PHPH-101 Introduction to Public Health–SB

Student Syllabus

Course Description

The central course question addressed is "What is the history and enterprise of public health?" In learning the answer, the course explores population health, health equity, sustainability and climate change, and, of course, the public health enterprise. Critical thinking is an integral part of the exploration and is discussed and applied in lectures, class activities, and student evaluation.

en·ter·prise[1] /ˈɛntərˌpraɪz/

1. a project undertaken or to be undertaken, especially one that is important or difficult or that requires boldness or energy: To [ensure the public's health] is a difficult enterprise.
2. a plan for such a project.
3. participation or engagement in such projects: [The public's health is protected] by the enterprise of resolute men and women.
4. boldness or readiness in undertaking; adventurous spirit; ingenuity.

Introduction

Welcome! This course will be an interesting course: for those of you who don't know much about public health, you will; for those who do know some or even a lot about public health, you'll learn more.

As stated in the Course Description, our central course question is "What is the history and enterprise of public health?" By the end of the course, you'll be able to answer to this question. Maybe not as a public health expert might, but if you do the reading, work with and for your team, and do the assignments, as an informed person able to think about public health.

The course format is team learning. Since most of you have only done group activities, team learning is the development and practice of high-performance teams in which a significant part of a student's grade derives from team deliverables. Team learning has been around for a while but is not heavily utilized for several reasons: it's hard for the instructor to implement, and the focus shifts from instructor-oriented to learning-oriented activities. For example, in this course, only five classes could be labeled as lectures (with one of these a movie); eight classes are teams working; and the remaining 15 classes are team presentations and class discussions.

A key feature of team learning is the RAT, or Readiness Assessment Test. A RAT is given at the beginning of each of our five modules after the reading is completed to assess whether students and teams are ready to proceed with the module. A RAT is short, multiple-choice, and tests the learning level for key concepts and facts. A RAT is first taken by each student (closed-book, no discussion), and then the same RAT is taken by each team (closed-book, team discussion). Fifty percent of a student's score on a RAT is his or her individual score and 50% is his or her team's score. Everyone

[1] enterprise. (n.d.). Dictionary.com Unabridged. Retrieved August 14, 2012, from Dictionary.com website: http://dictionary.reference.com/browse/enterprise

on a team gets the same team score. The latter also applies to all other team activities.

More on how team and individual scoring and grading are done are presented in Student Evaluation, below. Teams are formed by the instructor based on a short learning preference questionnaire. It is not a personality test; it is designed to find out how you prefer to learn and interact in learning. The questionnaire is done online in Blackboard, and the results are confidential and destroyed after being used for team formation. The latter is done by having each team be as heterogeneous in learning preferences as attainable within reason.

Which brings us to the other part of the course: critical thinking. Simply put, critical thinking is the main tool we have to keep us from fooling ourselves. Critical thinking is not the kind of tool we pick up just when we need it – we need it all the time. It is a way of looking at, comprehending, and interacting with the world. We will not focus on everything about critical thinking but on a few key aspects, the intellectual standards of clarity and relevance to start with and then adding significance, completeness, and logic. These standards are also the basis for how you are evaluated and graded. (If you just can't wait to learn more about this, jump ahead to the Intellectual Standards section. But do come back.) The Student Evaluation section goes over student evaluation in detail, including the rubrics for assessing each type of assignment.

Two closing and important notes: Be sure to read and observe Student Responsibilities. And make sure you read and reflect on the implications of the opening paragraph of Student Evaluation.

Overview of Course Requirements and Their Timeframes

Requirement	*% of Grade*	*Module 1 Critical Thinking*	*Module 2 Population Health*	*Module 3 Health Equity*	*Module 4 Sustainability & Climate Change*	*Module 5 Public Health Enterprise*	*"Final"*
Team assignment questionnaire*	--	--	--	--	--	--	--
Reading	--	26 pages 2 days	57 pages 12 days	38 pages 21 days	71 pages 22 days	69 pages 26 days	--
5-minute summary • 1 paragraph	10%	at end of each of 3 classes	at end of each of 6 classes	at end of each of 6 classes	at end of each of 6 classes	at end of each of 6 classes	--
Readiness assessment test • up to 10 multiple-choice questions • up to 15 min	10%	1 individual RAT	1 individual RAT	1 individual RAT	1 individual RAT	1 individual RAT	--
	10%	1 team RAT	1 team RAT	1 team RAT	1 team RAT	1 team RAT	
Team SEE-I paper*† • using 1-page form	25%	1 paper 7 days	1 paper 15 days	1 paper 21 days	1 paper 21 days	1 paper 21 days	--
Team SEE-I presentation in class • up to 10 min	5%	1 presentation	1 presentation	1 presentation	1 presentation	1 presentation	--
Team article research (find ONLY)*		--	2 articles 7 days	2 articles 7 days	2 articles 7 days	2 articles 7 days	--
Individual article analysis paper with team support† • using 1-page form	30%	--	1 paper 16 days	1 paper 15 days	1 paper 15 days	1 paper 15 days	--
Final paper • up to 3 pages • references not required	10%	--	--	--	--	--	1 paper 9+ days

* indicates an extra-credit opportunity associated with the requirement.

† indicates a requirement with a repechage ("second chance") for potentially improving its score.

Details of the course requirements are presented in Course Topics and Schedule and in Appendix 1: Gantt Chart of Course Activities, which is designed to help students plan and budget their time on the course.

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Appendix 1: Course Gantt Schedule 1

Course Goals and Competencies

At the completion of the course, the successful student is able to demonstrate the following goals and competencies [with Bloom's taxonomy level]:

- Goal: Explain and discuss the history and enterprise of public health
  Competencies:
  - Describe the key features of the historical development of public health as a domain of specialized knowledge and public policy [C1]
  - Distinguish between the concept of population health from medical, nursing, dental, and other health care activities [C2]
  - Explain the concepts of prevention, detection, control of infectious and chronic conditions, health disparities, and global health [C2]
  - Identify relationships among the impacts of behavior, socioeconomic status, and culture on health [C4]
  - Explain the impact and control of environmental factors on health [C2]
  - Explain the role of governmental and non-governmental institutions in shaping population health outcomes [C2]
- Goal: Demonstrate and apply basic principles for critical thinking
  Competencies:
  - Assume responsibility as a contributing member of a team [A1]
  - Demonstrate intellectual standards of clarity, relevance, accuracy, significance, completeness, and logic [C3]

Prerequisites

None.

Course Instructors

Course Director			
Name	***Office***	***Phone***	***Email***
Pete Walton, M.D.	SPHIS 233C	502-852-4493	pete.walton@louisville.edu

Teaching Assistant			
Name	***Office***	***Phone***	***Email***
Bernadette Guzman		[use email]	bmguzm01@louisville.edu

The course instructors welcome conversations with students outside of class. The course director or teaching assistant has office hours on Belknap on Tuesday and Thursday from 9:30 AM to 12 noon in Ekstrom 330K (cubicle in southwest corner on 3rd floor).

Students may also correspond with instructors by email or set up appointments by contacting Ms. Tammi Thomas at 502-852-3289 or tammi.thomas@louisville.edu.

Students should also contact Ms. Guzman or Ms. Thomas with questions they might have regarding the mechanics or operation of the course.

Course Topics and Schedule

IMPORTANT NOTE: The schedule and topics may change as the course unfolds. Changes are posted on Blackboard.

The course consists of five main and one introductory modules:

Module 0: Course Introduction (1 class)
Module 1: Critical Thinking (3)
Module 2: Population Health (6)
Module 3: Health Equity (6)
Module 4: Sustainability and Climate Change (6)
Module 5: The Public Health Enterprise (6)

Class	*Topics and Activities*	*Team Deliverables*	*Individual Deliverables*	*Required Reading*
Module 0: Course Introduction				
1 Tues, Aug 21	• Course introduction • Individual 5-minute summary			
Module 1: Critical Thinking				
No Class Wed, Aug 22	DUE DATE – NO CLASS		Before noon: • Team formation questionnaire (done on and submitted in Blackboard) Before 6 PM: • Confusing or unclear concepts encountered in reading (posted on Blackboard)	
2 Thurs, Aug 23	• Individual RAT • Team RAT • RAT review • SEE-I review and discussion • Critical thinking concept discussion and assignment • Individual 5-minute summary			• Nosich, "Getting Started with Critical Thinking: Clarifying with SEE-I" • Paul and Elder, *Mini-Guide* (including back of front cover!) • Paul and Elder, "How Good a Student Are You?"
3 Tues, Aug 28	• Lecture: Biology of Critical Thinking • Individual 5-minute summary			
4 Thurs, Aug 30	• Team SEE-I presentations (10 min each including Q&A) • Individual 5-minute summary	Before class: • SEE-I on critical thinking concept (submitted in Blackboard		
Module 2: Population Health				
No Class Labor Day Mon, Sep 3	DUE DATE – NO CLASS		Before 6 PM: • Confusing or unclear concepts encountered in reading (posted on Blackboard)	

