

Evidence-Based Public Health

I. Course Information:

Title: Evidence-Based Public Health
Course #: **MEDS 4053**
Credit Hours: 3
Term: **Fall 2022**
Class Format: Asynchronous/Online via CANVAS

II. Instructor Information:

Name: Kelley Carameli, DrPH
Title: Adjunct Faculty, Lecturer, College of Medicine
Email: carameky@ucmail.uc.edu
Office Hours: By appointment. Hosted via Zoom.
Communication Policy: Students are encouraged to email the instructor directly, and a response will typically be given within 24-36 hours.

III. Course Materials

Required

Contemporary research articles posted through Canvas course site.

IV. Course Description:

This course provides an orientation to the U.S. public health system and major contemporary public health problems using evidence-based approaches. Students will apply the principles of evidence-based approaches in critical assessment of public health issues from program design and implementation to evaluation and assessment. This course will emphasize the principles of scientific reasoning and how they inform evidence-based public health interventions. Students will be able to examine public health issues from multiple analytic perspectives and recognize how these perspectives may suggest different solutions to a given public health problem.

This course is applicable to students in the fields of public health, medicine, policy, and social science with an interest in linking theory, leadership, and applied practice.

V. Student Learning Outcomes:

Learning Objective	MPH/HSM Competency	Assessment
Identify how evidence-based concepts and methods shape our understanding and application of public health services.	4, 22	Class Participation, Class Summaries, In-Class Quizzes, Final Paper
Explain the role of public health practitioners in assessing and critiquing research initiatives.	13, 16	Class Participation, Student Article, Final Paper
Demonstrate how to summarize, critique, and translate public health research.	7, 16	In-Class Quizzes, Student Article, Final Paper
Apply strategic thinking skills to assess/critique public health research.	4	Class Participation, Class Summaries, In-Class Quizzes, Student Article, Final Paper
Articulate in writing and verbally the use of evidence-based practices to assess and articulate public health issues.	19	Class Summaries, In-Class Quizzes, Student Article, Final Paper

MPH /HSM Competency	Blooms Taxonomy	Assessment
MPH 4 (<i>Evidence-Based</i>): Interpret results of data analysis for public health research, policy or practice.	Comprehension (Beginning)	Class Participation, Class Summaries, In-Class Quizzes, Student Article, Final Paper
MPH 7 (<i>Planning</i>): Assess population needs, assets and capacities that affect communities' health.	Evaluation (Advanced)	In-Class Quizzes, Student Article, Final Paper
MPH 13 (<i>Policy</i>): Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.	Synthesis (Advanced)	Class Participation, Student Article, Final Paper
MPH 16 (<i>Leadership</i>): Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.	Application (Intermediate)	Class Participation, In-Class Quizzes, Student Article, Final Paper
MPH 19 (<i>Communication</i>): Communicate audience-appropriate public health content, both in writing and through oral presentation.	Application (Intermediate)	Class Summaries, In-Class Quizzes, Student Article, Final Paper
MPH 22 (<i>Systems-Thinking</i>): Apply systems thinking tools to a public health issue.	Application (Intermediate)	Class Summaries, In-Class Quizzes, Final Paper

VI. Instructional Methods (Including Description about Bb):

The course utilizes the online Canvas Learning Management System to provide student-centered online learning that will enhance the teaching and learning process. Check Canvas for postings of the syllabus, assignments, and readings. If you are not familiar with these tools, please visit <https://www.uc.edu/about/registrar/registration/registration-how-to-guide/catalyst-canvas.html>.

VII. Course Communication:

University policy requires that the UC email address is the primary means of communication. It is advisable that you use your UC email for this purpose and that you check it often. If you choose to use a non-UC email, it is your responsibility to ensure you check it frequently.

VIII. Course and Grading Policies:

- 1. Course Structure:** The course is designed as asynchronous learning, where the student moves at their own pace within the allotted time of the course material. For MEDS 4053, course content will be released in grouped learning weeks, so the student can address the content within the allotted course weeks prior to the next learning group being opened.
- 2. Academic Code of Conduct:** Academic misconduct or dishonesty is defined in the University of Cincinnati Student Code of Conduct. Academic misconduct includes, but is not limited to: acts of cheating, plagiarism, falsification, and misappropriation of credit. The Student Code of Conduct defines behavior expected of all University of Cincinnati students. **It is each student's responsibility to know and comply with the University's Student Code of Conduct.** Disciplinary procedures are explained in a step-by-step manner, and the procedures for appeal of decisions are stated (see: <https://www.uc.edu/campus-life/conduct/student-code-of-conduct.html>).

