

## Course Information

Date Submitted: 9/23/2013

Current Prefix and Number: CPH - College of Public Health, CPH 201 INTRO TO PUBLIC HEALTH

Other Course:

Proposed Prefix and Number: CPH 201

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

## 1. General Information

a. Submitted by the College of: PUBLIC HEALTH

b. Department/Division: Public Health

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Andrea Perkins

Email: [andrea.perkins@uky.edu](mailto:andrea.perkins@uky.edu)

Phone: 218-2021

Responsible Faculty ID (if different from Contact)

Name: Pamela Teaster

Email: [pteaster@uky.edu](mailto:pteaster@uky.edu)

Phone: 218-0916

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: Summer 2014

## 2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: AN INTRODUCTION TO PUBLIC HEALTH: THEORY AND METHODS

Proposed Title: SAME

c. Current Transcript Title: INTRO TO PUBLIC HEALTH

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

Proposed Meeting Patterns

LECTURE: 45

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: PropGradingSys

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: This course provides the student with basic knowledge about the discipline of public health. After receiving a philosophical and political orientation to public health, students will begin to acquire functional knowledge of the strategies most often applied in public health practice. Key content areas (such as HIV prevention, maternal and child health, reducing obesity rates, and reducing tobacco addiction) will become focal points for the investigation of these strategies.

Proposed Course Description for Bulletin: SAME

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name: Pamela Teaster

Instructor Email: pteaster@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Students will participate in this course via BlackBoard. Students will have the opportunity to interact with fellow students and faculty via BlackBoard. The syllabus conform to University Guidelines.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Students in this distance learning course will be provided with lectures and discussion threads in notes and PowerPoint format on BlackBoard. Each class session will require assigned text, required readings, participation in discussion boards, and presentation of current issues and events. Students are required to engage thoughtfully in discussion threads, write reading reaction memoranda, write a final paper, and prepare a final PowerPoint presentation

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. Students will access BlackBoard with the UK Login and password. All assignments will be submitted to the professor via email or BlackBoard. Student papers will be graded by the instructor and returned to students in pdf format. Grades for interactive discussion will be provided by the instructor to each student

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No

If yes, which percentage, and which program(s)? N/A

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Students taking this course will have the opportunity to access this class online through UK Computer Labs located throughout the campus or via their home or work (as allowed) computer. Students are required to have computer and internet access in order to take this course

6. How do course requirements ensure that students make appropriate use of learning resources? There will be 1-3 online assignments each week that will be graded and used to assess student progress.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Computer labs are available to students throughout campus. Students are required to have a computer and internet access in order to take this course.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Technical assistance may be resolved by contacting CELT or the IT Customer Service at the contact information on the syllabus. Also, students may notify the professor via email, telephone, or text message regarding any issues that he or she may experience if a deadline is pending technical assistance may be resolved by

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. N/A

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Pamela B. Teaster, Ph.D.

SIGNATURE|BECKI|Rebecca L Flanagan|CPH 201 CHANGE College Review|20130923

SIGNATURE|JDLIND2|Jim D Lindsay|CPH 201 CHANGE HCCC Review|20131018

SIGNATURE|JMETT2|Joanie Ett-Mims|CPH 201 CHANGE Undergrad Council Review|20140205

**UNIVERSITY OF KENTUCKY  
COLLEGE OF PUBLIC HEALTH**

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**Course Syllabus**

**An Introduction to Public Health**

**CPH 201-001  
Summer I 2014**

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**Contact information**

**Instructor:** Pamela B. Teaster, Ph.D., Professor  
Director of Doctoral Studies  
Department of Health Behavior

**Office:** Room 336, Bowman Hall

**Telephone:** 859.218.0196

**E-mail:** [pteaster@uky.edu](mailto:pteaster@uky.edu) (preferred method for contacting instructor)

**Virtual Office Hours:** Adobe Connect on Wednesdays, 5:00 – 6:00 p.m.  
Others are by appointment

**Teaching Assistants:** Kenisha Cantrell, DrPH student, [kenisha.cantrell@uky.edu](mailto:kenisha.cantrell@uky.edu)

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**Course description**

This course is listed as an option in the *Social Sciences* requirement of the University Studies Program and also satisfies the UK Core Requirement.

