

POP HLTH/C&E SOC 370:

INTRODUCTION TO PUBLIC HEALTH

University of Wisconsin-Madison

Spring 2024

Syllabus

Course Details

Course Description

Introduces the principles of public health. Using local and global health problems as examples, introduces epidemiology, evidence-based public health practice, evaluation, and communication. Covers the major domains of public health, including infectious and chronic disease, environmental health, injuries and accidents, and health care systems. This course is intended to give students an overview of public health as a discipline. As an introductory public health course, it is intended for students with no previous coursework in public health or epidemiology. This is one of three core courses developed in 2011, supported by the Madison Initiative for Undergraduate Education, and part of the Undergraduate Certificate in Global Health. Since 2021, this course has been part of the CALS undergraduate Major in Global Health.

Class Times

Lectures: Tues/Thurs 11:00 am - 12:15pm, Ingraham Hall B10. Lectures will be in-person, but also recorded for asynchronous viewing later.

Discussions: 50-minute weekly in-person discussions at various times on Tuesdays, Wednesdays, and Thursdays. See [Course Schedule](#) below for details.

Course Designations

- Breadth: Social Science or Natural Science.
- L&S Credit: Counts as Liberal Arts and Science credit in L&S.

- Elementary Level

Instructional Mode

In-person

Credit Hour Requirements

The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled class lectures two times per week for 75 minutes and one class discussion per week for 50 minutes. The remaining hours will be spent outside of the classroom engaging in reading, preparation for classroom instruction, lab reports, and other student work as described in the syllabus.

Plan for student-instructor interaction

Students should expect regular, substantive interaction with the course instructor. The instructor will provide opportunities for interaction by:

- Offering regularly scheduled lectures with time for Q&A where there is an opportunity for direct interaction between the student and the qualified instructor.
- Making announcements via Canvas, emails, or social media check-ins about academic aspects of the class.
- Identifying students struggling to reach mastery through observation of discussion activity, assessment completion, weekly quiz grades, or user activity and offer additional opportunities for interaction.
- Each instructor and TA will make at least one hour weekly for drop-in office hours.

In addition, students are encouraged to engage in online discussion on Canvas, where the instructor and TAs will actively monitor, answer questions, and facilitate discussion.

Prerequisites

Sophomore standing.

Learning Outcomes

Course goal

To learn the principles and practice of public health as applied to leading global health problems.

Course objectives:

- Define public health and its core functions.
- Describe the difference between individual- and population-based strategies for improving health, including primary, secondary, and tertiary prevention approaches.
- Describe major causes and trends in morbidity and mortality in the U.S. and globally.
- Demonstrate knowledge of the 5-step public health approach (define the problem, find the causes, develop effective programs, implement programs, and evaluate impact).
- Describe the challenges and opportunities for evidence-based public health practice, focusing on health equity and social justice.

Course instructor

Malia Jones, PhD, MPH

Malia is a researcher and educator working at the intersection of infectious disease and geography. She is an Assistant Professor in the Department of Community & Environmental Sciences at the University of Wisconsin-Madison. Her research focuses on how the places we spend time affect our health, especially when it comes to infectious diseases. She is also the co-founder of Those Nerdy Girls, a science communication platform offering practical, scientific health information on social media. She's a mom of two boys, a knitter, and a cat person.

Pronouns: she/her/hers or xe/xem/xyr

Please call me: Malia, Dr. Jones, or Professor Jones.

Name pronunciation: <https://namedrop.io/maliajones>

Email: malia.jones@wisc.edu

Office: Ag Hall 352

Office hours: Mon 5:00 pm - 6:00 pm, virtual at this link:

<https://uwmadison.zoom.us/j/93951820141?pwd=NjE1dGhCc0EwK2c5K1FKeUVEMGIzUT09>

By appointment, I can also meet in-person or at other times. Note: My office is not easily accessible to people using a wheelchair. If you use a wheelchair, please send an email to me (malia.jones@wisc.edu) so I can reserve a nearby conference room. For appointments outside my usual office hours, use this self-booking link:

<https://meetings.hubspot.com/prof-malia>.

Teaching Assistants (TAs):

The TAs are responsible for many aspects of the course, including organizing the units and lectures, leading discussion sections, preparing the quizzes, and communicating with students about attendance, grades, and other questions.

Tonisha Atkins

I am an MPH and genetic counseling student. I have a background in Spanish, and worked in education (both in the U.S. and in Spain) and child welfare before applying to Genetic Counseling programs. Outside of work and school I enjoy camping, kayaking, hiking, and wedding photography. I am looking forward to working with you all this semester!

Tonisha will lead all Thursday sections.

Pronouns: she/her/hers

Please call me: Tonisha

Email: tnatkins@wisc.edu

Office hours and location: Tuesdays, 12:30 - 1:30 pm, virtual at this link:

<https://uwmadison.zoom.us/j/91424507590?pwd=aC9NcHhFOU1BOVAxTGJtNCT6V1NBdz09>

or in person/at other times by appointment.

