><b>Course Objectives (cont.)</b></p>	<p>public health professionals.</p> <ol style="list-style-type: none"> <li>6. Define the responsibilities and competencies of health educators established by the National Commission for Health Education Credentialing and describe how the credentialing process came about.</li> <li>7. Explain what the coordinated school health program is and why it was developed; identify its eight components and several strategies that can be used to implement coordinated school health programs.</li> <li>8. Describe public health in terms of social justice.</li> <li>9. Demonstrate an understanding of the national public health agenda (Healthy People 2010).</li> <li>10. Demonstrate an understanding of how health policy is developed in the United States.</li> <li>11. Articulate the health, fiscal, administrative, legal, social and political implications of a specific health policy.</li> <li>12. Identify and discuss current issues in health education, health promotion and public health.</li> </ol>
<p><b>Course Policies</b></p>	<p><u>Class Attendance and Missed Exams:</u>  Our greatest class resource is you! Your thoughts, ideas, questions and comments will enrich everyone's learning experience, so please be <b>actively involved</b> in class! Jump in! Enthusiastic discussions are welcome! Come to class prepared by reading the text and articles prior to the class meeting time. If you must miss a class, contact a fellow student for notes. If you are ill or encountering personal difficulties, please see me as soon as possible. You can also contact the Learning Assistance Service (301-314-7693) and or the Counseling Center (301-314-7651). If you are unable to be in class on the day of an exam, please discuss this with me <u>before</u> the actual date of the test.</p> <p><u>Accommodations for students with disabilities:</u>  If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, please talk to me as soon as possible. You will need documentation from Disability Support Service (301-314-7682). If you intend to take any or all exams at DSS it is your responsibility to notify me as soon as possible.</p> <p><u>Academic Integrity:</u>  The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, shall constitute academic dishonesty:</p> <ul style="list-style-type: none"> <li>✓ CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.</li> <li>✓ FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.</li> <li>✓ FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this code.</li> <li>✓ PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.</li> </ul> <p>For more information see:  <a href="http://www.inform.umd.edu/CampusInfo/Departments/PRES/policies/iii100a.html">http://www.inform.umd.edu/CampusInfo/Departments/PRES/policies/iii100a.html</a></p>

<b>Course Policies (cont.)</b>	<p><u>Religious Observances:</u>  The University System of Maryland policy provides that students <i>should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.</i> <b>It is the student's responsibility to inform the instructor <u>in advance</u> of any intended absences for religious observance.</b></p>
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## - S y l l a b u s -

<b>9-05-05</b>	Labor Day Holiday—No class
<b>9-12-05</b>	Introductions and Welcome; Definitions and Common Terminology Read Chapters one and four in Cottrell
<b>9-19-05</b>	Library Resources and Services at UMCP <b>Guest Speaker:</b> Dr. Barbara Nail-Chiwetalu, Ph.D., M.L.S., Health Librarian <i>Read</i> Chapter nine in Cottrell; Berland, Gretchen K, Marc N. Elliott, Leo S. Morales, Jeffrey I. Algazy, Richard L. Kravitz, Michael S. Broder, David E. Kanouse, Jorge A. Muñoz, Juan-Antonio Puyol, Marielena Lara, Katherine E. Watkins, Hannah Yang, and Elizabeth A. McGlynn. "Health Information on the Internet: Accessibility, Quality, and Readability in English and Spanish." <u>JAMA</u> 285 (2001): 2612-21
<b>9-26-05</b>	Ethical Issues in Health Education and Public Health <i>Read</i> Chapter five and Appendix A in Cottrell; Callahan, Daniel and Bruce Jennings. "Ethics and Public Health: Forging a Strong Relationship." <u>American Journal of Public Health</u> 92 (2002): 169-76.
<b>10-3-05</b>	The History of Health Education and Public Health in the United States; Philosophical Foundations of Health Education; <i>Read</i> Chapters two and three in Cottrell
<b>10-10-05</b>	Determinants of the Public's Health: Genetic, Behavioral, Social, and Environmental; <i>Read</i> chapter two in the IOM text; <b>Definition Paper due</b>
<b>10-17-05</b>	Healthy People 2010; <i>Read</i> Healthy People 2010: Understanding and Improving Health at <a href="http://www.healthypeople.gov/Document/html/uih/contents.htm">http://www.healthypeople.gov/Document/html/uih/contents.htm</a> and chapter three in the IOM text
<b>10-24-05</b>	Public Health and Social Justice <i>Read</i> Beauchamp, Daniel E. "Public Health as Social Justice." <u>Inquiry</u> 13 (March) (1976): 3-14. (article also available in health education office—2387 HHP Building); <b>Take-home midterm due</b>
<b>10-31-05</b>	Access to Healthcare; Health Insurance; Health Care Reform; <i>Read</i> <u>American Journal of Public Health</u> 93 (2003): 75-129, an interview with Dr. Uwe Reinhardt at <a href="http://www.pbs.org/healthcarecrisis/Exptrs_intrvw/u_reinhardt.htm">http://www.pbs.org/healthcarecrisis/Exptrs_intrvw/u_reinhardt.htm</a> , and chapters five and six in IOM text