Class	*Topics and Activities*	*Team Deliverables*	*Individual Deliverables*	*Required Reading*
5 Tues, Sep 4	• Individual RAT • Team RAT • RAT review • Article analysis review and discussion • Population health concept discussion and assignment • Individual 5-minute summary			• "Analyzing the Logic of an Article" • "Outbreak at Watersedge: A Public Health Discovery Game" • Riegelman, *Public Health 101*: o Chapter 1 o Chapter 2 o Chapter 6 o Chapter 7 o Chapter 13
6 Thurs, Sep 6	• Lecture: Evidence-based public health • Individual 5-minute summary			
7 Tues, Sep 11	• Team article description presentations (5 min each team) • Article assignments • Individual 5-minute summary	Before class: • Two relevant and significant articles pertaining to population health (bring URLs to class)		
8 Thurs, Sep 13	• Teams work • Instructor-Team 1 conversation • Instructor-Team 2 conversation • Instructor-Team 3 conversation • Instructor-Team 4 conversation • Individual 5-minute summary			
9 Tues, Sep 18	• Teams work • Instructor-Team 5 conversation • Instructor-Team 6 conversation • Instructor-Team 7 conversation • Individual 5-minute summary			
10 Thurs, Sep 20	• Team SEE-I presentations (10 min each including Q&A) • Individual 5-minute summary	Before class: • SEE-I on population health concept (submitted in Blackboard)	Before midnight: • Assigned article analysis (submitted in Blackboard)	
Module 3: Health Equity				
No Class Mon, Sep 24	DUE DATE – NO CLASS		Before 6 PM: • Confusing or unclear concepts encountered in reading (posted on Blackboard)	
11 Tues, Sep 25	• Individual RAT • Team RAT • RAT review • Article analysis review and discussion • Health equity concept discussion and assignment • Individual 5-minute summary			• "10 Things to Know About Health" • "Backgrounders from the Unnatural Causes Health Equity Database" • Riegelman, *Public Health 101*: o Chapter 4 • Health Equity Quiz – Questions • Health Equity -- Answers
12 Thurs, Sep 27	• Movie: "Unnatural Causes" • Discussion • Individual 5-minute summary			

Class	Topics and Activities	Team Deliverables	Individual Deliverables	Required Reading
13 Tues, Oct 2	• Team article description presentations (5 min each team) • Article assignments • Individual 5-minute summary	Before class: • Two relevant and significant articles pertaining to health equity (bring URLs to class)		
14 Thurs, Oct 4	• Teams work • Instructor-Team 1 conversation • Instructor-Team 2 conversation • Instructor-Team 3 conversation • Instructor-Team 4 conversation • Individual 5-minute summary			
No Class Tues, Oct 9	FALL BREAK – NO CLASS			
15 Thurs, Oct 11	• Teams work • Instructor-Team 5 conversation • Instructor-Team 6 conversation • Instructor-Team 7 conversation • Individual 5-minute summary			
16 Tues, Oct 16	• Team SEE-I presentations (10 min each including Q&A) • Individual 5-minute summary	Before 8 AM: • SEE-I on health equity concept (submitted in Blackboard)	Before midnight: • Assigned article analysis (submitted in Blackboard)	
Module 4: Sustainability and Climate Change				
No Class Wed, Oct 17	DUE DATE – NO CLASS		Before 6 PM: • Confusing or unclear concepts encountered in reading (posted on Blackboard)	
17 Thurs, Oct 18	• Individual RAT • Team RAT • RAT review • Article analysis review and discussion • Sustainability and climate change concept discussion and assignment • Individual 5-minute summary			• Costello, et al., "Managing the health effects of climate change" • Barnett , "Environmental Issues: Louisville, Kentucky" • Riegelman, *Public Health 101*: o Chapter 8
18 Tues, Oct 23	• Lecture: Guest speaker, Robert Jacobs, PhD, Professor, Dept. of Environmental and Occupational Health Sciences • Individual 5-minute summary			
19 Thurs, Oct 25	• Team article description presentations (5 min each team) • Article assignments • Individual 5-minute summary	Before class: • Two relevant and significant articles pertaining to sustainability and climate change (bring URLs to class)		
20 Tues, Oct 30	• Teams work • Instructor-Team 1 conversation • Instructor-Team 2 conversation • Instructor-Team 3 conversation • Instructor-Team 4 conversation • Individual 5-minute summary			

Class	*Topics and Activities*	*Team Deliverables*	*Individual Deliverables*	*Required Reading*
21 Thurs, Nov 1	• Teams work • Instructor-Team 5 conversation • Instructor-Team 6 conversation • Instructor-Team 7 conversation • Individual 5-minute summary			
No Class Tues, Nov 6	ELECTION DAY – NO CLASS			
22 Thurs, Nov 8	• Team SEE-I presentations (10 min each including Q&A) • Individual 5-minute summary	Before midnight: • SEE-I on sustainability and climate change concept (submitted in Blackboard)	Before midnight: • Assigned article analysis (submitted in Blackboard)	
Module 5: The Public Health Enterprise				
No Class Mon, Nov 12	DUE DATE – NO CLASS		Before 6 PM: • Confusing or unclear concepts encountered in reading (posted on Blackboard)	
23 Tues, Nov 13	• Individual RAT • Team RAT • RAT review • Article analysis review and discussion • The public health enterprise concept discussion and assignments • Individual 5-minute summary			• Riegelman, *Public Health 101*: o Chapter 3 o Chapter 5 o Chapter 9 o Chapter 10 o Chapter 11 o Chapter 12 • Hart, "Describing the Local Public Health Workforce: Workers who Prevent, Promote, and Protect the Nation's Health."
24 Thurs, Nov 15	• Lecture: LaQuandra Nesbitt, MD, MPH, Director, Louisville Metro Dept. of Public Health and Wellness • Individual 5-minute summary			
25 Tues, Nov 20	• Team article description presentations (5 min each team) • Article assignments • Individual 5-minute summary	Before class: • Two to four relevant and significant articles pertaining to the public health enterprise (bring URLs to class)		
No Class Thurs, Nov 22	THANKSGIVING – NO CLASS			
26 Tues, Nov 27	• Teams work • Instructor-Team 1 conversation • Instructor-Team 2 conversation • Instructor-Team 3 conversation • Instructor-Team 4 conversation • Individual 5-minute summary			
27 Thurs, Nov 29	• Teams work • Instructor-Team 5 conversation • Instructor-Team 6 conversation • Instructor-Team 7 conversation • Individual 5-minute summary			

Class	Topics and Activities	Team Deliverables	Individual Deliverables	Required Reading
28 Tues, Dec 4	• Team SEE-I presentations (10 min each including Q&A) • Individual 5-minute summary	Before midnight: • SEE-I on the public health enterprise concept (submitted on Blackboard)	Before midnight: • Assigned article analysis (submitted in Blackboard)	
		Final Paper		
No Class Finals Wed, Dec 12	DUE DATE – NO CLASS		Before midnight: • Final paper (submitted in Blackboard)	

Course Materials

Blackboard

The primary mechanism for communication in this course, other than class meetings, is UofL's Blackboard system at http://ulink.louisville.edu/ or http://blackboard.louisville.edu/. Instructors use Blackboard to make assignments, provide materials, communicate changes or additions to the course materials or course schedule, and to communicate with students other aspects of the course. It is imperative that students familiarize themselves with Blackboard, check Blackboard frequently for possible announcements, and make sure that their e-mail account in Blackboard is correct, active, and checked frequently.

Blackboard is utilized for the following course activities:

- Announcements and email communication
- i>clicker registration (optional)
- Entry of confusing and unclear concepts encountered in reading (anonymous optional)
- Article analysis submission
- Team formation questionnaire

for team activities:

- Team email
- Team discussion board
- Team tasks
- Submission of team assignments

and for accessing the following information:

- Syllabus
- Faculty information
- Course and class documents (see Prepared Materials Used by Instructors, below)
- Grade book

Required Questionnaire

Teams are formed by the instructor based on a short learning preference questionnaire. It is not a personality test; it is designed to find out how you prefer to learn and interact in learning. The questionnaire is done online in Blackboard, and the results are confidential and destroyed after being used for team formation.

The questionnaire must be completed and submitted before 12 noon the day after the first class. Students are notified by email about the opportunity to do the questionnaire prior to the first class.

Extra-credit opportunity: Students who submit the questionnaire before the first class receive 0.5 points of extra-credit added to their final score, which is out of 100. Students who submit the questionnaire before 12 noon the day after the first class receive 0.25 points of extra-credit added to their final score. Students who do not submit a questionnaire, which is essential for rational team formation, are hurting both themselves and their classmates.

Required Text

Richard Riegelman. *Public Health 101: Healthy People–Healthy Populations*. Jones and Bartlett, 2010.

Other Required Reading

Module 1: Critical Thinking

Richard Paul and Linda Elder. *The Miniature Guide to Critical Thinking: Concepts and Tools, 6th Edition*. The Foundation for Critical Thinking, 2009. ["*The Mini-Guide*" is provided **free** by the Delphi Center, with hardcopies distributed in class and an electronic version available in Blackboard.]

Gerald Nosich. "Getting Started with Critical Thinking: Clarifying with SEE-I." from Nosich, G. M. (2009). *Learning to Think Things Through: A Guide to Critical Thinking Across the Curriculum. 3rd Ed.*, 2009. Upper Saddle River, N.J.: Pearson Publishers, pp. 33-38. https://sharepoint.louisville.edu/sites/sphis/acprogs/ph101/pubs/SEE-I%20Process.pdf

Richard Paul and Linda Elder. "How Good a Student Are You?" from *The Thinker's Guide for Students on How to Study & Learn a discipline using critical thinking concepts & tools.* Foundation for Critical Thinking Press, 2011, pp. 16-17.

Module 2: Population Health

"Analyzing the Logic of an Article," adapted from Foundation for Critical Thinking, "How to Study and Learn (Part Three)," Criticalthinking.org, 2011. https://sharepoint.louisville.edu/sites/sphis/acprogs/ph101/pubs/Analyzing%20the%20Logic%20of%20an%20Article.pdf

Module 3: Health Equity

California Newsreel. "Backgrounders from the Unnatural Causes Health Equity Database." www.unnatural causes.org, 2008. http://www.unnaturalcauses.org/assets/uploads/file/primers.pdf

California Newsreel. "10 Thing to Know About Health." www.unnatural causes.org, 2008. http://www.unnaturalcauses.org/assets/uploads/file/10things.pdf

Module 4: Sustainability and Climate Change

Russell A. Barnett. "Environmental Issues: Louisville, Kentucky." Private communication, 2011. https://sharepoint.louisville.edu/sites/sphis/acprogs/ph101/pubs/LOUTOUR.pdf

Module 5: The Public Health Enterprise

Alexandra Hart. "Describing the Local Public Health Workforce: Workers who Prevent, Promote, and Protect the Nation's Health." National Association of County and City Health Officials, May 2011. http://www.naccho.org/topics/workforce/upload/LPHWorkforce.pdf

Required Equipment

i>Clicker, optionally registered for the course in Blackboard.

