

University of Florida
Department of Health Education and Behavior
FALL 2023: Class ID 14461, 3 Credit Hours
HSC3201: Community & Environmental Health

Instructor: Dr. Chelsea B. Chappell, PhD, CHES®

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Office: FLG, Room 230B

Zoom Office Hours: Tuesdays/Thursdays: 10am-11am (ET)

Meeting ID: 993 6142 0749

<https://ufl.zoom.us/j/99361420749?pwd=RW8veVkrT005VGw4bEQ0MU1uVWJhZz09>

Class Meeting: Monday, Wednesday, Friday (Period 3)

Times: 9:35 AM- 10:25 AM, FLG 0245

Dept Chair: Dr. Mildred Maldonado-Molina, Ph.D.

FLG, Room 5, mmmm@ufl.edu

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

Course Communications:

- Email: remjccs@ufl.edu
 - I will respond to emails within 24 hours during the weekday, and within 48 hours over the weekend. Please take this into account when emailing.
- Additionally, you should make a point to regularly check for course-related notices via the Announcement tool on the Canvas course website. Students who fail to keep up with posted Announcements risk missing important information related to the course, including possible changes in assignment due dates.

Text: No textbook required

Optional Text: McKenzie, J. F., Pinger, R. R., & Kotecki, J.E. (2015). An Introduction to Community Health, Eighth Edition. Boston: Jones and Bartlett Publishers. ISBN-13: 978-1284036596.

Course Description: The purpose of this course is to introduce the principles of community and public health promotion. The course centers on five major topics: 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.

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

Course Goals and/or Objectives: Upon completion of HSC3201, you will be able to:

1. Explain why community health is both a cause and a consequence of history.
2. Compare and contrast the contributions of agencies and organizations that influence community health.
3. Apply basic principles of epidemiology to identify, prioritize, control, and prevent public health and social problems.
4. Discuss factors that affect a community's health.
5. Explain the impact of environmental conditions on community health.
6. Identify the roles and actions of community health educators and community organizers in addressing and dismantling racism, as it acts as a barrier to health equity.
7. Develop and nurture an understanding of personal and professional responsibility as it relates to working in communities.
8. Apply course concepts to real-life situations and events.
9. Identify key issues in community health in today's society.
10. Synthesize these above concepts by applying them to help address a current community health issue.

Inclusive learning statement: Your success in this class—and at UF and beyond—is important to me! I strive to provide an environment that is equitable and conducive to achievement and learning for all students. I ask that we all be respectful of diverse opinions and of all class members, guest speakers/professors.

If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies to meet both your needs and the needs of the course. I recognize that there are many reasons students may need to adjust their pace, style, or method of learning, including but not limited to disability, temporary or ongoing personal life circumstances, unexpected emergencies, or other learning differences. Every possible effort will be made to accommodate you to help you succeed.

Instructional Methods: The instructional methods used in this course include: video lectures, assigned readings, weekly quizzes, written assignments, small group discussions, in-class activities and an overall capstone project.

1. *Class Starter*- For each in-person class meeting, you will be asked a “daily” question that will be an assignment located on Canvas available during the first 10 minutes of class. This assignment will be completed in-class at the start of each meeting, Mondays and Wednesdays ONLY.
2. *Quiz* - For each module/topic, you will be tested on the knowledge you have gained by taking a timed 20-minute, 10-point quiz. This quiz is designed to assess reading and lecture comprehension.
3. *In-Class Activities* – We will have various in-class activities that will be graded for completion. These activities are typically completed during our class period, but occasionally you may need to start or finish them outside of the class period. If you are absent from class on the day of an in-class activity assignment, you can use the **Life Happens Pass**.

4. A *mid-term examination* - The exam will be on Canvas, and may consist of multiple choice, short-answer, matching, etc.
5. During the semester, you will also complete a *Capstone Project* (260 points). Throughout this class, you will learn key theories and concepts related to community and environmental health. In this capstone project, you will apply these concepts to community health issue(s). You will be able to choose the modalities in which you showcase their learning of community health principles, culminating in up to 260 points. We will discuss this project in more detail once we begin to learn about the foundations of community health and community organizing.

COURSE POLICIES:

ATTENDANCE POLICY: Requirements for class attendance and 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>

QUIZ POLICIES: Quiz feedback is provided to the student immediately following the due date. Students have one week to view quiz feedback. Questions about quiz questions will be answered following the completion of the quiz by all students. If you have a question about specific quiz questions, you need to describe your concern in an email within 1 week after the quiz is completed.

