Community & Environmental Health  
HSC 3201  
3 credit hours

“The health of the people is really the foundation upon which all their happiness and all their powers as a state depend”  
Benjamin Disraeli, 06-24-1877

Spring 2017

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Office Hours: Tuesday and Thursday 8-11

Course Website: http://elearning.ufl.edu/

Course Description: A survey of community health organizations and contemporary health issues such as population growth, environment, poverty, medical care and disease.

Prerequisites: Health Education and Behavior (HEB) majors, junior or senior standing and HSC 3032 with a minimum grade of C.

Purpose of Course: The purpose of this course is to introduce the principles of community and public health promotion. The course centers on several major topics including: the foundations of community health and community health promotion, demography and epidemiology, community health services and resources, planning community health interventions, and environmental health protection.

Student Learning Objectives: By the end of this course, students will:

MODULE 1 – COURSE INTRODUCTION
1. Review the HSC 3201 course syllabus
2. Describe the main objectives of HSC 3201
3. Describe reasons for enrolling in HSC 3201
4. Summarize what they hope to learn during the HSC 3201 course
5. Introduce themselves to the instructor and fellow HSC 3201 classmates on Canvas

MODULE 2 - THE PAST, PRESENT, & FUTURE OF COMMUNITY HEALTH
1. Define the terms health, community, community health, population health, public health, public health system, and global health
2. Identify the difference between personal and community health activities
3. List the 5 major determinants of health
4. Describe the major community health problems facing the United States today
5. Describe the major community health problems facing the world today
6. Describe the factors that influence a community’s health
7. Discuss the purpose of the Healthy People 2020 goals and objectives as they apply to the planning of the health of Americans
8. Compare the recent history of community and public health in the 20th and early 21st centuries with community and public health during the 19th century

MODULE 3 - COMMUNITY HEALTH ORGANIZATIONS
1. List the 10 essential public health services
2. List the 4 primary activities of most voluntary health organizations
3. Describe the 3 core functions of public health
4. Identify one example of a government health organization at the international, national, state, and local level
5. Discuss the role that service, social, and religious organizations play in community health
6. Explain the need for community organizing to improve community health
7. Identify the relationship between a state and local health department
8. Explain why some health organizations are classified as quasi-governmental
9. Explain how philanthropic foundations and professional organizations/associations contribute to community health

MODULE 4 – EPIDEMIOLOGY: PREVENTION AND CONTROL OF DISEASE AND HEALTH CONDITIONS
1. Define primary, secondary and tertiary prevention of diseases
2. Differentiate between the communicable and multi-causation disease model
3. List important measures for preventing and controlling the spread of communicable diseases in a community
4. Discuss approaches to non-communicable disease control in the community
5. Identify the difference between primary, secondary, and tertiary prevention of disease
6. Apply the “chain of infection” model to describe how a specific communicable disease is transmitted in a community
7. Identify the differences between acute and chronic diseases and provide 2 examples of each
8. Compare communicable and non-communicable diseases and identify 3 examples of each

MODULE 5 – COMMUNITY ORGANIZING/BUILDING AND HEALTH PROMOTION PROGRAMMING
1. Define community organizing, community capacity, community participation, and empowered community
2. List the steps for a generalized model for community organizing/building
3. Define the term needs assessment
4. List different types of health promotion intervention strategies
5. Define community building
6. Identify the differences among locality development, social planning, and social action approaches to community organization
7. Identify the difference between health education and health promotion
8. Identify the differences among best practices, best experiences, and best processes
9. Discriminate between needs-based and strength-based community organizing models
10. Summarize the steps involved in creating a health promotion program

MODULE 6 – ADOLESCENTS, YOUNG ADULTS, & ADULTS
1. List the major causes of mortality, morbidity, and health risk factors for adolescents, young adults, and adults
2. Identify key data sources used to help community health professionals understand the behaviors of adolescents, young adults, and adults
3. Define, by age, the groups of adolescents and young adults and adults
4. Identify examples of community health strategies for improving the health status of adolescents, young adults, and adults
5. Explain why it is important for community health workers to be aware of the different health concerns of the various age groups in the United States
6. Describe the health profiles for adolescents, young adults, and adults
7. Describe the type of data generated by the Youth Risk Behavior Surveillance System (YRBSS) and the Behavioral Risk Factor Surveillance System (BRFSS)

