

HED 355 – Intro: Community Health – Fall 2015

Tues. & Thur. 11:00 AM – 12:15 PM, Pulliam Hall Room 214

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Office Hours: TR 12:15 to 2:00 PM, & 3:15 to 4:30 PM and/or by Appointment

Contact Information for Two Classmates:

Name _____ email _____ Phone: _____

Name _____ email _____ Phone: _____

Course description: HED 355 - Introduction to Community Health. Describes organization & administration of local, state, and national official and non-official health agencies, their purposes and functions, and an overview of methods for meeting community health needs and for solving community health problems.

Required Text: Intro to Community & Public Health 8th Edition

Author: McKenzie **ISBN:** 9781449689889 **Copyright Year:** 2014 **Publisher:** Jones & Bartlett Learning

Course objectives:

By the end of this course, students should be able to:

1. describe the history and timeframe of community and public health;
2. list and discuss the factors that influence a community's health (CHES, Area I);
3. identify health-related organizations & describe their roles in community health (CHES Area II);
4. critically explain the advantages and disadvantages of each level of government and non-government organizations (CHES Area II);
5. identify & describe the steps for developing community health education programs (CHES Area II.A)
6. describe the basics of epidemiology in community health issues (CHES Area I);
7. understand how health care delivery systems function in the US (CHES Area I);
8. describe how a comprehensive school health program is organized & implemented (CHES Area III);
9. list current concerns in the areas of environmental health, injury prevention, and communicable and non-communicable diseases (CHES Area III);
10. understand leadership roles in community health organizations (CHES Area V);
11. analyze health education communication methods & techniques in a community context (CHES Area VII); &
12. develop health education resources for dissemination to different audiences (CHES Area VI & VII).

Electronics:

Use electronic devices in class for course related purposes only, such as completing class project activities, note-taking, researching class topics or adding insight for discussion, etc.

Assessment Grading Scale:

Based on total points received, the grading scale is as follows:

100-90%	A
89-80%	B
79-70%	C
69-60%	D
Under 60%	F

2 Exams	200 pts. (2 x 100 pts. ea.)
Tri-fold Brochure	70 pts.
Public Service Announcement	30 pts.
Community Health Outreach	70 pts.
Service Learning Experience	175 pts.
D2L & In-class Activities	50 pts.
Attendance/Engagement	<u>105 pts.</u>
Total:	<u>700 pts.</u>

Taking exams on schedule is policy, unless for a University sanctioned event. If you know ahead that you will miss a test (i.e. athlete, university sanctioned class event, military, etc.) **request** (in person) a make-up **before test day**. You must also provide a note, in writing, from a coach or professor. Excused absences must be approved in advance and make-up exams are not provided for an unexcused absence. In-class activities, or quizzes, may not be made up on days missed. **You are responsible for obtaining any information missed** - if you miss class, *utilize student contacts to find out what you missed*. Please notify instructor for any other reasons for missed exams ASAP.

Late Policy: Assignments are expected to be turned in on the assigned due date. Late assignments, if not approved by the instructor will not be accepted or may receive ½ the normally earned points.

ASSIGNMENTS:**2 Exams:** (2 x 100 pts. ea.)

There will be two exams given based on the text, lectures, and class discussions. The exams will consist of multiple choice or matching.

Tri-fold Brochure: (70 pts.)

Each student will create a tri-fold brochure focusing on a health-risk behavior or community health issue. The purpose could be to:

- teach people how to do something,
- provide information about a health related concern or
- announce a program, organization or event.

Brochures will include written content, graphic design/photo elements that convey the purpose of the brochure and include a call to action appealing for the target population. The tri-fold brochure will be submitted along with a separate written summary to briefly explain the reasons for creating this type of brochure, why the content and graphic design elements were used with the target population, and how the brochure would be utilized/distributed. What resources would be used to create the tri-fold brochure (details in class.)

Public Service Announcement: (30 pts.)

Develop a 30-second public service announcement (PSA) for radio, television or internet. PSAs will be presented in class (read, video, Ppt.) A written summary paper will accompany the PSA. It is suggested that students use the same topic/event used for the tri-fold for their PSA.

Community Health Outreach: (70 pts.)

Each student will attend a community or public health related outreach event (*your choice*). Students will write a 2-page summary paper describing each of the following components (10 pts. ea. = 50 pts.):

1. Describe the overall event, noting the size of the event/# people involved, sponsor(s) and funding source(s). When & where the event was held? (*Take pictures of yourself at the event!*)
2. What was the goal of the activity or event?
3. Who was the target audience?
4. What was the health education message, and what channel(s) of communication were used?
5. Critique the effectiveness of the community public health message for the event. What worked well? What could be done differently? How was the response & why? Also, other relevant comments!

