COURSE INFORMATION
Meeting from September 7 – December 14, 2017.
Time: Thursday from 6:00 pm – 8:45 pm
Location: HS 224
Credits: 3
Pre-requisites & Co-requisites
Pre-requisites - MPH core & elective courses; Co-requisite: MPH 740, 755, 799.

Instructor Information
Bojana Berić - Stojsic, MD, MA, PhD, CHES
Associate Professor & Department Chairperson
Office: Health Sciences Building - HS 202
Phone: 718-246-6312;
E-mail: Bojana.Beric@liu.edu
Office Hours: Tuesday through Thursday 4:30-5:30 p.m., and by appointment

Emergency Contact
Ms. Naterena Parham-Cofield, Executive Secretary
Phone: 718-488-1256; E-mail: Naterena.Parham-Cofield@liu.edu

COURSE DESCRIPTION
Capstone is a culminating academic experience in which students demonstrate their command of the MPH coursework by assessing and analysing past and present public health challenges and how they were or are being handled. Students are expected to synthesize, integrate, and apply skills and competencies acquired through their program of study to a public health problem that approximates a professional practice experience. The project requires both a written and oral assignment. It is typically completed in the last term of the program, usually in conjunction with the completion of a fieldwork practicum experience.

COURSE OBJECTIVES
Anticipated Outcomes: Students will be able to:
• Recall and apply information and concepts and identify and demonstrate skills taught in previous courses;
• Explain key concepts of public health reflected in responses to past and present public health challenges; apply these concepts in proposed projects
• Apply knowledge and skills acquired in previous and current courses to explain and justify responses to past public health challenges and as the basis for responding to contemporary situations
• Discuss global aspects of public health issues raised in this course and anticipate the potential local impact and implications of these three issues as global health concerns
• Compare and contrast various perspectives/approaches to past and present public health challenges;
• Explain how past public health challenges, including prevention, screening, and treatment were addressed or not by whom, in what organizations/systems, and in what formal or informal policies given the perspectives, points of view, and priorities of the time
• Assess the roles of the private and public sectors in addressing public health threats in the past, present, and future;
Required Texts & Readings


2. Individually selected pertinent literature, such as peer-reviewed articles, books, and book-chapters, to support reflection papers and the major research paper of your choice.


Instructional Methods
- Students will work individually and in small groups to review and analyze public health challenges from a public health perspective. Small group work and discussions in class, should enhance students’ ability and foster effective group work, and also, serve as a basis for reflection and writings.
- Bi-weekly seminar discussions will focus on analyzing public health challenges in terms of public health practices, principles, tools and resources and identifying lessons learned from the past that can be applied now and in the future.
- On alternate week students will meet individually with the instructor to consult on the progress of the final product – written paper with mutually agreed upon topic.
- Participation in the IPE Case-study campus-wide activity is MANDATORY for ALL students.

Teaching/learning Strategy
The process for teaching/learning in this class is a *group process*. We all are teachers and students. By alternating roles, we (students and teachers) learn together by asking questions, providing explanations, clarifying, summarizing, asking for explanations, and asking for reasons behind the beliefs and statements. By teaching, presenting, and inquiring together in our common space, in our classroom, we all learn. That is the reason why participation in this process is valued greatly. For the same reason, lateness and absences are excused, but noted, because they result in missing the process and interaction, and learning with others through action and inquiry on the topic. In this process of teaching/learning, or the *community of health inquiry*, we include guest speakers from the field of public health or health promotion, also the University Librarian, as well as many other supporting services on campus. We also step outside the classroom to work on the projects and assignments with other students, or attend lectures and events on campus. The teaching/learning strategy used in this class is supported by theories of learning through action in pedagogy, community psychology, and philosophy for children. Practical application of these theories is framed within the *Psychological Empowerment Theory* (Zimmerman, 1995) with *construction of knowledge in social context* (Vygotsky, 1978) and by developing (philosophical) *community of inquiry* (Lipman, 1998, 2003) through students’ *active engagement and conscious participation* in the learning process (Freire, 1974), which we call *empowerment in college health classes* (Beric, 2006).

