

University of Florida
College of Public Health & Health Professions Syllabus
Course Number: PHC 6251 Assessment and Surveillance in Public Health (3 Credit Hours)
Summer A/C 2018
Delivery Format: On campus
Course Website or e-Learning in Canvas (*if applicable*)

Instructor Name: Amy Blue, PhD

Room Number: HPNP 4115

Phone Number: 352-294-4981

Email Address: amy.blue@phhp.ufl.edu

Office Hours: Thursdays at 10 AM; by appointment (preferred)

Teaching Assistants:**Preferred Course Communications (e.g. email, office phone):**

Email, email for appointment or stop by office. Please note that night or weekend email may not be answered until next business day.

PREREQUISITES

PHC 6410 is a pre-requisite, unless exception has been made by the course director.

PURPOSE AND OUTCOME**Course Overview**

Students are to acquire knowledge, skills, and methods for conducting community assessments and surveillance to inform design of social and behavioral interventions.

Relation to Program Outcomes

This course is a core requirement for the Social Behavioral Science (SBS) Concentration in the Masters of Public Health Program. It addresses several of the required SBS public health competencies:

- Describe and apply the social ecological framework to public health problems.
- Understand and apply the principles of community participation in public health research and interventions.
- Demonstrate the knowledge and skills necessary to conduct social and behavioral science research.
- Demonstrate an understanding of health disparities in the US and the underlying role of power differentials to disparities

Course Objectives and/or Goals

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

- 1) create a work plan for conducting a community assessment;
- 2) develop collaborative partnerships with community members, organizations, and stakeholders;
- 3) obtain human subjects approval from an IRB;
- 4) develop instruments for collecting data;
- 5) employ qualitative methods for data collection;
- 6) analyze quantitative data using appropriate statistical procedures;
- 7) engage community members in data interpretation; and
- 8) effectively communicate findings to community organizations and stakeholders.

Instructional Methods

This course will emphasize an adult-learner, student-centered approach. Students will be expected to apply knowledge gained through class readings and their own experience during class activities as well as a

required group project. Class time will include discussions of class readings, lecture presentations by faculty experts, student presentations, group project work, and sharing of project work. Students will apply approaches and methods of community assessment during in-class activities as well as in the group project work. In this manner, students should acquire the knowledge and skills associated with the course objectives.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all readings and out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the class sessions. If you are not prepared for class sessions, you may struggle to keep pace with the activities occurring in class, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Specific expectations of the course, detailed below in the Academic Requirements and Grading section include: a) completing reading assignments from textbook and other assigned articles; b) participation in class discussions and activities; c) presentation of a public health article to the class; d) completion of a group project including an IRB submission, a class presentation, and paper; e) completion of two quizzes (online); and f) completion of formative and summative peer assessment of teamwork skills through the electronic CATME system, and a reflective statement based on formative feedback.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

<i>Week</i>	<i>Date(s)</i>	<i>Topic(s)</i>	<i>Readings</i>	<i>Assignment for the next week</i>
1	5/16	Overview of course Working in teams and in communities: Everyday Bias and Unconscious Judgements – Dr. Patricia Xirau-Probert UF College of Dentistry Effective teamwork	Phillips KW. How Diversity Makes Us Smarter. Scientific American. 2015, Oct. 1 Rock D, Grant H. Why Diverse Teams are Smarter. Harvard Business Review 2016. Nov. 4 (Not required before class, but will be reviewed during the 5/16 session – good to read beforehand.)	IRB 01 training- turn in certificate by 5/23 class
2	5/23	Community Assessment Lindsey Redding, MPH Well Florida	Soriano Textbook Chapters 1 and 2	Presentation about project topic, population served/need for issue Draft IRB Protocol
3	5/30	Community Assessment Wendy Resnick, MBA UF Health	Soriano Textbook: Chapter 4	Completed IRB Protocol - IRB Protocol ready to be submitted by June 8th
4	6/6	Social Network Analysis Lindsey King, MPH UF Social and Behavioral Science Program	Soriano Textbook: Chapter 3 Kleinman A, Eisenberg L, Good B. Culture, Illness, and Care Annals of Internal Medicine 1978;88:251-258. (Found in Canvas course site) Kleinman A. Patients and Healers in the Context of	

