College of Health Sciences
Department of Population Health

SYLLABUS: HLTH 5331 (Spring 2018)

Course:	HLTH 5331 – Foundations of Community Health
Term:	Spring 2017
Meeting time:	T 6:00 – 8:50 CHSS Ste 432 Conference Room
Instructor:	Daphne S Fulton, DrPH
Telephone number:	936-294-2668
Text number:	979-777-6316
Email address:	dsfulton@shsu.edu
Office hours:	T-TR 9 – 11 or by appointment
Office location:	CHSS 452G

Course Description

The epidemiological, biostatistical methods of investigation are applied to international, national, state, and local health issues. Additionally, the historical and philosophical foundations of community health are presented with an orientation to current health programs, medical care trends, and health problems experienced by diverse populations. Credit 3.

The Community Health Improvement and Assessment Course introduces students to the concepts and methods of community health improvement and the role of assessment. This course will cover important community health topics including systems thinking that leads to coordination of health care and public health activities to achieve community health goals; the nature of health and its determinants; the use of quantitative and qualitative methods; data analysis; community mobilization and capacity building; and the impact of current national policy, including the Affordable Care Act, on community health improvement.

RATIONALE: This course is designed to give the student an introduction to epidemiological, biostatistical methods of investigation as applied to international, state and local health issues. The course includes historical and philosophical foundations of community health with an orientation to current health programs, medical care trends, and health problems experienced by diverse populations. It also includes an overview of information, perspectives, and competencies needed to effectively promote health and quality of life in community health education and health promotion, public health and health care setting.

Prerequisites

None

Textbook and/or Resource Material

Required Text:

Healthy People 2020. Available at http://www.healthypeople.gov/

Communities in Action: Pathways to Health Equity https://www.nap.edu/download/24624

(It is free)

The Role and Potential of Communities in Population Health Improvement
https://www.nap.edu/catalog/18946/the-role-and-potential-of-communities-in-population-health-improvement

Institute of Medicine: Improving Health in the Community

Suggested Text: Publication Manual of the American Psychological Association. Edition 6. Author: American Psychological Association. Published by the American Psychological Association. ISBN: 9781433805615

Other readings as assigned

Course Objectives

The Main Objective of this course is to be able to apply course materials	
Foundations of Community Health Domains	**Course Objectives** *By the end of this course, you should be able to:*
Community health Improvement Framework and Health and its Determinants	*Apply a community health improvement process*
	Define health and its determinants
	Articulate the different models of community health improvement
	Describe surveillance systems for monitoring health status to identify community problems
	Research evidence based public health practices
	Develop community health action plans
	Develop skills to mobilize communities and build capacity to improve community health status
	Discuss current national policies that have an effect on community health

Date	Topic	Other Content and Assignments
Jan 23	Introduction	
Jan 30	Lesson 1: Community Health Improvement Framework and Health and Its Determinants	**Student Questionnaire Due**
Feb 6	Lesson 2: Special Populations Part 1	**Cognitive Mapping Due**
Feb 13	Lesson 3: Special Populations Part 2	
Feb 20	Lesson 3: Community Health Improvement Processes -Mobilizing Communities and Building Capacity	**Windshield Tour Due**
Feb 27	Lesson 4: Assessing Community Health Status through the Use of Primary Data	
Mar 6	Lesson 5: Assessing Community Health Status using Surveillance Systems and Secondary Data	**Letter to Legislature due**
March 13	Spring Break	
Mar 20	Lesson 6: Analyzing and Interpreting Community Health Data & Prioritizing Health Issues	**Evidence-Based Program Report Due**
Mar 27	Lesson 7 Current Issues in Community Health Assessment and Improvement	**Resource File Due**
Apr 3	Lesson 8 Community Health Action Plans and Evidence Based Public Health Practice	**Community Coalition Assignment Due**
Apr 10	Lesson 9 Developing a Community Health Improvement and Action Plan to Address the Health Effects of the Built Environment	
Apr 17	Team Work	**Civic Engagement Due**
Apr 24	Team Work	
May 1	Presentation	

Lesson 1: Community Health Improvement Framework and Health and Its Determinants
Objectives:
- Define health and the ecological model of health behavior
- Identify the cycles & major components of a community health improvement process
- Articulate the role of social and economic factors on health inequities
- Compare and contrast three different models used for community health improvement
- Identify Health Disparities and Health Equity

