

HSC 3201: Community & Environmental Health
Department of Health Education & Behavior
University of Florida
Summer A – 2011

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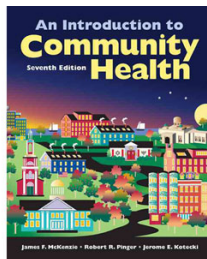
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Course Description: The purpose of this course is to introduce the principles of community and public health promotion. The course centers on five major topics: the foundations of community health and community health promotion, demography and epidemiology, community health services and resources, planning community health interventions, and environmental health protection.

Required Text:

McKenzie, J. F., Pinger, R. R., Kotecki, J. E. (2010). *An Introduction to Community Health* (7th edition). Boston: Jones and Bartlett Publishers.



Course Objectives

Module 1- Introduction to Community Health Principles and Practice

Chapter 1 – Community Health: Yesterday, Today, and Tomorrow

Upon completion of this chapter, the student will be able to:

- Define community health terms
- Identify and describe the five major determinants of health

- Explain difference between personal and community health activities
- Discuss the factors that influence a community's health
- Articulate and relate the history of community/public health, including the recent U.S. history of community and public health in the twentieth century
- Provide an overview of the current health status of Americans
- Recount the status of efforts to improve world health and list plans for the future
- Discuss the purpose of the Healthy People 2020 goals and objectives as they apply to the planning of the health of Americans

Chapter 2 – Organizations That Help Shape Community Health

Upon completion of this chapter, the student will be able to:

- Discuss the need for organizing to improve community health
- Interpret what a government health organization is and give examples at the international, national, state, and local levels
- Describe the role the World Health Organization (WHO) plays in community health
- Explain the structure and function of the United States Department of Health and Human Services (HHS)
- Recount the three core functions of public health
- List 10 essential public health services
- Describe the relationship between a state and local health department
- List the 4 primary activities of most voluntary health organizations
- Illustrate the purpose of a professional health organization/association
- Describe how philanthropic foundations contribute to community health
- Explain the role that service, social, and religious organizations play in community health
- Identify the major reason why corporations are involved in community health and explain some corporate activities that contribute to community health

Chapter 4 – Epidemiology: Prevention and Control of Disease and Conditions

Upon completion of this chapter, the student will be able to:

- Identify the differences between communicable and noncommunicable diseases
- Explain the differences between acute and chronic diseases
- Describe and explain communicable and multicausation disease model
- Describe how communicable diseases are transmitted in a community using the “chain of infection” model and use a specific communicable disease to illustrate your explanation
- Explain why noncommunicable diseases are a community health concern and provide some examples
- Explain the difference between primary, secondary, and tertiary prevention of disease and provide examples of each
- List and describe the various criteria that communities might use in order to prioritize their health problems in preparation for the allocation of prevention and control resources
- Identify important measures for preventing and controlling the spread of communicable diseases in a community
- Discuss and list approaches to noncommunicable disease control in the community
- Define and explain the purpose and importance of *health screenings*
- Outline a chronic, noncommunicable disease control program that includes primary, secondary, and tertiary disease prevention components

Chapter 5 – Community Organizing/Building and Health Promotion Programming

Upon completion of this chapter, the student will be able to:

- Define *community organizing*, *community capacity*, *community participation*, and *empowered community*

- Identify the assumptions that underlie the process of community organization
- Explain the difference between locality development, social planning, and social action approaches to community organization
- Describe the difference between needs-based and strength-based community organizing models
- List the steps for a generalized model for community/building
- Explain what is meant by community building
- Describe the difference between health education and health promotion
- State and summarize the steps involved in creating a health promotion program
- Define the term needs assessment
- Describe the six steps used in assessing needs
- Explain the difference between goals and objectives
- List the different types of intervention strategies
- Explain the purposes of pilot testing in program development

Module 2 – Special Topics and Populations in Community Health

Chapter 8 – Adolescents, Young Adults, and Adults

Upon completion of this chapter, the student will be able to:

- Explain why it is important for community health workers to be aware of the different health concerns of the various age groups in the United States.
- Define by age the groups of *adolescents* and *young adults* and *adults*.
- Briefly describe key demographic characteristics of adolescents and young adults.
- Explain what the Youth Risk Behavior Surveillance System (YRBSS) and the Behavioral Risk Factor Surveillance System (BRFSS) are and what type of data they generate.
- Provide a brief behavioral risk profile for adolescents, college students, and adults.
- Outline the health profiles for the various age groups—adolescents and young adults, and adults—listing the major causes of mortality, morbidity, and risk factors for each group.
- Give examples of community health strategies for improving the health status of adolescents and young adults, and adults.

Chapter 9 – Elders

Upon completion of this chapter, the student will be able to:

- Identify the characteristics of an aging population
- Define the following groups—*old*, *young old*, *middle old*, and *old old*
- Define the terms *aged*, *aging*, *elders*, *gerontology*, and *geriatrics*
- Refute several commonly held myths about the elder population
- Explain the meaning of an age pyramid
- List the factors that affect the size and age of a population
- Define fertility and mortality rates and explain how they affect life expectancy
- Explain the difference between support and labor-force ratios
- Describe older adults with regard to marital status, living arrangements, racial and ethnic backgrounds, economic status, and geographic location
- Explain how four health behaviors can improve the quality of later life
- Identify the six instrumental needs of older adults
- Summarize the Older American Act of 1965
- List the services provided for older adults in most communities
- Explain the differences between respite care and adult day care
- Identify the four different levels of tasks with which elderly need assistance

Chapter 11 – Community Mental Health

Upon completion of this chapter, the student will be able to:

- Define *mental health* and *mental disorders*
- Explain what is meant by the DSM-IV-TR
- Identify the major causes of mental disorders
- Explain why mental health is one of the major community health problems in the United States
- Define *stress* and explain its relationship to physical and mental health care
- Define the term *deinstitutionalization* and list and discuss the propelling forces that brought it about
- Describe the movement toward community mental health centers
- Explain what is meant by *Community Support Program* and list some of the services provided by successful programs
- Define *primary*, *secondary*, and *tertiary prevention* as they relate to mental health care services and give an example of each
- Define *self-help groups*, give examples, and explain how they are helpful to their members
- Explain the purpose of the Substance Abuse and Mental Health Service Administration
- Define what is meant by *behavioral health care services*

Chapter 13 – Health Care System

Upon completion of this chapter, the student will be able to:

- Define the health care system
- Trace the history of health care delivery in the United States from colonial times to the present
- Discuss and explain the concept of the spectrum of health care delivery
- Distinguish between the different kinds of health care, including population-based public health practice, medical practice, long-term practice, and end-of-life practice
- List and describe the different levels of medical practice
- List and characterize the various groups of health care providers
- Explain the differences among allopathic, osteopathic, and nonallopathic providers
- Define *complementary* and *alternative medicine*
- Explain why there is a need for health care providers
- Prepare a list of the different types of facilities in which health care is delivered
- Explain the difference among private, public, and voluntary hospitals
- Explain the difference between outpatient and ambulatory care facilities
- Discuss the options for long-term care
- Explain what the Joint Commission does
- Describe Medicare, Medicaid, and Medigap
- Define managed care and insurance policy
- Describe briefly the main changes to the United States health care system as outlined in the Affordable Care Act
- List and describe the differences between the four main health care systems around the world

Module 3- Environmental Health

Chapter 14 – Community Health and the Environment

Upon completion of this chapter, the student will be able to:

- Define the terms *environmental health* and *environmental hazard*
- Explain the relationship between environmental sanitation and the prevention of waterborne disease outbreaks

