Foundations of Public Health (EPID 802), Fall 2022

Instructor: Dr. Duncan Hunter
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Department of Public Health Sciences
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Time: Tuesdays, 1:00-4:00

Location: Carruthers 102

Teaching Assistant: Melinaz Barati Chermahini

1) Course Description

The aim of this course is to introduce public health, defined as the organized efforts of society to keep people healthy and prevent injury, illness and premature death. Students who take this course will learn about the: 1) history & achievements of public health; 2) public health ethics & health equity; 3) the determinants of health; 4) functions of public health practice (assessment, prevention, protection, promotion & emergency response); and 5) local, provincial, and national public health agencies.

The course will be taught using a combination of lecture, class discussion, group work and suggested readings.

The course is required for Master of Public Health Science students in the Department of Public Health Sciences
2) Learning Outcomes

By the end of the course, successful students will be able to understand and describe:

(1) the concepts of health, population health and public health.
(2) the history and achievements of public health
(3) the principles of public health ethics & health equity
(4) the determinants of population health
(5) the main functions of public health (population health assessment & emergency response, disease prevention, health protection, health promotion)
(6) the roles, responsibilities and interactions between local public health units, provincial public health agencies, and the Public Health Agency of Canada.

3) Course Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>September 6th</td>
<td>Course Overview, History &amp; Achievements</td>
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<tr>
<td>2</td>
<td>September 13th</td>
<td>Public Health Ethics &amp; Health Equity</td>
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<td>3</td>
<td>September 20th</td>
<td>Physical Determinants of Health</td>
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<td>4</td>
<td>September 27th</td>
<td>Social Determinants of Health</td>
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<td>5</td>
<td>October 4th</td>
<td>Political &amp; Commercial Determinants of Health</td>
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<td>October 11th</td>
<td>THANKSGIVING</td>
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<tr>
<td>6</td>
<td>October 18th</td>
<td>Presentations (Assignment 1)</td>
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<td>7</td>
<td>October 25th</td>
<td>Population Health Assessment &amp; Emergency Response</td>
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<td>8</td>
<td>November 1st</td>
<td>Disease &amp; Injury Prevention</td>
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<td>9</td>
<td>November 8th</td>
<td>Health Protection &amp; Health Promotion</td>
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<td>10</td>
<td>November 15th</td>
<td>Presentations (Assignment 2)</td>
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<td>11</td>
<td>November 22nd</td>
<td>Public Health Agencies &amp; Limits to Public Health</td>
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<td>12</td>
<td>November 29th</td>
<td>Final Exam</td>
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4) Grading Method & Distribution

Assignment 1 – Population Sub-group with Health InEquity (19th October) (20% + 10% Peer Assessment)
Students will be assigned to groups of 5-6 to develop and present an infographic, a 3 page summary and a presentation about a population subgroup with inequitable health status. Students will be graded on the clarity of their Infographic, their summary, their presentation of the issue, and their ability to engage in discussion.

Assignment 2 - Physical Determinants of Health (16th November) (20% + 10% Peer Assessment)
Students will be assigned to groups of 5-6 to develop an infographic, a 3 summary and a presentation about a physical determinant of health. Students will be graded on the clarity of their infographic, their summary, their presentation of the issue, and their ability to engage in discussion.

Final Exam (40%) 30th November

5) Course Readings

There is no textbook for this course. Weekly readings are required. The following list may change.

Week 1) Overview & History
https://www.longwoods.com/content/18755/healthcarepapers/public-health-in-canada-a-difficult-history

Week 2) Ethics & Equity

**Week 3) Social Determinants of Health**
Key health inequalities in Canada: A National Portrait (Executive Summary)

**Week 4) Physical Determinants of Health**
2020 Report of the Lancet Countdown on Health and Climate change
https://www.lancetcountdown.org/2020-report/

**Week 5) NO READING**

**Week 6) Disease Prevention**
https://www.cdc.gov/mmwr/preview/mmwrhtml/mm6019a5.htm

**Week 7) Health Protection & Health Promotion**

Ottawa Charter for Health Promotion
https://www.who.int/publications/i/item/ottawa-charter-for-health-promotion

**Week 8) Population Health Assessment & Surveillance**
Week 9) NO READING

Week 10) Public Health Agencies
KFL&A Public Health – Annual Report 2019

Review titles from:
Public Health Agency of Canada – Reports from the Chief Public Health Officer 2008-2020

Week 11) Limits to Public Health

6) Class Format

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<thead>
<tr>
<th>Time</th>
<th>What</th>
<th>Description</th>
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<tbody>
<tr>
<td>1:30</td>
<td>Mission Control</td>
<td>Course Administration</td>
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<tr>
<td>1:40</td>
<td>Media Watch</td>
<td>Discussion about current public health issue</td>
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<tr>
<td>2:00</td>
<td>Reading</td>
<td>Questions &amp; answers</td>
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<tr>
<td>2:30</td>
<td>Lecture</td>
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<tr>
<td>3:00</td>
<td>Case Study</td>
<td>Groups work through case-study</td>
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<tr>
<td>3:45</td>
<td>Speed Reports</td>
<td>1 page + 3 minute Report</td>
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<tr>
<td>4:15</td>
<td>Session Keys</td>
<td>Summary Message &amp; Assigned Reading</td>
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7) My Expectations

I expect students to be respectful to each other and to the Teaching Assistant.

I expect students to attend class, contribute to class discussions and to participate in group work.

I expect that students will spend no more than an average of 10 learning hours per week, including reading the required chapters, attending class, and preparing for exams.

Please avoid using social media during class time, except during designated SMS Breaks.

I do not distribute course notes or slides.

8) University & Course Policies

Statement on Academic Integrity
Queen’s students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University (see the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the SGS Calendar (https://www.queensu.ca/sgs/graduate-calendar/academic-integrity-policy) and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery, falsification and unauthorized use of intellectual property, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.
**Statement on Copyright of Course Materials**
Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor’s course materials or to provide an instructor’s course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor’s express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

**Statement on Academic Accommodations for Students with Disabilities**
Queen’s University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCMPOL-ICY2016.pdf). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen’s Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/

**Statement on Academic Consideration for Students with Extenuating Circumstances**
Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. SGS students can find the Academic consideration information at: https://www.queensu.ca/sgs/accommodation-and-academic-consideration