Competencies: Social and behavioral sciences, communication, systems thinking, leadership
Required Readings:
1. IOM, Improving Health in the Community, Chapter 1 & 2
2. Is Community Health Assessment Worthwhile? Friedman, D.J. and Parrish, R. G. (2009). J Public Health Management & Practice, 15(1), 3-9. (Will need to login with your ONYEN.)
3. Healthy People in Healthy Communities 2020, Sections on
a. Focus on the Determinants of Health
http://www.healthypeople.gov/2020/about/DOHAbout.aspx
b. Leading Health Indicators: Leading Health Indicators,
http://www.healthypeople.gov/2020/LHI/default.aspx
4. MAPP Field Guide
http://archived.naccho.org/topics/infrastructure/mapp/upload/mapp_field_guide2.pdf
5. CDC CHANGE Framework, pg. 1-8
http://www.cdc.gov/healthycommunitiesprogram/tools/change/pdf/changeactionguide.pdf
6. Health Disparities and Health Equity *https://www.nap.edu/catalog/24624/communities-in-action-pathways-to-health-equity*
7. Policies to Support Community Solutions and Community tools to promote health equity
        https://www.nap.edu/catalog/24624/communities-in-action-pathways-to-health-equity
8. CDC Community Health Assessments and Health Improvement plans
https://www.cdc.gov/stltpublichealth/cha/plan.html
9. New York State Department of Health: 10 Steps in Community Health Assessment
Development Process *https://www.health.ny.gov/statistics/chac/10steps.htm*
Videos/Webinars/Presentations (Required):
1. Unnatural Causes - Is Inequality Making Us Sick?
http://www.unnaturalcauses.org/video_clips_detail.php?res_id=80

Lesson 2. Special Populations
- Aged
- Infants and children
- Minorities

Required Readings:
1. Healthy People 2020: https://www.healthypeople.gov/2020/topics-objectives
2. CDC https://www.cdc.gov/HealthyLiving/ and https://www.cdc.gov/

Lesson 3. Other Special Populations
- Immigrants
- Other groups
- Disabled

Required Readings:
- 1. Healthy People 2020: https://www.healthypeople.gov/2020/topics-objectives
- 2. CDC https://www.cdc.gov/HealthyLiving/ and https://www.cdc.gov/

Lesson 4: Community Health Improvement Processes -Mobilizing Communities and Building Capacity
Objectives:
- Describe a planning process for community health improvement
- Identify the basic capacities that are necessary for local public health systems
- Describe social media and mainstream media and the way if influences community health

Competencies: Program planning, communication, systems thinking, leadership
Required Readings:
1. IOM, Improving Health in the Community, Chapters 3 & 4
PUBH 745, Spring 2013, 3/7/2013 6
2. Salem, E., Hooberman, J., & Ramirez, D. (2005). MAPP in Chicago: A model for public health systems development and community building. J Public Health Management & Practice, 11(5), 393-400.
3. North Carolina Community Health Assessment Process, Phase 1
http://sph.unc.edu/nciph/cha/
4. Healthy People 2020, Read both the Mobilize and Assess sections, available at this site:
http://www.healthypeople.gov/2020/implementing/mobilize.aspx
Read Chapter 1, sections 2, 3, & 7 and Chapter 7, sections 1,2,3,7 & 8 in the Community Toolbox section under the Mobilize site.
Videos/Webinars/Presentations (Required):
1. Community Health Training Institute: An Overview of the Community Health Improvement Planning Process *https://www.youtube.com/watch?v=oFeFTXfdwpM*

Lesson 5: Assessing Community Health Status through the Use of Primary Data
Objectives:
- Define primary data
- Describe the purposes and uses of primary data in community health assessment
- Discuss the different methods for obtaining community data

Competencies: Epidemiology, communication and informatics, leadership
Required Readings:
1. Developing a Plan for Assessing Local Needs and Resources (**This is a great place to start**)
http://ctb.ku.edu/en/tablecontents/sub_section_main_1019.aspx
2. Understanding and Describing the Community
http://ctb.ku.edu/en/tablecontents/sub_section_main_1020.aspx
3. Listening Sessions, Focus Groups, Interviews, & Surveys
http://ctb.ku.edu/en/tablecontents/chapter_1003.aspx
Chapter 3, sections 3, 6, 7, 8, 12 & 13
4. MAPP Field Guide – Community Themes & Strengths Assessments
http://archived.naccho.org/topics/infrastructure/mapp/upload/mapp_field_guide2.pdf