MODULE 7 – ELDERS
1. Define the following groups: ‘old’, ‘young old’, ‘middle old’, and ‘old old’
2. Define the terms aged, aging, elders, gerontology, and geriatrics
3. List the factors that affect the age and size of a population
4. Identify the six instrumental needs of older adults
5. List the health services provided for older adults in most communities
6. Describe what is meant by an age pyramid
7. Identify how four health behaviors can improve health-related quality of life in later life
8. Identify the difference between respite care and adult day care
9. Identify the four different levels of tasks with which elderly need assistance
10. Compare old-age dependency ratio, youth dependency ratio, total dependency ratio, and labor-force ratios

MODULE 8 – COMMUNITY MENTAL HEALTH
1. Define mental health and mental disorders
2. Identify the major causes of mental disorders
3. Define primary, secondary, and tertiary prevention as they relate to mental healthcare services, and list examples of each
4. Define what is meant by behavioral health care services, and list the types of services provided by effective programs
5. Explain why mental health is one of the major community health problems in the United States
6. Describe the forces that brought about deinstitutionalization and the movement toward community mental health centers
7. Describe several of the mental health services provided by Community Support Programs to help persons with mental disorders
8. Describe the purpose and function of the Substance Abuse and Mental Health Service Administration (SAMHSA)
9. Summarize how self-help groups operate, and describe three benefits of group membership

MODULE 9 – HEALTHCARE DELIVERY IN THE UNITED STATES
1. Define the terms complementary and alternative medicine
2. Define the term managed care
3. Summarize the history of health care delivery in the United States from colonial times to the present
4. Distinguish among the different kinds of health care, including population-based public health practice, long-term practice, and end-of-life practice
5. Describe the different levels of medical practice
6. Identify the difference between inpatient and outpatient care facilities
7. Identify the difference between Medicare, Medicaid, and Medigap insurance
8. Describe the major changes to the United States healthcare system as outlined in the Affordable Care Act passed in 2010
9. Discriminate between allopathic, osteopathic, and non-allopathic healthcare providers

MODULE 10 – COMMUNITY HEALTH AND THE ENVIRONMENT
1. Define what is meant by the term water-borne disease outbreak and list some of the causative agents
2. Define the terms environmental tobacco smoke, mainstream smoke, sidestream smoke, and passive smoking
3. Define ionizing radiation and explain how it is deleterious to human health
4. List the ways that natural disasters can affect the health of a community
5. List the provisions of the Clean Air Act and the purposes of the National Ambient Air Quality Standards and the Air Quality Index
6. Define the terms vector and vectorborne disease and explain why these are community health concerns
7. Explain how human activities have increased the risk of skin cancer by altering the environment
8. Identify how overpopulation can affect the environment and our health
9. Identify the roles of the Federal Emergency Management Agency (FEMA) and the American Red Cross in disaster preparedness and relief
10. Distinguish between the benefits and risks of using pesticides in the environment

MODULE 11 – INJURIES AND INJURY PREVENTION IN THE COMMUNITY
1. List the four elements usually included in the definition of the term unintentional injury
2. List some factors that contribute to domestic violence and some strategies for reducing its prevalence and incidence
3. List some factors that contribute to violence among youths and explain what communities can do to reduce this level of violence
4. List strategies for the prevention and control of unintentional injuries
5. Identify the difference between intentional and unintentional injuries and provide examples of each
6. Identify the scope and importance of injuries as a health issue and an economic issue in our communities
7. Explain how education, regulation, automatic protection, and litigation can reduce the number and seriousness of unintentional injuries
8. Describe the scope and importance of intentional injuries as a community health problem in the United States
9. Discuss local, state, and national resources and interventions for preventing or controlling intentional injuries

MODULE 12 – HEALTH AND SAFETY IN THE WORKPLACE
1. Identify the scope of occupational safety and health problems in the United States and its importance to the community
2. Identify some of the pioneers in the prevention of occupational injuries and disease
3. Identify the different types of occupational illnesses and disorders and list several causative agents of each
4. List several occupational safety and health professions and describe what professionals in each of these fields do
5. Identify the difference between occupational injuries and occupational diseases and list several examples of each
6. Summarize news reports of workplace injuries to include the resulting injury or illness, the cause of the injury or illness, and a brief explanation of how the organization could prevent future occurrences using terms in the course text.