The Student Center, Student Health Clinic, DOH, health advocacy groups, newspapers or non-profit organizations are good places to check for upcoming events (*more details in class*).

Service Learning Experience (SLE): (175 pts.)

→ **Three part assignment** - SLE (100 pts.), SLE Folder (50 pts.) & SLE Presentation (25 pts.)

SLE (100 pts.) - Each student will select a field site organization to complete an 8-hour SLE. Service learning blends classroom learning with the practical application of that knowledge through service (i.e., non-paid). Service learning provides an insider's perspective of how things work within an organization, and offering participants a sense of gratification by supporting a worthwhile organization and their clients.

SLE locations may include social service agencies, volunteer organizations, non-profits, faith based programs, healthcare or nursing facilities, Health Dept., school health programs and shelter/charity organizations, etc.

Contact SIU Center For Service-Learning & Volunteerism: <http://www.cslv.siu.edu/students/svc/faq.html>

The SLE should meet the following requirements:

- The site is related to community public health, health education or risk factors for health.
- Experience occurs outside of your normal work area or regular responsibilities.
- The site allows 8-hrs. of service during the semester (over more than a one day period of time).
- Experience will need to provide meaningful involvement (e.g. helping to plan, develop, teach, write, design, research or shadowing a key worker in the organization for only *part* of learning experience).

Each student is *required* to interact with the instructor regarding SLE arrangements:

1st interaction is for prior approval of the SLE site, and the 2nd interaction to ensure that assignment requirements are actually going to be fulfilled for SLE as intended (*more details provided in class*).

SLE Folder (50 pts.) – You will complete a SLE folder that includes the following hardcopy components:

1. Provide a brief history of the organization, management structure, how you became involved with the organization and a description of the program(s) you experienced
2. Create a log of when and how you interacted for all hours and an entry for each visit discussing:
 - a. What you learned, what you did and how you were guided, and impressions regarding the visit
 - b. Describe people you interacted with and any other comments, avoid names to maintain confidentiality
3. Collect Artifacts like materials you created, photos of you on location, meeting agendas/minutes, etc.
4. Prepare a written analysis of your overall SLE addressing the following:
 - a. How the SLE related to community and public health?
 - b. How did the SLE contribute to your understanding of the organization's role in community health?
 - c. What did you learn about the population being served?
 - d. What did you learn about yourself and your career goals?
 - e. What SLE recommendations do you have for this project in future semesters?
5. Copy of thank you letter for the SLE supervisor and other docs. (E.g. letter of recommendation, etc.)

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SLE Presentation (25 pts.) - Students will present a 10-minute in class SLE summary, with PowerPoint and submit the SLE portfolio folder on the day of the presentation.

The SLE Presentation will include the following:

- Describe the organization for which you provided service. What organization was it? How is the organization structured? How is it funded? What role does it play in community health services? What population does it serve?
- Include some additional public health info. and/or relevant statistics (outside resource like the CDC, or Journal Article) regarding the area of your SLE and list the reference source.
- What types of activities did you perform?
- What challenges did you face?
- Identify the most rewarding aspect of your service learning experience.
- Knowing what you know now, what would you have done differently?

D2L & In-class Activities (multiple activities total 50 pts.): May consists of scheduled and unscheduled individual/group work to express your personal responses regarding feelings, values, beliefs, experiences, opinions and comments to situations, guest speakers, event, video and/or information covered in the class. Details TBA during the semester or provided on the day of the activity.

Attendance/Engagement (105 pts.)

The course is a face-to-face learning experience designed for students to physically attend class and participate in covering materials, interact with classmates and share personal experiences, knowledge, opinions, values as well as beliefs regarding topics. Points are earned for each day a student attends an official day of class, beginning Tues. 9/25/15 (absences, including missed late-start days do not earn attendance/engagement points.)

Tentative Class Outline* (See D2L for possible additional readings, assignments and activities per week.)

Date	Topic	Assignment	Due
Week 1 Tue. 8/25 Thur. 8/27	Introductions/student profiles, review syllabus History Community and Public Health	Ch. 1	Bring to class and submit completed student profile w/photo 1 st day of class
Week 2 Tue. 9/1 Thur. 9/3	History Community and Public Health Organizations Shape Community and Public Health	Ch. 1 & 2	Students make contact to locate/arrange a SLE
Week 3 Tue. 9/8 Thur. 9/10	Epidemiology – Study of disease Epidemiology – Prevention/control of disease	Ch. 3 Ch. 4	
Week 4 Tue. 9/15 Thur. 9/17	Community Organizing School Health Maternal, infant & Child Health	Ch. 5 Ch. 6 Ch. 7	
Week 5 Tue. 9/22 Thur. 9/24	Adolescents, Young Adults & Adults Finish chapters and review for Exam	Ch. 8	

