

UNIVERSITY OF WYOMING
College of Health Sciences
School of Pharmacy
Public Health (PHCY 6242/4170-04)
Spring 2001

Instructor: Paul L. Ranelli, Ph.D.
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Class Times: Monday, Wednesday, 9:00-9:50 AM
Tuesday and Thursday, 9:00-10:50 AM
Credit Hours: 3
Office Hours: Tuesday and Thursday, 1:30-3:00 PM

I. Course Purpose

Public health is defined as the science and the art of preventing disease, prolonging life and promoting physical health and efficiency. It works through organized community efforts for cleaning the environment, controlling community infections, teaching individual principles of personal hygiene, organizing health services for early diagnosis and preventive treatment of disease, and developing of the social machinery that will ensure every individual in the community a standard of living adequate for the maintenance of health.

The control or eradication of diseases requires the participation and cooperation of large numbers of people with widely different interests, including politicians, administrators, doctors, pharmacists, teachers, and the intended beneficiaries. Pharmacists need to treat the sick or infirm, monitor medication-use behavior, and promote patient health and well being. They should adopt, if they have not already, a larger role by joining local, national, or worldwide teams of workers concerned with disease control and eradication and community health.

Since attending to public health matters is a multidisciplinary effort, Dr. Ranelli will teach this course using pharmacy, medical, and sociological points of view.

II. Course Description

The course is designed to encourage students as they search for knowledge about health-care systems and contemporary health problems, prepare balanced and informative approaches to critically evaluate current trends in health care, enrich their writing, and develop inductive and deductive critical thinking methods that will be of value in any work setting.

III. Health Care Goals

1. Incorporating the multiple determinants of health into clinical care
2. Improving access to health care for those with unmet health needs
3. Partnering with communities in health care decisions
4. Rigorously practicing preventive care
5. Integrating population based-care and services into practice
6. Working in interdisciplinary teams
7. Ensuring that care balances individual, professional, system, and societal needs
8. Being advocates for public policy that promotes and protects the health of the public

III. Required Materials

1. Fairbanks J, Wiese WH. The Public Health Primer. Thousand Oaks, CA: Sage, 1998. [Required]
2. Yarian R. Annual Editions: Health 00/01. Guilford, CT: Dushkin Publishing Group, 2000. [Required]
3. Supplementary/reserve materials are “on reserve” at Coe Library. Look under "*Ranelli6242#1*" or "*Ranelli6242#2*"

IV. Writing Assignment: Essay/Summary "one pagers"

A. Essays or summaries

1. Overview

Six one-page essays or summaries on various reading or in-class activities. Five of the six will count. Topics or questions will be assigned on reading or class materials; students will address the topic outside of class.

2. Why “one-pagers”?

Excellent way to display conciseness and completeness. Being complete, succinct, and concise, while producing a “clean” product are important attributes for health care professionals to possess.

3. Details.

- a. a. Each paper is to be **no more** than **one page**—typed with Times New Roman 11-point or 12-point type (not 10-point or anything else), one-inch margins all around, and double-spaced, **not** single-spaced, or 1-1/2 spaces. Beware: margin defaults usually are not one inch, if defaults are not one inch on your machine you must change to one inch.
- b. Also, papers will have the student's name, assignment number (1, 2, etc.), course number, and date placed inside the upper left margin (using header function with word processing program). If you are uncertain about using the header function, hand write the information in the upper left-hand margin.
- c. Organization and structure of a paper are important and could make the difference between receiving, say, 12 points, the maximum per paper, or an 11.
- d. Take note: two sample papers are attached. The papers are the work of former students in this class. These samples are **not** “perfect.” You may find a mistake or two, but the samples provide a good idea of what’s expected. Here is the assignment that generated the samples.

Harold and Claudia Andrade are heading quickly up the aisle. They are good customers. After exchanging pleasantries, you ask, “May I help you?” Mrs. Andrade says, “You most certainly may!” She continues, “We just heard on the car radio something about doctors helping people commit suicide. Is that right? What’s the deal? It’s legal in Oregon, I heard. Could you help us understand this issue with one of your one-pagers? You say, “I’d be glad too.” Thank goodness you just read a couple of thorough essays about the topic. In your paper you must at minimum discuss (1) potential abuses that could occur with physician-assisted suicide and (2) why does one author disagree with the statement, “Assisted suicide is not necessary. All suffering can be relieved if care givers are sufficiently skillful and compassionate, as illustrated in the hospice movement.”

- e. Hand in **two (2)** copies of each one-page paper. Papers are **due** at class time.

