Department of Kinesiology and Health Science HSC 216-001
Intro to Community Health
Fall 2019

Instructor: Victoria Wagner-Greene, MPH
Office: HPE Rm 218
Office Phone: 936-468-1543
Office Hours: T/R 1:00p-3:00p
or W 10:00a-11:00a or by appointment

Course Time: M/W/F 11:00a-11:50a
Course Location: HPE 223
Credits: 3 hours
Email: victoria.wager-greene@sfasu.edu

I. Course Description:
Address aspects of community and public health and survey career opportunities for health professionals. Introduce models and theories for public health.

II. Course Justification: Introduction to community health (3 credits) is a face to face course that meets for 150 minutes of physical classroom time with direct instruction per week for 15 weeks and a final exam. This course addresses NCHEC responsibility areas I, II, III, IV, VI, and VII. Assignments in the class include quizzes, tests, a literature review, seven areas project, media clippings analysis, and potentially discussion posts. These activities average at a minimum of 6 hours of work each week to prepare outside of the engagement time with the course content.


Required Readings: All articles/websites/readings posted to the course D2L page

Prerequisites: NA

II. Intended Learning Outcomes/Goals/Objectives:

1. This course links with SFA’s Envisioned Goal 2: Our students will be engaged and empowered.
2. This course links with SFA’s PCOE Goal 1: We will provide transformational experiences for our students.
3. This course links with SFA’s Envisioned Goal 5: We will be an innovative university.
4. This course links with SFA’s PCOE Goal 5: We will provide academic and co-curricular innovations.

Program Learning Outcomes (Community Health):
1. The student will be able to access existing related data (NCHEC I).
2. The student will be able to distinguish between behaviors that foster and
3. The student will be able to distinguish behaviors that foster and hinder the process of health education (NCHEC I).
4. The student will be able to synthesize information presented in the literature (NCHEC IV).
5. The student will be able to use health-related information resources (NCHEC VI).

**Student Learning Outcomes - The student will be able to:**
1. Explain the historical developments of community and public health (NCHEC VI).
2. Explain the health status of Americans compared to other countries (NCHEC VI).
3. Explain the health concerns of different segments of the population (NCHEC VI).
4. Develop skills for using the internet to locate valid and reliable sources of health (NCHEC VI, IV).
5. Locate and understand the importance of participation in local community based coalitions and the roles of various agencies that comprise these organizations (NCHEC VI, VII).
6. Identify and define elements of community health promotion (NCHEC I).
7. Review current issues in community health in relationship to their historical precedents (NCHEC I).
8. Identify and describe elements of ecology that apply to community health. (NCHEC I)
9. Identify factors influencing health. (NCHEC I)
10. Analyze and assess health problems across the life span. (NCHEC I, II)
11. Identify strategies appropriate to address health problems identified. (NCHEC I, II)
12. Identify resources for planning and evaluating community health programs. (NCHEC I, II, IV)

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

1. **Literature Review:** (NCHEC I, IV) – Locate five articles on a specific type of community health issue (for example a program that addresses obesity or HIV awareness). Summarize the articles in your own words; state the main theme being presented in each article; answer the question: “So what? What does this research mean to the layperson? Explain it to your grandma.”
   a. Choose current (after 2014) peer reviewed journals
   b. Literature review must be typed, double-spaced, 1-inch margins
   c. Minimum of 3 pages; not including cover page and references
   d. Must attach a reference sheet with APA citation of articles
   e. Must attach the complete articles
   f. If needed the Writing Center in the ARC (located in the Library) for assistance
   g. Rubric found on D2L
   h. Must be submitted by the designated due date through D2L
   i. Late work **WILL NOT** be accepted
   j. Worth 50 points
2. **Seven Areas:** (NCHEC I, VI, VII) – Describe an activity and/or assignment that you have completed that demonstrates competency for each of the Seven Areas of Responsibility. Attach a job posting that requires demonstration of a majority of the Seven Areas of Responsibility. Completed the provided worksheet and upload along with the job posting.
   a. Worksheet found on D2L
   b. Rubric found on D2L
   c. Must be typed, double spaced, 1-inch margins
   d. Must be submitted by the designated due date through D2L
   e. Late work *WILL NOT* be accepted
   f. *Worth 50 points*

