

**ALHS 3360 – Principals of COMMUNITY and PUBLIC HEALTH
Spring Semester 2025**

Instructor Name and Title: Ifeolu David, MD, MPH, Ph.D

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Required Text: Seabert DM, McKenzie JF, Pinger RR, An Introduction to Community Health, Jones & Bartlett Pubs. 10th edition (© 2022).

Classroom Location: HPC 3055

Course Time and Dates: 01/12/25 to 5/02/25

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. 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:

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

- ✓ Assessment of Needs and Capacity
- ✓ Plan health education strategies, interventions, and programs.
- ✓ Implementation
- ✓ Evaluation and Research
- ✓ Advocacy
- ✓ Communication
- ✓ Leadership and Management
- ✓ Ethics and Professionalism

Consider:

- 1) Setting aside time, ahead of time, to work Canvas, read the text, and take notes according to the WEEKLY schedule.
- 2) Be consistent in reading the textbook; consider reading some sections twice.

In addition, consider:

The textbook is a very important resource for this class. Even though you may receive supplemental articles or links to articles or news stories, the text is our main material, and must be read in a regular and timely manner.

Grading Plan and Evaluation Methods

Student performance in this course will be evaluated using multiple measures designed to assess knowledge acquisition, application of skills, critical thinking, and professional competencies consistent with **CHES Areas of Responsibility**.

Final course grades will be determined using the following weighted components:

- **Weekly Quizzes (Best 10 of 14) – 40%**
- **Discussion Boards – 20%**
- **Midterm Examination – 15%**
- **Final Examination – 15%**
- **Attendance and Participation – 10%**

Total: 100%

Final letter grades will be assigned as follows:

A = 90–100 B = 80–89 C = 70–79 D = 60–69 F = below 60

Assessment Descriptions

Weekly Quizzes (40%)

Weekly quizzes are used to assess students' mastery of foundational concepts, terminology, and principles of community and public health. Fourteen quizzes will be administered during the semester, with the **highest 10 scores** applied toward the final grade to support mastery learning. Quiz content aligns primarily with CHES competencies related to **Assessment, Planning, and Evaluation**. Quizzes may include multiple-choice, true/false, short-answer, and applied problem-solving items. Quizzes are administered via Canvas and must be completed in a single sitting once opened.

Discussion Boards (20%)

Discussion board assignments are designed to evaluate students' ability to **apply theory to practice**, analyze current public health issues, and demonstrate professional communication skills. Students are expected to contribute original, evidence-informed responses and engage substantively with peers. Discussion activities align with CHES competencies related to **Communication, Advocacy, Leadership, and Ethics and Professionalism**. Discussion boards are weighted at half the value of weekly quizzes to balance engagement with content mastery.

Midterm Examination (15%)

The midterm examination evaluates students' understanding of key concepts, frameworks, and processes covered in the first half of the course. Assessment formats may include objective and short-answer questions and emphasize integration of course material consistent with CHES responsibilities related to **Assessment and Planning**.

Final Examination (15%)

The final examination is cumulative, with emphasis on course content covered after the midterm. It assesses students' ability to synthesize and apply community and public health principles, including program planning, implementation, and evaluation.

Attendance and Participation (10%)

Regular attendance and active participation are essential to achieving course learning outcomes. This component assesses students' professional responsibility, engagement in class activities, and contribution to discussions relevant to community and public health practice