

THE UNIVERSITY OF TEXAS AT EL PASO
COLLEGE OF HEALTH SCIENCES

Health Promotion 3301 - Community Health
Monday & Wednesday
12:00- 1:20 Main Campus
Fall, 2009

Instructor: E. Lee Rosenthal, Ph.D., M.P.H.
Office: Room 704, College of Health Sciences
Office Hours: Thursdays: 1:00 -3:00 pm
“Walking” office hours by appointment
Telephone Number: (915) 747-8233
e-mail: elrosenthal@utep.edu
Use Web CT to send routine emails about class and assignment copies

Teaching Assistants:

Required Text: McKenzie, J.F., Pinger, R.R., & Kotecki, J.E. (2008). *An Introduction to Community Health*. Sixth Edition. Sudbury, Massachusetts: Jones and Bartlett Publishers.

Course Description: Study of international, national, state, and local health problems, and the governmental and voluntary health agencies that deal with these problems. Incidence and prevalence of specific community health problems and diseases; solutions suggested through coordinated efforts of school, health and welfare organizations will be addressed.

Prerequisite: HSCI 1301

Objectives: Upon completion of the course the students will be able to:

1. Describe the history of community/public health.
2. List organizations that help shape community health.
3. Understand role of epidemiology related to public health promotion
4. Identify the importance of community development in health promotion
5. Understand opportunities in schools for health promotion
6. Explain issues of maternal, infant and child health
7. Identify health issues impacting individuals and families at different life cycle stages (adolescents, elderly)
8. Discuss community health as it relates to diverse communities
9. Describe how policy issues and elected officials impact community health
10. Identify key components of the U.S. medical and public health systems
11. Participate in community health service projects to address the needs of the border population

Methods: The following methods may be used to examine the field of Community Health:

- Lecture-discussion
- Assigned readings in text or handouts.
- Educational Videos
- Group Assignments/Activities
- Individual Assignments/Activities
- Guest lectures
- Field Experience

Activities and Grading Plan

- **Class Attendance and Participation** - Group and individual exercises will be undertaken in the classroom throughout the semester. In order to earn the points, the student must be in attendance. Attendance is also evaluated. **(50 points).**

Hard copies of assignments are due at the start of class; also pls. send a copy of the assignment as submitted for each of your assignments via Web CT on the due day.

- **“Service Learning” Project and Issues Paper with Bibliography** - Students will participate in a community service project for approx 20 hours (120 points) during the semester coordinated by the *UTEP Center for Civic Engagement* to address community health and related needs of the border population. Students will write an issues research paper (6-8 pages) (100 pts) on community health issues impacting their selected service setting. As a part of this students must turn in their topic and an outline for approval (20 points) followed by an annotated bibliography (20 points); both are due mid-semester. **Student teams** will present on their service learning experiences by issue/theme (20 pts) and **each student** will present on their individual research topic (20 points) at the end of the semester. **(Total: 300 points). More detailed materials on Service Learning will be provided.**
- **Community Events and Committees Reflections Mini Paper** – Students will write a 2-3 page reflection paper on how community events (i.e. Susan B Komen Run) , “themed” days/months (i.e. Cesar Chavez Day) and/or community committees (i.e. School Health Advisory Committees) impact community awareness and health. **(50 points). (Bonus points possible for participation/service at an Instructor-approved event - 10 points.) More details to be provided.**
- **Examinations** – There will be two examinations. The test items may be multiple choice, true/false, matching, short answer, and short essays. The final is **NOT** comprehensive. These exams will be of equal weight **(2 exams X 100 points).**

⇒ Class Assignments/Participation	50
⇒ Mini-Reflections Paper	50
⇒ Service Learning Project, Paper, & Presentations	300
⇒ Examination I	100
⇒ Examination II (Final)	100
TOTAL	600

Grading Scale

Grading Scale

600 – 537 Pts	A
536- 477 Pts	B
476 – 417 Pts	C
416 – 357 Pts.	D
356 or below	F

Attendance Policy and Tardiness: Punctual attendance for all class sessions is required. Chronic tardiness will not be tolerated; *student with cross-campus (health vs. main) scheduling conflicts that may lead to tardiness are asked to document this conflict though provision of a valid class schedule.* An excused absence is a university excused absence as defined in the University catalog; the student must turn in documentation if the absence is to be excused. Please refer to current University of Texas at El Paso Undergraduate Catalog for specific details. Make-up examinations and activities/assignments, etc. will **only** be granted in the event of a university excused absence. It is **NOT** necessary to inform the instructor if the student will be absent.

Notice of Policy on Cheating: Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. “Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such act.” Regent’s Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the university, policies on scholastic dishonesty will be strictly enforced.

Plagiarism: Plagiarism is academic misconduct and can result in disciplinary procedures that include expulsion from the university. Plagiarism means presenting someone else's ideas or writing (published or unpublished) as your own. There are four different kinds, all prohibited by the Academic Misconduct Code.

