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PUBH 2131B - Introduction to Community & Public Health

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GEORGIA SOUTHERN UNIVERSITY
JIANN-PING HSU COLLEGE OF PUBLIC HEALTH

PUBH 2131 Section B- Introduction to Community & Public Health
Fall 2016

INSTRUCTOR:	JOANNE CHOPAK-FOSS, PH.D.	G.A.: MS. FELICIA YEBOAH
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OFFICE HOURS:	MONDAY 1:30PM-3:30PM; TUESDAY 12:30-3:15, AND BY APPOINTMENT	
CLASS MEETS:	MWF 11:15AM-12:05PM, EDUCATION BUILDING ROOM 1127	
FOLIO ACCESS:	https://my.georgiasouthern.edu/portal/portal.php	

Prerequisites: N/A

GSU Catalog Description

Introduces the student to the core functions of public health with an emphasis on community health programs and current trends of population health. Exposes the student to the role of community health practice in maximizing the health status of all populations. Course will include an overview of the organizational structure of federal, state, and local health-related agencies and examine the interrelationship of political, social, cultural and economic dimensions of community based population health activities. (2016-2017, *Georgia Southern University Undergraduate Course Catalog*).

Required Textbook:

McKenzie, J. F. & Pinger, R.R (2015). *An introduction to community health (8th Edition)*, Sudbury, MA: Jones and Barlett Publishers. ISBN-13: 9781284036596

Recommended Textbook: APA. (2009). *Publication manual of the American Psychological Association. (6th ed)*. Washington, D.C.: Author.

BSPH Student Learning Outcomes

Students obtaining the BSPH degree will be able to perform the following skills:

1. Identify and assess public health problems to develop appropriate public health education programs based on sound theoretical foundations of health behavior.
2. Design, implement and evaluate public health educational programs for identified health problems for at-risk populations and communities.
3. Analyze evidence-based and innovative best practices of healthy behaviors to appropriate audiences
4. Demonstrate effective communication and advocacy skills for populations.
5. Apply the basic methodology and research design, data collection and data analysis for identification of health trends and public health problems.

Course Objectives: At the end of the semester the student will be able to:

1. Describe the core functions of public health with an emphasis on community health programs (BSPH SLO 1)
2. Describe the 10 essential services of public health
3. Recognize trends in population health (health outcomes of a group of individuals, including the distribution of outcomes) (BSPH SLO3)
4. Describe the role of community health practice in maximizing the health status of all populations. (BSPH SLO 4)

5. Articulate the organizational structure of federal, state, and local health-related agencies resources and services.
6. Examine interrelationship of political, social, cultural and economic dimensions of community based population health activities (BSPH SLO 4)

Course Format/Organization. The instructor believes that the BEST kind of learning is that which not only introduces students to new information, but provides a learning environment in which students can put information into practice. One-third of the course will include a service learning project. The other two thirds will include learning methods in which students take an active role in their learning. Any or all of the following methods will be used during the semester: Practice-based activity (individual, group, partner) related to content; movie clips/videos, guest speakers. Through the **Folio page** for the class, students may print off a copy of the slides used in class. The Powerpoint slides highlight major concepts to be addressed in class and provide complementing information to what is found in the textbook. Students are strongly encouraged to read the book and fill in the slides.

Last day to withdraw from class without academic penalty is **October 10, 2016. Students who stop attending class without officially withdrawing from the class will receive a final grade of "F"**.

Office Hours– *I am committed to your continued learning and college experience. Furthermore, I believe that the collegiate learning experience must involve collaboration. Students and the professor have reciprocal obligations to each other that must be fulfilled, if the learning process is to be mutually beneficial and successful.*

Office hours for this course are scheduled to provide you with specific assistance with the course information and/or assignments. If you cannot make any of these scheduled “open” hours, please call or email the instructor to arrange an appointment that accommodates both people’s schedules. *I encourage all of you to stop by during my office hours or make an appointment to discuss your progress, review your exams or assignments or discuss your career choices. As a student in my class, you are important to me.* During posted office hours, my door will be open unless another student is in session. If you come by during another time, and the office is closed, it means that I am not there or I am working on something and can’t be disturbed.

