

Faculty of Health Sciences (not Dept HPCH)  
PBHL 312  
Foundations of Public Health  
[2 credits]

Course Syllabus  
Fall Semester, Academic Year 2023-2024

**Class time and Venue:**

**Common Lecture Sessions:**

**Date:** Tuesdays

**Times:** 4:00-5:15 PM

**Venue:** Van Dyck Building – Bustani Auditorium

**Breakout Groups/Application Sessions:**

**Date:** Wednesdays

**Times:** 3:30-5:30 PM (B2), 1:00-3:00 PM (B1)

**Venue:** Van Dyck Building – Room 332

**Course Instructors and Contact Details:**

**Name:** Dr. Judy Makhoul, Professor, Chairperson

**Email:** [jm04@aub.edu.lb](mailto:jm04@aub.edu.lb)

**Mobile number:** +961-314977

**Office Hours:** By appointment through email

**Course Description:**

This is a graduate course which introduces learners to the field of Public Health (PH), its principles, values and functions. Students will learn how to use theory in public health to analyze contemporary local and global health issues and their determinants. Course material focuses on biological, psychological, environmental, behavioral, wider social and global determinants of health and their interrelationships. Throughout the course, students use a variety of learning material to apply theory, critical thinking and discuss public health ethics in a broad array of real-world examples. The course will prepare graduate students for further coursework and training in PH. There are no prerequisites for this course.

**Teaching Approach:**

The class will be conducted through a **common Wednesday lecture session** that introduces the main points of that week. Students will benefit the most by reading the course material and viewing the youtube videos posted by the course instructor on Moodle <https://lms.aub.edu.lb/> before the class session. In the subsequent **Thursday breakout** sessions (90 mins each), students will apply this knowledge from the lecture session material in class through group work on examples, cases, or interactive activities led by either the course instructor or a guest from the Faculty. The material for the breakout sessions will also be posted on Moodle and prepared by the course instructor in consultation with the guest for that week.

**Please log on to Moodle to be able to participate in this on-line course management system. Also, please check Moodle regularly for updates on class sessions.**

**Course learning Objectives**

**By the end of the course, students will be able to:**

- LO1.** Describe the disciplines of public health and its interdisciplinary nature.
- LO2.** Explain public health history, philosophy and values [FLO1]
- LO3.** Identify breaches of ethics in a selection of PH issues/examples
- LO4.** Identify the core functions of public health and the 10 Essential Services [FLO2]
- LO5.** Engage in decision-making processes to identify potential harms and benefits in PH programs.
- LO6.** Apply relevant theories, concepts and models to public health.
- LO7.** Discuss the effects of global environmental factors on health
- LO8.** Explain biological and genetic factors that affect a population's health [FLO8]
- LO9.** Explain behavioral and psychological factors that affect a population's health [FLO9]
- LO10.** Explain the social, political and economic determinants of health and how they contribute to population health and health inequities [FLO10]
- LO11.** Explain how globalization affects global burdens of disease [FLO11]
- LO12.** Use an ecological perspective to analyze the determinants of a health outcome
- LO13.** Discuss the underlying causes of armed conflict its links to mortality, morbidity and injury. [FLO4]
- LO14.** Identify levels of primary, secondary and tertiary prevention in public health interventions. [FLO5.]

#### **Council on Education for Public Health (CEPH) Foundational Public Health Knowledge or FLOs mapped to PBHL 312**

- **FLO1.** Explain public health history, philosophy and values
- **FLO2.** Identify the core functions of public health and the 10 Essential Services
- **FLO4.** List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
- **FLO5.** Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
- **FLO8.** Explain biological and genetic factors that affect a population's health
- **FLO9.** Explain behavioral and psychological factors that affect a population's health
- **FLO10.** Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
- **FLO11.** Explain how globalization affects global burdens of disease

#### **Essential Skills**

- **Essential Skill 1:**
- **Essential Skill 2:**

Link to [PHEO Faculty Portal](#)

#### **Assigned Text Book and Readings (if applicable)**

## **1 and 2. Public Health, Disciplines, determinants**

- a. Schneider, Mary-Jane (2017). *Introduction to public health*. (5th edition) Burlington, MA: Jones & Bartlett Learning. Chapter 1 pp 3-11.
- b. Why is PH controversial (e-chapter)

## **History**

- c. Berridge, V. (2016). *Public Health: a very short introduction*. Chapter 3: The Origins of Public Health into the 1700s (p. 30 – 41) Oxford University Press.
- d. Saffari, M., & Pakpour, A. H. (2012). Avicenna's Canon of Medicine: a look at health, public health, and environmental sanitation. *Archives of Iranian Medicine (AIM)*, 15(12).

