

# University of North Texas at Dallas

## Spring 2012

### SYLLABUS

<b>HLTH 1100: School and Community Health Problems and Services 3 Hrs</b>	
	Division of <b>Education and Human Services</b>
<b>Instructor Name:</b>	<b>Steve Stork</b>
<b>Office Location:</b>	<b>Building 2: 302-305</b>
<b>Office Phone:</b>	<b>940-453-3596 (cell)</b>
<b>Email Address:</b>	<i>Make e-mail contact thru Blackboard</i>
<b>Office Hours:</b> <b>Tues &amp; Thurs 9:30 a.m. – 11:30 a.m. by appointment only</b>	
<b>Virtual Office Hours:</b>	<i>None</i>
<b>Classroom Location:</b>	DAL1 208
<b>Class Meeting Days &amp; Times:</b>	<b>Thursday 11:30 p.m. – 2:20 p.m.</b>
<b>Course Catalog Description:</b>	Health services offered by the school and community, the role of the health educator to benefit the health of every individual in society: health problems and solutions to improve community health.
<b>Prerequisites:</b>	<b>None</b>
<b>Co-requisites:</b>	<b>None</b>
<b>Required Text:</b>	<b>None</b>
<b>Recommended Text and References:</b>	Course materials available as Blackboard Content, with additional Internet resources.
<b>Access to Learning Resources:</b>	UNT Dallas Library: phone: (972) 780-3625; web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a> UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: <a href="mailto:1012mgr@fhcg.follett.com">1012mgr@fhcg.follett.com</a>
<b>Course Goals or Overview:</b>	
	Health education should be about more than just telling people to change bad habits. After all, what <b>is</b> health, and why is it important? At an age when you likely feel pretty healthy already, regardless of your habits, this course asks you to look forward. What can you do to ensure a high quality of life – not just length of life – in the coming decades? And, assuming you may want to have children, there are ways to help them become healthier and happier in ways you may not have considered for yourself.

### Course Objectives

By the completion of this course, the student should be able to:

- Define health from multiple dimensions
- Interpret both traditional and alternative methods of evaluating health status
- Discuss prevalent health problems among diverse and multicultural populations
- Recognize selected theoretical models and programs used to address health problems in the U.S.
- Describe the role of behavior in the health status of children and adults
- Understand how cultural diversity influences health
- Differentiate primary, secondary, and tertiary disease prevention; including school and community interventions
- Describe how school and community health programs can address communicable and multi-causation disease
  - Discuss and explain the concept of the spectrum of health care delivery
  - Explain how schools are a logical provider for specific health services
  - Discuss the role of service organizations in school and community health

- Explain the effects of social and physical environments on the health of different populations
- Identify major agencies, foundations, and associations supporting community health at the local, state, and national levels
- Discuss the influence of socioeconomic, political, and environmental relationships on health
- Explain the need to develop strategies for addressing community health from multiple dimensions
- Analyze and evaluate the process, impact, and outcome of unique or novel health interventions

### **Course and Learning Format**

The primary modality for the course will be Class Discussions and Lectures. The primary resource will be the internet. Assigned Readings will be either URLs or scanned articles (pdf) available on Blackboard, many accompanied by Blackboard quizzes. To keep discussions lively and topical, credit will be given for researching questions that arise during discussions.

### **Course Evaluation Methods**

This course will utilize the following to determine student grades and proficiency of the learning outcomes.

**Health diary** – The diary will not be ‘graded’ per se. A subjective assessment will be made of how diligently you complete the assignment.

**Health news** – Each week you will be assigned 1-3 ‘current’ news articles to read. These will take a variety of forms (URL, pdf from magazines or newspapers, etc). Students will be called on randomly at the beginning of each class to summarize or critique the readings.

**Blackboard quizzes** – After reading assigned articles, complete related quizzes on Blackboard.

**Research discussion questions** – Questions will be randomly assigned to a researcher, who will give a report at the next class meeting.