3. **Media Clippings:** (NCHEC VI, VII) – Search various media sources to find two articles related to community health issues. In class, be prepared to stand and share your findings in 3-5 minutes.
   a. Rubric found on D2L
   b. *Worth 10 points*

4. **Attendance:** Daily attendance will be recorded. *If you are not in class, you will not receive any attendance/participation points for that day (unless you have an excused absence or a school sponsored event).*
   a. Be in class on time!
   b. *Worth 195 points*

5. **Course Evaluations:** End of Semester – Required
   a. Completed via MySFA
   b. *Worth 2 points*

6. **Media Advocacy Paper/Letters:** This assignment is a brief (2 page) description of a health topic and why you are choosing to advocate for this topic, along with advocacy letters to decision makers. All topics must be pre-approved by the instructor. Advocacy is very important for not only public health majors but all individuals. For this assignment you will choose a topic you are passionate about and write advocacy letters to the appropriate decision makers.
   a. Rubric found on D2L
   b. *Worth 40 points*

7. **Instructional Strategies:** Multiple strategies such as in class discussion, group work, in-class-questions, on-line activities, readings, presentations and other various teaching techniques/strategies will be used throughout this course.

8. **Technology:** Students will be required to utilize D2L for all assignment submissions. Texting/Facetime/phone calls and other cell phone personal use is *NOT* permitted in class. IF you need to make/answer a call please do so outside of the classroom. Laptops may only be used for note taking purposes and/or online activities designated by the instructor. *If a student is found on social media sites,*
texting, or doing tasks other than what is permitted in class on their phone or laptop attendance points for the class may be taken away.

IV. Evaluation and Assessment:
   a. Exam 1 (Mid-Term) – 100 points
   b. Exam 2 (Final) – 100 points
   c. Attendance – 195 points
   d. Syllabus Agreement – 3 points
   e. Literature Review – 50 points
   f. Seven Areas – 50 points
   g. Advocacy Paper/Letters – 40 points
   h. Media Clippings – 10 points
   i. Course Evaluation – 2 points

V. Grading Scale:

<table>
<thead>
<tr>
<th>Total Course Points</th>
<th>550</th>
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<tbody>
<tr>
<td>Letter Grade</td>
<td>Points Needed</td>
</tr>
<tr>
<td>A = 90%+</td>
<td>495 +</td>
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<tr>
<td>B = 80-89.999%</td>
<td>440-494.5</td>
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<tr>
<td>C = 70-79.999%</td>
<td>385-439.5</td>
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<tr>
<td>D = 60-69.999%</td>
<td>330-384.5</td>
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<tr>
<td>F = Below 59.999%</td>
<td>329.5 and under</td>
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VI. Course Evaluations:
At 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:
   a. Course and program improvement, planning, and accreditation;
   b. Instruction evaluation purposes; and
   c. Making decisions on faculty tenure, promotion, pay, and retention
   d. 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. This assignment is REQUIRED not optional.
   e. 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.

VII. Student Ethics and Other Policy Information: [http://www.sfasu.edu/policies/]
**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 (including the first 12-day attendance report) 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, 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.
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 policy 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 [http://www.sfasu.edu/judicial/earlyalert.asp](http://www.sfasu.edu/judicial/earlyalert.asp)
or call the office at 936-468-2703.

