Course Objectives

Before doing anything else, bookmark this URL http://www.commed.vcu.edu/IntroPH/Lectures.htm

Upon completion of the course, students will be able to:

- Describe the breadth of Public Health & Preventive Medicine Practice in the U.S. specifically, and the world in general.
- Describe the content and technology of public health practice, with an emphasis on its application to under served populations in a community.
- Differentiate between the public health professions contributing to improvement of the public's health.
- Articulate the functions of national, state and local public health providers/agencies.
- Describe the major categorical functions of public health in relation to the year 2010 national health goals.
- Better understand the forces of change impacting the public health profession by health care reorganization.
- Describe the links between public health & medical care.
- Be able to describe how public health activities strengthen the community's health status and interrelate to public and private human service agencies.

Key Words


READINGS.

The required readings for the Introduction to Public Health practice are found in:

Strongly recommended: The Future of Public Health (available on-line - see below), published by Institute of Medicine in 1988, and 'The Future of the Public's Health in the 21st Century', these should be scanned before each class.

Additional appropriate readings can also be found in:

Two useful books, not required for this course but which will help if you have not decided on which path to use for your future career are
The first book focuses on PH philosophy with recent examples from local health departments in the North East. while the second focuses more on job content in the major avenues of PH careers and the administrative & policy challenges associated with them.
Much of the material provided in the EPID-600 course will be found in Dr. Buttery's essays which are update annually. The original ones were the basis for his 'Handbook for Health Directors' published by Oxford University Press in 1990. That material is now out of date. When you get to the index page for these essays you will note that some of the essays will be of use for both EPID 600 and 602 (the recommendation is shown in brackets after each essay). Click Here for these essays.

A book that I recommend for EPID 602 may also be worth purchasing and reviewing during this course. It is Public Health Management by Fallon LF Jr. and Zgodzinski ER, also Published by Jones and Bartlett in 2005.

Other supplementary readings may be recommended by special guest lecturers, or experts on specific topics, designed to augment sessions presented by the course director. Students are also advised to use E_Journal Search Page to become familiar with:
The American Journal of Public Health (On Line)
The Journal of the American Medical Association (On-Line)
The British Medical Journal (On-Line)

Two useful books to look at if you have tem are:
Epidemiology in Medicine. Charles H. Hennekens, Julie E. Buring, editor Cheri Mayrent; Publisher, Little, Brown & Co.

The following references may be consulted frequently during the course:
Reading & understanding Applied Statistics, A Self Learning Approach, Stahl & Hennes (CV Mosby)
Socioeconomic Characteristics of Medical Practice. AMA Center for Health Policy Research.

Students are expected to become familiar with current public health issues, such as:
- new medications for AIDS/HIV and TB
- prevention of violence
- emerging infections of public health interest such as SARS, and monkeypox
- aging
- chronic diseases
- Bioterrorism

SPECIAL REFERENCES:

Students should visit the MMWR Weekly Report and click on the FREE MMWR subscription. This will bring you the MMWR each week as an email attachment. Provided you have set your computer up as recommended in the administration section of the introduction, you will be able to read the MMWR in adobe format. You should read this each week and be prepared to use the material in class, in quizzes, discussions and examination answers, and to enhance class material.

Prior to each class visit Healthy People 2010 and review the criteria related to the evening's topics by clicking on the Leading Indicators. You may want to visit HP 2000 and see how the criteria have changed since 1990. Think about why they have changed. What data has been used to develop indicators?

You should also visit the National Academy of Sciences publication list to look at The Future of Public Health and consider whether the Recommendations of this 1988 are currently being implemented, or why they are not yet implemented. What differences can you find in the above reference to the "PH in the 21st century". Be prepared to discuss these issues with your lecturers.

For those student who have never had to deal with the US Health care system I have provided a non credit introduction which should help you with both this Course and Dr Lanier’s Health Policy Course.

Students are expected to read a daily regional newspaper of general circulation (e.g. Richmond Times Dispatch, Washington Post. New York Times) and at least one weekly news magazine such as US News & World Report or Newsweek. Students will also find useful information for the course by accessing the Internet either through the school’s intranet or their personal computers. The course director will provide Web addresses (URLs) for the CDC, the NIH, the AMA the IOM of NAS and the APHA.

