

College of Health Sciences
Department of Health Promotion and Administration
MPH 895 Public Health Capstone (CRN: 25697)
1 credit hour

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Course Description

This capstone course will allow students the opportunity to integrate and apply competencies acquired through the MPH program to problems likely to be encountered in public health practice. The course is designed to partially meet the culminating experience requirement for students in the program.

Reference Texts (note: All available in MPH Office; IOM also available online—see below).

Rowitz, L. (2006). *Public health for the 21st century: The prepared leader*. Sudbury, Mass.: Jones and Bartlett Publishers.

Institute of Medicine (U.S.). Committee on Assuring the Health of the Public in the 21st Century. (2003). *The future of the public's health in the 21st century*. Washington, D.C.: National Academies Press. http://www.nap.edu/catalog.php?record_id=10548

Publication manual of the American Psychological Association, 5th ed. (2001). Washington, D.C.: American Psychological Association.

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

1. demonstrate the development of practical insight in to the application of what they have learned, utilizing previous work and/or life experience as well as academic training;
2. demonstrate knowledge and mastery of public health competencies;
3. describe leadership models, where they are often applied in public health, where they are most appropriately applied, and which offer the best fit to participant's own personal styles and work environment;
4. recognize and use three modes of thinking -- systems thinking, creative thinking, and critical thinking -- with regard to public health issues;
5. discuss the emergence of professional ethics for the public health profession and apply them to hypothetical situations;
6. develop knowledge of ethical arguments regarding public health policies;
7. examine and critique health policies;
8. understand the relation between ethics and policy;
9. analyze social, cultural, demographic and political factors that influence decision-makers;
10. Describe how agenda-setting and public health advocacy is used to influence health policy development;
11. use research results to inform health policy development;
12. develop strategies to influence health policy;
13. discuss present and future challenges faced by the Nation's public health system; and
14. create a curriculum vita to use as they secure professional employment or advanced educational opportunities.

Course Relationship to MPH Program

This course relates directly to the accomplishment of the educational program objectives of the MPH degree, which are described in the Student Handbook that students receive upon enrollment into the program. Please reference the educational program objectives throughout the semester as they will provide a framework for this course and will contribute to your preparation for successfully completing other degree program requirements (e.g., comprehensive examination, capstone, practicum).

The MPH educational program objectives addressed in the course are:

1. Contribute to the public health profession through sound professional public health attitudes, values, concepts and ethical practices.
2. Recognize and facilitate diversity of thought, culture, gender and ethnicity through communication and collaboration.
3. Participate in professional development, scholarship, service, and educational activities that contribute to public health.
4. Integrate and apply the crosscutting knowledge and skills (competencies) within five core public health areas of knowledge (behavioral sciences, biostatistics, epidemiology, environmental health science, and public health admin).
5. Demonstrate advanced knowledge and skills necessary for specialized roles within public health specific to community health education or environmental health science.

This course also relates directly to the accomplishment of overall program competencies and option-specific competencies. Please refer to www.mph.eku.edu and/or the MPH Student Handbook to see which competencies are specifically addressed in this course.

Course content, assignments, and assessment instruments have been designed to facilitate the attainment and demonstration of appropriate knowledge and skills, and facilitate application in the field of public health.

Course Requirements

1. Class attendance and participation.* Given this is a 1 credit-hour course, we will only meet as a group on the following dates: January 17, February 7 and 28, March 20, April 10, and May 1. Additional PPT lectures and materials will be posted on Blackboard.
2. Curriculum Vita & Cover Letter: Each student will be required to develop and submit a professional, current curriculum vita, and each student will be required to develop and submit a professional cover letter. The cover letter will be no longer than two (2) pages and will be generic in nature. Further instruction to come under separate cover.
3. Scanning journal: each student will keep a journal in which they note emerging issues of change culled from recent journals, newspapers, magazines, TV, radio, the Internet or any other media. Entries of approximately one paragraph; source reference; six to eight entries required. Be prepared to tell us something in class --- we will have a brief period for "scanning hits" in most classes.
4. A group report/presentation on one of the leadership models, including an assessment of strengths and weaknesses, and examples of that model from the micro, institutional, and macro levels of the public health infrastructure. Prepared as bullet-point handouts and a 15-20 minute presentation to the class.

5. Ethics paper: Each student will review and analyze a minimum of two professional codes of ethics. After the review, the student will write their personal ethics statement. The code of ethics may be that of SOPHE, APHA, NEHA, etc. The paper will be two (2) to three (3) pages in length, double-spaced, using APA format. The difference in codes of ethics researched will be clearly cited in the paper. Further instruction to come under separate cover.
6. An individual report wherein each student will choose one emerging issue of change critical to public health, discuss its possible impacts and outcomes, related policy, legal, and ethical issues... Further instruction to come under separate cover.
7. Practice presentation of thesis/research project and how it relates to the MPH Program educational objectives and competencies.*

Course Evaluation:

Requirement	Points	Grading Scale	
Curriculum vita & cover letter	25	90-100%	A
Scanning Journal	50	80-89.9%	B
leadership report/presentation	50	70-79.9%	C
Ethics paper	25	60-69.9%	D
Final Paper	100	< 60%	F
Total Points	250		

*No points are awarded for attendance, class participation, and practice presentation yet all are required to pass the class.