All student work is to be completed individually, unless stated otherwise in writing. Should you have any questions or concerns, please contact the instructor any time.

- 3. Disability:** Students with disabilities who need academic accommodations or other specialized services while attending the University of Cincinnati will receive reasonable accommodations to meet their individual needs as well as advocacy assistance on disability-related issues. Students requiring special accommodation must register with the Accessibility Resources Office: <https://www.uc.edu/campus-life/accessibility-resources.html>
- 4. Counseling Services, Clifton Campus:** Students have access to counseling and mental health care through the University Health Services (UHS), which can provide both psychotherapy and psychiatric services. Students are encouraged to seek assistance for anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family conflict, grief and loss, disordered eating and body image, alcohol and

substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation and spirituality concerns, as well as any other issue of concerns. After hours, students may call UHS at 513-556-2564 or CAPS Cares at 513-556-0648. For urgent physician consultation after-hours students may call 513-584-7777.

5. Title IX: Title IX is a federal civil rights law that prohibits discrimination on the basis of your actual or perceived sex, gender, gender identity, gender expression, or sexual orientation. Title IX also covers sexual violence, dating or domestic violence, and stalking. If you disclose a Title IX issue to the instructor, he/she is required forward that information to the Title IX Office. They will follow up with you about how the University can take steps to address the impact on you and the community and make you aware of your rights and resources. Their priority is to make sure you are safe and successful here. You are not required to talk with the Title IX Office. If you would like to make a report of sex or gender-based discrimination, harassment or violence, or if you would like to know more about your rights and resources on campus, you can contact the office at 556-3349 or consult the UC website: <https://www.uc.edu/about/equity-inclusion/gender-equity/title-ix.html>.

6. Missed and/or late examinations, quizzes, and graded exercises: Course materials are due on the dates specified in the syllabus unless previously arranged with instructor. The course instructor reserves the right to make decisions on a case-by-case basis.

7. LCB Weather Related Protocol: When inclement weather threatens the safety of the University of Cincinnati community, the Senior Vice President for Administration and Finance may invoke University Rule [3361: 10-55-01](#) and declare an emergency closing.

College of Medicine Students: Graduate Students – follow all University snow policies and procedures. All classes and exams are canceled when the university has closed. On days when the University delays opening, classes and exams will resume at the hour that the University reopens if this is at or before 3:00pm.

8. Criteria for Letter Grades:

Your course grade will be based on your performance on the following:

Participation Submission	25%
Learning Summaries	25%
Course Quizzes	25%
Video Article Presentation	25%
Total	100%

Grading Scale

<u>Overall Percentage / Points</u>	<u>Letter Grade</u>
95% and above	A
90-94.99%	A-

85-89.99%	B+
80-84.99%	B
75-79.99%	B-
70-74.99%	C+
65-69.99%	C
Below 65%	F

Grading Policies

Spelling, grammar, and presentation are important professional attributes, and all assignments and projects will be graded accordingly. The instructor will not proofread or review students' assignments in-advance of submission. Assignments will receive developmental feedback.

Assessment Areas

A. Participation Submission (25% = 8 submissions, 5 pts. each)

Students are expected to be active, thoughtful participants in this course by providing constructive feedback and reflection to course materials and topics, and to each other.

Participation is graded on a Likert scale: 0: *None*, 1: *Poor*, 2: *Fair*, 3: *Average*, 4: *Good*, 5: *Excellent*. Submissions will be made in Canvas.

B. Learning Summaries (25% = 4 summaries, 10 pts. each)

The summary is a broader reflection of the lessons learned and key takeaways from the grouped course weeks. ***This is your personal communication with the instructor to demonstrate what you are learning and how you will/can apply it. These assignments are also intended to build your written communication skills as a public health/healthcare professional, so grammar and spelling do count.

