#### UNIVERSITY OF FLORIDA COLLEGE OF HEALTH AND HUMAN PERFORMANCE DEPARTMENT OF HEALTH EDUCATION AND BEHAVIOR

#### COMMUNITY AND ENVIRONMENTAL HEALTH SYLLABUS

HSC-3201-27HG Fall 2021 Julio D. Rodriguez, Ed.D., CHES E-mail: JDRodriguez@hhp.ufl.edu

Office: FLG 127 Office Hours: **Monday/Wednesday/Friday** 12:00pm - 1:30pm Phone: 352-294-1805

Class Meeting: Tuesday 3:00pm - 3:50pm, Thursday 3:00pm - 4:55pm FLG 0265

#### **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.

#### **REQUIRED BOOKS:**

McKenzie, J.E., Pinger, R.R., Seabert, D. M. (2019). *An Introduction to Community Health* (9th ed.). Boston: Jones and Bartlett Publishers. ISBN-13: 978-1284108415.

#### COURSE OBJECTIVES:

Upon completion of this course, it is expected that the student will:

- 1. Explain why community health is both a cause and a consequence of history.
- 2. Discuss factors that affect a community's health.
- 3. Compare and contrast the contributions of agencies and organizations that influence community health.

4. Apply basic principles of epidemiology to identify and prioritize public health and social problems.

5. Apply basic principles of epidemiology to the control/prevention of public health and social problems.

- 6. Understand the basic principles of health promotion planning and evaluation.
- 7. Discuss the importance of school health programs to individual and community health.
- 8. Explain the impact of environmental conditions on human health and well-being.
- 9. Apply course concepts to real-life situations and events.
- 10. Identify key issues in community health in today's society.

11. Synthesize these above concepts by applying them to help address a current community health issue.

#### METHODS OF INSTRUCTION:

- 1. Lecture.
- 2. Discussion.
- 3. Small Group Activities.
- 4. Films/Videos/Audiotapes.
- 5. Skills Practice.
- 6. Journal/Stress Diary.

### COURSE CONTENT:

Unit I Foundations of Community and Public Health

- Chapter 1 Community and Public Health: Yesterday, Today, and Tomorrow
- Chapter 2 Organizations that Help Shape Community and Public Health
- Chapter 3 Epidemiology: The Study of Disease, Injury, and Death in the Community
- Chapter 4 Communicable and Noncommunicable Diseases: Prevention and Control of
- Diseases and Health Conditions
- Chapter 5 Community Organizing/ Building and Health Promotion Programming
- Chapter 6 The School Health Program: A Component of Community and Public Health
- Unit II The Nation's Health
- Chapter 7 Maternal, Infant, and Child Health
- Chapter 8 Adolescents, Young Adults, and Adults
- Chapter 9 Older Adults
- Chapter 10 Community and Public Health and Racial/Ethnic Populations
- Chapter 11 Community Mental Health
- Chapter 12 Alcohol, Tobacco, and Other Drugs: A Community Concern
- Chapter 13 Health Care Delivery in the United States
- Unit III Environmental Health and Safety
- Chapter 14 Community and Public Health and the Environment
- Chapter 15 Injuries as a Community and Public Health Problem
- Chapter 16 Safety and Health in the Workplace

### COURSE REQUIREMENTS:

- A. Each student is to:
  - 1. Read all chapters assigned before attending class.
  - 2. Constructively participate in class discussions/activities.
  - 3. Participate in course evaluations.
  - 4. Complete all assignments/exams during assigned dates throughout the semester.
- B. Evaluation methods:

Class Participation	5%
Interviews	10%
Examinations	50%

Capstone Paper

35%

C. The grading scale is as follows:

93%-100% = A 90-92%.99% = A- 87%-89.99% = B+ 83%-86.99% = B 80%-82.99% = B- 77%-79.99% = C+ 73%-76.99% = C- 67%-69.99% = D+ 63%-66.99% = D-0%-59.99% = F

UF Grade Points A=4.0 A-=3.67 B+=3.33 B=3.0 B-=2.67 C+=2.33 C=2.0 D+=1.33 D=1.0 D-0.67 F=0

UF's grading policy can be found at http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html.