## **3. Public Health Values and Ethics**

- a. Di Mattia, P. (2008). Ethical Values. In: Kirch, W. (eds) *Encyclopedia of Public Health*. Springer, Dordrecht. [https://doi-org.ezproxy.aub.edu.lb/10.1007/978-1-4020-5614-7\\_1038](https://doi-org.ezproxy.aub.edu.lb/10.1007/978-1-4020-5614-7_1038) and [https://doi-org.ezproxy.aub.edu.lb/10.1007/978-1-4020-5614-7\\_1039](https://doi-org.ezproxy.aub.edu.lb/10.1007/978-1-4020-5614-7_1039)
- b. Lee, L. M., & Zarowsky, C. (2015). Foundational values for public health. *Public health reviews*, 36(1), 2.
- c. Levy, B. S., & Sidel, V. W. (Eds.). (2013). *Social injustice and public health*. Oxford University Press. Introduction pp3-12.

## **4. Critical Thinking**

- a. Willis, E (2011) *The Sociological Quest: an introduction to the study of social life*. (5th Ed). Allen and Unwin, Sydney. Chapter 5: Structure and Critique

## **5. Explanatory Models of Health, Disease and Illness**

- a. Sarrett, J. C. (2015). "Maybe at birth there was an injury": Drivers and implications of caretaker explanatory models of autistic characteristics in Kerala, India. *Culture, Medicine and Psychiatry*, 39(1), 62-74.
- b. Benard, A. (2014). Cultural perspectives of health and illness. In William C. Cockerham, Robert Dingwall, & Stella R. Quah (Eds). *The Wiley Blackwell Encyclopedia of Health, Illness, Behavior, and Society* (1st Ed).

## **6,7. Theories of Disease Causation I and II**

### **Germ theory**

- Barreto, M. L., Teixeira, M. G., & Carmo, E. H. (2006). Infectious diseases epidemiology. *Journal of Epidemiology & Community Health*, 60(3), 192-195.

### **Lifestyle theory**

- *Public Health: A Very Short Introduction*, Chapter 4: Sanitation to Education 1800 – 1900s (p. 42 - 60) and Chapter 5: The rise of lifestyle: 1900 – 1980s (p. 69 – 81)
- Schneider, Mary-Jane (2017). *Introduction to public health*. (5th edition) Burlington, MA: Jones & Bartlett Learning. Chapter 13: Do People Choose Their Own Health?

### **Environmental theory**

- Schneider, Mary-Jane (2017). *Introduction to public health*. (5th edition) Burlington, MA: Jones & Bartlett Learning. Chapter 20 Environmental issues in public health.

### **Genetic theory** Graduate Public Health Program AY 2022-23 *PBHL 312-Syllabus*

- Stewart, A., Gwinn, M., Zimmern, R., & Khoury, M. (2010). Public health genomics. In *Essentials of Genomic and Personalized Medicine* (pp. 245-255). Academic Press.

## **8. Social Determinants of Health I**

- a. Braveman P. and Gottlieb, L. (2014). The social determinants of health: it's time to consider the causes of the causes. *Public health reports*, 129(1\_suppl2), 19-31.
- b. Irwin, A., Solar, O., & Vega, J. (2016). Social determinants of health, the United Nations Commission of. In S.R. Quah, (ed). *International encyclopedia of public health*. Academic Press.(e-books) p 557-561.
- c. Lee, B. C., Bendixsen, C., Liebman, A. K., & Gallagher, S. S. (2017). Using the socio-ecological model to frame agricultural safety and health interventions. *Journal of agromedicine*, 22(4), 298-303.

### **9. Social Determinants of Health II**

- a. Schneider, Mary-Jane (2017). *Introduction to public health*. (5th edition) Burlington, MA: Jones & Bartlett Learning. Chapter 14: How Psychosocial Factors Affect Health Behavior (p. 205 – 217).
- b. Makhoul, J., Taket, A., Khoury, M., & Kabakian-Khasholian, T. (2019). Insights into theorizing social exclusion and inequities: A perspective from the Arab World. *Journal of Social Inclusion*, 10(1).

