Instructor: Victoria Wagner-Greene, PhD, CHES  
Office: HPE 218  
Office Phone: 936-468-1543  
Email: Victoria.wagner-greene@sfasu.edu

Course Time & Location: MW 1:00p-2:15p HPE 203  
Credits: 3  
Other Contact: 936-468-1875 (Main Office)

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. 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 hinder well-being (NCHEC I).
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 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:

<table>
<thead>
<tr>
<th>Assignments/Assessments</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Quizzes (14 @ 10 points each)</td>
<td>140</td>
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<tr>
<td>Book club (4 @ 25 points each)</td>
<td>100</td>
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<tr>
<td>Module Capstone Assignments (5 @ 30 points each)</td>
<td>150</td>
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<tr>
<td>Photovoice Assignment</td>
<td>75</td>
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<tr>
<td>Misc. Class Worksheets</td>
<td>35</td>
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<tr>
<td>Total</td>
<td>500</td>
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1. 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). BE IN CLASS ON TIME!**

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

3. 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. Weekly Quizzes
   b. Capstone Assignments
   c. Book Club
   d. Photovoice Assignment
   e. Misc. Worksheets

<table>
<thead>
<tr>
<th>Total Course Points</th>
<th>500</th>
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<tbody>
<tr>
<td>Letter Grade</td>
<td>Points Needed</td>
</tr>
<tr>
<td>A = 90%+</td>
<td>450 and above</td>
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<tr>
<td>B = 80-89.999%</td>
<td>400-449</td>
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<tr>
<td>C = 70-79.999%</td>
<td>350-399</td>
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<tr>
<td>D = 60-69.999%</td>
<td>300-349</td>
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<tr>
<td>F = Below 59.999%</td>
<td>299 and under</td>
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V. Tentative Course Schedule: See last page for tentative course schedule

VI. Required Textbook:


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

VII. 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.
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: [http://www.sfasu.edu/policies/](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.

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited.
Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter's ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 Early Alert Program at SFA.