Grades will not be curved (even if you are 1 point away from the next letter grade). Grades will only change if an error was made in the grading process.

### ATTENDANCE POLICY:

University of Florida believes that attendance is essential to success in academic courses. The university believes that learning is an interactive process on the part of the students and it is not just a matter of their passive absorption of information. To benefit fully from their respective courses, students need to participate in and contribute constructively to the classroom experience. In fact, the success of any course depends as much on what students contribute to the class as on what the instructor presents.

Participation, which includes both attendance and engagement, accounts for 10% of your final grade.

Student Athletes: Student athletes are required to provide the instructor with written documentation of away games that are in conflict with classes (especially exams) as early in the semester as possible.

### SPECIAL ACCOMMODATIONS:

"Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate

documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester." I am asking that you email me a copy of the accommodation letter and sent up an online appointment as early in the semester as possible, but ideally by the second week. This will allow us to have an action plan as soon as possible.

# ACADEMIC INTEGRITY:

"The University of Florida requires all members of its community to be honest in all their endeavors. Students are required to commit themselves to academic honesty by signing a prescribed basic statement, including the Student Honor Code, as part of the registration process. "As a member of the UF community, students pledge on their honor to neither give nor receive unauthorized aid while working or completing assignments and examinations. "Any individual who becomes aware of a violation of the Student Honor Code is bound by honor to take corrective action." Violations of the UF Academic Honesty Guidelines will not be tolerated and shall be treated in accordance with the UF Student Honor Code.

### COURSE OUTLINE:

Date	Topics	Readings	Requirements
Week 1		Chapter 1	
8/24/21>>>>>>>	• Review of		
	Syllabus		
8/26/21>>>>>>	• Ch. 1: Community and Public Health: Yesterday, Today, and Tomorrow		
Week 2	• Ch. 1: Community	Chapter 1 + 2	
8/31/21>>>>>>>	and Public Health:		
	Yesterday, Today,		
	and Tomorrow		
00/2/21	• Ch. 2:		
09/2/21>>>>>>	Organizations		
	That Help Shape Community and		
	Public Health		
Week 3	• Ch. 2:	Chapter 2 + 3	
9/7/21>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>	Organizations	1 -	
	That Help Shape		
	Community and		
	Public Health		

9/9/21>>>>>>>>	• Ch. 3: Epidemiology: The Study of Disease, Injury, and Death in the Community		
Week 4 9/14/21>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>	• Ch. 3: Epidemiology: The Study of Disease, Injury, and Death in the Community	Chapter 3 + 4	
9/16/21>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>	<ul> <li>Ch. 4: Communicable and Noncommunicabl e Diseases: Prevention and Control of Diseases and Health Conditions</li> </ul>		
Week 5 9/21/21>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>	• Exam 1 Review (virtual)		• Exam 1 on 9/23/21 (to be taken on Canvas and not in the classroom).
	• Exam 1 (to be taken on Canvas and not in the classroom).		
9/23/21>>>>>>>			
Week 6		Chapter 5	Interview 1 on
9/28/21>>>>>>>	• Interview 1 on 9/28/21 (No class!)		9/28/21 (No class!)
9/30/21>>>>>>	• Ch. 5: Community Organizing/ Building and Health Promotion		