### **10. Social Determinants of Health III**

- a. Hagopian, A. (2017). Why isn't war properly framed and funded as a public health problem?. *Medicine, Conflict and Survival*, 33(2), 92-100.
- b. Leaning, J., & Guha-Sapir, D. (2013). Natural disasters, armed conflict, and public health. *New England journal of medicine*, 369(19), 1836-1842.
- c. Levy, B. S., & Sidel, V. W. (2016). Documenting the effects of armed conflict on population health. *Annual review of public health*, 37, 205-218.
- d. Wiist, W. H., Barker, K., Arya, N., Rohde, J., Donohoe, M., White, S., ... & Hagopian, A. (2014). The role of public health in the prevention of war: Rationale and competencies. *American journal of public health*, 104(6), e34-e47.

### **11. no class**

### **12. Globalization and Health I**

- a. Labonté, R., Mohindra, K., & Schrecker, T. (2011). The growing impact of globalization for health and public health practice. *Annual review of public health*, 32(1), 263-283.
- b. McMichael, A. J. (2013). Globalization, climate change, and human health. *New England Journal of Medicine*, 368(14), 1335-1343.

### **13. Globalization and Health II**

- a. McKee, M., & Stuckler, D. (2018). Revisiting the corporate and commercial determinants of health. *American journal of public health*, 108(9), 1167-1170.
- b. Baum, F. E. et al. (2015) Assessing the health impact of transnational corporations: its importance and a framework. *Globalization and health*, 12(1), 27.

### **14. Globalization and Health III** Graduate Public Health Program AY 2022-23 PBHL 312-Syllabus

- a. Griggs, D. et al (2013). Sustainable development goals for people and planet. *Nature*, 495: 305-307.
- b. Anand, Sudhir, and Amartya Sen. 2000. "Human Development and Economic Sustainability." *World Development* 28 (12): 2029–49.(without the addendum about the economics of their conceptualization)
- c. El-Zein, A., DeJong, J., Fargues, P., Salti, N., Hanieh, A., & Lackner, H. (2016). Who's been left behind? Why sustainable development goals fail the Arab world. *The Lancet*, 388(10040), 207-210.

### **Recommended additional readings**

- a. Feasey, N., Wansbrough-Jones, M., Mabey, D. C., & Solomon, A. W. (2009). Neglected tropical diseases. *British medical bulletin*, 93(1), 179-200.
- b. Freudenberg, N. (2014). *Lethal but legal: corporations, consumption, and protecting public health*. Oxford University Press.
- c. Quah, S. R. (2016). *International encyclopedia of public health*. Academic Press.(e-books)

*Additional Suggested Instructions:*

The course will also use an assortment of educational resources including: publications, reports, white papers, videos and case studies. All course readings, except for book chapters, will be posted on Moodle according to the weekly topic and reading schedule. It is the responsibility of students to access the Moodle and download/ print the course readings as per the weekly schedule.

**Course requirements and Student evaluation:**

**Pre-requisites:** There are no prerequisites for this course.

**Co-requisites:** PBHL 306A (0 credits): Library and Literature Search skills

**The majority of the material for a course topic/session will be** posted on the relevant Moodle bloc for this course <https://lms.aub.edu.lb/>. A reading list is at the end of this syllabus.

Please read the relevant readings **prior to the class session** for the maximum benefit. The teaching/learning process is a contract between students and instructor. One of the requirements of this contract is that BOTH parties must be prepared for class. Students need to be prepared for class through completing the assigned readings, and need to complete their assignments following the relevant instruction sheets.

**Attendance:** Your presence is necessary for everyone's success in this course. Please remember that any absence may impact your engagement with content and ideas shared in class. Please be proactive in situations where you will be absent, if you experience an emergency, or anticipate a prolonged absence for any reason.

The Rules and Regulations of the University stipulate that students cannot miss more than 1/5 of the sessions in the first ten weeks of any one course as stipulated in the University Catalogue. Otherwise, he/she can be dropped from the course by the instructor without warning and will receive a grade of W.

**Student Evaluation:** Students will be evaluated on the quality of their participation in Moodle forums, 1 written assignment and 2 short quizzes. Writing is an important skill that is needed in many of the courses of the Graduate Program as well as in the public health profession. This course will hopefully be a place to learn, practice, or refine this skill. That is why we will use written assessments of students' work. Instruction sheets and assessment rubrics for each assignment will be posted on Moodle in due time.

