Instructor: Dr. Mary I. Hawkins, PhD, CHES  
Office: HPE Rm 214  
Office Phone: (936) 468-1610  
Email: hawkinsmi@sfasu.edu  
Course Time & Location: Online – 1st 7 wks  
Office Hours: 8:30am-12:30 pm W or by appointment  
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. Introduction to Community Health is an online course and students will interact with content modules and instruction for 300 hours for 7 weeks. This course addresses NCHEC responsibility areas I, II, III, IV, VI, and VII. The major assignment for this course is a group community health research project. The project is a 7 week long group project consisting of individual research, combined group research, an outline, a final group powerpoint presentation, and a peer evaluation component. The components of the project are due throughout the class. The group community health research project constitutes 22% of the student’s final grade. The other assignments in the class include quizzes, tests, a reflective paper, and 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. The James I. Perkins College of Education Diversity Statement is found at the following link http://coe.sfasu.edu/about-us/.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.
This course links with SFA Initiative #4: Develop a learner-centered environment.
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

Methods of Instruction:
The course syllabus, course assignments, email, and grades will be available on the Brightspace by D2L web page. Students are expected to check the homepage and web mail daily (D2L.sfasu.edu). This is a fall semester 7 week online course which lasts from 8/23/21 through 10/8/21. The majority of assignments will be due on Wednesdays and Sundays with 5pm for original posts and 11:59 pm for replies on the respective days.

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 at least once a day, but not after 5 pm on any given day and not on the weekends. Students can expect a response to email within 24-48 hours of their contact efforts. If students need to discuss anything with the instructor, email for an appointment or please schedule a face to face, telephone, or video meeting.

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. It is easy to fall behind quickly in online classes as assignments are due weekly but NO LATE WORK WILL BE ACCEPTED. Online quizzes are one method of evaluation in this course and it is 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

  o Discussion Posts – 1 introduction and 9 topic posts @ 20 pts. each = 200 points

Online class activities, professionalism, discussion board posts and reply to peers [220 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 article and link with clear title and author). Follow the prompts for clear content instructions.

The text cannot be used as the only resource support for discussion posts but can be used as an additional source. Reliable sources are typically indicated by national status and a website ending in .org, .gov, or .edu. The sources should be from 2011 or later. Any sources that are from 2010 or earlier are not considered current.

The post should address and answer the entire topic and all prompts indicated. 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 questions/prompts thoughtfully and find at least 1 primary resource that supports what is being written. Try to avoid vague or overgeneralized information. Be specific and give examples. 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 relate to you or current events?). All posts and comments that you leave need to be well thought out, organized, supported by research, and grammatically correct. The post is not simply your opinion, but a reflection on the question with reliable documented research support. Students should use formal language and spell check. A post is not a text to a peer. It is a formal submission. An original discussion post is worth 14 points. It is recommended that once a post is written the author go back to the original prompt to assure all points have been addressed prior to submission.

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/reply is worth 3 points and 2 replies per discussion board are required for a total of 6 points for responses/replies. 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. Students should also address their peers by name in the response. Failure to address peers by name will result in a loss of points.

Original discussion posts are due by 5 pm on Wednesday and/or Sunday nights and replies are due by 11:59 pm on Wednesday/or Sunday night for every week. See the tentative schedule for details.
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 (375 points)

There will be one syllabus quiz (25 pts) and seven (7) 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. 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. There is no cumulative final. The final quiz will occur during 7 week course finals week and be due on Wed.

○ Community Health Project (210 pts)

Students will be assigned to a group and assigned a health topic for that group along with a target audience. The Group Project will include an individual fact sheet/reference list (individual submission on D2L), a group outline, a group PPT presentation, and a partner rating component. The individual fact sheet/reference list component will be uploaded individually into D2L. The group outline will be a group effort and be uploaded by the group leader to D2L. The presentation will be a group effort using Powerpoint and will be uploaded to D2L by the designated leader of the group.

Each member of the group will have the opportunity to rate their partners anonymously for contributions to the class project. Students are expected to work on the ENTIRE PROJECT TOGETHER. I do not recommend that you split the project into sections and each do one because that is typically not congruent in style and wording. This also leaves an incomplete project if one or more members fail to participate. The project will be graded on continuity so it is important that everyone work on the entire presentation and see the final submission. If one section is poor then it will affect the entire group’s grade. I also encourage everyone to be a good partner because the final project grade will be affected by partner evaluations.

○ Fact Sheet & Reference List (Individual Submission to D2L) – (50 points)

Each student will complete a Fact Sheet & Reference List for their group topic. This is an individual assignment and must be typed and formatted according to the guidelines. It should include references and data that are current (no older than 2011), reliable, peer reviewed, and from primary sources. The fact sheet will be 2-4 pages long, the reference list will be 1 page and the reference list must have at least 6 reputable sources. Wikipedia, WebMD, Mayo clinic, ihelp, iguide, newspapers, blogs, and similar generic sources are not primary research sources and will not be accepted as reputable. Using these sources

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are not acceptable and will result in a loss of 50% of points on the assignment. Primary research articles are the original source who conducted the research and usually is reported in professional journals. Many professional journals can be found online in our library. Reliable sources are typically indicated by national status and a website ending in .org, .gov, or .edu. The sources should be from **2011 or later.** All sources must be cited according to APA format. APA format guidelines will be provided on D2L. It is recommended that students and groups start their project work early to give adequate time for completion.

- **Outline** (Group Leader Submits to D2L) – (50 points) Each group will be responsible for creating an outline that details what topics (in as much detail as possible) will be addressed in the powerpoint. It is expected that all group members will contribute resources and information to the outline. Only one copy is submitted for all group members with a selected reference list for the information that will be used.

