

## SEMESTER AT SEA COURSE SYLLABUS

**Voyage: Spring 2013**

**Discipline: Public Health**

**Course Title: SEMS 2500-103 Introduction to Public Health**

**Lower Division**

**Faculty Name: Mary Ropka Ph.D., RN, FAAN Professor of Public Health Sciences**

**Class Meeting Time: B Day 1540 – 1655 (3:40 – 4:55 PM)**

**Pre-requisites:** None.

### **[NOTES**

The course objectives are adopted from “Recommendations for Undergraduate Public Health Education”, from the Association of American Colleges & Universities and Association for Prevention Teaching and Research.

[http://www.ccas.net/files/public/Publications/Undergrad\\_Public\\_Health\\_Recommendations.pdf](http://www.ccas.net/files/public/Publications/Undergrad_Public_Health_Recommendations.pdf)

(Accessed 10/09/12)

The required textbook by Riegelman is designed to fulfill the four essential learning outcomes of Liberal Education and America’s Promise (LEAP) – a campaign of the Association of American Colleges and Universities. **It follows the basic curriculum framework recommended by the 2006 Consensus Conference on Undergraduate Public Health Education that recommended all undergraduates have access to a curriculum such as this as part of their general education.** It is part of the Essential Public Health book series.

**“Milestones in Public Health: Accomplishments in Public Health Over the Last 100 Years”** was developed by George Washington University to serve as a tool for teaching public health to undergraduate students. It includes a book, which is required for this course (available for free to download as a PDF), and case studies by the book chapter, which are available as Word files]

### **COURSE DESCRIPTION**

This course is an introduction to the population health approach to public health. It is designed to expose students to a foundational knowledge of U.S. & global public health, and develop an appreciation of how public health knowledge relates to their lives. It is an overview of the basic principles of public health practice: principles of evidence-based public health and tools for implementation, including health communications and informatics; applications of social and behavioral sciences; and health policy, law, and ethics. Methods for addressing non-communicable diseases and communicable diseases are introduced. An overview of the U.S. health care system and comparison with health care systems in other countries are explored, as well as public health institutions and systems. This course can often be used to fulfill a social science requirement.

### **COURSE OBJECTIVES**

On successful completion of this course, the student should be able to:

1. Identify the historical development of public health and ways that public health emerges in literature and the arts, current events, and everyone’s daily life.
2. Illustrate the interdisciplinary, cross-cutting, or ecological character of public health and the contributions of a range of disciplines and professions to improving health.
3. Explain the basic principles of epidemiology, including rates, risk factors, disease determinants, causation, and public health surveillance.
4. Explain how public health assesses the options for intervention to improve the health of a population.
5. Explain how public health can utilize health information and health communications to improve the health of populations.
6. Explain how public health can utilize social and behavioral interventions to improve the health of populations.
7. Explain how public health can utilize health policy and law to improve the health of populations.

8. Explain the impact of the environment and communicable diseases on the health of populations.
9. Explain the burden of chronic diseases on morbidity and mortality and approaches to prevention, early detection, and disease management.
10. Describe the basic organization of health care and public health systems and the contributions of health professionals.
11. Identify the basic organization of health care and public health systems and the contributions.
12. Identify criteria for evaluating health systems, including issues of access, quality, and cost.
13. Identify the roles of public health in addressing the needs of vulnerable populations and health disparities.
14. Identify the roles of public health in disaster prevention and management.
15. For *each Course Topic*: In a few sentences, identify for the class *major issues relevant to that topic in the SAS Voyage Country you have "adopted"* for the course (USA, Japan, China, Vietnam, Singapore, Malaysia, India, Mauritius, South Africa, Ghana, Morocco, Spain).

