

H EDU 3050-001:Community Health Issues

SPRING 2021

CLASS TIME AND LOCATION

Days, Time, Location: This is a fully online course. You may participate on your own time and from any place with an internet connection.

Credit Hours: 3

INSTRUCTOR INFORMATION



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Health & Kinesiology

By appointment

Course Description

What makes a healthy community? This course is designed to give students an introduction to many health issues associated with any given community. Through awareness of such issues, students will be able to use empirical and epidemiological skills to assess the extent of the issues, problems, potential problems and viewpoints in addition to examining possible solutions to the given problems. The primary goal of this class is to assist the students in determining his or her role as a health professional in a community setting.

REQUIRED MATERIAL

[McKenzie, J. F., Pinger, R. R., & Seabert, D. M. \(2016\). An Introduction to Community Health and Public Health \(9th ed.\). Burlington, MA: Jones & Bartlett.](#)

Additional readings will be posted on Canvas.

STUDENT LEARNING OUTCOMES

By the end of this course, you will be able to:

1. Identify the leading causes of poor health within targeted populations.
2. Identify challenges to improving the health status of a community.
3. Make informed decisions about hypothetical community health situations.
4. Present and critique both sides of a controversial community health issue using scholarly evidence to come to a well-reasoned conclusion.

TEACHING AND LEARNING METHODS

Reading – The required textbook and other assigned readings are meant to provide you with a foundation of knowledge so that you can successfully complete assignments.

Canvas – This class will be delivered entirely through Canvas. It is your responsibility to learn how to use the various tools available on Canvas, as well as to ensure that any computers that you use for this class possess the software required in order for Canvas to operate correctly. For assistance with Canvas, please visit the following address - <https://utah.instructure.com/courses/23633>

Video – I will sometimes post links to video clips relevant to the course content. The purpose of videos is to bring the course to life by providing you with real-world examples and diverse perspectives on issues related to course topics.

LEARNING ASSESSMENTS

I. WEEKLY ASSIGNMENTS (21; need to pass 17 to be eligible for an 'A' in the class)

1. Online Discussion Forums (11) : The purpose of the online discussion forums is for you to work with course material to answer questions that show your engagement with course material, as well as to interact and learn from your classmates. You may submit these in written or video form

(go to a discussion forum for instructions on filming and embedding a video recording).

A passing discussion forum meets all of the following criteria:

1. Submitted no later than 5 minutes past the deadline at 11:55 pm each Sunday night.

2. Addresses all questions.

3. Personal response is at least 200 words or 3 minutes in length.

4. Response to a classmate is at least 100 words or 1 minute in length.

2. COVID Connection (10): The COVID pandemic has challenged all of us to adapt to new ways of functioning. At the same time, the pervasiveness of COVID provides us with a once in a lifetime perspective from which to study community health issues. As such, the purpose of the weekly COVID connection assignments is for you to locate an article online that connects COVID to the community health topic for that week (e.g., COVID and school health), and reflect on the relationship between these two topics.

A passing COVID connection assignment meets all of the following criteria:

1. Submitted no later than 5 minutes past the deadline at 11:55 pm each Sunday night.

2. URL to an appropriate article pasted within the submission

3. Reflection including . . .

a. Minimum of 200 words

b. Minimal spelling and grammar errors

c. Brief overview of the article in your own words

d. How the article relates with *specific content* from within the chapter for that week

II. Exams (2) : The purpose of the exams is to assess your comprehension of course material. Both exams will consist of several open-ended questions. Each question will be graded on a “pass/fail” basis. The second exam will include all course material covered to that point. These exams

will be posted on Canvas with a 2-hour time limit from the time the exam is opened (no “pausing” the time), and you will have one week in which to complete them. Any course material may be used as reference while completing the exam, and while you may work together, all responses should be original work. I will run every exam through the Turn-it-in plagiarism software, and any students found to have plagiarized will receive an automatic 0 on the exam. See the course outline at the end of the syllabus for exam dates.

