

Dr. Pedro Albizu Campos Puerto Rican High School
Introduction to Public Health
2010-2011

Period 5 – MTRF: 12:20-1:20 in Vieques

Period 6 – MTRF 1:25-2:25 in Lares

Period 7 – MTR: 2:30-3:30; Period 1 W: 8:30-9:30am in Ciales

Instructor: Jenny Byelick, MPH

Email: jennyb@pedroalbizucamposhs.org

Co-Instructor: Zenaida Lopez, Project Coordinator Vida/SIDA

Email: zenaidal@prcc-chgo.org

Other Resources: Michele Kelley, ScD, MSW, MA – UIC School of Public Health

Email: kelleysalud@gmail.com

Course Description

Introduction to Public Health will introduce public health and the idea of a ‘community of wellness.’ We will review prevention and treatment options for various diseases, focusing on select major health issues in the context of the local community and the world beyond. Students will learn the nature of preventative behaviors and interventions, advocacy and community building for well-being and the social and environmental factors that influence health.

Note: This class will serve as part of the health education ‘pipeline program’, recruiting and advising students about undergraduate degree programs in public health at UIC and Wright College, with input and involvement from faculty at these institutions.

Course Objectives

- I. Increase student personal health literacy, addressing individual-level healthy behaviors and preventative factors for disease, including disease control.
- II. Enhance student public health literacy, including an understanding of the root causes of health disparities and factors beyond individual level behaviors implicated in disease prevention and control.
- III. Raise awareness of solutions to health problems at the individual, community and policy levels; engage youth to envision possibilities of fostering a healthier community.
- IV. Link students with the *Pipeline to Health Careers* program in collaboration with UIC and Wright College.

Course Outline:

Unit 1 – Introduction to Community Health and Disease

Introduce the concept of a community of wellness, addressing the social and environmental factors that influence health and well-being. This unit involves an exploration of public health history and various initiatives and programs that encompass the field. This unit introduces the basics of disease and injuries.

- Envisioning a ‘community of wellness’
- Ethics of health issues
- History of public health
- Introduction to diseases

Unit 2 – Health priorities in our community

Introduction to health conditions and disparities in morbidity and mortality rates across populations, especially focusing on health issues apparent in the local community and among youth.

- Diabetes
- Asthma
- Sexual Health (Reproductive health)
- Sexually transmitted infections and HIV/AIDS
- Violence as a public health issue

Unit 3 – Personal and community well-being

This unit will provide an overview of personal physical fitness, nutrition and substance use and abuse, as well as social emotional health and well-being, with a focus on youth.

- Nutrition
- Physical fitness
- Substance use and abuse
- Social - emotional health
- Emergency preparedness/CPR/First Aid

Unit 4 – Transformation/Social Change

Course concludes with a discussion on health advocacy and implementing positive change for healthy environments - among individuals, within the family unit, in the greater community and among social circles.

- Public health around the globe
- Transformation/social advocacy and change
- Role of adolescents/ young adults as agents of change in fostering healthier communities

Attendance

Please arrive to every class on time. This is both important in experiencing all the material and respectful to your peers. However, if for reasons beyond your control you do miss a class, you are expected to make up all the work from class. Please let an instructor know if you need to miss a class. Excused absences are eligible for makeup of the class work.

- 3 unexcused tardy arrivals = 1/2 grade drop

- 3 unexcused absences = 1 grade drop and teacher/student/parent conference.
- 5 unexcused tardy arrivals = 1 grade drop
- 6 unexcused absences = 2 grade drops and teacher/parent/Dean of students conference.
- 10 unexcused absences = Refer to the student handbook.

Course Requirements:

Daily Class work (30%) – Daily class work is important to understand the concepts presented and share ideas. It is critical students participate and turn in quality work. Coursework will include but is not limited to:

- *Reflections on guest speakers*
- *Class activities*
- *Nutrition/Fitness Journals*
- *Worksheet and activities given for homework*
- *Current events/newspaper articles*
- *Write a letter to a policy maker on a health issue*
- *Attending community events*

- Weekly quizzes or journals entries –

Each week, students will have either a written quiz reflecting the past week of material and/or a reflective journal entry, guided by a question or opinion of a specified topic. Journal entries will be at least 1 page in length and class time will be allotted for reflection. Journals and quizzes = 10 points.

Homework (10%) – Assignments outside of the daily class work.

Participation (40%) – Participation not only helps students understand the material, but share their own unique ideas and concerns. It is critical everyone is respectful of one another, as health is often a very personal and sometimes difficult topic to address. There should be engagement of all ideas, a caring and considerate classroom attitude and a comfortable/open forum for daily discussion. Students earn 10 points per week for good attendance and participation.

Group projects/Exams (10%) — Students must be present on group activity days and participate for full credit. Students will be introduced to specific requirements as the semester progresses with points for each.

Proportion of Grade and Grade Scale:

| Requirements | Percentage of grade |
|---------------------|----------------------------|
| Daily Work | 30% |
| Homework | 10% |
| Participation | 40% |
| Group work, Exams | 20% |

| | |
|------------|------|
| 100% - 90% | = A |
| 89% - 80% | = B |
| 79% - 70% | = C |
| 69% - 60% | = NC |