Summary Parameters: MAX 1 page, single-spaced, 11 pt. Arial font, 1" margins
The summary should address these two questions:

- What were the key "take home" messages you acquired from the course materials in this session? (5 pts.)
- How can you apply these concepts into your current (or future) work in the public health or healthcare fields? Give a practical example(s). (5 pts.)

Submissions will be made in Canvas

C. Course Quizzes (25% = 3 total, 15 pts. each)

Quizzes will be based on the readings and application of course/lecture content to-date. There are no make-up opportunities for missed quizzes. Quizzes are timed and will be released in Canvas once the course content for those weeks is reviewed and completed.

D. Video Article Presentation (25% = 40 pts.)

Students will identify and present on an academic article addressing an evidence-based Type 2 (“something should be done”) research approach to a public health or healthcare issue. This assignment is intended to build your presentation skill as a public health/healthcare professional, so your communication style does count.

- Students must have the **article approved** by the instructor in-advance (**due by Nov. 10, 2022**).
- Students will record and post a 10-min. video presentation of the article.
- Additional instructions on this assignment will be posted in Canvas.
- **Video submission due by 7:00pm ET on Dec. 7, 2022.**

IX. Course Schedule:

Course Week	Topic(s):	Assignments / Dates
Part 1 = Weeks 1, 2, 3, 4 = open from Aug. 22, 2022 – Sept. 16, 2022, by 7:00pm ET		
1	Introduction, Course Requirements Public Health History, Structure, Core Functions	Participation Submission 1 Participation Submission 2 Learning Summary: Part 1 Quiz 1
2	Present-Day Issues in Public Health Public Health and Health Care Connections	
3	Thinking Scientifically	
4	Ethics/Research in Public Health	
Part 2 = Weeks 5, 6, 7, 8 = open from Sept. 17, 2022 – Oct. 14, 2022, by 7:00pm ET		
5	Inductive / Deductive Reasoning	Participation Submission 3 Participation Submission 4 Learning Summary: Part 2 Quiz 2
6	Basic Scientific Measurement	
7	Study Designs – What to Study and How	
8	Translational Research Applications	
Part 3 = Weeks 9, 10, 11, 12 = open from Oct. 15, 2022 – Nov. 10***, 2022, by 7:00pm ET		
9	Public Health Issues in Practice: Health Disparities – Social Determinants of Health	Participation Submission 5 Participation Submission 6 Learning Summary: Part 3 Select/Submit Video Article
10	Public Health Issues in Practice: Chronic Disease Control and Prevention Substance Use: Tobacco, Alcohol, Drug	
11	Public Health Issues in Practice: Infectious Disease Control and Prevention Environmental Health	
12	Public Health Issues in Practice: Disaster Preparedness Violence/Injury Prevention	

Course Week	Topic(s):	Assignments / Dates
Part 4 = Weeks 13, 14, 15 = open from Nov. 11, 2022 – Dec. 2, 2022, by 7:00pm ET		
13	Public Health Issues in Practice: Primary Care in Public Health Maternal and Child Health	Participation Submission 7 Participation Submission 8 Learning Summary: Part 4
14	Public Health Issues in Practice: Global Health Issue Unique Populations	
15	Work on Video Article Presentation	
16	Video Presentation Submission - Due by Dec. 7, 2022, by 7:00pm ET	

9. **Course Etiquette:** It is expected that everyone will respect the rights of others and help provide a good learning environment when replying to messages and other forms of interaction/communication.
10. **Modifications:** This syllabus represents a tentative plan for the semester and may be subject to modification if needed. Adequate prior notice of any modifications will be given in class and/or via e-mail.
11. **Participation Policy:** Class sessions will consist of lectures, student video presentations, and online communications. Students are expected to review the assigned readings and any additional material. **Course participation contributes to the final grade**, and students are expected to be active, thoughtful participants.
12. **Course Instructor:** Kelley A. Carameli, DrPH, is Lecturer with the College of Medicine, University of Cincinnati, and an Associate Director, Talent Management with the U.S. Department of Veterans Affairs, Veterans Health Administration, Healthcare Leadership Talent Institute. She received her doctoral training from the University of California, Los Angeles, School of Public Health. Her research and work interests include organizational health, workforce emergency preparedness, health education and promotion, leadership development, and social ecological theory.