

SEMESTER AT SEA COURSE SYLLABUS

Voyage: Spring 2013

Discipline: Public Health

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

(Accessed 10/09/12) [available as pdf]

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 interventions 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 criteria for evaluating health systems, including issues of access, quality, and cost.
12. Identify the roles of public health in addressing the needs of vulnerable populations and health disparities.
13. Identify the roles of public health in disaster prevention and management.
14. 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 (Japan, China, Vietnam, Singapore, Myanmar, India, 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: 2010/1st

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

TOPICAL OUTLINE OF COURSE

Day 1

- SAS Library Orientation – Ellen Ramsey
- Dialogue on teaching and learning within the context of our SAS Voyage
- Course and course requirements/evaluation
- Course textbooks and readings
- Course Field Lab in Ghana
- Assign adopted SAS country for the course

- 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) [3 minutes]
- 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) [available as pdf]

Reading Assignment

None

Assignment Due Today:

None

Day 2

- Overview of Public Health
- Public Health 101 Chapter 1: The Population Health Approach [Ch 1 slide deck]
- Global Health 101 Chapter One: Principles and Goals of Public Health [Ch 1 slide deck – Millenium Goals]
- <http://www.un.org/millenniumgoals/> webpage from United Nations Millennium Development Goals (Accessed 10/09/12) [available as pdf]
- <http://www.who.int/en/> webpage from World Health Organization (Accessed 10/09/12) [available as pdf]
- **Milestones in Public Health Module: Introduction to the Social-Ecological Model of Health** [slide deck]

Reading Assignment:

- Riegelman – Chapter 1
- Section about Social-Ecological Model in: US Department of Health and Human Services (2005). *Theory at a glance: A guide for health promotion*. 2nd Ed. NIH Publication No. 05-3896.

Assignment Due Today:

None

Day 3

- Evidence-Based Public Health – **Part 1** Problem Description and Etiology [Ch 2 slide deck]

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 2 and **come to class prepared to discuss**.

Submit hard copy (word processed) of answers at start of class. Include your name and the date at the top.

Day 5

- **Quiz #1: Chapters 1 & 2**
- Health Informatics and Health Communications [Ch 3 slide deck]
- To prepare for **Milestone Cancer CASE STUDY** on **Day 6**, view YouTube “Hala Modellmog Testifies Before the Senate” [9 min 36 sec] http://www.youtube.com/watch?v=QzONCno_Qho (Accessed 10/09/12) [9 minutes]

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).

Give me the citation for your article and Abstract at start of class. Include your name and the date at the top.

Come to class prepared to discuss the article and briefly explain the PERI approach related to the article.

Submit **Journal Entry #1**

Day 6

- Health Informatics and Health Communications -- CONT
- **Milestones in Public Health: Chapter 5 CANCER** [optional slide deck]

Reading Assignment:

- Riegelman – review Chapter 3 pp. 49-52 on Decision Making and Risk; also Box 3-2 and 3-3.
- **Milestones in Public Health: Chapter 5 CANCER (OPTIONAL)**

Assignment Due Today:

Milestones in Public Health: Cancer Chapter 5 CASE STUDY – Advocacy and Breast Cancer: The Susan G. Komen Foundation. [casestudy05-FINAL.doc]

Answer **Questions for Discussion** and **come to class prepared to discuss.**

Submit hard copy (word processed) of your answers at start of class. Include your name and the date at the top.

***Turn in Class Participation Form (covers Days 2 – 5)**

Day 7: Guest Faculty: Jeanette Lancaster, Ph.D., RN, FAAN

- Social and Behavioral Sciences [Ch 4 slide deck]

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.
- Scan US Department of Health and Human Services (2005). *Theory at a glance: A guide for health promotion*. 2nd Ed. NIH Publication No. 05-3896

Assignment Due Today:

Answer Discussion Questions at end of chapter and **come to class prepared to discuss.**

Submit hard copy (word processed) of answers at start of class. Include your name and the date at the top.

Day 8

Social and Behavioral Sciences -- CONT. [Edberg Ch 11 slide deck]

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

- **Quiz #2: Chapters 3 & 4**
- Health Policy, Law, and Ethics [Ch 5 slide deck]

Reading Assignment:

- Riegelman – Chapter 5

Assignment Due Today:

Study for Quiz #2

Answer Discussion Questions at end of chapter and **come to class prepared to discuss.**

Submit hard copy (word processed) of answers at start of class. Include your name and the date at the top.