Student Expectations and Course Policies:

1. **Attendance** –Students are to be in class on time. After 5 minutes the door will be closed, if you are late please do not enter. You are responsible for all notes, classroom discussion, oral announcements, etc. of what was covered on the day of your absence. IF you miss exams, quizzes or other assignments because of a missed class, then you will receive a “0”. The professor will keep track of your attendance in a variety of ways throughout the term. You are responsible for any material covered or distributed in class, including any announcements, whether or not you are present. Students who miss more than 5 classes will be in jeopardy of receiving a reduction in their final grade by one letter. Furthermore, IF your total points are borderline between two letter grades, more than 5 absences will result in your grade not being rounded up to the higher grade due to these excessive absences.

PLEASE NOTE: *“The University does not issue an excuse to students for class absences. In case of absences as a result of illness, representation of the University in athletic and other activities, or special situations, instructors may be informed of reasons for absences, but these are not excuses,”* Each professor has the responsibility for setting specific policies concerning class attendance beyond the first class meeting, including whether they will accept excused absences and whether they will allow work missed to be made up. (2016-2017) Georgia Southern University Course Catalog).

University Policy on Religious Holidays - It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside in their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of students who wish to be absent to make arrangements in advance with their instructors.

2. **Academic Integrity** As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book <http://students.georgiasouthern.edu/conduct/files/Student-Conduct-Code-2016-2017-Current-Edition.pdf>, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Plagiarism:

"According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH faculty member, the following policy, as per the Judicial Affairs website (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced.

3. **Students with Special Needs or Disabilities:** Georgia Southern University recognizes its responsibility for creating an institutional climate in which students with special needs or disabilities can thrive and learn. The Student Disability Resource Center (2nd floor, Cone Hall); Phone: 912-478-1566, offers various support services and can help you if special accommodations related to your special need or disability is warranted. If you have **any type** of special need or disability for which you require accommodations to promote your learning in this course, please discuss your needs with the instructor immediately. *It is your responsibility to come to the instructor with issues that are potential impedances to your success in this course.* Assignments are a subjective measure of your performance in class. Examinations are the objective measure of student performance. Together with class participation, attendance and passport activities, these complete a balanced assessment of student performance.
4. **Assignment/Activities** - Assignments are assigned a specific due date to ensure that everyone has equal time in which to complete the assigned requirements. All assignments will be submitted via Folio. Students are encouraged to create/save a copy in an MS-Word document using 10 or 12-point font (Arial or Times) and double-spaced. Instructions for each assignment are posted under the assignment will be contained in the assignment description. A rubric will be used to evaluate different elements of the assignment(s) including for grammatical and spelling errors, acceptable writing style as and content. If for some reason, the technology fails (as it does from time-to-time), the student is STILL responsible for the assignment. If necessary, other submission arrangements will be arranged. This policy will also be used in the case of a personal, medical or family emergency. Remember, assignments can be submitted PRIOR to the due date. Try not to procrastinate. Pay attention to the due dates. There are NO MAKEUPS for missing an assignment or an in-class activity.

Requirements for Written Work

- a. Papers must be typed. Please use 10-12 point font (Arial or Times New Roman), set all margins to 1 inch, and double space.
- b. Grammar, spelling, and punctuation are expected to meet the same standard as are required in English classes. There is never any excuse for spelling errors. Use a dictionary. If you have the slightest doubt about the use of grammar, punctuation, or capital letters consult a good reference book.
- c. All submitted work is expected to be free from errors that would be detected in a careful proofreading, i.e., a word omitted, a word inserted twice, or out of place, a typographical error, omission of the "s" from plural word, etc. Do not rely on the spell-checking utility of your word processing program to detect all spelling errors. The program cannot detect the inappropriate use of correctly spelled words..