## REQUIRED TEXTBOOKS

AUTHOR: Richard Riegelman  
 TITLE: Public Health 101: Healthy People – Healthy Populations  
 PUBLISHER: Jones and Bartlett Learning  
 ISBN #: 978-1-4496-0149-2  
 DATE/EDITION: 2010/1<sup>st</sup>

AUTHOR: Pfizer Public Health Group  
 TITLE: Milestones in Public Health: Accomplishments in Public Health Over the Last 100 Years  
 PUBLISHER:  
 ISBN #: Available as a PDF from <http://www.asph.org/document.cfm?page=1012> (Accessed 10/09/12)  
 DATE/EDITION: 2006/1<sup>st</sup>

## TOPICAL OUTLINE OF COURSE

[Between Ensenada & Hilo]

### Day 1:

- Introduction to course and course requirements/evaluation
- Review of course textbooks – Riegelman and Milestones in Public Health: Accomplishments in Public Health Over the Last 100 Years
- Introduction to course-related Field Lab
- View video, "This is Public Health", produced by the Association of Schools of Public Health (ASPH) [Downloaded from <http://www.thisispublichealth.org/Video.html#Video> ] (Accessed 10/09/12)

### **Reading Assignment:**

- Review [http://www.aacu.org/public\\_health/index.cfm](http://www.aacu.org/public_health/index.cfm) The Educated Citizen and Public Health webpage from the Association of American Colleges and Universities (Accessed 10/09/12)
- Review <http://www.un.org/millenniumgoals/> website United Nations Millennium Development Goals **to get a global perspective** (Accessed 10/09/12)
- Review <http://www.who.int/en/> website World Health Organization **to get a global perspective** (Accessed 10/09/12)

### **Assignment Due Today:**

None

### Day 2:

- Overview of Public Health and the Course
- Introduction to the **Milestones in Public Health Module: Social-Ecological Model of Health** [slide deck]

- Global Health 101 Chapter 1: The Principles and Goals of Public Health [slide deck]

**Reading Assignment:**

- Riegelman – Chapter 1

**Assignment Due Today:**

None

[Between Hilo & Yokohama/Kobe]

**Day 3:**

- Evidence-Based Public Health – **Part 1** Problem Description and Etiology

**Reading Assignment:**

- Riegelman Chapter 2 – pp. 17-27

**Assignment Due Today:**

None

**Day 4:**

- Evidence-based Public Health – **Part 2** Recommendations and Implementation

**Reading Assignment:**

- Riegelman – Chapter 2, pp. 27 – 36

**Assignment Due Today:**

Answer Discussion Questions at end of chapter and **bring to class prepared to discuss. Submit answers in writing** prior to start of class.

**Day 5:**

- **Quiz #1: Chapters 1 & 2**
- Health Informatics and Health Communications

**Reading Assignment:**

- Riegelman – Chapter 3

**Assignment Due Today:**

Study for Quiz #1

Find an article in the newspaper or other media that uses components of the evidence-based public health approach (e.g., presents the burden of disease, draws conclusions about causation, presents evidence-based recommendations, and/or discusses implementation and evaluation. Briefly explain the PERI approach related to the article. **Bring to class prepared to discuss. Submit answers in writing** prior to start of class.

**Day 6:**

- Health Informatics and Health Communications
- **Milestones in Public Health: Chapter 5 CANCER** [slide deck]
- View Youtube “Hala Modellmog Testifies Before the Senate” [9 min 36 sec]  
[http://www.youtube.com/watch?v=QzONCno\\_Qho](http://www.youtube.com/watch?v=QzONCno_Qho) (Accessed 10/09/12)

**Reading Assignment:**

- Riegelman – review Chapter 3 pp. 49-52 on Decision Making and Risk; also Box 3-2 and 3-3.
- Read **Milestones in Public Health: Chapter 5 CANCER** [pdf]

**Assignment Due Today:**

Review **Milestones in Public Health: Cancer Chapter #5 Case Study – Advocacy and Breast Cancer: The Susan G. Komen Foundation**. **Submit answers to Questions for Discussion in writing** prior to start of class. **Come prepared to discuss** in class.

