

PBHL 4099: Capstone Experience in Public Health*
Spring 2016, North Classroom 1603, W 10.30am – 1.20pm

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Course Description

“Protecting Health, Saving Lives—Millions at a Time.”

(motto, Johns Hopkins Bloomberg School of Public Health)

This course, being the last in the sequence for Public Health majors, is intended to pull together the ideas you have developed across the program and apply them as a composite strategy for understanding, explaining and proposing improvements for key dimensions of population health. Doing so will require that you collectively draw on the ideas developed separately in your courses on epidemiological, global, social, environmental and policy dimensions. Moreover, rather than treating these as independent dimensions of health to be comprehensively covered in parallel, our purpose will be to synthesize, compare/contrast, and even “compete” across the ideas from each of these perspectives, where they intersect in particular health conditions.

This will *not* be a lecture-based course. Instead you will form teams who will collectively identify, research and organize the discussion of a series of identified topics. In other words, you will get the opportunity to select a substantial proportion of the content of this course. In turn, the class sessions covering this identified material will involve student presentations and class-wide discussions. As such, the success of our course will require that we each individually prepare for class every week, and come prepared to engage material through questions, discussions and applications of evidence.

Objectives

By the end of the course, participants will be able to:

- **Explain** the connections between epidemiological, global, social, environmental and policy dimensions for current concerns in population health.
- **Identify** similarities and differences across those five perspectives when applied to various exposures/outcomes.
- Work effectively in **groups** to understand, explain and seek potential improvements in public health challenges.
- **Write** more clearly than when you started this course.
- **Clearly present** (orally, visually, etc.) the complex interactions of public health issues to a generally knowledgeable scientific audience.

* The material and structure of this course draws heavily on the same course taught by Karen Lutfey.

Course Organization

There will be three major “modules” of the course. In the second module, as a group you will select and cover an ***infectious disease outcome*** (e.g., HIV, tuberculosis, Ebola, malaria, etc.). In the third you will select an ***exposure*** to examine its contributions to ***non-communicable health conditions***. For our purposes, “exposure” will be widely defined (can include traditional traits, states or behaviors—such as genetics, nutrient deficiency, exercise—or more “social” factors like gender, race, socioeconomic status, etc.). Within your group you will split up coverage of the topic to provide an overview introduction, and coverage of the topic from an epidemiological, global, social, environmental, and policy dimension. In the first module of the course, I will lead examinations of smoking and fertility. These weeks will provide a template for how your group will cover the topics of your choosing in the subsequent weeks. You also should use this initial time period to meet with your group to identify potential topics to be covered. Your group must discuss your proposed topic with me before it is “final.” Topics will be assigned on a first come first-served basis, but must be settled no later than the dates listed on the course outline.

Each class meeting will consist of approximately 90 minutes of presentation and 60 minutes of discussion on the topic and readings for the day (more details on this are provided in corresponding sections below).

Course Structure & Requirements

First and foremost, this course will be organized as a seminar. ***This means that you will need to come to each class session having completed assigned readings and prepared to discuss the day’s topic*** from the various perspectives pertinent to understanding, explaining and seeking to improve these public health issues. Much of our reading for this course will be primary peer-reviewed research articles. At times the content of these will be over your head. This is to be expected. Your aim will not be to fully interpret the minutiae of every aspect of these readings, but to extract the key dimension(s) of public health they bring to bear on the topic at hand.

Course Calendar Overview

Module 1 – Setting the Stage

20 Jan - Introduction

27 Jan – 10 Feb Smoking

*****Outcome Topic Due 27 Jan*****

Module 2 – Infectious Diseases as Outcomes

17 Feb – 16 Mar Weekly Group Topics

*****Exposure Topic Due 9 Mar*****

Module 3 – Exposures for Non-Communicable Outcomes

6 Apr – 4 May Weekly Group Topics

*****Final Paper Due 10 May by 12:00pm (noon)*****

Requirements

I – Weekly Elements

A. Participation (75 points, 14% of total grade):

As mentioned above, this course is designed as a seminar, which requires your participation to be successful. As such, the first element of your grade will reflect your contributions to the course. Participation entails 2 primary elements. The first is a set of baseline expectations – everyone should: do the reading, be in class (on time and don't leave early), contribute to discussions (i.e., not on your phone/computer), and contribute to group activities. In addition, to spur these discussions, beginning with the second meeting, everyone should submit **at least one** "Discussion Question" **weekly** to Canvas. These should be posted no later than midnight the day before material is to be covered in class. 2 discussion questions can be missed without penalty.