My Teaching Philosophy: Teaching involves more than merely disseminating accurate scientific information; it involves the expression of concepts, theories, and ideas in such a way to galvanize each student’s individual desire to learn. Real learning is grounded in deep comprehension, retention, and application of information, which enhances empowerment and self-esteem, thereby boosting courage and self-confidence for growth. I make a concerted effort to understand the diversity of my students, and teach what I believe to be essential for my students to activate their professional potential and take their respective places as productive members of the health education profession. I take a student-centered approach to active learning centered around three goals: (1) familiarize students with health education principles and methods in a non-threatening environment; (2) create a forum for learning where students can critically think about, interpret, and apply knowledge in real world settings; and (3) inspire students to further investigate their own personal interests and actualize their potential for intellectual development. I adapt my teaching styles to achieve discrete learning objectives set for each course that I teach. To achieve these objectives requires planning, effort, reinforcement, and perseverance by both teacher and student. I employ both conventional and emerging instructional strategies in innovative ways to connect with students to make content both compelling and relevant. Therefore, I encourage students to be active participants in the learning process.

Instructional Methods: HSC 3201 will be delivered to students using a combination of: (a) online video material/lectures; (b) online student engagement, discussion, and reflection activities; and (c) assigned readings from the McKenzie et al. (2012) textbook. UF’s Canvas will be the official course management system for this distance education course.
Course Policies:

Attendance Policy: Students need to be aware that online learning can present significant challenges, particularly to individuals who are not ‘self-starters’ or those who do not possess good time management skills. The online classroom is available to you 24 hours a day. Unlike traditional instructional settings in which each student gets the same class, the online setting means that every student will participate in the course that he/she chooses to experience. In theory, this type of instruction should be more adaptable to a variety of learning styles. The reality is, however, that some students seem unwilling (we believe all are able) to create and actively participate in their own virtual classroom. This often results in procrastination and low quality performance. Recognizing that everyone learns differently, I’m not going to prescribe the ‘best way’ to approach the course. You should note, however, that this course is not self-paced. You are expected to adhere to the class calendar and timeline that we have developed for you (see Course Schedule below). I do recognize that personal circumstances arise (life happens) that may interfere with your ability to meet a deadline. If these unanticipated events do occur, please let me know as soon as possible. I will not be receptive to retrospective requests for extensions without a compelling rationale for why these requests are being made. Your emails will be responded to within 12-24 business hours. Anytime you have a question or problem, email the course instructor immediately.

Please see the following website for deadlines for withdrawing from the course: https://catalog.ufl.edu/ugrad/current/Pages/adfall1415.aspx. For UF policies and procedures regarding dropping and/or withdrawing from all undergraduate courses on campus, please refer to the guidelines posted on the following UF website: https://catalog.ufl.edu/ugrad/current/regulations/info/drops.aspx#withdraw

Exam Policy: It is recommended that students have the exams proctored through ProctorU (UF’s approved online proctoring service). Students are expected to follow the step-by-step procedures on the ProctorU handout (available on the course website) that provides directions regarding how to register for your examinations. Students who elect to use the ProctorU service will need their own home computer and webcam. Although not recommended, students may also elect to have the exams administered at an approved off-site testing center. Approved proctoring sites usually are limited to a testing center at another state college (ie, Sante Fe Community College), college, or university. Any changes made to the date/site of the off-site testing center option must be approved by the instructor at least seven (7) days prior to the exam day.

All student inquiries regarding quiz and exam questions will be fielded following the initial grading of each assessment. If students have questions about specific examination questions, they will be asked to (a) describe their concern(s) in writing and (b) formally submit their inquiry to the course instructor. Please send an email to the course instructor and cc the course TA with any specific quiz/test-related concerns. All emails should be sent within 24 hours of completing the quiz or exam. The course instructor will evaluate the validity of each student concern and take appropriate action as needed (e.g., send a written response to the student, modify the course grade if the student inquiry is found to have sufficient merit).
Quiz and Exam Make-up Policy: If a student fails to submit either a quiz or exam on-time, they will be provided an opportunity to submit after the deadline provided that they have an acceptable reason for missing the deadline. Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Assignment Policy: Students are expected to do their best work on all course assignments. It is assumed that students will put forth their best effort on all course assignments to get the best results from the course. All module assignments are due by 11:55 P.M. on the date specified on the syllabus (See Course Schedule). Assignments will not be accepted late. Students are advised to make back-up copies of all work and submit their work early to prevent technical issues from precluding successful submissions.