SYLLABUS

<u>Week 6</u> Tue. 9/29 Thur. 10/1	Exam I Go over exam / Elders Older Adults	Ch. 9	Exam I – Ch. 1 through 8
<u>Week 7</u> Tue. 10/6 Thur. 10/8	Community and Public Health Racial/Ethnic Populations	Ch. 10	
<u>Week 8</u> Tue. 10/13 Thur. 10/15	<u>FALL BREAK –No Class</u> Mental Health	Ch. 11	
<u>Week 9</u> Tue. 10/20 Thur. 10/22	Alcohol, tobacco, & other drugs	Ch. 12	
<u>Week 10</u> Tue. 10/27 Thur. 10/29	Health Care Delivery Systems	Ch. 13	
<u>Week 11</u> Tue. 11/3 Thur. 11/5	Environmental Health Injuries Emergency Preparedness	Ch. 14	Tri-fold Brochure & PSA due Community Health Outreach
<u>Week 12</u> Tue. 11/10 Thur. 11/12	Injuries as a Community and Public Health problem	Ch. 15	Service Learning Experience (SLE) Completed
<u>Week 13</u> Tue. 11/17 Thur. 11/19	Safety and Health in the Workplace	Ch. 16	
<u>Week 14</u> Tue. 11/24 Thur. 11/26	Presentations THANKSGIVING – No Class		
<u>Week 15</u> Tue. 12/1 Thur. 12/3	Presentations		
<u>Week 16</u> Tue. 12/8 Thur. 12/10	Presentations Review for Exam II		Exam II Ch. 9 through 16
<u>Week 17</u> Thur. 12/17	Final Examination Week 10:15 AM to 12:15 PM		

* **Tentative Class Schedule** This course outline is subject to change. Additional directions, readings or activities/assignments will be added and or modified during the semester. Due dates may fluctuate by the instructor, based on our progress through the course materials. You as an active student will be involved in some of the decisions and made aware of changes (e.g. guest speakers, topic dates, in class activities or other agenda).

Emergency Procedures

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.



Syllabus Attachment Fall 2015

IMPORTANT DATES *

Semester Class Begins08/24/2015
 Last day to add a class (without instructor permission):.....08/30/2015
 Last day to withdraw completely and receive a 100% refund:09/06/2015
 Last day to drop a course using SalukiNet:.....11/01/2015
 Last day to file diploma application (for name to appear in Commencement program):
09/18/2015

Final examinations:.....12/14–12/18/2015

*Note: For outreach, internet, and short course drop/add dates, visit Registrar's Academic webpage
<http://registrar.siu.edu/>*

FALL SEMESTER HOLIDAYS

Labor Day Holiday 09/07/2015
 Fall Break 10/10—10/13/2015
 Veterans Day Holiday 11/11/2015
 Thanksgiving Vacation 11/25—11/29/2015

WITHDRAWAL POLICY ~ Undergraduate only

Students who officially register for a session may not withdraw merely by the stop-ping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit
<http://registrar.siu.edu/pdf/ugradcatalog1314.pdf>

INCOMPLETE POLICY~ Undergraduate only

An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or *graduation*, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of *F* and the grade will be computed in the student's grade point average. *For more information please visit:*

<http://registrar.siu.edu/grades/incomplete.html>

REPEAT POLICY

An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. *See full policy at*
<http://registrar.siu.edu/pdf/ugradcatalog1314.pdf>

GRADUATE POLICIES

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit
<http://gradschool.siu.edu/about-us/grad-catalog/index.html>

DISABILITY POLICY

Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements.

<http://disabilityservices.siu.edu/>

PLAGIARISM CODE

<http://pvcaa.siu.edu/common/documents/Plagiarism/Guide%20to%20Preventing%20Plagiarism.pdf>

MORRIS LIBRARY HOURS

<http://www.lib.siu.edu/about>

SAFETY AWARENESS FACTS AND EDUCATION

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

<http://safe.siu.edu>

SALUKI CARES

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu,

<http://salukicare.siu.edu/index.html>

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INCLUSIVE EXCELLENCE

SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well as an essential preparation for any career. *For more information please visit:*

<http://www.inclusiveexcellence.siu.edu/>

LEARNING AND SUPPORT SERVICES

Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:

Tutoring : <http://tutoring.siu.edu/>

Math Labs http://tutoring.siu.edu/math_tutoring/index.html

WRITING CENTER

The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit

<http://write.siu.edu/>

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY

Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. *For more information visit:*

<http://diversity.siu.edu/#>

Additional Resources Available:

SALUKINET: <https://salukinet.siu.edu/cp/home/displaylogin>

ADVISEMENT: <http://advisement.siu.edu/>

SIU ONLINE: <http://online.siu.edu/>

SYLLABUS