Stephen F. Austin State University  
Department of Kinesiology and Health Science  
Spring 2016 HSC 216-001 Introduction to Community Health

**Instructor:** Jessica Waguespack  
**Course Time & Location:** MW 1:00 – 2:15 p.m., HPE 222

**Office:** Student Rec Center, Admin Office  
**Office Hours:** Wednesday 3:00 – 4:00 p.m.

**Office Phone:** 936.468.6056  
**Credits:** 3 hours

**Other Contact Information:** NA  
**Email:** waguespaja@sfasu.edu

**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.

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

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

**Health Science Program Learning Outcomes:**

**Program Learning Outcomes:**

**Community Health Program**
1. The student will be able to plan and evaluate a community based health lesson.
2. The student will construct a professional portfolio to be used as a personal career marketing tool for employment opportunities.
3. The student will write a grant and submit the grant’s request for funding proposal (RFP).
4. The student will be able to communicate health information.
5. The student will design and implement a health behavior change plan that they will monitor for the semester.

**EC-12 Health Program**
IX. The student will be able to plan and evaluate classroom based health instruction
X. The student will be able to demonstrate health content knowledge.
XI. The student will demonstrate skills in instructional planning, curriculum development, instructional methodology, assessment, and classroom management.
XII. The student will be able to communicate health education concepts to audiences of varying ages.
XIII. The student will design and implement a health behavior change plan that they will monitor for the semester.

**Student Learning Outcomes:**

By the end of this course students should be able to:
- Identify and define elements of community health promotion. (AHHE Standard I)
- Review current issues in community health to their historical precedents.
- Identify and describe elements of ecology that apply to community health. (AHHE Standard VIII)
- Identify factors influencing health. (CH PLO# 4)
- Design and evaluation community health programs under various models. (AHHE Standards III & VI)
- Analyze and assess health problems across the life span. (AHHE Standard II; CH PLO# 1&4)
- Identify strategies appropriate to address health problems identified. (CH PLO# 1&4)
- Identify resources for planning and evaluating community health programs. (AHHE Standards III, IV, & VII; CH PLO# 1&4)
- Describe prevention and health promotion methods to reduce the incidence of communicable and non-communicable diseases by the year 2010. (AHHE Standards I, III, IV, & VIII; CH PLO# 1&4)

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<table>
<thead>
<tr>
<th>Assessment Assignment</th>
<th>AHHE Standards</th>
<th>CAEP Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 216</td>
<td>AHHE Standard II, III, IV, VII; CH PLO #1 &amp; 4</td>
<td>1.4; 4.1, 4.2, 4.4; 5.5</td>
<td>3c; 4d; 5c, 5d</td>
<td>2, 4, 8</td>
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<tr>
<td>Community Health Service Project</td>
<td>AHHE Standard I</td>
<td>1.1, 1.3, 1.4, 1.5; 2.1, 2.3; 3.1, 3.4; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4, 5.5</td>
<td>1a, 1b, 1c, 1d; 4d; 5a, 5b, 5d</td>
<td>1, 2, 3, 4, 5, 9, 10</td>
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<tr>
<td>Quizzes</td>
<td>CH PLO #4</td>
<td>1.4; 4.1, 4.2, 4.4; 5.3</td>
<td>4</td>
<td></td>
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<tr>
<td>Discussion Board Posts</td>
<td>I, III, IV, VI &amp; VIII; CH PLO #1&amp;4</td>
<td>1.4; 4.1, 4.2, 4.4; 5.3</td>
<td>2b, 2c; 3b, 3c; 4b; 5a</td>
<td>1,2,3,</td>
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### III. Course Assignments, Activities, Instructional Strategies, use of Technology:

**A. In-class participation and professionalism (various but 125 points total)**

Class attendance and participation is required and will be reflected in the final grade. Participation is NOT merely attendance. Periodic unannounced activities (quizzes, readings, online assignments / quizzes, personal reflections, guest speaker reports, group activities, etc.) will be given for the purpose of class participation and reflection. These assignments will provide an opportunity to refine critical thinking skills by exploring controversial topics related to class, share ideas, listen to peers, and reflect on your own ideas. Participation assignments will be done during class time; while other assignments will need to be completed outside of the class.

**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)

**B. Quizzes (25 points each, total of 125 points)**

There will five (5) online quizzes administered on four Wednesdays and one Monday throughout the course posted on D2L. Each quiz will be worth 25 points and will cover all material and chapters covered according to the syllabus schedule below as quizzes will not be cumulative. On days when there is a quiz, we will only be meeting online through D2L, we will not be meeting in class that day.