[Between Yokohama/Kobe & Shanghai/Hong Kong]

**Day 7:**

- Social and Behavioral Sciences

**Reading Assignment:**

- Reigelman – Chapter 4
- Emmons, K. (2012). Behavioral medicine and the health of our nation: Accelerating our impact. *Annals of Behavioral Medicine*, 43, 153 – 161.

**Assignment Due Today:**

Answer Discussion Questions at end of chapter and **bring to class prepared to discuss**. **Submit answers in writing** prior to start of class.

[Between Shanghai/Hong Kong & HCMC]

**Day 8:**

- Social and Behavioral Sciences

**Reading Assignment:**

- Chapter 11 Application of Theory: Global Health. (2007). In Mark Edberg: *Essentials of Health Behavior – Social and Behavioral Theory in Public Health*. Sudbury, MA: Jones and Bartlett Learning. pp. 125 – 135.

**Assignment Due Today:**

None

**Day 9: [A9 before HCMC; B9 after HCMC]**

- **Quiz #2: Chapters 3 & 4**
- Health Policy, Law, and Ethics

**Reading Assignment:**

- Riegelman – Chapter 5

**Assignment Due Today:**

Study for Quiz #2

Answer Discussion Questions at end of chapter and **bring to class prepared to discuss**. **Submit answers in writing** prior to start of class.

[Between HCMC & Singapore/Rangoon]

**Day 10: [A10 before Singapore; B10 after Singapore]**

- Health Policy, Law, and Ethics
- **Milestones in Public Health: Chapter 1 – Vaccines and Disease Prevention Module** [slide deck]
- **Part 1: Introduce Milestones in Public Health Case Study: Human Papilloma Virus Vaccine and Organize Groups for Debate**
- 

**Reading Assignment:**

- **Milestones in Public Health: Chapter 1 Vaccines and the Eradication of Small Pox** [pdf]

**Assignment Due Today:**

None

**Day 11:**

Health Policy, Law, and Ethics

**Part 2: Group Working Sessions to Prepare for Debate -- Milestones in Public Health Case Study: Human Papilloma Virus Vaccine**

**Reading Assignment:**

None

**Assignment Due Today:**

Working Session

[Between Rangoon & Cochin]

**Day 12:**

Health Policy, Law, and Ethics

**Part 3: Debate -- Milestones in Public Health Case Study: Human Papilloma Virus Vaccine**

**Reading Assignment:**

None

**Assignment Due Today:**

DEBATE: Milestones in Public Health Case Study: Human Papilloma Virus Vaccine. **Note especially Steps in debate format.**

**Day 13: [A13 before Cochin; B13 after Cochin]**

- Non-Communicable Disease

**Reading Assignment:**

- Riegelman – Chapter 6
- Riegelman Case Study: Testing and Screening, p. 122

**Assignment Due Today:**

Answer Discussion Questions at end of chapter and **bring to class prepared to discuss. Submit answers in writing** prior to start of class.

[Between Cochin & Port Louis]

**Day 14:**

- Non-communicable Disease
- **Milestones in Public Health: Chapter 6 – Cardiovascular Disease: Keeping the Heart Pumping** [slide deck]

**Reading Assignment:**

- Read **Milestones in Public Health: Chapter 6 CVD** [pdf]

**Assignment Due Today:**

Review **Milestones in Public Health Case Study: Obesity and Mandatory Physical Education in Schools. Submit answers to Questions for Discussion in writing** prior to start of class. **Come prepared to discuss**

in class.

Turn in first class participation form

**Day 15:**

- Quiz #3: Chapters 5 & 6
- Communicable Diseases
- View Ted Talk, "Seth Berkley: HIV and Flu – the Vaccine Strategy and **discuss in class** [http://www.ted.com/talks/lang/en/seth\\_berkley\\_hiv\\_and\\_flu\\_the\\_vaccine\\_strategy.html](http://www.ted.com/talks/lang/en/seth_berkley_hiv_and_flu_the_vaccine_strategy.html) (Accessed 10/09/12)