	Programming		
Week 7	• Ch. 5: Community	Chapter 5 + 6	
10/5/21>>>>>>>	Organizing/ Building and Health Promotion Programming	1	
10/7/21>>>>>>>	<ul> <li>Ch. 6: The School Health Program: A Component of Community and Public Health</li> </ul>		
Week 8 10/12/21>>>>>>	<ul> <li>Ch. 6: The School Health Program: A Component of Community and Public Health</li> </ul>	Chapter 6 + 7	
10/14/21>>>>>>	• Ch. 7: Maternal, Infant, and Child Health		
Week 9 10/19/21>>>>>	• Ch. 7: Maternal, Infant, and Child Health	Chapter 7 + 8	
10/21/21>>>>>>	• Ch. 8: Adolescents, Young Adults, and Adults		
Week 10 10/26/21>>>>>>>	<ul> <li>Ch. 8: Adolescents, Young Adults, and Adults</li> <li><i>Exam 2 Review</i> on 10/26/21.</li> </ul>	Chapter 8	• Exam 2 on 10/28/21 (to be taken on Canvas and not in the classroom).
10/28/21>>>>>>	• Exam 2 (to be taken on Canvas and not in the classroom).		
Week 11 11/2/21>>>>>>>	• Interview 2 (No class!).	Chapter 9	• Interview 2 on 11/2//21 (No class!).

[]			
11/4/21>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>	• Ch. 9: Older		
	Adults		
Week 12	• Ch. 9: Older	Chapter 9 + 10	
11/9/21>>>>>>>>	Adults		
11/11/21>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>	• Ch. 10:		
	Community and		
	Public Health and		
	Racial/Ethnic		
	Populations		
Week 13	• Ch. 10:	Chapter 10 + 11	
11/16/21>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>	Community and	1	
	Public Health and		
	Racial/Ethnic		
	Populations		
	1		
	• Ch. 11:		
	Community		
11/18/21>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>	Mental Health		
	• Exam 3 Review		
	on 11/18/21		
Week 14	Exam 3 on		Exam 3 on
11/23/21>>>>>>>	11/23/21 (to be		11/23/21 (to
	taken on Canvas		be taken on
	and not in the		Canvas and
	classroom).		not in the
			classroom).
Week 15	• Ch. 12: Alcohol,	Chapter 12 + 13 +	
11/30/21>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>	Tobacco, and	14	
	Other Drugs: A		
	community		
	Concern		
	• Ch. 13: Health		
12/2/21>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>	Care Delivery in		
	the United States		
	• Ch. 14:		
	Community and		
	Public Health and		
	the Environment		
Week 16	• Exam 4 Review		Capstone

12/7/21>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>	on 12/7/21	Paper Due 12/7/21
Week 17: Finals 12/13/21 10:00am- 12:00pm	<ul> <li>Exam 4 12/13/21 10:00am- 12:00pm</li> </ul>	• Exam 4 12/13/21 10:00am- 12:00pm

# ASSIGNMENTS:

## Examinations (12.5% each exam for a total of 50%):

You are expected to synthesize and integrate the information presented in class, readings, videos, guest lectures, and other supplemental materials. Exams and will consist of multiple choice, true/false, matching, and fill-in-the-blanks. You have one attempt. Please do not underestimate the need to study and prepare for the exams.

### Two Interviews (5% each interview for a total of 10%):

### Interview 1

In lieu of a class session (2/19/2021), you are to interview a

professional/administrative/volunteer from a community health organization wherever you reside. Five questions will be given to you to ask your interviewee. Considering the pandemic, use your discretion in deciding whether this interview will be held in person or video/telephone. A list of organizations will be given to you; however, your selection is not limited to the list. Instructions on grading will be provided along with the assignment.

Interview 2

In lieu of a class session (4/5/21), you are to conduct an interview in which you explore healthcare professions, what healthcare setting professionals engage in, as well as the necessary skills/competencies for your identified profession. Find a position either in your place of employment or a place of interest. Then schedule an interview with the person who holds that job for approximately 15 minutes. Considering the pandemic, use your discretion in deciding whether this interview will be held in person or video/telephone. A list of questions will be given to you; however, your selection is not limited to the list. Instructions on grading will be provided along with the assignment.

### Capstone Paper (35%):

Throughout this class, students learn key theories and concepts related to community and environmental health. In this capstone paper, students will apply these concepts to an important community health issue. Students will identify a community health issue, apply course concepts on how to enact change, suggest routes to community change, and identify potential barriers to change. See detailed description of this assignment posted in Canvas.