**Alternate assignments** – The instructor reserves the right to negotiate a couple assignments that may arise in response to class research or discussions. These will be evaluated like the Health Diary, with the emphasis on how well students took advantage of opportunities to improve an aspect of their own health or health knowledge.

#### **Class Participation**

1] *daily attendance and preparation*

2] *random call-outs (anyone can be called upon at any time), Points awarded for quality of response*

#### **Final Exam – comprehensive**

The Blackboard Gradebook contains a column labeled “Cum.” This is an estimate of course standing at any time throughout the semester. It represents Cumulative scores, and should be taken as a very general estimation of the potential final score.

#### **Grading Matrix:**

Method	Percentage
Health diary	5
Health news	5
Blackboard quizzes	10
Research question(s)	10
Alternate assignments	5
Class Participation 1	20
Class participation 2	25
Final Exam	20

The values in the Grading Matrix represent score “weights” as opposed to values seen on actual tests or assignments. (Do not ask how many “points” you will lose for missing a day of class. The points per class vary.)

#### **Course Grade Determined as a percentage of points available:**

A = 90.0% and up   B = 80.0% – 89.999%   C = 70.0% – 79.999%   D = 60.0% – 69.999%   F = less than 60.0%

**Health Diary rubric** – Upon scanning (not reading) it is evident the student has...

5	4	3	2-1	0
...engaged significant self discovery, attempting new health habits, or viewing existing habits in a new light.	...rationally examined existing state of health and explored feelings related to it.	...acknowledged deficits in health habits and contemplated changes.	...engaged minimal self-reflection	...no diary to submit
Near daily entries	Entries on class days	Weekly entries	Monthly entries	

**Blackboard quizzes** will be totaled and mathematically weighted to be summed with the final grade. Each Blackboard quiz will time out an hour **before** the class period for which it is intended.

**Research question(s)**

This assignment has multiple parameters. Such that the standards will vary (e.g., some students may be called upon to research more questions, depending on the complexity or difficulty; but everyone will have an opportunity to earn the same quantity of “points,” which will then be totaled and mathematically weighted.

**Alternate Assignments**

A format and deadline for each assignment will be included its assessment rubric, posted on Blackboard. If no such assignments are given, students will still receive the designated credit.

**Class Participation rubric 1**

5	4	3	1	0
<b>Attends full class</b>	Attends 40+ minutes of class	Attends 30+ minutes of class	Phone call or email <b>before</b> class or within 24 hours explaining absence	

To be totaled and mathematically weighted

**Class Participation rubric 2**

5	4	3	2	1
Student uses course readings as a starting point, drawing on additional resources to create thought-provoking discussion.	Student draws effectively on course readings to extend a thoughtful discussion.	Student is familiar enough with course readings to keep up with class discussions.	Student displays a superficial understanding of course readings, relying more heavily on prior knowledge or personal opinion.	Student displays a naïve understanding based on cursory reading; heavily influenced by uninformed hearsay.
Student identifies 'facts' with their source, weighting judgment.	Student discriminates fact from opinion by examining sources.	Student accepts facts arising from trustworthy sources.	Student can be swayed to accept opinion when it 'sounds good'.	Student's sole rationale lies in personal experience & opinion.

**Final exam** -- Mathematically weighted

**Email Policy:** I prefer to limit e-mail communication to the confines of Blackboard.

**Attire:** The instructor has no control over the temperature in the classroom, so dress in layers.

**Attendance and Participation:** If a student believes he/she will miss class over an extended period of time and may be unable to complete all assignments timely, the student should contact the instructor immediately to discuss options. **Repeated absences can result in a failing grade for the course.**

*The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive full credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and*

*your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason.*

### **Classroom Behavior and Courtesy**

A few common courtesies will make our class time more pleasant. Class participation grades will suffer if the following violations occur:

- Beeper or cell phone interruptions
- Text messaging on cell phones
- Internet usage
- Sleeping
- Talking while others have the floor
- Reading or writing pertaining to other endeavors or courses
- Tardies and early departures