**Reading Assignment:**

- Review <http://www.aseanplus3-eid.info/index.php> Information Centre on Emerging Infectious Diseases in the ASEAN Plus Three Countries (Accessed 10/09/12)
- Read "Q&A with Seth Berkley: The Search for an AIDS Vaccine [http://blog.ted.com/2010/05/27/qa\\_with\\_seth\\_be/](http://blog.ted.com/2010/05/27/qa_with_seth_be/) (Accessed 10/09/12)

**Assignment Due Today:**

Study for Quiz #3

[Between Port Louis & Cape Town]

**Day 16:**

- Communicable Diseases

**Reading Assignment:**

- Riegelman – Chapter 7

**Assignment Due Today:**

Answer Discussion Questions at end of chapter and **bring to class prepared to discuss. Submit answers in writing** prior to start of class.

**Day 17:**

- Communicable Diseases: Case 3 – Male Circumcision and HIV: An Evidence-based Public Health Approach

**Reading Assignment:**

- Riegelman, RL. (2012). Case 3 Male Circumcision and HIV: An Evidence3-Based Public Health Approach. In K.I. Hunting & B.L. Gleason. Essential Case Studies in Public Health: Putting Public Health into Practice. Burlington MA, Jones & Bartlett Learning. (pp.23 – 31)

**Assignment Due Today:**

Answer Questions 1-11 throughout chapter and **bring to class prepared to discuss. Submit answers in writing** prior to start of class.

**Day 18: [A18 before Cape Town; B18 after Cape Town]**

- Environmental Health and Safety

**Reading Assignment:**

- Riegelman – Chapter 8
- Riegelman Case Studies: Sharma's Village, p. 124

**Assignment Due Today:**

Answer Discussion Questions at end of chapter and **bring to class prepared to discuss**. **Submit answers in writing** prior to start of class.

Between Cape Town & Tema]

**Day 19:**

Environmental Health and Safety

**Reading Assignment:**

**Milestones in Public Health Chapter 3: Environmental Health. Looking Back** [pdf]

**Assignment Due Today:**

Review **Milestones in Public Health Case Study: Chapter 3 Environmental Health. Submit answers to Questions for Discussion in writing** prior to start of class. **Come prepared to discuss** in class.

**Day 20:**

- Quiz #4 – Chapters 7 & 8
- Healthcare Systems

**Reading Assignment:**

- Riegelman – Chapter 11

**Assignment Due Today:**

Study for Quiz #4

Riegelman Case Study: Healthcare in America For Better or Worse, p. 171. Answer Questions 1-4 and **bring to class prepared to discuss**. **Submit answers in writing** prior to start of class.

[Between Tema & Casablanca]

**Day 21:**

Recap by country of what you learned about your “adopted country” over the course of the voyage for Objective 16 and compare the countries

- For *each Course Topic*: In a few sentences, identify for the class *major issues relevant to that topic in the SAS Voyage Country you have “adopted”* for the course (USA, Japan, China, Vietnam, Singapore, Myanmar).

**Reading Assignment:**

None

**Assignment Due Today:**

Come prepared to report as a group for each country -- USA, Japan, China, Vietnam, Singapore, Myanmar.

**Day 22:**

Recap by country of what you learned about your “adopted country” over the course of the voyage for Objective 16 and compare the countries.

- For *each Course Topic*: In a few sentences, identify for the class *major issues relevant to that topic in the SAS Voyage Country you have “adopted”* for the course (India, Mauritius, South Africa, Ghana, Morocco, Spain).

**Reading Assignment:**

None

**Assignment Due Today:**

Come prepared to report as a group for each country -- India, Mauritius, South Africa, Ghana, Morocco, Spain.

[Between Casablanca & Barcelona]

**Day 23: [A23 before Casablanca; B23 after Casablanca]**

- Global Health 101: Chapter 15 Working Together to Improve Global Health [slide deck]
- Summary and Wrap-up

**Reading Assignment:**

- Chapter 15. Working Together to Improve Public Health. (2012) In R. Skolnik, Global Health 101 (2<sup>nd</sup> ed.). Burlington, MA: Jones & Bartlett Learning. pp. 333 – 365.