Prepared Materials Used by Instructors

Materials used by instructors in class are available to students via Blackboard no later than 24 hours following the class. These may include outlines, citations, slide presentations, and other materials. There is no assurance that the materials include everything discussed in the class.

Course Policies

Student Responsibilities

- Students read the required materials prior to each class to prepare for class work and discussions.
- Students are contributing members of their team. The team supports its members.
- Students participate by attending every class and by taking responsibility for course material when attendance is impossible. Participation means active engagement in class discussions, assignments, and team activities.
- Attendance is not taken since each class either has a five-minute summary.
    - There is no way to make up a missed RAT. A student should arrange for a make-up activity (usually a SEE-I on a relevant concept) as early as possible prior to the RAT or after the RAT is missed if prior notice is not possible. The student must arrange for official, signed documentation for a valid reason from a person involved in the situation to be delivered to the instructor. This is required not as a matter of distrust but of fairness to all students. Valid reasons, with accepted official source(s) in parentheses, include sickness or injury (physician), giving birth (physician, midwife), and death or serious sickness or injury in the immediate family (funeral director, clergyperson). For any other reason or documentation source, the student must seek approval of instructor, which may be withheld at the instructor's sole and unreviewable discretion.
    - There is no way to make up a missed 5-minute summary (see five-minute class summaries for evaluation details with regard to absences or failure to hand in as required).
- Students act with integrity and treat each other with respect and courtesy. This includes not giving another person your password for accessing Blackboard.
- Students abide by the policy for academic honesty (see below under Other Policies). Examples of violations of academic honesty are plagiarism, authoring another student's assignment, having another person author your assignment, and fabrication of reasons for tardy submission of assignments.
- In all course activities, students apply the intellectual standards, especially clarity, relevance, significance, completeness, and logic (at a minimum).

- Students apply the information and guidance in *The Mini-Guide* in class discussions and components of student evaluation (see next section).
- Students are responsible for and may be evaluated on anything in the assigned reading, anything in class presentations and discussions, and anything that can be extracted or extended from these sources using critical thinking and fundamental and powerful concepts.

Student Evaluation

Evaluation is based on the assessment of five intellectual standards: clarity, relevance, significance, completeness, and logic (see Intellectual Standards, below).

The components of student evaluation are:

1. Five-minute summaries (10% of final grade). At the end of each class, each student has *five minutes* to write a summary of the class that addresses the following question:

   "What is the most important point about public health you learned in today's class?"

   There are 28 classes with five-minute summaries, each with a maximum score of 20. The final score for this component is the average of the 25 highest scores for the student; the lowest three scores are discarded. If a student does not hand in a five-minute summary after a class, he or she receives a 0 for the class's five-minute summary.

   Adjustments are made if a five-minute summary is canceled by the instructor or if a student has an excused absence for a class and misses a five-minute summary. The number of excluded summaries for each student is adjusted such that it maintains its original ratio to the total number of possible summaries for the student. Example: A student has an excused absence for one class and the instructor cancels the five-minute summary for another class, resulting in 26 possible summaries instead of 28. The number of excluded summaries is (3x26)/28 = 2.79. To calculate the final score for the student's summaries, the scores for the two lowest-scoring summaries plus the score of the third lowest multiplied by 0.79 are subtracted from the total of all summary scores for the student. The result is divided by 28-2.77 = 25.23 to get the average and final score.

   Each five-minute summary is evaluated using the following rubric (see also Intellectual Standards, below):

Rubric for Evaluating Five-Minute Summary								
Item	***4 Exceeds Standard***	***3 Meets Standard***	***2 Partially Meets Standard***	***1 Does Not Meet Standard***	***0 Fails to Try***	***Score***	***x Wt =***	***Points***
What is the most important point about public health you learned in today's class?	***CLARITY***							
	Polished crystal	Clear	Slightly hazy	Completely cloudy	Nothing to consider		2.0	
	RELEVANCE							
	Bull's-eye	On-target	Edge of target	Off-target	Nothing to consider		1.5	
	SIGNIFIANCE							
	Jackpot	Significant	Some but limited value	Inconsequential	Nothing stated		1.5	
Summary score = ∑ (item scores for standards x weight) (maximum of 20)						**Summary score =**		

2. Readiness assessment tests (RATs) (20% of final grade). A RAT is given at the beginning of each of the five course modules to assess whether, after doing the reading, students and teams are ready to proceed with the module. A RAT is short, multiple-choice, tests the learning level for key concepts and facts, and has a maximum score of 100. A RAT is first taken by each student (closed-book, no discussion), and then the same RAT is taken by each team (closed-book, team discussion). Fifty percent of a student's score on a RAT is his or her individual score and 50% is his or her team's score. Everyone on a team who turns in an individual RAT gets the same team score.

   If a student misses a RAT for valid reason (see Student Responsibilities, above), he or she must arrange with the instructor for a make-up activity. This activity is usually a SEE-I on a concept relevant to the missed RAT assigned by the instructor, along with a due date and a scoring method. The make-up activity score is the entire score for the missed RAT.

3. Team SEE-I (30% of final grade). In each of the five course modules, each team develops, submits, and presents a SEE-I on a concept relevant to the module and assigned by the instructor.

   The list of potential SEE-I concepts in a module comes from two sources:

   - Course archives (including the instructor's experiences)
   - Confusing or unclear concepts encountered in the reading, entered by students in the Blackboard discussion board forum named "Confusing or Unclear Concepts from Reading" (shortcut in red main course menu), and selected by the instructor.

   Assignment of concepts to teams is done by the instructor following a class discussion about the listed concepts during which teams may advocate for a specific concept. At the conclusion of the discussion, the instructor assigns one concept from the list to each team as the subject of its SEE-I.

   Extra credit opportunity: A student who enters a confusing or unclear concept that is not submitted anonymously under the rules below, is selected by the instructor for consideration, and is assigned to a team for a SEE-I receives 0.25 extra credit points.

Rules for Extra Credit for Confusing or Unclear Concepts from Reading
• Enter confusing or unclear concepts you encounter in the reading in the thread corresponding to the module. You may post these anonymously or not in one or more postings. • Anonymous posts are not eligible for extra credit. • If your post includes your identity and you post more than two confusing or unclear concepts, regardless of the number of postings, in order to qualify for extra credit you must identify at most two concepts you'd like to try for extra credit with. You can do this in a later posting provided you have not already identified two in previous postings. • The same or a similar concept submitted by more than one student for extra credit consideration are credited to the student with the earliest posting that included identification of the concept for extra credit consideration. • Extra credit is awarded at 0.25 points added to the student's final score (out of 100) for each concept selected for use in one of the five team SEE-Is. Thus the maximum extra credit a student can get is 2 concepts in 5 SEE-Is at 0.25 points, or 2.5 points.

Briefly, a SEE-I is a method for exploring and describing a concept. The acronym stands for:

S = State the concept in at most two sentences.
E = Elaborate on the concept in your own words.
E = Exemplify the concept with examples and, if useful, counter-examples.
I = Illustrate the concept by analogy with a metaphor, drawing, diagram, or picture that is not directly related to the concept.

See Other Required Reading, Module 1, above, for an article on the SEE-I method.

Scoring of a team SEE-I comprises two parts:

- A written document *using the SEE-I template* submitted as a team assignment in Blackboard (80% of score)
- A short, at most 10-minute presentation by the team about the concept using the SEE-I, which is displayed on the classroom projector screen by the instructor (20% of score)

Score improvement opportunity (with a risk): A team that believes it can do better on the SEE-I it submitted on time and received a document score of *less than 72* (<90%) may enter the team SEE-I repechage (French for "second chance"). Here's how the repechage works:

(1) The team notifies the instructor via the Blackboard repechage log *within 48 hours* after its SEE-I document score is posted.
(2) The instructor checks that the team score qualifies, adds a new repechage assignment in the team's assignments with a due date of *10 calendar days later before midnight*, and emails the team members of their entry in the repechage.
(3) Possible outcomes:

<table>
<tr><th colspan="6">Team SEE-I Repechage Scoring Decision Table</th></tr>
<tr><td>Team action</td><td colspan="4">submits revision</td><td>does not submit revision</td></tr>
<tr><td>Revision score (using same rubric)</td><td colspan="3">higher</td><td>same or lower</td><td rowspan="3">RISK</td></tr>
<tr><td>Number of teams in repechage</td><td colspan="2">2 or more</td><td>1</td><td rowspan="2"></td></tr>
<tr><td>Rank of increase of revision score*</td><td>1st</td><td>2nd or higher</td><td></td></tr>
<tr><td>Effect on team score for each team member</td><td>Revision score</td><td colspan="2">Average of original and revision scores</td><td>No change</td><td>Reduction of 2 points or 5% of score, whichever is less</td></tr>
</table>

* Rank of percentage increase of revision score over original score among all teams in repechage including ties (rounded to tenths of a percent)

The SEE-I document is evaluated using the following rubric (see also Intellectual Standards, below):

