

## Foundations of Public Health (EPID 802), Fall 2022

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<b>Instructor:</b>	Dr. Duncan Hunter Professor Department of Public Health Sciences Queen's University hunter@queensu.ca
<b>Time:</b>	Tuesdays, 1:00-4:00
<b>Location:</b>	Carruthers 102
<b>Teaching Assistant:</b>	Melinaz Barati Chermahini

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### **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**

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

#### **4) Grading Method & Distribution**

Assignment 1 – Population Sub-group with **Health InEquity** (19<sup>th</sup> 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** (16<sup>th</sup> 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%) 30<sup>th</sup> November

#### **5) Course Readings**

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

##### **Week 1) Overview & History**

Mowat, Butler-Jones. Public Health in Canada: A difficult history. Healthcare Papers 2007;7(3)31-6.

<https://www.longwoods.com/content/18755/healthcarepapers/public-health-in-canada-a-difficult-history>

##### **Week 2) Ethics & Equity**

Public Health Agency of Canada. Public health ethics framework: A guide for use in response to the COVID-19 pandemic in Canada. 2021

<https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/canadas-reponse/ethics-framework-guide-use-response-covid-19-pandemic.html>

Jackson B, Huston P. Advancing health equity to improve health: The time is now. Health Promotion and Chronic Disease Prevention. 2016;(36-2)17-20.

<https://www.canada.ca/en/public-health/services/reports-publications/health-promotion-chronic-disease-prevention-canada-research-policy-practice/vol-36-no-2-2016/commentary-advancing-health-equity-improve-health-time-is-now.html>

### **Week 3) Social Determinants of Health**

Key health inequalities in Canada: A National Portrait (Executive Summary)

<https://www.canada.ca/content/dam/phac-aspc/documents/services/publications/science-research/key-health-inequalities-canada-national-portrait-executive-summary/hir-executive-summary-eng.pdf>

### **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**

U.S. Centers for Disease Control and Prevention. Morbidity and Mortality Weekly Report, 2011. Ten Great Public Health Achievements United States 2001-2011.

<https://www.cdc.gov/mmwr/preview/mmwrhtml/mm6019a5.htm>

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

Report of the Walkerton Inquiry. The events of May 2000 and related issues.

[http://www.archives.gov.on.ca/en/e\\_records/walkerton/report1/pdf/WI\\_Summary.pdf](http://www.archives.gov.on.ca/en/e_records/walkerton/report1/pdf/WI_Summary.pdf)

Ottawa Charter for Health Promotion

<https://www.who.int/publications/i/item/ottawa-charter-for-health-promotion>

### **Week 8) Population Health Assessment & Surveillance**

Government of Canada. Global Public Health Intelligence Network. Independent Review Final Report

<https://www.canada.ca/en/public-health/corporate/mandate/about-agency/external-advisory-bodies/list/independent-review-global-public-health-intelligence-network/final-report.html>

Week 9) NO READING

**Week 10) Public Health Agencies**

KFL&A Public Health – Annual Report 2019

<https://www.kflaph.ca/en/about-us/annual-report-2019.aspx>

**Review titles from:**

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

<https://www.canada.ca/en/public-health/corporate/publications/chief-public-health-officer-reports-state-public-health-canada.html#wb-auto-4>

**Week 11) Limits to Public Health**

What does public health really mean? Lessons from covid-19. Gandhi M, Prasad V, Beral S, Br Med J 2021 <https://blogs.bmj.com/bmj/2021/07/26/what-does-public-health-really-mean-lessons-from-covid-19/>

**6) Class Format**

Time	What	Description
1:30	Mission Control	Course Administration
1:40	Media Watch	Discussion about current public health issue
2:00	Reading	Questions & answers
2:30	Lecture	
3:00	Case Study	Groups work through case-study
3:45	Speed Reports	1 page + 3 minute Report
4:15	Session Keys	Summary Message & Assigned Reading

## **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](http://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.uslclwww/files/files/policies/senateandtrustees/ACADACCOMMPOL-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.uslclwww/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>