Second Chances: Students who score lower than a 70% on the first exam will have a chance to re-take only those questions that they missed for a chance to raise their score up to 70%.

III. Controversial Issue Paper: Throughout this semester we will address a number of community health issues on which there is general disagreement. For this assignment, you will have the opportunity to choose one such issue from the list below, use scholarly sources to present both sides of the argument, and based on this information arrive at your own conclusion as to which side you agree with. The purpose is to deepen your understanding of the issue as well as to develop your ability to critically evaluate both sides of the argument.

I want to note that I have had problems with plagiarism on this assignment. It seems that many students have had similar assignments in other classes. Even if you have written a similar paper on one of these topics in the past, *do not* use that same paper for this submission. [Self-plagiarism \(Links to an external site.\)](#) is real and students found to have recycled previous work will earn an automatic fail on the assignment and be reported to the [Dean of Students \(Links to an external site.\)](#).

You may choose *one* issue from the following list:

- Mask wearing policies/laws
- School re-openings during COVID
- Child immunization
- Gun ownership restrictions
- Taxes on sugary beverages
- Lowering of BAC while driving from .08 to .05
- Universal health coverage

The paper should include the following sections:

1. Basic overview of the issue (i.e., What is it? History? (500 words)
2. Connection of the issue to content from at least two of the chapters in Unit 1 of the textbook (Foundations of Community and Public Health) (500 words)
3. Present each side of the argument (1,000 words total)
4. Choose a side based on your analysis of each argument (500 words)

A passing controversial issue assignment will meet all the following criteria:

1. **Submitted no later than 5 minutes past the 11:55 pm deadline on at 11:55 pm**
2. **Paper is at least 2,500 words in length**
3. **Minimal spelling and grammar errors**
4. **One of the above topics is chosen as the focus of the paper**
5. **All sections above are addressed**
6. **At least seven peer-reviewed sources (e.g., journal articles) are used as support and appropriately cited within the paper using APA 7th edition style. Please use the Marriott Library databases and/or Google Scholar to find and obtain these sources. Sources found through a general web search are less likely to be peer-reviewed, and will not count toward your seven.**
7. **Evidence of a solid grasp of the issue from a community health perspective**
8. **Evidence of the ability to analyze both sides of the argument to come to a well-reasoned conclusion on which side is most convincing to you**

Revisions: In the event that you fail to pass this assignment, you may have the opportunity for a revision. You are *ineligible* for a revision on the controversial issue paper if you have been offered (not necessarily attempted) a second chance on either exam.

GRADE SCHEME

The following grading standards will be used in this class:

Grade	Criteria
A	Pass any combination of 17 discussion forums + COVID assignments
	AND
	Average an 80% on the exams
B	AND
	Pass the controversial issue paper
	Pass any combination of 17 discussion forums + COVID assignments
C	AND
	Average an 80% on the exams
	<i>* In lieu of this, fulfill just one of these criteria and pass the controversial issue paper</i>
D	Pass any combination of 17 discussion forums + COVID assignments
	<i>* In lieu of this, average an 80% on the exams or pass the controversial issue paper</i>
	Pass any combination of 10 discussion forums + COVID assignments
	<i>* In lieu of this, meet any one of the criteria associated with a higher grade</i>

COURSE SCHEDULE

Note: Our schedule is subject to revision based on the needs of our class; any updates will be made available for students through Canvas.

