



Course Syllabus: Community Health and Rehabilitation
College of Health Sciences and Human Services
RESP 4603 Section X30
Summer I 2021: June 1-August 5

Contact Information

Instructor: Dr. Yasha, DHSc, RRT
Office: Flower Mound Learning Center
Office hours: By Appointment
Email: [Dr. Yasha's email](#)

Communication Policy

My preferred method of communication is [my D2L Email address](#). Please include the course number and your name in the subject line when you email me. Here is an example: **RESP 4603/Last Name/First Name**. I teach several courses. This information will help me to respond promptly. I make every effort to respond to emails within 24 hours during the workweek and within 48-hours over the weekend. If I do not reply to your email in the 24-48 hours period, please send a gentle reminder.

Course Description

This course focuses on determinants of the health of individuals and the challenges they face as they try to improve their residents' health. The student will develop plans to maximize community resources to address both acute and chronic respiratory conditions.

Course Objectives

Course objectives include: contrast the various concepts of communities, describe different methods for identifying community health needs, especially needs related to respiratory-related diseases, compare methods used to assess community assets needed to improve a community's respiratory-related illnesses, compare fundamental public health theories used in the development of community-based interventions, prepare community-appropriate plans to address respiratory-related diseases, develop strategies to evaluate the effectiveness of community-based interventions, critique community-based health interventions, and examine emerging issues and literature related to respiratory-related problems faced by communities.

Textbook & Instructional Materials

Cohen, L., Chavez, V., & Chehimi, S. (2010). *Prevention is primary: Strategies for community well being* (2nd ed.). John Wiley & Sons. ISBN: 9780470550953

Throughout the semester, we will not only be utilizing the Prevention is Primary textbook, but we will also be taking a closer look at several online resources that have been developed to assist and help efforts to Change Our World. One of these is called [The Community Toolbox](#). The Community Tool Box is a free, online resource for those working to build healthier communities and bring about social change. Its mission is to promote community health and development by connecting people, ideas, and resources.

Tutoring Assistance

Begin drafting papers and projects as early and take advantage of the [Distance Education Tutoring Services](#). Tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising, and proofreading.

Student Handbook

Refer to: [Student Handbook 2020-21](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work, not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.
Self-plagiarism: Commonly described as recycling or reusing one's own specific words from previously published or submitted work. While self-plagiarism does not cross the line of actual theft of others' ideas, it nonetheless can create issues in the scholarly and academic realms. Beyond verbatim sections of text, self-plagiarism can also refer to the publication of identical papers in two places (sometimes called "duplicate publication.") Papers, projects, or other assignments previously submitted in other courses will not be accepted in this course.

Grading

Course Grade - A minimum grade of 75, or a C, is required in all respiratory courses. All assignments must be completed by 11:59 PM CST on the due date.

Table 1: Grade percentage allocated to each assignment

Assignments	Percentage of Total Grade
Discussion Boards	15%
Written Assignments	20%
Quizzes	45%

Assignments	Percentage of Total Grade
Course Project	20%
Total	100%

Table 2: Total percentage for the final grade.

Letter Grade	Percentage Grade
A	90-100%
B	80-89%
C	75-79%
D	70-74%
F	Less than 69%

Email/Course Announcement Requirements

You are required to access and review your emails and D2L Course Announcements regularly. I will often email the entire class with updates regarding your discussions, projects, and assignments. It is your responsibility to check your email regularly to prevent the possibility of missing important information.

Course Tools

1. **Syllabus:** contains the syllabus.
2. **Announcements:** All announcements will be posted under the NEWS section on the course homepage.
3. **Weekly Course Content Modules:** I have broken down your reading assignments, discussion boards, and exams/quizzes and placed them into individual weekly modules. You will also find PowerPoints that pertain to the assigned chapters for that week.
4. **Learning Tools:** Here, you will find information that may help you during this course, including online research databases tips and APA Guidelines.

Discussion Boards

Discussion content and questions will be posted on certain weeks throughout the semester. You can see the weeks that will include a discussion assignment on the course schedule within the syllabus. During the weeks that have discussions, an initial post must be submitted by Wednesday at 11:59 PM CST. Two substantial responses must be made within the discussion board by Sunday at 11:59 PM CST. Each discussion has a max point value of six points. Two points will be given for your initial post, and two points will be given for each of your response posts. All discussion boards are expected to raise thoughtful questions, incorporate content from readings, build on the ideas of others, expand the class' perspective, appropriately challenge perspectives and assumptions, and use scholarly references to support posts in proper APA formatting. Initial posts

should be at least 200 words in content. Response posts should be at least 100 words in content. Discussion Boards will account for 15% of your final grade.

Written Assignment

There is one writing assignment for this course, The Wheel of Community Organizing. This writing assignment was created to think outside the box and create solutions to specific problems often associated with community health projects and prevention strategies. This assignment should be at least two to three full pages in length (excluding title and reference pages). Utilizing correct APA format, you must reference at least four recent (within the last five years) scholarly, peer-reviewed sources. Use in-text citations as well. A great APA resource can be found on the [Purdue OWL website](#). I do expect well-written papers that are at a collegiate level of writing. A rubric for the writing assignment can be found within the course. The written project is worth 20% of your final grade. A grading rubric for the writing assignment can be found in the D2L course Wheel of Community Organizing dropbox.

