

**American University of Beirut
Faculty of Health Sciences**

**PBHL 312
FOUNDATIONS OF PUBLIC HEALTH
[2 credits]**

**Course Syllabus
Fall Semester, Academic Year 2019-20**

Class time and venue:

Common Lecture in Bustani Hall: Tuesday 3:30-4:40 pm
Breakout groups in VD 332: Wednesday 1:30-3:00 or
Thursday 9:00-10:30 am or
Thursday 5:15-6:45pm.

Course Instructor(s) and Contact Details:

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Course Description

This is a graduate course which introduces learners to the field of Public Health, its principles, values and functions. Students will learn how to use theory in public health to analyze contemporary local and global health issues and their determinants. Course material focuses on biological, psychological, environmental, behavioral, wider social and global determinants of health and their interrelationships. Throughout the course, students use a variety of learning material to apply theory, critical thinking and discuss public health ethics in a broad array of real world examples. The course will prepare graduate students for further coursework and training in PH. There are no prerequisites for this course.

Teaching approach

The class will be conducted through a common lecture session where an overview of the main points of that week will be introduced through a lecture. Students will be required to view you-tube videos and read material posted by the course instructor on Moodle ahead of time in preparation for the week (1:15min). In the subsequent breakout sessions (1:30min) students will apply this knowledge in class through group work on examples, case studies, documentaries or interactive activities using critical thinking (debates, juries, cafés,...) in the presence of a guest from the Faculty or beyond. The material for the breakout sessions will be posted on Moodle and prepared by the course instructor in consultation with the guest for that week where applicable.

Course Learning Objectives (LOs)

By the end of the course the students will be able to:

- LO1. Describe the disciplines of public health and its interdisciplinary nature.³
- LO2. Explain public health history, philosophy and values¹ [CEPH LO1]
- LO3. Identify breaches of ethics in a selection of PH issues/examples
- LO4. Identify the core functions of public health and the 10 Essential Services¹ [CEPH LO2]
- LO5. Engage in decision-making processes to identify potential harms and benefits in PH programs.
- LO6. Apply relevant theories, concepts and models to public health.
- LO7. Discuss the effects of global environmental factors on health
- LO8. Explain biological and genetic factors that affect a population's health¹ [CEPH LO8]
- LO9. Explain behavioral and psychological factors that affect a population's health¹ [CEPH LO9]
- LO10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities¹ [CEPH LO 10]
- LO11. Explain how globalization affects global burdens of disease¹ [CEPH LO11]
- LO12. Use an ecological perspective to analyze the determinants of a health outcome
- LO13. Discuss the underlying causes of armed conflict its links to mortality, morbidity and injury. [CEPH LO 4]
- LO14. Identify levels of primary, secondary and tertiary prevention in public health interventions. [CEPH LO5]

Course List of Reading Material:

The majority of reading material for a course topic will be **posted on the relevant Moodle bloc**, except for readings that are not available in soft copy. These will be available at AUB Bookstore as a reading pack.

Relevant readings should be completed **prior to the class session** in which they will be used or referred to. The teaching/learning process is a contract between students and instructor. One of the requirements of this contract is that **BOTH** parties must be prepared for class. Part of students' preparation is completing the assigned readings.

Course Requirements and Student Evaluation

Pre-requisites: There are no pre-requisites for this course.

Co-requisites: PBHL 306A (0 credits): Library and Literature Search skills

Attendance: The instructors will take attendance regularly. The Rules and Regulations of the University stipulate that students cannot miss more than 1/5 of the sessions in the first ten weeks of any one course as stipulated in the University Catalogue. Otherwise, he/she can be dropped from the course by the instructor without warning and will receive a grade of W.

Student Evaluation: Students will need to read the required material and view the videos in preparation for class. Students will be evaluated on participation as well as on 2 written assignments and 2 quizzes. Writing is an important skill that is needed in many of the courses of the Graduate Program as well as in the public health profession. We hope that this course will be a place to learn, practice, or refine this skill. That is why we will use written assessments of students' work.

This course uses Moodle. Instruction sheets and assessment rubrics for each assignment will be posted on Moodle. Please log on to Moodle to be able to participate in this on-line course management system. Also, **please check Moodle regularly** for updates on class sessions.