Lesson 6: Assessing Community Health Status using Surveillance Systems and Secondary Data
Objectives:
- Identify national, state, and local sources of community data

- Articulate the usefulness of a set of indicators for understanding a community's health profile
- Discuss the use of indicators to monitor performance of strategies selected to improve the community's health

Competencies: Epidemiology, informatics, communication, leadership

Required Readings & Reviews:

1. IOM, Improving Health in the Community, Chapters 5 and Appendix 5 A
2. Community Health Assessment: Driving the Need for Current, Easily Accessible Population Health Data. (2006). Journal of Public Health Management and Practice, 12(2), 113-118.
3. **Federal/National Data Sites**:

- The US Census Bureau offers a wealth of data – more than you'll be able to use. The
- American Fact Finder provides national, state & county data regarding population, housing, economics and geography. This website is found at: *http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml*
- You can access useful data many ways at this home page. Take a moment to tour the home page, particularly the topic searches, Quick Facts by State (includes county and city data, too) and Getting Detailed Data.
- The US Census 2010 is available at *http://www.census.gov/2010census/* and links to general state data (North Carolina) at *http://www.census.gov/2010census/popmap/ipmtext.php?fl=37*
- One can access state maps with county lines from this site: *http://www.census.gov/geo/www/maps/2010_census_profile_maps/census_profile_2010 _main.html*
- The US Census also conducts the American Community Survey (ACS) that is an annual survey that provides estimates regarding social, economic, housing and demographic information. Check out the sections at the top of the main page (located at: *http://www.census.gov/acs), particularly Guidance for Using Data. You may also access the ACS through the American Fact Finder site.*
- The Centers for Disease Control and Prevention (CDC) collects and maintains oodles of data. Here is one site that has a number of links to important collections from the National Center for Health Statistics: *http://www.cdc.gov/nchs/data_access/ftp_data.htm.*
- One CDC data site that you will want to aware of is the Behavioral Risk Factor Surveillance System (BRFSS) *http://www.cdc.gov/brfss/*
- (You will be able to access state information from this site as well – see State data below for access to county level data. Here's an overview of BRFSS: *http://www.cdc.gov/chronicdisease/resources/publications/AAG/brfss.htm)*
- The National Notifiable Disease Surveillance System (NNDSS) may be best known for preparing the Morbidity & Mortality Weekly Report (MMWR). The home page is found at*: http://wwwn.cdc.gov/nndss*
- You may also access the National Electronic Disease Surveillance System from this site. It is useful to note that the American Reinvestment & Recovery Act supports the data requirements for "Meaningful Use" *(see: http://www.cdc.gov/ehrmeaningfuluse/) that includes the Health Information Technology for Economic and Clinical Health (HITECH) for electronic health records (EHR).*
- The US Department of Health & Human Services also houses community data; however, the most recent data is from 2009. The main page for the Community Health Status

Indicators is found at: *http://www.communityhealth.hhs.gov/homepage.aspx?j=1 and provides an overview as well as access to state & county level data. (See the left side for entry to state & county data.) The summary data will also show the data source that will give you additional ideas.*

- While there are numerous federal sources of data, the final one highlighted here is from the US Department of Health & Human Services is the Healthy People 2020 Leading Health Indicators found at: *http://www.healthypeople.gov/2020/LHI/default.aspx* .
- This source shows the national objectives for health improvement and useful to measure comparisons between your county and the national target.
  h*ttp://www.healthypeople.gov/2020/topicsobjectives2020/default.aspx*
- Another data source that is supported by the Annie E. Casey Foundation is Kids Count. Check out this source for state & community level data relating to children. *http://datacenter.kidscount.org/*
- America's Health, United *States http://www.americashealthrankings.org/Default.aspx*
- County Health Rankings & Roadmap *http://www.countyhealthrankings.org/*

Texas Data sites and Texas County Data   County Data Sites:
While county level data is found at numerous places already mentioned, it is important to tour your county's public health department website for information. For example, the county may have prepared a CHNA in the past that will provide historical trend data. Further, the county governmental website may also link to departments that will have data regarding bike trails, parks and recreation opportunities, air quality monitoring, etc. The school districts, major employers, local

