

SPPH 524 – Core Biological Concepts of Public Health Practice

Distributed Learning Section

Credits: 3 **Fall Term Class**

Requirement:

This introductory course is designed for non-health professional students.

Information and Location:

Distributed Learning (DL): Thursdays; September 6 (8:30am-5pm), October 11 (8:30am-5:00pm), November 15: (8:30am-5:00pm) RM B132, School of Population and Public Health Building

Course Instructor Information:

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Course Overview:

SPPH 524, Core Biological Concepts in Public Health, is an introductory level course that focuses on the biology (physiology and pathophysiology) of diseases relevant to public health. The course starts by providing students with foundational knowledge in biology and key systems, gradually moving towards exploring biological principles of select diseases and health issues in relation to public health. Topics include a variety of diseases and conditions that are frequently discussed in current public health settings.

The Foundational lectures available to the class online provide a framework for lectures to be delivered in class. This includes an introduction to common medical terminology, cell biology and general anatomy. Classroom lectures discuss common and relevant illnesses to public health using an organ system approach, exploring first the normal biology/physiology and then the pathophysiology of diseases. The lectures will also present on the epidemiology, screening, diagnosis, interventions, and lifestyle related issues, discuss how these diseases influence individuals' lives and public health initiatives, and explore illnesses from an individual's as well as health care perspective. Please refer to the Course Schedule for specific topics. Examples of possible topics include:

- Infectious/Communicable Diseases
- Cancer
(Prostate and breast cancer)
- Impact of diet on biology
- Musculoskeletal
(Osteoarthritis and rheumatoid arthritis)

- Neurological illnesses
(Parkinson's and multiple sclerosis)
- Endocrinology diseases
(Diabetes)
- Respiratory Tract diseases
(COPD)
- Dementia
- Cardiovascular diseases
- Women's Health issues
(Menopause)

Note: This syllabus is representative of a typical term. Some of the course content may vary from year to year to take advantage of unique learning opportunities that may arise in a given term or to accommodate unforeseeable circumstances.

Course Outcomes:

Upon completion of this course, you will be able to:

1. Explain and apply basic biological principles and medical terminologies
2. Demonstrate an understanding of the biological pathways that are involved in the development and progression of select diseases relevant to adult and geriatric populations
3. Appraise how multi-level factors (physiological and environmental) can cause diseases
4. Demonstrate an understanding of why these disease are important public health issues
5. Create effective messages in the form of presentations and brochures to educate the lay public on select diseases and to promote community and population health.

Course Materials

There are four suggested texts for this course. It is recommended that you buy one for this course.

1. One of the two anatomy & physiology texts:
 - a. Anatomy & Physiology Made Incredibly Easy! Fourth Edition. By Wolters Kluwer/Lippincott Williams & Wilkins (2012). ISBN: 978-1-4511-4726-1.
 - b. Anatomy & Physiology Made Incredibly Visual. By Wolters Kluwer/Lippincott Williams & Wilkins (2009). ISBN: 978-0-7817-8686-7.
2. Pathophysiology Made Incredibly Easy, Fifth Edition. Publisher Lippincott Williams & Wilkins, 2013. ISBN: 978-1-7817-7912-8 (5th ed). Or ISBN: 978-1-4511-4623-3 (4th ed).
3. Anatomy & Physiology: An Incredibly Easy! Workout. Author(s): Springhouse. Publication Date: 2009. ISBN: 978-0-7817-8303-3.

These books are good references for public health professionals and will be useful to you long after this course is over.

Student Evaluation

You will be evaluated through a combination of written assignments, group presentations, and class participation, according to the following criteria:

1. One Student (Group) Presentation	30%
<u>Brochure (3 Part assignment)</u>	
2. Creation of an Information Brochure (Pamphlet)	30%
3. Evaluation the Information brochure (written assignment)	10%
4. In-Class Brochure Sharing Session	5%
5. Four quizzes	20%
6. Class Participation	5%

Information about due dates will be provided in the assignment Rubric

Class Assignments

- **Group Presentation (Classroom Presentation)**

Total presentation time will be 60 minutes plus 10 minutes for questions and answers. In small groups, you will create and deliver a presentation on a topic relevant to adult and geriatric populations not covered in class. You are expected to use PowerPoint to deliver your presentation, media clips to illustrate key points, and interactive class activities to engage your peers and promote learning of the assigned topic. Refer to the Presentation Rubric for more details.

- **Creating an Information Brochure (pamphlet) for the Lay Audience**

Your written assignment is to create a 1-page, double-sided information pamphlet to communicate a Public Health Issue to members of the community you wish to target. The brochure topic must focus on issue relevant to adult and geriatric populations, examples of topics will be provided in class.

Thinking about what information to include is a big part of the assignment. For example, this may include: Who is your target population and what might be their reading level? What do you think they want to know - or should know - about this topic (this may be different from your personal learning needs)? How much detail does your audience need? How will you explain difficult concepts? What factors will make somebody want to read what you have presented? How best to organize the information on the page and how best to balance between text, images, diagrams, and white-space.

The brochure structure needs to follow the rubric provided for this assignment. Refer to the Brochure Rubric for more details.

- **Evaluating the Information Brochure (Written Assignment)**

Once you have created a draft of your information brochure, you will conduct interviews with a representative sample of your target population and focus group discussions with your peers to evaluate and improve on your brochure. Think of this assignment as a small pilot-study to find out how well the pamphlet is working and how to improve the brochure. Refer to the Brochure Rubric for more details.