This course provides students with basic knowledge about the discipline of public health. After receiving an introduction and historical orientation to public health, students will begin to acquire functional knowledge of the theoretical and methodological underpinnings of public health practice. Key content areas such as epidemiology, health behavior, environmental health, health policy, health disparities, HIV/AIDS, obesity, tobacco control and prevention, and other pertinent public health topics will become focal points for class discussion. This course will emphasize theory-driven empirical investigation of key behavioral issues that influence the health and well-being of our nation. Students will also be provided with guided practice in the interpretation and application of public health research.

**Course rationale**

This general education course reflects a commitment by the College of Public Health at the University of Kentucky to help students recognize and understand how they, individually and collectively as informed citizens, can improve their own health and the health of entire populations. Because public health is largely about primary “upstream” prevention and advocacy for improved “population health,” it is essential that all students, particularly those hoping to be “clinically” oriented health professionals, understand the epidemiology, etiology, prevention, and treatment of prevalent public health problems. Population health will be added

as a component of the Medical College Admission Test (MCAT) in the near future, and so it is essential that future physicians gain a better understanding of population health.

### **Course prerequisites**

Undergraduate status at the University of Kentucky is the only prerequisite for this course.

### **Course objectives**

- Understand the role of public health science and practice in society.
- Distinguish public health practice from the practice of medicine.
- Identify potential conflicts between public health practice and politics.
- Identify basic theoretical approaches to changing health behavior.
- Understand the role and principles of epidemiology in public health.
- Understand risk and protective factors of infectious and chronic diseases.
- Understand the importance of health policy in public health.
- Be able to define and understand the importance of health disparities in public health.
- Demonstrate competence in the application of various research methodologies to improving health promotion in the United States.

### **Public Health competencies**

- Critical reasoning skills and analysis.
- Effective written, oral, and visual communication.
- Ability to recognize and understand how the heterogeneity of communities challenges and influences population health.
- Ability to marshal scientific and practice evidence to advocate for effective population strategies to improve public health.
- Understand the essential elements of effective public health leadership.

### **Student learning outcomes**

Upon completion of this course, the learner will:

- Define public health and related roles/responsibilities of government, non-government agencies, and private organizations
- Describe risk factors and modes of transmission for infectious and chronic diseases and how these diseases affect both personal, and particularly, population health
- List the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations
- Discuss major local, national, and global health challenges
- Outline approaches for assessing and controlling environmental hazards that affect community health
- Describe how epidemiology and surveillance are used to safeguard the population's health
- Recognize the impact of policies, laws, and legislation on both individual and population health
- Champion prevention in promoting a healthy community and lifestyle behaviors that promote individual and population health and well-being

### **Textbook**

Schneider, M.J. (2014). *Introduction to Public Health* (4rd ed.). Boston, MA: Jones and Bartlett Publishers. (ISBN-978-1-4496-9736-5)

Additional readings may be required based on lecture/discussion topic(s).

Due to the concentrated and abbreviated nature of this course and its presentation, it is critical that you purchase your textbook either in advance of the first day OR the first day and have the first chapters read in advance.

### **Course Requirements and Learner Evaluation**

The final evaluation in the course is based on each student's grades on the Reaction Memoranda (4), Tests (5), Discussion Thread Comments (4), final paper, and presentation. Specific components of the course are explained in greater detail below and throughout the course.

Student assessment of the course will be conducted online through University evaluation documents.

### **Technical Requirements for the Course:**

#### **Minimum Technology Requirements:**

Complete the following steps to make sure your computer is correctly configured and the necessary software is installed. **Note: You will not be able to access course material if you fail to complete these steps.**

1. Go to this site to check the **minimum hardware, software and browser requirements**:<http://wiki.uky.edu/blackboard/Wiki%20Pages/Bb9%20Hardware%20and%20Software%20Requirements.aspx>
2. Internet Explorer is NOT recommended for Blackboard. **Firefox is the recommended Internet browser for the course.** Go to <https://download.uky.edu/> to download a free version of Firefox. Log in with your **LINK BLUE** id and password and search for **Firefox**.
3. Go to <http://java.com> and click on the **Free Java Download** button. Run the installer to get the latest version.
4. You will also need **Flash, Adobe Acrobat Reader and QuickTime** movie player. Go to <http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Check.aspx> then click **BbGO!** If you do not have these installed, you can download them from this site.
5. To download **Windows Media Player**, click this link:  
<http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>
6. Students and faculty can download **Microsoft Office Suite** (including Word and PowerPoint) from this site: <https://download.uky.edu/>.
7. Run this link to check your computer for Adobe Connect readiness:  
[http://ukconnect.acrobat.com/common/help/en/support/meeting\\_test.htm](http://ukconnect.acrobat.com/common/help/en/support/meeting_test.htm)

#### **If you experience technical difficulties contact:**

UKIT Customer Service Center at 859-218-HELP (4357), <http://www.uky.edu/UKIT/> or by e-mail at [helpdesk@uky.edu](mailto:helpdesk@uky.edu).