Additional References (optional):
- Partners in Information Access for the Public Health Workforce *http://phpartners.org/health_stats.html#National%20Public%20Health%20Data%20Sets*
- Public Health Information and Data: A Training Manual, National Network of Libraries of Medicine (2004). (PDF file, Pages D-1 to D-35)

Lesson 7: Analyzing and Interpreting Community Health Data & Prioritizing Health Issues
Objectives:
- Articulate a process for assembling community health data and determining community
- priorities
- Gain a basic understanding of the demographics of the county, the health status, and the
- major health risks and problems in a c community
- Develop hypotheses to explain the health risks in a community
- Discuss processes for identifying community health priorities List major steps in creating the Community Health Assessment Report

Competencies: Epidemiology, informatics, communication & leadership
Required Readings:
1. NC Community Health Assessment Guide
Chapter 4, Analyze and Interpret County Data
Chapter 5, Determine Health Priorities

Lesson 8. Current Issues in Community Health Assessment and Improvement
Objectives:
- Describe the impact of the Affordable Care Act on community health improvement and
- assessments
- Identify successful policy and legal tools that have been used to improve health in a
- community
- List the priorities of the National Prevention Strategy Describe the role of GIS in community health assessments
- Understand the role of data systems in the future of community health improvement and
- assessment

Competencies: Health policy and management, communication, informatics, program planning, systems thinking

Required Readings:
1. Policy Guidance: Achieving the Community Health Needs Assessment Requirement for Tax-Exempt Community Hospitals in North Carolina, Developed by the NC Public Health - Hospital Collaborative *(On Blackboard)*
2. 501(c)(3) Hospitals: Proposed IRS Rules under § 9007 Affordable Care Act
http://www.naccho.org/topics/infrastructure/mapp/loader.cfm?csModule=security/getfile&pageID=237458
3. MAPP and Non-Profit Hospitals: Leveraging Community Benefits for Community Health Improvement
http://www.naccho.org/topics/infrastructure/mapp/loader.cfm?csModule=security/getfile&pageid=202123
5. For the Public's Health: Revitalizing Law and Policy to Meet New Challenges, Chapter 3: Law and the Public's Health: Law as a Tool for Improving Population Health**,**
http://www.nap.edu/catalog.php?record_id=13093
7. Quon Huber, M. S., Van Egeren, L. A., Pierce, S. J., & Foster-Fishman, P. G. (2009). GIS application for community-based research and action: Mapping change in a communitybuilding initiative. Journal of Prevention and Intervention in the Community, 37(1), 5-20.
8. Comer, K. F., Grannis, S., Dixon, B. E., Bodenhamer, D. J., & Wiehe, S. E. (2011). Incorporating geospatial capacity within clinical data systems to address social determinants of health. Public Health Reports, 126(suppl 3), 54-61.

Lesson 9. Community Health Action Plans and Evidence Based Public Health Practice
Objectives:
- List the main components of a community health action plan
- Define evidence-based public health practice
- List several resources for evidence-based public health practice

Competencies: Leadership, professionalism, communication

Required Readings:
1. Chapter 6, Create the CHA Document and Chapter 7, Disseminate the CHA Document
2. What Works for Health: *http://www.countyhealthrankings.org/what-works-for-health*
(View the tutorial and click on each link in the model.)

3. The Guide to Community Preventive Services:
http://www.thecommunityguide.org/index.html (Select multiple areas to review and to use in
your action plans.)
4. Evidence-based public health: *http://www.sph.umich.edu/mi-info/10-ebph/index.html*
(***Review all topics in this tutorial.***)
5. Primary Care and Public Health: Exploring Integration to Improve Population Health:
Summary and Chapter 2:
http://www.nap.edu/chapterlist.php?record_id=13381&type=pdf_chapter&free=1
6. Redefining Public Health in New York City:
http://www.thelancet.com/journals/lancet/article/PIIS0140-6736%2812%2960879-4/fulltext

Lesson 10. Developing a Community Health Improvement and Action Plan to
Address the Health Effects of the Built Environment
Objectives:
- Create a Community Health Action Plan
- Identify interventions to address a particular community health problem Discuss the role of work-groups in formulating community health action plans

