



**ADDITIONAL
LEVEL I COURSES
APPLICATION FORM**

To apply for additional Level I courses, please complete the following information and submit this form and the course syllabus to CCP@highered.ohio.gov.

College or University:

Contact Name & Title:

Phone Number:

Email Address:

Course Name:

Please provide a description of how having access to this particular course would benefit College Credit Plus students as a Level I course (250 word maximum). Please include information about the requirements this course could meet for students (such as potential high school graduation, in-demand career pathway or degree requirements) and other Level I course offerings at the college in this subject area that would meet similar requirements as this course.

Is this course eligible to be designated as an OTM, TAG or CTAG course?

- Yes** If yes, describe below why the college is not pursuing an OTM, TAG or CTAG
- No** designation for the course.

Email this application along with the course syllabus and letter of support to CCP@highered.ohio.gov.



Department of
Higher Education

INSTRUCTOR INFORMATION

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REMOTE Office Hours posted on Blackboard

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COURSE INFORMATION

COURSE DESCRIPTION

Introduction to Public Health provides a population perspective on the determinants of health and diseases and the tools available to protect and promote health. Students will gain a perspective through vignettes, case studies and examples of how public health affects their everyday lives. This course will provide the introduction using the 10 greatest public health achievements of the 20th century.

BSPH PROGRAM COMPETENCIES

This course addresses the following BSPH program competencies:

Foundational Domains BSPHFD

- C1: Overview of Public Health:** Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
- C2: Role and Importance of Data in Public Health:** Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice
- C3: Identifying and Addressing Population Health Challenges:** Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations
- C4: Human Health:** Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course
- C5: Determinants of Health:** Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
- C6: Project Implementation:** Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation
- C8: Health Policy, Law, Ethics, and Economics:** Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government
- C9: Health Communications:** Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

Foundational Competencies BSPHFC

- C10: Public Health Communication:** Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences
- C11: Information Literacy:** Students should be able to locate, use, evaluate, and synthesize information

Cross Cutting Concepts and Experiences BSPHCCCE

- C17:** Independent work and a personal work ethic

Specialization Competencies Allied Health

AH1: Integration: Apply population based public health concepts to individual-level allied health practice.

AH2: Patient Education: Describe the social, behavioral, environmental, policy and clinical determinants of health and how they can be used to improve communication with patients and families.

COURSE LEARNING OUTCOMES (CLO)

This course is designed to achieve learning outcomes that are tied to the competencies above. These learning outcomes are listed below, followed by parenthetical statements which identify the competencies that these outcomes support.

Upon course completion, students should be able to:

- CLO1: Describe and define the history, role, and challenges of the essential services of public health. (C1, 17)
- CLO2: Examine factors that affect morbidity and mortality. (C, 2, 4, 5, 6, 17)
- CLO3: Explain and use the steps in the evidence based public health process. (C2, 3, 4, 5, 6, 11, 17)
- CLO4: Discuss how social and behavioral interventions and promotion can improve population health. (C3, 4, 6, 11, 17)
- CLO5: Explain the scope and principles of health law, policy, and ethics. (C8, 17)
- CLO6: Identify basic components of health care systems and institutions and describe the different health professions in each. (C8, 11, 17)
- CLO7: Describe the role of health informatics and health communications in understanding and addressing public health problems. (C9, 10, 17)

Course Credit: 3 Credit Hour

COURSE EXPECTATIONS

COURSE MATERIALS

There is no required textbook to purchase.

MODULE ASSIGNMENTS

Modules will include unique assignments that will help students apply the information learned in that module. All work should be posted in Blackboard. Students may discuss assignments with each other, but are expected to complete the assignment independently (not to work with other students), unless directed otherwise by the instructor. Each module assignment is worth up to 25 points.

Module assignments should demonstrate student engagement with the material, which constitutes 10 of the total 25 points for each assignment. Demonstration of engagement may include elements such as: sharing interactions with others about the course materials; relating the course materials to the student's own experience, background, or aspirations; or bringing in of outside information.

IN-CLASS ACTIVITIES (VIA ZOOM)

Each week there will be some interactive components of the Zoom session. Students will receive 5 points for engaging fully in these activities. If students are unable to attend to the Zoom session, there will be an opportunity to make up the activities from the session, with approval of the instructor. Students are responsible for following up with the instructor after any missed Zoom sessions.

FINAL PROJECT

The final project will be comprehensive, covering the material from Module 1-14. Students will receive specific information later in the semester regarding this final project. This final project is worth 50 points.

ASSESSMENT FEEDBACK/GRADING

All course grading will be done by the instructor and/or any teaching assistants. Grades and feedback will be posted in the Bb Learn Grade Center. If students have any concerns or questions about the grades that they have received, they are encouraged to reach out to the instructor for clarification and to determine if a higher grade would be appropriate.

DEADLINES, LATE, AND MAKE-UP WORK POLICY

The timeline for submitting assignments has been designed to provide students with the best opportunity to get most out of the course materials. In addition, having standard due dates allows the instructor to review and provide equitable feedback and grading on all students' assignments.