**Assignment Due Today:**

Turn in second/last class participation form

**FIELD WORK**

**FIELD LAB** (At least 20 percent of the contact hours for each course, to be led by the instructor.)

**\*Participation is mandatory.**

**\*20% of your course grade is based on the field assignments drawn from the lab and other in-port experiences.**

**Field Lab:**

- Title Pediatric Diarrhea in Ghana: A Major Public Health Problem
- Port – Tema, Ghana
- Date – Day 5 Wednesday 4/10/13
- Destinations – Department of Microbiology at University of Ghana Medical School, about 30 miles away from Tema at Korle Bu in Accra; Princess Marie Louise Children's Hospital (PML) – in Accra
- Number of Projected Participants (maximum class size is 35) – Depends on course enrollment
- Duration (hours) of lab – 8 hours max

**Academic Objectives:**

1. Describe the impact of pediatric diarrhea on individual and community health in Ghana.
2. Identify actions of public health in preventing and treating pediatric diarrhea in Ghana.
3. Explain the threat of emerging infections in these settings.

**Field Lab Description:**

This research program is affiliated with the Center for Global Health at UVA School of Medicine and collaborates with Dr. Richard Guerrant.

The field lab for this course will take place in Accra, Ghana. Students will visit the Department of Biology at the University of Ghana Medical School, where they will learn about ongoing research regarding emerging infectious diseases and multidrug resistance to pathogens. They will also talk with these researchers about their research and clinical activities related to pediatric diarrhea in Southern Ghana, which is a major public health problem not only in Ghana but also in some of the other countries we will visit on our voyage.

Students will jot down notes throughout the day regarding their activities and observations. After this field lab, they will investigate what other countries globally experience serious problems with pediatric diarrhea and how they compare to those in Ghana. Students will summarize their visit, as well as what they learn about other high incidence/prevalence areas, in a 6 – 8 page paper double-spaced. Specific statistics regarding incidence and prevalence by country should be provided.



## METHODS OF EVALUATION / GRADING RUBRIC

### TEACHING METHODS:

The course will be delivered primarily in a lecture/discussion format with application-related experiences and small group work. Students will also work in small groups to complete selected assignments or projects. Class attendance and participation is expected.

**Readiness concept:** The responsibility to learn is fundamentally that of the student. In order to succeed in learning, students must actively engage in the process. For this reason, you are expected to come to class prepared. Being prepared means that you will read the assignments, give the assignments thoughtful consideration, and you will be able to advocate for your point of view.

### COURSE REQUIREMENTS AND EVALUATION:

1. Readings done prior to class and written answers to questions at end of chapters submitted **before the start** of class **[5%]**
2. Prompt attendance and participation in all classes **[10%]**
3. Quizzes (4) **[20% -- 5% each]**
4. Debate: Milestones Case Study – Human Papilloma Virus Vaccine. **See separate instructions later in syllabus. [10%]**
5. Written answers: Submitted for the three additional Milestones Case Studies **[15% -- 5% each]**
6. Course “blog”: Each student is expected to create and maintain a “blog” during the course. The blog is intended to solicit student reactions and opinions to course lectures/readings and current events in public health, and offer a platform for students to display their understanding of course concepts in a less formal setting than the course exam and final paper. Students are expected to blog at minimum of once per week; additional blog entries of particularly high-quality may be rewarded with extra credit at the end of the course. The blog will be graded based on completion of the assigned blog entries and the quality of thought and composition of blog entries. [See blog instructions later in the syllabus]. **See blog instructions later in the syllabus. [20%]**
7. Field Lab **[20%]**

### GRADING SCALE for COURSE

<b>A+=</b> 97-100	<b>B+=</b> 87-89	<b>C+=</b> (77-79)	<b>F</b> = below 70 failing
<b>A=</b> 94-96	<b>B=</b> 84-86	<b>C=</b> 74-76	
<b>A- =</b> 90-93	<b>B- =</b> 80-83	<b>C- =</b> 70-73	

### LATE WORK POLICY:

If you are unable to meet one or more of the deadlines in this course, please contact me to negotiate a different due date. I usually grant reasonable requests made **well before** the due date (48 hours or more). Unless an extension is granted, I will not accept late work.

