

# University of North Texas at Dallas

## Spring 2011

### 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>Tuesday 10:00 a.m. – 2:00 p.m. by appointment only</b>
<b>Virtual Office Hours:</b>	<i>None</i>
<b>Classroom Location:</b>	<i>DAL2 241</i>
<b>Class Meeting Days &amp; Times:</b>	<b>Tuesday 2:00 p.m. – 4:50 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>	McKenzie, JF., Pinger, RR., and Kotecki, JE. (2008). <i>An Introduction to Community Health (6<sup>th</sup> ed.)</i> . Sudbury, MA.: Jones and Bartlett Publishers.
<b>Recommended Text and References:</b>	<i>Additional materials are available as Blackboard Content.</i> Multiple topical articles will be researched and read on the internet.
<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@fhg.follett.com">1012mgr@fhg.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 quantity – 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 and health promotion
- Define traditional methods of measuring health
- Discuss prevalent health problems among diverse and multicultural populations in the U.S.
- Discuss selected theoretical models and programs used to address health problems among diverse groups in the U.S.
- Discuss basic program evaluation using measurement terminology
- Identify major agencies, foundations, and associations supporting community health at the local, state, national, and international levels
- Explain the effects of social and physical environments on the health of different populations
- Understand how cultural diversity influences health
- Discuss the influence of socioeconomic, political, and environmental relationships on health

- Explain the need for school health programs to develop strategies for reducing prejudice and stereotyping, and how this effects individual and community health
- Define the four main components of a comprehensive school health program
- Define the role of a school health coordinator
- Identify major school health curricula
- Identify specific school health services and explain why schools are a logical provider
- Discuss the role of service organizations in school and community health
- List three primary activities of most voluntary health organizations
- Describe how school and community health programs can address communicable and multi-causation disease models
- Differentiate between primary, secondary, and tertiary disease prevention; including school and community based interventions
- Describe the role of behavior in the health status of children and adults
- Discuss and explain the concept of the spectrum of health care delivery
- Explain the fee-for-service system of health care delivery
- Describe the community health implications of Medicare and Medicaid
- 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. I hope to keep Lectures to a minimum. Our primary resource will be news summaries I receive from various professional organizations, such as the American School Health Association (ASHA), the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), and the Association for Supervision and Curriculum Development (ASCD). Your Assigned Readings will be either URLs or full articles distributed via Blackboard e-mail. These are generally newspaper articles, so they are not very long. As the semester progresses, I will assign small groups to conduct Internet Research related to topics or issues arising from the news articles. This research will support In-class activities, during which we will keep a list of terminology and concepts that will subsequently be fair game for quizzes and the final exam. The textbook will serve as a valuable reference for health research discoveries. But the internet should keep discussions lively and topical.

### **Course Evaluation Methods**

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

**Assignments** – The most common assignment will be to read the articles distributed via Blackboard and research related topics or issues.

Alternate assignments may be negotiated along the way, arising from that internet research.

**Class Participation** begins with *daily attendance and preparation*. *The instructor applies a system of random call-outs; meaning anyone can be called upon at any time. Points are awarded for 1) being present, and 2) quality of response.*

**Exams** – Several ungraded quizzes will culminate in *a comprehensive final exam*.

#### **Grading Matrix:**

<b>Instrument</b>	<b>Value (points or percentages)</b>	<b>Total</b>
Ungraded quizzes	none	
Assignments	2-6 assignments, weighted to →	50
Class Participation	Attendance and Preparation	200
Final Exam	Comprehensive	100

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.)

#### **Class Participation rubric**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
Student uses course readings as a starting point, drawing on additional resources to create thought-	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	Student displays a naïve understanding based on cursory reading; heavily influenced by

provoking discussion.			on prior knowledge or personal opinion.	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.

**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%

**The format and deadline for each assignment is included in the rubric for that assignment, and posted on Blackboard. For this course, the Instructor reserves the right to not accept Late assignments beyond the next class period, and the option of subjecting Late assignments to a penalty.**

**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 and because **essential information not in the textbook will be discussed in class.** The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive 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. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a peer to obtain a copy of the class notes when absent.*

**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

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

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

**Student Responsibilities**

- Complete assigned readings
- Take quizzes and a final
- Participate in class discussions, activities, and group tasks
- Complete course assignments
- Attend class
- 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 will ask what you are researching and ask another student to assist you in that research; and I will expect you to find something relevant.

### **University Policies and Procedures**

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

**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.*

**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.*

**Students with Disabilities (ADA Compliance):** *The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.*

**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.*

### **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).

### **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.

## **Sample alternative Assignments**

(from Denton)

*3-n-1 Super Size Me Challenge:* In 2003, Morgan Spurlock released his blockbuster movie, "Super Size Me," literally knocking the wind out of the fast food industry! His film highlights the importance of a well balanced diet in adults; but the primary theme is aimed at children's health and the impact of the fast food industry. This assignment requires a "fast food/junk food free" diet for 2 WEEKS.

First, log what you spend weekly on fast food/junk food items, at the grocery store, convenience store, snack machines, etc.; including beverages; i.e., your usual routine, for 2 weeks. The log must include:

- An itemized list of purchases (i.e. frozen chicken nuggets, white bread) and itemized costs. Must be completed using Microsoft Excel.
- Also a daily log of what you ate

Second, view the movie "Super Size Me."

Third, begin The Challenge

Referencing the itemized, pre-Challenge spreadsheet, spend a similar amount of money on "healthy" substitutes for the non-healthy items. This may require "preparing" healthy meals; i.e., cooking.

**NOTE:** You may exceed the original costs to suit recipe needs, taste preference, etc.

When eating out, select "healthy" options. Substitute salad or veggies for fries; water or unsweet tea for colas; small-portion options instead of super-sizing. During The Challenge, journal (write) about the experience. Insights, discoveries, frustrations, surprising urges. It need not be in paragraph form. Jot simple notes throughout the day, and summarize them in Diary form.

Last, at the conclusion of The Challenge, write a paper about the experience, including:

- Any physical or emotional changes or challenges
- Transition. How did the experience change from the first few days thru to the end? Cravings? Withdrawals? Food choices you are likely to retain?
- Sensations. Examine why you may or may not change prior habits based on this experience.

Final report must be word-processed and submitted with support documentation (Excel spreadsheet(s), cash register receipts, daily notes). Bottom line, there has to be enough evidence and substantial conclusions to convince me that you really did it.