About the instructor
Dr. Bojana Berić – Stojsic, is an Associate Professor and Department Chair, Department of Public Health, SHP, at LIU-Brooklyn. For the past 20+ years, she has been teaching health promotion at universities in New Jersey, New York, and her native Balkans (Serbia). As an MD with a PhD and MA in Health Education, Dr. Berić’s professional interests have been focused on preparation of the public health workforce, community-campus partnerships for health and wellness, and global and international health issues. Dr. Berić’s research interests include methods of health information communication, particularly a *community of inquiry in health*, participation in class discussion, empowerment, and advancement of health literacy in schools and colleges. She has been active in professional associations at the state, national, and international levels, serving two terms as president of New Jersey SOPHE, and currently serving as Regional Vice President of IUHPE for North American Regional Office. Dr. Berić represents SOPHE and IUHPE at the United Nations.
Course requirements & composition of the grade
1. Public health two case analyses (each 10%) 20%
2. Research paper relevant to internship site project 30%
3. Brooklyn Historical Society Project 20%
4. CHES exam preparation participation 5%
5. IPE campus activity (November 2, 2017) & surveys 5%
6. Participation in class activities & discussions 20%

Students learning assessment strategies
- small group work; individual and small group assignments; papers; presentations;
- participation in class activities & discussions; active participation in small group work outside the classroom

Grading Scale is LIU graduate studies grading scale
A 93 – 100 %
A- 90 – 92 %
B+ 86 – 89 %
B 83 – 85 %
B- 80 – 82 %
C+ 76 – 79 %
C 70 – 75 %
F 0 - 69 %

*Note: LIU does not acknowledge a “C-“ or “D” grade for graduate courses.

Outcome measures
For each assignment, there will be a rubric – performance criteria sheet – provided in class and available on Blackboard. Main criteria to guide your work should be:
- Adherence to assignment instructions
- Quality of content of assignment
- Use of LIU Writing Center and Library services
- On time submission
- Professional/academic presentation/format of work submitted
  - Quality production value
  - Appropriate use and documentation of references;
  - APA citation format compliance

ASSIGNMENTS

1. Public Health Case Analysis (200 points)
Directions: After watching a movie or reading a case about the public health event followed by a discussion in small groups in class, students will write an analysis of the event. More specific directions for a case analysis will be provided in class and on Blackboard. There will be two case studies to analyze.
The Reflection paper #1: due online on September 14, 2017; the Reflection Paper #2 due online on September 28, 2017.

2. Internship Project-Relevant Final Paper (300 points)
Directions: Students will write individual research papers to outline, describe, and support projects that they are actively involved in their internships. The papers will be written throughout the semester in stages, with consultations and guidance from the instructor. Papers will be revised according to the comments, and completed by the end of the semester. The final product should be for an example, a research proposal of the health promotion event, a developed lesson plan for the educational seminar, or a manual for planning and conducting a health fair, or educational manual for adolescents, etc.
The paper, although relevant to the Internship Project, will be a part of the Capstone Seminar.
2.A. The Paper (250 pts)
**Directions:** Each student will write a final paper based on a hypothesis to be tested, or project to be developed at the internship site. The paper should be written as a manuscript, or a research proposal, or a “how to do” manual, or other product appropriate for the worksite requirements. When writing the paper, follow the APA style manual (required text for this class) instructions for the written product.

**Due dates for components and stages of the Final Paper:**
- Topic and proposed outline of research steps & the paper – October 5, 2017.
- Final Paper submit in class & online – November 30, 2017.

2.B. The Paper Presentation (50 pts)
**Directions:** Each student will deliver a presentation on their final paper topic. Each student will have 10 minutes for their presentation, and 5 minutes for discussion. Students will be graded on the following:
- Clarity of the explanation of the topic, ability to pose a question
- Structure of the presentation, the effectiveness of a chosen presentation method
- Presentation skills and ability to answer questions

**Due date for presentation:** December 7, 2016.

3. Brooklyn Historical Society (BHS) Project (200 points)
**Directions:** Students will participate in the BHS activity this semester. Directions for activities, schedule, etc., will be provided on Blackboard. A **tentative plan for our visit to BHS is on Monday October 30, 2017 from 3-5 pm; your library visit to conduct research on selected artifact will follow this session; a final product – video or poster presentation will be on December 14, 2017.**

4. CHES exam preparation (50 pts)
**Directions:** Students will work on CHES areas of responsibilities and competencies to identify strengths and weaknesses in their own professional preparation. Those who will take the exam may lead the discussion.