Course Technology: The content presented in this version of HSC 3201 is the property of UF Online and may not be duplicated in any format without the expressed written consent of the College of Health and Human Performance and UF Online, and may not be used for any commercial purposes. PLEASE DO NOT POST ANY COURSE RELATED MATERIAL ON ANY WEBSITE OUTSIDE OF THE UF CANVAS COURSE MANAGEMENT SYSTEM. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

For issues related to technical difficulties with Canvas, please contact the UF Computing Help Desk at:
- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml.

** NOTE: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

UF Policies:

University Policy on Accommodating Students with Disabilities: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

University Policy on Academic Misconduct: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code
(http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Netiquette: Communication Courtesy: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. I expect that students will show respect to their peers and instructor in all online communications. Improper language and disparaging comments will NOT be tolerated and will result in disciplinary action. See the following link for information on behaviors that are expected when students communicate with their peers and instructors using all available online communication features: http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Getting Help:
The University of Florida recognizes that pursuit of an online degree requires just as much student support as pursuit of a traditional on-campus degree and therefore, UF Online is responsible for providing the same student support services to students who are seeking an online degree through distance learning.

Other resources are available at http://www.distance.ufl.edu/getting-help for:

- **Online Library Help Desk**
  The help desk is available to assist students with access to all UF Libraries resources.

- **Disabilities Resource Center**
  If you have a physical, learning, sensory or psychological disability, please visit the UF Disabilities Resource Center website for more information.

- **Counseling and Wellness Center**
  Would you like to speak to a counselor about a problem that you are having? Please visit the UF counseling and wellness center website for more information.

- **Dean of Students Office**
  Do you need help resolving a conflict or would you like access to the student code of conduct? Visit the UF Dean of Students website for more information.

- **U Matter, We Care:**
  If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

- **Sexual Assault Recovery Services (SARS)**
  Student Health Care Center, 392-1161.
• University Police Department, 392-1111 (or 9-1-1 for emergencies). http://www.police.ufl.edu/


• Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.

• Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. http://teachingcenter.ufl.edu/


Grading Policies:
Information on current UF grading policies for assigning grade points can be found at https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx. If you have questions about course expectations or the grading procedures, or if you have difficulty accessing or understanding the course content, readings, lectures, class activities, assignments, etc., please contact the course TA immediately. PLEASE TAKE NOTE: Late submissions will be NOT BE ACCEPTED.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
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<tr>
<td>Student Introduction</td>
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<td>Module 2 Quiz</td>
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<tr>
<td>Discussion Board Assignment #1</td>
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<td>Module 3 Quiz</td>
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<td>Module 4 Quiz</td>
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<td>Module 5 Quiz</td>
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<td>Discussion Board Assignment #2</td>
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<td>Module 6 Quiz</td>
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<td>Exam 1</td>
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<td>Module 7 Quiz</td>
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<td>Module 8 Quiz</td>
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<td>Discussion Board Assignment #3</td>
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<td>Module 9 Quiz</td>
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<td>Module 10 Quiz</td>
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<td>Module 12 Quiz</td>
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<td>Exam 2</td>
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<td><strong>Total Possible Points</strong></td>
<td><strong>800</strong></td>
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</table>
Student Introductions (30 points): Each student will be asked to formally introduce themselves to their peers and the course instructor using the Introductory Discussion Forum in Canvas. Students should post a brief, informative paragraph (5 sentences) answering the following questions: (a) what is your name?, (b) where is your hometown?, (c) what is the most interesting thing you did this summer?, (d) why did you choose to enroll in this course?, and (e) what do you hope to learn while participating in this course? After posting, each student must provide a brief response (1-2 sentences) to 2 other students’ introductions (e.g., identify a common interest, similar expectations of the course).

Module Quizzes (12 @ 20 points each): Each student must complete an open-note online quiz at the end of each of the 12 modules. These objective quizzes will ask “true/false” and/or “multiple choice” questions to assess the student’s understanding of the material included within each module. Each quiz will be worth 10 points, and students will have up to 20 minutes to complete each quiz. Automated feedback will be provided immediately following the quiz so that students can view the questions and correct answers to all of the questions. Please note that you are not responsible for reading all of the chapters included in the course textbook (McKenzie et al., 2012); rather, we have purposefully selected chapters that are important to read in order to achieve the student learning objectives set for the course. Therefore, please read each included chapter carefully and critically. Pay close attention bolded keywords, key themes, tables, and figures as you read. We strongly recommend taking personal notes while reading each chapter and listening to the video lectures, so that you are prepared to do well on each module quiz.