**Masks** (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


**IX. 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].

X. 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

- Weekly reading assignments must be completed prior to class meetings to facilitate discussion.
- Look under “Course Content” in your Blackboard course for weekly lectures, assignments and other information.
- Late assignment submissions will not be accepted. Submission dates are entered as the time you click on the submit button, NOT the time that you access Blackboard. Don’t wait until the last minute to begin/submit your assignments!
<table>
<thead>
<tr>
<th>Week/Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td><strong>Module 1: Introduction</strong></td>
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</table>
| **Week 1: August 24 – August 30** | • Read all information course information under “course policies” on Blackboard  
• Daily Interactions worksheet (bring to class on Wednesday)  
• Syllabus Agreement  
**By Sunday at 11:59 PM:**  
• Quiz 1  
• Monday: Introduction to the Course  
• Wednesday: Intro to Public Health |
| **Week 2: August 31 – September 6** | • Readings posted on Blackboard  
**By Sunday at 11:59 PM:**  
• Quiz 2  
• Book Club #1 responses posted to Blackboard  
• Monday: History of Public Health  
• Wednesday: Locating and Evaluating Literature |
| **Module 2: Resources, Partners & Programs** | |
| **Week 3: September 7 – September 13** | • Readings posted on Blackboard  
**By Sunday at 11:59 PM:**  
• Quiz 3  
• Monday: Disparities in Health (Book Club #1)  
• Wednesday: Public Health Surveillance |
| **Week 4: September 14 – September 20** | • Readings posted on Blackboard  
**By Sunday at 11:59 PM:**  
• Quiz 4  
• Monday: Healthy People 2020  
• Wednesday: Organizations & Agencies |
| **Week 5: September 21 – September 27** | • Readings posted on Blackboard  
**Sunday at 11:59 PM:**  
• Quiz 5  
• Module 2 capstone  
*Note: This is a 2-day activity.*  
• Monday: Community building, health programs & interventions  
• Wednesday: Program evaluation |
| **Module 3: Identifying a Priority Population** | |
| **Week 6: September 28 – October 4** | • Readings posted on Blackboard  
**Sunday at 11:59 PM:**  
• Quiz 6  
• Monday: Maternal, infant and child  
• Wednesday: Adolescents & young adults |
| **Week 7: October 5 – October 11** | • Readings posted on Blackboard  
**Sunday at 11:59 PM:**  
• Quiz 7  
• Book Club #2 responses posted to Blackboard  
• Monday: Adolescents & young adults  
• Wednesday: Older adults |
| **Week 8: October 12 – October 18** | • Readings posted on Blackboard  
**Sunday at 11:59 PM:**  
• Quiz 8  
• Module 3 capstone  
• Monday: Book Club #2  
• Wednesday: Photovoice Work Day – no in class meeting |
<table>
<thead>
<tr>
<th>Week/Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Module 4: Factors that impact the health of individuals, communities and society</td>
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<tr>
<td><strong>Week 9: October 19 – October 25</strong>&lt;br&gt;• Monday: Epidemiology&lt;br&gt;• Wednesday: Online activity, bring laptop</td>
<td>• Readings posted on Blackboard&lt;br&gt;• Online game – Solve the Outbreak&lt;br&gt;<strong>Sunday at 11:59 PM:</strong>&lt;br&gt;• Quiz 9&lt;br&gt;• Submit Solve the Outbreak worksheet</td>
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<tr>
<td><strong>Week 10: October 26 – November 1</strong>&lt;br&gt;• Monday: Tobacco/Alcohol/Drugs&lt;br&gt;• Wednesday: Ethics</td>
<td>• Readings posted on Blackboard&lt;br&gt;<strong>Sunday at 11:59 PM:</strong>&lt;br&gt;• Quiz 10&lt;br&gt;• Book Club #3 responses posted to Blackboard</td>
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<tr>
<td><strong>Week 11: November 2 – November 8</strong>&lt;br&gt;• Monday: The Role of Advocacy in Public Health&lt;br&gt;• Wednesday: The Role of Advocacy in Public Health</td>
<td>• Readings posted on Blackboard&lt;br&gt;<strong>Sunday at 11:59 PM:</strong>&lt;br&gt;• Quiz 11&lt;br&gt;• Module 4 capstone</td>
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<tr>
<td><strong>Module 5: Advocacy</strong></td>
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<tr>
<td><strong>Week 12: November 9 – November 15</strong>&lt;br&gt;• Monday: Book Club #3&lt;br&gt;• Wednesday: Community Mental Health</td>
<td>• Readings posted on Blackboard&lt;br&gt;<strong>Sunday at 11:59 PM:</strong>&lt;br&gt;• Quiz 12</td>
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<tr>
<td><strong>Week 13: November 16 – November 22</strong>&lt;br&gt;• Monday: Photovoice Presentations&lt;br&gt;• Wednesday: Photovoice Presentations</td>
<td>• Readings posted on Blackboard&lt;br&gt;<strong>Sunday at 11:59 PM:</strong>&lt;br&gt;• Quiz 13&lt;br&gt;• Book Club #4 responses posted to Blackboard</td>
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<tr>
<td><strong>Week 14: November 23 – November 29</strong>&lt;br&gt;• Thanksgiving Break</td>
<td><strong>Have a great holiday!</strong></td>
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<tr>
<td><strong>Module 6: The Public Health Profession</strong></td>
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<tr>
<td><strong>Week 15: November 30 – December 6</strong>&lt;br&gt;• Monday: Career opportunities in the public health profession&lt;br&gt;• Wednesday: Professional certification and credentialing</td>
<td>• Readings posted on Blackboard&lt;br&gt;<strong>Sunday at 11:59 PM:</strong>&lt;br&gt;• Career Worksheet&lt;br&gt;• Module 5 capstone</td>
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<tr>
<td><strong>Week 16: December 7 – December 11</strong></td>
<td>• Quiz 14</td>
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