5. IPE Activity (50 points)
**Directions:** Students will participate in the IPE (Interprofessional Education) activity, with other students on campus, **on November 2, 2017 from 3:00 – 5:00 pm,** and complete the surveys provided by before and after the event. Directions for activities will be provided in class. Participation is mandatory for all.

6. Participation in class activities & discussions (200 points)

**Breakdown of course hours by activity**

<table>
<thead>
<tr>
<th>Course Credits</th>
<th>IN-CLASS HOURS</th>
<th>SUPPLEMENTARY HOURS</th>
<th>TOTAL COURSE HOURS</th>
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<tbody>
<tr>
<td>1</td>
<td>15</td>
<td>30</td>
<td>45</td>
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<td>2</td>
<td>30</td>
<td>60</td>
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<td>3</td>
<td>45</td>
<td>90</td>
<td>135</td>
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<tr>
<td>5</td>
<td>60</td>
<td>120</td>
<td>180</td>
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</table>

3-hour seminars Weekly x 15 weeks = 45 in-class hours & individual consultations

**Supplementary assignments:**
- Readings = 20 hours
- Writing final assignment = 38 hours
- PH event analysis assignments = 15 hours
- CHES preparation = 10 hours
- Professional development (IPE & Health for All) = 7 hours
POLICIES AND EXPECTATIONS

Class Participation
Class participation is assessed based on the student’s participation in classroom discussions, evidence of having read the assigned and associated materials, the ability to consider and reflect thoughtfully and verbally on the issues under discussion, and the demonstration of good group dynamics skills.

MPH COURSE/PROGRAM GUIDELINES AND POLICIES

1. **Special Needs:** As per the MPH Handbook, any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss your specific needs. Please contact the LIU Office for Special Educational Services at (718) 488-1044 to coordinate reasonable accommodations for students with documented disabilities by the second week of the semester.

2. **Time Management:** We advise each student to spend about 8-9 hours a week preparing for each class, including doing assigned readings, field trips, conducting research, preparing papers and related assignments, and studying for exams. This level of attention to course work and studying should allow you to get the full benefit of the course.

3. **Course Time:** You have paid for, are entitled to, and must be taught 15 weekly classes per course per semester – either face-to-face in a classroom or other setting or online. You are entitled, by NYS law, to 150 minutes of classroom instruction each week for 15 weeks per semester. In half semester courses, you are entitled to 300 minutes of classroom instruction each week. This may be face-to-face classroom work or supplementary activities that involve and engage the Instructor; supplementary activities are in addition to course-related learning projects/homework.

4. **Email:** Use your LIU email address (generally firstname.lastname@my.liu.edu) to communicate with the instructor (and all other LIU faculty and staff). If you send an email from a non-LIU account, do not expect a reply from the instructor. Emails should be written in a professional manner. Each email should include the course number and student’s full name. Emails should also be spell checked and written in complete sentences. If the student does not receive a reply within 24 hours, assume the instructor did not receive it and resend it.

5. **Blackboard:** You will need access to Blackboard to access course materials and grades. If you do not have access to this course’s site by the second class, it is your responsibility to notify the instructor via email. Course materials will be posted on the course page approximately 24 hours before each session. [http://blackboard.liu.edu/](http://blackboard.liu.edu/)

6. **Assignments:** All assignments are due on the dates indicated. No late assignments will be accepted; no points will be given for a project not submitted on time. If you know in advance that you will have to miss a class, it is your responsibility to arrange with the instructor to turn the assignment in early. Resubmissions of work done in prior courses are not approved or accepted as work for this course.

7. **Integrity:** We do not tolerate plagiarism and cheating. If the instructor finds that a student is plagiarizing or cheating on an assignment or in class, the student will automatically earn a 0 on that assignment, and potentially for the entire class. The University’s policy can be found at [http://www.brooklyn.liu.edu/course/gradbulletin0709.pdf](http://www.brooklyn.liu.edu/course/gradbulletin0709.pdf)

8. **Writing Quality:** Because writing is an essential public health skill, all students are strongly urged to use the Writing Center regularly to prepare written assignments. The writing center is located in the Humanities Building – 218C. They can also be reached at (718) 488-1095. Services can be provided in face-to-face meetings, via telephone, or through Skype or other online programs. The quality of your writing will be worth 5% of your grade. Students are encouraged to submit documented proof of having worked with the Writing Center with each submitted written assignment.