Last Day to Withdraw: Mar. 21, 2008

DISABILITY STATEMENT:

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by email at disabilities@eku.edu <<mailto:disabilities@eku.edu>> or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

ACADEMIC INTEGRITY:

Eastern Kentucky University will honor the University's Academic Integrity policy. By honoring and enforcing the policy, the University affirms that it will not tolerate academic dishonesty. For a full description of the University's Academic Integrity policy refer to the following website: <http://www.academicintegrity.eku.edu/>.

CLASS ATTENDANCE POLICY

1. Regular class attendance is expected of all students.
2. Class attendance will be recorded at the beginning of each scheduled class meeting. When a student is late in getting to class or after attendance has been recorded, the student is responsible, immediately after class, to see that the absence is removed from the record.
3. A student missing twenty percent or more of the hours the class meets shall be assigned an "F" grade. Twenty percent of absences for the class are interpreted as 6 hours or 2 class periods. The instructor may waive this policy, but only when at least half the absences are due to participation in approved University activities or legitimate medical excuses.
4. At the discretion of the instructor, any time away from class in excess of the number hours credit allotted to the course may negatively influence the student's grade.

5. In the event of an unavoidable absence, the student should meet the instructor's terms for "make-up" procedures, but the responsibility for initiating make-up work rests with the student.
6. Each faculty member is to notify, in writing, all class members of the attendance policy. This is to be done on one of the first days of the semester.
7. Attendance regulations shall begin with the first scheduled meeting of the class regardless of when the student enrolls.

Suggested Readings:

Bard, J. (2005). "Standing Together: How Bioethics and Public Health Can Join Forces to Provide Equitable Health Care." *American Journal of Bioethics* 5(50): W20.

Bayer, R. and A. L. Fairchild (2004). The Genesis of Public Health Ethics. *Bioethics* 18 (6): pp. 473-492.

Callahn, D. & Jennings, B. (2002). Ethics & Public Health: Forging a Strong Relationship. *American Journal of Public Health* 92(2): pp. 169-176.

Crichton, Michael (2004). *State of Fear*. New York: Harper Collins, pp. 575-580.

Dearing, James W. & Rogers, Everett M. *Agenda-Setting*. Thousand Oaks, CA: Sage, 1996.

Gori, Gia Batta (2002). The Institute of Medicine report on smoking: A blueprint for a renewed public health policy. *American Journal of Public Health* 92 (6): pp. 945-946.

Gostin, L. O. (2002). Law and Ethics in a Public Health Emergency. *Hastings Center Report*. 32 (2): pp. 9-11.

Kass, N. E. (2001). An Ethics Framework for Public Health. *American Journal of Public Health*. 91(11, November): pp. 1776-1782.

Khanlou, N. & Peter, E. (2005). Participatory action research: consideration for ethical review. *Social Science & Medicine* 60 (10, May): pp. 2333-2340.

Kingdon, John W. (2003). *Agendas, Alternatives and Public Policies*. (2nd edition). Menlo Park, CA: Addison Wesley Longman.

Lamm, Richard D. (2003) *The Brave New World of Health Care*. Golden, CO: Fulcrum Publishing.

Last, J. (1996). Professional Standards of Conduct for Epidemiologists. In *Ethics and Epidemiology* (1996). S. S. Coughlin & T. Beauchamp (eds.). New York: Oxford, pp. 53-75.

Leeder, S. R. (2004). Ethics and Public Health. *Internal Medicine Journal* 34 :pp. 435-439.

Litman, Theodor J. & Robins, Leonard S. (1997). *Health Politics and Policy* (3rd edition). Albany, NY: Delmar Publishing Co.

Saper, A. (1974). The Making of Policy Through Myth, Fantasy, and Historical Accident: The Making of American's Narcotics Laws. *British Journal of Addiction*. 69: pp. 183-193.

Sindall, C. (2002). Does health promotion need a code of ethics? *Health Promotion International*. 17(3): pp. 201-203.

Starr, P. (1983). *The Social Transformation of American Medicine*. New York: Basic Books, pp. 180-197.

Wynia, M. (2005). Oversimplifications II: Public Health Ethics Ignores Individual Rights. *American Journal of Bioethics* 5(5): 6-8.

Tentative Course Outline:

Date	Topic	Readings
January 17	Introduction and course overview; Culminating Experience Discussions	Rowitz chapter 1 IOM Executive Summary
February 7	Current and Future Challenges in Public Health; Culminating Experience Discussions	Rowitz chapter 3
Via Blackboard	Current and Future Challenges in Public Health, contd.	IOM chapter 1
February 28	Leadership Skills and Competencies; Leadership Reports/Presentations	Rowitz chapters 8 & 9
Via Blackboard	Leadership Skills and Competencies, contd.; Creating vitas & cover letters; Interviewing	
March 20	Public Health Law and Ethics; Culminating Experience Discussions	Rowitz chapter 10
Via Blackboard	Public Health Law and Ethics, contd.; Ethics Paper Due April 3	IOM chapter 3
April 10	Policy Development; Culminating Experience Discussions	Readings TBA
Via Blackboard	Policy Development, contd.; Public Speaking, Media Relations, Written and Oral Communications; Vita & Cover Letter Due April 17	Readings TBA
May 1	Collaboration; Culminating Experience Practice Presentations; Final Paper and Scanning Journal Due	Rowitz chapters 6 & 14 IOM chapter 4