Discussion Board Assignments (4 @ 50 points each): Students will be prompted to contribute posts to online class discussion forums throughout the semester. These posts will be related to questions/topics/scenarios posed by the course instructor that will be posted to the HSC 3201 course Discussion Board in Canvas. Questions/topics/scenarios will be directly related to current course lectures, readings, materials, etc. Each student will be responsible for:

- Posting to the discussion topic at hand on four (4) separate online discussion forums that will be made available on the HSC 3201 Discussion Board in Canvas. Each of these posts should be a maximum of 250 words. This is an opportunity for the instructor to gauge student learning and determine topics for in-class discussions during in-class meetings. Posts should be thoughtful and not simply a restatement of what was read (use critical thinking skills!). It is expected that students will cite course material and/or readings when developing their own personal posts.
- Thoughtfully responding to at least one post generated by at least one of their classmates on all four (4) online discussion boards. Each of these posts should be a maximum of 150 words. Reactions should be in your own words based on what you have learned, and should ask questions or provide solutions to questions raised by other students enrolled in the course.
Therefore, a total of 4 posts and 4 responses will be required of each student throughout the course of the semester. Stated differently, you must post a comment or question about a selected question/topic/scenario on four (4) distinct online discussion boards, **AND** you must respond to a comment or question made by at least one of your classmates on each of the four (4) distinct online discussion boards. Each post/response will be worth a maximum of 40 points.

See the “Course Schedule” section of the syllabus for the due dates/times for each post/response. Remember, posts and responses should represent original thoughts and ideas that are based on course material mastered during the course. All student responses on the discussion boards should directly address the thoughts, ideas, and/or questions raised by other students in their posts. Content posted on each discussion board should follow “Netiquette: Communication Courtesy” guidelines specified in this syllabus.

**Exam 1 (150 points) & Exam 2 (180 points) Examinations:** Examinations will cover course material presented in the course modules on the HSC 3201 course website within Canvas. Exam 1 will cover course material from Modules 1-6, and Exam 2 will cover course material from Modules 7-12. Please refer to the “Course Schedule” section of the syllabus for more details. Exams may include multiple choice or true/false questions. Exam 2 will **NOT** be cumulative.

**Grading Scale:** Students will be assigned letter grades based on the number of points earned throughout the semester. Below is the grading scale that will be used to assign grades for this section of HSC 3201:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Number of Total Points Needed to Earn Letter Grade</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>A</td>
<td>736 points earned and above</td>
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<tr>
<td>A-</td>
<td>720-735 points earned</td>
<td>3.67</td>
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<td>B+</td>
<td>696-719 points earned</td>
<td>3.33</td>
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<tr>
<td>B</td>
<td>664-695 points earned</td>
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<tr>
<td>B-</td>
<td>640-663 points earned</td>
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<td>C+</td>
<td>616-639 points earned</td>
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<td>C</td>
<td>584-615 points earned</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>560-583 points earned</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>536-559 points earned</td>
<td>1.33</td>
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<tr>
<td>D</td>
<td>480-535 points earned</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>456-479 points earned</td>
<td>.67</td>
</tr>
<tr>
<td>E</td>
<td>455 points earned and below</td>
<td>0</td>
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ONLINE COURSE EVALUATIONS

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at [https://evaluations.ufl.edu](https://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the semester but you will be notified when they are open. Summary results of these assessments are available at: [https://evaluations.ufl.edu/results/](https://evaluations.ufl.edu/results/).
<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Readings, Activities, Lectures, &amp; Assignments</th>
<th>Assignment Due Date/Exam Dates</th>
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<tbody>
<tr>
<td>1/4 – 1/9</td>
<td>1 Course Introduction</td>
<td>Read HSC 3201 syllabus carefully Assignments: Student introductions in Canvas Syllabus quiz</td>
<td>Due: 1/9 by 11:55 PM</td>
</tr>
<tr>
<td>1/9 – 1/13</td>
<td>2 Past, Present, &amp; Future of Community Health</td>
<td>Read Chapter 1 Watch Module 2 Videos Assignments: Module 2 Quiz</td>
<td>Due: 1/13 by 11:55 PM</td>
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<tr>
<td>1/17 – 1/20</td>
<td>3 Community Health Organizations</td>
<td>Read Chapter 2 Watch Module 3 Videos Assignments: Module 3 Quiz Discussion Board Assignment #1</td>
<td>Due: 1/20 by 11:55 PM</td>
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<tr>
<td>1/23 – 1/27</td>
<td>4 Epidemiology</td>
<td>Read Chapter 4 Watch Module 4 Videos Assignment: Module 4 Quiz</td>
<td>Due: 1/27 by 11:55 PM</td>
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<tr>
<td>1/30 – 2/3</td>
<td>5 Community Organizing/Building and Health Promotion Programming</td>
<td>Read Chapter 5 Watch Module 5 Videos Assignments: Module 5 Quiz</td>
<td>Due: 2/3 by 11:55 PM</td>
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</tbody>
</table>
### Weekly Schedule