Tia Dorshorst

I'm a second-year Master of Public Health Student here at UW Madison, graduating in May, and I am also on the UW Track and Field team as a pole vaulter. In addition, I work part-time at UW Hospital as a nutrition lab tech and at Prairie Ridge Health Hospital as a phlebotomist. This summer I spent a month in Belize working on my individual applied practice experience for my Masters focusing on Hypertension at Hillside Clinic. I am

looking forward to a semester of exploring and diving into public health with all of you. Feel free to reach out to me to ask questions about the course or to talk about public health.

Tia will lead all Wednesday sections.

Pronouns: she/her/hers

Please call me: Tia

Email: tcdorshorst@wisc.edu

Office hours and location: Wednesdays, 1-2pm, virtual at this link:

<https://uwmadison.zoom.us/j/93758336858?pwd=ekhGemZERDISdUVobCsvSUhMVzRMQT09> or in person/at other times by appointment.

Amelia Weidemann

I am a first-year MPH student at UW-Madison. I earned my BS in Gender and Women's Studies and Biology with certificates in Global Health and Environmental Studies from UW-Madison. I also took 370 as an undergraduate! During my undergraduate degree, I worked on menstrual hygiene research in Ghana with Days for Girls and health service distribution monitoring and evaluation in Uganda with Health Access Connect. Last summer, I taught sexual and reproductive health education in Kenya with Health by All Means. I am currently the graduate student advisor of the Open Seat Food Pantry, a food pantry for UW-Madison students. My primary interests include health equity, global well-being, community engagement, health education, and reproductive justice. Outside of school and work, I enjoy being outside, doing crosswords, and making coffee drinks.

Amelia will lead all Tuesday sections.

Pronouns: she/her/hers

Please call me: Amelia

Email: aweidemann@wisc.edu

Office hours and location: Thursdays, 12:30 - 1:30 pm, in-person in Sewell Social Sciences (SSB) room 4470, or by appointment.

Required Textbook and Other Course Materials

Textbook

The required textbook for this course is Public Health 101: Improving Community Health (Fourth Edition) by Richard Riegelman and Brenda Kirkwood. The third edition of this textbook is also acceptable, and used copies may be available from third-party sellers for a lower price.

Additional Readings and Multimedia Materials:

Course material outside of the textbook will be available online via Canvas.

Instructional Technology & Other Course Resources

This course will use Canvas for class communication, web-based readings and resources, online lectures, submitting assignments, and posting grades. Therefore, students are expected to access Canvas regularly throughout this course.

Expectations for reading and other preparatory materials

Students will be assigned chapters of the text, articles, case studies, videos, and/or other media as required preparation for each lecture and discussion. Readings and other preparation should be completed in advance of attending class sessions. Doing your assigned homework in advance of the class meeting is especially important for discussions, as students will be expected to arrive prepared to discuss the material assigned.

Communication: How to Reach the Teaching Team & How We Will Reach You

How to get help in this class

Office hours (aka student help hours)

Office hours are times when students can be sure to get extra help from the course instructors on any topic. Each instructor will have at least one office hour scheduled every week. All students are invited to drop in to ask general questions or get extra help with course content during Dr. Jones' or any of the TAs scheduled office hours. You do not need an appointment.

Office hours and how to contact us are listed above, near each of our bios.

Other ways to get extra help

When you have a question that is unique to you

Questions that are unique to you (like illness, due date extensions, accommodations, your grades) should be emailed to your TA or all TA's via the team email address, which goes to the entire instructional team. Please keep in mind that part of the TA's job is to triage communications and keep them efficient. For the fastest reply, contact your TA first. Email or make an appointment with the course instructor Malia Jones if you have concerns that you are not comfortable going to your TA with.

Tonisha (Thursday sections): tnatkins@wisc.edu

Tia (Wednesday sections): tcdorshorst@wisc.edu

Amelia (Tuesday sections): aweidemann@wisc.edu

Malia: malia.jones@wisc.edu

Students may also email their TA or Dr. Jones to make an appointment for extra help at other times.

When you have a question about course content or logistics that applies to everyone in the class or your discussion section

Students should post all course content and logistics questions to the Piazza discussion forum on Canvas. Course instructors will answer them as quickly as possible. This facilitates faster replies by the teaching team and allows all students to see answers equally. If you email the teaching team directly with questions about course content and logistics, they may reply with instructions to post your question to the Canvas discussion forum for everyone's benefit.

When you have a general question about college, career, or other things:

Please schedule an appointment with Dr. Jones.

Communication expectations of the teaching team

Students can expect to receive a response to messages sent to the teaching team via the channels outlined above by the next business day in most situations. Although we strive for even speedier response times, these are not always possible. If you have not received a response and it is beyond the next business day, please re-send your message to all members of the teaching team to ensure that someone addresses it promptly.

Communication expectations of students

Students are expected to stay up to date on important messages and communications from the instructional team by checking Canvas announcements and their university email regularly. We will send announcements to the entire class via both Canvas and the class email list. We will send individual messages via email.

