

OAKLAND UNIVERSITY
SCHOOL OF HEALTH SCIENCES
HS3000 – Community and Public Health (4 credits, CRN 14014)
Winter 2018 Semester

Instructor: Kate E. Masley, Ph.D.
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Office Hours: By appointment. Phone appointments are also available. I am always here to help.

Class place/time: **ONLINE**, no in-person meetings required for this course.

REQUIRED Textbook: McKenzie JF, Pinger RR, and Kotecki JE (2018). *An Introduction to Community & Public Health* (9th edition). Sudbury, MA: Jones and Bartlett. *NOTE: Electronic access code is NOT required.*

Course Description: This foundational course introduces students to principles underlying the measurement and determinants of human health and illness. Proper terminology and epidemiological methods are emphasized. We will examine social, cultural, and economic determinants associated with the distribution and cause of disease. Health indicators from *Healthy People 2010* form the core content of this course. Thematically, the focus of the course is on U.S. diversity and the related factors that influence health including race, gender, ethnicity, minority status, disability, age, etc. This course satisfies the university *U.S. diversity* requirement and the knowledge area in the *social sciences*. **Prerequisite: You must have already successfully completed HS 2000 OR HS 201.**

Course Objectives: (Required General Education learning objectives and cross-cutting capacities are in *bold italics* below):

The primary course objective is to increase students' understanding of factors associated with health disparities and individual wellness. As a result of taking this course, participants will be able to:

1. Explain the determinants of health and health intervention strategies;
2. *Evidence knowledge of concepts, methods, and theories designed to enhance our understanding of human behavior and/or societies;*
3. Converse clearly about the goals and objectives of Healthy People 2010;
4. Apply appropriate terminology, epidemiologic methods, and techniques;
5. Demonstrate an understanding of individual and community health promotion issues;
6. *Develop and enhance the cross-cutting capacity of social awareness about health disparities that exist between race, ethnic, age, and gender groups;*
7. *Demonstrate knowledge of how diverse value systems and societal structures are influenced by factors as race, ethnicity, gender, minority status, disability, and age;*
8. *Identify the major challenges and issues that the above factors raise in contemporary society; and*
9. *Demonstrate application of concepts and theories to health problems involving individuals, institutions, or nations.*

Course Procedures: Course material comes partly from the course textbook, but also additional resources (e.g., documentaries, websites, recorded lectures) posted on Moodle. Students will have 1-week per section to independently review these materials and complete homework assignments in a timely manner. Late assignments will not be accepted.

Student Expectations: Students are expected to complete course readings, videos, and assignments by the deadlines noted on Moodle. The course textbook is required and provides the bulk of information required for this class. Supplemental materials will be shared via Moodle. Reliable internet access is required for this online class, no homework or exam extensions will be given for problems with internet access.

Academic Conduct Policy: Cheating or unauthorized collaboration on class assignments and exams, plagiarism, falsifying reports/records, and unauthorized collaboration, access, or modifying of computer programs are considered serious breaches of academic conduct. The Oakland University policy on academic conduct will be strictly followed with no exceptions. Any instances of academic misconduct will be reported to the University for discipline. See catalog under Academic Policies and Procedures.

Professional Conduct: The conduct of a student should be consistent with that of a professional. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, faculty will treat students fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience.

Add/Drops: The University add/drop policy will be explicitly followed. It is the student's responsibility to be aware of the University deadline dates for dropping the course.

Special Considerations: Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services. Students should also bring their needs to the attention of the instructor as soon as possible.

Incomplete Grade ("I" grade): Students who, for reasons beyond their control (e.g., severe long-term illness, bereavements) are unable to complete the course work may request an "Incomplete" grade from the professor. The student and the professor must complete the form, "Request for an Incomplete Grade," available from the professor or the Dean's office. The "I" grade must be approved at least one day before the final examination, but it is expected that the student work with the instructor as soon as possible early in the semester. It is the Professor's decision whether to allow an "Incomplete" grade. Procedures for completing the work in the course are spelled out on the "Request for an Incomplete Grade" form.

GRADE DETERMINATION:

A. Moodle Homework Assignments (30%)

Homework assignments will be completed electronically via Moodle. Homework assignments will be based upon textbook readings and other course content assigned on Moodle (may include additional readings, websites, videos, etc.). Homework assignments will be assigned every other week. Each homework assignment is 10 points and there are 6 homework assignments throughout the semester.

The homework assignments may consist of multiple-choice, true/false, fill-in-the-blank, and/or short answer/short essay questions. Homework assignments will be untimed, and may be opened and closed multiple times in Moodle, allowing you to work on the homework in multiple shorter sessions to suit your personal schedule.