- Copying without citation. It is the worst form of plagiarism to copy part or all of a paper from the Internet, from a book or magazine, or from another source without indicating in any way that the words are someone else's. To avoid this form of plagiarism, the paper must both place the quoted material in quotation marks and use one of the standard forms of documentation (e.g. American Psychological Association, Modern Language Association, etc.) to indicate where the words come from.
- Misappropriation of specific wording. It is also plagiarism to copy writing from elsewhere, cite the source, but fail to show (by the use of quotation marks, for

- example) that the words are a direct quotation. Simply documenting the source isn't good enough, because that alone does not indicate that the words themselves are someone else's. To avoid this form of plagiarism, put all quoted words in quotation marks or use equivalent punctuation.
- Faulty paraphrasing. It is also plagiarism to paraphrase incorrectly. To paraphrase is to put a lengthy phrase, sentence, or group of sentences written by another into your own words, thereby making it significantly different from the original. To change a word here and there is not proper paraphrasing, and though you cite the source (as is always required with paraphrased material), you are using wording that is substantially that of another and representing it as your own. To avoid this form of plagiarism, either make it a direct quote, using quotation marks, and cite the source, or paraphrase properly by substantially changing the original to your own words; again, make sure you cite the source.
 - Misappropriation of facts and ideas. It is also plagiarism to present arguments, lines of reasoning, or facts that you have learned from someone else without citing the source, even if you put the material in your own words. To avoid this form of plagiarism, cite the source.

Special Concerns: If the student has any special needs or concerns, these should be brought to the instructor's attention as soon as possible. This includes disabilities relevant to successful completion of this course. Disabled Student Services, located on main campus, is available to assist.

Guidelines for success in this class:

- Students are expected to attend class and be on time to class each session.
- Students are responsible for studying assigned readings or handouts before each class session.
- If the student must be absent, he/she is responsible for obtaining the material, notes, handouts, assignments, etc. covered during the session from a classmate.
- Group and individual assignments must be turned in on time. Late assignments will not be accepted.
- Group or individual activities must be completed on the assigned date. Group or individual activities may **NOT** be made up at a later date.
- Shared team work and cooperative communications is the responsibility of all members and should be the norm for all group members.
- Students must follow guidelines and timelines provided by the Center for Civic Engagement.
- Make-up exams will only be given in the event of a University excused absence.
- Computer and other external communication tools are not permitted in the classroom unless individual or team activities are planned and use is granted for class time.
- Cellular telephones, beepers, pagers, text messaging, etc. are prohibited. Special arrangements may be made on occasion with the instructor for primary care givers.

Community Health Spring 2009 Course Schedule

Week One

Monday	Introduction and Course Orientation How do politics impact community health?
Wednesday	Chapter 1 - Community Health - Yesterday, Today, and Tomorrow Unnatural Causes: In Sickness and in Wealth (dvd)

Week Two

Monday	<u>Visit from the Center for Civic Engagement</u> Service Learning Class Plans; Form Teams
Wednesday	Chapter 2 - Organizations that Help Shape Community Health <u>Service Learning (SL) Site Selection Due. SL Trainings: required.</u>

Week Three

Monday	Building Library/Research Skills- <i>Class in Library</i>
Wednesday	Service Learning Team Building

Week Four

Monday	Guest Scholar – Epidemiologist Chapter 3 – Epidemiology: The Study of Disease, Injury, and Death in the Community
Wednesday	Unnatural Causes: Place Matters (dvd)

Week Five

Monday	Guest Scholar – Epidemiologist Chapter 4 – Epidemiology: Prevention and Control of Disease and Health Conditions
Wednesday	Defining Quality Primary Care ICA Workshop <u>Individual Paper Topic Proposal Due</u>

Week Six

Monday Chapter 5 - Community Organizing and Health Promotion Programming

Wednesday Principles of Collaboration and Partnering Coalitions Defined (Handout)

Week Seven

Monday Guest Scholar-- Healthy People 2020
Healthy People 2020 Comm.

Wednesday Teams and Mid-semester Review

Week Eight

Monday **Examination**

Wednesday Unnatural Causes: When the Baugh Breaks (dvd)
Chapter 7 – Maternal, Infant and Child Health

Week Nine

Monday TBN

Wednesday TBN

Week Ten

Monday Maternal, Infant and Child Health discussion cont.

Wednesday Guest Scholar,- Coordinated School Health
Chapter 6 - School Health
Community Health Service Learning Research
Annotated Articles Due

Week Eleven

Monday Teams

Wednesday Chapter 10 Community Health and Minorities

Week Twelve

Monday Unnatural Causes: Becoming American (dvd)

Wednesday Chapter 8 or 9- Adolescents or Elders*
**READ one of this week's chapters only; link to Service Learning Site as appropriate*
Community Events Paper Due

Week Thirteen

Monday Chapter 13 – Health Care System: Structure

Wednesday Teams Meeting

*Saturday Service Learning Reflection Session
(10 Bonus Points)*

Week Fourteen

Monday Chapter 14 – Health Care System: Functions

Wednesday Class Presentations (Topic to be named)

Week Fifteen

Monday Team Presentation (Elderly and Disabled)

Wednesday Team Presentation (Youth)

Week Sixteen

Monday Presentations cont. (Violence Prevention)

Wednesday Presentations cont. (various) and Course Wrap up
Service Learning Issue Paper/s Due

FINAL EXAMINATION

Note: Course outline is subject to change pending notification by the instructor.