- d. Written work is expected to be organized to read smoothly and fluently without skipping from point to point and back. The use of appropriate introductory and concluding statements or paragraphs is a necessary part of this organization.
 - e. You are expected to be able to use terms encountered in class or in your readings in appropriate contexts, thus demonstrating that you understand them. If you are using other highly specific terms, explain or define them the first time you use them, and after that, use them in the proper way.
 - f. Use non-sexist language in all papers. Consult the APA Publication Manual (6th edition) for guidance in the use of non-sexist language.
 - g. Use quotation marks when quoting directly from written works of others, Use reference notes when you discuss information or ideas that have been expressed by others. Plagiarism is unethical and illegal. Any form of plagiarism will result in a grade of “0” for the assignment for the entire group if it is a group project and may result in a failure for the course. Refer to Georgia Southern’s Student Handbook for information about Academic Dishonesty.
 - h. Attach a separate reference list including all works referenced in the paper. Refer to the APA Publication Manual (6th edition) if you have any questions regarding how to format APA reference citations or preparation of a reference list.
5. **Examinations** – There will be 8 quizzes (Reading Assignment Tests) throughout the semester. They will be taken on-line through the Folio page for the course. Please be prepared and intend to take the quizzes on the dates scheduled. There will be a **midterm** examination on Week 8. The exam will be given IN-CLASS. Any student who arrives more than 15 minutes late, or after the first exam is handed in, will receive a ZERO (0) recorded for the grade. Exams are the property of the professor, any exams removed from the classroom by students will result in the score of a “0” be assigned for that exam, and an “F” assigned for the entire course. A make-up exam will only be given for a **university excused absence with full documentation, or a personal emergency that arises on the day before the exam date**. The make-up exam must occur within 3 class periods from the original date of the exam.
6. **Final Exam**- In keeping with university guidelines, a final examination of course material will be given during the designated final exam period for this class. The final exam period for this class will be Wednesday, December 7, 2016 from 10 am -12 noon. No one will be admitted to the exam 15 minutes after it begins or after the first person leaves the room, whichever occurs first. A change in a student’s final examination schedule will be approved only for emergency reasons, such as serious illness (a note from Health Services or family physician is required) or the death of an immediate family member (documentation that validates the reason) is required to the instructor.
- **Final examination schedules operate on very tight timeline. Therefore, only in cases of conflict with another class a final exam be changed. If you are an international student, please schedule your flight home AFTER the end of final exams, on. Refer to the important dates to remember for the day, date & time of the final exam for the class.**
7. Samples of your work may or may not be reproduced for research purposes and/or inclusion in the professor’s teaching portfolio. You have a right to review anything selected for use, and subsequently ask for its removal.
8. This syllabus, my lectures, and all materials distributed and presented by me during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.
9. **Cell Phone Policy:** Cell phones are expected to be OFF (or on silent) and OFF your desk (in your purse or bookbag) at all times during all classes. If your cell phone goes off during class, you are using the phone (i.e. texting) or cell phone is on your desk/ person at any time during any lecture you will be asked to leave the

class. If completing an in class activity and you are asked to leave you will not receive credit for participation. **BOTTOM LINE** – REFRAIN FROM ENGAGING IN ACTIVITIES THAT DISTRACT YOU (texting), THE INSTRUCTOR AND OTHER STUDENTS while class is in session. In the event you believe you have an extenuating circumstance that warrants keeping your cell phone, please speak to the instructor **upon entering class**.

**Approximately beginning Week 5, Friday classes will be designated Service Learning Day, to allow out of class time to work with your local community health agency, the class will only meet on Fridays as indicated on the syllabus.