Rubric for Evaluating SEE-I Document								
Item	***4 Exceeds Standard***	***3 Meets Standard***	***2 Partially Meets Standard***	***1 Does Not Meet Standard***	***0 Fails to Try***	***Score***	***x Wt =***	***Points***
S = State the concept in at most two sentences.				***CLARITY***				
	Polished crystal	Clear	Slightly hazy	Completely cloudy	Nothing to consider		1.67	
				ACCURACY				
	The real deal!	Right on!	Are you sure?	That's just wrong!	Nothing to consider		1.67	
				LOGIC				
	Mastermind	Makes sense	Mostly makes sense	Doesn't make sense	Nothing to consider		1.67	
E = Elaborate on the concept in your own words.				***CLARITY***				
	Polished crystal	Clear	Slightly hazy	Completely cloudy	Nothing to consider		1.67	
				SIGNIFIANCE				
	Jackpot	Significant	Some but limited value	Inconsequential	Nothing to consider		1.67	
				LOGIC				
	Mastermind	Makes sense	Mostly makes sense	Doesn't make sense	Nothing to consider		1.67	
E = Exemplify the concept with examples and, if useful, counter-examples.				***CLARITY***				
	Polished crystal	Clear	Slightly hazy	Completely cloudy	Nothing to consider		1.67	
				ACCURACY				
	The real deal!	Right on!	Are you sure?	That's just wrong!	Nothing to consider		1.67	
				LOGIC				
	Mastermind	Makes sense	Mostly makes sense	Doesn't make sense	Nothing to consider		1.67	
I = Illustrate the concept by analogy with a metaphor, drawing, diagram, or picture that is not directly related to the concept.				***CLARITY***				
	Polished crystal	Clear	Slightly hazy	Completely cloudy	Nothing to consider		1.67	
				SIGNIFIANCE				
	Jackpot	Significant	Some but limited value	Inconsequential	Nothing to consider		1.67	
				LOGIC				
	Mastermind	Makes sense	Mostly makes sense	Doesn't make sense	Nothing to consider		1.67	
Raw SEE-I document score = ∑ (item scores for standards x weight) [maximum of 80])						**SEE-I document score =**		
Tardiness penalty = number of days late [up to maximum of 4] x 4						**Days late [max of 4] =**	**x -4**	
Final SEE-I document score = raw SEE-I document score – tardiness penalty						**Final SEE-I document score =**		

The SEE-I presentation is evaluated using the following rubric:

Rubric for Evaluating SEE-I Presentation								
Item	***4 Exceeds Standard***	***3 Meets Standard***	***2 Partially Meets Standard***	***1 Does Not Meet Standard***	***0 Fails to Try***	***Score***	***x Wt =***	***Points***
Presentation	***CLARITY***							
	Polished crystal	Clear	Slightly hazy	Completely cloudy	No show		1	
	ATTITUDE							
	Connects with audience	Relates to audience	Mostly relates to audience	Not involved with audience	No show		1	
	PRESENCE							
	Nearly charismatic	Present	Slightly distracted	Obviously nervous	No show		1	
	POISE							
	Confident	On solid ground	Somewhat hesitant	Insecure	No show		1	
	PARTICIPATION							
	4 presenters	3 presenters	2 presenters	1 presenter	No show		1	
SEE-I presentation score = ∑ (item scores for standards x weight) (maximum of 20) SEE-I presentation score =								

4. Individual article analysis with team support (30% of final grade). In each of Modules 2-5, each student reads an article relevant to the module's content, develops an analysis *using the article analysis form*, has his or her teammates review and comment to improve the analysis, and finally submits the analysis in Blackboard assignments.

   The collection of potential articles for student analysis in a module is developed as follows:

   - Each team identifies 2-4 articles with the following criteria:
     - Available electronically by URL
     - Relevant to one or more aspects of the module's topic
     - 1,000 to 1,500 words in length
     - Not overly technical
     - In English
     - From a newspaper, lay or professional journal or magazine, blog, web site, Wikipedia, or any other reasonable source with article URLs
   - In class, each team has five minutes to present brief descriptions of its articles, including at a minimum: (1) topic, (2) source, and (3) word count.
   - The instructor determines which of a team's articles are acceptable for consideration and also which are overtly frivolous (see below).
   - The class discusses and selects the number of articles equal to the maximum number of members in any one team. The instructor facilitates the discussion and selection to keep it friendly and time-efficient.
   - Each team determines which article is assigned to which member. A team may assign a given article to no more than one member. That is, each member of a team is assigned a different article.

Determination of frivolity: This is determined at the sole and unreviewable discretion of the instructor, who may seek non-binding input from the class or other persons present. In general, a frivolous article is one that is clearly presented to avoid the team penalty or gain extra credit by not meeting the above criteria, especially the module relevance criterion.

Motivation for a team to identify and present two non-frivolous articles: If a team presents only one non-frivolous article, each member of the team loses 5% off of his or her score for that module's article analysis. If a team presents no non-frivolous article, each member of the team loses 10% off of his or her score for that module's article analysis. In addition, team members so penalized are not eligible to enter the article analysis repechage.

Extra credit opportunity: Each member of a team that presents three non-frivolous articles in a module receives 0.25 extra credit points (out of 100 final points) and 0.5 extra credit points for four such articles.

Scoring of an individual article analysis with team support comprises two parts:

- The student's individual score on his or her analysis (80% of score)
- The average of the individual scores of other members of the student's team (20% of score)

Score improvement opportunity (with a risk): A student who believes he or she can do better on an article analysis he or she submitted on time, received a score of *less than 72* (<90%), and did not receive a team penalty for insufficient article count for the module (see above) may enter the article analysis repechage (French for "second chance"). Here's how the repechage works:

(1) The student notifies the instructor via the Blackboard repechage log *within 48 hours* after his or her article analysis score is posted.
(2) The instructor checks that the student's score qualifies, creates a new group for the student's repechage, adds a new repechage assignment in the new group's assignments with a due date of *10 calendar days later before midnight*, and emails the student of his or her entry in the repechage.
(3) Possible outcomes:

<table>
<tr><th colspan="12">Decision Table for Scoring Individual Article Analysis Repechage</th></tr>
<tr><td>Student action</td><td colspan="10">submits revision</td><td>does not submit revision</td></tr>
<tr><td>Revision score (using same rubric)</td><td colspan="9">higher</td><td>same or lower</td><td rowspan="3">RISK</td></tr>
<tr><td>Number of students in repechage</td><td colspan="2">22 or more</td><td colspan="2">15-21</td><td colspan="2">8-14</td><td colspan="2">2-7</td><td>1</td><td rowspan="2"></td></tr>
<tr><td>Rank of increase in revision score*</td><td>1st to 4th</td><td>5th or higher</td><td>1st to 3rd</td><td>4th or higher</td><td>1st or 2nd</td><td>2nd or higher</td><td>1st</td><td>2nd or higher</td><td></td></tr>
<tr><td rowspan="2">Effect on student's score</td><td>A</td><td>B</td><td>A</td><td>B</td><td>A</td><td>B</td><td>A</td><td>B</td><td>B</td><td rowspan="2">No change</td><td rowspan="2">Penalty of 2 points or 5% of score, whichever is less</td></tr>
<tr><td colspan="5">A Revision score</td><td colspan="4">B Average of original and revision scores</td></tr>
<tr><td>Effect on other team members' scores</td><td colspan="9">New score used in team support component</td><td colspan="2">None</td></tr>
</table>

* Rank of percentage increase of revision score over original score among all teams in repechage including ties (rounded to tenths of a percent)

An article analysis consists of completing the following template[2], *using the article analysis form*:

0. Title: _____

   Author: _____

1. The main point of the article is _____.

   [State as accurately as possible what the article is about, which may be or include the author's purpose, goal, question, or other motivation for writing the article. (20% of score)]

2. The key question that the author is addressing is _____.

   (Figure out the key question that was in the mind of the author when s/he wrote the article. In other words, what is the key question that the article addresses?)

3. The most important information in the article is _____.

   [Figure out the facts, experiences, and data the author is using to support his or her conclusions. (20% of score)]

4. The main inferences/conclusions in the article are _____.

   [Identify the key conclusions the author comes to and presents in the article. (20% of score)]

5. (a) If we take this line of reasoning seriously, the implications are _____.

   [What consequences are likely to follow if people take the author's reasoning seriously? (10% of score)]

   (b) If we fail to take this line of reasoning seriously, the implications are _____.

   [What consequences are likely to follow if people ignore the author's reasoning? (10% of score)]

6. The question(s) I have after reading the article is (are) _____.

   [What question(s) is (are) raised or implied by the author or inferred by you but not answered or addressed? (20% of score)]

While no specific length is required for an analysis or any of its components, evaluation includes the intellectual standards of clarity and relevance, both of which greatly benefit from conciseness. Students should not expect length *per se* to be rewarded.

The article analysis is due and electronically submitted in Blackboard as indicated in Course Topics and Schedule. For each day or part thereof the paper is late, five points are deducted from the final essay score up to a maximum of 20 points (out of 100).

[2] Adapted from *The Mini-Guide*, p. 11.