Competencies: Communication, professionalism, leadership
Required Readings:
1. Srinivasan, Shobha , O'Fallon, Liam and Dearry, Allen, eds. Built Environment -- Healthy Communities, Healthy Homes, Healthy People. Final Report, July 15 - 16, 2002, Research Triangle Park, NC. Executive Summary and Keynote Presentations only (pp. 1-38) - required for the assignment http://www.niehs.nih.gov/translat/BE-final.pdf
2. Influencing the Built Environment in Your Community
http://www.cdc.gov/nceh/ehs/Docs/JEH/2008/Nov_08_Heishman_Dannenberg.pdf
4. http://healthytexas.org/community-resources

<div style="background-color:orange">

Grading

</div>

Cognitive Mapping	10%	*A = 90-100%*
Community Needs Assessment	20%	*B = 80-89%*
Student-Lead Discussion	20%	*C = 70-79%*
Civic Engagement	10%	*D = 60-79%*
Letter to Legislature	8%	*F = <60%*
Community Coalition Assignment	8%	
Evidence-Based Program Review	8%	
Windshield Tour Presentation Portfolio	8%	
Resource File	8%	

Total   100%

COMMUNITY NEEDS ASSESSMENT

We will conduct an in depth assessment of a community in this part of Texas. This will be a major part of your grade and will include everything you think is important. A very good example of a very in-depth one of several counties is the 2016 Brazos Valley Health Status Assessment found at https://cchd.us/wp-content/uploads/2016/05/2016-Brazos-Valley-Report-FINAL_electronic.pdf   The final presentation will be this assessment. You will work in groups (size depends on the final size of the class) and your presentation must be given in a group. You must clear the community you choose with me before your begin working on it. An outline of what you plan to do in this community is due after spring break. This is due the week before finals and will be presented in class.

CIVIC ENGAGEMENT

You will be required to dedicate 20 hours to the organization of your choice. The hours must be spread out through the semester with no more than 3 hours of volunteer work during any week without prior permission from the instructor. As part of this assignment, you will create a log of your volunteer activities and they must be submitted weekly. Students will summarize their findings and experiences in a final paper. The specific format of this paper is the student's choice. You will create your own questions but they must include the following:

- Why you chose this organization?
- Mission of the organization
- History of the organization
- Population(s) served – history of population served (was it always the same or has it changed over the years?)
- Current state of the organization (current issues, trends, problems, etc.)
- Future goals of the organization
- Funding of the organization
- Challenges facing the organization
- Leadership – background information pertaining to the Director (i.e., education, daily activities & responsibilities, personal and professional reasons for working in such an organization, salary, etc.)
- Responsibilities of other employees and volunteers
- This list is NOT comprehensive…students are responsible for generating questions specific to their respective organizations. See your book for ideas.
  NOTE:

- Only one student can work with an organization – organizations are on a first-come-first-serve basis and must be approved by the instructor (prior to making contact).
- Students will also provide the Director of the organization with an informational letter explaining the purpose of the assignment.
- **This is due April 24**

STUDENT LEAD DISCUSSION

Student-Lead Discussion: Each student will be responsible for teaching and leading a class session. Students will need to create a Power Point discussion as well as prepare discussion questions and application for their chapter. Each student must use at least the sources listed for the material they cover. These sources can be professional journal articles and/or textbooks written by people well acquainted with the subject. Please be ready to go at any time within 2 weeks before the date until 2 weeks after the date. Occasionally, a student who is presenting will become sick or unable to make it to class. This way, there will always be someone there.

LETTER TO YOUR LEGISLATURE

Write a letter to your legislator (state or national – your choice) addressing a health issue. You may want to include what the problem is and ways it can be addressed. Please submit a copy of it on Blackboard since you will send the original to your representative or senator. This is **due March 6.**

COGNITIVE MAPPING

Examine your personal philosophy about health through this cognitive mapping exercise. You'll need 1–2 sheets of paper, a pencil, and small self-adhesive sticky notes (if available). In the middle of one sheet of paper write the word *health.* Draw a small circle around it. Ask yourself: *What factors can affect a person's health?* Write every factor you can think of in the space surrounding your *health circle* (or write each factor on a separate sticky note and place it on the paper.) Work quickly and generate as many factors as possible. When finished, look for patterns in the factors you generated. Group them by categories (connect similar factors with lines or cluster sticky notes). Example categories include behaviors (hand-washing, smoking), attitudes (sense of humor, hate exercise), people (supportive family, stressful employer), circumstances (educational opportunities, unemployment), environments (social connectedness, air pollution), and services/programs (high quality, nonexistent). Were you more likely to name factors people can control (attitudes, behaviors) or factors not easily controlled (the economy)? Did you name more *illness-causing* (stress) or *wellness-promoting* (exercise) factors? Based on this exercise, what would you say is your personal philosophy about health and wellness? What can be done to promote health and quality of life? Write your observations on a second piece of paper and use them to create your professional philosophy for inclusion in your portfolio. You can also adapt and use this exercise to interview members of a community to learn more about their health perspectives and philosophies. **Due February 6**

