I. Course Description: This course is designed to address aspects of community and public health, survey career opportunities for health professionals, and explore the community and health care delivery system. Legal, ethical and philosophical foundations of community health will be explored.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
This course links with SFA Initiative #4: Develop a learner-centered environment.
This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.
This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes (Community Health):
1. The student will be able to plan and evaluate a community/classroom-based health lesson (NCHEC I, II, IV).
2. The student will construct professional documents (resume and cover letter) to be used as a personal career-marketing tool for employment opportunities (NCHEC VII).
3. The student will demonstrate the knowledge and skills to search for and write a grant proposal to address a specific health-issue (NCHEC I, II, IV, VII).
4. The student will be able to communicate health information (NCHEC VI).
5. The student will design and implement a health behavior change plan that they will monitor for the semester (NCHEC I, II, III).

Student Learning Outcomes - The student will be able to:
1. Identify and define elements of community health promotion (NCHEC I).
2. Review current issues in community health in relationship to their historical precedents (NCHEC I).
3. Identify and describe elements of ecology that apply to community health. (NCHEC I)
4. Identify factors influencing health. (NCHEC I)
5. Design and evaluate community health programs under various models. (NCHEC I, II, III)
6. Analyze and assess health problems across the life span. (NCHEC I, II)
7. Identify strategies appropriate to address health problems identified. (NCHEC I, II)
8. Identify resources for planning and evaluating community health programs. (NCHEC I, II, IV)
III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

- **QUIZZES** (NCHEC I) – There will be quizzes for every chapter and topic addressed during this course. Students will take quizzes on D2L over the required readings and supplemental materials provided by the professor. **Quizzes will be required prior to class discussion of course material.** Students will typically have one week to complete quizzes on D2L. Students cannot retake missed quizzes without a valid documented excuse.

- **FACT SHEET & REFERENCE LIST** (NCHEC I, II) – Each student will complete the Fact Sheet & Reference List for the Approved Resource Inventory Topic. This is an individual assignment and will be typed and formatted according to the guidelines. It should include references and data that are current, reliable, peer reviewed, and from primary sources. The fact sheet will be 3-5 pages long and have at least 8 reputable sources. Wikipedia, WebMD, Mayo Clinic, ihelp, iguide, newspapers, blogs, and similar generic sources will not be accepted as reputable. More guidance on what types of sources to use will be provided in class. All sources must be cited according to APA format. APA format guidelines will be provided on D2L and discussed by the instructor.

- **EXAMS** (NCHEC I) - There will be three in-class exams, worth 100 points each. Exams may include a variety of question types including multiple choice, true/false, short answer, calculations, and essay. **Proper spelling, grammar, and punctuation are expected.** Exams are administered at the beginning of a class period. Students who arrive late for an exam (one or more students has completed and turned in the exam) will not be allowed to take the exam and will receive a “0.” Exams will be administered using Scantron sheets and/or paper test forms. You are required to bring a Scantron form 882-E to each exam with a #2 pencil.

- **RESOURCE INVENTORY** (NCHEC I,II,IV) – Students will select a health topic and have it approved by the instructor. The student will then create a community resource inventory that includes the following information for that topic:
  - Overview of the topic selected and the community indicated with APA in text citations (2-3 pages, double spaced, 12-pt Times Arial Font, 1-inch margins) **20 points**
  - List of helpful websites along with descriptions on the topic (at least 5) **2 points each, total 10 points**
  - List of contact information for clearinghouses, help, or information lines along with descriptions relating to the topic (at least 3) **2 points each, total 6 points**
  - Information on community agencies or non-profit organizations along with descriptions that may have information on the topic (at least 5) **4 points each, total 20 points**
  - List of individuals who may serve as guest speakers on this topic (at least 3 – include name, title, contact info **2 points each, 6 points total** Additionally, write at least one paragraph as to why they would make an ideal speaker on your topic) **4 points** (10 points total for this section)
  - List of professional journal articles or books on this topic (at least 10 cited in APA format). All resources must be from 2010 or later. **1 point each, 10 points total**

Please note that points will be deducted for improper citations.