Class meeting cancellation notices

Occasionally, severe weather, illness, or other circumstances may require the cancellation of a class meeting. If this is so, students will be informed via an email notice sent to the class email list and via a Canvas announcement. It will be the responsibility of each student to ensure that they check their university email for such a message.

Norms and Working Agreements

In this course, we expect all students and instructors to adhere to a shared set of norms and working agreements. Norms are our conditions for shared learning. Working Agreements are our agreed-upon procedures and expectations. These are in place to ensure that our interactions are productive. If you notice these have been violated and the issue is not addressed during class, please submit a comment in our [anonymous feedback box](#) so that we can address it. Norms and agreements are slightly different for lecture and discussion due to the differences in the nature of our interactions.

Lecture

Norms	Working Agreements
<ul style="list-style-type: none">● Be respectful, humble, curious, and present.● Listen attentively.● Presume positive intentions.● Pay attention to self and others.● Co-create an environment where all students feel safe.	<ul style="list-style-type: none">● Arrive on time. We will begin on time.● When we have an opportunity for students to participate, share speaking time.● Remain quietly seated until our class period has ended or until 12:15 pm.● Use electronics respectfully.● You may doodle, knit, snack, stand, or move around to the extent that it helps you listen. Please do so in

	ways that are not distracting to your classmates. If you are a kinetic learner and need to move around, please choose a seat near the back.
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Discussion

Norms	Working Agreements
<ul style="list-style-type: none"> ● Be respectful, humble, curious, and present. ● Listen attentively. ● Aim for shared participation. ● Presume positive intentions. ● Consider critique a gift. ● Pay attention to self and others. ● Co-create an environment where all students feel safe. 	<ul style="list-style-type: none"> ● Start and end on time. ● Use names to address each other. ● Speak to be heard. ● Use electronics respectfully. ● Stay on topic.

Course Schedule

Class meeting times and locations

Lectures will occur in person on Tuesdays and Thursdays from 11:00 - 12:15 in Ingraham Hall Room B10.

Discussion sections will meet at various times and places as follows:

Section number	Meeting day and time	Location	Instructor
301	Tues, 9:55 - 10:45 am	Ingraham H225	Amelia Weidemann
302	Tues, 1:20 - 2:10 pm	Ingraham H225	Amelia Weidemann

303	Tues, 2:25 - 3:15 pm	Mechanical Engineering 2106	Amelia Weidemann
304	Tues, 3:30 - 4:20 pm	Mechanical Engineering 2108	Amelia Weidemann
305	Weds, 8:50 - 9:40 am	Mechanical Engineering 2108	Tia Dorshorst
306	Weds, 9:55 - 10:45 am	Mechanical Engineering 1156	Tia Dorshorst
307	Weds, 11:00 - 11:50 am	Engineering Hall 3349	Tia Dorshorst
308	Weds, 12:05 - 12:55 pm	Mechanical Engineering 2106	Tia Dorshorst
309	Thurs, 9:55 - 10:45 am	Mechanical Engineering 1164	Tonisha Atkins
310	Thurs, 1:20 - 2:10 pm	Ingraham H225	Tonisha Atkins
311	Thurs, 2:25 - 3:15 pm	Mechanical Engineering 2106	Tonisha Atkins
312	Thurs, 3:30 - 4:20 pm	Mechanical Engineering 2108	Tonisha Atkins

Please note: TA's go directly from one section to another and will very likely not be able to respond to your messages sent on the day of your discussion section. Because some of our rooms are located pretty far apart, please be understanding if your TA needs to leave immediately after your discussion section to get to the next one.

Course Schedule Overview

The course is organized into 6 units. Each unit includes lectures, discussion sections, readings/multimedia, and an open-book unit quiz. The lectures are “captured” each week and posted on Canvas. If the lecture capture does not work, students are still responsible for the content presented during the lecture.

- [Unit 1: Introduction to Public Health Principles & Practice](#)
- [Unit 2: Infectious Diseases](#)
- [Unit 3: Chronic Diseases](#)
- [Unit 4: Injury Prevention](#)

- [Unit 5: Environmental Health](#)
- [Unit 6: Public Health Institutions and Systems](#)

The first unit is three weeks long and serves as an introduction to key concepts, including terminology; distinctions between public health and clinical health; measures of population health; key determinants of human health, theoretical foundations of public health; and the role of policy in public health. Most lectures in this introductory unit will be given by the course lead instructor.

Following this broad introduction, the course moves into four topic-area-specific units, each two weeks long. In units 2-5, we will learn about the traditional content areas of public health: communicable disease, chronic disease, injury prevention, and environmental health. Within each unit, the first lecture offers a broad overview of the content area regarding global and US burdens, trends, and costs. Then, a series of 3 guest lecturers will offer depth in their very specific areas of research or practice.

Finally, unit 6 looks at public health and healthcare systems and institutions. In this three-week unit, we will cover healthcare delivery systems and healthcare reform in the United States, public health institutions and the concept of a disseminated public health system, and public health communication. Finally, we conclude the course with two lectures examining the challenges and opportunities of thinking about public health as a complex system.

