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):

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:

Methods of Instruction:
The course syllabus, course assignments, email, and grades will be available on the Desire2Learn (D2L) web page. **Students are expected to check the homepage and web mail daily (D2L.sfasu.edu).** This is a Maymester online course which lasts from May 15th through May 31st. This schedule gives students 16 days for scheduled work and 1 day for the final test.

Any messaging contact with the instructor should be via email, not D2L. The instructor can be reached via email at hawkinsmi@sfasu.edu. Make sure to include your name and the class in the email. Also, the instructor will check emails twice a day, but not after 5 pm on any given day and not on the weekends. Virtual office hours will be in collaborate on Wednesdays from 10 – 11am (5/17 and 5/24). If you need to discuss anything with the instructor, email for an appointment on collaborate.

Taking a class online requires the student to be very organized and stay on task. It is the student’s responsibility to complete all requirements on time and in the form that is required. Due to the fast pace of this course, **NO LATE WORK WILL BE ACCEPTED.** It is suggested that students read ahead, watch the video early for the reflection paper, read the wiki instructions on how to write a reflection paper, and thoroughly view the Obamacare website prior to discussion # 5. It is also recommended that students take their quizzes in a place that is secure and has reliable internet service. If there is any technical difficulty with a quiz or submission then the student needs to email the instructor immediately and attempt to resolve the issue.

- **Online learning and participation activities**
  - **Discussion Posts** – 1 introduction and 5 topic posts @20 pts. each = 120 points
    
    In-class activities, Professionalism, Discussion Board Posts and Reply to Peers (120 points total – 14 points per original student post and up to 6 points (3 pts each) for responding to 2 classmates’ posts). A discussion post for each discussion should be a minimum of two (2) paragraphs as well as citing at least one primary reference (e.g., reliable source = journal article or reputable news story link with clear title and author). Reliable sources are typically indicated by national status and a website ending in .org, .gov, or .edu. The post should address and answer the entire topic and any questions that are given. Since everyone is reading the same material, the weekly discussion post **SHOULD NOT BE A SUMMARY** of the chapter readings. Instead, in the discussion posts, evaluate the question(s) thoughtfully and find at least 1 primary resource that supports what is being written. Try to avoid vague or overgeneralized information. The responses should be a combination of the student’s view and that view supported by research. (i.e. What did you find interesting? Was it Common Sense? Was anything surprising? Did you already know this information? Do you have questions on the material you read? Were there points the author of the resource made that you didn’t agree with? If so, why? Does any of the information relatable to you or current events?). Emphasis on the idea that the posts and...
comments that you leave need to be well thought out, organized, supported by research, and grammatically correct. An original discussion post is worth 14 points.

In addition to a student’s own original post, the student must review and reply to two (2) peers’ discussion posts for each assigned discussion. Each response is worth 3 points, for a total of 6 points each discussion repost. The reply must be thoughtful and respectful of the peer’s post and should be a minimum of one (1) full paragraph (at least 3 sentences). Simply saying, “I agree with you,” is not a thoughtful response. Supporting a response with research is encouraged.

Original discussion posts are due by 7pm every night and replies are due by 11:59 pm.

- **Reflective Paper – 1 paper @ 50pts. each = 50 points**

Writing a Reflection Paper:

All students are required to write 1 reflection paper on the assigned video. This is not a summary paper and is written quite differently from traditional papers. Please make sure to view the guidelines as you need information prior to watching the video, info during the video, and info about final conclusions. Spelling/grammar will be part of the grading process. ...3 -5 pages double spaced/12 font. You are a professional and are expected to write like a professional! Listed below is the guideline for writing a reflection paper. Please follow this format.


**Respect and Privacy** is extremely IMPORTANT: Students from many different backgrounds and majors may enroll in this course. People have a variety of experiences and opinions regarding the material covered in this class. It is critically important that all students respect others’ opinions as well as respect the privacy of students who share their thoughts and experiences in class. If you do not show respect for others in the course, you may be asked to leave and/or steps may be taken to permanently remove you from the course (see the Student Conduct Code, policy D-34.1)

- **Quizzes (275 points)**

  There will be one syllabus quiz (25 pts) and five (5) online quizzes administered throughout the course posted on D2L. Each quiz (except for the syllabus quiz) will be worth 50 points and will cover all material and chapters covered according to the syllabus schedule below. Quizzes are not cumulative. They are timed and the student should be very familiar with the material in the book, the powerpoints, and any additional required materials in order to master the material in the time allowed.

- **Course evaluation** – Students will get 5 points for completing the course evaluation.
IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
<th>Grading Scale is as follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>275 pts</td>
<td>A = 90%+</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>120 pts</td>
<td>405 + points</td>
</tr>
<tr>
<td>Reflective paper</td>
<td>50 pts</td>
<td>B = 80-89%</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>5 pts</td>
<td>360 - 404</td>
</tr>
<tr>
<td>FINAL POINT TOTAL</td>
<td>450 pts</td>
<td>C = 70-79%</td>
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<tr>
<td></td>
<td></td>
<td>315 - 359</td>
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<tr>
<td></td>
<td></td>
<td>D = 60-69%</td>
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<tr>
<td></td>
<td></td>
<td>270 - 314</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F = Below 59%</td>
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<td></td>
<td></td>
<td>Below 270</td>
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</table>

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 Quizzes**: Students who fail to take quizzes during the scheduled time with 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 there is a legitimate medical emergency or personal problem.)

VI. “DUE Date” Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/14</td>
<td>Mon Syllabus</td>
<td>Introduction Discussion # 1</td>
</tr>
<tr>
<td></td>
<td>Mon Chapter 1</td>
<td></td>
</tr>
<tr>
<td>5/15</td>
<td>Tues Chapter 2</td>
<td>Syllabus Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 1 covering Ch 1 &amp; 2</td>
</tr>
<tr>
<td>5/16</td>
<td>Wed Chapter 3 &amp; 4</td>
<td>Discussion # 2</td>
</tr>
<tr>
<td>5/17</td>
<td>Thur Chapter 5 &amp; 6</td>
<td></td>
</tr>
<tr>
<td>5/18</td>
<td>Fri Chapter 7 &amp; 8</td>
<td>Discussion #3</td>
</tr>
<tr>
<td>5/20</td>
<td>Sun</td>
<td>Quiz 2 Covering Ch. 3-6</td>
</tr>
<tr>
<td>5/21</td>
<td>Mon Ch 9 &amp; 10</td>
<td>Discussion # 4</td>
</tr>
<tr>
<td>5/22</td>
<td>Tues Ch 11 &amp; 12 Video</td>
<td>Quiz 3 Covering Ch. 7-10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch Video</td>
</tr>
<tr>
<td>5/23</td>
<td>Wed Affordable Care Act Affordable Care Act Website &amp; Info</td>
<td>Reflection Paper on Video Due Affordable Care Act Website &amp; Info</td>
</tr>
<tr>
<td>5/24</td>
<td>Thur Ch 13</td>
<td>Discussion # 5</td>
</tr>
</tbody>
</table>

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VI. Readings (Required):


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 5 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.

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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.texes.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 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

NO LATE ASSIGNMENTS WILL BE ACCEPTED – This is a very short class! Students should be submitting high quality professional level work when it is due. I am happy to provide feedback on some components and clarify instructions, but I will not give feedback on entire assignments. Assignment deadlines are final and no revisions or corrections will be allowed after that point.