Day 10

- Health Policy, Law, and Ethics CONT
- **Part 1: Group Working Sessions to Prepare for Debate -- Milestones in Public Health CASE STUDY: Human Papilloma Virus Vaccine** [In syllabus] **Note especially Steps in debate format.**

Reading Assignment:

None

Assignment Due Today:

Submit **Journal Entry #2**

***Turn in Class Participation Form (covers Days 6 – 9)**

Day 11

- Health Policy, Law, and Ethics -- CONT
- **Part 2A: Debate (first half of teams) -- Milestones in Public Health CASE STUDY Human Papilloma Virus Vaccine** [In syllabus]

Reading Assignment:

None

Assignment Due Today:

Part 2A: Debate (first half of teams) -- Milestones in Public Health CASE STUDY: Human Papilloma Virus Vaccine [In syllabus]

Day 12

- Health Policy, Law, and Ethics -- CONT
- **Part 2B: Debate (second half of teams) -- Milestones in Public Health CASE STUDY Human Papilloma Virus Vaccine** [In syllabus]

Reading Assignment:

None

Assignment Due Today:

Part 2B: Debate (second half of teams) -- Milestones in Public Health CASE STUDY: Human Papilloma Virus Vaccine [In syllabus]

Day 13

- Non-Communicable Disease [Ch 6 slide deck]

Reading Assignment:

- Riegelman – Chapter 6
- Riegelman CASE STUDY: Testing and Screening, p. 122 (in Section III. Cases and Discussion Questions)

Assignment Due Today:

Answer Questions at end of CASE STUDY p. 122 and **come to class prepared to discuss.**

Submit hard copy (word processed) of answers at start of class. Include your name and the date at the top.

Day 14

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

Reading Assignment:

- **Milestones in Public Health: Chapter 6 CVD (OPTIONAL)**

Assignment Due Today:

Milestones in Public Health CASE STUDY: Obesity and Mandatory Physical Education in Schools.

Answer **Questions for Discussion** and **come to class prepared to discuss.**

Submit hard copy (word processed) of your answers at start of class. Include your name and the date at the top.

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 (Accessed 10/09/12) [19 minutes]

Reading Assignment:

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

Assignment Due Today:

Study for Quiz #3

Submit **Journal Entry #3**

Day 16

- Communicable Diseases -- CONT
- View **PBS Frontline**: “The Science and Skepticism Behind the Vaccine War” [60 min]
- After viewing the video in class, complete the **Questionnaire, “Where Do You Stand on Vaccines?” (Student Handout #2)** again.

Reading Assignment:

- Riegelman – Chapter 7

Assignment Due Today:

Before class, answer the **Questionnaire: “Where Do You Stand on Vaccines?” (Student Handout #2).**

Bring hard copy of questionnaire to class. Include your name and the date at the top.

Day 17

- Communicable Diseases – CONT
- CASE 3 – Male Circumcision and HIV: An Evidence-based Public Health Approach [Facilitator Guide]

Reading Assignment:

- Riegelman, RL. (2012). CASE 3 Male Circumcision and HIV: An Evidence-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) [available as PDF]

Assignment Due Today:

Answer **Questions 1-11** throughout chapter and **come to class prepared to discuss.**

Submit hard copy (word processed) of answers at start of class. Include your name and the date at the top.

***Turn in Class Participation Form (covers Days 13 - 16)**

Day 18

- Environmental Health and Safety [Riegelman Ch 8 slide deck]

Reading Assignment:

- Riegelman – Chapter 8
- Riegelman Case Studies: Sharma’s Village, p. 124 (in Section III. Cases and Discussion Questions)

Assignment Due Today:

Answer Questions at end of Sharma’s Village on p. 124 and **come to class prepared to discuss.**

Submit hard copy (word processed) of answers at start of class. Include your name and the date at the top.

Day 19

- Environmental Health and Safety -- CONT
Milestones in Public Health Chapter 3: Environmental Health: Healthier Environments [slide deck]

Reading Assignment:

None

Assignment Due Today:

Milestones in Public Health Chapter 3: Environmental Health: CASE STUDY Carbon Nanotubes: The New Asbestos. [Word file]

Answer **Questions for Discussion** and **come to class prepared to discuss.**

Submit hard copy (word processed) of your answers at start of class. Include your name and the date at the top.

Day 20

- **Quiz #4 – Chapters 7 & 8**
- Healthcare Systems -- Guest Speaker: TBD

Reading Assignment:

- Riegelman – Chapter 11

Assignment Due Today:

Study for Quiz #4

Submit **Journal Entry #4**

***Turn in Class Participation Form (covers Days 17 - 19)**

Day 21

Individual Working Session on Field Lab Assignment write-up – DUE **12/22 and 20% of your grade!!**

Reading Assignment:

None

Assignment Due Today:

None

Day 22

Individual Working Session on Field Lab Assignment write-up – DUE **12/22 and 20% of your grade!!**

Reading Assignment:

None

Assignment Due Today:

Field Lab Assignment write-up DUE TODAY.

Day 23

Recap by country of what you learned about your “adopted country” over the course of the voyage 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 “adopted” for the course. (Japan, China, Vietnam, Singapore, Myanmar, India, South Africa, Ghana, Morocco, Spain).*

Reading Assignment:

None

Assignment Due Today:

Come prepared to **report as a country group** for your adopted county.