B. Moodle Discussion Board Participation (15%)

Discussion Board participation will be completed electronically via Moodle. Discussion Board assignments will be based upon textbook readings and other course content assigned on Moodle (may include additional readings, websites, videos, etc.). Discussion Board assignments will be assigned every other week—there will be a total of 6 Discussion Board assignments throughout the semester. Each Discussion Board assignment is 5 points. To make sure that you are addressing all of the necessary content and criteria for your discussion board participation, be sure to consult the Discussion Board Grading Rubric, which is included in this course syllabus.

C. Midterm Exam (25%) and Final Exam (30%)

Two exams will be administered throughout the semester, a Midterm Exam and a Final Exam. The Midterm Exam is 50 points and the Final Exam is 60 points. The Final Exam is not cumulative and it will only cover material presented after the Midterm Exam. Exams will consist of multiple-choice, true/false, fill-in-the-blank, short answer, and/or short essay questions. Each exam will emphasize your understanding of basic facts and concepts and your ability to apply this knowledge to a variety of situations. Exams will be administered online via Moodle and will be timed. You may complete the exam anytime during the allowed dates, but will only be able to open the exam once, and you will need to complete it within the allotted number of minutes.

MISSED EXAMS:

Make-up exams are only allowed due to extreme circumstances outside of their control (i.e., grave personal illness, hospitalization, funerals of close family members, University sponsored activities that require your presence, or legal proceedings at which you must appear). In these situations, **WRITTEN DOCUMENTATION IS REQUIRED PRIOR TO THE EXAM** to be considered. Technology failures (e.g., broken computer, lack of internet access) are not considered acceptable excuses. As an entirely online class, it is expected that students have access to a reliable computer and internet connection. Given the online nature of this class and the fact that you have an entire week to complete the exam, it is expected that you plan your schedule accordingly, and make-up exams historically are given very rarely.

Name of Assignment Type	Points	Percent of Total
Weekly Discussion (5 points per week x 6 weeks)	30	15%
Homework (10 points per assignment, 6 assignments)	60	30%
Midterm Exam	50	25%
Final Exam	60	30%
Total:	200	100%

GRADING SCALE

A		B		C		D	
100%	4.0	89%	3.5	79%	2.9	69%	1.9
99%	4.0	88%	3.5	78%	2.8	68%	1.8
98%	4.0	87%	3.4	77%	2.7	67%	1.7
97%	3.9	86%	3.4	76%	2.6	66%	1.6
96%	3.9	85%	3.3	75%	2.5	65%	1.5
95%	3.8	84%	3.3	74%	2.4	64%	1.4
94%	3.8	83%	3.2	73%	2.3	63%	1.3
93%	3.7	82%	3.2	72%	2.2	62%	1.2
92%	3.7	81%	3.1	71%	2.1	61%	1.1
91%	3.6	80%	3.0	70%	2.0	60%	1.0
90%	3.6					≤59%	0.0

Failure to pass ALL REQUIRED ASSIGNMENTS FOR THE COURSE may result in failure of the course completely (a 0.0 grade) or an incomplete (I) grade until all course expectations are fulfilled.

Thinking ahead: Letters of recommendation are only provided to students who achieve a final grade of 3.5 or above. Requests must be submitted 1 month prior to the deadline in writing/via e-mail. It helps if we've had interactions above the minimum required in this course, so I can write more than a generic letter. Students should submit their resume, transcripts, personal statement, and any other relevant information.

Approximate Course Schedule and Topical Outline

The instructor reserves the right to make adjustments to this schedule as necessary and the instructor will inform students of any deviation in scheduling in a timely fashion.

Week #1 January 3-7	Welcome, Introductions, and Carefully Reviewing the Course Syllabus Reading for this week: Course Syllabus Assignment due by 11:59pm on Sunday, 1/7: Week 1 Discussion Board Participation (1 initial post and 2 response posts are due by Sunday, 1/7)
Week #2 January 8-14	Reading for this week: Chapter 1 – Community and Public Health: Yesterday, Today, and Tomorrow Assignment due by 11:59pm on Sunday, 1/14: Week 2 Homework

Week #3 January 15-21	Reading for this week: Chapter 2 – Organizations that Help Shape Community and Public Health Assignment due by 11:59pm on Sunday, 1/21: Week 3 Discussion Board Participation (1 initial post is due by Thursday, 1/18 by 11:59pm and 2 response posts are due by Sunday, 1/21 by 11:59pm)
Week #4 January 22-28	Reading for this week: Chapter 13 – Health Care Delivery in the United States Assignment due by 11:59pm on Sunday, 1/28: Week 4 Homework
Week #5 January 29-February 4	Reading for this week: Chapter 3 – Epidemiology: The Study of Disease, Injury, and Death in the Community Assignment due by 11:59pm on Sunday, 2/4: Week 5 Discussion Board Participation (1 initial post is due by Thursday, 2/1 by 11:59pm and 2 response posts are due by Sunday, 2/4 by 11:59pm)
Week #6 February 5-11	Reading for this week: Chapter 4 – Communicable and Noncommunicable Diseases: Prevention and Control of Diseases and Health Conditions Assignment due by 11:59pm on Sunday, 2/10: Week 6 Homework
Week #7 February 12-18	MIDTERM EXAM
Week #8 February 19-25	WINTER RECESS