	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9	LO10	LO11	LO12	LO13	LO14
Participation Moodle Forums														
Take-home exam 1	X	X	X	X		X								X
Social determinants Essay Assignment 1						X						X	X	
Online quiz 2					X	X	X	X	X		X			X

**Table-2 Summary of students' assessments mapped to course learning objectives**

**Table -3 Description of Assessment methods, Due Dates and Corresponding Learning Objectives**

Assessment method	Date (tentative)	Grade percentage
<b>Participation Moodle Forums</b>	NA	10%
Active participation in Moodle discussion forums are necessary for learning, and will be graded.		
<b>Take-home exam 1</b>	[Insert Date]	25%
This short subjective individually written online quiz on Moodle to assess students' knowledge about a selection of LOs. This consists of questions about the course material from short cases about public health issues. Students have 2 days to submit.		
<b>Social determinants Essay Assignment 1</b>	[Insert Date]	30%
In this assignment, students will be required to choose a question to address from a list provided by the instructor and write an essay arguing the pathways of action of the social determinants pertaining to the topic chosen and identify breaches in PH ethics. Students are required to use the AUB library resources to access relevant literature to support the claims they are making pertaining. Students write this assignment in pairs because working in pairs contributes to learning. Instructions will be posted on Moodle and explained in class sessions. <b>Soft copies of the essay assignment must be uploaded to 'Turn It In' through Moodle for this course. The link will be provided in due time. This program helps instructors assess inappropriate referencing and possible plagiarism. Assignments must be submitted through turnitin prior to submitting a hard copy to the instructor. <i>The assignment must be submitted by one person if it is prepared by two.</i></b>		
<b>Online quiz 2</b>	[Insert Date]	35%
This is a 90min MCQ quiz completed in the computer lab		
A recorded writing seminar (2 short sessions) will be posted on Moodle in October to help students prepare for their assignments.		

**Course Etiquette**

**Be ready** for class by reading material before class.

**Engage**, by participating in the discussions, asking questions, and contributing actively to classroom activities.

**Electronic devices** are welcome (encouraged) in class, to support learning. Please be mindful that they do not serve as a distraction to you or those around you.

### **Policies and other General Notes:**

#### **Students with Disabilities:**

If you have a disability, for which you may request accommodation in AUB classes, consult the website for more information and make arrangements with the Coordinator ([http://www.aub.edu.lb/sao/Pages/Students\\_20with\\_20Special\\_20Needs.aspx](http://www.aub.edu.lb/sao/Pages/Students_20with_20Special_20Needs.aspx)). Also, please see the instructor of this course privately in regard to possible support services that can be provided to you.

#### **Academic Integrity**

Education is demanding and time management is essential. Do not hesitate to use the resources available to you in the University [Libraries, Writing Center, Academic Computing or IT]. Cheating and plagiarism are not tolerated. It is the student's responsibility to become familiar with the Student Code of Conduct [AUB Student Handbook or from AUB website <http://www.aub.edu.lb> home page]. Read the definitions and penalties. If you are in doubt as to what constitutes plagiarism, ask your instructor. **We will talk more about this in the posted essay writing recordings.** AUB has a strict anti-cheating and anti-plagiarism policy.

**Penalties include: a zero on the assignment in question, which may lead to failing the course, suspension or expulsion from University and a record of the disciplinary action in the student's file.**

#### **Accessible Education Office (AEO):**

The Accessible Education Office (AEO) coordinates academic accommodations and services for all eligible AUB students with disabilities (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions, and others). If you have a disability for which you wish to request accommodations at the department, faculty or university level, please contact AEO as soon as possible. Once you register with our office, we will assist you in receiving appropriate accommodations and will liaise with your instructors and any related entity to best support your needs. AEO is located in West Hall room 314, and can be reached by phone at 1-350000 ext. 3246 or by email: [accessibility@aub.edu.lb](mailto:accessibility@aub.edu.lb). Information about our services can be found at: <https://www.aub.edu.lb/SAO/Pages/Accessible-Education.aspx>

#### **Non-Discrimination – Title IX – AUB**

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Equity/Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at [www.aub.edu.lb/titleix](http://www.aub.edu.lb/titleix). To report an incident, contact the University's Equity/Title IX Coordinator Ms. Mitra Tauk at 01-350000 ext. 2514, or [titleix@aub.edu.lb](mailto:titleix@aub.edu.lb). An anonymous report may be submitted online via EthicsPoint at [www.aub.ethicspoint.com](http://www.aub.ethicspoint.com).