At the end of each unit, there will be a unit quiz to assess your learning from that unit. See the grading and assignments section for details about the quizzes.

Course Calendar: Week by Week

The unit modules will become available on Canvas about a week before each unit begins.

[Unit 1: Introduction to Public Health Principles and Practice](#)

Week 1

Tues, Jan 23 [Lecture 1.1: Introduction to the Course & What is Public Health? \(Jones\)](#)

Thurs, Jan 25 [Lecture 1.2: Evidence-Based Public Health \(Jones\)](#)

Various times, Tues-Thurs: [Discussion 1a. Introductions](#)

Week 2

Tues, Jan 30: [Lecture 1.3 Public Health Data, Measures, and Surveillance \(Jones\)](#)

Thurs Feb 1: [Lecture 1.4 Social Determinants of Health \(Jones\)](#)

Various times, Tues-Thurs: [Discussion 1b: In Sickness and in Wealth](#)

Week 3

Tues, Feb 6: [Lecture 1.5 Health Behavior Models \(Jones\)](#)

Tues, Feb 6: *Detailed Lab Assignment #1 available.*

Thurs, Feb 8: [Lecture 1.6 Public Health Policy \(Guest Lecturer Thomas Oliver\)](#)

Various times, Tues-Thurs: [Discussion 1c: Media Bias and Media Literacy](#)

[Unit 2: Infectious Diseases](#)

Note: You must take the required syllabus quiz to access Unit 2 content.

Week 4

Mon, Feb 12: *Unit 1 quiz opens at 12:01 am CT*

Tues, Feb 13: [Lecture 2.1 Infectious Diseases: Global Burden, Costs, and Trends \(Jones\)](#)

Thurs, Feb 15: [Lecture 2.2 Vector-Borne Disease and Control \(Guest Lecturer Linda Oforka\)](#)

Various times, Tues-Thurs: [Discussion 2a Vaccines - Balancing Individual Rights with the Common Good](#)

Sun, Feb 18: Unit 1 quiz closes at 11:59 pm CT

Week 5

Tues, Feb 20: [Lecture 2.3 The Global Campaign Against Vaccine-Preventable Diseases \(Guest Lecturer James Conway\)](#)

Tues, Feb 20: *Detailed Lab Assignment #2 available.*

Thurs, Feb 22: [Lecture 2.4 Emerging, Evolving, and Eradicating Infectious Disease \(Guest Lecturer Ajay Sethi\)](#)

Various times, Tues-Thurs: [Discussion 2b Outbreak investigation.](#)

Sun, Feb 25: Lab Assignment #1 due at 11:59 pm CT

Unit 3: Chronic Diseases

Week 6

Mon, Feb 26: Unit 2 Quiz opens at 12:01 am CT

Tues, Feb 27: [Lecture 3.1 Chronic Disease: Global Burden, Costs, and Trends \(Jones\)](#)

Thurs, Feb 29: [Lecture 3.2: Cancer Prevention at the State Level \(Guest Lecturer Beth Brunner\)](#)

Various times, Tues-Thurs: [Discussion 3a Bad Sugar](#)

Sun, March 3: Unit 2 Quiz closes at 11:59 pm CT. Typo in date corrected 2/6/2024.

Week 7

Tues, Mar 5: [Lecture 3.3: Community-Based Obesity Prevention Programs \(Guest Lecturer Eva Vivian\)](#)

Thurs, Mar 7: [Lecture 3.4 The Global Tobacco Epidemic \(Guest lecturer Pat Remington\)](#)

Various times, Tues-Thurs: [Discussion 3b Qualitative and quantitative data sources](#)

Unit 4: Injury Prevention

Week 8

Mon, Mar 11: Unit 3 Quiz opens at 12:01 am CT.

Mon, Mar 11: Honors-Optional Students Only: Honors Paper Topic Selection Due

Tues, Mar 12: [Lecture 4.3 The Opioid Epidemic: A National and State Public Health Perspective \(Guest lecturer Hank Weiss\)](#) [3/6: Date changed from 3/19 to 3/12]

Thurs, Mar 14: [Lecture 4.2 A Systems Approach to Injury Prevention \(Guest lecturer Maureen Durkin\)](#)

Various times, Tues-Thurs: [Discussion 4a: Bicycle Injury Prevention: Public Health or Paternalism?](#)

Sun, March 17: Unit 3 Quiz closes at 11:59 pm CT.