FIELD WORK

FIELD LAB

***Participation is mandatory.**

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

Field Lab Title: Pediatric Diarrhea in Ghana: A Major Public Health Problem [Wednesday, April 10 -- Depart Tema Day]

Field Lab Description:

The field lab for this course will take place at the University of Ghana Medical School in Korle-Bu. Students will visit the University of Ghana Medical School, where they will learn from faculty in the Microbiology Department about their research and clinical activities related to pediatric diarrhea in Southern Ghana. This is a major public health problem not only in Ghana, but also in some of the other countries we will visit on our SAS voyage. Students will also hear about ongoing public health research and clinical activities regarding emerging infectious diseases and multidrug resistance to pathogens in the area. They will have the opportunity to interact with faculty and students about other public health issues of interest.

Field Lab Assignment:

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. (1) In a 6-8 page paper, double-spaced, students will: (1) summarize their Field Lab experience, as well as (2) what they have learned about other high incidence and prevalence areas of pediatric diarrhea (Specific statistics regarding incidence and prevalence by country should be provided.) and (3) describe approaches to prevent and treat pediatric diarrhea to promote public health.

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 submitted **at start of 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 three other Milestones Case Studies: [15% -- 5% each]
6. Course Journal: Our ship does not have the technology to support a blog, so instead each student is expected to maintain a reflexive journal during the course. It is intended to solicit student reactions and thoughts about course topics, readings, or activities, and current events in public health **along our voyage**. The journal offers a platform for students to display their understanding of course concepts in a less formal setting than the course quizzes and other assignments. The reflexive journal will be graded based on the **quality of:** (1) thoughts and reactions expressed and (2) composition (grammar and punctuation) of each entry. Submission on time is required. Students are expected to journal at the assigned intervals. **See Journal Instructions later in the syllabus.** [20%]
7. Field Lab [20%]

GRADING SCALE for COURSE

A+= 97-100	B+ =87-89	C+= (77-79)	F = below 70 failing
A= 94-96	B= 84-86	C=74-76	
A- = 90-93	B- =80-83	C- =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: _____ Days Covered: _____ Date Submitted: _____

Your self-evaluations will be used to assess your overall class participation during the course.

Directions:

Rate yourself on Criteria 1 – 7 below by recording a number for each in the right hand column.

Use the following scale to rate your level of agreement: **1 = strongly disagree; 2 = somewhat disagree; 3 = neutral; 4 = somewhat agree; 5 = strongly agree.**

Criteria	Self-rating of Agreement (1-5)
1. I attend class and respond to study questions and class discussion.	
2. I prepare for class – reading and preparation assignments are done prior to class.	
3. I actively and thoughtfully contribute to discussions -- substantively responding to classmates' comments.	
4. I utilize active listening skills to foster discussion.	
5. I incorporate content from readings into class discussions.	
6. I respect the contributions and opinions of others.	
7. I raise appropriate issues and questions to facilitate discussion.	

Any additional information that you would like me to consider in determining your grade should be included in the Comment section below.

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 against.

****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 REFLEXIVE JOURNAL
(Aka BLOGGING THE OLD-FASHIONED WAY)

20% of Grade

EVALUATION

In lieu of a blog, each student is expected to maintain a reflexive journal during the course. It is intended to solicit student reactions and thoughts about course topics, readings, or activities, and current events in public health along our voyage. The journal offers a platform for students to display their understanding of course concepts in a less formal setting than the course quizzes and other assignments.

The reflexive journal will be graded based on the **quality** of (1) thoughts and reactions expressed and (2) composition (grammar and punctuation) of each entry. Submission on time is required. Students are expected to journal at minimum of the assigned intervals; additional entries of high-quality may be rewarded with extra credit at the end of the course.

JOURNAL INSTRUCTIONS

Students are expected to submit a journal entry **after ~ every five classes -- so they will due on 1/24/13, 2/22/13, 3/17/13, and 4/05/13.** Each journal entry must be submitted by **midnight** on the due date.

Save your journal entry in a **Word file named as follows: <SEMS2500 mm.dd.yy YOURLASTNAME>** For example, my first journal file would be named: <SEMS2500 01.24.13 ROPKA>

Journal 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. Entries that are significantly (>50 words) longer or shorter will be penalized.

Each journal entry should cover the following:

- a. First, *in a sentence* describe what you are writing about. For example, if you plan to discuss what you learned in class, say so. If you plan to discuss an assigned reading, say so. If you plan to discuss a public health-related story you read about or saw, say so.
- b. Next, *briefly (a sentence or two)* summarize the content of the lecture, article, or whatever you are writing about.
- c. Finally, discuss your thoughts, opinions, reactions, ideas about it. **This should constitute the major part of your journal entry.**

Journals will be **reviewed after each submission** to ensure adherence to the assignment and to provide comments on your entry. I look forward to reading them and experiencing things from your perspective!

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

US Department of Health and Human Services (2005). *Theory at a glance: A guide for health promotion*. 2nd Ed. NIH Publication No. 05-3896. <http://www.cancer.gov/cancerinformation/theory-at-a-glance> (This monograph is available free at www.cancer.gov).

AUTHOR: Gordis, Leon
CHAPTER TITLE: Chapter 5 Assessing the Validity and Reliability of Diagnostic and Screening Tests
BOOK TITLE: Epidemiology
VOLUME: 4th 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: 2nd 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]."