- Explain the meaning of waterborne, foodborne, and vectorborne diseases and give an example of each
- Define the term *vector* and give examples
- Define *pest*, *pesticides*, *target organism*, and *persistent* and *nonpersistent pesticides*
- Explain the benefits and risks of using pesticides
- Define *environmental tobacco smoke*, *mainstream smoke*, *sidestream smoke*, and *passive smoking*
- Describe the legislation in place to deal with environmental tobacco smoke
- Describe the sources of lead in the environment and the progress made in reducing lead levels in the United States
- Define *ionizing radiation* and give examples
- Explain the dangers of radon gas
- Explain how human activities have increased the risk of skin cancer by altering the environment
- Explain the relationship between psychological hazards and loss of health and give an example
- Describe the state of population growth in the world
- Interpret the relationships among population growth, the environment, and human health
- Outline some solutions to population growth
- Define natural disaster and describe two agencies involved in disaster preparedness, response, and recovery

Chapter 15 – Injuries as a Community Health Problem

Upon completion of this chapter, the student will be able to:

- Describe the importance of injuries as a community health problem
- Explain why the terms *accidents* and *safety* have been replaced by the currently more acceptable terms *unintentional injuries*, *injury prevention*, and *injury control* when dealing with such occurrences
- Briefly explain the difference between intentional and unintentional injuries and provide examples of each
- List the four elements usually included in the definition of the term *unintentional injury*
- List strategies for the prevention and control of unintentional injuries
- Explain how education, regulation, automatic protection, and litigation can reduce the number and seriousness of unintentional injuries
- Define the term *intentional injuries* and provide examples of behavior that results in intentional injuries
- Describe the scope of intentional injuries as a community health problem in the United States
- List some contributing factors to domestic violence and some strategies for reducing it
- List some of the contributing factors to the increase in violence related to youth gangs and explain what communities can do to reduce this level of violence
- Discuss intervention approaches for preventing or controlling intentional injuries

Chapter 16 – Safety and Health in the Workplace

Upon completion of this chapter, the student will be able to:

- Describe the scope of the occupational safety and health problem in the United States and its importance to the community
- Identify some of the pioneers in the prevention of occupational injuries and disease
- Provide a short history of state and federal legislation on occupational safety and health
- Explain the difference between occupational injuries and occupational diseases and give several examples of each

- Discuss the types of injuries that frequently occur in the workplace and describe their occurrence with regard to person, place, and time
- Briefly describe broad strategies for preventing injuries in the workplace
- Identify the different types of occupational illnesses and disorders and list some of the causative agent
- Outline some general strategies for controlling these diseases
- List several occupational safety and health professions and describe what the professionals in each of these do
- List and briefly describe several occupational safety and health programs for the workplace

Required Readings: Students are responsible for any and all assigned reading. Not all material covered in the textbook will be covered in the course lectures. Therefore, **read carefully and critically**. Pay close attention to chapter objectives, main headings, study keywords, tables, and figures.

Class Format: A combination of online on-line lectures, on-line activities, and assigned readings will be used to cover the course content.

Course Conduct (What is Expected of You): Students need to be aware that online learning can present significant challenges, particularly to individuals who are not ‘self-starters’ or those who do not possess good time management skills. The online classroom is available to you 24 hours a day. Unlike traditional instructional settings in which each student gets the same class, the online setting means that every student gets a different class, the class of his or her choosing. In theory, this type of instruction should be more adaptable to a variety of learning styles. The reality is, however, that some students seem unwilling (we believe all are able) to create their own virtual classroom. This results in procrastination and low quality performance. Recognizing that everyone learns differently, I’m not going to prescribe the ‘best way’ to approach the course. You should note, however, that this course is not self-paced. You are expected to adhere to the class calendar. **Assignments are due by 11:55 P.M. on the date specified on the syllabus. Assignments will not be accepted late.** I do recognize that personal circumstances arise that may interfere with the student’s ability to meet a deadline. If these occur, please let me know as soon as possible. I will not be receptive to retrospective requests for extensions. Your emails will be responded to within 24 business hours (typically sooner). Anytime you have a question or problem, email the course instructor immediately.

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.

Assignments: Students are expected to do their best work. **Assignments are due by 11:55 P.M. on the assigned date. No assignments will be accepted after the due date.** Students are advised to make back-up copies of all work and submit the work early to prevent technical issues.