WINDSHIELD TOUR

Conduct a windshield tour or a walk-through in a local low-income neighborhood. (Be sure to find out about neighborhood safety before you go and take needed precautions.) Go with a friend who can help you note the condition of store fronts, housing, and automobiles; existing and missing resources (food stores, gas stations, banks, health clinics) and access to private (cars) and public transportation (buses, taxis, subways); the nature and content of prominent signs and/or graffiti; and the types of activities and interactions of people who live and work there. Visit the neighborhood at different times of the day and on different days of the week to note the ebb and flow of community life. If possible, sit in a local eatery or public place and observe patterns of activity. Then, drive through a more economically developed neighborhood and note similarities and contrasts. Create a list of your impressions for both types of neighborhoods. Identify factors that contribute to these neighborhood differences and any health-related implications. **February 20**

COMMUNITY COALITION

Make a list of at least 6 different organizations in a specific community that would work well together in forming a coalition to address at least 1 specific health concern. Be prepared to explain your choices. **Due April 3**

EVIDENCED-BASED PROGRAM REPORT

Research evidence-based programs. Write a brief report (3-5 pages) telling what the program is, who the intended audience is, why it is evidence-based, and how you see this program being disseminated in the future. **Due Mar 20**

RESOURCE FILE

Imagine that you are a college campus health educator. Create a resource list of health materials and resources that could be used for planning and implementing campus-based health events. **Due March 27**

STUDENT QUESTIONNAIRE

The student questionnaire lets me know who is in the class so I can best meet your needs. It is not necessary to answer the questions in complete sentences. Please attach a picture of you to the document. **This is due January 30 at 9:00 PM.**

CLASS PARTICIPATION & ATTENDANCE

You are graded every time the class meets on participation. This includes discussions, questions, and following classroom rules. If you do not follow class rules, then you will NOT receive participation points. There is a NO CELL PHONE USE policy in this class. If I see a cell phone, then you will automatically lose participation points and/or will receive an absence because you are not participating and not attending to the class.

At the beginning of each class a roll sheet will be handed out and it is YOUR responsibility to sign for YOUR attendance to be counted for that class (you must use same signature on each roll sheet). If you are caught signing someone else in, you will have to speak with the DEAN of Students office because this is academic dishonesty. Failure to sign the roll sheet during that class day will be counted as an absence. If you are caught signing in someone else, you will receive an absence for that day. Absences will affect your final grade in the following manner:

- 3 absences   reduction of one letter grade
- 4 absences   reduction of two letter grades
- 5 absences   failure of the course

.

COURSE ASSIGNMENT CRITERIA

Except for the Newsletter and the flyer, all assignments to be submitted via Blackboard by 9:00 PM on the specified dates. **No late assignments will be accepted**. All assignments will be submitted via Blackboard under the Assignments Module. Each page of the assignment must have the students name in the upper left hand corner and unless stated otherwise, they must be in Microsoft Word (or something I can open on Blackboard – a pdf of your flyer is allowed) using 12 point font (either Arial, Calibri, or Times New Roman). Thought papers and paragraphs must be written in APA essay format. This includes font size, margins, line spacing and referencing. No other formats will be accepted. Late assignments will only be accepted with prior approval of the instructor **even if** the student is absent that day from class. There will be a 10% reduction

of the grade for a late assignment for each calendar day it is late. No Extra Credit will be given for this class. If an assignment seems unclear, it is YOUR responsibility to talk to the instructor early. Do not wait until the last minute to contact the instructor. Questions about the assignment will NOT be accepted on the due date.

If you desire academic accommodation for a documented disability, contact the instructor ASAP so arrangement can be made.