Week #, Topic	Readings/Assignments (all due on Canvas Sunday by 11:55 pm)
1 (1/19-1/24): Course Intro	<p>Read: Syllabus</p> <p>Submit: Discussion forum #1 personal response and classmate response</p>
2 (1/25-1/31): Intro to Community Health	<p>Read: Chapter 1</p> <p>Submit: Discussion forum #2 personal response and classmate response, COVID connection #1</p>
3 (2/1-2/7): Epidemiology	<p>Read: Chapter 3</p> <p>Submit: Discussion forum #3 personal response and classmate response, COVID connection #2</p>
4 (2/8-2/2/14): Diseases	<p>Read: Chapter 4</p> <p>Submit: Discussion forum #4 personal response and classmate response, COVID connection #3</p>
5 (2/15-2/21): School Health	<p>Read: Chapter 6</p> <p>Submit: Discussion forum #5 personal response and classmate response, COVID connection #4</p>
6 (2/22-2/28): EXAM 1	N/A
7 (3/1-3/7): Child Health	<p>Read: Chapter 7</p> <p>Submit: Discussion forum #6 personal response and classmate response, COVID connection #5</p>

8 (3/8-3/14): Recovery Week	N/A
9 (3/15-3/21): Adolescent, Adult Health	Read: Chapter 8 Submit: Discussion forum #7 personal response and classmate response, COVID connection #6
9 (3/22-3/28): Older Adults	Read: Chapter 9 Submit: Discussion forum #8 personal response and classmate response, COVID connection #7
10 (3/29-4/4): Racial and Ethnic Populations	Read: Chapter 10 Submit: Discussion forum #9 personal response and classmate response, COVID connection #8
11 (4/5-4/11): Community Mental Health	Read: Chapter 11 Submit: Discussion forum #10 personal response and classmate response, COVID connection #9
12 (4/12-4/18): EXAM 2	N/A
13 (4/19-4/25): ATOD OR Environmental Health	Read: Chapter 12 OR Chapter 14 Submit: Discussion forum #11 personal response and classmate response, COVID connection #10
14 (4/26-5/5): Finals Week	Submit: Controversial Issue Paper (5/5)

COURSE POLICIES AND RESPONSIBILITIES

Online courses require significant self-motivation. Online courses are different than on-campus courses and online learning is not ideal for

everyone. Some lessons take a considerable amount of time to complete. Please note that not all modules are created equal. Some may take a bit more time than others. Some people believe this to be a much easier way to study this subject than in the on-campus frame work. Others may feel very intimidated at first. Be patient as you work your way through the first few modules. If you are serious about the material, you will learn as much as, if not more than, most on-campus students about this subject and develop reading and communication skills that are vital to the workforce of the 21st century.

- **Electronic or equipment failure**: It is your responsibility to maintain your computer and related equipment in order to participate in the online nature of the course.
- **Document archiving**: You are responsible for making sure your assignments, including attachments, are received before the deadline. Students are also responsible for ensuring that the documents submitted are the correct document to be graded.
- **Naming conventions and software type**: You are responsible for submitting the assignment with the required naming convention, correct file extension, and using the software type and version required for the assignment. See assignment instructions for acceptable formats.
- **Classroom equivalency**: Discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior within those environments shall conform to the University of Utah Student Code. Specifically:
 - Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.
 - Off-color language and photos are never appropriate.
 - Using angry or abusive language is called "flaming", is not acceptable, and will be dealt with according to the Student Code.
 - Course e-mails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to GRAMA regulations and the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.

UNIVERSITY POLICIES

[COVID-19 Campus Guidelines](#)

[Drop/Withdrawal Policies](#)

[Plagiarism & Cheating](#)

[Course Materials Copyright](#)

[Safety at the U](#)

[Wellness at the U](#)

[Addressing Sexual Misconduct](#)

[Americans With Disabilities Act \(ADA\)](#)

[Diverse Student Support](#)

CANVAS INFORMATION

Canvas is the where course content, grades, and communication will reside for this course.

- Access Canvas through utah.instructure.com or through [CIS \(Links to an external site.\)](#)
- For Canvas, Passwords, or any other computer-related technical support contact the [Campus Help Desk \(Links to an external site.\)](#).
 - 801 581-4000
 - <http://it.utah.edu/help> (Links to an external site.)
 - helpdesk@utah.edu
- For Canvas related issues or bugs, contact the Teaching & Learning Technologies help desk
 - 801-581-6112 ext 2
 - classhelp@utah.edu