



**SUL ROSS**  
KINESIOLOGY DEPARTMENT

**KINE 1330-001**  
**Essentials of**  
**Public Health**  
**Fall 2023**

**Doug Renshaw M.Ed., Ph.D. (c)**  
**Lecturer - Kinesiology**

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**Office Hours:** Tuesday 9am-12am, Thursday 9am-12am, and Friday 10am-2pm **By appointment (email to set an appointment)**  
**Meeting:** On-line or in person  
**Required Text:**

**COURSE DESCRIPTION**

This course provides an overview of the field of public health, covering its history, core concepts, determinants of health, major health issues, and key strategies for promoting and protecting the health of populations. Students will gain an understanding of the interdisciplinary nature of public health and its importance in addressing global health challenges.

**EXPECTATION OF STUDENTS**

Students are responsible for keeping up with the reading and are expected to read the assigned chapters and/or other posted readings prior to class in order to contribute to online discussion. Handouts distributed through Blackboard should be kept in a notebook in order to be referred to as necessary.

**MARKETABLE SKILLS – The following marketable skills are met in this course:**

- **Collaboration** – students will interact with one another through a multitude of class discussions and activities regarding Public health
- **Communication** – students will understand the necessity of communicating public health policies to a wide range of people while considering education, cultural, and religious differences
- **Critical Thinking** – students will be asked to critically decipher a multitude of real-world scenarios that place a burden on the health care system
- **Career Readiness** – students will be exposed to the various career opportunities available in the public health realm

## **STUDENT LEARNING OUTCOMES**

- Understand how historical events and threats to public health have informed the evolution of public health.
- Utilize public health concepts and data to prevent and address population-based health outcomes.
- Engage others in dialogue to identify solutions for public health issues.
- Compare public health in the U.S. to other countries to realize the global nature of the discipline.

## **COURSE OBJECTIVES:** Students will be able to:

- Define public health and learn the difference between individual- and population-based strategies for improving health (how it works)
- Understand the goals of public health—to improve health and eliminate health disparities
- Understand the methods used to measure the health of populations, find causes, and develop programs that work
- Describe the leading global health problems, including their causes and methods for prevention
- Understand the challenges and opportunities for closing the gap between science and practice
- Understand the advantages and limitations of the various types of population-based approaches to improve public health (education, marketing, engineering, policy, and law)
- Know the core functions of public health (assessment, policy development, and assurance) and how public health is organized at the local, state, national, and international level
- Learn about the importance of interdisciplinary approaches to public health

## **PROGRAM LEARNING OUTCOMES:**

1. Understand public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. Know major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health Course Description and Objectives promotion, screening, etc.
6. Understand the critical importance of evidence in advancing public health knowledge
7. Know some effects of environmental factors on a population's health
8. Gain an understanding of biological and genetic factors that affect a population's health
9. Understand behavioral and psychological factors that affect a population's health
10. Identify the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Demonstrate knowledge of how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health

## **Course Format**

The format for this course will include, but is not limited to – face to face delivery and on-line components. The First 8 weeks will include lectures and a midterm. The second 8 weeks will consist of student presentations in a flipped class-room setting as part of the final project, followed by a Final Exam.

## **Attendance**

Attendance for class is mandatory. Every class day is a grade. You will receive 100% credit for being on time, 75%

credit for being tardy. **One letter grade will be deducted for every absence after four (4).**

## **Midterm**

This will be a comprehensive exam over the material covered to date.

## **Final Project**

The final project will consist of choosing a topic in the public health realm, preparing and delivering a 15-minute presentation followed a brief question and answer period. The students will also write a 4 to 5-page paper discussing their chosen topic.

## **Participation**

The participation points are derived from the students who are not presenting on a given day submitting 2 questions per presentation that will be used to write the final exam.