Students are expected to supplement class materials with readings of their choice from the medical school library.
Use the BLACKBOARD Discussion web to discuss readings from the MMWR and Healthy People 2010, to comment on faculty presentations, and to answer questions posed during each week’s presentations. Student discussions on the web will be monitored by faculty to suggest additional sources to clarify ideas presented on the discussion web. A link to the discussion web will be found on the introductory page for each evening’s presentations as well as on the course contents page.

EVALUATION

This course is designed to provide the student with general knowledge of the scope and content of public health, and its relation to health care services. Note: each week you have 7 days in which to answer the quiz and discussion board issues for the associated weekly topic.

**Discussion Board:** (12.5 points per half semester - 25% for semester score)
The discussion board review for each covers: period 1, the first six weeks, and period 2, the last 6 weeks. Each period will be allocated 12.5 points. There are 3 questions for each week. Cutting and pasting an answer from an encyclopedia or newspaper is not acceptable. Each question on the Discussion Board (3 most weeks) requires a minimum of 100 words for an acceptable answer. The quality of answers may result in an award of extra points for each period. The extra points are awarded for exceptional use of the internet in finding answers to questions, or useful new URLs or a combination of these.

**Quizzes:** (12.5 points per half semester - 25 points for semester)
Each evening is associated with a quiz found on the course Blackboard. Grades will be assigned based on the first attempt. **You may attempt the quiz again** to show that you know where your first attempt was incorrect, but the grade is based on your first attempt!

Mid term and Final examinations will assess the student’s ability to describe the scope and content of public health practice in written form. The final Summary Grade will be a standard letter grade summing the results of mid term, and final written exams, plus the quizzes. [Note about grading. Although the each question is assessed a letter grade, the letter is determined by first grading each answer on a 100 point scale [92-100=A, 81-91=B, 71-80=C, <71 =D-/Fail] The Department will also provide forms for you to evaluate the course at mid term, and final sessions.

**Mid Term Examination:** (15 points) You will have 7 days to prepare and submit (email) your answer. The examination will consist of an open book examination, for which the student will be required to complete one approximately 700 word (minimum) essay, from 3-5 topics related to the first 6 weeks of presentations. This examination will count for 15% of the semester grade. The semester grade will be a standard letter grade. Additionally students will have to have answered each of the questions on the discussion board satisfactorily and completed the blackboard quizzes.

**Final Examination:** (35% points) You will have 7 days to prepare and submit (email) your answer. The final exam counts for 35% on the semester grade. This examination will also be an open book examination for which the student will be required to complete two(2) approximately 700 word (minimum) essays, from 6-8 topics that will be presented to the student at the next to last session of the course. The essays should be presented as an email attachment sent to course director at cbuttery@vcu.edu.

Guide to answering written examination questions. Carefully review the Keywords and Concepts for the topics. Additional points are given for using material provided in the lectures, readings and from Web Research. This additional review is likely to lead to an “A” for the question answered.
EPID-600 Introduction to Public Health

Introductory session

History, goals and organization of public health.

Students should be able to describe:

- How public health issues have affected health status over more than 4000 years.
- The purpose and outline methods used to develop public health policy and goals.
- The organization of federal, state and local health departments.
- Common activities carried out at each level, as well as certain special activities restricted to a particular organizational level.
- Who, what, when, why that make up the practice of public health

The scope & expertise necessary to practice public health requires a study of the fundamentals of biostatistics, epidemiology, environmental science, toxicology, ethology, physiology and behavioral science will permeate each sessions of this course.

Federal and State organizations and their responsibilities for Public Health Services. The major players in the game. An overview of traditional public health programs, the disciplines needed to carry them out are a focus of this course.

References

14th Edn. Scan Chaps 1 & 6

Reading

Introduction to Public health :Schneider 2nd Edn.. Chapters 1 through 3.
Essentials of Public Health. Turnock. Chapter 1
Review the USPHS & Virginia Department of Health [VDH] Web pages

Class Roster

Special Reference. For students who have no experience with the US Health Care System a primer is provided here. Take your time over this. It can be completed over the course of the semester and will prepare you for Dr. Lanier's class on Health Policy.
The continuing theme of this course is that epidemiologic and biostatistical expertise are the underlying skills needed for all activities, whatever the field, in public health. Visit Healthy People 2010 before each week's session and review that part of the Healthy People Process which relates to the week's discussion, to prepare your thoughts for the discussion boards.