B. Brief Response Papers (5 papers, 40 points each; 200 total, 37% of total grade)

For 5 of the class meetings (you select which ones, with some restrictions, see below), you will write a brief (~3 pages) synopsis and critical analysis of the assigned readings. Detailed requirements are available in a separate handout. Responses are due to Canvas before the class in which their material will be covered, and **must**:

- Include at least one for each of the course Modules.
- **Not** be for a week that your group assigned readings / is presenting.

II – Group Presentation Elements

A. Reading Selections (50 points total, 25 points each, 9% of total grade):

For 2 separate weeks in the semester, your group will be responsible for identifying the week's topic, selecting the assigned readings for that topic, and presenting the topic to the class to initiate the week's discussion. Total the group should identify 3-5 readings, which collectively address the 6 key elements that your presentation will consist of: (1) an overview understanding of the topic, along with (2) epidemiological, (3) global, (4) social, (5) environmental and (6) policy dimensions of the topic. Some readings may address more than one of these. At least half of the readings selected must be academic research articles. Readings should not be overly redundant. These requirements combine to mean that identifying and selecting readings will require some coordination among the group. To reflect this, all group members will receive the same grade for this assignment. Due dates are variable by group, and listed on the full course calendar.

B. Oral Presentations (2 presentations, 50 points each; 100 points total, 18% of total grade):

For each of the weeks that your group selects the topic, you will also be responsible for providing the presentations that will initiate the week's discussion. This will entail approximately 15 minutes on each of the six (minimum) elements to be covered: (1) an overview understanding of the topic, along with (2) epidemiological, (3) global, (4) social, (5) environmental and (6) policy dimensions of the selected topic. Each member of the group must participate in the week's presentation. All presentations should include some graphical elements – e.g., Powerpoint, Keynote, etc. Your presentation grade will be based 75% on the elements you individually contribute, and 25% on how well the group's presentation as a whole is coordinated and comprehensively addresses the required elements.

III – Final Paper (120 points, 22% of total grade):

Your final project for the class will be to synthesize any one of the (student selected) topics from this semester according to the key elements we've addressed. I.e., your aim will be to assess how each of the 5 dimensions (epidemiological, global, social, environmental and policy) informs public health's understanding, explanation and

potential to improve population outcomes related to the chosen topic. To completely address these issues will require approximately 15 pages. These papers are to be written **individually**. You are **encouraged, but not required**, to use one of the topics that your group presented for this assignment. Final Papers are due by the end of our allotted final exam period (**by noon on 10 May**).

IV – Honors Requirements (as appropriate):

If you are enrolled in the Honors section of this course, you will be responsible for the same requirements as outlined above, but will also be expected to extend your final paper in a few ways:

- A longer final synthesis paper (approximately 20 pages), which:
 - Involves the collection of some additional data beyond what is included in your group's topic (some examples include: interviews with key informants on the topic, proposing new research agenda items pertaining to the topic including a literature review identifying the pertinence of that question, etc.).
- A comparison of your focal topic to another outcome/exposure for (at least) 2 of the 5 covered dimensions.
- Making a final presentation to PBHL faculty/students at the end of the semester.

You need to meet with me to discuss how you will incorporate this extension into your final paper. This meeting should take place **no later than 18 March**. The honors extension will be graded pass/fail.

Grading

Maximum Potential Points (545):

<u>Weekly Elements</u>		<u>Group Elements</u>	<u>Final Paper</u>
Participation	275 (51%)	Readings	120 (22%)
Responses	(75 pts)	Presentations	
	(200 pts)	(50 pts)	
		(100 pts)	

Final Grade Computation:

Your final grade will be determined by summing the number of points earned from each of the above categories. Letter grades will be determined from your point total as follows:

<u>Letter Grade</u>	<u>Points Range</u>	<u>Letter Grade</u>	<u>Points Range</u>	<u>Letter Grade</u>	<u>Points Range</u>
A	505+	B	450-477	C	396-421
A-	488-504	B-	434-449	C-	379-395
B+	478-487	C+	422-433	D	327-378

Any student accumulating 326 or fewer points will receive an F for the course.

Grading Expectations:

Participation, presentation, and paper grades you earn will reflect how thoroughly your work demonstrates the particular assignment requirements *and* overall course aims, which will correspond to the following sets of expectations:

- F Work that **fails to address** an assignment's **minimum requirements** will earn grades in the F range.