**VIII. Important Course Information**
- Due Dates: All assignments are due by the designated due date/time. Late
  work **WILL NOT** be accepted.
- Final Grades/Assignment Grades: There will be **no rounding** of final
  grades or individual assignment grades.
- Email etiquette (adapted from Dr. John Janowiak at UNC Chapel Hill) and
  Professionalism: When you e-mail friends, you can be as informal as you wish.
  However, when you write to your employer, professor, or supervisor you
  should use proper and polite language. By training yourself to write properly,
you develop skills necessary to deal with future clients and supervisors, who are unlikely to tolerate bad e-mail manners. Please use the following guidelines when e-mailing me and other professors.

- Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, please use a formal salutation when e-mailing professors, such as: “Dear Instructor Wagner-Greene”
- When e-mailing faculty, remember that you are not communicating with a friend or relative, therefore do not use informal language in your e-mails.
- If you have a request, say it politely. You can start with “I would like to …,” “I wonder if you can …,” “May I…,” “Is it possible to …,” “Do you mind …?” DO NOT WRITE: “I want to know …,” “I want you to,” “Send this to me”, “Tell me when ….” Just adding the word “please” does not mean that you are being polite.
- Your identity is an important clue to the context of the message. Every semester I teach hundreds of students in numerous classes; therefore, identify yourself as a student in the class you are enrolled in, such as: “Dear….. I am a student enrolled in your HSC 216 course.”
- Also, please include a brief description of the subject of your email in the subject line of the email.
- Be concise
- Always re-read your emails and check for spelling and grammatical mistakes before sending them.
- When needing to schedule an appointment outside of my office hours, please suggest a few time slots, but always say something like “If these times do not suit you, please feel free to let me know any other time that you prefer / that is convenient to you.” If you cannot make the date suggested, say, “I am sorry, but I cannot come to see you on [Monday].” Do not say, “I am not available on [Monday].”