9. **Withdrawal From a Course:** Students themselves must initiate formal withdrawal procedures. Failure to do so can result in loss of possible refunds or inaccurate records of academic performance (or both). Students may withdraw from one or all courses if they apply officially through the Office of the Registrar, notify the instructor, and obtain the written permission of the Associate Dean.

**December 14, 2017 is the deadline to withdraw from course, this semester.**
10. **The MPH Handbook:** General MPH policies are included in the MPH Handbook. All students must review the most current edition of the MPH Handbook and complete and submit the Acknowledgment Form before the second class of their first semester.

11. **Midterm and Final Exams:** There are NO take-home midterm and final exams in this program. Quizzes throughout the semester, like other homework, may be offered as “open book” exercises. Though we encourage student collaboration in helping each other understand the readings, we expect you to complete, turn in, and be able to defend your own work. **All final exams are cumulative.**

12. **Civility:** We will be civil to each other in the classroom. Civility means practicing good manners and being polite. To this end, we have and expect students to respect the following policies:

   a. **Attendance:** Instructors expect students to attend every face-to-face class and to go online as necessary. For every class hour missed, a letter grade deduction will result (i.e., if you miss 3 hours of classes and your course grade is an A-, you will receive a B). If you need to miss a class due to an illness, death, etc., and wish to request an excused absence, please bring documentation to the instructor by the start of the following class, and call ahead if possible. Come to class on time. Attendance will be taken. Excessive lateness and unexcused exits are not acceptable. The instructor has the option NOT to interrupt class by letting in students who are late.

   b. **Electronic Equipment:** Students must turn off all phones, beepers and other forms of communication when entering the classroom. Do not take any calls or respond to any text messages during class time. If a phone goes off during class, the instructor reserves the right to subtract 5 points from the student’s final grade for each time such an event occurs and require the student to leave the classroom for the remainder of the day, and will mark the student absent. Instructors will provide breaks in any class meeting for more than 90 minutes. Should the problem persist despite warnings, the instructor reserves the right to apply this penalty to the entire class for any single student’s infractions of this policy.

   c. **General Behavior:** Grandstanding, taking over class, or verbal threats to any other students, faculty, support staff or guests are not acceptable. The instructor may dismiss from class anyone who is sleeping, continually chattering/distracting other students, and/or being overtly inattentive or disrespectful to other students, guests, or instructor.

   d. **Differences of Opinion:** We strongly support and encourage differences in opinions. When discussing topics, students are to listen to their colleagues’ ideas, comments, and input, all the while, respecting others’ views. We expect that you will have different views on topics and we encourage discussion and appropriate sharing; respect – though not necessarily agreement with - for others’ opinions are an important part of civil class participation.

   e. **Outside the classroom:** Please conduct yourself professionally in writing, over the phone, and in person when interacting with your instructor, a guest, a community-based organization member, and others with whom you may interact outside of the classroom as part of your course. If you have made an appointment with someone, keep that appointment, and if you can’t, give as much notice as possible and suggest an alternative date and time – with sincere apologies. You represent not only yourself and your family, but your university and your MPH program as well. Make us proud.

13. **Instructor Absence Plan:** If I am unable to attend a particular class meeting, students, instead of coming to class, will be responsible for completing online assignment to be shared in advance by the next course date.

**MPH CORE COMPETENCIES**

Listed below are the Core Competencies for graduates with a Master in Public Health identified by the Association of Schools of Public Health that will be accomplished by successfully mastering the materials in this course.

- Identify the causes of social and behavioral factors that affect health of individuals and populations.
- Describe the roles of history, power, privilege and structural inequality in producing health disparities.
- Explain why cultural competence alone cannot address health disparity.
• Discuss the importance and characteristics of a sustainable diverse public health workforce.
• Use the basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities.
• Apply the principles of community-based participatory research to improve health in diverse populations.
• Differentiate among availability, acceptability and accessibility of health care across diversity populations.
• Differentiate between linguistic competence, cultural competence, and health literacy in public health practice.
• Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.
• Develop public health programs and strategies responsive to the diverse cultural values and traditions of the community being served.