- **Brochure Sharing Session (Classroom Presentation)**

In public health you will often present posters at lay and professional conferences to individuals who are not well-versed in your field. As such, learning to present health information in a concise, interesting, and brief fashion to a lay audience is an important skill to learn. For this assignment, you will share the content of your brochure to your peers in class.

You will prepare and deliver an oral presentation of no more than 10 minutes on your topic. The intent is to create a concise, carefully planned, and well-practiced message about your topic for a lay audience. You are expected to use PowerPoint slides to showcase the different components of your brochure to the class and to speak to each of the sections. Refer to the Brochure Rubric for more details.

- **Quizzes**

There will be four (open-book, open-laptop) quizzes over the first half of the term to test your comprehension of the Foundational lectures provided to you on Canvas. Each quiz will be worth 5% of the final mark, and will use multiple-choice and matching formats. The quizzes will be administered on Canvas and you will have a set amount of time to complete each quiz. Please note that if you have an accommodation through Access & Diversity (see below) for extra time to complete quizzes, you will need to inform the course instructor before you attempt the first quiz so that you may be accommodated.

Class Participation

Participation grades will be based on your contributions to class discussions. This includes attendance (since this is a prerequisite to be fully engaged), listening to others without interrupting, treating your peers and lecturers with respect even when you disagree, and contributing to classroom discussions and questions in a constructive and objective fashion. Come prepared with 1-2 discussion points about the topics presented in class.

CLASSROOM ETIQUETTE: The classroom should provide an atmosphere of mutual respect. You are expected to arrive on time to class and remain throughout the scheduled class time. If you need to arrive late or leave early for any reason, please inform the instructor prior to class. The use of cellphones is prohibited in the classroom unless otherwise specified.

LAPTOP ETIQUETTE: You may use your laptop in class if you are viewing handouts or taking lecture notes on lecture. Please do not use laptops for any other kind of work unrelated to this class, emailing, social media, internet surfing, computer games, or other uses unrelated to the course. These practices are distracting and disruptive and are disrespectful to your course instructor, other lecturers, and students.

Missed Classes, Make-up Work, or Late Work:

Attendance and full participation is expected for all 3 days, from 8:30 am to 5 pm. Missing a lecture will affect your class participation grade (refer to Class Participation Grade Rubric). Given this is a distance learning course and each full day of class represents 1/3 of the course, missing a full day of class without a valid medical reason and a doctor’s note will result in an incomplete and failing grade. Those with a valid medical reason may be required to complete additional assignments to fulfill the course objectives and requirements.

If you miss a lecture, it is your responsibility to obtain lecture notes, handouts, other materials or instructions from the course website or a classmate. Assignments must be submitted no later than the specified due date and time. All assignments must be emailed to your Teaching Assistant prior to or on the due date. Assignments submitted within 24 hours past the due date will be accepted but will receive an automatic 50% deduction in Grade. No assignment will be accepted 24 hours past the due date. You will be informed in class regarding the submission of a hardcopy.

Grading

(from the UBC Department of Educational Studies, Graduate Course Grading Policy):

90 - 100%	= A+	68 - 71%	= B-
85 - 89%	= A	67 - 64%	= C+
80 - 84%	= A-	63 - 60%	= C
76 - 79%	= B+	59 - 55%	= C-
72 - 75%	= B		

Although a C+, C, or C- grade may be given in a graduate course, the Faculty of Graduate Studies considers 68% as a minimum passing grade for Masters and PhD students.

Course Structure

SPPH 524 is a mixed mode, or *blended*, course. This means that you will be working with your instructor and fellow students in the classroom. It is necessary for you to participate fully in all parts of this course to successfully complete it. The course consists of an inter-related series of lectures, slides and videos, recorded lectures, guest lectures, online material and pre-assigned readings to outline core biological concepts of public health practice. Small group sessions, face-to-face discussions, and assignments provide opportunities to apply these concepts.

The Learning Environment

In addition to the activities above, class time learning will generally include presentations by the course instructor, a guest lecturer, or student groups.

Personal Skills

To enable achievement of the course competencies, you will need to:

1. Develop communication, feedback and conflict-resolution skills in order to work effectively and respectfully with peers and colleagues.
2. Demonstrate professional behavior in all interactions.
3. Reflect on personal skills, abilities and capacities, identify areas in need of improvement and access necessary resources to achieve this.
4. Cultivate personal methods for lifelong learning and skills maintenance, such as time management and organizational skills. Additional information and guidelines on time management and organizational skills can be found in the student handbook from the Centre for Teaching, Learning and Technology (www.ctlt.ubc.ca).

Plagiarism

You are expected to know what constitutes plagiarism and that plagiarism is a form of academic misconduct. As such, plagiarism is subject to penalty. Please review the Plagiarism and Student Discipline sections of the UBC Calendar, available at <http://www.vpacademic.ubc.ca/integrity/policies.htm>, and <http://www.students.ubc.ca/calendar/index.cfm?tree=3,54,0,0>.

Accommodations for Students with Disabilities

If you have a learning, psychological or physical disability, you may be eligible for reasonable academic accommodations or services. To request accommodations or services, please contact the UBC Access and Diversity Office. Students must inform the course instructor in advance of the required accommodation.