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List of podcasts, blogs, or other sources along with descriptions that might provide helpful information on the topic (at least 3) **(2 points each, total 6 points)** Explain why you chose each of your selections for this list in a couple of sentences or one paragraph. **(3 points)** **(9 points total for this section)**

Students will be awarded **up to 15 points** for overall presentation of information and use of correct and professional grammar. All projects must have cited sources in a reference list and citation examples will be provided. All projects must have a Table of Contents. Failure to complete the project on the approved topic will result in a score of 0. **Overall total 100 points**

**COMMUNITY HEALTH JOB OPPORTUNITIES** (NCHEC VII) Find three jobs that you are qualified for once you have your Health Science degree.

1. Save a file of each posting and indicate where you found it. Be specific about the source of the posting.
2. Type a one-page reflection on your research for jobs (each / difficult to find positions, pay, location, positions that you would actually be interested in, etc.). Attach the 3 job postings to the reflection paper in one MS Word document. This document will be uploaded to D2L.

**PARTICIPATION AND HOMEWORK** (NCHEC I, II, VI) – There will be class activities and discussion that are required during every class. Homework to explore and show mastery of course topics will be assigned and collected. (See class attendance policy below for clarification on this topic.)

**COURSE EVALUATION** – Students will get 15 points for completing the course evaluation.

**IV. Evaluation and Assessments (Grading):**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>140 pts.</td>
<td>(20%)</td>
</tr>
<tr>
<td>Exams (3@60 pts. Each)</td>
<td>180 pts.</td>
<td>(26%)</td>
</tr>
<tr>
<td>Fact Sheet/Ref List</td>
<td>50 pts.</td>
<td>(7%)</td>
</tr>
<tr>
<td>Resource Inventory</td>
<td>100 pts.</td>
<td>(14%)</td>
</tr>
<tr>
<td>Community Hlth Job Posting</td>
<td>60 pts.</td>
<td>(9%)</td>
</tr>
<tr>
<td>Participation &amp; Homework</td>
<td>150 pts.</td>
<td>(22%)</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>15 pts.</td>
<td>(2%)</td>
</tr>
<tr>
<td><strong>FINAL POINT TOTAL</strong></td>
<td><strong>695 pts</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Grading Scale** is as follows:

- A = 90%+ 626+ points
- B = 80-89% 556-625
- C = 70-79% 487-555
- D = 60-69% 417-486
- F = Below 59% Below 417

Scoring guides/rubrics can be found on D2L.

**V. Course Policies:**

1. **Late Work**: No late work will be accepted. Late assignments turned in or posted after a deadline will not be accepted unless an official extension has been granted by the instructor prior to the deadline.

2. **Make Up Exams/Tests/Quizzes**: Students who are absent on test days without advance, person-to-person communication with the instructor shall receive a zero for the exam and shall forfeit the opportunity of taking a “make up” test.
Make up tests/exams/quizzes will not be permitted (unless you have a legitimate medical emergency or personal problem and have been granted an official extension prior to the exam/test/quiz.)

3. **Class Attendance and Excused Absence**: Policy 6.7: Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. **Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.**

Arriving on time to class is also important and as such two tardies will be counted as one absence. This class meets twice weekly and any absences after 2 will negatively affect the final grade. Students who miss more than 3 weeks of classes (6 class periods) without an approved excused absence will lose all participation and homework points and receive an entire letter grade reduction.

4. **Excused Absences**: Advance communication (i.e. prior to class) from students via either phone or in writing regarding an absence is required for the absence to be excused. Excused absences are for specific unavoidable situations such as:

* personal emergencies, including, but not limited to, illness of the student or of a dependent of the student [as defined by the Board of Trustees’ Policy on Family and Medical Leave], or death in the family;

* religious observances that prevent the student from attending class;

* participation in University-sponsored activities, approved by the appropriate University authority, such as intercollegiate athletic competitions, activities approved by academic units, including artistic performance, R.O.T.C., functions, academic field trips, and specific events connected with coursework;

* government-required activities, such as military assignments, jury duty or court appearances; and any other absence that the professor approves.
If the absence is communicated in advance and approved as an “excused absence,” students shall be given the opportunity of completing course work that was due during the excused absence. Determination of whether an absence is excused is determined by the instructor.

Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

5. **Cell Phones and Electronic Devices:** All students must turn off/mute their cell phones when entering the classroom and then put the device out of sight. Any cell phones that are visible will be confiscated until the end of class. If you are using a tablet or computer to take notes in class, then the instructor reserves the right to view the screen and materials on that device at any time during the course of the class. If a student is found to be using the device for something other than taking notes, then the device will be confiscated and returned after class. The instructor can then deny the student the right to bring/use the device in the classroom for the rest of the semester.