4. Rules, rules, and more rules!

The mechanical guidelines/details are essential to “even the playing field” for scoring and evaluation. And, take it from me, there are numerous times when professional writing will have strict guidelines, more than these, that must be followed or the work is ignored, no sympathy or partial credit.

5. Grading/scoring guideline attached.

V. Examinations

Three exams are scheduled. Exam Three will be scheduled during the final exam week scheduled by the University. Each exam will cover material that has been considered prior to the date of the last exam. Test items may be gleaned from all readings (not FYIs), assignments, in-class activities, and lecture material. Tests will be mostly multiple choice, unless you hear otherwise, exam three most likely will be all multiple-choice.

NO hats or electronic devices at exams.

VI. Grading and Evaluation

If posted, point totals for all assignments and exams will be listed by the last five digits of your social security number (SSN). If you prefer not to have your point total or final course grade posted, please notify Dr. Ranelli.

	<u>Points</u>
Exams (3 @ 80 points)	240
Essays/Summaries--Count 5 of 6	60
E/Ss are 12 points each (4% a piece)	
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TOTAL	300

A grade = 90% or above.
B grade = 80 to 89%.
C grade = 70 to 79%.
D grade = 60 to 69%.
F grade = 59% and below.

A course grade of "F" will be assigned automatically if papers and exams have not been completed.

One copy of each E/S paper will be assessed points and returned. The timing of a paper's return will vary, say two, three, or four days from hand-in date; that's the plan.

VII. Student Responsibilities

A. Attendance

The class requires participation on the part of all students and a willingness to discuss issues with each other. Because you cannot participate if you are not in class, attendance is encouraged.

B. Writing Assignments

The Writing Center, third floor, Coe Library, is available for help. Please consider making a visit or calling for an appointment.

Each student is responsible for following the paper guidelines and turning assignments in on the designated date **at class time**. Unfortunately, late papers will automatically lose points and will continue to lose points for each day late.

C. Exams

Please note that no make-up examinations are given except under extreme circumstances and at the discretion of Dr. Ranelli. People do get sick or must be out of town for emergencies. If an extreme circumstance arises, you must give him notice **prior** to an exam or a make-up will not be offered.

D. Grading

Students who wish to discuss a graded exam or paper must do so within one week after point totals are announced, posted, or assignments returned. Also, Dr. Ranelli does not retain any graded material for more than thirty days beyond the end of the semester.

E. Academic Honesty

Please understand that any use of resources other than your own recollection and reasoning ability on an exam or assignment is cheating. Reporting on work conducted that you did not actually do is also cheating. Plagiarism, another form of cheating, occurs when another person's work is used without attribution or when it is copied without attribution. If a student cheats or plagiarizes, she or he will fail the course. All incidents will be reported to the appropriate authorities and procedures regarding academic dishonesty will be enforced. See University General Bulletin, 2000-2001, p. 27, and the appropriate University Regulations.

VIII. COURSE OUTLINE: Public Health (6242/4170-04)

M Mar 5	<p>Introduction/Philosophy, history, and purpose of public health Readings Fairbanks & Wiese: Chapter 1, History and development Fairbanks & Wiese: Chapter 2, The Current US public health system Annual Edition: 38 Health unlimited Annual Edition: 46 The health hazards of point-and-click . . . Reserve Readings Moore S. Pharmacy's contribution to public health in the 20th century. <u>J Am Pharm Assoc.</u> 1999; 39: 744-5. Kotecki JE, Elanjian SI, Torabi MR. Health promotion beliefs and practices among pharmacists. <u>J Am Pharm Assoc.</u> 2000; 40: 773-9. [focus on results and discussion]</p>
W Mar 7	<p>Introduction/Philosophy, history, and purpose of public health In-class: US Public Health Service videotape <i>Handout: Essay/Summary 1</i></p>
M Mar 19	<p>No class: American Pharmaceutical Association Meeting, San Francisco, CA</p>
T Mar 20	<p>No class: American Pharmaceutical Association Meeting, San Francisco, CA</p>
W Mar 21	<p>Risk behaviors and health/prevention Readings Fairbanks & Wiese: Chapter 3, Public health practice Annual Edition: 2 Bad choices: why we make them . . . Annual Edition: 33 Family history. . . Annual Edition: 36 Strategies for minimizing cancer risk. <i>Due: Essay/Summary 1</i></p>
R Mar 22	<p>Epidemiology/Public Health/GIS Guest: Rex E. Gantenbein, Ph.D., Center for Rural Health Research & Education, University of Wyoming College of Health Sciences Reserve Reading Albany Co., Wyoming. HRSA. July 2000 [Pagination is messed up, should have eight "landscape" pages]</p>
M Mar 26	<p>Risk behaviors and health/prevention <i>Handout: Essay/Summary 2</i></p>
T Mar 27	<p>Risk behaviors and health/prevention</p>

