



## HSHS 1023: Online Understanding Community and Public Health

### Course Syllabus Spring 2025

#### Gunn College of Health Sciences and Human Services

#### **Professor Contact Information**

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#### **Course Description**

This course is an inquiry of community and public health and the competencies required of public health providers and educators, including the exploration and examination of philosophies, ethics, and current trends. This course will deliver an overview of the major content areas and critical issues related to community and public health promotion. This course will also provide an examination of community and public health and its role in society and discuss current trends, research, and anticipated future challenges.

#### **Textbook & Instructional Materials**

Public Health 101: Improving Community Health, 3ed., Riegelman and Kirkwood, ISBN: 9781284118445

#### **Communication with the Instructor:**

Communication will be through the student's Midwestern State University email account. The instructor will respond or at least acknowledge email messages from students within a maximum of five (5) business days when MSU is in session. Beyond standard university holidays and breaks, the instructor will notify students of any extended periods of time when email contact is not practical (professional meetings, etc.).

#### **Class Meeting Date and Time:**

Since this is an online course, there are no mandatory face-to-face sessions. However, the student should be vigilant in logging into D2L. Regular checks will ensure messages from the instructor are received in a timely manner. This course is on a schedule that will be strictly adhered to. See the Course Schedule at the end of this syllabus for specific information about activities and due dates. The instructor will be available to meet face-to-face, by phone, or by Zoom with any interested students.

## Grading:

Table 1: Percentages allocated to each assignment.

Assignments	Percent of Grade
Module Quizzes	25%
Discussion Boards	15%
Portfolio Projects	N/A
• Portfolio Part 1 – Research-Based Brochure	15%
• Portfolio Part 2 – Communicable Disease Presentation	15%
• Portfolio Part 3 – Health Professionals Observation	15%
• Portfolio Part 4 – Reflective Report	15%
<b>Total</b>	<b>100%</b>

Table 2: Total percent for final grade.

Grade	Percent
A	90-100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

## Assignments:

### Module Quizzes:

Quizzes will be given throughout the semester to test the students' knowledge and understanding of the material presented within each module. These quizzes will be administered online through D2L utilizing Lockdown Browser. Quizzes are worth a total of 25% of the final grade.

### Discussion Boards:

For this course there are social discussion boards, classroom discussions, as well as required (graded) discussion boards.

In the social discussion boards, there is a Coffee Shop discussion board for chatting with your classmates. This board is not mandatory and will not be graded; however, you must keep in mind proper discussion board etiquette. Additionally, open classroom discussions will be utilized to engage students in the communication and inquiry of each discussed profession within the health sciences and human services.

There are a total of three required (graded) discussion boards. The discussion boards correlate with the specific topic being discussed within its module. Each student is required to post **one** meaningful response to the discussion board question, as well as **two** responses to other

students for **each topic**. The discussion boards will not open and you will not be able to see anyone else's posts until you have created your original post. This is an open discussion; but you must keep in mind proper discussion board etiquette.

The discussion board topics are as follows:

- Module 2: The Obesity Epidemic
- Module 3: The Future of Infectious Diseases
- Module 4: The Health Professionals

Students must post original posts to the discussion board by Thursdays at 11:59pm and response posts must be posted on Sundays at 11:59pm on the week of the discussion assignment. This ensures all students have equal opportunity to engage in discussion and read everyone's post. It is also the students' responsibility to facilitate discussion within their own post if classmates have questions or comments. If students wait until the deadline to complete original posts, or fail to facilitate discussion, it is not fair to peers and defeats the purpose of the discussion. Failing to adhere to these policies will result in a loss of credit for the discussion board assignment. Discussion boards are worth 15% of the final grade.

### **Portfolio Projects:**

The Core Assessment for this course will be conducted in a four-part portfolio project that directly aligns to the core course objectives and demonstrates a student's understanding of human health and social wellness through various components of community and public health and how various aspects of that health and wellness impact culture and society.

#### ***Portfolio Part 1 – Research-Based Brochure***

A research-based brochure will be created to demonstrate your understanding of a current problem or barrier associated with community/public health and your personal and social responsibility for awareness and action directed toward that problem. You will create a brochure highlighting a community or public health concern/issue and provide strategies or solutions. Review the chart entitled, "A Community in Crisis" which is located in the Module 2 folder. Within this document, there are numerous examples of critical problems observed within the community and public health environments. Utilizing at least three outside resources, begin exploring this issue. You must locate empirical, numerical evidence of the impacts (local, national, or global) of this issue. Create a visually appealing brochure that highlights the challenges of the community and public health issue you have chosen. Be sure to include the supporting research data and numerical data on the impacts and provide research-based strategies/recommendations/solutions to address this challenge. Websites such as postermywall.com and canva.com are great resources to create this type of brochure. **(Include your name, the course name, date, and 3 References)**