Week	Date(s)	Topic(s)	Readings	Assignment for the next week
			Cultures. 1980. Chapter 3 Anne Fadiman, The Spirit Catches You and You Fall Down Chapters 1 and 3	
5	6/13	Using Photovoice Mary Ellen Young, PhD UF Social and Behavioral Science Program and Occupational Therapy Department	Soriano Textbook: Chapters 7 and 8 From: Anthropology and Public Health: a) Gruenbaum E. Honorable Mutilation? Changing Responses to Female Genital Cutting in Sudan b) Singer M et al From Street Research to Public Health Intervention: The Hartford Drug Monitoring Project	Prepare for Online Quiz 1: Soriano Chapters 1, 2, 3, 4, 7 and 8 and Phillips, Kleinman et al, Kleinman,
6	6/20	Community Assessment – Diverse Voices Laura Guyer, PhD UF Center for Women's Studies	Soriano Textbook: Chapters 5 and 6 Online QUIZ 1: Soriano Chapters 1, 2, 3, 4, 7 and 8 and Phillips, Kleinman et al, Kleinman,	Self and Peer Assessments completed by June 22nd. Prepare for vacation
7	6/27 NO CLASS	Summer Vacation		Project work
8	7/4 NO CLASS	Project Work		Project work Teamwork reflection due July 9th
9	7/11	Working in the Community	Soriano Textbook: Chapters 8, 9 and 10	Prepare for Online Quiz 2: Soriano Chapters 5,6, 9 and 10
10	7/18	Project Work/Q&A for project help	Online Quiz 2: Soriano Chapters 5,6, 9 and 10	Project work
11	7/25	Project Work/Q&A for project help		Prepare Project Presentation
12	8/1	Project Presentations		Finalize project papers
13	8/8	Final Project Papers due by 5 PM via email		
14				

Week	Date(s)	Topic(s)	Readings	Assignment for the next week
15				

Course Materials and Technology

Text

Required Text:

Soriano, Fernando. (2012). *Conducting Needs Assessments: A Multidisciplinary Approach* (SAGE Human Services Guides). Thousand Oaks, CA: SAGE Publications.

Additional Readings

Selected readings that are required are found in the course Canvas Website.

Required Online Training in Human Participants Protections Education

Students are required to complete the IRB training required by UF IRB 01. [IRB Training Instructions](#)

Evidence of student training will be demonstrated by submitting in Canvas an electronic copy of the Certificate of Completion by 11:59 PM on May 23rd 2018. (If there is a problem, you can also email Dr. Blue at amy.blue@phttp.ufl.edu)

Additional Technologies

Not required

Technical Support

For technical support for the materials posted in the course e-Learning site, activities, and assessments, please post in the appropriate discussion or contact:

Name: Not applicable

Phone Number:

Email Address:

For all other technical support for this class, please contact the UF Computing Help Desk at:

Phone Number: (352) 392-HELP (4357) Option 2

Email: helpdesk@ufl.edu

Webpage with Chat: [UF Computing Help Desk](#)

ACADEMIC REQUIREMENTS AND GRADING

Assignments

1) Participation in Class Discussion: 40 points (10% of grade)

Students are expected to participate in class discussions about the required reading, lecture presentations, public health article presentations, and project group work. There will be points awarded *each class session* for participation in class discussions. The discussion points will be based on your speaking in class and making contributions to the discussion. [Note, you may have one excused absence without penalty; otherwise if you miss classes or do not have an excused absence for one class, you cannot make up these points and will be given a score of 0 for that day.] *80 points* (There are 8 opportunities at 10 points each opportunity.)

2) Public Health Article Presentation: 60 points (15% of grade)

Each student is expected to conduct a brief presentation on a news article of choice related to public health. The presentation should be conducted in PowerPoint and should contain the following elements:

Slide 1

- Name of article

- Source of article – must be a credible news source
- Date of article
- Link to article or a printed copy must be provided
Slide 2
- 2-3 bullets about the main point of the article
- 1-2 bullets about the relevance to Public Health

3) Group Project, including IRB Protocol, Project Presentation and Paper

Each group will select a public health topic based on a Healthy People 2020 topic: a) Health Quality of Life and Well-Being; or b) Social Determinants of Health. [Healthy People 2020 Objectives](#)

As a group, students must determine the population and specific health need to be assessed, design an assessment plan, submit an IRB protocol based on the plan, conduct the assessment, analyze the results, and draw conclusions based on the data that can be used to design a public health promotion program for the population. The completed project will be presented in both a PowerPoint and paper format.

a) IRB protocol: 20 points (5% of grade)

The project must have an IRB protocol submitted and approved before any data collection can begin. Students will learn how to complete an IRB protocol in class. It is preferred that the protocol is submitted by the date indicated in the schedule to provide time for the protocol to be reviewed and approved with sufficient time for project data collection to occur. If the IRB protocol is not completed by the due date, without a prior approval for delay from the course director, no points will be given. b)

Class project presentation: 80 points (20% of grade)

The class project presentation should be in PowerPoint and contain the following elements:

- Group Member Names and Project Title
- Background of project importance/need and theoretical framework
- Project purpose, including population selected
- Methods and analysis
- Results
- Discussion
- Conclusions and Recommendations
- Lessons learned from conducting the project
- Contributions of each member to the project
- Reflective statement from the team about use of teamwork skills during the work

The PowerPoint presentation should be no more than 15-20 slides, and the presentation should be no more than 20 minutes in length. All group members must participate in the presentation and be prepared to answer any questions from the class. The presentation will be conducted in class on August 1st. The rubric for the presentation is found in Canvas (with the assignment and as a separate file).

c) Project Paper: 80 points (20% of grade)

The paper should be written as a group. It should be no more than 10 double spaced pages (excluding title page, member contributions, abstract, and references), 1 inch margins and 12 point font. The paper should contain the following elements:

- Title page
- Explanation of how each member contributed to the project and writing of paper
- Executive Summary/Abstract – 500 words (Background, Methods, Results and Conclusions)
- Introduction, including background literature, theoretical framework and purpose of project
- Methods and analysis
- Results
- Discussion
- Conclusions and recommendations
- References and appendices

Papers are due Wednesday, August 8th by 5 PM and should be submitted in Canvas. Papers received after the deadline will have 10 points deducted for each day turned in late. The rubric for the paper is found in this syllabus.