The rubric for evaluating an article analysis is (see also Intellectual Standards, below):

Rubric for Evaluating Article Analysis								
Item	***4 Exceeds Standard***	***3 Meets Standard***	***2 Partially Meets Standard***	***1 Does Not Meet Standard***	***0 Fails to Try***	***Score***	***x Wt =***	***Points***
1. Main point of the article (20%)	***CLARITY***							
	Polished crystal	Clear	A bit hazy	Too cloudy to see through	Nothing to consider		1.67	
	RELEVANCE							
	Bull's-eye	On-target	Edge of target	Off-target	Nothing to consider		1.67	
	SIGNIFICANCE							
	Jackpot	Significant	Some but limited value	Inconsequential	Nothing to consider		1.67	
2. Key question addressed by the article (20%)	***CLARITY***							
	Polished crystal	Clear	A bit hazy	Too cloudy to see through	Nothing to consider		1.67	
	RELEVANCE							
	Bull's-eye	On-target	Edge of target	Off-target	Nothing to consider		1.67	
	SIGNIFICANCE							
	Jackpot	Significant	Some but limited value	Inconsequential	Nothing to consider		1.67	
3. Most important information in the article (20%)	***CLARITY***							
	Polished crystal	Clear	Slightly hazy	Too cloudy to see through	Nothing to consider		1.33	
	RELEVANCE							
	Bull's-eye	On-target	Edge of target	Off-target	Nothing to consider		1.33	
	SIGNIFICANCE							
	Jackpot	Significant	Some but limited value	Inconsequential	Nothing to consider		1.33	
4. Main inferences / conclusions in the article (20%)	***CLARITY***							
	Polished crystal	Clear	Slightly hazy	Too cloudy to see through	Nothing to consider		1.33	
	RELEVANCE							
	Bull's-eye	On-target	Edge of target	Off-target	Nothing to consider		1.33	
	SIGNIFICANCE							
	Jackpot	Significant	Some but limited value	Inconsequential	Nothing to consider		1.33	
5a. Implications if the article is taken seriously (10%)	***CLARITY***							
	Polished crystal	Clear	Slightly hazy	Too cloudy to see through	Nothing to consider		0.67	
	RELEVANCE							
	Bull's-eye	On-target	Edge of target	Off-target	Nothing to consider		0.67	
	SIGNIFICANCE							
	Jackpot	Significant	Some but limited value	Inconsequential	Nothing to consider		0.67	

Rubric for Evaluating Article Analysis								
Item	***4 Exceeds Standard***	***3 Meets Standard***	***2 Partially Meets Standard***	***1 Does Not Meet Standard***	***0 Fails to Try***	***Score***	***x Wt =***	***Points***
5b. Implications if the article is not taken seriously (10%)								
	CLARITY							
	Polished crystal	Clear	Slightly hazy	Too cloudy to see through	Nothing to consider		0.67	
	RELEVANCE							
	Bull's-eye	On-target	Edge of target	Off-target	Nothing to consider		0.83	
	SIGNIFICANCE							
	Jackpot	Significant	Some but limited value	Inconsequential	Nothing to consider		0.83	
6. Student's questions from reading the article (20%)								
	CLARITY							
	Polished crystal	Clear	Slightly hazy	Too cloudy to see through	Nothing to consider		1.33	
	RELEVANCE							
	Bull's-eye	On-target	Edge of target	Off-target	Nothing to consider		1.33	
	SIGNIFICANCE							
	Jackpot	Significant	Some but limited value	Inconsequential	Nothing to consider		1.33	
Individual score = ∑ (item scores for standards x weight) (maximum of 80.0)							**Preliminary score =**	
Team support score = Average of other team members' individual scores / 4 (max 20)							**Team support score =**	
Raw article analysis score = Individual score + Team support score (maximum of 100)							**Raw analysis score =**	
Tardiness penalty = number of days late [up to maximum of 4] x 5						**Days late [max of 4] =**	**x -5**	
Article analysis score = raw article analysis score – tardiness penalty							**Article analysis score =**	

5. Final paper (10% of final grade). Each student writes a three-page final paper with one page on each of the following areas of the public health enterprise:

   - Key events and accomplishments in the history of public health from antiquity up to today
   - Key functions and activities of today's public health enterprise
   - Key aspects of the organization and infrastructure of today's public health enterprise

   Format: three pages; one-inch margins all around (often not the software's default); single-spaced; Times New Roman font at 11 or 12 points.

   The final paper is expected to be done with professional style and appearance and to be an original work of the student. The content may be a mix of discussion and bulleted lists with the proportion of each determined by the student and not included in the assessment of the paper. References are not required and, if present, are not included in the page count.

   The paper is due and electronically submitted in Blackboard before midnight of the last day of final examinations. For each day or part thereof the paper is late, five points are deducted from the final essay score up to a maximum of 20 points (out of 100).

The rubric for evaluating the final paper is (see also Intellectual Standards, below):

Rubric for Evaluating Final Paper								
Section	***4 Exceeds Standard***	***3 Meets Standard***	***2 Partially Meets Standard***	***1 Does Not Meet Standard***	***0 Fails to Try***	***Section Score***	***x Wt =***	***Points***
Key events and accomplishments in the history of public health from antiquity up to today (25%)				***CLARITY***				
	Polished crystal	Clear	Slightly hazy	Too cloudy to see through	Nothing to consider		1.04	
				RELEVANCE				
	Bull's-eye	On-target	Edge of target	Off-target	Nothing to consider		1.04	
				ACCURACY				
	The real deal!	Right on!	Are you sure?	That's just wrong!	Nothing to consider		1.04	
				SIGNIFICANCE				
	Jackpot	Significant	Some but limited value	Inconsequential	Nothing to consider		1.04	
				COMPLETENESS				
	Cornucopia	Enough	Almost enough	Not enough	Nothing to consider		1.04	
				LOGIC				
	Mastermind	Makes sense	Mostly makes sense	Doesn't make sense	Nothing to consider		1.04	
Key functions and activities of today's public health enterprise (40%)				***CLARITY***				
	Polished crystal	Clear	Slightly hazy	Too cloudy to see through	Nothing to consider		1.67	
				RELEVANCE				
	Bull's-eye	On-target	Edge of target	Off-target	Nothing to consider		1.67	
				ACCURACY				
	The real deal!	Right on!	Are you sure?	That's just wrong!	Nothing to consider		1.67	
				SIGNIFICANCE				
	Jackpot	Significant	Some but limited value	Inconsequential	Nothing to consider		1.67	
				COMPLETENESS				
	Cornucopia	Enough	Almost enough	Not enough	Nothing to consider		1.67	
				LOGIC				
	Mastermind	Makes sense	Mostly makes sense	Doesn't make sense	Nothing to consider		1.67	

Rubric for Evaluating Final Paper								
Section	**4 Exceeds Standard**	**3 Meets Standard**	**2 Partially Meets Standard**	**1 Does Not Meet Standard**	**0 Fails to Try**	**Section Score**	**x Wt =**	**Points**
Key aspects of the organization and infrastructure of today's public health enterprise (35%)	***CLARITY***							
	Polished crystal	Clear	Slightly hazy	Too cloudy to see through	Nothing to consider		1.46	
	RELEVANCE							
	Bull's-eye	On-target	Edge of target	Off-target	Nothing to consider		1.46	
	ACCURACY							
	The real deal!	Right on!	Are you sure?	That's just wrong!	Nothing to consider		1.46	
	SIGNIFICANCE							
	Jackpot	Significant	Some but limited value	Inconsequential	Nothing to consider		1.46	
	COMPLETENESS							
	Cornucopia	Enough	Almost enough	Not enough	Nothing to consider		1.46	
	LOGIC							
	Mastermind	Makes sense	Mostly makes sense	Doesn't make sense	Nothing to consider		1.46	
Raw final paper score = ∑ (item scores for standards x weight) [maximum of 100]						**Raw final paper score =**		
Tardiness penalty = number of days late [up to maximum of 4] x 5						**Days late [max of 4] =**	**x -5**	
Final paper score = raw final paper score – tardiness penalty							**Final paper score =**	

Grading

The components of student evaluation are weighted as follows:

1. Five-minute summaries 10% (highest scoring 25 of 28 summaries)
2. Readiness assessment tests 20% (five, first at 2.22%, rest at 4.44%)
3. Team SEE-Is 30% (five, each at 6%)
4. Individual article analyses 30% (four, each at 7.5%)
5. Final paper 10%

Grading is on ABCDF+/- basis.

Calculation of Final Grade					
Evaluation Component	**Scoring Methodology**	**Maximum Score**	**Actual Score**	**x Weight =**	**Points**
1. Five-minute summaries	See rubric; average of highest scoring *n* summaries (*n* adjusted in ratio 25 of 28)	20		x 0.5 =	
2. Readiness assessment tests	(RAT 1 score + 2*(sum of RAT 2-5 scores)) / 9	100		x 0.2 =	
3. Team SEE-Is	See rubric; average of five SEE-Is	100		x 0.3 =	
Team SEE-I repechage	See repechage details				
4. Individual article analyses	See rubric; average of four analyses	100		x 0.3 =	
Article analysis repechage	See repechage details				
5. Final paper	See rubric	100		x 0.1 =	

Calculation of Final Grade						
Evaluation Component		**Scoring Methodology**	**Maximum Score**	**Actual Score**	**x Weight =**	**Points**
Extra credit	Team formation questionnaire	1 point for submission before 1st class; 0.5 if before due date and time; see details	1		x 1.0 =	
	Confusing or unclear concepts from reading	0.25 points for each concept assigned; see details	2.5		x 1.0 =	
	Extra articles for analyses	0.25 points for each article accepted; see details	2		x 1.0 =	
Final points = ∑ (actual component score x weight) [maximum of 104.5]					**Final points =**	

Final Grade	Final Points	Final Grade	Final Points
A+	98-103	C	73-|77
A	93-|98	C-	70-|73
A-	90-|93	D+	67-|70
B+	87-|90	D	63-|67
B	83-|87	D-	60-|63
B-	80-|83	F	0-|60
C+	77-|80		

Note: The symbol -| indicates "up to but not including"; for example, 93-|98 indicates "93 up to but not including 98" or equivalently "greater than or equal to 93 and less than 98."

