Department of Kinesiology and Health Science
HLTH 2316: Introduction to Community Health
Spring 2024

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<thead>
<tr>
<th>Instructor: Victoria Wagner-Greene PhD, MPH, CHES</th>
<th>Course Info: HPE 203 / T&amp;R 2:00-3:15</th>
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<tbody>
<tr>
<td>Office: HPE 218</td>
<td>Office Hours: Wednesday 9:30a-Noon And 12:30-3:00. Or by appointment</td>
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<tr>
<td>Main Office: 936-468-1543</td>
<td>Credits: 3</td>
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<tr>
<td>Email: <a href="mailto:victoria.wagner-greene@sfasu.edu">victoria.wagner-greene@sfasu.edu</a></td>
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*Email is the preferred way of contact; responses Mon-Thurs within 24 hours.

Prerequisites: N/A

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) 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.

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.

   - **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 assess population health and health determinants and identify strategies for population health improvement. HLTH 3360 – PowerPoint Presentation (NCHEC I, III, VI & VII)
     3. The student will apply principles of cultural competence in selecting and/or designing strategies/interventions. HLTH 4320 – Health Lesson (NCEC I, II, VI, & VII)
     4. 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: Course Specific**
     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:

- **Instructional Strategies:** In class discussions
  - Class Community Health Project – Podcast
  - Class worksheets, Daily Task Activities
  - 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>
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<tr>
<th>Assignments/Assessments</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Course Worksheets/Participation/DATs</td>
<td>85</td>
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<tr>
<td>Community Health Podcast Project</td>
<td>85</td>
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<tr>
<td>Weekly Quizzes (14 @ 20 points each)</td>
<td>280</td>
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V. Tentative Course Outline/Calendar:
- See last page for tentative course schedule

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

- **Recommended 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 Policy

- **Institutional Absences (HOP 04-110)**
  - An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is
approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

- Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

- For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

- More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

- The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.
Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Additionally, use of AI for generation of the Podcast project will result in a reduction in points.

- **Withheld Grades Semester Grades Policy (HOP policy 02-206)**
  Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **Students with Disabilities**
  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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.
If you are experiencing concerns, seeking help, 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.

**Other important course-related policies:**
Due Dates: All assignments are due by the designated due date/time. **Late work will not be accepted** unless there is proper/relevant documentation or communication has been made prior to the due date with the instructor. There will be a grace period of 10 mins past 11:59pm to account for upload time. 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.

*_Again, late work will not be accepted and will receive a grade of 0_* unless there is proper/relevant documentation or communication has been made prior to the due date with the instructor. There will be a grace period of 10 mins past 11:59pm to account for upload time. 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!

**IX: Resources**

- **On-campus Resources:**
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents) Phone: 936.468.7249 email: dos@sfasu.edu
  - SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
  - SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp) Human Services Room 202 Phone: 936-468 1041
  - **The Health and Wellness Hub** “The Hub”
    - a. Location: corner of E. College and Raguet St.
    - b. To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
      - i. Health Services
      - ii. Counseling Services
      - iii. Student Outreach and Support
      - iv. Food Pantry
      - v. Wellness Coaching
vi. Alcohol and Other Drug Education [www.sfasu.edu/thehub](www.sfasu.edu/thehub)
    Phone: 936.468.4008 email: thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line 1(800) 392-8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

X: Other Relevant Course Information:

- 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.

- 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.

- 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.”

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

- 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].

Revised December, 2023
• 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.

See last page for tentative course schedule
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<tr>
<th>Tentative Schedule</th>
<th>Assignments Due</th>
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| **Week 1: January 18 - 21**  
Review Syllabus  
Read Teacher Bio  
Explore D2L Page | Syllabus Agreement |
| **Week 2: January 22 - 28**  
Locating and Evaluating Literature  
Healthy People 2030 | Quiz 1 |
| **Week 3: January 29 – February 4**  
Ethics | Quiz 2  
Podcast Topic Selection |
| **Week 4: February 5 - 11**  
History of Public Health | Quiz 3  
Daily Interactions |
| **Week 5: February 12 - 18**  
Epidemiology | Quiz 4  
Solve the Outbreak |
| **Week 6: February 19 - 25**  
Organizations and Agencies  
Community Partnerships | Quiz 5 |
| **Week 7: February 26 – March 3**  
Program Planning  
Program Evaluation | Quiz 6 |
| **Week 8: March 4 - 10**  
Health Disparities | Quiz 7 |
| **Spring Break: March 11-17** | |
| **Week 9: March 18 - 24**  
Maternal, Infant, Child Health | Quiz 8  
Surviving Year 1 Worksheet |
| **Week 10: March 25 - 31**  
Adolescent & Young Adult Health | Quiz 9  
Bedside Worksheet |
| **Week 11: April 1 - 7**  
Older Adult Health | Quiz 10  
Older Adult Health Issues Worksheet |
| **Week 12: April 8 - 14**  
Tobacco, Alcohol, & Other Drugs | Quiz 11  
Podcasts |
| **Week 13: April 15 - 21**  
Community Mental Health | Quiz 12  
Mental Health Worksheet |
| **Week 14: April 22 -28**  
Advocacy  
Health Professions/Work Settings | Quiz 13  
Advocacy Worksheet |
| **Week 15: April 29 – May 5**  
Summary | Peer Reviews |
| **Finals Week:** | Final Quiz  
Due Wednesday by 11:59pm |