Quizzes

There will be seven quizzes, which cover several chapters within the text, as well as additional readings that you will find posted in each week's module. Students are expected to analyze and apply their education and knowledge during these quizzes. Quizzes are located under assessments. You may use learning resources to help you with the quizzes; however, the quizzes are timed and may only be taken once. Students will have 30 minutes for each 10 question quiz. The final quiz is a cumulative 20 question quiz with 60 minutes allowed. Quizzes account for 45% of your final grade, distributed equally amongst the quizzes.

Course Project

Utilize the following scenario for your project. You have been hired by your local school district to do a complete evaluation of the district's failing elementary asthma education program. The program and materials used for the program were created by three of the school district nurses about 20 years ago. The material is dated and not well received by the students or faculty. A two-year grant for funding from a local hospital has been awarded to the district. Your job is to create and develop a new and improved elementary school asthma education program. Your task is to find up-to-date information about the causes, complications, treatments, and asthma prevention strategies. You will be required to provide a narrated powerpoint presentation that you are presenting to the school district's board of directors for their approval. Your presentation should consist of a minimum of 15 narrated slides (excluding the References slide). Failure to include voice narration will result in a 30-point deduction. Be creative and think outside the box. Use graphics and illustrations that will make your presentation informative yet kid-friendly. Please utilize at least four recent scholarly resources (published within the last five years) to support your findings. The rubric can be found within the course. You will need to submit your project in two places. The first will be in the dropbox provided. You will also need

to submit and attach your project in the discussion area titled Asthma Education Program Feedback. These need to be turned in to both places by July 11th at 11:59 PM CST. After presentations are posted you will provide feedback for two students' projects. Try and make sure everyone receives feedback. Feedback must be posted by July 18th at 11:59 PM CST. Guidelines for feedback include acknowledging those things that have been done well, determining where you think there could be errors in data presented or alternatives to consider, as well as asking questions and offering suggestions that might enhance the response and expand critical thinking.

Late Work

D2L is designed so that students are locked out of the system after the deadline has passed. Please make a note of all deadlines and adhere to them. All assignments must be completed by 11:59 PM CST on the due date. Any coursework not completed and submitted on time will be graded as a zero. Before the due date, don't hesitate to contact me regarding circumstances that may prevent you from completing an assignment on time.

Important Dates

Last day for term schedule changes: No schedule changes are allowed during the summer.

Deadline to file for August 2021 graduation: June 28, 2021

Deadline to file for December 2021 graduation: September 27, 2021

Last Day to drop with a grade of "W:" July 8, 2021

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

This is an online course, and students must regularly log in and check for any announcements posted. Students are expected to attend all meetings of the classes in which they are enrolled. Although, in general, students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered part of the grade, the instructor should inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records daily. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a

course by the instructor. Any individual faculty member or college has the authority to establish and follows the General University Policies.

Online Computer Requirements

Taking an online class requires you to access a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. *Assignments and tests are due by the due date. Personal computer technical difficulties will not be considered a reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings. Your computer being down is not an excuse for missing a deadline!!* There are many places to access your class! Our online classes can be accessed from any computer globally, which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations; however, we are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students With Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should apply for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug-Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use, or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on University property or university-sponsored activities.

Course Schedule:

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

Week	Activities/Assignments/Quizzes	Discussion Board	Due Date
Week 1 6/1 to 6/6	Post Introductions Read Prevention Text Chapter 1 Community Toolbox - Understanding Community		6/6 at 11:59 PM
Week 2 6/7 to 6/13	Read Prevention Text Chapter 2 Lecture 1B - Intro to Community Health Week 2 Discussion Board Quiz Covering Weeks 1 and 2 Content	First Post by Wednesday Response posts by Sunday	6/13 at 11:59 PM
Week 3 6/14 to 6/20	Read Prevention Text Chapters 4 and 5 Lecture 2 - Working Together Community Toolbox - Working Together Wheel of Community Organizing Assignment Quiz Covering Week 3 Content		6/20 at 11:59 PM

Week	Activities/Assignments/Quizzes	Discussion Board	Due Date
Week 4 6/21 to 6/27	Read Prevention Text Chapter 7 Lecture 3 – Media Advocacy Community Toolbox – Working with the Media Week 4 Discussion Board Quiz Covering Week 4 Content	First Post by Wednesday Response posts by Sunday	6/27 at 11:59 PM
Week 5 6/28 to 7/4	Read Prevention Text Chapter 9 Lecture 4 – Prevention and Evaluation Community Toolbox – Evaluation Plans Quiz Covering Week 5 Content		7/4 at 11:59 PM
Week 6 7/5 to 7/11	Asthma Education Program Assignment Due July 11 th		7/11 at 11:59 PM
Week 7 7/12 to 7/18	Read Prevention Text Chapter 10 Lecture 5 – Environmental Health Watch Dateline Breathless Episode Week 7 Discussion Board Quiz Covering Week 7 Content	First Post by Wednesday Response posts & Asthma Education Program Feedback by Sunday	7/18 at 11:59 PM
Week 8 7/19 to 7/25	Read Prevention Text Chapter 11 Lecture 6 – The Built Environment Quiz Covering Week 8 Content		7/25 at 11:59 PM
Week 9 7/26 to 8/1	Review Climate Change is in the Air Week 9 Discussion Board	First Post by Wednesday Response posts by Sunday	8/1 at 11:59 PM
Week 10 8/2 to 8/5	Final Quiz Closes Wednesday, August 4 th at 11:59 PM		8/5 at 11:59 PM