Intellectual Standards

There are many intellectual standards that are essential attributes of critical thinking and critical thinkers (see *The Mini-Guide*). The course focuses on the following standards, listed along with their definitions, related terms, opposites, and assessments:

Intellectual Standards and Their Meanings and Assessments[3]					
Std	***Parallels***	***Opposites***	***Assessment***	***Rubric Phrase***	***Std***
Clarity	Definition: Understandable, the meaning can be seen and grasped; to free from confusion or ambiguity, to remove obscurities.				***Clarity***
	Clear Straightforward Obvious Perceptible Transparent Unambiguous Explicit Well-defined	Unclear Vague Obscure Incomprehensible Cloudy Ambiguous Fuzzy Foggy	4 Exceeds Standard	Polished crystal	
			3 Meets Standard	Clear	
			2 Partially Meets Standard	Slightly hazy	
			1 Does Not Meet Standard	Too cloudy to see through	
Relevance	Definition: Bearing upon or relating to the matter at hand; implies a close and logical relationship with, and importance to, the matter under consideration.				***Relevance***
	Relevant Pertinent Apposite Cogent Suitable Useful Germane Applicable Fitting	Irrelevant Impertinent Immaterial Unrelated Inapplicable Extraneous Peripheral Unconnected	4 Exceeds Standard	Bull's-eye	
			3 Meets Standard	On-target	
			2 Partially Meets Standard	Edge of target	
			1 Does Not Meet Standard	Off-target	
Accuracy	Definition: Condition or quality of being true, correct, or exact; freedom from error or defect; precision or exactness; correctness.				***Accuracy***
	Accurate True Definitive Credible Reliable Correct Factual Verifiable Undisputable	Inaccurate Questionable Wrong Incorrect Mistaken Faulty Doubtful Erroneous Flawed	4 Exceeds Standard	The real deal!	
			3 Meets Standard	Right on!	
			2 Partially Meets Standard	Are you sure?	
			1 Does Not Meet Standard	That's just wrong!	
Significance	Definition: Having importance and value, being of consequence; having considerable or substantial meaning and value.				***Significance***
	Significant Important Major Essential Crucial Vital Valuable Fundamental	Insignificant Unimportant Trivial Unessential Immaterial Inconsequential Valueless Negligible	4 Exceeds Standard	Jackpot	
			3 Meets Standard	Significant	
			2 Partially Meets Standard	Some but limited value	
			1 Does Not Meet Standard	Inconsequential	

[3] Adapted in *part* from Linda Elder and Richard Paul, *Intellectual Standards: The Words That Name Them and the Criteria That Define Them*, The Foundation for Critical Thinking, 2008.

Intellectual Standards and Their Meanings and Assessments[3]					
Std	***Parallels***	***Opposites***	***Assessment***	***Rubric Phrase***	***Std***
Completeness	Definition: Having everything that is needed, lacking nothing essential; to make whole or entire.				***Completeness***
	Complete Whole Entire Inclusive Comprehensive	Incomplete Partial Limited Deficient Inadequate	4 Exceeds Standard	Cornucopia	
			3 Meets Standard	Enough	
			2 Partially Meets Standard	Almost enough	
			1 Does Not Meet Standard	Not enough	
Logic	Definition: The parts make sense together, no contradictions; in keeping with the principles of sound judgment and reasonability.				***Logic***
	Logical Sensible Reasonable Consistent Sound Rational	Illogical Foolish Unreasonable Inconsistent Unsound Irrational	4 Exceeds Standard	Mastermind	
			3 Meets Standard	Makes sense	
			2 Partially Meets Standard	Mostly makes sense	
			1 Does Not Meet Standard	Doesn't make sense	

In the table, parallels are terms that are consistent with the intellectual standard, and opposites are terms that are the reverse of the meaning of the standard. Parallels and opposites are important for understanding the intellectual standard by providing additional words and phrases that aid in clarifying what is meant by the standard.

The table also presents how each intellectual standard is assessed. In order to portray the distinctions among assessment levels for a standard, rubric phrases are listed. These phrases are intended to convey commonplace analogies that illustrate the distinctions.

The use of these five standards in evaluation is additive and begins with clarity, relevance, and significance in the five-minute summaries, which proceed over the entire course. In any field, clarity is essential for thinking and communicating. Without clarity and the resultant comprehending ("seeing"), one can only proceed in ignorance ("blindly"). *"If I can't figure out what you're saying, I can't figure out whether you're saying anything worthwhile."*

In disciplines whose subject matter includes effecting change in populations through policy and monitoring, of which public health is one, relevance closely follows clarity in importance. When relevance is not attended to, people may be at risk and time and dollars are wasted. *"Thanks for telling me all about your grandfather during the 1918 Spanish flu pandemic, but can we please get back to figuring out whether we really have an outbreak of something and what the heck it is?!"*

Significance aims at the notions of urgency and importance. As with relevance, not paying attention to significance in public health activities risks people and wastes money by not focusing on priorities; however, something can be relevant but not significant. *"In the midst of an influenza outbreak, it's too late to focus on prevention; focus on control."*

The standards of accuracy and logic become part of evaluation with the SEE-I, which is aimed at the exploration and understanding of a concept. Doing so requires accuracy: if facts are wrong, ex-

ploration and understanding are doomed. *"We'll never figure out what's going on! Your reported timeline and incidence numbers are all wrong!"*

Logic is needed to put together accurate information in a way that is consistent with critical thinking, i.e., not fooling yourself. *"How can you justify predicting a Salmonella outbreak is likely soon based on our being 'overdue'?"*

Without completeness, the analysis of a public health situation may not include the information needed for formulating, selecting, and approving an optimal plan of action. And when the plan in incomplete, the chances of failure to achieve the intended outcome are usually dramatically increased. *"Before we spend over $5 million dollars on this plan, are there other options we ought to consider?"*

Student Learning Outcomes

At the end of the course, the successful student has achieved the following competencies at the level defined by the corresponding criteria sets and expectations. Students should note that assessment of student learning outcomes is a measure of the success of the course and instructor and not the students.

Goal:	**Explain and discuss the history and enterprise of public health [C2]**				
Competency	***Criteria Set***			***Rule***	***Standard***
	Measures				
	Gauge	***Threshold***	***Target***		
1) Describe the key features of the historical development of public health as a domain of specialized knowledge and public policy. [C1]	1) Relevant questions in Population Health RAT	Correct answers	80% of students	All	75% of students
	2) History section of final paper	3 or higher by rubric on each of relevance, accuracy, significance, and completeness	80% of students		
2) Distinguish between the concept of population health from medical, nursing, dental, and other health care activities. [C2]	1) Relevant questions in Public Health Enterprise RAT	Correct answers	90% of students		90% of students
3) Explain the concepts of prevention, detection, control of infectious and chronic conditions, health disparities, and global health. [C2]	1) Relevant questions in Population Health RAT	Correct answers	80% of students	All	75% of students
	2) Relevant questions in Health Equity RAT	Correct answers	80% of students		
	3) Relevant questions in Public Health Enterprise RAT	Correct answers	80% of students		
	4) Functions section of final paper	3 or higher by rubric on each of relevance, accuracy, significance, and completeness	80% of students		
4) Identify relationships among the impacts of behavior, socioeconomic status, and culture on health. [C4]	1) Relevant questions in Health Equity RAT	Correct answers	80% of students	All	75% of students
	2) Analysis of article on health equity	3 or higher by rubric on each of relevance, accuracy, significance, and completeness	80% of students		
5) Explain the impact and control of environmental factors on health. [C2]	1) Relevant questions in Sustainability and Climate Change RAT	Correct answers	80% of students	All	75% of students
	2) Analysis of article on health equity	3 or higher by rubric on each of relevance, accuracy, significance, and completeness	80% of students		

Goal:	Explain and discuss the history and enterprise of public health [C2]				
Competency	Criteria Set: Measures: Gauge	Measures: Threshold	Measures: Target	Rule	Standard
6) Explain the role of governmental and non-governmental institutions in shaping population health outcomes. [C2]	1) Relevant questions in Population Health RAT	Correct answers	80% of students	All	75% of students
	2) Relevant questions in Public Health Enterprise RAT	Correct answers	80% of students		

Goal:	Demonstrate and use basic principles for critical thinking. [C3]				
Competency	Criteria Set: Measures: Gauge	Measures: Threshold	Measures: Target	Rule	Standard
1) Assume responsibility as a contributing member of a team [A1]	1) Four instructor interviews with team	No negative comments on student's participation by other team members	3 of 4 interviews	All	90% of students
	2) Four instructor interviews with team	Positive statements by student about team and participation	3 of 4 interviews		
2) Demonstrate intellectual standards of clarity, relevance, accuracy, significance, completeness, and logic [C3]	1) Last three 5-minute summaries (total of 28)	Average of 3 or higher by rubric on each of clarity, relevance, and significance	75% of students	All	70% of students
	2) Last two article analyses (total of four)	Average 3 or higher by rubric on each of clarity, relevance, accuracy, significance, completeness, and logic	75% of students		
	3) Last two team SEE-Is (total of five)	Average 3 or higher by rubric on each of clarity, relevance, accuracy, significance, completeness, and logic	80% of students		
	4) Final paper	3 or higher by rubric on five of clarity, relevance, accuracy, significance, completeness, and logic	75% of students		

General Education Learning Outcomes

Social and behavioral sciences are concerned with understanding human behavior, human interactions, human environment, and the related social structures and forms. Students who satisfy this requirement ***demonstrate*** that they are able to do all of the following:

1. Communicate an understanding of how social science knowledge is established and how and why it changes over time.

   Outcome (specify how this course meets the outcome stated above)

   - Understand and describe the key features of the historical development of public health as a domain of specialized knowledge and public policy.
   - Analyze and differentiate the concept of population health from medical, nursing, dental, and other health care activities.
   - Evaluate the importance of cultural diversity in assessing health status and outcomes.
   - Understand and discuss the concepts of prevention, detection, control of infectious and chronic conditions, health disparities, and global health.

   Assessment (means of assessment such as essays, quizzes, tests, homework, journals, group projects, class discussion, research papers, field work, service learning, independent study, etc.)

   - Five-minute summaries (critical thinking, effective communication; see description and rubric in syllabus)
   - Examinations (understanding of issues of cultural diversity included in exams 2 and 3 based on readings and discussions in classes 12-18 and 20-28, respectively)
   - Essay (critical thinking, effective communication; see description and rubric in syllabus)
   - Journal (critical thinking, effective communication, understanding of issues of cultural diversity; see description and rubric in syllabus)
2. Evaluate evidence and apply it to solving problems through social science methods.