Week #9 February 26-March 4	Reading for this week: Chapter 6 – The School Health Program: A Component of Community and Public Health Assignment due by 11:59pm on Sunday, 3/4: Week 9 Discussion Board Participation (1 initial post is due by Thursday, 3/1 by 11:59pm and 2 response posts are due by Sunday, 3/4 by 11:59pm)
Week #10 March 5-11	Reading for this week: Chapter 8 – Adolescents, Young Adults, and Adults AND Chapter 9 – Older Adults Assignment due by 11:59pm on Sunday, 3/11: Week 10 Homework
Week #11 March 12-18	Reading for this week: Chapter 7 – Maternal, Infant, and Child Health AND Chapter 10 – Community and Public Health and Racial/Ethnic populations Week 11 Discussion Board Participation (1 initial post is due by Thursday, 3/15 by 11:59pm and 2 response posts are due by Sunday, 3/18 by 11:59pm)
Week #12 March 19-25	Reading for this week: Chapter 11 – Community Mental Health AND Chapter 14 – Community and Public Health and the Environment Assignment due by 11:59pm on Sunday, 3/25: Week 12 Homework
Week #13 March 26-April 1	Reading for this week: Chapter 12 – Alcohol, Tobacco, and Other Drugs: A Community Concern Week 13 Discussion Board Participation (1 initial post is due by Thursday, 3/29 by 11:59pm and 2 response posts are due by Sunday, 4/1 by 11:59pm)

Week #14 April 2-8	Reading for this week: Chapter 16 – Safety and Health in the Workplace Week 14 Discussion Board Participation (1 initial post is due by Thursday, 4/5 by 11:59pm and 2 response posts are due by Sunday, 4/8 by 11:59pm)
Week #15 April 9-15	No new reading for this week Review for Final Exam Fall classes end on December 9 th at 10pm
Week #16 April 16-22	FINAL EXAM

Grading Rubric for Online Discussion Board Participation

(Total possible points: 5 points)

	Low Performance	At or Below Average Performance	At or Above Average Performance
Knowledge of Topic	<u>0 points</u> <ul style="list-style-type: none"> Initial post does not display an understanding of the topic Initial post does not incorporate any aspect of the readings for the week 	<u>1 point</u> <ul style="list-style-type: none"> Initial post displays a basic understanding of the readings/topic Posting incorporates personal experience, but makes no connection to readings, lecture, and/or video Does not post initial post in a timely manner – student posts initial post after Friday (11:59pm) 	<u>2 points</u> <ul style="list-style-type: none"> Initial post displays a good/excellent understanding of the readings/topic for this week Incorporates the readings, lecture, and/or video into answer Posts initial post in a timely manner---student posts initial post on or before Friday (11:59pm)
Responding to Classmates' Postings	<u>0 points</u> <ul style="list-style-type: none"> Does not respond to classmates' responses Or <ul style="list-style-type: none"> Responses are very vague and offer no real contribution to the discussion (i.e., just says "I agree" and does not elaborate on that) 	<u>1 point</u> <ul style="list-style-type: none"> Responds to 1-2 classmate(s) responses for the week Response offers some additional explanations or elaboration to classmates' response, but lacking a bit Does not respond to classmates in a timely manner – student posts response posts to classmates after Sunday (11:59pm) 	<u>2 points</u> <ul style="list-style-type: none"> Responds to at least 2 classmates' responses for the week (2 response posts are required) Response posts to classmates offer additional explanations or elaboration and incorporate personal experience and/or the readings into response posts Responds to classmates in a timely manner – student posts 2 response posts to classmates on or before Sunday (11:59pm)
Spelling + Grammar and Proper Citations	<u>0 points</u> <ul style="list-style-type: none"> Makes all posts on same day Spelling/grammar mistakes throughout – distracts reader from content Shows disrespect/insensitivity consistently in comments to other students/professor 	<u>.5 point</u> <ul style="list-style-type: none"> A few spelling/grammar mistakes in posts that may be distracting to reader On rare occasion, shows slight disrespect/insensitivity in comments to other students/professor 	<u>1 point</u> <ul style="list-style-type: none"> No spelling/grammar errors in posts Uses proper citations when necessary (APA style) Consistently show respect and sensitivity in comments to other students/professor