Students should do their best to submit all assignments on time, particularly peer review assignments that other students need in order to move forward with their work. Students who feel that they will not be able to complete an assignment on time should contact the instructor as soon as possible (preferably before it's due!) so the best plan for moving forward can be determined. As long as the instructor determines it is appropriate to the course learning objectives, late assignments will be accepted for at least partial credit.

ACADEMIC INTEGRITY

Students are asked to submit original work for all course assignments, unless otherwise directed. When the use of outside sources is permitted, credit must be given to the original source. Students may work together to *discuss* course material and concepts, but all submitted work must be generated individually and consist of original work in the student's own words.

For the final project, students may choose a topic reviewed in another course, or to draw on materials that they had identified before, but the actual work and writing submitted during the course should be work done during the current semester, and should use the frameworks and concepts from the course materials. Assignments from previous or concurrent courses should not be submitted to fulfill course requirements.

REGARDING STUDENTS WITH DISABILITIES

Kent State University recognizes its responsibility for creating an institutional climate in which students with learning differences can succeed. Please let the instructor know if accommodations are needed to obtain equal access and to promote learning in this class.

ASSIGNMENT POINT DISTRIBUTION

Method of Assessment	Number of Assessments	Total Points
Module Assignments/Discussions	13 @ 25 points each	325
Small Group Sessions	1 @ 25 points each	25
In-Class Activities (via Zoom)	12 @ 5 points each	60
Learner Survey & Intro Discussion	2 @ 5 points each	10
Final Project	1 @ 50 points	50
	Total Possible Points	470

GRADING SCALE

Percentage of Earned Points	Earned Points	Grade
92% -100%	431-470	A
90%-91%	421-430	A-
88%-89%	412-420	B+
82%-87%	384-411	B
80%-81%	374-383	B-
78%-79%	365-373	C+
72%-77%	337-364	C
70%-71%	327-336	C-
68%-69%	318-326	D+
60%-67%	280-317	D
Under 60%	279 and below	F

SYLLABUS ADDENDUM

In addition to this document, students will find a “Syllabus Addendum” on Blackboard, which includes additional expectations, guidelines, and policies. Students are responsible for reviewing the addendum document, as well as this one.

COURSE SCHEDULE

Complete details of course expectations can be found in the syllabus.

WK	TOPIC	ASSIGNMENTS (COMPETENCY)	PTS	DUE (BY 11:59PM)
1 Aug 27 -Sep 6	What is Public Health? Zoom – Mon, Aug 31	Intro Discussion Module 1 Activity	5 25	Thu, Sep 3 & Sun, Sep 6 Due Sun, Sep 6
2 Sep 7-13	NO Zoom – Labor Day	Learner Survey Small Group Session	5 25	Complete by Sun, Sep 13
3 Sep 14-20	Core Values of Public Health Zoom – Mon, Sep 14	In-Class Activities Module 3 Activity	5 25	Due Sun, Sep 20
4 Sep 21-27	Viruses & Vaccinations Zoom – Mon, Sep 21	In-Class Activities Module 4 Activity	5 25	Due Sun, Sep 27
5 Sep 28-Oct 4	Politics, Law & Public Health Zoom – Mon, Sep 28	In-Class Activities Module 5 Activity	5 25	Due, Sun, Oct 4
6 Oct 5-11	Health Equity & Community Health Zoom – Mon, Oct 5	In-Class Activities Module 6 Activity	5 25	Due Sun, Oct 11
7 Oct 12-18	Bacteria & Antibiotics Zoom – Mon, Oct 12	In-Class Activities Module 7 Activity	5 25	Due Sun, Oct 18
8 Oct 19-25	Heart Disease and Stroke Zoom – Mon, Oct 19	In-Class Activities Module 8 Activity	5 25	Due Sun, Oct 25
9 Oct 26-Nov 1	Safer and Healthier Food Zoom – Mon, Oct 26	In-Class Activities Module 9 Activity	5 25	Due Sun, Nov 1
10 Nov 2-8	Healthier Mothers and Babies Zoom – Mon, Nov 2	In-Class Activities Module 10 Activity	5 25	Due Sun, Nov 8
11 Nov 9-15	Sex, Gender, & Sexual Health Zoom – Mon, Nov 9	In-Class Activities Module 11 Activity	5 25	Due Sun, Nov 15
12 Nov 16-22	Workplace Safety & Rights Zoom – Mon, Nov 16	In-Class Activities Module 12 Activity	5 25	Due Sun, Nov 22
Nov 23-29	THANKSGIVING BREAK			
13 Nov 30-Dec 6	Public Health & Addiction Zoom – Mon, Nov 30	In-Class Activities Module 13 Activity	5 25	Due Sun, Dec 6
14 Dec 7-13	Public Health in Society Zoom – Mon, Dec 7	In-Class Activities Module 14 Activity	5 25	Due Sun, Dec 13
FINALS Dec 14-18	Final	Final Project	50	Due FRIDAY Dec 18 th
Total			470	