IX. 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.

*See Next Page for Tentative Course Schedule*
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter/Assignments/Reminders</th>
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</thead>
<tbody>
<tr>
<td>August 26</td>
<td>Syllabus Review, introductions, expectations</td>
<td>Please review syllabus online prior to class</td>
</tr>
<tr>
<td>August 28</td>
<td>History of Public Health</td>
<td>Chapter 1</td>
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<tr>
<td>August 30</td>
<td>History of Public Health</td>
<td>Chapter 1</td>
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<tr>
<td></td>
<td></td>
<td><em>Syllabus agreement due</em></td>
</tr>
<tr>
<td>September 2</td>
<td>Ethics and Professional Organizations</td>
<td>Health Educator Code of Ethics</td>
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<tr>
<td>September 4</td>
<td>Advocating for Health</td>
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<tr>
<td>September 6</td>
<td>Advocating for Health</td>
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<tr>
<td>September 9</td>
<td>Community Health Organizations</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>September 11</td>
<td>Health Promotion Planning</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>September 13</td>
<td>Health Promotion Planning</td>
<td>Chapter 5</td>
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<tr>
<td></td>
<td></td>
<td><em>Media Clippings #1 Due</em></td>
</tr>
<tr>
<td>September 16</td>
<td>Epidemiology</td>
<td>Chapter 3 &amp; 4</td>
</tr>
<tr>
<td>September 18</td>
<td>Epidemiology /Life Expectancy</td>
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<tr>
<td>September 20</td>
<td><strong>Data Day- NO CLASS</strong></td>
<td>Use this day to research for advocacy paper</td>
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<tr>
<td>September 23</td>
<td>Maternal/Infant/Child Health</td>
<td>Chapter 7</td>
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<tr>
<td>September 25</td>
<td>Maternal/Infant/Child Health</td>
<td>Chapter 7</td>
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<tr>
<td>September 27</td>
<td>School Health</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>September 30</td>
<td>School Health</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>October 2</td>
<td>Adolescent/Young Adults/Adult Health</td>
<td>Chapter 8</td>
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<tr>
<td>October 4</td>
<td>Adolescent/Young Adults/Adult Health</td>
<td>Chapter 8</td>
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<tr>
<td></td>
<td></td>
<td><em>Advocacy Letters/Paper Due</em></td>
</tr>
<tr>
<td>October 7</td>
<td>Adolescent/Young Adults/Adult Health</td>
<td>Chapter 8</td>
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<tr>
<td>October 9</td>
<td>Older Adults</td>
<td>Chapter 9</td>
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<tr>
<td>October 11</td>
<td>Older Adult Health</td>
<td>Chapter 9</td>
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<tr>
<td>October 14</td>
<td>Older Adult Health</td>
<td>Chapter 9</td>
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<tr>
<td></td>
<td></td>
<td><em>Media Clippings #2 Due</em></td>
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<tr>
<td>October 16</td>
<td>Exam Review/Course Check-In</td>
<td>Complete Study Guide</td>
</tr>
<tr>
<td>October 18</td>
<td>Mid-Term Exam</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapter</td>
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<tr>
<td>October 21</td>
<td>Minority Health/Health Disparities</td>
<td>Chapter 10</td>
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<tr>
<td>October 23</td>
<td>Minority Health/Health Disparities</td>
<td>Chapter 10</td>
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<tr>
<td>October 25</td>
<td>Minority Health/Health Disparities</td>
<td>Chapter 10</td>
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<tr>
<td>October 28</td>
<td>Community Mental Health</td>
<td>Chapter 11</td>
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<td>October 30</td>
<td>Community Mental Health</td>
<td>Chapter 11</td>
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<tr>
<td>November 1</td>
<td>Community Mental Health</td>
<td>Chapter 11</td>
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<tr>
<td>November 4</td>
<td>Alcohol Tobacco &amp; Other Drugs</td>
<td>Chapter 12</td>
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<tr>
<td></td>
<td><strong>APHA CONFERENCE-NO CLASS</strong></td>
<td><strong>Online Class</strong></td>
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<tr>
<td>November 6</td>
<td>Alcohol Tobacco &amp; Other Drugs</td>
<td>Chapter 12</td>
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<tr>
<td></td>
<td><strong>APHA CONFERENCE-NO CLASS</strong></td>
<td><strong>Online Class</strong></td>
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<tr>
<td>November 8</td>
<td><strong>APHA CONFERENCE-NO CLASS</strong></td>
<td><strong>Work on Literature Review</strong></td>
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<tr>
<td>November 11</td>
<td>Injuries/Disaster Preparedness</td>
<td>Chapter 15</td>
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<tr>
<td>November 13</td>
<td>Injuries/Disaster Preparedness</td>
<td>Chapter 15</td>
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<tr>
<td>November 15</td>
<td>Injuries/Disaster Preparedness</td>
<td>Chapter 15</td>
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<tr>
<td>November 18</td>
<td>Safety and Health in the Workplace</td>
<td>Chapter 16</td>
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<tr>
<td>November 20</td>
<td>Safety and Health in the Workplace</td>
<td>Chapter 16</td>
</tr>
<tr>
<td>November 22</td>
<td>Safety and Health in the Workplace</td>
<td>Chapter 16</td>
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<tr>
<td></td>
<td><strong>Literature Review Due</strong></td>
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<tr>
<td>November 25</td>
<td><strong>THANKSGIVING-NO CLASS</strong></td>
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<tr>
<td>November 27</td>
<td><strong>THANKSGIVING-NO CLASS</strong></td>
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<tr>
<td>November 29</td>
<td><strong>THANKSGIVING-NO CLASS</strong></td>
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<tr>
<td>December 2</td>
<td>NCHEC Responsibilities/Work setting for Community Health/Community Health Today</td>
<td>NCHEC website/PDF of responsibilities</td>
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<tr>
<td>December 4</td>
<td>Work setting for Community Health/Community Health Today</td>
<td></td>
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<tr>
<td>December 6</td>
<td>Final Exam Review</td>
<td><strong>Complete Study Guide</strong></td>
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<tr>
<td>December 9</td>
<td>Final Exam</td>
<td></td>
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