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C. Resource Inventory and Presentations (75 points) Due May 4th

Select a health topic and create a community resource inventory that includes the following information for that topic:

- Overview of the topic selected (at least one page, double spaced, 12-pt Times New Roman Font, 1-inch margins) 10 points
- List of helpful websites along with descriptions on the topic (at least 5) (2 points each, total 10 points)
- List of contact information for clearinghouses, help, or information lines along with descriptions relating to the topic (at least 3) (2 points each, total 6 points)
- Information on community agencies or non-profit organizations along with descriptions that may have information on the topic (at least 5) (2 points each, total 10 points)
- List of individuals who may serve as guest speakers on this topic (at least 3 – include name, title, contact info 2 points each, 6 points total) Additional, write at least one paragraph as to why they would make an ideal speaker on your topic) (4 points) (10 points total for this section)
- List of professional journal articles or books on this topic (at least 5 cited in APA format) (2 points each, 10 points total) Please note that points will be deducted for improper citations.
- List of podcasts, blogs, or other sources along with descriptions that might provide helpful information on the topic (at least 3) (2 points each, total 6 points) Explain why you chose each of your selections for this list in a couple of sentences or one paragraph. (3 points) (9 points total for this section)
- Students will be awarded up to 10 points for overall presentation of information and use of correct and professional grammar. Overall total 75 points

D. Community Health Service Hours & Report (100 points) Due April 11th

With instructor’s approval, select a community health agency that uses volunteers. Go to http://www.ci.nacogdoches.tx.us/index.aspx?NID=978 for a list of local agencies. Over the course of the semester you will volunteer 15 hours. Upon completion of the minimum hours students will turn in the signed Community Health Service Sheet and write a 500 word reflection of the experience. You will need to tell me about organization you volunteered for (including mission statement / purpose, populations they serve, how eligibility of service is determined, how they accomplish their organizational mission and goals, etc.), what you did, and how the experience will help you in your job in the future.

Methods of Instruction:
The course syllabus, course assignments, mail, and grades will be available on the Desire2Learn (D2L) web page. Students are expected to check the homepage and web mail regularly (D2L.sfasu.edu). Lectures will be in-person, held room 222 HPE and students are expected to be in attendance, arrive on-time, be fully prepared, and participate.

IV. Evaluation and Assessments (Grading):

Grade Scale (Point Breakdown):

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Grade Scale (Point Breakdown)</th>
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<tbody>
<tr>
<td>In-class and professionalism</td>
<td>= approx. 29.4% A = 90% and above (383 &amp; above)</td>
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<tr>
<td>Quizzes (5)</td>
<td>= approx. 29.4% B = 80-89% (340-382.99)</td>
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<tr>
<td>Resource Inventory</td>
<td>= approx. 17.7% C = 70-79% (298-399.99)</td>
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<tr>
<td>Comm. Health Service Hours and Report</td>
<td>= approx. 23.5% D = 60-69% (255-297.99)</td>
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<td>425 points = 100% TOTAL F = Below 59% (254.99 &amp; below)</td>
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V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Due:</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan. 18 - 22</td>
<td>18th: No Class (MLK)</td>
<td>Read: Ch. 1</td>
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<td>20th: Course Syllabus, Class Expectations, and Intro</td>
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<td></td>
<td></td>
<td>Chapter 1: Community and Public Health: Yesterday, Today, &amp; Tomorrow</td>
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<td>A brief history of community and public health</td>
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<td>2</td>
<td>Jan. 25 - 29</td>
<td>25th: Chapter 2: Organizations That Help Shape Community and Public Health</td>
<td>Quiz #1 (Ch. 1 &amp; 2)</td>
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<td>Overview of Governmental &amp; Non-Governmental Health Agencies</td>
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<td>27th: Quiz #1 on D2L</td>
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<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Event</th>
<th>Read:</th>
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<tbody>
<tr>
<td>3</td>
<td>Feb. 1 - 5</td>
<td>1st: Chapter 3: Epidemiology: The Study of Disease, Injury, &amp; Death in the Community  &lt;br&gt; <em>Introduction to epidemiology</em></td>
<td>Ch. 3</td>
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<td>3rd: Chapter 4: Epidemiology: Prevention &amp; Control of Diseases and Health Conditions  &lt;br&gt; <em>Classification of diseases and health problems</em></td>
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<td>4</td>
<td>Feb. 8 - 12</td>
<td>8th: Continuing coverage of Ch. 3 &amp; 4  &lt;br&gt; 10th: Chapter 5: Community Organization/Building and Health Promotion Programming  &lt;br&gt; <em>Community Building, Needs Assessment, and Health Promotion</em></td>
<td>Ch. 5</td>
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<td>5</td>
<td>Feb. 15 - 19</td>
<td>15th: Chapter 6: The School Health Program: A Component of Community and Public Health  &lt;br&gt; <em>Overview of Coordinated School Health Programs</em></td>
<td>Ch. 6</td>
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<td>17th: Quiz #2 on D2L  &lt;br&gt; Quiz #2 (Ch. 3 – 6)</td>
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<td>6</td>
<td>Feb. 22 - 26</td>
<td>22nd: Chapter 7: Maternal, Infant, &amp; Child Health  &lt;br&gt; <em>Introduction to maternal, infant, and child health and the community programs available for these populations</em></td>
<td>Ch. 7</td>
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<td>24th: Chapter 8: Adolescents, Young Adults, &amp; Adults  &lt;br&gt; <em>Introduction to adolescent, young adult, and adult health and health strategies to improve health in these populations</em></td>
<td>Ch. 8</td>
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<td>7</td>
<td>Feb. 29 – Mar. 4</td>
<td>29th: Chapter 9: Elders  &lt;br&gt; <em>Introduction to healthy aging, elder abuse, and myths</em></td>
<td>Ch. 9</td>
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<td>2nd: Campus Recreation Wellness Fair</td>
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<td>8</td>
<td>Mar. 7 - 11</td>
<td>7th: Chapter 10: Community and Public Health and Racial/Ethnic Populations  &lt;br&gt; <em>Introduction to Cultural Competency and race and health initiatives</em></td>
<td>Ch. 10</td>
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<td>9th: Quiz #3 on D2L  &lt;br&gt; Quiz #3 (Ch. 7 – 10)</td>
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<td>9</td>
<td>Mar. 14 - 18</td>
<td>14th: No Class (Spring Break)</td>
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<td>16th: No Class (Spring Break)</td>
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<td>10</td>
<td>Mar. 21 - 25</td>
<td>21st: Chapter 11: Community Mental Health  &lt;br&gt; <em>Introduction to mental health and the availability of community resources to address mental health concerns</em>  &lt;br&gt; Chapter 12: Alcohol, Tobacco, and Other Drugs: A Community Concern  &lt;br&gt; <em>Introduction to ATOD, prevention, and available community programs</em></td>
<td>Ch. 11 &amp; 12</td>
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<td>11</td>
<td>Mar. 28 – Apr. 1</td>
<td>28th: No Class (Easter Holiday)</td>
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<td>30th: Quiz #4 on D2L  &lt;br&gt; Quiz #4 (lectures, Ch. 11 – 13)</td>
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<td>12</td>
<td>Apr. 4 - 8</td>
<td>4th: Class Exercise  &lt;br&gt; 6th: No Class (Work on Community Health Services Project)</td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):