Teaching and Academic Support Center (TASC) <http://www.uky.edu/TASC/index.php>  
Please also inform the course instructor when you are having technical difficulties.

#### **Bb 101 for First-Time Online Students**

This is a brief introduction for students using Blackboard for the first time.

- Go to <http://elearning.uky.edu> and log in with your **Link Blue ID**.

- Click on the Courses link near the top left of the page (to the right of My Bb and under the Library tab).
- In the Course Search line, type **Bb9-101** (exactly as you see it there, including the hyphen).
- Find the Course ID (first column) **Bb9-101-OnLine-Stu**, and click the down arrow next to the Course ID. Click **Enroll** then **Submit**.

**Distance Learning Library Services** (<http://www.uky.edu/Libraries/DLLS>)

- Carla Cantagallo, DL Librarian, Email: [dlservice@email.uky.edu](mailto:dlservice@email.uky.edu)
- Local phone number: 859. 257.0500, ext. 2171;
- Long-distance phone number: (800) 828-0439 (option #6)

**Preferred Method for Reaching Instructor:**

E-mail or office telephone provided above.

**Maximum Timeframe for Responding to Student Communications:**

Average response time of 48 hours M-F.

**Blackboard and E-mail Communication**

Blackboard and E-mail communication will be used throughout the semester to provide information to students regarding the course as well as to provide additional opportunities to understand elder mistreatment.

**Discussion Thread Postings** (4 total)

We will have 4 discussion thread postings (10 points each). Your response will be graded on your thorough answer of the questions and evidence that you have read and integrated present and past readings. Responses are short answer in nature and are answers to questions posted on Tuesdays no later than 5:00p. Responses to the questions are expected (examples will be provided) by midnight each Thursday of the session when the threads are due.

**Reading Reaction Memoranda** (4 total)

The four Memoranda are the result of your class reading and any other readings that synthesize public health issues and class discussion. Be prepared to use points raised in your *Reading Reaction Memoranda* in our online class discussion threads. Each Memorandum should be prepared for the week due and be approximately 1-2 double-spaced, typed pages that discuss and evaluate the articles or book chapters that are the week's reading. Your papers will be evaluated on perceptiveness and writing quality and, organized around a theme, should include the following: (a) the purpose of the chapter/article, (b) brief summary, (c) relation to other readings in the course, class discussion, any outside readings, and (d) your reaction. Each Memorandum is due by noon each Friday of class.

**Paper**

The "final" paper is worth 100 points and entails probing in scholarly depth a topic or issue that is of particular interest to each student. You may already have formulated your paper, or the topic may emerge from assignments or readings/discussions associated with class meetings. The purpose of the paper is to critically assess your chosen concept/issue and to integrate the ecological framework in it. Although there is no set page limit for this paper, you are expected to be concise in your writing. A suggestion is that the paper is 4-5 double-spaced pages in length, including title page, body, and references. Students will use APA guidelines and format.

Please identify your topic and provide your instructor with an outline no later than on May 28th. Instructions on the outline will be provided for you.

## **Presentation**

Each class member will present his or her paper *vis a vis* a Powerpoint presentation that is worth 100 points. Students are encouraged to vary the slides in Powerpoint in order to enhance our understanding of your topic/paper.

## **Point Allotment for the Evaluation Assignments Referenced Above**

	<u>Point Allotment</u>
Reading Reaction Memoranda (4 @ 25 points each)	100
Discussion Thread Postings (4 total=1 weekly, 10 points each)	40
Tests (5): 4 @ 25, Final @ 50	150
Powerpoint Presentation	100
Final Paper	<u>100</u>
<b>TOTAL</b>	<b>490</b>

Thus, the following point accumulation determines your grade for the course:

A =490-439; B =438-390; C =389-340; D = 341-292; E= 291 and below

## **Midterm grade**

By 5:00p, Monday, May 27th, each student's midterm grade will be submitted to the UK Registrar and posted on BlackBoard. The midterm grade will include scores for Tests 1 and 2, Discussion Threads, and two Reading Reaction Memoranda.