- D Work that **incompletely addresses** an assignment's **minimum requirements** will earn grades in the D range.
- C Work that **addresses only** an assignment's **minimum requirements** will earn grades in the C range.
- B Work that, **in addition to** meeting an assignment's **minimum requirements**, also **occasionally** reflects **engagement** with other material from the course where appropriate, in ways that **meet course objectives** will earn grades in the B range.
- A Work that, **in addition to** meeting an assignment's **minimum requirements**, also **consistently** reflects **engagement** with other material from the course where appropriate & in ways that **exceed course objectives** will earn grades in the A range.

Please note now that there are NO extra credit opportunities in this course. For this course to be successful, and therefore for you to be successful in this course, we need everyone keeping up with requirements throughout the semester.

Course and College Policies

Electronic Devices:

You are welcome to use laptops/tablets in this course **for class purposes only**. Any other uses will lead you to lose this privilege. All other devices (phones, etc.) should be silenced for the duration of class.

Due Dates & Late Assignments:

- Discussion questions are due by ***midnight, the day before*** material is to be covered in class.
- Responses papers are due ***before class*** the day material is to be covered in class.
- Topic identification must be complete by **midnight Jan 27 (Outcome) and Mar 9 (Exposure)**.

Late discussion questions or response papers will **NOT** be accepted for any reason. Late group selection/topic identification will result in being assigned your group/topic/presentation date.

- Reading identification dates are variable, and listed on the complete course calendar.
- Final papers are due by **noon on Wednesday, 11 May**.

Late reading lists & final papers are deducted **10% per day**, and will **NOT** be accepted after 5 days.

A Note on Participation:

The topics of study in this course will at times touch on personal and/or controversial issues. Your thoughts and opinions in discussing these topics will be valued and respected. To foster this, the following ground rules will apply for all in-class *and* online interactions:

- 1- Be respectful of others and their opinions. While healthy debate will be constructive in the learning process, disrespectful or insulting contributions *will not be tolerated*.
- 2- The content of your expressed *opinions* will in no way affect your grade. You are encouraged to share your *thoughtful* opinions, beliefs and values openly. The class will particularly benefit from statements that support and/or challenge both those of other students and the instructor (*as long as it is done in a manner consistent with rule #1*).

Course Communication:

- The Syllabus has answers to the most common questions pertaining to the course. Be sure check the syllabus first, before asking me about due-dates, assignment requirements, etc.
- Canvas will be used for the majority of communication in this course. You can find a copy of the syllabus, additional assigned readings, and all assignments there. I will also post any lecture notes after each class. I strongly encourage you to make visits to this resource a regular part of your preparation for this course.
- E-mail should be used for quick communications (things that can be responded to in no more than a few sentences); use office hours for anything requiring more depth. You should only use your UCD email account for communication related to this course; I will not read/reply to emails from your personal accounts (e.g., Yahoo!, Hotmail, etc). Please consider e-mail as subject to the same standards of communication as you would all other forms written material in this course (i.e., you should use complete sentences, proper punctuation, etc.). I will typically respond to email within **48 hours**. I will **NOT, under any circumstances** discuss grades over email.
- Office Hours are available to add to your experience in this course. Please make use of them. These are meant to supplement required course work and in-class elements. As such, while I am happy to discuss course materials or other aspects of public health/academia in general with you during this time, they should not be viewed as an opportunity to ask, "What did I miss in class?" (You should find peers in the class with whom you can share notes for that purpose.)

Academic Dishonesty

This is a Capstone course. As such, standards of academic honesty should be abundantly clear to you by now. Any documented Academic Dishonesty will result in **failure for the course**. Don't risk it. Cite your sources, etc. Be sure you have read and understand the CLAS policy linked below. When in doubt, ask.

CLAS Academic Dishonesty Policy: Students are required to know, understand, and comply with the CU Denver Academic Dishonesty Policy as detailed in the Catalog and on the CLAS website. A university's reputation is built on a standing tradition of excellence and scholastic integrity. As members of the University of Colorado Denver academic community, faculty and students accept the responsibility to maintain the highest standards of intellectual honesty and ethical conduct. Academic dishonesty consists of plagiarism, cheating, fabrication and falsification, multiple submission of the same work, misuse of academic materials, and complicity in academic dishonesty. If you are not familiar with the definitions of these offenses, go to <http://www.ucdenver.edu/academics/colleges/CLAS/faculty-staff/policies/HandlingAcademicDishonesty/Pages/Definition-of-Academic-Dishonesty.aspx> .

Disability Services Information:

The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS) in Academic Building 1, #2116, Phone: 303-315-3510, Fax: 303-315-3515. Website: <http://www.ucdenver.edu/student-services/resources/disability-resources-services/Pages/disability-resources-services.aspx>. I will be happy to provide approved accommodations, once you provide me with a copy of DRS's letter.

