Instructor: Victoria Wagner-Greene PhD, MPH, CHES  
Course Info: ONLINE

Office: HPE 218  
Office Hours: Tuesday & Thursday 1:00p-3:30p

Main Office: 936-468-1543  
Credits: 3

Email: victoria.wagner-greene@sfasu.edu

*Email is the preferred way of contact; responses Mon-Thurs within 24 hours.

Prerequisites: N/A

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) F2F – 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, book club, Photovoice presentation, class worksheets, and module capstone assignments. These activities average at a minimum of 6 hours of work each week to prepare outside of the engagement time with the course content.

Course Delivery Modality: Face-to-Face

PCOE Diversity Statement: 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 (Program/Student Learning Outcomes):

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 cocurricular innovations.

Program Learning Outcomes:

1. The student will design and implement a health behavior change plan. HLTH 1304 – Health Behavior Evaluation (NCHEC I, II & IV)
2. The student will be able to communicate health information. HLTH 2360 – Health Brief (NCHEC I, VI, & VII)
3. The student will be able to develop a document that assess and implements a health topic. HLTH 3360 – Poster Presentation (NCHEC I, III, VI & VII)
4. The student will apply principles of cultural competence in selecting and/or designing strategies/interventions. HLTH 4320 – Health Lesson (NCEC I, II, VI, & VII)
5. The student will demonstrate the knowledge and skills to develop a health proposal for a specific health issue. HLTH 4389 – Health Proposal (NCHEC I, II, & V)

Student Learning Outcomes:
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:
- In class discussions
- Class Community Health Project
- Class Worksheets
- Quizzes

Instructional Strategies: The instructor will use a variety of instructional methods, such as, traditional lecture, online videos, personal stories, website links, class discussions (online), and other engagement approaches.

Technology: This course will utilize D2L by Brightspace, YouTube video links, TedTalks, internet links to websites and articles, PowerPoint, discussions, Microsoft Word, and Zoom. Other potential apps may be Kahoot, Flipgrid, etc.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignments/Assessments</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Worksheets/Participation</td>
<td>85</td>
</tr>
<tr>
<td>Community Health Podcast Project</td>
<td>85</td>
</tr>
<tr>
<td>Weekly Quizzes (14 @ 20 points each)</td>
<td>280</td>
</tr>
</tbody>
</table>

Revised November, 2022
<table>
<thead>
<tr>
<th>Total Course Points</th>
<th>450</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade</td>
<td>Points Needed</td>
</tr>
<tr>
<td>A = 90%+</td>
<td>405 or above</td>
</tr>
<tr>
<td>B = 80-89.99%</td>
<td>360 - 404.999</td>
</tr>
<tr>
<td>C = 70-79.99%</td>
<td>315 - 359.999</td>
</tr>
<tr>
<td>D = 60-69.99%</td>
<td>270 - 314.999</td>
</tr>
<tr>
<td>F = Below 59.99%</td>
<td>269.999 or below</td>
</tr>
</tbody>
</table>

V. Tentative Course Outline/Calendar:
- See last page for tentative course schedule

VI. Readings (Required and recommended—including texts, websites, articles, etc.):
- **Required Textbook:** An Introduction to Community & Public Health by McKenzie
  ISBN: 978-1284202687
- **Required Readings:** All articles/websites/readings posted to the course D2L page

VII. Course Evaluations:
“Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!”

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 summarized data 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 Accommodation 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/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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;
- 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;
- 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**
Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Student Code of Conduct: Policy 10.4**
Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More information on Student Code of Conduct can be found at https://www.sfasu.edu/docs/board-regents/student-code-of-conduct-10.4.pdf

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.
Mental Health
SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students 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

Crisis Resources:
Burke 24-hour 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:

Due Dates: All assignments are due by the designated due date/time. Late work will not be accepted unless there is proper/relevant documentation. As a student it is important to communicate with me if you are unable to meet a deadline or complete an assignment. Communication prior to due dates can help facilitate discussions about potential extensions or accommodations.

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. 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 Dr. Wagner-Greene” or “Dear Dr. W-G”

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.
o 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”, Just adding the word “please” does not mean that you are being polite.

o 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 ___ course.”

o Also, please include a brief description of the subject of your email in the subject line of the email.

o Always re-read your emails and check for spelling and grammatical mistakes before sending them.

o 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].

• Weekly reading assignments must be completed prior to class meetings to facilitate discussion.
• Look under “Course Content” in your D2L 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 D2L. Don’t wait until the last minute to begin/submit your assignments!

See next page for tentative course schedule
<table>
<thead>
<tr>
<th>Tentative Schedule</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| **Week 1: Aug 28 - Sept 3**  
Review Syllabus  
Read Teacher Bio  
Explore D2L Page | Syllabus Agreement |
| **Week 2: Sept. 4 - 10**  
Locating and Evaluating Literature  
Healthy People 2030 | Quiz 1 |
| **Week 3: Sept. 11 - 17**  
Ethics | Quiz 2 |
| **Week 4: Sept. 18 - 24**  
History of Public Health | Quiz 3 |
| **Week 5: Sept. 25 - Oct. 1**  
Epidemiology | Quiz 4 |
| **Week 6: Oct. 2 - 8**  
Organizations and Agencies  
Community Partnerships | Quiz 5 |
| **Week 7: Oct. 9 - 15**  
Program Planning  
Program Evaluation | Quiz 6 |
| **Week 8: Oct. 16 - 22**  
Health Disparities | Quiz 7 |
| **Week 9: Oct. 23 - 29**  
Maternal, Infant, Child Health | Quiz 8 |
| **Week 10: Oct. 30 - Nov. 5**  
Adolescent & Young Adult Health | Class Activities Online All Week - Quiz 9 |
| **Week 11: Nov. 6 - 12**  
Older Adult Health | Quiz 10 |
| **Week 12: Nov. 13 - 19**  
Tobacco, Alcohol, & Other Drugs | Class Activities Online Wednesday Quiz 11 |
| **Thanksgiving Break - No Classes** |   |
| **Week 13: Nov. 27 - Dec. 3**  
Community Mental Health | Quiz 12 |
| **Week 14: Dec. 4 - 10**  
Advocacy  
Health Professions/Work Settings | Quiz 13 |
| **Finals Week:** | Final Quiz  
Due Wednesday by 11:59pm |