## **Invitation for further discussion**

I invite you to discuss with me your progress in the class at any time during the semester, and I encourage you to discuss any matters raised in lectures, assignments, or readings for which you would like further consideration or that may prove difficult for you. I am more than happy to read and critique a draft of your major paper if you give it to me a week in advance of when you would like feedback.

## **Instructor expectations**

1. Readings in *Introduction to Public Health* and as otherwise specified. Directions regarding approaches to the readings will be distributed to students the week prior to the date assignments are due.
2. University class attendance requirements apply; non-preparation will be considered non-attendance for grading purposes.
3. Class preparation and participation are assumed and expected
4. I expect you to actively participate in the discussions. This is not the type of class where you can "sit back and listen."
5. I expect you to be respectful of the answers and opinions of others. A signal joy of the university is that it represents a thoughtful community of learners. I strive to have a class respectful and reflective of this learning community.
6. I expect you to submit a paper using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The Writing Laboratory is available to anyone who may need assistance. Grammar, syntax, and spelling will account for 10% of the grade for written work.
7. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
8. I expect you to share in the responsibility for making this course a profoundly enjoyable and beneficial learning experience.

9. Wikipedia *cannot* be used as a cited reference, as noted by a co-founder of Wikipedia! You may use Wikipedia to identify appropriate source material. Remember Wikipedia is *not* peer reviewed!
10. I require that each learner will utilize the *APA Publication Manual* as a guide for writing papers for this course and the grading rubric will be based on its precepts.

### **Attendance**

All course materials are online and it is YOUR responsibility to access material in a timely manner. To help keep you on track I have provided a Course Schedule that you should follow. The schedule is at the end of this syllabus. This is a 4-week course: You are expected to spend a MINIMUM of 4 hours per day (5 days a week) working with the course material (including reading, writing, interacting with other students in the course, etc.).

### **Academic honesty**

Academic honesty is highly valued at the University. You must always submit work that represents your original words or ideas. If any words or ideas used in a class assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable sources. All incidents of cheating and plagiarism are taken very seriously at the University of Kentucky, and there are specific policies and procedures in place to prosecute them. See S.R. 6.3.0 (PDF) for the exact Senate Rules regarding academic offenses.

### **Accommodations**

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, submit to me a Letter of accommodation from the Disability Resource Center (DRC). If you have not already done so, please register with the DRC for coordination of campus disability services available to students with disabilities. Contact Jake Karnes via email at [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu) or by telephone 859-257-2754. You may also visit the DRC website for information on how to register for services as a student with a disability: <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>

### **Religious observances**

Students will be given the opportunity to make up work (typically, exams or assignments) when students notify their instructor that religious observances prevent the student from completing assignments according to deadlines stated in this syllabus. Students must notify the course instructor at least two weeks prior to such an absence and propose how to make up the missed academic work.

### **Inclement weather**

The University of Kentucky has a detailed policy for decisions to close in inclement weather. The snow policy is described in detail at [http://www.uky.edu/PR/News/severe\\_weather.htm](http://www.uky.edu/PR/News/severe_weather.htm) or you can call (859) 257-1754.

### **UK Violence Intervention and Prevention (VIP) Center**

The UK Violence Intervention and Prevention (VIP) Center provides advocacy services to women survivors of violence in the UK community. The VIP Center can provide assistance in accessing and navigating services, resources, and referrals both on and off campus. Services include: academic advocacy, medical advocacy, counseling, financial advocacy, referral advocacy, and other practical needs that a student may request. 106 Frazee Hall, 257-3574 or 257-3564. <http://www.uky.edu/StudentAffairs/VIPCenter/index.html#>

### **UK Writing Center**

The UK Writing Center assists University of Kentucky students, faculty, and staff with the process of writing. Staffed by English graduate students, full-time instructors, part-time consultants, and undergraduate peer tutors, the Center offers free individual and group consultations on prewriting, writing, and rewriting. WT Young Library, Thomas D. Clark Study, 5<sup>th</sup> Floor, West Wing, 257-1368.

<http://www.uky.edu/AS/English/wc/>

### **Late work policy**

Any paper received after the time and day deadline will automatically receive a penalty of 25% of the total possible grade. Papers later than those received as specified will not be accepted.

### **Excused absences policy**

Excused Absences: SR 5.2.4.2 defines the following as acceptable reasons for excused absences:

- a. Serious illness,
- b. Illness or death of family member,
- c. University-related trips,
- d. Major religious holidays, and
- e. Other circumstances, taken on a case by case basis, determined by the instructor to be "reasonable cause for nonattendance."