Week 9

Tues, Mar 19: [Lecture 4.1 Injury: Global Burden, Costs, and Trends](#) [3/6: Date changed from 3/12 to 3/19]

Thurs, Mar 21: [Lecture 4.4 Perinatal Mental and Physical Health in Dane County \(Guest lecturer Kimberly Robertson\)](#)

Various times, Tues-Thurs: [Discussion 4b: Firearm injury prevention](#)

Fri, March 22: [Lab Assignment #2 due at 11:59 pm CT](#)

** [Spring Break - Week 10](#) **

Mon, Mar: [Unit 4 Quiz opens at 12:01 am CT \[Date edited on Feb 12, 2024. Was previously April 1.\]](#)

[Unit 5: Environmental Health](#)

Week 11

Mon, Apr 1: [Honors-Optional Students Only: Honors Paper Outline Due](#)

Tues, Apr 2: [Lecture 5.1 Introduction to Environmental Health: Global Burden, Costs, and Trends \(Jones\)](#)

Thurs, Apr 4: [Lecture 5.2 Environmental Advocacy in Practice \(Guest lecturer Mark Redsten\)](#)

Various times, Tues-Thurs: [Discussion 5a: TBD](#)

Sun, Apr 7: [Unit 4 Quiz closes at 11:59 pm CT.](#)

Week 12

Tues, Apr 9: [Lecture 5.3: How WI is Spurring Climate Action to Improve Health \(Guest lecturers Beardmore, Thelen, Irving\)](#)

Thurs, Apr 11: [Lecture 5.4 Maternal Health \(Guest lecturer Claire Wendland\)](#)

Various times, Tues-Thurs: [Discussion 5b: Environmental Racism](#)

[Unit 6: Public Health Institutions and Systems](#)

Week 13

Mon, Apr 15: [Unit 5 Quiz opens at 12:01 am CT.](#)

Tues, Apr 16: [Lecture 6.1 Comparing and Contrasting Global Health System Performance \(Jones\)](#)

Thurs, Apr 18: [Lecture 6.2 Local Public Health Institutions and Systems \(Guest lecturer Katarina Grande\)](#)

Various times, Tues-Thurs: [Discussion 6a Comparing health system performance](#)

Sun, Apr 21: Unit 5 Quiz closes at 11:59 pm CT.

Week 14

Tues, Apr 23: [Lecture 6.3 Reforming the US Healthcare System \(Guest lecturer Marietou Ouayogode\)](#)

Thurs, Apr 25: [Lecture 6.4 Communicating Public Health \(Guest lecturer Sarah Clifford Glapa\)](#)

Various times, Tues-Thurs: [Discussion 6b: Advocating for Public Health](#)

Week 15

Mon, Apr 29: Unit 6 Quiz opens at 12:01 am CT.

Mon, Apr 29: Honors-Optional Students Only: Term Papers due at 11:59 pm CT.

Tues, Apr 30: [Lecture 6.5 Vaccine Hesitancy \(Jones\)](#) [Topic changed from Systems Thinking in Public Health on Feb 29, 2024]

Thurs, May 2: [Lecture 6.6 Challenges and Future Directions for Public Health \(Jones\)](#)

Various times, Tues-Thurs: [Discussion 6c: Course reflections](#)

Sun, May 5: Unit 6 Quiz closes at 11:59 pm CT.

Finals Week

Fri, May 10, 11:59 pm CT: Course deadline. No assignment for this course will be accepted after this date. See the late assignment policy for details.

Discussion Sections

The goal of the discussion sections (50 minutes/week) is to engage students in active and hands-on learning opportunities that enhance lecture content and improve the understanding of current public health issues.

Discussions sections are in-person. Attendance is required and will be assessed at each session. See Grading for more information.

The objectives of the discussion sections are to:

- Apply public health content from the lectures and assigned reading to real-world topics.
- Explore topics introduced in the lectures in more depth.
- Explore personal, local, and global issues related to each unit topic through active learning approaches (e.g., discussion, games).
- Bring disciplinary knowledge and life experience to public health issues.

During discussion sections, students will have the opportunity to discuss material from lecture in smaller groups, ask questions, and practice hands-on skills through guided labs.

Grading

Assessments

Students will be assessed based on the results of six unit quizzes, two discussion Lab Assignments, and attendance/participation in discussion section meetings. The contribution of each of these grades to the total grade is as follows:

Assessment	Contribution to total grade
Unit 1 Quiz	10%
Unit 2 Quiz	10%
Unit 3 Quiz	10%
Unit 4 Quiz	10%
Unit 5 Quiz	10%
Unit 6 Quiz	10%
Lab Assignment #1	10%
Lab Assignment #2	10%
Attendance and Participation in discussion sections	20%
Total:	100%

1. Unit Quizzes (60% of final grade; 10% each of 6 quizzes)

A quiz covering each unit will be posted to Canvas following the conclusion of the unit. There are 6 quizzes in all, one for each of our 6 units. Each quiz will consist of 20-30 multiple-choice questions and 1-3 short-answer questions. Quizzes are untimed. Each

student may decide when to complete their quiz before the deadline. Be sure to submit! Unsubmitted quizzes cannot be graded.

The questions will be taken from lectures, discussions, and required reading/multimedia content. Quiz questions will be drawn from a bank of questions at random, so any two students are unlikely to get the exact same questions.

The quizzes are intended to assess your *understanding* of the material covered in the unit through the application of concepts. Quizzes will be “open book.” You are expected to complete the quizzes on your own, without consulting other students. Many times, we have seen a whole group of students get a question wrong because one student is too confident that they know the right answer. I prefer to assess each student’s understanding of the material independently.

You will not receive your quiz grade until the quiz has closed for all students. Please do not contact the TAs about answers to the quiz until after the correct answers have been posted.