4) Self and Peer Assessment: 40 points (10% of grade)

To promote effective teamwork during the group project and provide opportunity to apply teamwork skills during the course as a part of professional development, students are required to complete the online Comprehensive Assessment of Team Member Effectiveness (CATME) tool and a reflective assignment on the formative results. The CATME tool will require students to rate their peers in the following areas: a) Contributing to the Team's Work; b) Interacting with Teammates; and c) Keeping the Team on Track. Students will also provide feedback on the team's work through items: a) I am satisfied with my present teammates; b) I am pleased with the way my teammates and I work together; c) I am very satisfied with working in this team.

Reflective Assignment - Due July 9th by 5 PM submitted in Canvas. 2 points will be deducted for every half-day if turned in late.

Based on your CATME results and your own consideration of your teamwork skills, respond to the following:

- a) What behavior in my team will I stop doing.
- b) What team behavior will I start doing.
- c) What team behavior will I continue doing.

5) Online Quizzes: 80 points (20% of grade – each quiz is 40 points and 10% of overall grade)

Two quizzes will be given composed of short answer questions based upon the assigned textbook chapters and other readings. These are indicated in the course schedule and in Canvas.

Grading

<i>Requirement</i>	<i>Due date</i>	<i>Points or % of final grade (% must sum to 100%)</i>
Class Participation	Each class	40 (10%)
News Article Presentation	As assigned	60 (15%)
Group project IRB submission	June 8 th (exceptions with permissions)	20 (5%)
Group Project Presentation	August 1st	80 (20%)
Group Project Paper	August 8 th – 5 PM	80 (20%)
Self and Peer Teamwork Assessment	June 22 nd	10 (2.5%)
Teamwork Reflective response	July 9 th	40 (10%)
Quiz 1	June 20 th	40 (10%)
Quiz 2	July 18 th	40 (10%)

Point system used (*i.e., how do course points translate into letter grades*).

<i>Points earned</i>	380.0-400.0	360.0-379.9	348.0-359.9	332.0-347.9	320.0-331.9	312.0-319.9	300.0-311.9	289.0-299.9	270.0-288.9	250.0-269.9	240.0-249.9	<240
<i>Letter Grade</i>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. In addition, the Bachelor of Health Science Program does not use C- grades.

Letter grade to grade point conversions are fixed by UF and cannot be changed.

<i>Letter Grade</i>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
<i>Grade Points</i>	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the [Grading and Grade Policies](#) posted by the Registrar's Office.

Exam Policy

Policy Related to Make up Exams or Other Work

All work must be completed by the due date. Students need to contact the course instructor and teaching assistant in advance if this is going to be a problem so that alternative arrangements can be made.

Policy Related to Technical Issues

Any requests for make-ups due to technical issues **must** be accompanied by the ticket number received from the UF Computing Help Desk created when the problem was reported to them. The ticket number will document the time and date of the problem. You **must** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

All faculty are bound by the UF policy for excused absences. For greater detail on excused absences, see the [Attendance Policies](#) posted by the Registrar's Office.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Students are expected to participate fully in class and conduct themselves in a professional, respectful manner with classmates, course instructor teaching assistant, staff, and community members at all times. Part of the course learning will involve improving teamwork skills and students are expected to engage in effective teamwork behavior during class and project work.

Communication Guidelines

If a student has a question, concern or particular need, he or she may contact the course instructor and/or teaching assistant via email or after class. Email will be answered with 24 hours during weekdays and maybe up to 48 hours on the weekend or during holidays, unless an urgent request is made. Students may also drop by the course instructor's and/or teaching assistant's office at any time.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see [Student Conduct and Honor Codes](#) information at the Dean of Students Office website or the [Academic Expectations](#) information at the Graduate School website for additional details.

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online [Faculty Course Evaluations](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. [Summary Results](#) of these assessments are available to students.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the [Dean of Students Office Disability Resource Center](#) (DRC) within the first week of class. The DRC will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

[The Counseling and Wellness Center](#) (352-392-1575) offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Online and in person assistance is available.

If you are feeling overwhelmed or stressed, you can reach out for help through the [You Matter We Care](#) website, which is staffed by Dean of Students and Counseling Center personnel.

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the [Student Health Care Center](#) website.

Crisis intervention is always available 24/7 from the [Alachua County Crisis Center](#) at (352) 264-6789.

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

INCLUSIVE LEARNING ENVIRONMENT

Public health and health professions are based on belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We

believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace the University of Florida's Non-Discrimination Policy, which reads:

“The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.”

If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the [Office of Multicultural & Diversity Affairs](#) website.