## INTRODUCTION TO PUBLIC HEALTH: CRITERIA FOR EVALUATING CLASS PARTICIPATION

### 10% of Grade

Student: \_\_\_\_\_ Date: \_\_\_\_\_

This self-evaluation will be used to assess your overall class participation at **mid-term**, and at the **end of the course**. Any additional information that you would like me to consider in determining your grade should be included in the Comment section below.

**Directions:** Rate each item: Always (5) -- Rarely (1) by recording number in the right hand column.

1. Attends class and responds to study questions and class discussion.	
2. Prepares for class – Reading and preparation assignments done prior to class.	
3. Actively and thoughtfully contributes to discussions -- Substantively responds to classmates' comments.	
4. Utilizes active listening skills to foster discussion.	
5. Incorporates content from readings into class discussions.	
6. Respects the contributions and opinions of others.	
7. Raises appropriate issues and questions to facilitate discussion.	
Comments:	

## DEBATE: CASE STUDY - HUMAN PAPILLOMA VIRUS VACCINE

10% of Grade

### OBJECTIVES:

Through the case study, research, and class discussion, students are expected to:  
Explain the complex scientific, legal, ethical, and financial issues surrounding the implementation of compulsory vaccination programs using the new HPV vaccine as an exemplar.

### FORMAT:

This module is **set up** as a debate, with students divided between those *for the issue* and *those against it*. The **goal** of the debate format is to have students learn from each other and see another person's perspective, while still helping them to analyze the issue with a more objective view.

Students will be divided into equal Groups depending on the class size. Each Group will be divided into two Teams, for which one will be assigned to be in favor of the policy and one not in favor.

**\*\*Students should review the Background and Case Materials section on pages 1 and 2 of the Case Study.**

**\*\* When debating the issue in class, students should address key points in these four areas:**

- Scientific issues
- Legal issues
- Ethical issues
- Financial issues

**\*\*Steps of the debate format will be as follows:**

1. The students on each Team are given 5 to 10 minutes to argue their points for or against the policy. When one Team speaks, the other is not allowed to interrupt. They are only allowed to take down notes, which they can use for the next step.
2. Students on each Team are now given 5 to 10 minutes to respond to the arguments made by the opposing Team. Once again, when one team speaks, the other is not allowed to interrupt.
3. Students on both Teams are given time to find some valid points made by the opposing Team. The purpose of this step is to find some common ground between the two opposing Teams. This will help the group in the next and final step.
4. Students of both Teams must work to find consensus and develop a public smoking policy that both Teams can live with.

## **COURSE BLOG**

### **20% of Grade**

#### **Evaluation**

Each student is expected to create and maintain a “blog” during the course. The blog is intended to solicit student reactions and opinions to course lectures/readings and current events in public health, and offer a platform for students to display their understanding of course concepts in a less formal setting than the course exam and final paper. Students are expected to blog at minimum of **TBD**; additional blog entries of particularly high-quality may be rewarded with extra credit at the end of the course. The blog will be graded based on completion of the assigned blog entries and the quality of thought and composition of blog entries.

#### **Blog Instructions**

Specific details will be provided depending on the technology available.

#### **Guidelines for Blog Posts**

Each week students will be assigned a topic, reading, and/or questions to cover in your blog. Students are expected to post to their blog at minimum of once weekly.

Each week’s official blog post must be posted by midnight on Friday.

Blogs will be checked weekly to ensure compliance and comment on your blog post.

Blog entries are expected to be of appropriate depth to sufficiently discuss the material. They should be thoughtful, well-written, engaging, and to-the-point. Length should be approximately 500 words in length. Entries that are significantly (more than 50 words) longer or shorter will be penalized.

