

Add Course Request

Submitted on: 2011-08-15 14:18:39

1. COURSE SUBJECT	PUBH
2. COURSE NUMBER (OR PROPOSED NUMBER)	1001
3. COURSE TITLE	Introduction to Public Health
4. INITIATING DEPARTMENT or UNIT	Community Medicine and Health Care
5. NAME OF SUBMITTER	Stanton H Wolfe
6. PHONE of SUBMITTER	Phone: +1 860 679 4823
7. EMAIL of SUBMITTER	Email: swolfe@uchc.edu
8. CONTACT PERSON	Stanton Wolfe
9. UNIT NUMBER of CONTACT PERSON (U-BOX)	6325
10. PHONE of contact person	Phone: +1 860 679 5408
11. EMAIL of of contact person	Email: swolfe@uchc.edu
12. Departmental Approval Date	07/22/2011
13. School/College Approval Date	08/05/2011
14. Names and Dates of additional Department and School/College approvals	
15. Proposed Implementation Date	Term: fall, Year: 2012
16. Offered before next printed catalog is distributed?	No
17. General Education Content Area	Content Area 2 Social Sciences
18. General Education Skill Code (W/Q). Any non-W section?	None
19. Terms Offered	Semester: Fall Year: Every_Year
20. Sections	Sections Taught: 1
21. Student Number	Students/Sections: 100
22. Clarification: N/A	
23. Number of Credits	3 if VAR Min: Max: credits each term
24. INSTRUCTIONAL PATTERN	Two 1hr 15 mins lecture classes per week plus individual and workgroup field assignments
25. Will this course be taught in a language other than	No

English?	If yes, then name the language:
26. Please list any prerequisites, recommended preparation or suggested preparation: None	
27. Is Instructor, Dept. Head or Unit Consent Required ?	No
28. Permissions and Exclusions:	
29. Is this course repeatable for credit ?	No If yes, total credits allowed: Allow multiple enrollments in same term?
30. Grading Basis	Graded
31. If satisfactory/unsatisfactory grading is proposed, please provide rationale : N/A	
32. Will the course or any sections of the course be taught as Honors? AsHonors	
33. Additional Details:	
34. Special Attributes:	
35. REGIONAL CAMPUS AVAILABILITY : Not generally available at Regional Campuses, but may be available regionally pending availability and logistics of teleconferencing (distance learning)	
36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY : PUBH 1001 Introduction to Public Health Fall Semester 3 credits Two 1hr and 15 mins lecture classes per week plus individual and group field assignments Graded (A-F) Dr. Stanton Wolfe This course provides a basic foundation in and a “real world” perspective of public health principles and practices for any student interested in sociology, allied health, anthropology, medicine, law, business, biology, education, or simply leading a life as an informed citizen.	
37. RATIONALE FOR ACTION REQUESTED a) Why change from INTD to PUBH (reason for adding the course)? The science and practice of public health is vital to the health and well being of all people, and an educated citizenry in public health has been proclaimed a national priority. Broad-based student access to undergraduate education in public health has been identified as an essential route toward accomplishing this goal. Nearly 150 colleges and universities now offer a major, minor, or concentration in public health and public health has emerged as being one of the five most popular undergraduate courses nationwide. Although several departments at UConn (e.g. Allied Health Sciences, Anthropology, and Sociology) integrate public health concepts into their courses, no undergraduate public health courses, per se, have ever been taught at UConn until the School of Medicine’s Department of Community Medicine and Health Care (CMHC) launched the CT Undergraduate Public Health	

Initiative (CUPHI) in 2009. As a result, 3 courses have been offered at UConn over the past two years: Introduction to Public Health (IPH), Introduction to Epidemiology, and Introduction to Global Health.

