Instructor: Dr. Michael K. Lemke  
Office: HPE Room 220  
Office Phone: (936) 468-1812  
Email: lemkem@sfasu.edu

Course Time: N/A (Online)  
Course Location: N/A (Online)  
Office Hours: Tues. & Thurs., 12:30 - 3:00pm  
Credits: 3 hours

Prerequisites: None

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:

1. PROPOSAL PRESENTATION PROJECT (200 points total: 100 points for the paper and 100 points for the presentation). Students will individually identify a topic from community health that they believe should be modified in their community to improve health outcomes and present a plan for a way to make such a change. You will email me by the due date indicated in the syllabus to get approval for your topic, and you must submit the presentation draft on time. Failure to accomplish these tasks will result in a 10% deduction for each task that you fail to complete. The paper should be in Word format, and the presentation should be in PowerPoint format. You must send me your finished proposal by the due date listed in the course calendar. Directions and a rubric will be posted on D2L and will be discussed in class.

EXAMS (800 points total). There will be four exams worth 200 points each. Make sure that you plan ahead and take your exam early enough in the day in the event of any technical or personal issues. If there is an emergency where you are unable to take an exam (due to a family death, serious illness, personal issue, etc.), you must provide documentation promptly. It will be at my discretion whether your documentation is sufficient to allow for an opportunity to make up the exam.

Exams may include a variety of question types including multiple choice, true/false, short answer, and essay. Exams are administered online during the dates indicated on the syllabus. Students who fail to complete their exam before the end of the day will receive a “0.”

IV. Evaluation and Assessments (Grading):

Assessments and Point Values

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Proposal Presentation Project</td>
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<tr>
<td>Proposal Presentation</td>
<td>100</td>
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<tr>
<td>Proposal Paper</td>
<td>100</td>
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<tr>
<td>Exams</td>
<td>600</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>200</td>
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<tr>
<td><strong>Total Points</strong></td>
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Letter Grade Criteria

<table>
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<tr>
<th>Points</th>
<th>Percentage</th>
<th>Letter Grade</th>
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<tr>
<td>895 – 1000</td>
<td>89.5 – 100</td>
<td>A</td>
</tr>
<tr>
<td>795 - 894</td>
<td>79.5 – 89.4</td>
<td>B</td>
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<td>695 - 794</td>
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<td>D</td>
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<td>&lt; 595</td>
<td>&lt; 59.5</td>
<td>F</td>
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V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic and What’s Due</th>
<th>Due Dates</th>
</tr>
</thead>
</table>
| 1    | Jan. 16 – Jan. 19 | Introduction to Course  
*Review syllabus and email any questions you may have* | Review syllabus (by Jan. 19 at 11:59pm)        |
| 2    | Jan. 20 – Jan. 26 | Chapter 1 - Community and Public Health: Yesterday, Today, and Tomorrow             |                                               |
| 3    | Jan. 27 – Feb. 2  | Chapter 2 – Organizations that Help Shape Community and Public Health               |                                               |
| 4    | Feb. 3 – Feb. 9   | Chapter 3 – Epidemiology: The Study of Disease, Injury, and death in the Community  |                                               |
| 5    | Feb. 10 – Feb. 16 | Chapter 5 – Community Organizing/Building and Health Promotion Programming          |                                               |
| 6    | Feb. 17 – Feb. 23 | Exam 1 Review  
*Exam 1 – Chapters 1, 2, 3, and 5*                                               | Exam One (by Feb. 23 at 11:59pm)               |
| 7    | Feb. 24 – Mar. 2  | Chapter 10 – Community and Public Health and Racial/Ethnic Populations               |                                               |
| 8    | Mar. 3 – Mar. 9   | Chapter 11 – Community Mental Health                                                |                                               |
| 9    | Mar. 10 – Mar. 16 | *N/A (Spring Break)*                                                                  | *N/A (Spring Break)*                           |
| 10   | Mar. 17 – Mar. 23 | Chapter 12 – Alcohol, Tobacco, and Other Drugs: A Community Concern                | Proposal Paper and Presentation Topics (by Mar. 16 at 11:59pm) |
| 11   | Mar. 24 – Mar. 30 | Chapter 13 – Health Care Delivery in the United States                               |                                               |
| 12   | Mar. 31 – Apr. 6  | Exam 2 Review  
*Exam 2 – Chapters 10, 11, 12, and 13*                                           | Exam Two (by Mar. 30 at 11:59pm)               |
| 13   | Apr. 7 – Apr. 13  | Chapter 14 – Community and Public Health and the Environment                        |                                               |
| 14   | Apr. 14 – Apr. 20 | Chapter 15 – Injuries as a Community and Public Health Problem                      |                                               |
| 15   | Apr. 21 – Apr. 27 | Chapter 16 – Safety and Health in the Workplace                                     | Proposal Paper and Presentation Drafts (by Apr. 20 at 11:59pm) |
| 16   | Apr. 28 – May 4   | Final Exam Review and Proposal Paper and Presentation Meetings  
Exam 3 Review  
Final Exam Review  
*Exam 3 – Chapters 14, 15, and 16* | Exam Three (by May 4 at 11:59pm)  
Proposal Papers and Presentations (by May 4 at 11:59pm) |
| 17   | May 5 – May 11    | *Final Exam – Cumulative*                                                            | Final Exam (by May 11 at 11:59pm)              |
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

2. Your email: I primarily communicate through email, so make sure that you check your university email regularly!

3. D2L: This will be the hub for course communication and dissemination of course materials, so make sure that you are familiar with how the site functions. I will also make news announcements through here, which will be vital for you to read.

VII. Course Evaluations:
Completing course evaluations is vital to ensuring that this course continually improves.

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:
- Course and program improvement, planning, and accreditation;
- Instruction evaluation purposes; and
- 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 (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: Found at https://www.sfasu.edu/policies

**Class Attendance and Excuse 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.

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, 936-468-3004 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/disabilitieservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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;
- 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.

**Additional Information**

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.
IX. Other Relevant Course Information:

Please keep the following in mind during the semester:

1. I will not respond to any emails which:
   - …do not include “HSC 216-500” in the subject line.
   - …are not written with professional courtesy – please address me with a salutation and write in proper English
   - …ask me a question which is in the syllabus (including any statements that are in this section)
   - …are silly or ridiculous in any other way
2. The grading policies are clearly laid out in section IV. **I will not round your grade anything beyond this, even if it is only one point.**
3. The **only extra credit opportunities that there could possibly be will already be in this syllabus.** I am not going to create extra work for myself by initiating any more extra credit opportunities.
4. If you have an excused absence, you must **present this to me promptly.** It is your responsibility to follow through with this. **What constitutes “excused” is at my discretion.**
5. **I will not accept any late work.** Remember, assignments are due by the **start time of class on their due date.**
6. Finally, **do not come to office hours to request exceptions to anything in the syllabus.**