

ALHS 3360 - COMMUNITY and PUBLIC HEALTH
Fall Semester 2025- online format

Instructor Name and Title: William Sorensen, Ph.D. Professor

Office Location & Times: HPC Rm #3095, No set hours since this is online. One-on-one communications with the instructor will be through UT Tyler email (please not through Canvas email).

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Required Text: 11th edition:

Seabert DM, McKenzie JF, Pinger RR, McKenzie's An Introduction to Community Health, Jones & Bartlett Learning (©2026). ISBN 9781284299847

NOTE: This semester UT Tyler has acquired funds for students to receive a free e-textbook. Here is the link to your e-textbook:

<https://ebookcentral.proquest.com/lib/uttyler/detail.action?docID=31929776>;

Here are the instructions for students to download chapters of the textbook as a PDF.

<https://youtu.be/R0cF7UIVuk4>. We have access to 3 textbooks, so it is best for students to download the chapters. Students can download 324 pages per 24 hours. (Contact Ms. Jolain Lamott, Librarian, if there are questions or problems to this procedure: W: 903-565-5614, jlammott@uttyler.edu)

Classroom Location: Online

Course Dates: Starts August 25th, ends December 13th

Deadline to withdraw without penalty: Nov. 3rd

Catalog Description: Study of the basic components of community and public health services and education. (This course is fundamental for the CHES* exam.)

Course Objectives: To accomplish the course goal the student will be able to:

1. Summarize major developments in the history of public health activities, from the earliest times to the present, and appreciate changes in U.S. public health history.
2. Define the major ideas and concepts which are basic to the understanding of community and public health practice.
3. Discuss ethical principles: Give examples of the tension that exists between individual rights and the health of the public, for example.
4. Describe the relationship between culture and health and define the term *cultural competence*.
5. Identify local, state, and national resources that provide health data and utilize these data to identify health problems.
6. Identify local, state, and national organizations that provide community health services to the public.
7. Describe the process for developing health programs from assessment through planning, implementation and evaluation.
8. Create, and compare and contrast health programs.

9. Define Community Based Participatory Programming.
10. Discuss a variety of perspectives on current public/community health issues, including disparities, family planning, and access to care.

Letter grade transcription

90-100 A, 80-89 B, 70-79 C, 60-69 D, <60 F

Grading Plan:

100 maximum points:

Quizzes	20 points (10 each x 2).
Projects	75 points (5 total projects at 5, 20, 10, 15, 25 pts in order of project)
Zoom session	5 points for any 1 Zoom (virtual classroom) session (mandatory); Note: the student needs to show his/her face the entire time and talk more than once during any session, to count towards participation.

In General:

Since this is an online class, your ability to work independently and retain information from that effort is necessary. Sounds easy, but it is not so easy if you are new to this format.

- Self-discipline and time-management skills become more important in online classes than in traditional classes.
- It is recommended that you set aside 6-8 hours or so, per week, for this class. It would be very wise to look at the calendar document and mark important dates/times into your personal calendar.
- Each student should have his/her own version of the textbook: it is free- no excuses.
- Pay attention to Canvas announcements (you can program to receive announcements to your e-mail account).
- Be consistent in reading the text book; some parts of some chapters seem dull and boring, pace yourself.
- The motivation to learn is up to you.

Particular Formats:

Quizzes: To assess knowledge and memory. Either multiple choice, short essay, true-false questions, or problem solving questions (including graph interpretation). Have a calculator handy. In general, the window for a Canvas quiz will be scheduled for Thursdays through Saturday at noon; they will open at midnight and be open for 60 hours. However, once the link is opened you will only have a limited time (say 40-50 minutes). Once you open the link, you must finish the quiz; you cannot backtrack to a previous question or answer.

Projects: Projects are assignments that are elaborate and individualized work. Students will have a few weeks to several weeks to complete a project. They are- for the most part- individualized. Only one project requires group work (Photovoice). Projects are uploaded into Canvas assignments. Projects cannot be late because Canvas turns off the upload-capability after the due date/time.

Zoom class: This is the “class participation” piece. Pick one of the times, log in, and participate (see schedule).

Communications: In regards to questions about the “mechanics” of the class, please communicate through the Canvas discussion folder called “Administrative issues”. This allows both questions and responses to questions to be seen by everyone. More generally, please do not send the instructor an e-mail message or a private Canvas-“inbox” message about the mechanics of the course. If you must communicate with the instructor privately, send him an email through regular email.

AI statement (starting in the fall of 2024, UT Tyler expects every course syllabus to include an AI statement): AI may be used in this course if it is acknowledged as a reference. Caution is needed however: Dr. Sorensen believes that AI is not needed, and in fact may gunk up some of your assignments. He thinks that you should be able to communicate on your own. His experience with AI is that it is a notoriously poor writer; it may write with no spelling errors, but the “thrust” of communication may be missed with AI)

UT Tyler POLICIES

See Canvas module “Getting started” for University policies.

*The CHES exam covers seven Areas of Responsibility. This class should prepare the student for the seven areas, which are:

- Plan an assessment process.
- Plan health education strategies, interventions, and programs.
- Implement a plan of action.
- Conduct evaluation and research related to health education.
- Administer and manage health education interventions, and programs.
- Serve as a health education resource person
- Communicate and advocate for health and health education.