Course Schedule

NOTE – All readings are posted to Canvas.

Module 1 – Setting the Stage

20 January – Introduction

Required Readings

- none

Assignment

- Update Canvas Profile (counts as an “extra” Discussion Question)

27 January – Smoking as Outcome

Required Readings

- Christakis NA, Fowler JH. “The Collective Dynamics of Smoking in a Large Social Network.” *The New England Journal of Medicine* 2008; 358:2249-2258.
- Lynam DR, Milich R, Zimmerman R, Novak SP, Logan T, Martin C, et al. “Project DARE: No effects at 10-year follow-up.” *Journal of Consulting and Clinical Psychology* 1999; 67(4):590-593.
- Pampel FC, Denney JT. “Cross-National Sources of Health Inequality: Education and Tobacco Use in the World Health Survey.” *Demography* 2011; 48:653-674.

Assignment

- **ALL GROUPS** – Outcome Topic Due (to Canvas by End of Day)

3 February – Doing a Literature Review & Giving a Presentation

Required Readings

- Knopf, Jeffrey W. 2006. “Doing a Literature Review.” *Political Science & Politics* 1:127-132.
- Edwards, Paul N. 2014. “How to Give an Academic Talk.” version 5.2. School of Informatics, University of Michigan. Available from: <http://pne.people.si.umich.edu/PDF/howtotalk.pdf>. Accessed on 11 January, 2016.

Assignment

- **GROUP 1** – Outcome Reading List Due (to Canvas, EOD)

10 February – Smoking as Exposure

Required Readings

- Brandt AM. “The Surgeon General has Determined.” Chapter 7 in *The Cigarette Century: The Rise, Fall, and Deadly Persistence of the Product that Defined America*. Basic Books. 2007.
- Taylor G, McNeill A, Girling A, Farley A, Lindson-Hawley N, Aveyard P. “Change in Mental Health after Smoking Cessation: Systematic Review and Meta-Analysis.” *BMJ* 2014; 348:g1151.
- Tobin RJ, Knausenberger WI. “Dilemmas of Development: Burley Tobacco, the Environment and Economic Growth in Malawi.” *Journal of Southern African Studies* 1998; 24(2):405-424.

Assignment

- **GROUP 2** – Outcome Reading List Due (to Canvas, EOD)

Module 2 – Infectious Diseases as *Outcomes*

17 February – Outcome: Topic TBD– Group 1

Required Readings

- TBD

Assignment

- **GROUP 3** – Outcome Reading List Due (to Canvas, EOD)

24 February – Outcome: Topic TBD – Group 2

Required Readings

- TBD

Assignment

- **GROUP 4** – Outcome Reading List Due (to Canvas, EOD)

2 March – Outcome: Topic TBD – Group 3

Required Readings

- TBD

Assignments

- **GROUP 5** – Outcome Reading List Due (to Canvas, EOD)

9 March – Outcome: Topic TBD – Group 4

Required Readings

- TBD

Assignment

- **ALL GROUPS** – Exposure Topic Due (to Canvas, EOD)

16 March – Outcome: Topic TBD – Group 5

Required Readings

- TBD

Assignment

- **GROUP 1 & 2** – Exposure Reading List Due (to Canvas, EOD)

23 March – No Class, Spring Break**Module 3 – *Exposures* for non-Communicable Health Conditions**

30 March – Exposure: Topic TBD – Group 1

Required Readings

- TBD

Assignment

- **GROUP 3** – Exposure Reading List Due (to Canvas, EOD)

6 April – Exposure: Topic TBD – Group 2

Required Readings

- TBD

Assignment

- **GROUP 4** – Exposure Reading List Due (to Canvas, EOD)

13 April – Exposure: Topic TBD – Group 3

Required Readings

- TBD

Assignment

- **GROUP 5** – Exposure Reading List Due (to Canvas, EOD)

20 April – Exposure: Topic TBD – Group 4

Required Readings

- TBD

Assignment

- none

27 April – Exposure: Topic TBD – Group 5

Required Readings

- TBD

Assignment

- none

4 May – Final Papers Work Day

Required Readings

- none

Assignment

- none

11 May – Final Paper

Assignment

- **EVERYONE** – Final Paper to Canvas, by 12:00 pm (noon)

Spring 2016 CLAS Academic Policies

The following policies, procedures, and deadlines pertain to all students taking classes in the College of Liberal Arts and Sciences (CLAS). They are aligned with the Official University Academic Calendar:

<http://www.ucdenver.edu/student-services/resources/Registrar-dev/CourseListings/Pages/AcademicCalendar.aspx>

- **Schedule verification:** It is each student's responsibility to verify that their official registration and schedule of classes is correct in their Passport ID portal before classes begin and by the university census date. Failure to verify schedule accuracy is not sufficient reason to justify late adds or drops. Access to a course through Canvas is not evidence of official enrollment.
- **E-mail:** Students must activate and regularly check their official CU Denver e-mail account for university related messages.
- **Administrative Drops:** Students may be administratively dropped from a class if they never attended or stopped attending, if the course syllabus indicates that the instructor will do this. Students may be administratively dropped if they do not meet the requisites for the course as detailed in course descriptions.
- **Late adds and late withdrawals** require a written petition, verifiable documentation, and dean's approval. CLAS undergraduate students should visit the CLAS Advising Office (NC1030) and graduate students should visit the Graduate School (12th floor LSC) to learn more about the petition process and what they need to do to qualify for dean's approval.
- **Waitlists:** The Office of the Registrar notifies students at their CU Denver e-mail account if they are added to a class from a waitlist. Students are not automatically dropped from a class if they never attended, stopped attending, or do not make tuition payments. After waitlists are purged, students must follow late add procedures to be enrolled in a course. Students will have access to Canvas when they are on a waitlist, but this does not mean that a student is enrolled or guaranteed a seat in the course. Students must obtain instructor permission to override a waitlist and this is only possible when there is physical space available in a classroom, according to fire code.

Important Dates and Deadlines

All dates and deadlines are in Mountain Time (MT).

- **January 19, 2016:** First day of classes.
- **January 24, 2016:** Last day to add or waitlist a class using the Passport ID portal.
- **January 24, 2016:** Last day to drop a class without a \$100 drop charge--this includes section changes.
- **January 25, 2016:** All waitlists are purged. Students should check their schedules in their Passport ID portal to confirm in which classes you are officially enrolled.
- **January 26-February 3, 2016, 5 PM:** To add a course students must obtain instructor permission using the *Instructor Permission to Enroll Form* and bring it to the CLAS Advising Office (NC 1030) or have their instructor e-mail it to CLAS_Advising@ucdenver.edu.
- **February 3, 2016: Census date.**
 - **2/3/16, 5 PM:** Last day to add full term classes with instructor approval. Adding a class after this date (late add) requires a written petition, verifiable documentation, and dean's approval. After this date, students will be charged the full tuition amount for additional classes added – College Opportunity Fund hours will not be deducted from eligible student's lifetime hours.
 - **2/3/16, 5 PM:** Last day to drop full term classes with a financial adjustment on the Passport ID portal. After this date, withdrawing from classes requires instructor signature approval and will appear on student's transcript with a grade of 'W'. After this date, a complete withdrawal (dropping all classes) from the term will require the signature of the dean and no tuition adjustment will be made. Students should consult appropriate service offices (e.g. international status, Financial Aid (loans, grants, and/or scholarships) or Veteran's Student Services) before withdrawing from course(s) to determine any impact for continued enrollment and funding.
 - **2/3/16, 5 PM:** Last day to apply for Spring 2016 graduation. Undergraduates must make an appointment and see their academic advisor before this date to apply. Graduate students must complete the Intent to Graduate and Candidate for Degree forms.
 - **2/3/16, 5 PM:** Last day to request No Credit or Pass/Fail grade for a class using a schedule adjustment form.
 - **2/3/16, 5 PM:** Last day to petition for a reduction in Ph.D. dissertation hours.
- **February 4-April 4, 2016, 5 PM:** To withdraw from a course, students must obtain instructor permission using the *Schedule Adjustment Form* and must bring the signed form to the Office of the Registrar. To add a course, students must petition through College/School undergraduate advising offices or the Graduate School, as appropriate.
- **March 21-27, 2016:** Spring break- no classes, campus open.
- **April 5, 2016:** The Office of the Registrar now requires both the instructor's signature and a CLAS advisor's/dean's signature on a Schedule Adjustment Form to withdraw from a class. Students should consult their home college advising office for details.
- **April 18, 5 PM:** Deadline for undergraduate CLAS students to withdraw from a course without filing a late withdrawal petition. Contact CLAS Advising (NC 1030 – 303-556-2555).
- **May 14, 2016:** End of semester.
- **June 24, 2016:** Final grades available on the Passport ID portal and on transcripts (tentative).

Please contact an academic advisor if you have questions or concerns.