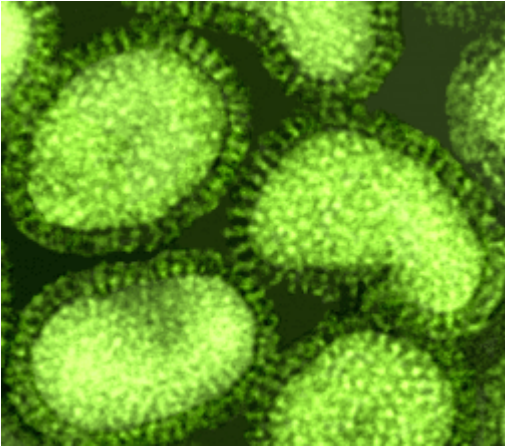


ALHS 3360
Community Health Principles

Course Syllabus
Fall 2008



The Influenza Virus



**Smoking-related deaths per year:
400,000 (U.S.)**



The Mosquito Vector

**transmits such diseases as malaria, dengue fever,
yellow fever, West Nile virus**

***"A small group of thoughtful people could change the world. Indeed, it's the only thing that ever has
Margaret Mead***

**ALHS 3360
COURSE SYLLABUS**

Community Health Principles

Fall 2007

Credit hours: 3

Class Time: MWF 8 - 8:50 AM

Classroom: HPC Rm # 3055
Pal 0114 (Palestine)
Luc0201 (Longview)

FACULTY

Cheryl M. Cooper, RN, MSN; PhD

Office: UTT HPC 3075
Phone 903 566 7263

Email: ccooper@uttyler.edu

Office hours: Wednesday 12-3
(Please make appointment if possible).

Required Course Materials

1. Text: An Introduction to Community Health, 5th edition
McKenzie, Pinger, and Kotecki
2. Internet access (UTTyler student E mail address)
3. Enrolment in *BlackBoard* system for the course

COURSE DESCRIPTION

ALHS 3360 is the study of the basic components of community and public health services and education

COURSE OBJECTIVES

At the end of this course students should be able to (verbally and/or in writing):

1. summarize the major developments in the history of public and community health activities, from the earliest times to the present.
2. explain the major principles and concepts which are basic to the understanding of community and public health practice.
3. discuss some of the most important ethical principles faced by health professionals working in the field of public/ community health. Describe some examples of the tension that often exists between individual rights and the health of the public.
4. describe the relationship between culture and health. In particular , explain the ways in which the cultural competence of health professionals can improve and promote health and prevent disease in individuals and communities.
5. identify local, state, national and global agencies and foundations that provide health related information about regions, countries, communities and populations. Use the internet to gather information about their mission, goals, and activities
6. describe some of the major health indicators that are used to prioritize disease prevention and health promotion programs in this country and in other parts of the world.
7. discuss a variety of perspectives on selected regional, national, and global public/community health issues including health disparities, family planning, burden of disease, antimicrobial resistance..
8. identify and describe the major local, regional, state, national and global public/community organizations that are currently addressing the major health issues of our times..
9. describe some specific examples of the application of public/community health interventions to address health problems of various populations , at the community, national, and global levels.

10 Read and summarize two selected research reports published in public or community health literature (peer reviewed journals)

.For each article the student will be able to:

- a. identify the research problem
- b. identify the research question
- c. describe the research design
- d. explain the methods and rationale for the method
- e. summarize the major findings
- f. identify any problems related to validity.
- g. describe the author's suggestions for further research. .
- h. conduct an abbreviated community assessment using the *Photovoice* methodology described in the guide.

Required Learning Experiences

1. Assigned readings from the required text

Class discussions and activities are based on the assumption that students have read the assigned chapters before class. Not all of the reading assignments will be discussed in class. Independent study is expected.

2. Regular attendance and participation in class discussions and activities.

**Attendance sheets : please sign for each class attended
No specific points are offered or deducted relative to attendance.
BUT - attendance could make a difference if a student lacks one or two points in making the desired grade. In such a case, pop quiz grades, the attendance record, and level of class participation may be considered.**

I use attendance records to evaluate relationships between class attendance and success in the course. So far, there seems to be a direct relationship!