Examination Logistics: Students must have exams proctored by an approved proctoring site. Approved proctoring sites usually are limited to a testing center at another community college, college, or university; OR through Proctor U (UF’s approved online proctoring service). UF will cover the cost associated with using a UF approved proctoring site. Owen Beatty, the program advisor, will contact you within the first 2 weeks of the course to discuss your proctoring needs and location.

Any alteration to the date of the off-site proctoring option must be approved by the instructor at least seven (7) days prior to the exam day. Owen Beatty will send you the Proctor U information and directions regarding how to register for your examinations. Should you have any questions about scheduling your examination or questions about how your examination will be proctored, please contact Owen Beatty at beatty@hhp.ufl.edu or (352) 392-0578 (ext 1246).

Commercial Sale of Course Lectures: The content presented in the class is the property of UF and may not be duplicated in any format without the expressed written consent of the College of Health and Human Performance and UF, and may not be used for any commercial purposes. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

Special Accommodations: Students requesting specific accommodations must provide the instructor with an accommodation letter from the Disability Resource Center (Dean of Students Office) by the end of the second week of classes verifying their eligibility and specifying their level of support. Students experiencing difficulty with the course readings, lectures, assignments, or examinations are encouraged to talk with the instructor.

Course Requirements and Grades: Grades will be determined based on performance on the following activities (400 total points):

1. Three (3) Examinations (300 points total): The three exams will cover material presented in the course lectures and readings posted on E-Learning in Sakai. Please refer to the “Schedule of Course Topics and Exams” for clarification on which Chapters will be on which Exams.
2. Three (3) Quizzes (50 points total) – Each of the 3 modules will have a brief graded True/False quiz associated with it. The quizzes will range in value from 15 to 20 points. Please see the “Calendar of Course Quizzes and Assignments” for due dates for quizzes.
3. Three (3) Online Journal Entries (30 points total) - Each student will maintain a Community Health Journal and will make 3 entries into the journal (1 entry for each module). Please see the “Calendar of Course Quizzes and Assignments” for due dates of each entry. Each entry should be at least 2 paragraphs (5-7 sentences each) and should not exceed 1 single-spaced page of text. Each entry will be worth 10 points and will be based on a relevant topic designated by the instructor. Topics will be posted onto the E-Learning in Sakai course website.
4. Online Discussion Forum (20 points) – Students are required to a) post and b) react to comments and questions about the chapter readings and lectures within an online discussion forum. Reactions should be in your own words and should relate to thoughts, ideas, and questions raised by other students enrolled in the course. A total of 6 posts are required. For each of the three (3) modules, you must post a comment or question about a related issue from each module, AND respond to a comment or question made by another classmate. Each set of posts will be worth 10 points. All posts should be professional and pertinent to the course readings and lectures and consist of at least 3-5 well thought out sentences. Topics for discussion will be posted onto the E-Learning in Sakai course website.

Course Grading Scale (% out of 400 points):

A = 93 – 100	C + = 77 – 79
A - = 90 – 93	C = 73 – 76
B+ = 87 – 89	C - = 70 - 72
B = 83 – 86	D + = 67 – 69
B - = 80 – 82	D = 60 – 66
	F = LESS THAN 60%

UF Grading Policies: Information on current UF grading policies for assigning grade points can be found at <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

Course Assistance: If you have questions about course expectations or the grading procedures, or if you have difficulty with the course content, the readings, the lectures, the class activities, or the assignments, please contact the course GA immediately. Don't wait until it's too late.