### VI. “DUE Date” Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments &amp; Due Dates</th>
<th>&quot;Tentative&quot; Topic Covered</th>
</tr>
</thead>
</table>
| 1 1/16 – 1/18 | • Orientation  
• Cover Ch. 1  
• Syllabus Quiz  
• Chapter 1 Quiz posted  
• Chapter 2 Quiz posted | Introduction to HSC 216, Ch. 1  
Comm and Public Hlth: Yesterday, Today & Tomorrow |
| 2 1/23–1/25 | • Syllabus, Ch. 1, & Ch. 2 Quizzes due  
• Chapter 3 Quiz posted  
• Resource Topic Submission | Ch. 2 Organizations That Help Shape Comm & Public Health |
| 3 1/30 – 2/1 | • Ch. 3 Quiz due  
• CH 4 Quiz posted | Ch. 3 Epidemiology: Study of Disease Injury & Death |
| 4 2/6-2/8 | • CH. 4 Quiz due  
• Ch. 5 Quiz posted | Ch. 3 Epidemiology : Study of Disease Injury & Death, Ch. 4 Epidemiology: Prevention and Control of Diseases and Health Conditions |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Events</th>
</tr>
</thead>
</table>
| 5    | 2/13 – 2/15 | • Ch. 5 Quiz due  
• Fact Sheet Reference List due  
Ch.4: Epi – Prevention & Control of Diseases & Health Conditions |
| 6    | 2/20-2/22 | • Exam 1 (Ch 1-4)  
Ch. 5 Comm Organizing/Building & Health Promotion Programming |
| 7    | 2/27-3/1 | • Ch. 6 Quiz posted  
Ch. 5 Comm Organizing/Building & Health Promotion Programming |
| 8    | 3/6-3/8 | •Ch. 6 Quiz due  
•Ch. 7 Quiz posted  
Ch 6 School Health |
| 9    | 3/13-3/15 | • Spring Break – No face to face class |
| 10   | 3/20-3/22 | • Ch. 7 Quiz due  
• Ch. 8 Quiz posted  
• Resource Inventory Due  
Ch. 7 Maternal & Child Health, Ch. 8 Adolescents, Young Adults, & Adults |
| 11   | 3/27 -3/29 | • Exam 2 (Ch. 5-8)  
• Ch. 8 Quiz due  
• Ch. 9 Quiz posted  
• 3/29 is Easter Break – No F2F class  
Ch. 8 Adolescents, Young Adults & Adults |
| 12   | 4/3-4/5 | • Ch. 9 Quiz due  
• Ch. 10 Quiz posted  
• Ch. 11 Quiz posted  
Ch. 9 Elders; Ch 10 Community & Public Health & Racial/Ethnic Populations |
| 13   | 4/10-4/12 | • Ch. 10 Quiz due  
• Ch. 11 Quiz due  
Ch 10 Community & Public Health & Racial/Ethnic Populations, Ch. 11 Community Mental Health |
| 14   | 4/17-4/19 | • Ch. 13 Quiz posted  
• Ch. 14 Quiz posted  
Ch. 13 Health Delivery in the US |
| 15   | 4/24-4/26 | • Ch. 13 Quiz due  
• Ch. 14 Quiz due  
• Job Posting & Reflection due  
Ch. 13 Health Delivery in the US; Ch. 14 Community & Public Health and The Environment |
| 16   | 5/1-5/3 | • Course information conclusion  
Ch. 14 Community & Public Health and The Environment |
| 17   | 5/10 (R) | • Final Exam Period 8-10am  
• Exam 3 (Ch. 9, 10, 11, 13, & 14) |

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VI. Readings (Required):


**Additional:** Required readings in the form of journal articles, websites, and other scholarly material may be assigned based on the topics discussed in the course. These will be announced ahead of time and posted on D2L. Students are also responsible for reading the powerpoints that are posted on D2L.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. **Therefore, your response is critical AND IS WORTH 20 POINTS (REQUIRED not optional)!**

In the PCOE, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

**Academic Accommodations for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
• using or attempting to use unauthorized materials on any class assignment or exam;
• falsifying or inventing of any information, including citations, on an assignment; and/or;
• helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:
• submitting an assignment as one's own work when it is at least partly the work of another person;
• submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
• incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.