

HSC 3201 (Section 0457): Community & Environmental Health
Department of Health Education & Behavior
University of Florida
Fall 2011

Instructor: Christine Stopka, Ph.D., ATC, LAT, CSCS, CAPE, MTAA
Professor
Office: Room 173, Florida Gym
TEL: 352.392.0583, ext. 1259
FAX: 352.392.1909
E-mail: cstopka@hhp.ufl.edu

Class Periods: Wednesday, Periods 8-10 (3pm to 6pm)
Class Location: Room 285 Florida Gym

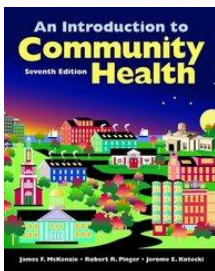
Office Hours: Tuesday & Thursday; 11am to 12:45pm; Wednesday; 12-1pm; and in class; after each class meeting.
Walk-ins are fine, but scheduled appointments are recommended.

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.

Course Objectives: By the completion of this course students should be able to:

1. Explain why community health is both a cause and a consequence of history.
2. Discuss factors that affect a community's health.
3. Describe the function and role of Healthy People 2010.
4. Compare and contrast the contributions of agencies and organizations that influence community health.
5. Apply the basic principles of epidemiology to identify and prioritize public health and social problems.
6. Apply the basic principles of epidemiology to the control and prevention of public health and social problems.
7. Understand the basic principles of health promotion planning and evaluation.
8. Discuss the importance of school health programs to individual and community health.
9. Identify existing and emerging environmental concerns.
10. Explain the impact of environmental conditions on human health and well-being.
11. Describe the scope, causes, and effects on unintentional and intentional injuries.

Course Text: McKenzie, J.F., Pinger, R.R., Kotecki, J. E. (2012). *An Introduction to Community Health (7th ed.)*. Boston: Jones and Bartlett Publishers. **Include the "Student Note-Taking Guide" to accompany this text.**



Required Readings: Students are responsible for the interpretations of all assigned readings, including chapter assignments, handouts, and outside readings. However, not all reading materials will be covered in class. More time may be spent on certain topics covered in the reading materials than others. Read carefully and critically. Pay close attention to main headings, and study key words, tables, and figures. Identify questions for class.

Academic Honesty: "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 violators will be treated in accordance with the UF Student Honor Code.

Attendance, Quizzes, and Class Participation:

Students are required to complete assigned readings, attend class sessions, and participate in discussions, interactive exercises, student presentations, etc.

Attendance/participation points will be taken in class throughout the semester. You will find you learn from this class in direct proportion to your active participation. Attendance will be checked during each class via the administration of the quizzes; resulting in 20 points earned per class, if all quiz questions are correct. The quizzes cannot be made up for any reason; so missing a class will result not being able to earn these points. Student presentation points will be added to the total quiz score (360 max plus 20 pts max for the presentation = 380; plus 20 more max allowed at the end of the term for excellent overall class participation; thus 400 pts total; which is converted into a percentage; (eg., $360/400 = 90\%$) for this category.

Absences will only be excused if a university level excuse is presented. Excused absences include medical appointments and illness (with doctor's notes), deaths in the family (with documentation) and school events (with documentation on school letterhead). If you know you will be absent ahead of time, let the professor know the dates well in advance. But remember, the 20 points for the attendance/quiz cannot be made up, so attendance is crucial.

Absent students are responsible for obtaining notes, announcements, and materials covered in the class they missed. Also, they are responsible for completing assignments distributed during class time. Students are expected to prepare for and attend all class sessions and complete all assignments. Contributing to the class discussions is expected. Also, note course-related announcements are made during class with no reminders.

Testing, Exam Reviews, and Grade Appeal Policy: Students who arrive after the first person completes their quiz or exam will not be allowed to sit for that quiz or examination. Answers to all exams and quizzes will be discussed in class; not on an individual basis. It is your responsibility to review your grade on each exam, quiz, exercise activity, etc. when they are returned. After grades are returned in class, students have one week to appeal the grade. After one week, a grade will not be changed. No exceptions.

Classroom Etiquette: To minimize disruptions students are asked to arrive to class a few minutes early so that we can start on time. I recommend that you arrive to class 10 minutes early on the day of exams. Turn off cell phones and pagers before entering the classroom. NO LAPTOP computers or any other electronic devices, or any other distracting devices are allowed in class. Students are expected to be courteous and civil to others at all times. While university policy does not allow eating or drinking in any classroom, drinking bottled water is permissible.

Student Evaluation:

Final course grades are based on your performance on two scheduled exams, multiple quizzes, and clinical hours in the "community." Each exam will represent 25% of your final grade. The mean score of your pop quiz grades will represent 25% of your final grade. Pop quizzes will not be announced and can only be completed in class the day of their administration. Pop quizzes cannot be made up. No exceptions. **The remaining 25% will come from your participation in (and proper write-up of) 30 clinical hours within the community.** Further instructions (on where and how) to complete these hours; and how to write them up; will be provided to you as a separate class handout; and explained in class.