Plagiarism is a big word that simply means using someone else's work or writing without giving credit. If you copy a paragraph, sentence or even phrase from someone else's work, you must place quotes around what you have copied and cite the author. If you borrow an idea from someone else, but don't quote them exactly, you don't need to add the quotes, but you still must cite the author. When citing an author, use the APA style. If you are working on an assignment that requires all your own work (or an exam), you should not be citing other authors anyway. All work will be submitted via Blackboard using a program that searches the Internet for plagiarism and reports on this to the instructor. If you copy 1 line from an Internet site, it will find it and report it as plagiarism if it is not cited correctly. This is your warning; if you borrow without giving credit you will get zero points for the assignment, fail the class, or be referred to the dean for academic dishonesty.

Sam Houston State University Policies

Attendance and Make-up Policies

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at <u>SHSU Attendance Policy.</u>

You will be graded during each one of the course sessions. For these reason, it is imperative you keep up with Blackboard assignments and discussions.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the

religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Other Pertinent Course Information

CLASSROOM RULES OF CONDUCT

Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Cellular telephones, iPODS, and pagers must be turned off before class begins. Students who use their cell phone during class for ANY reason will be asked to leave that class and will receive an absence for that day. Students are prohibited from eating in class, using tobacco products, making offensive remarks, reading newspapers, sleeping, talking at inappropriate times, wearing inappropriate clothing or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy. Baseball caps/hoodies and sunglasses are not to be worn during class. The only exception is for religious beliefs and you must get approval. Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class, must apply to do so through the Registrar's Office.

Every effort will be made to ensure that Power Point lectures, files, notes, and assignments are available online in a timely manner. Written assignments will be delivered thru the Blackboard course website. Handouts, changes in assignments or the schedule of class modules will be announced on the Blackboard course webpage. Email contact will be initiated with all students the first week of class. If you do not have access to your assigned SHSU email account, it is your responsibility to make the instructor aware of that fact so that other arrangements may be made. You are expected to use SHSU email address for all official correspondence.

Blackboard Statement

This course will be supported via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments;, email other students and the instructor; participate in online activities; and display and submit your projects.

In order to access the course material you will need to go to https://shsu.blackboard.com or look for Campus Tools on the top of the University's homepage. **Please do not contact your instructor with technical problems.** If you are having a technical problem with the course, review the support resources at http://distance.shsu.edu/tech-support/. You will need to possess

the required computing technology to be successful in an online course. **Important!!!** Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

Plagiarism

Plagiarism is the leading form of academic dishonesty that the Department of Health Services and Promotion has to address. As a HSP student, you are responsible for knowing what plagiarism is and how to avoid it.

Population Health Mission

The mission of the Department of Population Health is to foster student-centered learning for early and advanced health professionals; to conduct applied, evidence-based research in population health; and to improve health and wellbeing through community engagement at the local and global levels.

Americans with Disabilities Act (ADA)

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720

Academic Integrity

According to the administration's guidelines: "All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials."

"Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Cellular telephones and pagers must be turned off before class begins. Students are prohibited from eating in class, [chewing gum], using tobacco products, making offensive remarks, reading newspapers, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be referred to the Dean of Students for disciplinary action in accordance with the university policy."

The full policy for "Code of Student Conduct and Discipline" is found at the following link:
https://www.shsu.edu/students/guide/dean/codeofconduct.html

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their SHSU assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.
By enrolling in this course you agree to the following statement: "I understand that as a result of registering for this course, my SHSU/Blackboard assigned e-mail address will be revealed to classmates and the instructor."

Equal Opportunity Statement

Sam Houston State University is an Equal Opportunity / Affirmative Action Institution.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education.

NOTICE OF NON-DISCRIMINATION

Sam Houston State University complies with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act. Sexual misconduct, as defined in the University's Sexual Misconduct Policy, constitutes a form of sex discrimination prohibited by Title IX and Title VII.

TITLE IX CONTACTS

Sex discrimination includes sexual harassment and sexual assault. While it is often thought of as a law that applies to athletics programs, Title IX is much broader than Athletics and applies to many programs at Sam Houston State University. While compliance with the law is everyone's responsibility at SHSU, below is a list of staff members that have primary responsibility for Title IX Compliance.

Title IX Coordinator--Jeanine Bias

Associate Dean of Students --Lowman Student Center, Suite 215

936-294-3026 or jbias@shsu.edu

I, _____ have read the entire syllabus

and hereby agree to abide by the policies contained herein.

_____   _____

Signature   Date