The first, and probably the only material you need to memorize from the entire course is:

- The Ten Essential Public Health Services which are further expanded in
- The Essential Public Health Functions. (in the National Public Health Performance Standards Program)

these functions are the basis of public health as it enters the second millennium. They are the most recent consensus among the major national public health groups, following the 1998 "Future of Public Health" book (see link to the on-line text below), produced by the Institute of Medicine of the National Academy of Sciences. This book should be part of your own permanent library. You can view the CDC PPT Slide Show of the 10 Essentials (you will need a fast link, preferably cable or the VCU Intranet)

Until recently, the concept of prevention was most often tied to public health efforts, in particular to the prevention of infectious diseases. These preventive interventions had their root in the 1800s.

In 1846, Ignaz Semmelweis instituted handwashing on his obstetrical ward in Vienna’s teaching hospital, cutting the death rate among delivering mothers more than fivefold. Joseph Lister later credited his developments in antiseptic surgery to Semmelweis, “Without Semmelweis, my achievements would be nothing.”

In 1854, John Snow, Queen Victoria’s anesthesiologist, removed the handle from the Broad Street public water pump in London’s Soho district, ending a cholera epidemic that had killed more than 70 people over two days. (http://www.rethinkingwellness.com)

The ten essentials are the culmination of over 2000 years of development of “Hygiene” practice as identified in the web page on the history of public health. Dr Ted Tweel, the health director of Hanover County Health Department, has provided a short history of major events in Virginia's public health. Also review the History of Public Health in Virginia, a PowerPoint presentation prepared by Jeff Lake, Deputy Commissioner of Health, VDH. (.pdf version)

Take a look at death rates for the five leading cause of death in 1900 and see how they have changed. Also, look at the changes in life expectancy in the U.S. over the last 150 years. Look at the WHO Global Challenges for Public Health -2002. How good is health care in the US, compared to other countries? Can you find the answer on the web and put your conclusion in the first section of the discussion board.?

An essential read: Elizabeth Fee's Unfulfilled Promise

For every lecture/discussion of the MPH program you should consider how the specific session incorporates the five basic skills of public health which are:

- epidemiology
- biostatistics
- environmental health
- social and behavioral science
- health services administration

Then you should consider whether they also incorporate the following extended skill set which the IOM 2003 study recommended as being incorporated into all public health education:
Also look at the Core Competencies Project of the Council of Linkages. These core competencies are the application of the ten essentials (above.) While you are visiting this site look at the CCP home page to learn about the Council on Linkages. Each session will include a continuing focus on public health policy in practice. Policy development will be discussed in the Winter Term in Dr. Lanier's course. The outline of Dr. Nelson's discussion of goals and policies in the public health arena are found in the Goals web page, (pdf of Dr. Nelson's presentation) Part 2 of tonight's session

Recent literature on ethical relationships between patients and their physicians are applicable to communities and their public health agencies as partners

Also, in preparation for the remainder of the course review the content for training in public health AGAIN, recommended by the Teachers of Preventive Medicine. This outline was prepared as a supplement to the Ten Essential Functions, referred to above. This outline is pertinent to anyone planning to practice public health and should be used as a learning tool in every course you take. This will allow you to see how the various elements of each course fit into, and complement, the other courses to ensure that you will be have acquired the skills necessary to carry out the Ten Essentials. when you are awarded your MPH. Consider this organization chart as one way of displaying the major elements of health care provided in the U.S. If you want to print out this graphic use landscape mode.

Optional Viewing Primer on the Federal Budget Process, with emphasis on the health budget

Late Breaking URLS (May 18):
WHO A guide to statistical information at WHO
WHO Statistics 2007 Ten Highlights (.pdf)

URLs for this session

Also,
National Academies Webcasts
Is American health care the best? (The website registration should be free)
Bioinformatics Standards
Preventive Counseling
Prevention Database
Key Resources on Health Coverage and the Uninsured

Additional Useful Readings:
How to read an article
WHO & US Health Care
State H.D. Organization Charts
National Academy Press
The Public’s opinion about Public Health
The Future of Public Health