<p>W Mar 28</p>	<p>Epidemiology Readings <u>Fairbanks & Wiese: Chapter 4, Epidemiology and the determinants of disease.</u> Fairbanks & Wiese: Chapter 5, Basic measurements and statistics. Reserve Readings Parascandola M. Epidemiology: Second-rate science? <u>Public Health Rep.</u> 1998; 113: 312-320. <i>Due: Essay/Summary 2</i></p>
<p>R Mar 29</p>	<p>Epidemiology</p>
<p>M Apr 2</p>	<p>Exam One</p>
<p>T Apr 3</p>	<p>Environmental and occupational health Readings Annual Edition: 47 Quiz: Are you ready for the sun? Annual Edition: 48 Irradiation . . . Reserve Readings Ukens C. The tragic truth. <u>Drug Topics.</u> 1995; 139(21): 66ff. <i>Handout: Essay/Summary 3</i></p>
<p>W Apr 4</p>	<p>Environmental and occupational health Reserve Readings Issue 15, Is pesticide exposure harmful to human health, Pp. 274-89. Mielke HW et al. Lead-based hair coloring products: Too hazardous for household use. <u>J Am Pharm Assoc.</u> NS37; 85-9, 90, [correction 1998; 38: 391].</p>
<p>R Apr 5</p>	<p>Women's Health Guest: Laura Franseen, M.D., Your Partners in Health Readings Annual Edition: 29 The battle for birth control. Annual Edition: 31 American awash in STDs Annual Edition: 35 Breast Cancer . . . Reserve Readings Berg MJ. Status of research on gender differences. <u>J Am Pharm Assoc.</u> 1997; NS37: 43-56. Men's Health Network. Men are dying <u>seven</u> years early. One-page handout from the 1998 meeting of the American Public Health Association. <i>Due: Essay/Summary 3</i></p>
<p>M Apr 9</p>	<p>Infectious Disease Readings Annual Edition: 49 Miracle drugs vs. superbugs . . . Annual Edition: 50 Germ crazy Reserve Readings Hooper J. A new germ theory. <u>Atlantic Monthly.</u> 1999; Feb: 41-53. Rodgers K. The enemy within. <u>Drug Topics.</u> 1996; Jun 26: 58ff. [antibiotic resistance]</p>

<p>T Apr10</p>	<p>Vaccines and immunizations Guest: Linda G. Martin, MBA, Pharm.D., Director, Drug Information Reserve Readings Grabenstein JD. How to explain vaccines to children and other inquisitive people. <u>Hospital Pharm.</u> 1999; 34: 1421-37. Sindelar RD. Primer on vaccinations: a continuation--2000. <u>Drug Topics.</u> 2000; Oct 16: 63-72. Bedford H, Elliman D. Education and debate: concerns about immunization. <u>BMJ.</u> 2000; 320 (Jan 22): 240-43 [the "on reserve" pages are 1-7]. FYI Baker JP. Immunization and the American way: 4 childhood vaccines. <u>Am J Pub Health.</u> 2000; 90: 199-207.</p> <p>Tuberculosis: Wyoming Guest: Alex Bowler, MPH, CHE, Tuberculosis Control Coordinator, State of Wyoming Handout/Reading CDC TB booklet (Exam questions possible from this handout/reading, we'll see) FYI/Handout Tuberculosis is on the rise in America. <u>Laramie Daily Boomerang.</u> Sep 20, 2000.</p>
<p>W Apr 11</p>	<p>AIDS/Wyoming as a public health challenge Guest: Karen Marcy, RN, Program Manager, HIV/AIDS, Department of Health, State of Wyoming Readings Annual Edition: 37 AIDS, after "the Cure" . . . Reserve Readings Bake R. Without compassion for AIDS victims, we are nothing. <u>The Denver Post.</u> Dec 28, 2000, 11B. HIV/AIDS figures/graphs (2) Broadhead RS. The impact of a needle exchange's closure. <u>Public Health Rep.</u> 1999; 114: 439-47. [Focus on three figures] <i>Handout: Essay/Summary 4</i></p>
<p>R Apr 12</p>	<p>Personal accounts of HIV/AIDS patients Guests: Holly Krahlung, Director, HART Center, Cheyenne (PH: 307 635 5262) and personal accounts of persons with HIV/AIDS</p>
<p>M Apr 16</p>	<p>Infectious Disease Video: Parasites (V1803) <i>Due: Essay/Summary 4</i></p>