Assignments:

1. **Reading Assessment Tests (RATs)** - RATs will assess students’ understanding of the material presented through the assigned textbook readings. The exams will be objective and include but not limited to true/false, multiple choice, fill in the blank, matching, and short answer. Please see the course schedule for due dates and times **(80 pts)**.
2. **Midterm Exam** - The midterm exam will be an assessment of the student’s understanding of the course material including lectures, course readings, and online modules. The midterm exam will be objective and include but not limited to true/false, multiple choice, fill in the blank, matching, and short answer. It will cover Modules 1-4. **(50 points)**
3. **Final Exam** - The final exam will be a cumulative assessment of the student’s understanding of the course material including lecture, course readings, and online modules. The final exam will be objective and include but not limited to true/false, multiple choice, fill in the blank, matching, and short answer. **(100 pts)**.
4. **Service Learning Project (SLP):** Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities. This project affords students to work directly with a local, health-related public agency. At the beginning of the semester, students will apply for a Volunteer in Action “VIA” Experience with the Office of Student Leadership and Civic Engagement. The project includes: 1) experience *applying* for an internship with an approved health-related public agency 2) self-directed study of a specific area agency, 3) at least 15 service-learning hours volunteering with a single health agency, 4) A final 2-3 page written summary relating the work and mission of this specific agency and address how the agency addresses identified health needs of Bulloch County, 5) A 1 page written reflection on their service-learning experience, 6) A signed letter from the organization confirming service learning experience. This project will be discussed in detail at the beginning of the semester. A rubric will be provided **(160 pts)**.

Point Break Down of Service Learning Project (SLP)

Application for the VIA Experience	25 points
Service Learning Updates (2 @ 5 pts each)	10 points
Service-Learning Log (15 Hours)	30 points
Final Agency Summary Paper	65 points
Reflection Paper- 1 page	25 points
<u>Letterhead Stationary From Agencies:</u>	<u>5 points</u>
Total Points:	160 points

5. **Class Participation/Activities.** Class activities will vary throughout the semester. Activities will include things such as reflections, critiques, in-class work (individual/group), webcast summations (some of the webcasts may require Real Player/RealOne), etc. Each activity will have specific instructions and criteria, so please read before completion. If a student misses class participation/activity points because he or she is absent they will not be allowed to complete the assignment for credit.

Grading:

Reading Assessment Tests (RAT)	80 pts.
Midterm Exam	50 pts.
Final Exam	100 pts.
Service Learning /Community Agency Project	160 pts.
Class Participation/Activities	60 pts.
TOTAL POINTS:	450

Grades:

405-450pts.	90-100%	A	270-314 pts.	60-69%	D
360-404 pts.	80-89%	B	0-269 pts.	0-59%	F
315-359 pts.	70-79%	C			

Instructor Expectations regarding Acceptable Student Behavior

Professional Dispositions:

BSPH are expected to graduate the program with competent professional skills. Professional skills and dispositions are also expected while completing the internship experience. As a student in this course, you are expected to exhibit professionalism at all times. The following is a list of skills BSPH majors are expected to demonstrate:

- Written communication skills: Student uses appropriate professional title, grammar, structure, punctuation, spelling, tone, etc.
 - Email and other media communication: Student uses appropriate professional title, grammar, structure, punctuation, tone, etc. To write a professional email, please include the following:
 - a salutation,
 - identify who you are,
 - what the contact is in reference to (i.e. PUBH4132), and
 - what you would like me to do.
- At the bottom of the email, please type out your name.
- Oral and non-verbal communication skills:
 - In interpersonal communication, student uses or maintains appropriate tone, language, attitude, interpersonal space, etc.
 - In public speaking, student uses or displays appropriate volume, speed, enunciation, eye contact, structure, etc.
- Organization: Student keeps track of assignments and materials, is prepared for presentations, etc.
- Initiative: Student can begin tasks and work independently, initiate tasks/projects, etc.
- Reliability: Student is punctual, completes assignments, meets deadlines, and is prepared for class etc.
- Collegiality: Student exhibits appropriate, positive, helpful interactions with others
- Collaboration: Student collaborates with others on tasks or projects accepts others' suggestions and criticisms, participates in and provides constructive inputs to discussion and debate, etc.
- Judgment: Student considers options and their implications when making decisions, does not act impulsively, etc.
- Respectful: Student respects confidentiality, treats others with respect, etc.
- Self-Presentation: Student is well groomed, dressed appropriately, well rested, etc.
- Interpersonal interactions: Students will practice civility when interacting with faculty and fellow students; in cases of disagreement or conflict, students will make every effort to resolve such matters in a respectful manner with a goal towards mutual resolution.