### **Make-up opportunity**

When there is an excused absence, students are given the opportunity to make up missed work and/or exams through arrangement with the instructor. It is the student's responsibility to inform the instructor of the absence, preferably in advance, but no later than one week after it.

### **Verification of absences**

Students must show "appropriate verification" when students claim an excused absence because of illness or death in the family (SR 5.2.4.2). The University Health Services (UHS) provides a printed statement that specifies that the UHS does not give excuses for absences from class due to illness or injury. It is possible for these forms to be date stamped to show that students went to the trouble of visiting to UHS. To verify that the student keeps an appointment with UHS (especially when there have been multiple or prolonged absences from class), the student will need to sign a release of information that will give permission for the instructor to talk with UHS. This form is available on the UHS Web Page: <http://www.ukhealthcare.uky.edu/UHS/Students/>. All verified absences are provided to the TA, who will then submit them to the instructor for consideration.

### **Appropriate online behavior**

Students are expected to maintain decorum that includes respect for other students and the instructor, to regularly log in to the course, and to display an attitude that seeks to take full advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in class activities.

Virtual communication and discussion "in cyberspace" occur in a social environment where normal rules of social interaction apply. The remoteness of the recipients is no excuse to behave in an anti-social manner and post unacceptable messages.

Unacceptable messages include those that harass, intimidate, threaten, belittle, ridicule, expressed hatred for, or aggression toward others. Let us be mindful to avoid words that imply that some groups of people are less worthy than others (e.g., avoid racist, sexist, anti-Semitic, age-ist, and homophobic language). Discussion board and other electronic communication for

this course should relate only to the course subject matter, generally respond to the instructor threads, and always seek to further the aims of that particular discussion forum or chat session (e.g., stay on topic).

Contributions to discussion boards and synchronous chat are the intellectual property of the authors. Students who quote another person in class projects, publications or even in remarks made on the discussion board should always acknowledge the source of that quote (e.g., do not plagiarize your classmates).

Personal comments about other users and their views should not be placed in any of our Blackboard course areas that are viewable by other users.

Do not copy private messages to another person without the author's explicit permission. Consult the UK Student Rights and Responsibilities regarding the steps for addressing unresolved academic issues at <http://www.uky.edu/StudentAffairs/Code/part2.html>

**Tentative course schedule and topics**

DAY	TOPIC	READING ASSIGNMENTS
T, May 13	Distribution of Syllabus, Introduction Introduction to Public Health Why Public Health is Controversial Discussion of Reading Reaction Memoranda	Chapter 1 Chapter 2
W, May14	Public Health and Government Epidemiology – The Basic Science of Public Health Test Review	Chapter 3 Chapter 4
R, May 15	<b>TEST #1 – Ch 1-3</b>	<b>Test #1</b>
T, May 14	Epidemiologic Principles/Methods Problems & Limits of Epidemiology	Chapter 5 Chapter 6
W, May 20	Statistics--Sense of Uncertainty Discussion of Final Paper and Powerpoint Presentation Test Review	Chapter 7
R, May 22	<b>TEST #2 – Chapter 4-7</b> Conquest of Infectious Diseases Resurgence Infectious Diseases	Chapter 9 Chapter 10
T, May 27	Biomedical Basis of Chronic Diseases Do People Choose Their Own Health? <b>Midterm Grades Provided to Each Student by 5:00 p.m.</b> Test Review	Chapter 11 Chapter 13
W, May 28	<b>TEST #3 -Ch 9,10,11, 13</b> Psychosocial Factors Affect Health Behavior Public Enemy #1: Tobacco Outline of Paper Due	<b>TEST #3</b> Chapter 14 Chapter 15
R, May 29	Public Health Threat Number Two and Growing: Poor Diet and Physical Inactivity Child Abuse, Intimate Partner Violence, Elder Abuse Test Review	Chapter 16 Reading provided
T, June 3	<b>Test #4—Chapters 14, 15, 16, &amp; Abuse</b> A Clean Environment: The Basis of Public Health Safe Food and Drugs	Test #4 Chapter 19 Chapter 21
W, June 4	Is the Medical System a Public Health Issue?	Chapter 25

	Why the US Medical System Needs Reform Test Review	Chapter 26
R, June 5	Class Powerpoint Presentations Turn in Final Paper by 5:00 p.m.	<b>Presentations</b>
T, June 10	<b><i>CUMULATIVE TEST + Chapters 19, 21, 25, &amp; 26</i></b>	<b>EXAM</b>