Table-1 Summary of students' assessments mapped to course learning objectives

	Learning Objectives													
	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11	LO 12	LO 13	LO 14
Participation Moodle forums (5%)														
Online quiz (25%)	X	X		X		X								X
Social determinants Essay Assignment 1 (25%)			X		X	X				X		X		
Assignment on Globalization and H (25%)			X		X		X				X			
Take-home quiz (20%)						X	X	X	X	X	X		X	

Table -2 Description of Assessment methods, Due Dates and Corresponding Learning Objectives

Assessment method	Date (tentative)	LOs covered	Grade percentage
Participation	-	-	5%
Active participation in Moodle discussion forums are necessary and important for learning and will be graded.			
Online quiz	October 3rd 11:30-1	LO 1, 2,4,6,14	25%
This short online Moodle quiz tests the students' knowledge about a selection of LOs. This consists of questions about the course material as well as a short case pertaining to a public health issue that the instructor develops using critical thinking.			
Assignment 1	Week of Oct 30	LO 3, 5, 6, 10,12,	25%
Social determinants Essay Assignment 1 (30%): In this assignment, students will be required to choose a question to address from a list provided by the instructor and write an essay arguing the pathways of action of the social determinants pertaining to the topic chosen and identify breaches in PH ethics. Students are required to use the AUB library resources to access relevant literature to support the claims they are making pertaining. Students write this assignment in pairs because working in pairs contributes to learning. Instructions will be posted on Moodle and explained in class sessions.			
Assignment 2	Nov 26	LO 3, 5, 7, 1,131	25%
Assignment on Globalization and Health (30%): Students write this assignment about a topic of choice from a list provided by the instructor pertaining to globalization and armed conflicts with a different partner than the one in Essay 1. More detailed information will be posted on Moodle and provided in class sessions.			
Take-home Quiz	due Dec 5	LO 6,7,8,9,10,11,13	20%
This is a short subjective individually written quiz which consists of short cases with relevant questions similar to the material in the breakout groups. It is posted on Moodle. Students have 2 days to answer the questions and submit for marking.			

Notes on Assignment 1&2: Soft copies of the 2 essay assignments for the course must be uploaded to 'Turn It In' through Moodle for this course. The link will be provided in due time. This program helps instructors assess inappropriate referencing and possible plagiarism. Assignments must be submitted through turnitin prior to submitting a hard copy to the instructor. *The assignment must be submitted by one person if it is prepared by two.*

A 2 session writing seminar (90 minutes each session) will be offered to help students prepare for their assignments after course hours October 8, 15 from 7:30 to 9:00pm in Bustani Hall.

Policies and other General Notes

Academic Integrity

Education is demanding and time management is essential. Do not hesitate to use the resources available to you in the University [Libraries, Writing Center, Academic Computing]. Cheating and plagiarism will not be tolerated. It is the student's responsibility to become familiar with the Student Code of Conduct [AUB Student Handbook or from AUB website <http://www.aub.edu.lb> home page]. Read the definitions and penalties. If you are in doubt as to what constitutes plagiarism, ask your instructor. AUB has a strict anti-cheating and anti-plagiarism policy. **Penalties include: a zero on the assignment in question, which may lead to failing the course, suspension or expulsion from University and a record of the disciplinary action in the student's file.**

Special Needs

AUB strives to make learning experiences as accessible as possible. If you anticipate or experience academic barriers due to a disability (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions), please inform me immediately so that we can privately discuss options. In order to help establish reasonable accommodations and facilitate a smooth accommodations process, you are encouraged to contact the Accessible Education Office: accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, 314.

Non-Discrimination – Title IX – AUB

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Equity/Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. **To report an incident**, contact the University's Equity/Title IX Coordinator Ms. Mitra Tauk at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via EthicsPoint at www.aub.ethicspoint.com.