Schedule of Course Topics and Exams

Dates	Class Content	Lecturer
5/9 – 5/13 (Week 1)	Course Introduction	Michael Stellefson, Ph.D.
Module 1 - Introduction to Community Health Principles and Practice		
5/9 – 5/13 (Week 1)	Chapter 1 – Community Health: Yesterday, Today and Tomorrow	Michael Stellefson, Ph.D.
5/9 – 5/13 (Week 1)	Chapter 2 – Organizations That Help Shape Community Health	Michael Stellefson, Ph.D.
5/16 – 5/20 (Week 2)	Chapter 4 – Epidemiology: Prevention and Control of Diseases and Health Conditions	Bethany Tennant, M.S.
5/16 – 5/20 (Week 2)	Chapter 5 – Community Organizing/Building and Health Promotion Programming	Michael Stellefson, Ph.D.
Due by 5/20 (by 11:55 PM)	Exam 1 (Chapters 1, 2, 4, & 5) 100 points	
Module 2 – Special Topics and Populations in Community Health		
5/23 – 5/27 (Week 3)	Chapter 8 – Adolescents, Young Adults, and Adults	Julia Strnad, M.S.
5/23 – 5/27 (Week 3)	Chapter 9 - Elders	Amanda Hall, M.S.
5/30 – 6/3 (Week 4)	Chapter 11 – Community Mental Health	Valerie Hoover, M.S.
5/30 – 6/3 (Week 4)	Chapter 13 – Health Care Delivery in the United States	Amanda Hall, M.S.
Due by 6/3 (by 11:55 PM)	Exam 2 (Chapters 8, 9, 11, & 13) 100 points	
Module 3- Environmental Health		
6/6 – 6/10 (Week 5)	Chapter 14 – Community Health and the Environment	Bethany Tennant, M.S.
6/6 – 6/10 (Week 5)	Chapter 15 – Injuries as a Community Health Problem	Michael Stellefson, Ph.D.
6/13 – 6/17 (Week 6)	Chapter 16 – Safety and Health in the Workplace	Amanda Hall, M.S.
Due by 6/17 (by 11:55 PM)	Exam 3 (Chapters 14, 15, & 16) 100 points	

Calendar of Course Quizzes and Assignments

Week	Activities	Due Date (<i>by 11:55 PM</i>)
1	Quiz #1 (15 pts)	5/13
2	Online Journal Entry #1	5/20
	Discussion Posts (2) for Module 1	5/20
3	Quiz #2 (20 pts)	5/27
4	Online Journal Entry #2	6/3
	Discussion Posts (2) for Module 2	6/3
5	Quiz #3 (15 pts)	6/10
6	Online Journal Entry #3	6/17
	Discussion Posts (2) for Module 3	6/17

Commonly Asked Questions:

1. Do we need to watch the lectures?

YES, you need to watch the lectures. There are some quiz questions and definitely will be test questions taken straight from the lectures that may or may not be mentioned on the PPT.

2. How do modules work?

You can complete Modules 1-3 sooner than the timeline on the syllabus. However, note that all quizzes, journal entries, discussions posts and exams must be completed by the date listed on the syllabus (they can be completed sooner).

3. Why are we only allotted 30 minutes per quiz?

The goal of the quizzes is for you to be able to answer the questions without looking up the responses. That is why we budget you to 1+ minute per question. You can use your materials if you want, but make sure your notes are well-organized prior to beginning the quiz and the time will probably prevent you from looking up every question.

4. What do you expect regarding the journal entries?

The journal entries are typically reflective in nature. I typically ask you to reflect on a lecture, activity, or popular culture as it pertains to the module subject matter. I would expect anywhere from approximately a paragraph to a half page entry for each journal entry. Your responses are typically subjective in nature, so there isn't a right or wrong. When grading these, I look for two main things, (1) to see if you did put some thought into the response, and (2) that you do reflect on something learned from the module. I will send out a sample of a good module 1 journal entry once the module 1 journal entries are complete.

5 What will exams look like?

Exams are multiple choice. You will have 1 hour to complete each exam. The questions will be similar to the quiz questions. The goal is for you to answer the exam questions without you having to looking up each response. That is why we budget you approximately 1 minute per question.

6. Will you provide a study guide for the exams?

No, I am not going to provide a study guide. However, I will usually provide you some specifics, such as number of questions per module. Please note that questions will come from the lectures and not just the PPT files.