### **Student Responsibilities**

- Attend class
- Complete assigned readings
- Take quizzes and a final
- Participate in class discussions, activities, and group tasks
- Complete course assignments
- Show respect to instructor and peers
- Arrange to secure notes, assignments, and test preps should an absence become unavoidable
- Plan ahead for supplies and information that allow for full participation
- Accept that policies in the current UNT Student Handbook are designed to protect both faculty and students and ensure an optimal learning experience

### **Instructor Responsibilities**

- Fair and impartial treatment of students
- Available to meet with students outside class, preferably during scheduled office hours, but by appointment if asked nicely
- Provide sufficient notice of assignments, schedule changes, etc. such that students may reasonably be expected to uphold their own responsibilities to the course
- Promptly return examinations and assignments
- As appropriate to each task, provide rubrics that clearly indicate multiple levels of accountability
- Respect students' right to privacy and personal views, as long as exercising such rights do not infringe on the rights of others

### **Cell Phones, Laptops and other Electronic Devices**

Turn off cellular phone or beeper while in class. No calls. No texting (incoming or outgoing).

Remove earphones during class.

If you are expecting an emergency call, set device to vibrate.

You may use a **laptop** for taking notes relevant to the course, or for activities relevant to the course (such as quick online research to support an ongoing discussion). You may not engage in instant messaging, video editing or other applications not associated with the course.

Consistent with the random call-out system, if you begin to work on any device during a discussion, I may ask what you are researching and ask another student to assist you in that research; in which case I will expect you to find something relevant.

### **University Policies and Procedures**

**Bad Weather Policy:** *On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call the UNT Dallas main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students who update their Eagle Alert contact information will receive this information automatically.*

**Diversity/Tolerance Policy:** *Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.*

### **Federal Educational Rights and Privacy Act (FERPA)**

State law, with few exceptions, gives you the right to be informed about information UNTD collects about you. It also gives you the right to receive and review this information and the opportunity to have UNTD change any incorrect information. UNT Family Educational Rights and Privacy Act and privacy policies are available at [www.unt.edu/untpolicy](http://www.unt.edu/untpolicy).

**Incompletes:** To request a grade of "incomplete," the student must:

- Submit the request in writing as soon as possible during the semester.
- Submit the request to the instructor at the instructor's address above.
- Discuss the request with the instructor before or after class.

No requests for an Incomplete will be considered later than one week prior to the final exam, UNLESS A SERIOUS INTERRUPTIVE EVENT OCCURS WITHIN THAT TIME PERIOD. It is the instructor's sole discretion to grant such a request. Please see the "Grading System" section of the current UNT Undergraduate or Graduate Catalog for details. STUDENTS WHO RECEIVE AN "INCOMPLETE" MUST COMPLETE THE COURSE NOT LATER THAN ONE CALENDAR YEAR THEREAFTER TO AVOID AUTOMATICALLY RECEIVING A FAILING GRADE.

**Exam Policy:** *Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).*

**Academic Integrity:** *Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html) for complete provisions of this code.*

### **Academic Dishonesty and Misconduct**

Academic dishonesty and misconduct includes cheating, plagiarism, fabrication, and facilitating academic dishonesty. Cheating refers to collaborating on assignments and using unauthorized materials. Plagiarism refers to presenting ideas, words, or statements of another person without giving credit to that person. Academic dishonesty and misconduct will not be tolerated in this class. Individuals caught in academic dishonesty and misconduct will be charged under the University's Code of Student Conduct. Students found guilty run the risk of having their score changed to a zero, receiving a grade of "F" for the course, and/or dismissal from the University. If you have questions about cheating or plagiarism, please see instructor.

**Student Evaluation of Teaching Effectiveness Policy:** *The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. A short survey is available at the end of the semester, providing a chance to comment on how this class is taught. I am interested in feedback from students, and I try to continually improve my teaching. SETE is an important part of your participation in this class.*

### **Disability Accommodations for Students**

*The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.*

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

This course, operating within the Division of Education and Human Services, is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a

disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed.

Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, [Disability Accommodations for Students](#), and by visiting Student Life, building 2, Suite 200. 972-780-3632, [studentlife@unt.edu](mailto:studentlife@unt.edu).