Detailed Course Outline

Week	Dates of common lecture	Common Lecture Session	Breakout Group topics Draft list	Course Learning Objectives	Reading list by session
Week 1	Sept 3,4,5	Introduction to the course + film-What is PH, core functions.	Malaria	LO1,4	1.a,b
Week 2	Sept 11,12	Public health: disciplines, determinants and history	Childhood injuries	LO2,4,14	1. a,b,c
Week 3	Sept 17,18,19	PH Values and Ethics	Selection from HIV/AIDs & Water related programs	LO2,3,5,6	2.a,b,c
Week 4	Sept 24,25, 26	Critical Thinking	Resurgence TB	LO5,6	3.a,b
Week 5	Oct 1,2,3	Explanatory Models of Health Disease and Illness	cultural perspectives	LO6,10	4.a,b
Week 6	Oct 8,9,10	Theories of Disease Causation I (Biological-Infectious diseases, & Genetic theory)	ADHD TBD	LO6,8	5.a,b,e
Week 7	Oct 15,16, 17.	Theories of Disease Causation II (Lifestyle-NCDs, & Environmental theory)	Global burden of disease Industrial toxins	LO6,9	5.c,d
Week 8	Oct 22,23, 24	Social Dets of Health I The Socioecological model; Documentary film: Living Upstream	Multi drug res TB	LO6,10,12	6.a,b,c
Week 9	Oct 29, 30, 31	SDH II: Psychosocial support and social exclusion	Social support for refugees; maternal health & social exclusion	LO6,9,10, 12	7.a,b,c
Week10	Nov 5,6,7	SDH III: War, Militarism and Emergency; PH and promotion of peace [Maia]	Conflict and childhood; Political protests and MH; <i>Palestinian intifada or Syria crisis</i>	LO10,11,12,13, 14	8.a,b,c
Week11	Nov 12,13, 14	Globalization and Health I: Climate change and health	Climate change and refugees	LO7,11,12	9.a,b
Week 12	Nov 19,20, 21	Globalization and Health II: Commercial determinants of Health	HIV & drug trade Alcohol industry	LO10,11,12	10.a,b,c
Week13	Nov 26,27, 28	Globalization and Health III: MDGs SDGs [Maia]	Public health and war in Yemen/Syria	LO10,11	11.a,b,c
Week14	Dec 3	Film or wrap up			

List of reading material

1. Public Health, Disciplines and determinants

- a. Schneider, Mary-Jane (2017). *Introduction to public health*. (5th edition) Burlington, MA: Jones & Bartlett Learning. Chapter 1 pp 3-11.
- b. Why is PH controversial (e-chapter)
- c. Berridge, V. (2016). *Public Health: a very short introduction*. Chapter 3: The Origins of Public Health into the 1700s (p. 30 – 41) Oxford University Press. [hard copy]

Recommended: Saffari, M., & Pakpour, A. H. (2012). Avicenna's Canon of Medicine: a look at health, public health, and environmental sanitation. *Archives of Iranian Medicine (AIM)*, 15(12).

2. Public Health Ethics

- a. Levy, B. S., & Sidel, V. W. (Eds.). (2013). *Social injustice and public health*. Oxford University Press. Introduction.
- b. Lee, L. M., & Zarowsky, C. (2015). Foundational values for public health. *Public health reviews*, 36(1), 2.
- c. Spike, J. P. (2018). Principles for public health ethics. *Ethics, Medicine and Public Health*, 4, 13.

3. Critical Thinking

- a. Willis, E (2011) *The Sociological Quest: an introduction to the study of social life*. (5th Ed). Allen and Unwin, Sydney. Chapter 5: Structure and Critique [hard copy]
- b. Sweet, M and Michaelsen, LK (2012). Critical thinking and engagement: creating cognitive apprenticeships with team-based learning. In Michael Sweet, and Larry K Michaelsen (eds) *Team- Based Learning in the Social Sciences and Humanities: Group Work To Generate Critical Thinking and Engagement*. Stylus Publishing, Sterling, Virginia, Available On-line from ebooks in University Libraries:
<http://site.ebrary.com.ezproxy.aub.edu.lb/lib/aub/reader.action?docID=10546489&ppg=14> pp.7-9 only.

4. Explanatory Models of Health, Disease and Illness

- a. Sarrett, J. C. (2015). "Maybe at birth there was an injury": Drivers and implications of caretaker explanatory models of autistic characteristics in Kerala, India. *Culture, Medicine and Psychiatry*, 39(1), 62-74.
- b. Benard, A. (2014). Cultural perspectives of health and illness. In William C. Cockerham, Robert Dingwall, & Stella R. Quah (Eds). *The Wiley Blackwell Encyclopedia of Health, Illness, Behavior, and Society* (1st Ed).

5. Theories of Disease Causation I and II

- a. Public Health: A Very Short Introduction, Chapter 4: Sanitation to Education 1800 – 1900s (p. 42 - 60) and Chapter 5: The rise of lifestyle: 1900 – 1980s (p. 69 – 81) [hard copy]
- b. Barreto, M. L., Teixeira, M. G., & Carmo, E. H. (2006). Infectious diseases epidemiology. *Journal of Epidemiology & Community Health*, 60(3), 192-195.
- c. Schneider, Mary-Jane (2017). *Introduction to public health*. (5th edition) Burlington, MA: Jones & Bartlett Learning. Chapter 13: Do People Choose Their Own Health?
- d. Schneider, Mary-Jane (2017). *Introduction to public health*. (5th edition) Burlington, MA: Jones & Bartlett Learning. Chapter 20 Environmental issues in public health.
- e. Reading from Int'l Encyclopedia of Public Health- E-book from AUB libraries: New Technologies p 240.