<b>11-07-05</b>	Public Health Law
<b>11-14-05</b>	Healthy Public Policy and Advocacy; <i>Read</i> “Advocacy Matters” at <a href="http://www.sophe.org/">http://www.sophe.org/</a> and several testimonies, recommendations or policies at <a href="http://www.apha.org/legislative/policy/">http://www.apha.org/legislative/policy/</a> and <a href="http://www.apha.org/legislative/legislative/">http://www.apha.org/legislative/legislative/</a>
<b>11-21-05</b>	Core functions of Public Health Practice and the Public Health Infrastructure in the U.S. <i>Read</i> chapters one and four in the IOM text, and “Public Health Infrastructure: A Status Report” at <a href="http://www.phppo.cdc.gov/owpp/workforcedev.asp">http://www.phppo.cdc.gov/owpp/workforcedev.asp</a> ; <b>Fact Sheet due</b>
<b>11-28-05</b>	Public Health and Health Education Competencies; <i>Read</i> chapters six, seven and Appendix B in Cottrell, and Core Competencies for Public Health Professionals at <a href="http://www.phppo.cdc.gov/owpp/workforcedev.asp">http://www.phppo.cdc.gov/owpp/workforcedev.asp</a>
<b>12-05-05</b>	Professional Organizations; <i>Read</i> Chapter eight in Cottrell <b>Guest Speakers:</b> SOPHE and AAHE representatives
<b>12-12-05</b>	Future Trends and Challenges in Public Health and Health Education; <i>Read</i> Chapter ten in Cottrell; <b>Policy Paper due</b>
<b>12-19-05</b>	<b>Final Exam</b>

<b>Evaluation</b>	<b>Points</b>	<b>Grading</b>	
Midterm (Take Home)	100	260-253 points	A+
		252-243 points	A
Final Exam	100	242-235 points	A-
		234-227 points	B+
Definitions and Relationships Paper	40	226-217 points	B
		216-209 points	B-
Health Policy Paper	100	208-201 points	C+
		200-191 points	C
Fact Sheet	20	190-183 points	C-
		182-175 points	D+
		174-165 points	D
		164-157 points	D-
		156 & below	F

## **Assignments**

### Definitions and Relationships Paper (40 points)

In this paper, please define the terms "health education," "health promotion," "community health," "public health" and "medicine" and then discuss the relationships among the terms. Please include a figure or diagram that clarifies the relationships for your reader. It may be helpful for you to discuss the relative importance of individual behavior change versus change at the societal level. The text of the paper may not exceed five pages (this does not include title page, figure/diagram page, or references. The paper must be typed, double spaced, and written in APA format. There must be a minimum of four references from peer-reviewed journals. Please use a professional writing style.

### Health Policy Paper (100 points)

Select a public health topic of interest about which there is some controversy. Research prior and current legislation that has had or will have an impact on the health concern. The paper should include a description of the health issue, the target population, an evaluation of the issue from a social, economic, political, and fiscal perspective, a review of opinions or recommendations regarding solutions to the health issue, and your policy recommendation. Research may include expert interviews as well as review of the current literature. The paper is to be between 10-15 pages in length (excluding references and title page), double spaced, professionally written, and well-organized. Please use APA guidelines.

### Fact Sheet (20 Points)

Type up a one page fact sheet (can be two-sided) describing the mission, goals, vision, function, contact information, and anything else you deem important and relevant about a specific professional health organization or governmental agency or department. Make enough copies to distribute to each member of the class.