

**ACTCM at CIIS
Course Syllabus**

Semester:	
Course Title: Public Health	Course Number: ACM7345
Meeting times:	Credits/hours: 2 units/30 hours
Prerequisites: ACM6241	
Instructor Name/Title:	Office Hours:
Email Address:	Phone Number:

Course Description:

This course explores the cultural and environmental issues that contribute to health and illness in our society. Topics include the economics of our health care system, epidemiology, how the socio-economics of individuals influences health care, world health, disease prevention, and awareness of at-risk population. This class explores the ways in which TCM practitioners interface with, and are affected by, the public health system in the USA. The class also focuses on the specific issue of chemical dependency.

Course Objectives: Upon completion of this course, students will be able to

- Define standard public health terminologies and describe basic concepts.
- Describe the major competencies of a public health professional.
- Apply one or more of the major public health theories to a current public health issue.
- Describe a public health/community health framework and awareness of at-risk population.
- Articulate tenets of the Harm Reduction model as an effective intervention in addressing public health challenges.
- Define the concept of social determinants of health.
- Conduct a case study of a community-based health program.
- Describe the importance of cultural competence as a key component in program design and service delivery in the public health sector.
- Articulate the relationship between individual behavioral change, structural change and ways in which they can address health disparities.
- Describe social justice, oppression and power inequalities as determinants of health.
- Describe the role of community organizing and community collaborations in addressing public health challenges.

Required Reading:

- Mary-Jane Schneider, *Introduction to Public Health*, 4th ed., Jones & Bartlett Learning, 2013.
- Class handouts.

Recommended Reading: (Use the most recent references available whenever possible. The obvious exception is historic or classic texts.)

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Course Schedule, Content Outline, and Assignment Due Dates

(Out of class work for this class includes reading notes and other classroom materials in order to prepare for exams and other student work in this course. Readings and preparation should require at least two hours per one hour of time in class)

Week	Date	Topics and Exam Schedules	Reading and Other Assignments (Include page numbers)
1		Welcome and Introduction Course Outline and expectations Definition of public health and disease prevention, history of public health, core competencies of public health. Discussion of landmark events and epidemics in our history	Chapter 1 and Chapter 2 in text
2		Powers and responsibilities of government Federal, State, Local health Laws Cost of public health, how is healthcare paid for, what are some suggestions of improving healthcare and reducing healthcare cost. Role of nongovernmental entities in public health. Health economics and disease prevention	Chapter 2 and Chapter 26 in text <i><u>First Response Paper questions handed out</u></i>
3		Epidemiology and associated principles Principles of epidemiology, methods of epidemiology	Chapter 4 – 6 (Chapter 7 would be a great read for additional context, but it is optional) <i><u>First Response Paper due</u></i>
4		Epidemiology and associated principles Practical examples of epidemiological research and investigations	Chapter 4 – 6 (Chapter 7 would be a great read for additional context, but it is optional)
5		Infectious diseases and public health alerts Awareness of at risk population, including gender, age, indigent, and disease specific patients	Chapters 10-12 in text <i><u>2nd response paper questions handed out</u></i>
6		Re-emerging diseases, new and complex diseases, and public health alerts. AIDS, H1N1, TB, MRSA, etc. A look at these and other diseases with discussions how they affect our community today. Awareness of at risk population, including gender, age, indigent, and disease specific patients	Chapters 10-12 in text
7		Social and behavioral factors in health Health theories, program design, intervention and public health education	Chapters 13 -16 in text <i><u>2nd response paper due</u></i>
8		Health behavior and individual responsibility	Chapters 13 -16 in text

Week	Date	Topics and Exam Schedules	Reading and Other Assignments (Include page numbers)
		for health determinants Socio-economic status and health outcomes, and public health education	
9		Maternal child health	Chapter 18 in text & an assigned article
10		Environmental health The effects of air, water, and land pollution on the health of the community	Chapters 19 -23 in text
11		Population and public health education Population density, environmental effects, economic cost, and possibility of epidemics	Chapters 22, 21 & 24 in text
12		Public health and aging	Chapter 28 in text
13		Medical ethics vs. public health ethics Similarities and differences Case studies and discussions	Reading: Principles of the Ethical Practice of Public Health (Public Health Leadership Society) <i>3rd response paper questions handed out</i>
14		Community medicine and community health The role of TCM and complimentary medical practices	<i>3rd Response paper due</i>
15		Community medicine and community health Class discussion and assigned articles	

Teaching Modalities: A variety of instructional methods are used to cover the subject matter and create a dynamic, interactive learning environment. These methods include lecture, small group discussions, case studies, and reading assignments.