****If a student fails to comply with the list of professional skills, the faculty will provide the student a warning for the first offense. If failure to improve behavior or to make progress in the relevant skills, the faculty member will immediately report the student to the University Student Conduct Board for violating the Student Code of Conduct.**

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

Tentative Course Schedule- *Fall 2016*

Week Module	Tentative Class Topic	Reading Assignments	Due Dates
Week 1 8/15-8/19	Course Introduction & Syllabus Module 1 Community & Public Health – Yesterday, Today and Tomorrow Service Learning Introduction 8/19 (class attendance mandatory)	Ch 1	
Week 2 8/22-8/26	Module 1 Historical Perspectives of Community Health Organizations that Help Shape Community Health *8/26- Top VIA Choice returned to students	Ch 2	Due in-class 8/22: Top 3 VIA Agency Choices and Why ALSO BRING TEXTBOOK TO CLASS!!
Week 3 8/29-9/2	Module 2 Epidemiology	Ch 3 & 4	Due in-class 8/29: A hard copy of your resume and cover letter for SLP Your resume and cover letter must be submitted to your VIA agency by <u>Friday Sept. 2nd</u> RAT #1 (CH 1& 2) (9/2) by 10pm
Week 4 9/5-9/9	No Class-Monday, 9/5-Labor Day Holiday Module 3 Community Organizing	Ch 5	
Week 5 9/12-9/16	Module 4 School Health <i>No Class Friday 9/16</i> Research, interview, or begin volunteering at your VIA Agency	Ch 6	RAT #2 (Ch 3 and 4) Due (9/16) by 10pm
Week 6 9/19-9/23	Maternal and Child Health <i>No Class Friday 9/23- Service Learning Project sites</i>	Ch 7	
Week 7 9/26-9/30	Adolescent, Young Adults & Adults <i>*No Class Friday 9/30- Service Learning Project sites!</i>	Ch 8	RAT #3 (Ch 5 and 6) Due (9/30) by 10 pm
Week 8 10/3-10/7	Adolescent, Young Adults & Adults (cont.) Midterm Exam Oct. 5th <i>*No class Friday - SLP</i>	Ch 9	SLP Update #1 due 10/7
Week 9 10/10-10/14	Older Adults Module 5 Community Health and Special Populations <i>*No class Friday - SLP</i>	Ch 10	RAT #4 (Ch 7 and 8) Due (10/14) by 10pm

Week 10 10/17-10/21	Community Health and Minorities (cont.) Module 6 Community Mental Health <i>*No class Friday - SLP</i>	Ch 11	
Week 11 10/24-10/28	Community Mental Health (cont.) Module 7 Health Care System: Structure and Delivery <i>*No class Friday - SLP</i>	Ch 11	RAT #5 (Ch 9 and 10) Due (10/28) by 10pm SLP Update #2 due 10/28
Week 12 10/31-11/4	Health Care System: Structure and Delivery (cont.) <i>*No Class Friday - SLP</i>	Ch 13	
Week 13 11/7-11/11	Module 8 Community Health and the Environment <i>*No Class Friday - SLP</i>	Ch 14	RAT #6 (Ch 11 and 13) Due (11/11) by 10pm
Week 14 11/14-11/18	Intentional & Unintentional Injuries as a Public Health/Community Health Problem Service Learning Debrief 11/18	Ch 15 Ch 16	RAT #7 (Ch 14) Due (11/18) by 10pm Friday 11/18: Service Learning Project Due!
Week 15 11/28-12/2	Safety and Health in the Workplace Future Prospective in Community Health Course Wrap Up		RAT #8 (Ch 15 and 16) Due (12/2) by 10pm
Finals Week 12/5-12/9	Final Exam: Wednesday, December 7, 2016 10 am-12 noon		