LATE WORK POLICY: Your success in this class depends on keeping up with coursework. While this is your responsibility as a student, I also understand that “life happens” and things come up that affect our ability to complete all of our responsibilities according to a predetermined schedule, especially with recent world events. Accordingly, there is a Life Happens Pass (LHP) that allows you to submit TWO assignments up to four calendar days past the deadline to remain eligible for grading. Go to the google form located in the Orientation Module and submit the form. You have to complete the Life Happens Pass via the google form and submit the work within four days. You get 2 LHPs. All other late work will receive a zero. You cannot use the LHP on quizzes/exams, optional/extra credit work, or any work due in the last week of the semester.

ASSIGNMENT POLICY: Assignments are due according to the due dates and times listed in the course schedule. All assignments are due by 11:59 ET on the due date. Rubrics for assignments can be found in Canvas. Only uploaded work in Canvas will be accepted. All work should be uploaded as PDFs or .doc(x). Please be aware that Canvas closes assignments at the time they are due. DO NOT WAIT until the last minute to upload your assignment or the assignment may be closed. It is your responsibility that you upload the correct document by the due date/time. Check to make sure you have uploaded the correct document. Failure to upload the correct document before Canvas closes the assignment will result in a 0 for that assignment. Submit early to avoid being stressed about this!

COURSE TECHNOLOGY: For technical assistance with the course, please contact the UF Help Desk:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP - select option 2

ONLINE COURSE EVALUATION: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>.

SPECIAL ACCOMMODATIONS: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability that affects your ability to learn, you are encouraged to register through the Disabilities Resource Center (DRC) in the Dean of Students Office at 352-392-1261, or www.dso.ufl.edu/drc. **You are encouraged to provide your accommodation letter and make your needs known to the instructor within the first two weeks of the semester.**

- If you did not register formally, but you know you have behavioral or learning disabilities, or other issues, that might affect your performance in the course, tell me and I will do what I can to help you.

ACADEMIC HONESTY: 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 several 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 of this class.

GRADE APPEALS: It is unethical and in direct violation of the UF Student Honor Code to request an unjustifiable grade adjustment (UF Student Honor Code: “Conspiracy to Commit Academic Dishonesty”). Under no circumstances will I ever ‘round up’ a student’s grade (a 89.99% is a B+), nor will I offer extra credit. Additionally, it is your responsibility to review your graded assignments/quizzes/exams when they are returned. After a grade is returned/released, students have one week to appeal the grade with me. After one week, a grade will not be changed. **THERE WILL BE NO EXCEPTIONS TO THIS POLICY.**

EXCUSED ABSENCE POLICY: Per **University of Florida** policy, excused absences include medical appointments and illness (with doctor’s note), family emergencies (with documentation), special curricular requirements and school events (with documentation on school letterhead), military obligation, severe weather conditions, religious holidays, participation in official university activities, and/or court imposed legal obligations. Additional absences require documentation of medical excuses or extenuating circumstances and must be submitted to me within three days of the absence. [catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx]

GRADING POLICY:

In each module, students will have the following assignments: Class Starter (5 points), Quiz (10 points), Process (15 points), and Discussion (20 points). Rubrics for process assignments and discussions can be found with each Assignment in Canvas. Students will complete a capstone paper (260 points).

Assignment	Points
Class Starter/ Participation	30 points
Quizzes	Orientation Quiz = 5 points Weekly Quizzes 10 * 10 = 100 points Total = 115 points
In- Class Activities	110 points
Discussion Post	75 points
Process Assignments	50 points
Midterm Exam	75 points
Community Project	260 points
TOTAL	715 points

GRADING SCALE:

A	(93% or better) (665-715)
A-	(90% or better) (643-664)
B+	(88% or better) (630-642)
B	(82% or better) (586-629)
B-	(80% or better) (572-585)
C+	(78% or better) (558-571)
C	(72% or better) (515-557)
C-	(70% or better) (501-514)
D+	(68% or better) (486-500)
D	(60% or better) (429-485)
F	(below 60%) (Below 428)

GRADE ADJUSTMENTS: It is unethical and in direct violation of the UF Student Honor Code to request an *unjustifiable* (e.g., “rounding up”) grade adjustment (UF Student Honor Code: “Conspiracy to Commit Academic Dishonesty”).