**Writing:**

Written communication is essential for communication, health education and behavioral science. You are expected to proofread and spell-check any written documents before submission. Points will be deducted from the grades for low quality writings. You are encouraged to contact AUB's Writing Center, located in Ada Dodge Hall, 2nd floor or West Hall, 3rd floor. Appointments can be booked online: [aub.mywconline.com](http://aub.mywconline.com), over the phone (Ext. 4077) or by walking in.



**Public Health Education Office**

Please refer to the Public Health Education Office Student Portal



**Detailed course outline:**

<b>Weeks</b>	<b>Dates of common lecture</b>	<b>Common Lecture</b>	<b>Application topics</b>	<b>Course LOs and guests</b>	<b>Due dates</b>
Week 1	Aug 31, Sept 1	Introduction to the course + film-What is PH, core functions.	<b>No application</b> sessions – time for reading posted material on Moodle	LO1,4	
Week 2	Sept 7,8,	Public health: disciplines, determinants, levels of prevention and history	COVID-19	LO2,4,14 JM	
Week 3	Sept 14,15	PH Values and Ethics	Selection from COVID-19, and others	LO2,3,5,6 JM	
Week 4	Sept 21,22	Critical Thinking	TB or any other topic	LO5,6 JM	
Week 5	Sept 28,29	Explanatory Models of Health Disease and Illness	cultural perspectives Ebola for EMs	LO6,10 JM	
Week 6	Oct 5,6	Theories of Disease Causation I (Germ theory, & Lifestyle-NCDs,)	Cholera and mental health, addiction	LO6,8 Drs L. Ghandour & M. Bou Hamdan	<b>Takehome exam</b>
Week 7	Oct 12,13	Theories of Disease Causation II (Genetic theory & Environmental theory)	Mental health/addiction; Industrial toxins,	LO6,9 Drs. Dheini & S. Yazbek	
Week 8	Oct 19,20	Social Dets of Health I The Socioecological model;	film: consumerism	LO6,10,12 JM	
Week 9	Oct 26,27	SDH II: Psychosocial support and social exclusion	social exclusion	LO6,9,10, 12 JM	
Week 10	Nov 2,3	SDH III: War, Militarism and Emergency; PH and promotion of peace	Conflict and childhood; Political protests and MH	LO10,11,12,13,14 Dr D. Maddah	

<b>Weeks</b>	<b>Dates of common lecture</b>	<b>Common Lecture</b>	<b>Application topics</b>	<b>Course LOs and guests</b>	<b>Due dates</b>
Week 11	Nov 9, 10	<b>No class</b>			<b>Essay Assignm.</b>
Week 12	Nov 16,17	Globalization and Health I: Climate change and health		LO7,10,11 Dr. M Massoud	
Week 13	Nov 23,24	Globalization and Health II: Commercial determinants of Health	HIV & drug trade	LO11,12 Dr Ghina Mumtaz	
Week 14	Nov 30, Dec 1	Globalization and Health III: MDGs SDGs	LO10,11	LO10,11	<b>Dec 5 or 6 Online exam</b>

**Appendix I. Reinforced – Introduced CEPH competencies**

Introduced competencies: the competency is introduced at a basic level. Instruction and learning activities focus on basic knowledge, skills and entry-level complexity. The competency is **not assessed**

Reinforced competency: The competency is reinforced with feedback; students demonstrate the outcome at an increasing level of proficiency (above the introductory stage). Instruction and learning activities concentrate on enhancing and strengthening existing knowledge and skills, as well as expanding complexity. The competency is **not assessed**

<b>Core Competencies</b>	<b>Introduced</b>	<b>Reinforced</b>
CC6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels	X	
CC22. Apply systems thinking tools to a public health issue		X

<b>HPCH competencies</b>	<b>Introduced</b>	<b>Reinforced</b>
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<b>HMPD competencies</b>	<b>Introduced</b>	<b>Reinforced</b>
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<b>EPHD competencies</b>	<b>Introduced</b>	<b>Reinforced</b>
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