

ALHS 3360 - COMMUNITY and PUBLIC HEALTH
Summer I Semester 2025- online format

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

Office Location & Times: HPC Rm #3095, standard office hours- schedule a time beforehand (send the instructor an e-mail to set up a time; meetings can be in-person or by telephone).

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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

Classroom Location: Online

Course Time and Dates: Starts June 2nd, ends July 5th

Deadline to withdraw without penalty: June 24th

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	10 points each (9 assessments total, one with the lowest score will be dropped if all 9 are taken).
Projects	20 points (8 pts project 1; 12 pts project 2)
Zoom sessions	Any 1 Zoom session is mandatory; after that, Zooms will be considered extra credit: 3 extra points each for the 2 nd and 3 rd sessions. Note: the student needs to show his/her face the entire time and talk more than once during any session, to count towards grades.

*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.

Since this is an online class AND a summer class, your ability to read a lot and retain that information is necessary. Sounds easy, but it is not easy. You should be doing something for this class EVERY DAY:

- Self-discipline and time-management skills become more important in online classes than in traditional classes. Do you have these skills in order to be successful in this class? (If you don't think so, perhaps you should take this class during a longer, regular semester).
- A regular semester (fall/spring) is 15 weeks long. This summer course is 5 weeks long, or one third the length of a regular semester. That means the workload is 3x greater, per week, than a regular semester. Ready?
- It is recommended that you set aside 12-16 hours or so, per week, for this class. Do yourself a favor and dedicate a few hours every day to this class- and reserve these times within your personal calendar. Don't let anything or anyone interrupt you when you arrive at those reserved times.
- Each student should have his/her own textbook; quizzes are based on the textbook (although the last quiz has some questions based on a movie).

Consider:

- 1) Setting aside time, ahead of time, to work Canvas, read the text, and take notes according to a RIGID, WEEKLY schedule;
- 2) Pay attention to Canvas announcements (you can program to receive announcements to your e-mail account);
- 3) Be consistent in reading the text book; even though you may receive supplemental articles or links to articles or news stories, the text is our ground and food, and must be read in a regular and timely manner.
- 4) The motivation to learn is up to you.

Particular Formats:

Quizzes (9): To assess knowledge, memory, preparation. 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 and Fridays (except for the first week- check the schedule); they will open at midnight and be open for 36 hours. Once the link is opened you will only have 40-50 minutes (1 of the 10 questions is an essay question- you will need several minutes to answer it; the rest you should be able to breeze through quickly) to complete the quiz. Once you open the link, you must finish the quiz; you cannot backtrack to a previous question or answer.

Projects (2): Projects are assignments that are elaborate and individualized work. Students will have several days, if not a few weeks, to work on projects. Projects are uploaded into Canvas assignments. Projects cannot be late because Canvas turns off the upload-capability after the due date/time.

Extra-credit: Participation in the last two Zoom sessions, provided you did the first.

AI statement (starting in the fall of 2024, UT Tyler expects every course syllabus to include an AI statement): AI is not permitted in this course at all. The reasons for this decision from Dr. Sorensen emanate from the fact that you should be able to communicate on your own. Besides, you are guaranteed to receive a worse grade with AI (it is a notoriously poor writer for short, punctuated assignments.)