ABOUT EXAMS and GRADING

- All exams are open book/notes/everything. Exam will be strictly timed .Expect this! Part of the preparation for an open- book exam is to be very familiar with the material and have resources well organized. Otherwise, you should prepare in much the same way as you would for a closed-book exam.
- **NOTE WELL!** most students who have taken open book exams in this course have found them to be **at least** as challenging as closed

book exams. (See *Taking an Open Book* exam document on BB under course documents).

- Exams (and quizzes) will consist primarily of objective, matching, true/false or multiple choice questions, covering class readings, class lectures, class discussions, a-v presentations, and guest speakers' remarks. It is likely that there will be one or two questions requiring a response in the form of a brief discussion.
- You may ask any question of me during the exam. If I perceive your question to be too close to what I am trying to test, I may ask you to “buy” the answer for the same number of points I would give for the correct answer. You may refuse this.

Grading

Your grade for this course will be calculated as follows:

Midterm exam	35%
Final Exam	40%
Project	25%
Class folder	P/F
<i>(possible 5 extra bonus points for exemplary folder)</i>	

Final Grade

90 - 100%	= A
80 - 89%	= B
70 - 79%	= C
60 - 69%	= D
<59%	= F

Miscellaneous Policies

1. LATE ASSIGNMENTS.

All assignments-written and oral-are due on the date assigned. If, due to an excused illness or other emergency, the project cannot be submitted on time, I must be notified at least 2 days in advance (the sooner the better). Have an alternative plan. It is not acceptable to notify me that a project is not ready on the day it is due. Points will be deducted from the final exam score (one for each day late).

2. EXTRA CREDIT.

Extra credit projects are not available. Rather than do additional work on a different project, you are encouraged to focus more time and attention on the required course assignments.

3. WRITTEN WORK - QUALITY

Work that is not professional – that is, messy, and/or laden with grammatical and spelling mistakes, will be returned for rewriting. The earned score of the rewritten paper will be reduced by 10%.

4. BACK-UP COPIES

Students are expected to keep and have available upon request back-up copies of all written assignments

5. ATTENDANCE and MISSED CLASSES

Attendance will be taken daily by sign in sheet

Students who must miss class **for any reason**, are responsible for obtaining missed information **from other students**. Please do not ask the instructor to provide this information.

*T here will be **no make-up exams** except under VERY UNUSUAL circumstances.*

6. CLASS PARTICIPATION - includes but is not limited to the following:

- Questions in class
- Questions after or before class
- Questions in my office
- Questions by e mail or telephone (that involve clarification of class material)
- Answering questions in class
- Participating in class discussions
- Written or verbal responses to videos or speakers
- Suggestions (politely offered) for making class time more meaningful, valuable or interesting for students (and teacher)
- AND last but not least**Showing up**

University policies taken from the Handbook of Operating Procedures that you should be aware of and adhere to.

CLASS ATTENDANCE

Responsibility for class attendance rests with the student. A student shall make every attempt to notify each instructor in advance, or as soon as possible thereafter, when there is a legitimate (unforeseen or unavoidable) reason for being absent.

STUDENT CODE OF CONDUCT

. . . Disciplinary proceedings may be initiated against any student for any of the following acts or omissions:

. . . Scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- (i) "Cheating" includes, but is not limited to:
- copying from another student's test paper;
 - using during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test, key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;

- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; . . .

“Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

“Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

FOOD AND DRINK IN CLASSROOMS

Consumption of food and drink in university classrooms is prohibited.

INDOOR SMOKE-FREE CAMPUS

The University of Texas at Tyler is an indoor smoke-free campus. No smoking will be permitted in any building, hallway, classroom, laboratory, restroom, lounge, or other indoor location.

B. Religious Holy Days. In accordance with Texas Education Code, Section 51.911, a student may be excused from exams or assignments in observance of a religious holy day if at least 5 days before the date of absence the student delivers written notice of the absence to the instructor(s) of the class (es) by either (1) personal hand-delivery, with acknowledgement of receipt by instructor(s) or (2) certified mail, return receipt requested.