You have an entire week to complete each quiz. Start and submit early. Quizzes not submitted on time will receive grade penalties according to the late assignment policy below.

Individual questions may be dropped from quizzes after grading in the case of a problem question (for example, a typo).

[Change to protocol as of 2/26/2024: Quizzes 2-6 will allow only one attempt.]

2. Discussion Section Lab Assignments (20% of final grade, 10% each assignment)

During the semester, there are two written lab assignments. Each is worth 10% of the total grade. These assignments are intended to help students understand technical course concepts through practice and application. A comprehensive assignment will be provided for each one, and the assignment will be introduced during discussion section.

In general, the lab reports are written assignments about 3-4 pages in total length. The format is a series of multiple choice, fill-in, and short-answer questions. Written assignments must be original work, written in standard English, and appropriately cited. See the plagiarism and generative AI policies below.

All assignments will be turned in via Canvas.

3. Attendance and Participation in Discussions (20% of final grade)

Attendance is required during discussions, and each student will self-assess participation at each session. Students must complete and submit the self-assessment form on the same day as their discussion section. Self-assessments submitted after that date will be subject to the late assignment policies for this course. [Added Feb 7, 2024]

The lowest three attendance/participation scores will be dropped from grading for each student. This means each student may miss up to three discussions without any penalty and without notifying the instructors.

Students who miss more than three discussion sections will receive zeros for the fourth missed discussion and beyond. There is no way to make up missed discussions. We will consider dropping discussion grades from the final grade calculation under extreme circumstances (for example, when a student is hospitalized for multiple weeks). Such exceptions require documentation showing that the student could not attend discussion for multiple weeks. If you use up your three "free" absences and then come down with something and miss a fourth, that will not be considered an extreme circumstance. For this reason, we recommend saving your three "free" misses for a rainy day.

Extra Credit

There may be occasional opportunities for students to earn extra credit points in this course. If so, such opportunities will be equally available to all students.

Overall Course Grading Policy:

1. The final grades will be determined based on the following scale:

A (outstanding): 93+%

AB (excellent): 88-92%

B (very good): 83-87%

BC (good): 78-82%

C (fair): 70-77%

D (poor): 60-69%

F (fail): <60%

2. All final grades will be rounded up to the nearest whole percent to produce a letter grade.
3. Interim grades will be provided after each of the quizzes.
4. All questions regarding any grade in the course must be directed to the teaching team.
5. We do not adjust final grades at the end of the semester for any reason other than an error in recording a grade. Letter grades are calculated based on the scheme listed above. With a large class, there will always be a student who falls just below a grade cut-off. To be fair to all students, we do not adjust the cut-off for students who just missed a higher grade. There are no exceptions to this policy for any reason.

Attendance Policy

Attendance is not required in lectures. However, students will find it difficult to pass this course if they do not attend the lectures consistently or watch the recorded lectures within the same week that they are given.

Attendance is required during discussions and will be taken at each discussion section meeting. See the section on grading for details about missed discussion sections.

Policy on Absences Due to Religious Observances

State law mandates that any student with a conflict between an academic requirement and any religious observance (including travel time) must be given an alternative for meeting the academic requirement. Students with such a conflict should notify the teaching team within the first two weeks of the semester. We will make alternative arrangements.

Policy on Absences on Election Days

If you are not registered to vote locally, we encourage you to cast an absentee ballot to avoid disruptions to your schedule. If you must travel to cast your vote in an election and will miss class, please notify the teaching team with at least 2 weeks' notice. We will make alternative arrangements.

Late and Missed Assignment Policy

The following policy applies to all assignments and quizzes in this course:

1. Grace period: No penalty applies for assignments and quizzes submitted within 12 hours of the due date.

2. Penalty for Late Submissions: After the 12-hour grace period, the assignment/quiz grade will be reduced by 10% per 24 hours beyond the due date. This penalty applies up to 11:59 pm on the 5th day beyond the due date. At that point, the assignment/quiz will no longer be accepted. Students will receive a zero for the assignment/quiz, and the assignment/quiz will not be graded. See the late assignment penalty structure detailed in the table below:

1 Day Late (under 12 hrs)	1 Day Late (more than 12 hrs)	2 Days Late	3 Days Late	4 Days Late	5 Days Late	6+ days late
Up to 12:00 hours after time due	12:01 - 24:00 hours after time due	24:01 - 48:00 hours after time due	48:01 - 72:00 hours after time due	72:01 - 96:00 hours after time due	96:01 - 108:00 hours after time due	More than 108 hours
No Penalty	10% penalty	20% penalty	30% penalty	40% penalty	50% penalty	100% penalty

3. Exceptions for Emergencies: If you have a serious issue such as illness, family emergency, or significant personal challenges, and that issue is preventing you from completing an assignment/quiz on time, communicate with your TA early and often about your need for more time. Deadline extensions are possible before the deadline has passed. After the deadline has passed, the teaching team may require documentation of your emergency to consider extending the deadline. However, in no circumstance will an assignment deadline be extended beyond May 10th.