IPH was taught Spring and Fall 2010 and is being offered again this Fall 2011 as an INTD Special Topics 3995 course. IPH cannot be taught more than 3 times as a Special Topics (experimental) INTD course. CMHC is the academic home for public health education at UConn, including the MPH and PhD public health programs; and CMHC has been the lead administrative department and CMHC's faculty have been the faculty instructors for IPH throughout its 3 semesters. Based on this experience and the overwhelmingly positive student response to these courses, CMHC will now most appropriately serve as the academic home for undergraduate public health courses at UConn, including IPH, using the Department's PUBH course designation.

b) Why change from 3000 to 1000 listing (why course is appropriate for inclusion at 1000 or 2000 level)?

IPH is a full lecture introductory course without prerequisites. The overwhelming student interest in this course over the past 2 years, and the introductory/overview nature of its content, make it ideally suited for offering as a 1000-series listing, enabling freshmen and sophomore students to develop a keen interest in public health in their early academic lives. We are looking forward to enabling 100-plus students to take IPH.

c) justification for enrollment restrictions

N/A

d)- g) effects on other departments ...overlap ...departments consulted ...effects on regional campuses

All departments whose curricula content may interrelate with public health were contacted by email for each of the 3 semesters IPH has been taught, including: Sociology, Anthropology, Physiology and Neurobiology, Human Development and Family Studies, Occupational Safety and Health, Health Communication, Allied Health Sciences (CANR), Natural Resources and Environment (CANR); as well as the appropriate heads and directors of the regional campuses (Hartford, Waterbury, Torrington, Avery Point, Stamford); and schools and colleges (Ratcliffe Hicks/Agr, Nursing, Pharmacy, and Business). All parties contacted have expressed strong support for adding this course and/or have expressed no existing overlap, duplication, or adverse affect on their departments or programs. In fact, The Departments of Sociology and Allied Health Sciences have expressed interest in developing concentrations in public health, with IPH and other of our courses as required concentration core courses.

It should be noted that the large majority of UConn schools, colleges, and departments referred to above are represented as members of our CUPHI Advisory Board that helped to plan, develop, and sustain public health undergraduate education at UConn.

h)-j) specific costs... reason for cross-listing... experimental course...

None or N/A

38. SYLLABUS:

Online URL: (https://web2.uconn.edu/senateform/request/course_uploads/anp05007-1313502153-PUBH 1001_sylletc.pdf)

39. Course Information: ALL General Education courses, including W and Q courses, MUST answer this question

a. Course Description, Goals and Learning Objectives

The goal of this course is to enable UConn students to become informed citizens in public health by gaining a strong foundation in public health principles and practices from a “real world” perspective. Selected as examples from among the course learning objectives created to accomplish the above goal, upon completion of this course students will be able to: 1) Apply fundamental principles of public health practice to defining health problems, establishing causes, recommending evidence-based intervention, implementing effective public health responses to health concerns and evaluating the impact of such strategies on community health and well-being; and 2) Utilize the public health framework to develop life-long learning skills in framing questions, analyzing underlying causes, brainstorming solutions, evaluating interventions and advocating on behalf of community health interests.

b. Course Requirements

Student evaluation and grading will be based on: written in-class multiple-choice exams and a final cumulative exam; two (one individual and one group) Applied Public Health Learning Experience Projects (CT Public Health Practitioner Profiles, and Assessments of Public Health Practices at UConn); and Class Participation (including completion of assigned individual reflections, readings, activities, and involvement in class discussions and projects).