Required Class Assignments and Projects: (Describe major assignments/graded projects)

- *Please describe your requirements for major assignment and graded project here.*
- **Three (3) Response papers (75%).** *Two page response to a question based on the materials covered in the previous lectures. You will have a week to hand in your paper.*
- *Plagiarism is unacceptable; it occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgment, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own. Any assignment found to be plagiarized will be given an "F" grade. All instances of plagiarism will be reported to the academic dean.*

- All writing assignments will be typed in double space with standard fonts (12 points) and margins (1"). Manuscripts for binding should be guttered. Correct spelling, grammar, and punctuation are expected.
- Proper citation and credible reference source. College recommends using APA format for reference citation (For more information see APA (2009). *The Publication Manual of the American Psychological Association*, sixth edition. Washington, DC, American Psychological Association):
 - Journal citation: Doe J, Doe K (2012). Title of the paper. *Journal of TCM*, No. 1(2), pages 10 – 12.
 - Book citation: Doe J, Doe K (2012). Title of the Book (2nd ed.). New York, TCM Publications.
 - Website citation: Doe J. Cool Website. Retrieved from <http://www.website.org/webpage>.
 - References cannot be solely based on a Wikipedia citation. If you find information in a Wikipedia citation you must verify it with a new source.
 - Appropriate citation must be used throughout. All quotes must be cited.
- Staple paper in the upper right corner with the author's name on the first page. Do not bind or place in a folder.

Unit of Credit Policy

At California Institute for Integral Studies, one credit hour is defined as a minimum of 3 hours of work by an average student for a 15-week semester (i.e., 45 hours for a full semester). That work is to be supervised by an instructor, represented in intended learning outcomes, and verified by evidence of student achievement. An hour of direct faculty instruction is defined as being the equivalent of 50 minutes of classroom time.

ACTCM at CIIS operates on the semester system with each semester containing 15 weeks of class. One credit hour would be granted for didactic courses at least 15 contact hours of lecture as well as a minimum of 30 hours of student work outside the class are required for each unit of student credit. One credit hour for a clinic course represents 30 hours of class time as well as a minimum of 15 hours of student work outside the class are required for each unit of student credit.

Grading

Activities	Percent of total grade
Midterm	
Final exam (cumulative)	
Quizzes	
Reading assignments	15%
Projects or paper	75%
In class activities	10%
Attendance	

Graduate Grade Scale

Grade	Indication	Quality Points per Unit
A	Outstanding	4.0
A-	Very Good	3.7
B+	Good	3.3
B	Average	3.0

B-	Below Average, but Passing	2.7
C+	Failure	2.3
C	Failure	2.0
C-	Failure	1.7
D	Failure	1.0
F	Failure	0.0

The following have no quality point value and are not used in the calculation of the GPA:

Grade	Indication
AU	Audit
AW	Administrative Withdrawal
I	Incomplete
IN	Permanent Incomplete
IP	In Progress
NP	No Pass (B- or below for graduate student)
NS	Not Satisfactory
P	Pass (B or higher for graduate student)
TR	Transfer Credit
W	Withdrawal
X	Grade Not Received from Instructor

Grade Requirements

For graduate students to remain in good academic standing, they must have no more than two grades of B-, C+, C, C-, D, F, NP, NS, I, IN, or AW.

Satisfactory Academic Progress

Per federal regulations, all students must maintain minimum satisfactory academic progress (SAP) each semester in order to remain eligible for financial aid:

1. Must maintain a cumulative GPA of 3.0 or above.
2. Must maintain at least half-time enrollment status each semester.
3. Must not exceed two unsatisfactory grades in overall transcript: B- through F, NS, NP, I, IN, AW.
4. Maximum timeframe: may not exceed the maximum number of years required of your program.

Class Policies and Expectations:

Class Attendance Policy

Students are expected to attend all class meetings regularly and punctually. Students are assigned an F (Failure) or NP (No Pass) grade if they are absent from more than 20 percent of a course. This maximum includes both excused and unexcused absences. Three instances of tardiness or leaving early are considered equivalent to one absence. Instructors may permit a student to deviate from this rule on the grounds of illness necessitating confinement for 24 hours or more, a death in the family, or other extreme emergencies. The instructor may request verification of these circumstances by a letter from a medical professional, the Dean of Students, or the Academic Vice President as appropriate. Due to the nature of some courses, individual programs, departments, and instructors may enforce stricter policies than these. Check the program handbook and/or the syllabus of a course to see these policies.

Incompletes: Policies Regarding Faculty Granting Incompletes

Students anticipating being unable to complete a course may request permission from the instructor to receive an I (Incomplete) grade; students who have not completed the work required for a course are not to be given a passing grade in the course without completing the required work. ACTCM at CIIS courses are expected to be organized in a way that allows work to be completed during the semester the course is being offered. Below are the policies related to incomplete grades:

1. Permission to be given an I grade is given only in the following circumstances:
 - a. Medical reasons documented by a health-care professional;
 - b. A family emergency verified with supporting documentation; or
 - c. Decision by faculty member based on exceptional pedagogical reasons.
2. The instructor has the right to refuse to grant an I grade.
3. The Registrar's Office does not record an I grade without receiving an Incomplete Grade Request Form signed by the student and the instructor by the grade submission deadline. This form stipulates what coursework is remaining and its due date.
4. The instructor, not the student, determines the deadline for the remaining coursework. This deadline cannot exceed two semesters (including summer) from the last day of the semester in which the course took place, and can be earlier. The maximum deadline for an Incomplete given for exceptional pedagogical reasons is one semester. This deadline is not extended for students who are on a leave of absence, become inactive, or refrain from registering for any semester while the work remains outstanding.
5. If the student does not submit the coursework by this deadline, the I grade converts to an IN (Permanent Incomplete). An IN is irreversible.
6. Students may not graduate with an I grade on their record even in an elective course. Students may graduate with an IN grade on their record, provided that if the IN was for a required course, the student later successfully repeated the course.
7. The submission of an I grade by an instructor does not imply that that instructor will be an ACTCM at CIIS employee in a subsequent semester. It is the student's responsibility to maintain current contact information for this instructor.
8. Students may not sit in on a subsequent semester's offering of the same course in order to make up the coursework.
9. When submitting the remaining coursework, the student must include a signed Grade Change Form. The instructor uses this form to notify the Registrar's Office of the final grade.

Dropping and Withdrawing

A drop is conducted before the semester's Add/Drop Deadline. Students may drop online through MyCIIS or by submitting a Registration Form to the Registrar's Office. Notification of a drop, written or otherwise, to the instructor, program staff, or any other CIIS office is insufficient. A drop results in a 100 percent reversal of the course's tuition charge. It does not reverse the registration fee charge.

After the Add/Drop Deadline, students may no longer drop courses. This is true even for courses that begin after the Add/Drop Deadline. They may withdraw if they have the instructor's written consent. A withdrawal results in a W on the transcript. To withdraw, submit a Registration Form to the Registrar's Office, signed by the instructor. The official date of withdrawal is the date the form is received by the Registrar's Office. The Registrar's Office does not process add or withdrawal requests submitted after the last class meeting. This is true even if the class finishes prior to the Add/Drop deadline. A partial reversal of the tuition charge may be possible depending on the date of the withdrawal. See the academic calendar for these dates. These dates are applicable regardless of when the dates the course begins and ends.

Academic Integrity

As an academic community dedicated to the application, dissemination, and creation of knowledge, CIIS is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's mission. Violations of academic integrity constitute serious offenses against the entire academic community. This academic integrity policy is designed to guide students as they prepare assignments, take examinations, write papers and perform the work necessary to complete their degree requirements.

The principles of academic integrity require that a student:

- Properly acknowledge and cite all use of the ideas, results, or words of others.
- Properly acknowledge all contributors to a given piece of work.
- Make sure that all work submitted as the student's own work in a course or other academic activity is produced by the student without the aid of unsanctioned collaboration.
- Obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student's interpretation or conclusions or fabricating sources, citations, or data.
- Not submit essentially the same material in more than one course without prior authorization by the faculty member.
- Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- Uphold the canons of the ethical or professional code of the profession for which the student is preparing.

Failure to uphold these principles of academic integrity threatens both the reputation of CIIS and the value of the degrees awarded to its students. Every member of the community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

Disability Services

CIIS complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Accordingly, no otherwise qualified disabled student shall, solely by reason of their disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any academic, research, counseling, financial aid, or other post-secondary education program or activity that CIIS provides for all students. Students with disabilities must meet the requirements and levels of competency generally required of all students in the program. In order to assist students with disabilities in fulfilling these requirements of the program, every reasonable effort is made to accommodate special needs of such students. If you would like to request accommodations related to a disability, please contact sds@ciis.edu to register with CIIS Student Disability Services.

Program Competencies:

Communications Skills

- Writing: Demonstrate the ability to write clearly, concisely, and with appropriate spelling, grammar and punctuation.
- Listening: Demonstrate the ability to actively listen to patients, faculty and colleagues.
- Speaking: Ability to tailor speech to your audience, and develop a well-organized presentation and ability to speak in a public setting.

Information Literacy

- Demonstrate the knowledge of the field you are speaking or writing about. Demonstrate that you have knowledge and skills of a licensed practitioner.

Critical Thinking

- Synthesis and Integration: Ability to gather and assess relevant information from many sources and divergent points of view.
- Reflective Thinking: Ability to understand your own bias and point of view when reflecting on what a patient, faculty member or colleague has stated.
- Problem Solving: Ability to break down a problem to manageable parts, examine the data and arrive at a coherent and justifiable solution.
- Analytical Skills: Ability to make inferences based on understanding of many perspectives.
- Research Skills: Ability to access data and use that data to assess a problem and infer conclusions based on the data available. The ability to understand the limitations of inferences based on sometimes incomplete data.

Professionalism

- Ethics: Ability to act in an ethical manner with respect to your patients, coworkers and teachers.
- Caring: Ability to interact with patients in a caring manner.
- Communication: Demonstrate consistently appropriate and professional communication in a professional and respectful manner
- Appropriate Boundaries: Ability to maintain professional boundaries with patients, colleagues and faculty.