**Adolescents, Young Adults, & Adults**

- **Read Chapter 8**
- **Watch Module 6 Videos**

**Assignments:**
- Module 6 Quiz
- Discussion Board Assignment #2

**Due:** 2/10 by 11:55 PM

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**Elders**

- **Read Chapter 9**
- **Watch Module 7 Videos**

**Assignments:**
- Module 7 Quiz

**Due:** 2/24 by 11:55 PM

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**Community Mental Health**

- **Read Chapter 11**
- **Watch Module 8 Videos**

**Assignments:**
- Module 8 Quiz

**Due:** 3/3 by 11:55 PM

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**SPRING BREAK**

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**Healthcare Delivery in the United States**

- **Read Chapter 13**
- **Watch Module 9 Videos**

**Assignments:**
- Module 9 Quiz
- Discussion Board Assignment #3

**Due:** 3/17 by 11:55 PM

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**Community Health and the Environment**

- **Read Chapter 14**
- **Watch Module 10 Videos**

**Assignments:**
- Module 10 Quiz

**Due:** 3/24 by 11:55 PM
<table>
<thead>
<tr>
<th>Date</th>
<th>Module/Chapter</th>
<th>Topic</th>
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| 3/27 – 3/31 | 11             | Injuries and Injury Prevention in the Community | Read Chapter 15  
Watch Module 11 Videos  
Assignments:  
- Module 11 Quiz  
- Discussion Board Assignment #4 | 3/31 by 11:55 PM |
| 4/3 – 4/7  | 12             | Health and Safety in the Workplace         | Read Chapter 16  
Watch Module 12 Videos  
Assignments:  
- Module 12 Quiz | 4/7 by 11:55 PM |
| 4/10 – 4/14 | 8             | Health and Safety in the Workplace         | **Exam 2 (Modules 7-12) 180 Points  
Due: 4/14/17 by 11:55 PM |
Frequently Asked Questions (FAQs)

1. Do we need to watch the lectures?

YES, you need to watch the lectures. There are quiz and exam questions taken straight from the lectures that may or may not be mentioned in the video lectures or on the PPT slides. Quiz and exam questions are derived from the textbook, PowerPoint slides, and lectures. Therefore, watching lectures, reviewing PowerPoint slides, and critically reading the assigned textbook chapters is strongly encouraged.

2. Do I need to fully comply with the recommended course schedule or can I work ahead?

You can complete Modules 1-12 sooner than the recommended timeline on the syllabus; however, please note that all quizzes, discussion boards posts/responses, and examinations must be completed by the date and time listed on the syllabus. We believe that the recommended course schedule will keep you on a very reasonable pace to successfully complete the course (i.e., not too fast and not too slow).

3. Why are we only allotted 20 minutes per quiz?

The goal of the online quizzes in each module is for you to be able to answer the questions without having to look up all of the responses. That is why we budget you up to 2 minutes per question (10 items on each quiz). You can use your course notes and materials if you want, but make sure your notes are well-organized prior to beginning each quiz. The time limit on each quiz will probably prevent you from looking up the answer to each and every question. Remember, you are NOT permitted to work with your classmates or share questions/answers during/after each quiz.

4. What will the exams look like?

Exams are multiple choice and true/false. You will have up to 90 minutes to complete each exam. The questions will look similar to the modular quiz questions, but exam questions will be more in-depth and require more thought. Similar to the quizzes, you are NOT permitted to work with your classmates or share questions/answers during/after the completion of your exams.

5. Will you provide a study guide for the exams?

No, I am not going to provide a study guide for the exams, because everything you will need to succeed has been made available to you on the course website. However, we will usually try and provide you with some specifics regarding the exams, such as number of questions to expect from each module. I may also post some sample
questions to give you an idea of the type of questions that will be asked on each exam. Please note that exam questions will come from the video lectures and material from the textbook (not just the bulleted material on the PP slides that accompany the video lectures).

**Disclaimer:** This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning experience. Such changes, communicated clearly, are not unusual and should be expected.