- Required readings in the form of journal articles, websites, and other scholarly material may be assigned based on the topics discussed in the course. These will be announced ahead of time and posted on D2L
- D2L

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the 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: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7
Daily attendance and active participation is expected and required of all professionals, therefore your attendance, which includes being tardy and/or leaving class early, may affect your final grade, thus attendance, tardies and/or leaving early will be recorded. Students should contact the Judicial Office (Rusk Bldg., Room 315 or 936-468-2703) and provide documentation for excused absences. I DO NOT want to see the documentation, for an excused absence - it must come from the Judicial Office for it to be excused. Students will be allowed to makeup 3 weeks (9 days for a MWF course or 6 days for a TTh or MW course) of coursework for documented excused absences as stated by the university attendance and excused absence policy found at http://www.sfasu.edu/policies/class_attendance_excused_abs.asp. You may jeopardize your financial aid for this course if absences/ tardies are excessive prior to Census Day of class.

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/disabilitieservices/.

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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 https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

IX. Other Relevant Course Information:

Class Expectations:

1. Late homework assignments / projects will have a minimum 25% point deducted if turned in within 24 hours of the due date. Assignments later than 24 hours will not be accepted.
   a. Without prior approval
   b. Except for unforeseen circumstances (appropriate documentation required)
2. All outside homework assignments must be typed 12 pt. Times New Roman unless otherwise stated.
3. Assigned readings must be completed prior to class.
4. Laptops, Netbooks, and iPod devices are not allowed for use during class without prior permission from the instructor.
5. Cell phones should be set to silent or turned off and in a pocket or backpack/bag before class begins.

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a. Any cell phones being used out during class will be picked up by the instructor, and can be collected at the end of class.

6. Absolutely no use of cell phones during class for any reason. Use during quizzes and exams will result in a grade of zero.
7. No reading of outside materials, listening to MP3 devices, wearing earphones or ear buds, or disorderly conduct.
8. Students sleeping or giving the appearance of sleeping during class will be counted absent.
9. Respect your instructor, your classmates, and yourself.

Please NOTE: Failure to follow the expectations outlined above will result in being dismissed from class and counted absent.

10. Email Etiquette Policy (adapted from Dr. John Janowiak at UNC Chapel Hill)
   a. 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.
   a. Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, please use a formal salutation when e-mailing professors, such as: Dear Dr. Terry
   b. 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.
   c. 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.
   d. 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: “Mrs. W, I am a student enrolled in your on-campus HSC 216 course.”
   e. Be concise.
   f. Always, re-read your e-mails and check for spelling and grammatical mistakes before sending them. (Also, recommended for the assignments you submit).
   g. When making an appointment, you can 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]; however, I am available...” Do not say, “I am not available on [Monday].”

In conclusion, if you do not use a formal salutation and my name (Mrs. W) or you are and what class you are enrolled/inquiring; your e-mail message will not be read or responded to.

Please NOTE: Failure to follow the Email Etiquette and/or Classroom Expectation Policies will result in points being deducted from the “In-class Participation/Professionalism” described in Section III. Course Assignments, Activities, Instructional Strategies, use of Technology of the syllabus.

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