Each blog should cover the following:

- a. First, describe what you are blogging on. If you plan to discuss what you learned in class, say so. If you plan to discuss a course reading, say so. If you plan to discuss a public health-related story you read in the newspaper or saw on TV or the like, say so.
- b. Next, briefly summarize the content of the lecture, reading, article, etc.
- c. Finally, discuss your thoughts, opinions, reactions, ideas.

## RESERVE LIBRARY LIST

AUTHOR: Gordis, Leon  
TITLE: Epidemiology  
PUBLISHER: Saunders/Elsevier  
ISBN #: 978-1-4160-4002-6  
DATE/EDITION: 2009/4th

AUTHOR: Pfizer Public Health Group  
TITLE: Milestones in Public Health  
PUBLISHER:  
ISBN #: Available as a PDF from <http://www.asph.org/document.cfm?page=1012> (Accessed 10/09/12)  
DATE/EDITION: 2006/1st

AUTHOR: Robert H Friis  
TITLE: Epidemiology 101  
PUBLISHER: Jones and Bartlett Learning  
ISBN #: 978-0-7637-5443-3  
DATE/EDITION: 2010/1st

AUTHOR: Richard Skolnik  
TITLE: Global Health 101  
PUBLISHER: Jones and Bartlett Learning  
ISBN #: 978-0-7637-975105  
DATE/EDITION: 2012

AUTHOR: Katherine L. Hunting & Brenda L. Gleason  
TITLE: Essential Case Studies in Public Health: Putting Public Health into Practice  
PUBLISHER: Jones and Bartlett Learning  
ISBN #: 978-0-7637-6131-8  
DATE/EDITION: 2012

## ELECTRONIC COURSE MATERIALS

AUTHOR: Gordis, Leon  
CHAPTER TITLE: Chapter 5 Assessing the Validity and Reliability of Diagnostic and Screening Tests  
BOOK TITLE: Epidemiology  
VOLUME: 4<sup>th</sup> edition  
DATE: 2009  
PAGES: 85 - 108

AUTHOR: K.I. Hunting & B.L. Gleason  
CHAPTER TITLE: Case 3 Male Circumcision and HIV: An Evidence3-Based Public Health Approach  
BOOK TITLE: Essential Case Studies in Public Health: Putting Public Health into Practice  
VOLUME: Jones & Bartlett Learning  
DATE: 2012  
PAGES: 23 – 31

AUTHOR: Skolnik, R.  
CHAPTER TITLE: Chapter 15. Working Together to Improve Public Health  
BOOK TITLE: Global Health 101  
VOLUME: 2<sup>nd</sup> edition  
DATE: 2012  
PAGES: 333 – 365

AUTHOR: Mark Edberg  
CHAPTER TITLE: Chapter 11 Application of Theory: Global Health  
BOOK TITLE: Essentials of Health Behavior – Social and Behavioral Theory in Public Health  
VOLUME:  
DATE: 2007  
PAGES: 125 – 125

AUTHOR: Karen Emmons  
ARTICLE TITLE: Behavioral medicine and the health of our nation: Accelerating our impact  
JOURNAL TITLE: Annals of Behavioral Medicine  
VOLUME: 43  
DATE: 2012  
PAGES: 153 - 161

### **ADDITIONAL RESOURCES**

Students may need a calculator to do arithmetic calculations.

### **HONOR CODE**

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."

Syllabus Template ROPKA Spr2013 Intro Public Health.doc  
4/19/12 mer  
4/21/12 mer  
4/22/12 mer  
5/11/12 mer

Syllabus Template ROPKA Spr2013 Intro Public Health 9.17.12update.doc  
9/17/2012 mer

Syllabus Template ROPKA Spr2013 Intro Public Health 9.28.12update.doc  
9/28/2012 mer

Syllabus Template ROPKA Spr2013 Intro Public Health 10.09.12update.doc  
10/09/12 mer  
10/11/12 mer