   Outcome (specify how this course meets the outcome stated above)

   - Understand and discuss the concepts of prevention, detection, control of infectious and chronic conditions, health disparities, and global health.
   - Apply the basic principles of epidemiology.
   - Analyze the impact of behavior, socioeconomic status, and culture on health.
   - Evaluate the importance of cultural diversity in assessing health status and outcomes.
   - Understand and describe the impact and control of environmental factors on health.

   Assessment (means of assessment such as essays, quizzes, tests, homework, journals, group projects, class discussion, research papers, field work, service learning, independent study, etc.)

   - Examinations (understanding of issues of cultural diversity included in exams 1, 2, and 3 based on readings and discussions in classes 1-10, 12-18, and 20-28, respectively)
   - Essay (critical thinking, effective communication; see description and rubric in syllabus)

- Journal (critical thinking, effective communication, understanding of issues of cultural diversity; see description and rubric in syllabus)

3. Communicate an understanding of a body of social science knowledge and its disciplinary perspective.

   Outcome (specify how this course meets the outcome stated above)

   - Formulate what it means to foster a healthy society both locally and globally.
   - Analyze and differentiate the concept of population health from medical, nursing, dental, and other health care activities.
   - Evaluate the importance of cultural diversity in assessing health status and outcomes.
   - Understand and discuss the concepts of prevention, detection, control of infectious and chronic conditions, health disparities, and global health.

   Assessment (means of assessment such as essays, quizzes, tests, homework, journals, group projects, class discussion, research papers, field work, service learning, independent study, etc.)

   - Examinations (understanding of issues of cultural diversity included in exams 1, 2, and 3 based on readings and discussions in classes 1-10, 12-18, and 20-28, respectively)
   - Essay (critical thinking, effective communication; see description and rubric in syllabus)
   - Journal (critical thinking, effective communication, understanding of issues of cultural diversity; see description and rubric in syllabus)

Other Policies

Expected Student Effort Out of Class

Students are expected to spend an average at least 2-1/2 hours per week per credit hour on the course exclusive of class time. This time includes but is not limited to reading, research, preparations for class, team or group meetings (electronic or otherwise), and course deliverables.

Syllabus Revision

The course director reserves the right to modify any portion of this syllabus. A best effort is made to provide an opportunity for students to comment on a proposed change before the change takes place.

Inclement Weather

This course adheres to the University's policy and decisions regarding cancellation or delayed class schedules. Adjustments are made to the class schedule as necessary to take into account any delays or cancellations of this class. Local television and radio stations broadcast University delays or closings. The UofL web site (www.louisville.edu) and telephone information line (502-852-5555) also broadcast delays or closings.

Grievances

A student who has grievances regarding the course should seek to have the matter resolved through informal discussion and through administrative channels, such as the course director, chair of the course's department, associate dean for student affairs, and university grievance officer. If the issue remains unresolved, the student may file a formal grievance. More information is located at Summary of SPHIS Student Academic Grievance Procedure in Student Academic Grievance Committee (https://sharepoint.louisville.edu/sites/sphis/cbg/sagc/).

Disabilities

In accordance with the Americans with Disabilities Act, students with bona fide disabilities are afforded reasonable accommodation. The Disability Resource Center certifies a disability and advises faculty members of reasonable accommodations. More information is located at http://louisville.edu/disability.

Academic Honesty

Students are required to comply with the academic honesty policies of the university and School of Public Health and Information Sciences. These policies prohibit plagiarism, cheating, and other violations of academic honesty. More information is located at https://sharepoint.louisville.edu/sites/sphis/policies.

Course instructors use a range of strategies (including plagiarism-prevention software provided by the university) to compare student works with private and public information resources in order to identify possible plagiarism and academic dishonesty. Comparisons of student works require students to submit electronic copies of their final works to the plagiarism-prevention service. The service delivers the works to instructors along with originality reports detailing the presence or lack of possible problems. The service retains copies of final works and may request students' permission

to share copies with other universities for the sole and limited purpose of plagiarism prevention and detection.

In addition instructors provide the opportunity for students to submit preliminary drafts of their works to the service to receive reports of possible problems. Such reports are available only to the submitting student. Copies of preliminary drafts are not retained by the service.

Continuity of Instruction Plan

A plan for continuity of instruction for this course has been developed and published. All plans are available at https://sharepoint.louisville.edu/sites/sphis/do/aa/coip. Continuity of instruction plans provide guidance for how instruction may be modified to lessen disruption by events that affect transportation, communication, or personal interaction. Such events may be weather-related (e.g., floods, blizzards, tornados), health-related (e.g., epidemics), or other widespread occurrences or threats.

Additional Policy Information

Additional policy information is available in the following:

SPHIS Catalog (https://sharepoint.louisville.edu/sites/sphis/do/aa)

SPHIS Policies and Procedures (https://sharepoint.louisville.edu/sites/sphis/policies)

UofL Graduate Catalog (http://louisville.edu/graduatecatalog)

Appendix 1

PHPH-101 Introduction to Public Health

Gantt Chart of Course Schedule, Deliverables, Class Activities, Team Work, Individual Work, and Reading

Color Legend

- Individual deliverable
- Team deliverable
- Team deliverable with extra-credit opportunity
- Individual extra-credit opportunity
- Reading

Class	Topics and Activities	Teams: Deliverables Due	Teams: Outside Work Before Next Class	Individuals: Deliverables Due	Individuals: Outside Work Before Next Class	Individuals: Reading for Next Module
Module 0: Course Introduction						
1 **Tues, Aug 21**	*Who? / What? / Time?* Class Instructor — What is public health? — 20 min Purpose of course Central course question Teams and formation Team formation questionnaire — 50 min Grading 5-minute summaries Blackboard Individuals — 5-minute summary — 5 min				**After Class 1** **Team formation questionnaire (if not already done)** 1 day **Confusing or unclear concepts encountered in reading** 1.33 days	• **Paul and Elder, *Mini-Guide*** Pages: 24 (including back of front cover!) • **SEE-I description** Pages: 4 • **"How Good a Student Are You?"** Pages: 1 26 pages 2 days
Module 1: Critical Thinking						
No Class Wed, Aug 22	**DUE DATE – NO CLASS**			**Before noon:** • **Team formation questionnaire (done on and submitted in Blackboard)**	**Before noon**	
				Before 6 PM: • **Confusing or unclear concepts encountered in reading (posted on Blackboard)**	**Before 6 PM**	
Module 1: Critical Thinking (cont.)						Before Class 2

Class	Topics and Activities	Teams: Deliverables Due	Teams: Outside Work Before Next Class	Individuals: Deliverables Due	Individuals: Outside Work Before Next Class	Individuals: Reading for Next Module
Module 1: Critical Thinking (cont.)						
2 **Thurs, Aug 23**	*Who? / What? / Time?* Individuals RAT 5 min Teams RAT 5 min Class RAT review 10 min Class Critical thinking concept discussion and assignment 25 min Instructor SEE-I review and discussion 25 min Individuals 5-minute summary 5 min		**After Class 2** **SEE-I on assigned critical thinking concept** 7 days		**After Class 2** **Confusing or unclear concepts encountered in reading** 12 days	• **"Analyzing the Logic of an Article"** Pages: 3 • **"Outbreak at Watersedge: A Public Health Discovery Game"** Time: variable by student • **Riegelman, *Public Health 101*:** o **Chapter 1** (10) o **Chapter 2** (16) o **Chapter 6** (9) o **Chapter 7** (9) o **Chapter 13** (10) Pages: 54 57 pages 12 days
3 **Tues, Aug 28**	*Who? / What? / Time?* Instructor Biology of Critical Thinking 70 min Individuals 5-minute summary 5 min					
No Class Wed, Aug 29	**DUE DATE – NO CLASS**	**Before midnight:** • **SEE-I on assigned critical thinking concept (submitted in Blackboard)**	**Before midnight**			
4 **Thurs, Aug 30**	*Who? / What? / Time?* Teams SEE-I presentations (8 min each incl. Q&A) 70 min Individuals 5-minute summary 5 min					
Module 2: Population Health						
No Class Labor Day Mon, Sep 3	**DUE DATE – NO CLASS**			**Before 6 PM:** • **Confusing or unclear concepts encountered in reading (posted on Blackboard)**	**Before 6 PM**	
Module 2: Population Health (cont.)						**Before Class 5**
5 **Tues, Sep 4**	*Who? / What? / Time?* Individuals RAT 10 min Teams RAT 10 min Class RAT review 15 min Class Population health concept discussion and assignment 20 min Instructor Article analysis review and discussion 15 min Individuals 5-minute summary 5 min		**After Class 5** **Two relevant and significant articles pertaining to population health** 7 days **SEE-I on assigned population health concept** 16 days		**After Class 5** **Confusing or unclear concepts encountered in reading** 20 days	• **"10 Things to Know About Health"** Pages: 2 • **"Backgrounders from the Unnatural Causes Health Equity Database"** Pages: 20 • **Riegelman, *Public Health 101*:** o **Chapter 4 (10)**