3. Course grading deadline: All work for the course must be submitted by 11:59 CT on Friday, May 10th. No coursework can be accepted after that time. This is not flexible. The teaching team must submit final grades to the registrar on Monday, May 13th.

Plagiarism Policy

Students are expected to present their own work, writing, and understanding for assessment in this course, like all courses at UW-Madison.

Plagiarism is presenting someone else's work or ideas as your own. This includes but is not limited to copy-pasting text from any source (including from the internet) without using quotations and citations, improper or missing citations, and presenting another person's original ideas as your own even if you do not use their words.

We use Turnitin to check all written assignments for potential plagiarism. As a guideline, anything identified as having greater than a 12% match with Turnitin will be examined closely to determine if the student may have plagiarized content. We reserve the right to examine assignments with matches less than 12% for plagiarism.

We will follow up on all significant plagiarism concerns. The first step in this process is a one-on-one meeting with the course instructor. After that conversation, the student is typically given the opportunity to revise their work to address any plagiarism concerns. Depending on the severity of the issue, sanctions may be applied including: grade penalties, completing alternative assignments, and/or reporting academic misconduct to the Office of Student Conduct and Community Standards.

Taking shortcuts is guaranteed to create more work for you in the end. Do not plagiarize. When in doubt, use citations.

If you aren't sure what that means, please go to the excellent UW Library resource Intro to Plagiarism: <https://lo.library.wisc.edu/plagiarism/#/>.

Policy on Re-using Your Own Work in this Course

The University of Wisconsin-Madison's [policy on Academic Misconduct](#) is vague on self-plagiarism. Although some people consider re-using one's own work to be a form of plagiarism, Dr. Jones does not think copying your *own* words and ideas meets the definition of plagiarism, which is defined as "the practice of taking someone else's work or ideas and passing them off as one's own."

However, this practice might have other problems. If you submit your own work from another course, Turnitin will flag it as potential plagiarism. In this case, it's not always clear to your instructional team that the original source was you.

In addition, recycling your previous work violates the basic expectation that you will learn new things during this course.

Therefore if you have completed an assignment for another course that substantially overlaps with an assignment given in this course, you should speak to Dr. Jones about it before the due date. We can find a slightly modified assignment or a way to modify your

previous work. Thus, we will ensure that Turnitin doesn't confuse us all, and we can avoid an awkward conversation about possible plagiarism.

Policy on the Use of Generative AI for Assessments

As an educational institution committed to fostering intellectual growth and academic integrity, students must engage deeply with course material and demonstrate their understanding through their own efforts. We strongly believe that students' best learning outcomes are achieved through independent thought and problem-solving. While generative AI tools might offer quick answers and are quite useful in many situations, they deprive learners of the opportunity to develop critical thinking skills and a deeper comprehension of the subject matter. Accordingly, our policy on the use of generative AI tools, such as language models and other AI-driven content creation tools, is as follows:

1. **Original Work Requirement:** Students are expected to submit entirely their own work. This includes, but is not limited to research papers, quiz responses, and lab assignments. The core of learning is in the process of thinking, analyzing, and creating, which cannot be outsourced to artificial intelligence. Using generative AI tools to complete quiz questions, lab assignments, or other forms of assessments is prohibited. This policy is in place to ensure that the work submitted is a true reflection of a student's own understanding and capabilities.
2. **How We Would Know:** The course instructors reserve the right to investigate whether any student has learned the course content by asking them about it during class or private meetings. If we suspect you may have used generative AI in an assessment, we will contact you to discuss it in person. We may ask students to complete an in-person written assessment/quiz on the course content in question to verify that they have learned it themselves.
3. **Consequences for Violations:** Any use of generative AI in contravention of this policy will be considered a breach of academic integrity. Violations will be subject to disciplinary action as outlined in the university's academic code of conduct, including grade penalties, course failure, or further disciplinary measures.
4. **Exceptions and Clarifications:** This prohibition is limited to the course content, not its presentation in English. You may use a grammar/language-checking software such as Grammarly. If there are any other aspects of the course where generative AI tools may be used constructively and ethically, the instructor will explicitly state such exceptions. Students are encouraged to seek clarification if unsure about the applicability of this policy in specific contexts.

Our goal is to support your educational journey by encouraging authentic learning experiences. We appreciate your cooperation in upholding these standards and look forward to a productive and intellectually rewarding semester.

L&S Honors Option

This course offers honors credit for students in the [Letters and Science Honors Program](#).

- Students may enroll in any discussion section and select the Honors Option at enrollment.
- Students selecting this option will write a term paper and complete all other course requirements. (see below).
- Please navigate to [this link](#) for instructions on editing your enrollment to the honors option, or reach out if you are having any problems.

If you have any questions about the honors program, please contact:
honors@honors.ls.wisc.edu.

Requirements to Receive Honors Credit

Students enrolled for honors-optional credit will select a public health problem of interest to them and describe it in terms of the PERIE process (which we will learn in class) as a term paper. Students will complete a paper topic, paper outline, and a final paper approximately 8 pages.