#### ***Portfolio Part 2 – Communicable Disease Research Project Presentation***

This is a Communicable Disease Research Project Presentation to deepen your understanding of a specific communicable disease, its effects on the community and public health, and the influence that disease has on differing social institutions, age groups, cultures, and our society as a whole. You will conduct research through a literature review and create a PowerPoint

presentation describing a communicable disease of your choice, along with its characteristics and statistics and integrate it with material from research articles and the textbook regarding its effects on the community and public health. You will submit a self-developed (do not submit/copy another presentation) PowerPoint that is between 10-20 slides that you will upload to D2L. Be sure that you include the following information in your presentation:

- Disease Definition – What it is?
- Disease Statistics
- Modes of Transmission
- Incubation Period
- Signs and Symptoms
- Precautions/Prevention
- Treatments
- Outlook for the future
- Specific Regions, Societies, Cultures affected by the disease

**(Include your name, the course name, date, and 3 References)**

### ***Portfolio Part 3 – Health Science and Human Services Professionals***

This section of the portfolio will focus on observations to collect data that allows students to analyze the varying health science and human services professionals within the community and public health environment and how those individuals impact human health and the social wellness of the community, society, and culture. The observations will be used to gain an understanding of the roles and responsibilities of those taking an active role in providing healthcare services to those within the community and public health environments. You will observe a series of documents/videos reflecting on the specific elements of the professionals and then will analyze aspects of their professions that are imperative to the overall health of humans and social wellness. You will complete an observation protocol sheet where you will need to provide answers to the following questions:

- How might each health professional play a vital role in the overall health of individuals and society?
- What elements of each health professional do you think would be most beneficial for certain aspects of community and public health?
- How might each health professional impact social institutions such as hospitals, clinics, and public healthcare education programs?
- List and discuss specific areas of community and public health that may be positively impacted by each healthcare professional.
- How might collaboration between the varying healthcare professionals provide a better healthcare experience for individuals, groups, society, and cultures?

**(References are not required for this portfolio)**

**\*The observation protocol sheet is available to download in D2L in the Module 4 folder.**

### ***Portfolio Part 4 – Reflective Report***

The reflective piece requires you to critically reflect on Parts 1, 2, 3 of the portfolio. You will synthesize the information you have gathered to demonstrate an understanding of human health and social wellness and how it impacts individuals, society, and culture. You should address the aspects of community and public health utilized within Parts 1, 2, 3 to demonstrate an understanding of our social and personal responsibility to grasp the differences in global environments—both the positive aspects as well as challenges of your own and other cultures face. The following are areas are required elements of your reflective report:

- How has the knowledge of community and public health impacted your understanding of what it is that makes us healthy humans?
- How has the understanding of behaviors associated with human health and social wellness allowed you to be more understanding, and tolerant, or to take a particular action?
- How has the knowledge of the impacts of global influences on community and public health impacted your behavior (think about the actions suggested in your brochure)?
- Why might you feel that it is important for people to better understand community and public health?
- What have you learned from this course?

**\*The reflection is an essay style should be at least 500 words and must be submitted as a Word document and uploaded by the date due to D2L. (No References are required for this portfolio)**

### **Disease Detectives – Solve the Outbreak:**

This is just for fun and not a requirement. If you feel like solving a potential outbreak, give it a try! Scientist and disease detectives work around the world to track diseases, research outbreaks, respond to emergencies of all kinds, and use what they learn from this work to develop and advocate public health policies that strengthen America’s health and resilience. Your mission is to get clues and analyze data to [Solve the Outbreak](#) and save lives. In this fun, interactive activity you get to try your hand at becoming a Disease Detective. You will virtually travel the world chasing outbreaks like the ones real-life CDC Disease Detectives help fight. Should you quarantine the town, send for more lab results, or alert the media?

### **Late Work, Make up Work:**

Late work is typically not accepted within the course and is subject to a grade of a zero. However, late work may be accepted at the discretion of the instructor, with the exception of the final exam. The final exam must be taken at the schedule time and date. If a student is going to miss an assignment or course activity, it is the student’s responsibility to contact the instructor prior to the submission deadline. Communication is key. If late work is accepted by the instructor, a 10% reduction will be taken for each day (weekends and holidays included) after the scheduled assignment or course activity due date.

### **Important Dates:**

**Deadline to file for May graduation: February 17, 2025**

**Last Day to drop with a grade of “W:” April 30th, 2025 by 4:00pm**

Refer to: [Drops, Withdrawals, Invalidation, & 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.

### **Online Computer Requirements:**

Taking this class with an online component requires you to have access to 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, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***\*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 in the world 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 they are able to help you get connected to our online services. For help, log into [D2L](#).

### **Instructor Class Policies:**

Students are required to participate in class in a respectful manner whether or not the interactions are online or face-to-face. All course assignments must be submitted to D2L in Microsoft format including, Word documents and Power Point. For students without Microsoft software, Microsoft offers students a [free download of Office 365](#).

### **Disability Support Services:**

Midwestern State University is committed to providing equal access for qualified students with disabilities to all university courses and programs, and by law all students with disabilities are guaranteed a learning environment that provides reasonable accommodation of their disability. This guarantee is provided through Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The ADA reads: "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by any such entity." The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at (940) 397-4140, TDD (940) 397-4515, or 3410 Taft Blvd., Clark Student Center 168.