6. Social Determinants of Health I

- a. Braveman and Gottlieb (2014). The social determinants of health: it's time to consider the causes of the causes. *Public health reports*, 129(1_suppl2), 19-31.

- b. Jones CP (2000). Levels of racism: A theoretic framework and a gardener's tale. *Am J Public Health*; 90(8):1212-1215.
- c. Irwin, A., Solar, O., & Vega, J. (2016). Social determinants of health, the United Nations Commission of. In S.R. Quah, (ed). *International encyclopedia of public health*. Academic Press.(e-books) p 557-561.
- d. Lee, B. C., Bendixsen, C., Liebman, A. K., & Gallagher, S. S. (2017). Using the socio-ecological model to frame agricultural safety and health interventions. *Journal of agromedicine*, 22(4), 298-303.

7. Social Determinants of Health II

- a. Schneider, Mary-Jane (2017). *Introduction to public health*. (5th edition) Burlington, MA: Jones & Bartlett Learning. Chapter 14: How Psychosocial Factors Affect Health Behavior (p. 205 – 217).
- b. Berkman and Krishna (2014) Social Network Epidemiology (selected pages). In Berkman, L. F., Kawachi, I., & Glymour, M. M. (Eds.). *Social epidemiology*. Oxford University Press.
- c. Taket, A., Crisp, B. R., Nevill, A., Lamaro, G., Graham, M., & Barter-Godfrey, S. (Eds.). (2009). *Theorising social exclusion*. Routledge. pp 5-11.

8. Social Determinants of Health III

- a. Levy, B. S. & Sidel, Victor W. (2003) War & Public Health in the Twenty-First Century, *New England Journal of Public Policy* 19(1), Article 11. Available at: <http://scholarworks.umb.edu/nejpp/vol19/iss1/11>
- b. Wiist, W. H. (2017) Intersections of militarism, imperialism, and corporate power as context for the prevention of war and promotion of peace. In Wiist, W. H. & White, S. K (eds) *Preventing War and Promoting Peace*. Sheridan Book Inc. [hard copy] Introduction.
- c. Shifferd, K (n.d) What might have prevented the wars of the twentieth century? War Prevention Initiative (on-line)

9. Globalization and Health I

- a. McMichael, A.J. (2013) Globalization, Climate Change, and Human Health. *New England Journal of Medicine*, 368:1335-43.
- b. Whitmee, Sarah, et al. 2015. "Safeguarding Human Health in the Anthropocene Epoch: Report of The Rockefeller Foundation–Lancet Commission on Planetary Health." *The Lancet* 386 (10007). Pages 1973–1979 required. Skim the rest of the report if you are interested.
- c. Leaning, Jennifer, and Debarati Guha-Sapir. 2013. "Natural Disasters, Armed Conflict, and Public Health." *New England Journal of Medicine* 369 (19): 1836–42.

10. Globalization and Health II

- a. McKee, M., & Stuckler, D. (2018). Revisiting the corporate and commercial determinants of health. *American journal of public health*, 108(9), 1167-1170.
- b. Baum, F. E. et al. (2015) Assessing the health impact of transnational corporations: its importance and a framework. *Globalization and health*, 12(1), 27.
- c. Freudenberg, N., & Galea, S. (2008). The impact of corporate practices on health: implications for health policy. *Journal of public health policy*, 29(1), 86-104.

11. Globalization and Health III

- a. Griggs, D. et al (2013). Sustainable development goals for people and planet. *Nature*, 495: 305-307.
- b. Anand, Sudhir, and Amartya Sen. 2000. "Human Development and Economic Sustainability." *World Development* 28 (12): 2029–49.(without the addendum about the economics of their conceptualization)
- c. El-Zein, A., DeJong, J., Fargues, P., Salti, N., Hanieh, A., & Lackner, H. (2016). Who's been left behind? Why sustainable development goals fail the Arab world. *The Lancet*, 388(10040), 207-210.

Highly recommended readings

- a. Feasey, N., Wansbrough-Jones, M., Mabey, D. C., & Solomon, A. W. (2009). Neglected tropical diseases. *British medical bulletin*, 93(1), 179-200.
- b. Freudenberg, N. (2014). *Lethal but legal: corporations, consumption, and protecting public health*. Oxford University Press.
- c. Quah, S. R. (2016). *International encyclopedia of public health*. Academic Press.(e-books)