For details, see each of the assignments on Canvas:

[Honors Paper: Topic Selection](#)

[Honors paper: Outline](#)

[Honors Paper: Final Submission](#)

Grading

The honors paper grade is not factored into the overall course grade. However, to satisfy the honors requirement, students must turn in both the paper topic and outline (both complete/not complete grading), and the final paper must receive a grade of B or better.

What if I Don't Want to Do Honors After All?

If you do not complete any of the requirements, you must change your enrollment to drop the Honors Option. If you change your mind, that's okay! But please change your

enrollment before the end of the semester. [Instructions are here:](#)
<https://honors.ls.wisc.edu/add-or-drop-honors/> If you wait until after grades are posted, both the student and the instructor must complete considerable paperwork (for example, the student will need approval from their Dean).

If you do not complete the requirements and you do not change your enrollment, you will not receive a final grade in this course on your transcript. This is University policy.

Timeline

Before the semester: select "Honors Option" at enrollment.

- March 11: [Submit honors paper topic](#) on Canvas
- April 1: [Submit honors paper outline](#) on Canvas
- April 29: [Submit final honors paper](#) on Canvas
- May 10: If you enrolled in the honors option but did not submit all the elements of the honors requirements, this is the last day to change your enrollment before it turns into a headache.

Rules, Rights & Responsibilities

See the Undergraduate Students' Guide for [Rules, Rights and Responsibilities of students.](#)

Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Disciplinary actions include (but are not limited to) grade penalties, repeating the assignment, failure on the assignment/course, disciplinary probation, or suspension. Substantial cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

Accommodations for Students with Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin

State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. The course instructor and TA team will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

Diversity and Belonging

UW-Madison's institutional statement on diversity is as follows: "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world."

<https://diversity.wisc.edu/>

In this course, we take our commitment to diversity and belonging seriously. Instructors and students are expected to adhere to the Norms and Working Agreements detailed in this syllabus, which include the explicit expectation that all students come to class with an attitude of mutual respect and humility and help to co-create an environment where all students feel safe.

The instructors of this course are human beings and are not perfect. We will make mistakes and miss things. If you feel that any situation in class has impacted your learning experience in a negative way due to a violation of our commitment to belonging, and it is not addressed during class, use the [anonymous feedback box](#) to notify the instructional team. We commit to taking steps to address any such situation.

Academic Calendar & Religious Observances

Students should refer to the [academic calendar](#) regarding specific dates for religious observances. If a student wants relief due to a religious observance or election official responsibility, they must notify the course faculty during the first two weeks of class. Make-ups may be scheduled before or after the regularly scheduled requirements.

Student Campus Resources

Some of the topics discussed in this course relate to sensitive health and social issues. Many students have had experiences with health issues such as depression, suicide, violence, or serious health issues. Discussing these issues may be difficult for some students. We recommend that all students be sensitive when discussing these issues. In addition, students should be aware of resources that are available at the UW:

<https://www.uhs.wisc.edu/mental-health/getting-started/>

UW-Madison has many other resources for students. The office of the Dean of Students is often a good starting place. You can contact them at doso@studentaffairs.wisc.edu. They can direct you to other resources on and off campus as needed.

Here are a few resources listed by category:

Food and housing assistance

- Dean of Students: doso@studentaffairs.wisc.edu or (608) 263-5700
- Basic Needs Resources: <https://financialaid.wisc.edu/success/basic-needs-resources/>
- Open Seat Food Pantry: <https://kb.wisc.edu/84346>
- The Keep Food Pantry: <https://www.luthermem.org/food-pantry/>
- Neighborhood House Walk-In Meals & Food Pantry: <https://neighborhoodhousemadison.org/meals/>

McBurney Disability Resource Center

- mcburney@studentlife.wisc.edu or (608) 263-2741

Mental health services

- University Health Services (UHS): (608) 265-5600 (Option 2) or (Option 9 for crisis line)

- Counseling Psychology Training Clinic (CPTC): Sliding scale counseling provided by UW-Madison Department of Counseling Psychology, <https://counselingpsych.education.wisc.edu/clinic-and-outreach/cptc/>
- Let's Talk: Free mental health consultations, <https://www.uhs.wisc.edu/mental-health/lets-talk/>
- Journey Mental Health: Therapy and counseling care, <https://journeymhs.org/>
OR call 608-280-2720 for an appointment
- NAMI (National Alliance on Mental Illness) Dane County Support Groups: <https://www.namidanecounty.org/support>
- Dane County Behavioral Health Resource Center, <https://danebhrc.org/>
- Really comprehensive Dane County Mental Health resource list put out by NAMI : <https://www.namidanecounty.org/resource-guide>

Other course information

Relationship to the Council for Education on Public Health (CEPH)

The content of this course fulfills Council for Education on Public Health (CEPH) requirements for foundational knowledge in the following areas:

Profession & Science of Public Health

1. Explain 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. List major causes and trends of morbidity and mortality in the U.S. or other community relevant to the school or program
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health

7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political, cultural, and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease

12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)