CHES/MCHES COMPETENCIES

Listed below are the Core Competencies for certified health education specialists as identified by the National Commission for Health Education Credentialing that either will be reviewed in this course and/or developed or refined by successfully mastering the material covered in this course.

ASSESS NEEDS, ASSETS AND CAPACITY FOR HEALTH EDUCATION

Competency 1.4: Examine Relationships among Behavioral, Environmental and Genetic Factors That Enhance or Compromise Health
  • Identify factors that influence health behaviors
  • Analyze factors that influence health behaviors
  • Identify factors that enhance or compromise health
  • Analyze factors that enhance or compromise health

PLAN HEALTH EDUCATION

Competency 2.1: Involve Priority Populations and Other Stakeholders in the Planning Process
  • Incorporate principles of community organization
  • Identify priority populations and other stakeholders
  • Communicate need for health education to priority populations and other stakeholders
  • Develop collaborative efforts among priority populations and other stakeholders
  • Elicit input from priority populations and other stakeholders
  • Obtain commitments from priority populations and other stakeholders

Competency 2.3: Select or Design Strategies and Interventions
  • Assess efficacy of various strategies to ensure consistency with objectives
  • Design theory-based strategies and interventions to achieve stated objectives
  • Select a variety of strategies and interventions to achieve stated objectives
  • Comply with legal and ethical principles in designing strategies and interventions
  • Apply principles of cultural competence in selecting and designing strategies and interventions
TENTATIVE CLASS SCHEDULE

Please note: **This is a seminar course, not a lecture course.** Students will be expected to come prepared each week to discuss the given topic with references to material covered in past classes and projects completed in past classes. Schedule is subject to change.

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Class Content</th>
<th>Assignments/Projects Due</th>
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</thead>
<tbody>
<tr>
<td>Week 1 9.7.</td>
<td>Course Overview Syllabus review Rules of “good discussion” Case Study Reflection Paper Criteria View “Typhoid Mary” together &amp; discuss Sign-in for individual consultations*</td>
<td>Nova Film -Typhoid Mary: The most dangerous woman in America – PH issue 1</td>
</tr>
<tr>
<td>Week 4 9.28.</td>
<td><strong>Individual Consultations</strong></td>
<td>Reflection Paper 2 – submit online Blackboard</td>
</tr>
<tr>
<td>Week 5 10.5.</td>
<td>Discussion of the Reflection Papers #2 CHES preparation – questions &amp; discussion</td>
<td>Select topic and develop an outline for Final Paper – submit on Blackboard</td>
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<tr>
<td>Week 6 10.12.</td>
<td><strong>Individual Consultations</strong></td>
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<tr>
<td>Week 7 10.19</td>
<td>No class – in lieu of the visit to BHS on Monday October 30, 2017 from 3-5 pm</td>
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<tr>
<td>Week 8 10.27.</td>
<td><strong>Individual Consultations</strong></td>
<td></td>
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<tr>
<td>Week 9 11.2.</td>
<td>Review of the BHS assignment and topic selection MANDATORY: Attend IPE campus activity</td>
<td>First draft of the final paper submit ONLINE – Blackboard JPE campus-wide event: Paramount Gym from 3-5 pm</td>
</tr>
<tr>
<td>Class 10 11.9.</td>
<td><strong>Individual Consultations</strong></td>
<td>Abstract of the final paper due online</td>
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<tr>
<td>Week 11 11.16.</td>
<td>Return &amp; discussion on the First Draft of the final paper</td>
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<tr>
<td>Week 12 11.23.</td>
<td><strong>NO CLASS – Happy Thanksgiving!</strong></td>
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<tr>
<td>Week 13 11.30.</td>
<td>Discussions on any Public Health topic of your choice</td>
<td>Final Paper due – IN CLASS &amp; ONLINE</td>
</tr>
<tr>
<td>Week 14 12.7.</td>
<td><strong>Presentations</strong> Group and Instructor Evaluations</td>
<td>15 minutes Individual Presentations of the final paper</td>
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<tr>
<td>Week 15 12.14.</td>
<td>BHS Project presentation</td>
<td>BHS Assignments/posters due</td>
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