### **Student Handbook:**

Refer to: [Student Handbook](#)

## **Academic Misconduct Policy & Procedures:**

This course adheres to the MSU Code of Conduct. Academic dishonesty, however small, creates a breach in academic integrity. A student's participation in this course comes with the expectation that his/her work will be completed in full observance of the MSU Code of Student Conduct. A student should consult the Student Handbook for answers to any questions about the code.

Students are encouraged to take full advantage of many resources available including Internet sites, handouts, other textbooks & journals, faculty, and peers. This interactive collegial learning environment is conducive to life-long learning.

The components of this course are designed to represent the efforts of each student individually and are NOT to be shared. Submitting someone else's work as your own or improperly cited work constitutes plagiarism. Please see the Midwestern State University Catalog for further discussion of plagiarism. Plagiarism will constitute in an F for the course and the student will be referred to administration for further action. When students submit their efforts for grading, they are attesting they abided by this rule.

Cheating includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or completing other assignments; or (3) the acquisition of tests or other academic materials belonging to the university faculty or staff without permission. Plagiarism includes, but is not limited to: the use of, by paraphrase or direct quotation without correct citation in the text and on the reference list, the published or unpublished works of another person. \*Students may not submit papers and assignments that they have previously submitted for this or other courses. The use of materials generated by agencies engaged in "selling" term papers is also plagiarism. Students are encouraged to review the tutorials and suggested websites for more information about plagiarism.

By enrolling in this course, the student expressly grants MSU a limited right in all intellectual property created by the student for the purpose of this course. The limited right shall include but shall not be limited to the right to reproduce the students work product in order to verify originality and authenticity, and for educational purposes.

## **College Policies:**

### **Campus Carry Rules/Policy:**

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

### **Smoking/Tobacco Policy:**

Refer to: [Tobacco-free Policy](#)

### **Alcohol and Drug Policy:**

Refer to: [Alcohol and Drug Policy](#)

## **Grade Appeal Process:**

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

## Course Schedule:

Module	Date	Readings and Lectures	Assignment/Activity All Due dates are set for 11:59pm
<b>Module 1</b> Principles of Population Health	Jan 21 To Jan 26	Review Course Syllabus  Chapter 1 - Public Health: The Population Health Approach	N/A
<b>Module 1</b> Principles of Population Health	Jan 27 To Feb 2	Chapter 2 - Evidence- Based Public Health	N/A
<b>Module 1</b> Principles of Population Health	Feb 3 To Feb 9	N/A	-Module 1 Quiz <b>Due Feb 9</b>
<b>Module 2</b> Tools of Population Health	Feb 10 to Feb 16	Chapter 3 - Public Health Data and Communications	- Discussion - The Obesity Epidemic <b>Initial post Due Feb 13</b> <b>Response posts Due Feb 16</b>
<b>Module 2</b> Tools of Population Health	Feb 17 to Feb 23	Chapter 4 - Social and Behavioral Sciences and Public Health	- Portfolio Part 1 <b>Due Feb 23</b>
<b>Module 2</b> Tools of Population Health	Feb 24 To Mar 2	N/A	-Module 2 Quiz <b>Due Mar 2</b>
<b>Module 3</b> Preventing Disease, Morbidity, and Mortality	Mar 3 to Mar 9	Chapter 6 - Non- Communicable Diseases  Chapter 7 - Communicable Diseases	-Discussion - The Future of Infectious Diseases Video <b>Initial post Due Mar 6</b> <b>Response posts Due Mar 9</b>
<b>Happy Spring Break</b>	Mar 10 To Mar 16	N/A	N/A
<b>Module 3</b> Preventing Disease, Morbidity, and Mortality	Mar 17 To Mar 23	Chapter 8 - Environmental Health and Safety	-Portfolio Part 2 <b>Due Mar 23</b>



<b>Module</b>	<b>Date</b>	<b>Readings and Lectures</b>	<b>Assignment/Activity</b> <b>All Due dates are set for 11:59pm</b>
<b>Module 3</b> Preventing Disease, Morbidity, and Mortality	Mar 24 To Mar 30	N/A	-Module 3 Quiz <b>Due Mar 30</b>
<b>Module 4</b> Health Professionals, Institutions, and Systems	Mar 31 To Apr 6	Chapter 9 – Health Professionals and the Health Workforce	-Discussion – Health Professionals <b>Initial post Due Apr 3</b> <b>Response posts Due Apr 6</b>
<b>Module 4</b> Health Professionals, Institutions, and Systems	Apr 7 To Apr 13	Chapter 10 - Healthcare Institutions  Chapter 11 - Health Insurance and Healthcare Systems	-Module 4 Quiz <b>Due Apr 13</b>  -Portfolio Part 3 <b>Due Apr 13</b>
<b>Happy Easter</b>	Apr 14 To Apr 20	N/A	N/A
<b>Module 5</b> Public Health Institutions and Systems	Apr 21 To Apr 27	Chapter 12 - Public Health Institutions and Systems  Chapter 13 – Food and Drugs in Public Health	N/A
<b>Module 5</b> Public Health Institutions and Systems	Apr 28 To May 4		-Module 5 Quiz <b>Due May 4</b>  -Portfolio Part 4 <b>Due May 4</b>

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