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under section.

A student shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after an

absence due to observance of a religious holy day provided the student has met the conditions listed above.

DISABILITY SUPPORT SERVICES

If you have a disability, including a learning disability, for which you request disability support services/accommodation, please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation must provide documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Office located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579).

ALHS 3360

Photovoice Project





Objective: Communicate verbally and in writing, through a series of photographs, your perceptions about the health of the community or communities in which you took your photographs.

Your task is to take photos which represent situations, concerns, and/or issues, that you believe reflect or represent or relate to the health status of **the community**.

Keep in mind that much of our current health care system is devoted to individuals, rather than the entire community or to populations. You will be concerned with the community perspective. Although some of your photos may be of individuals, your task is to describe how each photo is related to the health of the **community**. The photos may represent healthy or unhealthy situations, concerns or issues that are addressed by public health activities.

NOTE: your grade for this project will include both your individual grade and the grade for your group. The combination of group and individual grade will constitute one third of your grade for the course.

Learning to work in groups is an important part of your education. You will no doubt be required to work in groups in your future employment setting. Group work is, for some, difficult and frustrating. Do your best.

You will be asked to evaluate your group leader, and yourself as a group member, at the end of the project .

The project should be completed as follows.

1. Read the chapter in your text that addresses the topic assigned. Explore the internet for additional scholarly information. Meet with your group to develop ideas for the project.

2. Obtain a camera (may be a simple disposable one).

3. Take **at least** 27 photos, and label each with the date, time and place photo was taken. These will be turned in to instructor when project is completed.

3. from the 27 photos (or more), select 5 that are your "favorites" and share them with your group. The group will select **one** of the five, to place in the group display.

For the **selected photo** you should provide the following information.

- an explanation that describes where and when (date and time) the photo was taken
- a discussion of the relevance of the photograph to community health, and specifically to the principles and /or concepts discussed in class and in lectures. You will focus on the community health area assigned to your group.
- Select a Healthy People 2010 specific objective and focus area that you think best relates to each photograph. Be specific! Find information about the **progress** on the particular objective you have selected (from the HP 2010 web site).
- Briefly summarize this progress.
- State which "organizational division" from the Department of Health and Human Services that you think would be most likely to be involved in the issue. Which NGO (s) and Professional Health Associations might be involved?

In the past, students who have done best on this project, have begun taking their photographs early in the course – even before they are completely knowledgeable about the issue. It should be a process of DISCOVERY. You will learn as you go.

CAUTION - PLEASE NOTE WELL

BE SURE THAT YOU ARE SENSITIVE WHEN TAKING YOUR PHOTOS. ASK PERMISSION BEFORE YOU TAKE PHOTOS OF INDIVIDUALS OR TO TAKE PICTURES AT A BUSINESS. IF IN DOUBT WAIT, AND DISCUSS IN CLASS, OR WITH ME, BEFORE TAKING ANY PICTURE THAT YOU THINK MIGHT RESULT IN HARM TO ANYONE.

I have posted a "*consent to photograph*" document that you should use before photographing children or strangers (under the age of 18 years)

I

Individual Component (50% of project grade)

- You will submit to me (for your individual grade) all the photos you took and will include the date, time, you took the photo on each.
- You will choose five of your photos and note date, time, place, and reason you decided to take the photo (i.e. what aspect of community health does it represent?)
- For one photo (chosen by your group) you will discuss as described above.

Group Component (50% of project grade)

- Select a group leader
 - Each group member should submit 5 photos to the group for consideration.
 - Group should select one photo from each group member for the group display.
 - Group should then decide how they wish to display the photos (with the accompanying written information), so that the class as a whole can view the work and the professor can grade it.
5. Each group member should be ready to discuss his/her photo during exhibit day.
6. photos should indicate date, time, and place photo was taken.
7. Each photo will be accompanied by a discussion about it's relevance to the course and to the "focus' are you have been assigned.

Criteria for group grade

- Evidence of group participation
- Relevance to course work
- Creativity
- Overall quality of your work - it should be a college – level effort!

Use your text for this class, and your lecture notes as a guide to help you select relevant concepts and principles