COURSE SCHEDULE:

	Class	Assignment DUE Dates (11:59pm ET)
WEEK 1 Orientation 8/23- 8-27	Wednesday- Review Course Syllabus Friday- Course Introduction Activity	Orientation Quiz- Sunday 8/27 Student Introductory Assignment- Sunday 8/27
WEEK 2 Community Health 8/28- 9/3	Monday- Class Starter, Lecture Wednesday- Class Starter, Lecture Friday- Complete Quiz 1	Quiz 1- Friday 9/1 Reply to ONE student Introduction Post- Friday 9/1
WEEK 3 Health Organizations	Monday- NO CLASS- HOLIDAY Wednesday- Class Starter, Lecture	Quiz 2- Sunday 9/10 Flint Water Crisis Worksheet- Friday 9/8

9/4- 9/10	Friday- Flint Water Crisis Videos & Worksheet, Discussion Post	Discussion Assignment- Initial Post- Friday 9/8 TWO peer Replies- Sunday 9/10
WEEK 4 Epidemiology 9/11- 9/17	Monday- Class Starter, Lecture Wednesday- Class Starter, Lecture, Guinea Worm Worksheet Friday- Guinea Worm Process Assignment	Quiz 3- Sunday 9/17 Guinea Worm Process Assignment- Friday 9/15
WEEK 5 Health Disparities 9/18- 9/24	Monday- Class Starter, Lecture Wednesday- Class Starter, Class Activity Friday- Watch Disparities Videos	Quiz 4- Sunday 9/24
WEEK 6 Health Policies 9/25- 10/1	Monday- Class Starter, Lecture Wednesday- Class Starter, Lecture, Class Activity, Review Course Project Friday- Discussion Post	Quiz 5- Sunday 10/1 Class Activity- Wednesday 9/27 Course Project Topic- Sunday 10/1 Discussion Assignment- Initial Post Friday 9/29 TWO peer replies- Sunday 10/1
WEEK 7 Community Organizing 10/2- 10/8	Monday- Class Starter, Lecture Wednesday- Class Starter, Class Activity Friday- NO CLASS- UF Homecoming	Class Activity Worksheet- Wednesday 10/4 Read Chapter 5- Sunday 10/8
WEEK 8 Community Organizing Cont. 10/9- 10/15	Monday- Class Starter, Class Activity- Process Assignment Wednesday- Class Starter, Lecture Friday- Watch Videos on Canvas, Discussion Post **Potential Guest Speaker**	Quiz 6- Sunday 10/15 Process Assignment- Monday 10/9 Discussion Assignment- Initial Post- Friday 10/13 TWO Peer Replies- Sunday 10/15
WEEK 9 Environmental Health 10/16- 10/22	Monday- Class Starter, Lecture Wednesday- Class Starter, Lecture, Class Activity Friday- Climate Change Website Review (See Linked Resources) Midterm Study Guide	Class Activity- Wednesday 10/18 Course Project-Pre-Reflection- Sunday 10/22 ***Review Midterm Study Guide
WEEK 10 Maternal Health 10/23- 10/29	Monday- Class Starter, Lecture, Discuss Interview Questions Wednesday- Class Starter, Lecture, Class Activity Friday- Videos, Prenatal/Postpartum Activity, Secure Interviews for Class Project	Quiz 7- Sunday 10/29 Class Activity- Wednesday 10/25 Prenatal/Postpartum Activity- Friday 10/27 Interview Questions- Friday 10/27 ***Midterm- Sunday 10/29
WEEK 11 School Health 10/30- 11/5	Monday- Class Starter, Lecture Wednesday- Class Starter, Lecture, Class Activity Friday- Discussion Post, Work on Class Project	Quiz 8- Sunday 11/5 Interview #1- Sunday 11/5 Discussion Assignment- Initial Post- Friday 11/3 TWO Peer Replies- Sunday 11/5

WEEK 12 Drugs 11/6- 11/12	Monday- Class Starter, Lecture (Dr. Emanuel Slides) Wednesday- Class Starter, Lecture (Dr. Emanuel Slides), Complete Drug Worksheet Friday- NO CLASS- HOLIDAY	Quiz 9- Sunday 11/12 Drug Worksheet- Wednesday 11/8 Interview #2- Sunday 11/12
WEEK 13 Community Mental Health 11/13- 11/19	Monday- Class Starter, Lecture Wednesday- Class Starter, Community Health Class Activity Friday- Additional Videos/Readings, Work on Class Project	Quiz 10- Sunday 11/19 Community Health Class Activity- Wednesday 11/15 Project Topic- Sunday 11/19
WEEK 14 11/20- 11/26	M, W, F- NO CLASS- Thanksgiving Break	
WEEK 15 Policy Brief & Course Project 11/27- 12/3	Monday- Class Starter, Policy Brief Wednesday- Class Starter, Community & Health Class Paper Friday- Community & Health Class Paper	Policy Brief- Sunday 12/3
WEEK 16 Course Project 12/4- 12/6	Monday- Class Starter, Post Reflection Wednesday- Class Starter, Class Project	Community & Health Paper- Sunday 12/10

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 opportunity. Such changes, communicated clearly, are not unusual and should be expected.