Course Evaluation

Course Evaluation			
Assignments	Point Value	Your Score	Final Grade Determination
1. Exam I	100		A = 90% - 100%
2. Exam II	100		B+ = 88% - 89.9%
3. Quizzes & Class Participation	100		B = 80% - 87.9%
4. Clinical Hours	100		C+ = 78% - 79.9%
			C = 70% - 77.9%
Total	400		D+ = 68% - 69.9%
			D = 60% - 67.9%
			E = 59.9% or below

UF Grade Values for Conversion

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	W F	I	N G	S-U
Grade Points	4.0	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	.67	0	0	0	0	0

Recommended Texts: Teaching you to work with people with disabilities; especially with adapted physical activity and health programs in the community (including schools, medical settings, public recreational sites, organizations, events, and other lifespan activities and sites for healthy living).

Auxter, Pyfer, Zittel, Roth (2010). **Principles & Methods in Adapted PE & Recreation.** Mosby Publishers.

Dunn & Leitschuh. (2010). **Special Physical Education.** Kendall Hunt Publishers.

Lockett & Keys (1995). **Conditioning with Physical Disabilities,** Human Kinetics Press.

Davis, R (2010). **Inclusive Recreation.** Human Kinetics.

Paciorek & Jones (2001). **Disability Sport & Recreation Resources,** Cooper Publishing.

Sherrill (2004). **Adapted Physical Activity: Cross Disciplinary & Lifespan.** Brown/Benchmark Publishers.

Winnick (2012). **Adapted Physical Education & Sport.** Human Kinetics Press.

Stopka & Todorovich (2012). **Applied Special Physical Education and Exercise Therapy** (6th Ed.). Pearson.

Stopka (2011). **Teacher's Survival Guide: Adaptations to Optimize Inclusion** (2nd Ed.), PE Central Publishing.

Stopka & Follenius (2008). **Achieving The Ultra-Stretch**. Pearson Publishing.

Stopka (2008). **Maximize your Stretching Potential: Use the “Ultra-Stretch” for Safe and Effective Results!** PE Central Publishing.

Stopka (2008). **Adapted Equipment Ideas to Facilitate the Acquisition of Aquatics Skills**. PE Central Publishing.

Tentative Course Topic Outline and Schedule

Week	Date	Topic	Readings
Week 1	8/24/11	Introduction to the Course: Objective, content, policies; Students introduce each other, including their goals, objectives; Explain the Clinical Hours component of the course; Start Chapter 1 Community Health: Yesterday, Today, and Tomorrow Course Introduction; Overview; Public Health in America; Core Functions of Public Health; Healthy People 2010	Come to Class with the Text! Chapter 1
Week: 2	8/31/11	Finish above; introduce and finish Chapter 2 Organizations that Help Shape Community Health Federal Health Agencies State and Local Health Agencies	Chapter 2
Week: 3	9/07/11	Epidemiology: Study of Disease, Injury, and Death in the Community. Concepts, Principles, Definitions Morbidity and Mortality Frequency Measures	Chapter 3
Week: 4	9/14/11	Epidemiology: Prevention and Control of Diseases and Health Conditions Classifications, Modes of Infection, Prevention Sources of Standardized Data; Epidemiological Studies	Chapter 4
Week: 5	9/21/11	Community Organizing & Health Promotion Programming Organizing and Building Participatory Planning Models The School Health Program: A Component of Community Health School Health Programs, Issues, and Concerns	Chapters 5-6
Week: 6	9/28/11	Maternal, Infant, & Child Health; Adolescents, Young Adults, and Adults Child/Adol Health Speaker: Tony Oyenarte; Director, Camp Crystal	Chapters 7-8
Week: 7	10/05/11	Elders; and Community Health & Minorities Community Health Speaker: Dug Jones; WlchrBskGreat & SFC VP	Chapters 9-10
Week: 8	10/12/11	Community Mental Health Alcohol, Tobacco, and Other Drugs: A Community Concern	Chapters 11-12
Week: 9	10/19/11	Exam I	Chapters 1-12
Week: 10	10/26/11	Health Care Delivery in the United States Get Exam 1 returned; go over it for optimal learning	Chapters 13
Week: 11	11/02/11	Community Health & the Environment Wastes and Pollution; Impact on Health	Chapters 14
Week: 12	11/09/11	Injuries as a Community Health Problem Safety and Health in the Workplace	Chapters 15-16
Week: 13	11/16/11	Student Presentations on Chapters 1-18, which also relate to Clinical Hours. ALL WRITTEN WORK DUE NOW.	Chapters 1-16
Week: 14	11/30/11	Finish Student Presentations on Clinical Hours, which	Chapters 1-16

also relate to Chapters 1-18.
Preparing for Final Exam (Exam 2)

Week: 15	12/07/11	Concluding Activities Review for Exam 2	Chapters 1-16
Week: 16	Final Exam Week	Final Exam (Exam 2)	Chapters 1-16