- **Powerpoint** (Group Leader Submits to D2L) – (100 points) Upon return of the outline, groups will then construct a consumer education powerpoint about their topic which consists of 10-15 slides **with notes pages** detailing what the oral presentation would include and who will say it. Powerpoints are created in notes pages in powerpoint and then saved as a PDF. Guidelines for the presentation and tips for creating good powerpoint presentations will be provided on D2L. Failure to submit the powerpoint in the correct format will result in a 40% point reduction.

- **Peer Evaluation** (Individuals take this as a “quiz” online – (10 pts) Students will be broken into groups and assigned a health topic. All students in the group will get an opportunity to evaluate their teammate’s efforts. This evaluation will affect the individual’s final score on the group project. This is done to ensure that all members participate equally in the group project. A student’s final grade on the project may be adjusted if team members indicate they did not contribute equally to project components.

### IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>375</td>
<td>49%</td>
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<tr>
<td>Discussion Posts</td>
<td>200</td>
<td>25%</td>
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<tr>
<td>Community Hlth Project</td>
<td>210</td>
<td>26%</td>
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<td><strong>FINAL POINT TOTAL</strong></td>
<td><strong>785</strong></td>
<td><strong>100%</strong></td>
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**Grading Scale** is as follows:

- **A** = 90%+  
  707-785  
- **B** = 80-89%  
  628-706  
- **C** = 70-79%  
  550-627  
- **D** = 60-69%  
  471-549  
- **F** = Below 59%  
  0-470  

Scoring guides/rubrics can be found on D2L.
### V. Tentative Course Outline/Calendar:

#### HLTH 2316 Tentative Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Introduction to Course</td>
<td></td>
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<tr>
<td>Syllabus Quiz</td>
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<tr>
<td>Ch 1: Community &amp; Public Health: Yesterday, Today &amp; Tomorrow</td>
<td>Discussion #1- Introduce Yourself</td>
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<tr>
<td>Discussion #1 Replies</td>
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<tr>
<td>Ch. 2: Organizations that Help Shape Community &amp; Public Health</td>
<td>Discussion #2</td>
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<tr>
<td>Discussion #2 Replies</td>
<td></td>
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<tr>
<td>Quiz 1 (Chapters 1 &amp; 2)</td>
<td>Group Assignments</td>
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</tbody>
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<tr>
<th>Week 2</th>
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<tbody>
<tr>
<td>Ch 3: Epidemiology: The Study of Disease, Injury &amp; Death in a Community</td>
<td>Ch 4: Communicable &amp; Noncommunicable Diseases: Prevention and Control of Diseases and Health Conditions</td>
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<tr>
<td>Discussion #3</td>
<td>Discussion #3 Replies</td>
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<tr>
<td>Quiz 2 (Chapters 3 &amp; 4)</td>
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**Individual Reference List Fact Sheet**

<table>
<thead>
<tr>
<th>Week 3</th>
<th></th>
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<tbody>
<tr>
<td>Ch 5: Community Organizing/Building &amp; Health Promotion Programming</td>
<td>Discussion # 4</td>
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<tr>
<td>Discussion #4 Replies</td>
<td></td>
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<tr>
<td>Ch 6: The School Health Program: A Component of Community &amp; Public Health</td>
<td>Quiz 3 (Ch. 5 &amp; 6)</td>
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</table>

**Group Outline for Project Due**

<table>
<thead>
<tr>
<th>Week 4</th>
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<tbody>
<tr>
<td>Ch 7: Maternal, Infant, &amp; Child Health</td>
<td>Discussion # 5</td>
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<tr>
<td>Discussion #5 Replies</td>
<td></td>
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<tr>
<td>Ch 8: Adolescents, Young Adults, &amp; Adults</td>
<td>Discussion # 6</td>
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<tr>
<td>Discussion #6 Replies</td>
<td></td>
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<td>Quiz 4 (Ch. 7 &amp; 8)</td>
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<th>Week 5</th>
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<tr>
<td>Week 6</td>
<td>Week 7</td>
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<tr>
<td><strong>This is a short week</strong> *** <strong>This is a short week</strong>*</td>
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<tr>
<td>CH. 11: Community Mental Health</td>
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<tr>
<td>Ch 12: Alcohol, Tobacco, &amp; Other Drugs: A Community Concern</td>
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**Attendance & Participation:**
Attendance is demonstrated by completing online assignments during the course of the semester. If a student fails to submit any online submissions during the first two weeks of school, then that signifies that the student has not participated in the class. For reporting purposes, a student who does not attend class and/or shows participation will be dropped from financial aid for that course.

**VI. Readings (Required):**


No access or internet codes needed with the text.
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. **Your response is critical and appreciated.**

In the Perkins College of Education, 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:

**Class Attendance and Excused 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, 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/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**
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. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person is in violation of this policy. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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.

This is an online class with no face to face meetings however the following applies to any virtual or physical interactions that may occur in relation to class outside of regular online class activities.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student mental health and wellness. Many of these resources are free and all of them are confidential.

**On Campus Resources:**
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

**Crises Resources:**
Burke 24 hr. Crisis Line
1 (800) 392-8343
Suicide Prevention Lifeline
1 (800) 273-TALK (8255)
Crisis Text Line
Text HELLO to 741-741

**IX. Other Relevant Course Information/Policies**

1. **Late Work:** No late work will be accepted. 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 prior to their submission. 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. Students are encouraged to communicate with the instructor immediately when a situation arises that affects their course work and submissions.

2. **Make Up Quizzes:** Students who fail to take quizzes during the scheduled time without 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 and documented medical emergency or personal problem.)