<p>T Apr 17</p>	<p>Wyoming's Health/Cancer/Public Health Challenges Guests: Karl Musgrave, DVM, MPH, State Epidemiologist, and Scott Seys, Infectious Disease, State of Wyoming Department of Health Readings Fairbanks & Wiese: Chapter 6, Making inferences from observations Fairbanks & Wiese: Chapter 7, Surveillance and monitoring the health. . . . Annual Edition: 3 Why do those #&*?@! "Experts" . . . Annual Edition: 5 Yet another study--should you pay attention? FYI Terriff CM, Tee AM. Citywide pharmaceutical preparation for bioterrorism. <i>Am J Health-Syst Pharm.</i> 2001; 58: 233-7.</p>
<p>W Apr 18</p>	<p>Exam Two</p>
<p>R Apr 19</p>	<p>Nutrition: WIN Wyoming Guest: Betty J. Holmes, University of Wyoming, Extension Educator Readings Fairbanks & Wiese: Chapter 8, Health Promotion/Health Protection Annual Edition: 4 Solving the diet-disease puzzle Annual Edition: 21 Pressure to eat Annual Edition: 45 Functional foods <i>Handout: Essay/Summary 5</i></p>
<p>M Apr 23</p>	<p>Noninfectious disease/issues Readings Fairbanks & Wiese: Chapter 9, Personal health care services Annual Edition: 24 The Netherlands: let's be realistic Annual Edition: 26 Alcohol and health . . . Annual Edition: 27 Will you pay for your past as a smoker? Reserve Readings Drucker E. Drug prohibition and public health: 25 years of evidence. <i>Public Health Rep.</i> 1999; 114: 14-29. Frank JW, Moore RS, Ames GM. Historical and cultural roots of drinking problems among American Indians. <i>Am J Public Health.</i> 2000; 90: 344-51.</p>
<p>T Apr 24</p>	<p>Noninfectious disease/issues Reserve Readings Brown CM, Anderson HA, Etzel RA. Asthma: The States' challenge. <i>Public Health Rep.</i> 1997; 112: 198-205. [Focus reading on section, why asthma on the increase and state-based asthma activities] Wechsler H et al. College binge drinking in the 1990s: a continuing problem. <i>J Am College Health.</i> 2000; 48: 199-210. FYI Video: Cigarette commercials (V3416) <i>Due: Essay/Summary 5</i> Note: College of Health Sciences Research Day</p>

<p>W Apr 25</p>	<p>Mental health In-class: Depression videotape Readings Annual Edition: 6 How stress attacks you Annual Edition: 9 Spirituality</p>
<p>R Apr 26</p>	<p>Suicide/Violence Readings Annual Edition: 51 Why is date rape so hard to prove? Reserve Readings Satcher D. Unlearning violence. <u>Public Health Rep.</u> 1999; 114: 478-9. Barber CW et al. When bullets don't kill. <u>Public Health Rep.</u> 1996; 111: 483-93. <i>Handout: Essay/Summary 6</i></p>
<p>M Apr 30</p>	<p>Suicide/Violence Reading Fairbanks & Wiese: Chapter 10, Health program planning</p>
<p>T May 1</p>	<p>MedWatch/FDA/national perspective on quality issues Speaker: Virlie Walker, Public Affairs Specialist, Food and Drug Administration, Denver District. Readings: Fairbanks & Wiese: Chapter 11, Global health Annual Edition: 42 Alternative medicine--the risks . . . Annual Edition: 44 FDA guide to dietary supplements Reserve Reading Henkel J. Buying drugs online. <u>FDA Consumer.</u> Jan-Feb 2000 [reprint]. FYI Annual Edition: 39 Don't be a wimp in the Doctor's office [pharmacy students take note for PHCY 6340]. <i>Due: Essay/Summary 6</i></p>
<p>W May 2</p>	<p>Drug-related problems Readings Annual Edition: 40 Your hospital stay: A guide to survival. Reserve Readings McMullin ST et al. A prospective, randomized trial to assess the cost impact of pharmacist initiated interventions. <u>Arch Intern Med.</u> 1999; 159: 2306-9. Crane VS. New perspectives on preventing medication errors and adverse drug events. <u>Am J Health-Syst Pharm.</u> 2000; 57: 690-7. Thomas EJ et al. Abstracts from two papers (one page each) from <u>Inquiry</u> 1999; 36(3): 255-64 and <u>Med Care</u> 2000; 38(3): 261-71. Institute of Medicine news release. Preventing death and injury from medical errors . . . November 29, 1999, 6 pages, web printing.</p>
<p>R May 3</p>	<p>Drug-related problems</p>
<p>T May 8</p>	<p>Exam Three; Scheduled by University, Spring '01 Class Schedule, p. 27, 8-10AM slot* *50-minute exam starts at 8AM</p>