The weekly reading assignments are drawn from the required text, Richard Riegelman, Public Health 101, Healthy People-Healthy Populations, and an assigned bibliography (including scientific articles and case studies handouts and e-links).

c. Major Themes, Issues, Topics to be covered

The major themes, issues, and topics of this course are: Principles of Population (how the approach to public health has changed over time, how public health works, etc.); Tools of Population Health (introduction to epidemiology and biostatistics, health informatics, promoting community development and public health, social foundations of health, health law, policy and ethics, health inequities, etc.); Preventing Disease, Disability and Death (communicable and non-communicable disease); Health and Healthcare Professionals, Institutions, Services and Systems.

d. N/A

40. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question

As can readily be discerned from the statements in this CAR and the course syllabus (see above), IPH is consistent with the purpose of general education, helping to ensure that all UConn undergraduate students become articulate and acquire intellectual breadth and versatility, critical judgment, moral sensitivity, awareness of their era and society, consciousness of the diversity of human culture and experience, and a working understanding of the processes by which they can continue to acquire and use knowledge. IPH helps to accomplish the University's mission, as well, serving to establish, integrate, and maintain health professional education and general education in a manner that is complementary and compatible.

Universality, Accessibility, Transferability, and Faculty Participation

A principle purpose of IPH is that all students at the University of Connecticut should have the opportunity to be part of an informed citizenry in public health, irrespective of their major, School or College. As a 1000-series course, all undergraduate students at the University of Connecticut will have timely access to General Education public health courses and support services. IPH was planned and developed through the CUPHI Advisory Committee, a

partnership of numerous departments and administrators drawn from several UConn Schools and Colleges (e.g., CLAS, CANR, Pharmacy, Business, and Nursing), potentially facilitating students' ability to transfer from one School or College to another without having to repeat General Education Requirements. All undergraduate public health courses are (and public health courses developed in the future will be) taught by full-time UConn faculty, with University resources allocated to promote this practice.

41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.: Specific Criteria

- a. **Arts and Humanities:**
- b. **Social Sciences:**

Introduction to Public Health, PUBH 1001, fully meets the course criteria specific to the Social Sciences Content Area. Public health largely examines how the behavior of individuals, groups, institutions, and societies influences the health and well-being of one another and the built and natural environment. IPH enables students to analyze and understand the interactions of the numerous social factors that influence health risks, behaviors, and outcomes at the individual, cultural, societal, national, and international levels. As such, IPH will meet the following criteria for the Social Sciences Content Area: 1. Students will be introduced to theories and concepts of the social sciences as they apply to critical thought about current health issues and problems; 2. Students will be introduced to the ways in which individuals, groups, institutions, and societies behave and influence one another's health and the natural environment; 3. Students will be provided the tools to critically assess the interrelationship of social, political, and economic bodies and considerations, and their impact on the health and well-being of families, communities, and nations ; in this context, social issues that will be addressed include gender, race, social class, political power, economic power, and cross-cultural interaction.

- c. **Science and Technology:**
 - i. **Laboratory:**
- d. **Diversity and Multiculturalism:**
 - 43. **International:**
- e. **Q course:**
- f. **W course:**

42. RESOURCES:

Does the department/school/program currently have resources to offer the course as proposed
YES

If NO, please explain why and what resources are required to offer the course.

43. SUPPLEMENTARY INFORMATION:

As noted above, IPH is a full lecture introductory course without prerequisites. Our outstanding experience with and the overwhelming student interest in this course over the past 2 years, and the introductory/overview nature of its content, make it ideally suited for offering as a 1000-series listing, enabling freshmen and sophomore students to develop a keen interest in public health in their early academic lives. We are looking forward to enabling 100-plus students to take

IPH.

As noted above (40), IPH is most appropriate for inclusion as a General Education course. IPH is consistent with the purpose of general education, helping to ensure that all UConn undergraduate students become articulate and acquire intellectual breadth and versatility, critical judgment, moral sensitivity, awareness of their era and society, consciousness of the diversity of human culture and experience, and a working understanding of the processes by which they can continue to acquire and use knowledge. IPH helps to accomplish the University's mission, as well, serving to establish, integrate, and maintain health professional education and general education in a manner that is complementary and compatible.

ADMIN COMMENT:

Senate approved new course & CA2 10.10.11 // GEOCCA2app_091911AP.
newCA2_081611AP.

Note: See Syllabus in hyperlink as specified above (format of syllabus cannot be merged with this document)