## **GRADING POLICIES/TESTING/ASSIGNMENTS/ATTENDANCE/EXPECTATIONS**

<b>Grade calculation</b>	<b>% of Grade</b>	<b>Grading Scale</b>
<b>Attendance</b>	<b>100 (10%)</b>	<b>900 or more    A</b>
<b>Midterm</b>	<b>200 points (20%)</b>	<b>800-899        B</b>
<b>Final Project</b>	<b>300 points (30%)</b>	<b>700-799        C</b>
<b>Participation</b>	<b>(10 x 10) 100 points (10%)</b>	<b>600-699        D</b>
<b>Final Exam</b>	<b>300 points (30%)</b>	<b>Less than 599   F</b>
		<b>Total Points = 1000</b>

**No Late Assignments Will Be Accepted. Also, No Credit Will Be Given For Any Late Assignments**



## Essentials of Public Health 1330-001 GPC -105 (9:00 - 9:50AM)

Monday, August 28, 2023	Syllabus
Wednesday, August 30, 2023	Intro to public health: historical development, core functions, and interdisciplinary nature
Friday, September 1, 2023	NO CLASS (TENTATIVE)
Monday, September 4, 2023	LABOR DAY NO CLASS
Wednesday, September 6, 2023	...Cont (discuss final project)
Friday, September 8, 2023	NO CLASS (TENTATIVE)
Monday, September 11, 2023	Access to healthcare and health disparities
Wednesday, September 13, 2023	Social and economic determinants of health
Friday, September 15, 2023	NO CLASS (TENTATIVE)
Monday, September 18, 2023	Environmental and behavioral determinants of health
Wednesday, September 20, 2023	Epidemiology and disease surveillance
Friday, September 22, 2023	NO CLASS (TENTATIVE)
Monday, September 25, 2023	Environmental health hazards
Wednesday, September 27, 2023	Air and water quality
Friday, September 29, 2023	NO CLASS (TENTATIVE)
Monday, October 2, 2023	Maternal and child health
Wednesday, October 4, 2023	intro to biostatistics
Friday, October 6, 2023	NO CLASS (TENTATIVE)
Monday, October 9, 2023	Food safety and sanitation
Wednesday, October 11, 2023	Occupational health and safety
Friday, October 13, 2023	NO CLASS (TENTATIVE)
Monday, October 16, 2023	Public health policy development and the healthcare system
Wednesday, October 18, 2023	Emerging global health challenges
Friday, October 20, 2023	NO CLASS (TENTATIVE)
Monday, October 23, 2023	Midterm review
Wednesday, October 25, 2023	Midterm (via Blackboard)
Friday, October 27, 2023	NO CLASS (TENTATIVE)
Monday, October 30, 2023	Student presentations
Wednesday, November 1, 2023	Student presentations
Friday, November 3, 2023	NO CLASS (TENTATIVE)
Monday, November 6, 2023	Student Presentations
Wednesday, November 8, 2023	Student Presentations
Friday, November 10, 2023	NO CLASS (TENTATIVE)
Monday, November 13, 2023	Student presentations
Wednesday, November 15, 2023	Student presentations
Friday, November 17, 2023	NO CLASS (TENTATIVE)
Monday, November 20, 2023	Student presentations
Wednesday, November 22, 2023	Thanksgiving NO CLASS
Friday, November 24, 2023	Thanksgiving NO CLASS
Monday, November 27, 2023	Student presentations
Wednesday, November 29, 2023	Student presentations
Friday, December 1, 2023	NO CLASS (TENTATIVE)
Monday, December 4, 2023	Student presentations
Wednesday, December 6, 2023	Student presentation (Last class day before finals)
Friday, December 8, 2023	NO CLASS (TENTATIVE)
Monday, December 11, 2023	Final exam
Wednesday, December 13, 2023	Final exam

## **Distance Education Statement**

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

## **Accidents & Injuries**

In the case of bodily or personal property damage, the Kinesiology Department will not be held responsible. The student must report any field experience related injury or illness to the Instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

## **Academic Integrity Statement**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. The Student Handbook can be found at: <https://www.sulross.edu/catalog/undergraduate-academic-regulations-2/#1605412215143-c8b265dc-3e01>  
In addition, please note that plagiarism detection software will be used in this class for written assignments.

## **Academic Civility Statement**

Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

## **Academic Affairs Service Statement**

Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

## **Libraries**

The Bryan Wildenthal Memorial Library in Alpine.

Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

## **Academic Excellence Statement**

Sul Ross holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

- Honoring the core values of Sul Ross.
- Upholding high standards of habit and behavior.
- Maintaining excellence through class attendance and punctuality.
- Preparing for active participation in all learning experiences.
- Putting forth their best individual effort.
- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.

## **ADA Statement**

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [rebecca.wren@sulross.edu](mailto:rebecca.wren@sulross.edu). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.