Department of Kinesiology and Health Science HSC 216-001
Intro to Community Health
Spring 2020

Instructor: Victoria Wagner-Greene, MPH, CHES 
Office: HPE Rm 218
Office Phone: 936-468-1543
Office Hours: MW: 10a-12p, T: 1p-2p
or by appointment

Course Time: T/R 11:00a-12:15p
Course Location: HPE 224
Credits: 3 hours
Email: victoria.wagner-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.

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.

Prerequisites: NA

Diversity: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

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)

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

**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.” Use the articles to write a literature review of the selected topic.
   a. Choose current (after 2015) peer reviewed journals
   b. Topic must be related to the course (approved by instructor)
   c. Literature review must be typed, double-spaced, 1-inch margins
   d. Minimum of 3 pages; not including cover page and references
   e. Must attach a reference sheet in APA format
   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. **Media Clippings**: (NCHEC VI, VII) – Search various media sources to find **two** articles related to current community or public health issues. Assignment will be a short description of the topic/event. Further instructions will be posted on D2L.
   a. Rubric found on D2L
   b. **Worth 20 points**

3. **Attendance**: Daily attendance will be recorded.
   a. Be in class on time!
   b. If you miss **5 or more classes** you will not be eligible for any extra credit at the end of the course.

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

5. **Media Advocacy Paper/Letters (Group Project)**: This assignment is a 2-3 page description of a topic (background, current data, literature, etc), a description as to why you are advocating for this topic, identification of your decisions makers and rationale/why you believe they are the correct person to contact regarding your topic. Additionally, each group member will write 2 advocacy letters to the identified 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. There are both group and individual points for this assignment.
   a. Rubric found on D2L
   b. **Worth 50 points (20 points group/30 points individual)**

6. **Exams**: There will be a midterm exam and a final exam in this course. Each exam is worth 100 points. Exams will be taken in class on the scheduled dates. If you are absent on the day of the exam without prior communication/excused absence you will receive a grade of 0. Once the exam time begins students are not permitted to leave the classroom. Additionally, students will not be permitted to enter the classroom once an exam has been completed and turned in to the instructor.

7. **Office visit**: Students will be required to stop by the instructors office to become familiar with her office hours and office location.

8. **Syllabus Quiz and Agreement**: Once students have read the syllabus they will be required to complete an online syllabus quiz and syllabus agreement. This will encourage students to become familiar with all course assignments, expectations, and policies.

9. **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.
10. **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 the instructor may ask them to leave the class.**

IV. **Evaluation and Assessment:**
   a. Exam 1 (Mid-Term) – 100 points  
   b. Exam 2 (Final) – 100 points  
   c. Literature Review – 50 points  
   d. Advocacy Paper/Letters – 50 points  
   e. Media Clippings – 20 points  
   f. Syllabus Agreement and Quiz – 5 points  
   g. Office visit – 10 points  
   h. Course Evaluation – 5 points

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<thead>
<tr>
<th>Total Course Points</th>
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<tr>
<td>Letter Grade</td>
<td>Points Needed</td>
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<tr>
<td>A = 90%+</td>
<td>306 +</td>
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<td>B = 80-89.99%</td>
<td>272-305</td>
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<tr>
<td>C = 70-79.99%</td>
<td>238-273</td>
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<td>D = 60-69.99%</td>
<td>204-237</td>
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<tr>
<td>F = Below 59.99%</td>
<td>203 or below</td>
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V. **Tentative Course Schedule**: See last page of syllabus for tentative course schedule. Course schedules will always be posted on D2L as well.


**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.

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.

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. Students should contact the office of Community Standards (Rusk Building 315) to provide supporting documentation for excused absences.

**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.

IX. Other 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].”

*See Next Page for Tentative Course Schedule*
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter/Assignments/Reminders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16</td>
<td>Syllabus Review, introductions, expectations</td>
<td>Please review syllabus online prior to class</td>
</tr>
<tr>
<td>1/21</td>
<td>Advocating for Health</td>
<td>Syllabus quiz and agreement due</td>
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<td>1/23</td>
<td>History of Public Health</td>
<td>Chapter 1</td>
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<td>Office visit due</td>
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<tr>
<td>1/28</td>
<td>History of Public Health</td>
<td>Chapter 1</td>
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<td>1/30</td>
<td>Community Health Organizing</td>
<td>Chapter 2</td>
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<td>2/4</td>
<td>Health Promotion Planning</td>
<td>Chapter 5</td>
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<td>2/6</td>
<td>Health Promotion Planning</td>
<td>Chapter 5</td>
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<tr>
<td>2/11</td>
<td>Epidemiology</td>
<td>Chapter 3 &amp; 4</td>
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<tr>
<td>2/13</td>
<td>Epidemiology</td>
<td>Chapter 3 &amp; 4</td>
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<tr>
<td>2/18</td>
<td>How to locate credible sources/APA Format</td>
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<tr>
<td>2/20</td>
<td>Maternal/Infant/Child Health</td>
<td>Chapter 7 Media Clippings due</td>
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<td>2/25</td>
<td>Maternal/Infant/Child Health</td>
<td>Chapter 7</td>
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<td>2/27</td>
<td>School Health</td>
<td>Chapter 6</td>
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<td>3/3</td>
<td>School Health/Exam Review</td>
<td>Complete exam study guide</td>
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<td>3/5</td>
<td>Midterm Exam</td>
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<td>3/10</td>
<td>Spring Break</td>
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<td>3/12</td>
<td>Spring Break</td>
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<td>3/17</td>
<td>Adolescent/Young Adult/Adult Health*</td>
<td>Chapter 8 Online Lesson* Advocacy Projects Due</td>
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<td>3/19</td>
<td>Adolescent/Young Adult/Adult Health*</td>
<td>Chapter 8 Online Lesson*</td>
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<td>3/24</td>
<td>Older Adult Health</td>
<td>Chapter 9</td>
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<td>Older Adult Health</td>
<td>Chapter 9</td>
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<td>3/31</td>
<td>Minority Health/Health Disparities</td>
<td>Chapter 10</td>
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<td>Chapter 10</td>
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<td>4/7</td>
<td>Community Mental Health</td>
<td>Chapter 11</td>
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<td>Topic</td>
<td>Chapter</td>
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<td>4/9</td>
<td>Easter Break</td>
<td>Chapter 11</td>
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<tr>
<td>4/14</td>
<td>Alcohol, Tobacco and Other Drugs</td>
<td>Chapter 12</td>
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<td><strong>Literature Review Due</strong></td>
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<tr>
<td>4/16</td>
<td>Alcohol, Tobacco and Other Drugs</td>
<td>Chapter 12</td>
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<tr>
<td>4/21</td>
<td>Injuries/Disaster Preparedness</td>
<td>Chapter 15</td>
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<td>4/23</td>
<td>Safety and Health in the Workplace</td>
<td>Chapter 16</td>
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<tr>
<td>4/28</td>
<td>Ethics and Professional Organizations, NCHEC Responsibilities</td>
<td>Health Educator Code of Ethics</td>
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<td>4/30</td>
<td>Final Exam Review</td>
<td>Complete Final Exam Review</td>
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<tr>
<td>5/5</td>
<td><strong>Final Exam (10:45a-1:15p)</strong></td>
<td><strong>Topics from mid-term till finals week. Study!</strong></td>
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