Class	Topics and Activities	Teams		Individuals		
		Deliverables Due	Outside Work Before Next Class	Deliverables Due	Outside Work Before Next Class	Reading for Next Module
Module 2: Population Health (cont.)						
6 Thurs, Sep 6	Who? / What? / Time? Instructor — Evidence-Based Population Health — 70 min Individuals — 5-minute summary — 5 min					
7 Tues, Sep 11	Who? / What? / Time? Teams — Article descriptions (5 min each) — 40 min Class — Article assignments — 30 min Individuals — 5-minute summary — 5 min	**Before Class 7:** • Two relevant and significant articles pertaining to population health (bring URLs to class)	**Before Class 7**		**After Class 7** **Analysis of assigned article** 10 days	
8 Thurs, Sep 13	Who? / What? / Time? Teams — Team work — 70 min Instructor — Team 1 conversation — 15 min Instructor — Team 2 conversation — 15 min Instructor — Team 3 conversation — 15 min Instructor — Team 4 conversation — 15 min Individuals — 5-minute summary — 5 min					
9 Tues, Sep 18	Who? / What? / Time? Teams — Team work — 60 min Instructor — Team 5 conversation — 15 min Instructor — Team 6 conversation — 15 min Instructor — Team 7 conversation — 15 min Instructor — Team 8 conversation — 15 min Individuals — 5-minute summary — 5 min					
No Class Wed, Sep 19	**DUE DATE – NO CLASS**	**Before midnight:** • SEE-I on assigned population health concept (submitted in Blackboard)	**Before midnight**			
10 Thurs, Sep 20	Who? / What? / Time? Teams — SEE-I presentations (8 min each incl. Q&A) — 70 min Individuals — 5-minute summary — 5 min			**Before midnight:** • Analysis of assigned article (submitted in Blackboard)	**Before midnight**	
Module 3: Health Equity						
No Class Mon, Sep 24	**DUE DATE – NO CLASS**			**Before 6 PM:** • Confusing or unclear concepts encountered in reading (posted on Blackboard)	**Before 6 PM**	
Module 3: Health Equity (cont.)						**Before Class 11**

Class	Topics and Activities	Teams: Deliverables Due	Teams: Outside Work Before Next Class	Individuals: Deliverables Due	Individuals: Outside Work Before Next Class	Individuals: Reading for Next Module
Module 3: Health Equity (cont.)						
11 Tues, Sep 25	Who? / What? / Time? Individuals RAT 10 min Teams RAT 10 min Class RAT review 15 min Class Health equity concept discussion and assignment 20 min ?? ?? 15 min Individuals 5-minute summary 5 min		After Class 11 **Two relevant and significant articles pertaining to health equity** 7 days **SEE-I on assigned health equity concept** 21 days			After Class 11 **Confusing or unclear concepts encountered in reading** 21 days • **Costello, et al., "Managing the health effects of climate change"** Pages: 37 • **Barnett , "Environmental Issues: Louisville, Kentucky "** Pages: 24 • **Riegelman, *Public Health 101*:** o **Chapter 8** (10) Pages: 10 71 pages 22 days
12 Thurs, Sep 27	Who? / What? / Time? Instructor Movie "Unnatural Causes" 50 min Class Discussion 20 min Individuals 5-minute summary 5 min					
13 Tues, Oct 2	Who? / What? / Time? Teams Article descriptions (5 min each) 40 min Class Article assignments 30 min Individuals 5-minute summary 5 min	**Before Class 13:** • **Two relevant and significant articles pertaining to health equity (bring URLs to class)**	Before Class 13		After Class 13 **Analysis of assigned article** 15 days	
14 Thurs, Oct 4	Who? / What? / Time? Teams Team work 70 min Instructor Team 1 conversation 15 min Instructor Team 2 conversation 15 min Instructor Team 3 conversation 15 min Instructor Team 4 conversation 15 min Individuals 5-minute summary 5 min					
15 Thurs, Oct 11	Who? / What? / Time? Teams Team work 60 min Instructor Team 5 conversation 15 min Instructor Team 6 conversation 15 min Instructor Team 7 conversation 15 min Individuals 5-minute summary 5 min					
No Class Mon, Oct 15	**DUE DATE – NO CLASS**	**Before midnight:** • **SEE-I on assigned health equity concept (submitted in Blackboard)**	Before midnight			
16 Tues, Oct 16	Who? / What? / Time? Teams SEE-I presentations (8 min each incl. Q&A) 70 min Individuals 5-minute summary 5 min			**Before midnight:** • **Analysis of assigned article (submitted in Blackboard)**	Before midnight	

Class	Topics and Activities	Teams		Individuals		
		Deliverables Due	Outside Work Before Next Class	Deliverables Due	Outside Work Before Next Class	Reading for Next Module
Module 4: Sustainability and Climate Change						
No Class Wed, Oct 17	**DUE DATE – NO CLASS**			**Before 6 PM:** • **Confusing or unclear concepts encountered in reading (posted on Blackboard)**	**Before 6 PM**	
Module 4: Sustainability and Climate Change (cont.)						**Before Class 17**
17 Thurs, Oct 18	***Who?*** ***What?*** ***Time?*** Individuals RAT 10 min Teams RAT 10 min Class RAT review 15 min Class Sustainability and climate change concept discussion and assignment 20 min ?? ?? 15 min Individuals 5-minute summary 5 min		**After Class 17** **Two relevant and significant articles pertaining to sustainability and climate change** 7 days			**After Class 17** **Confusing or unclear concepts encountered in reading**
18 Tues, Oct 23	***Who?*** ***What?*** ***Time?*** Guest speaker Robert Jacobs, PhD, Professor, Dept. of Environmental and Occupational Health Sciences 70 min Individuals 5-minute summary 5 min					• **Riegelman, *Public Health 101*:** o **Chapter 3** (11) o **Chapter 5** (10) o **Chapter 9** (10) o **Chapter 10** (9) o **Chapter 11** (13) o **Chapter 12** (12) Pages: 65 • Hart, "Describing the Local Public Health Workforce: Workers who Prevent, Promote, and Protect the Nation's Health." Pages: 4 69 pages 26 days
19 Thurs, Oct 25	***Who?*** ***What?*** ***Time?*** Teams Article descriptions (5 min each) 40 min Class Article assignments 30 min Individuals 5-minute summary 5 min	**Before Class 19:** • **Two relevant and significant articles pertaining to sustainability and climate change (bring URLs to class)**	**Before Class 19**		**After Class 19** **Analysis of assigned article** 15 days	
20 Tues, Oct 30	***Who?*** ***What?*** ***Time?*** Teams Team work 70 min Instructor Team 1 conversation 15 min Instructor Team 2 conversation 15 min Instructor Team 3 conversation 15 min Instructor Team 4 conversation 15 min Individuals 5-minute summary 5 min					
21 Tues, Nov 1	***Who?*** ***What?*** ***Time?*** Teams Team work 60 min Instructor Team 5 conversation 15 min Instructor Team 6 conversation 15 min Instructor Team 7 conversation 15 min Individuals 5-minute summary 5 min					

Class	Topics and Activities	Teams		Individuals			
		Deliverables Due	Outside Work Before Next Class	Deliverables Due	Outside Work Before Next Class		Reading for Next Module
Module 4: Sustainability and Climate Change				**(cont.)**			
No Class Tues, Nov 6	**ELECTION DAY – NO CLASS**						
No Class Wed, Nov 7	**DUE DATE – NO CLASS**		**Before midnight:** • **SEE-I on assigned sustainability and climate change concept (submitted in Blackboard)**				
			Before midnight				
22 Thurs, Nov 8	Who? / What? / Time? Teams: SEE-I presentations (8 min each incl. Q&A) — 70 min Individuals: 5-minute summary — 5 min			**Before midnight:** • **Analysis of assigned article (submitted in Blackboard)**	**Before midnight**		
Module 5: Public Health Enterprise							
No Class Mon, Nov 12	**DUE DATE – NO CLASS**			**Before 6 PM:** • **Confusing or unclear concepts encountered in reading (posted on Blackboard)**	**Before 6 PM**		
Module 5: Public Health Enterprise (cont.)							**Before Class 23**
23 Tues, Nov 13	Who? / What? / Time? Individuals: RAT — 10 min Teams: RAT — 10 min Class: RAT review — 15 min Class: Public health enterprise concept discussion and assignment — 20 min ??: ?? — 15 min Individuals: 5-minute summary — 5 min		**After Class 23** **Two relevant and significant articles pertaining to public health enterprise** — 7 days	**SEE-I on assigned public health enterprise concept** — 21 days			
24 Thurs, Nov 15	Who? / What? / Time? Instructor: LaQuandra Nesbitt, MD, MPH, Director, Louisville Metro Dept. of Public Health and Wellness — 70 min Individuals: 5-minute summary — 5 min						

Class	Topics and Activities	Teams: Deliverables Due	Teams: Outside Work Before Next Class	Individuals: Deliverables Due	Individuals: Outside Work Before Next Class	Individuals: Reading for Next Module
Module 5: Public Health Enterprise				**(cont.)**		
25 Tues, Nov 20	Who? / What? / Time? Teams — Article descriptions (5 min each) — 40 min Class — Article assignments — 30 min Individuals — 5-minute summary — 5 min	**Before Class 25:** • **Two relevant and significant articles pertaining to public health enterprise (bring URLs to class)**	**Before Class 25**		**After Class 25** **Analysis of assigned article** 15 days	
No Class Thurs, Nov 22	**THANKSGIVING DAY – NO CLASS**					
26 Tues, Nov 27	Who? / What? / Time? Teams — Team work — 70 min Instructor — Team 1 conversation — 15 min Instructor — Team 2 conversation — 15 min Instructor — Team 3 conversation — 15 min Instructor — Team 4 conversation — 15 min Individuals — 5-minute summary — 5 min					
27 Thurs, Nov 29	Who? / What? / Time? Teams — Team work — 60 min Instructor — Team 5 conversation — 15 min Instructor — Team 6 conversation — 15 min Instructor — Team 7 conversation — 15 min Individuals — 5-minute summary — 5 min					
No Class Mon, Dec 3	**DUE DATE – NO CLASS**	**Before midnight:** • **SEE-I on assigned public health enterprise concept (submitted in Blackboard)**	**Before midnight**			
28 Tues, Dec 4	Who? / What? / Time? Teams — SEE-I presentations (8 min each incl. Q&A) — 70 min Individuals — 5-minute summary — 5 min			**Before midnight:** • **Analysis of assigned article (submitted in Blackboard)**	**Before midnight**	**After Class 28** **Final paper** 9 days
Final Paper						
No Class Finals Wed, Dec 12	**DUE DATE – NO CLASS**			**Before midnight:** • **Final paper (submitted in Blackboard)**		**Before midnight**