

Community & Environmental Health

HSC3201 | Class # 20415 & 11952 | 3 Credits | Spring 2026

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COURSE INFORMATION

INSTRUCTOR

Ashlee Ossiboff, MA, MS, PhD, MCHES, NBC-HWC

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Preferred Method of Contact: Canvas Inbox

OFFICE HOURS

Tuesday, 1:45-10:25am, Thursday 8:30-9:30am or by appt.

MEETING

100% online – asynchronous

TIME/LOCATION

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.

PREREQUISITES

Health Education and Behavior (HEB) majors, junior or senior standing and HSC 3032 with a minimum grade of C.

REQUIRED MATERIALS

Seabert, D. M., McKenzie, J. F. & Pinger, R. R. (2026). *McKenzie's an introduction to community & public health*. Jones & Bartlett Learning.

Additional readings and videos presented in each module and listed below in the weekly breakdown of the course.

COURSE FORMAT

The course is structured into two distinct parts. In the first half of the semester, students will continue their learning journey on how to become effective health and wellness coaches. During this phase, students will also engage in triad group activities with assigned peers, taking on the roles of coach, client, and observer in rotating sessions. After completing the initial 6-week segment, students will undergo a practical health and wellness coaching assessment to ensure their readiness for the practicum. Subsequently, the remaining 6 weeks of the course will focus on the practicum component. Students will also work with a mentor weekly to review growth opportunities. The final week of the course is dedicated to an exam review, preparing students to sit for the National Board for Health & Wellness Coaching (NBHWC) exam.

This course is structured in a 'flipped' format, where students are expected to read assigned materials, utilize various learning resources, and view module lectures independently. The face-to-face class sessions are then dedicated to applying the information learned through interactive activities, discussions, and practical exercises. This approach encourages active participation, critical thinking, and hands-on application of health and wellness coaching concepts.

COURSE LEARNING OBJECTIVES:

1. Explain why community health is both a cause and a consequence of history.
2. Compare and contrast the contributions of agencies and organizations that influence community health.
3. Apply basic principles of epidemiology to identify, prioritize, control, and prevent public health and social problems.
4. Discuss factors that affect a community's health.
5. Explain the impact of environmental conditions on community health.
6. Identify the roles and actions of community health educators and community organizers in addressing and dismantling racism, as it acts as a barrier to health equity.
7. Develop and nurture an understanding of personal and professional responsibility as it relates to working in communities.
8. Apply course concepts to real-life situations and events.
9. Identify key issues in community health in today's society.
10. Synthesize these above concepts by applying them to help address a current community health issue.

COURSE & UNIVERSITY POLICIES

ATTENDANCE POLICY

100% online asynchronous course. University policies regarding attendance can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies>

PERSONAL CONDUCT POLICY

Students are expected to exhibit behaviors that reflect highly upon themselves and our University. Outline for them exactly what that means in the context of your course. UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code

(<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor or TA in this class.

EXAM MAKE-UP POLICY

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. In the event of a documented emergency, you must contact instructor immediately to schedule a comprehensive, essay format exam, which is the same level of difficulty, presented in an alternate format. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

IN-CLASS RECORDINGS

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

GETTING HELP

HEALTH & WELLNESS

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

ACADEMIC RESOURCES

- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, 1317 Turlington Hall, (352) 392-2010. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://www.sfa.ufl.edu/pub/StudentComplaintPolicy.pdf> On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

GRADING

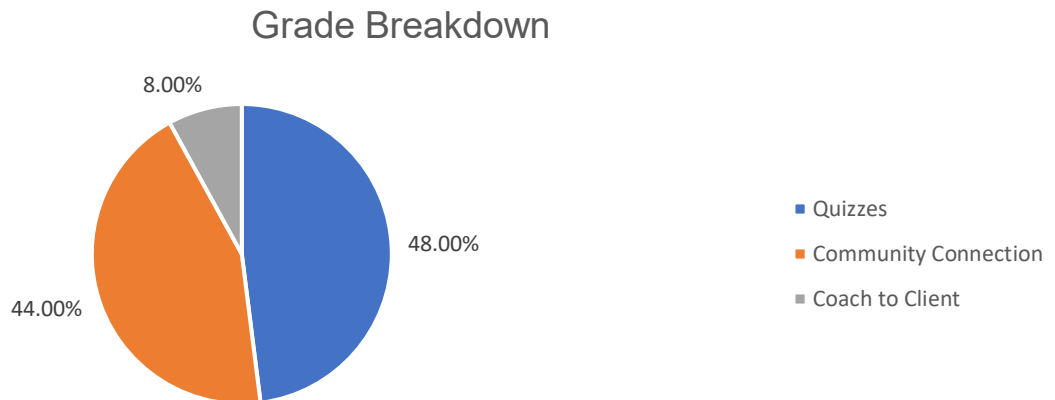
GRADED ASSIGNMENTS

Assignment	Amount	Points Each	Point Total	Overall %
Quizzes (2 drops)	14	20	240	48
Community Connection (1 drop)	13	20	220	44
Community Health Project	1	40	40	8
Overall Total			500 points	100%

Quizzes (14 @ 20 points each) – After thoroughly reviewing readings and other materials, students are tested on knowledge gained by taking a 10-item quiz, designed to assess engagement comprehension. Due Sunday before module lectures.

Community Connection (13 @ 20 points each) – Provides an opportunity to apply concepts from this module to a real community setting. Students will demonstrate their understanding of a public or community health concern by connecting course content to observations, experiences, or actions within their own community. This assignment emphasizes application, reflection, and contribution, allowing students to learn from one another through shared community perspectives.

Final Exam (40 points) – Culminating project for this course. Throughout the semester, you have completed Community Connection assignments that asked you to apply course concepts to real community health concerns. In this final project, you will synthesize and showcase that work by creating a comprehensive community health campaign that demonstrates your learning, creativity, and applied understanding of community and public health.



All assignments are graded according to associated rubrics. Specific feedback on assignments provided through document feedback, submission comments, and described directly on rubric. Students are expected to review feedback and ask any questions for clarity prior to submitting future assignments. Effort to have each assignment graded and posted within one week of the due date will be made. **Questions related to grades must be asked through the Canvas Inbox within 7 days of when the grade is presented.** For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

POINT, LETTER GRADE, PERCENTAGE, & GPA POINT VALUE

Points	Letter Grade	Percentage	GPA Point Value
465 and above	A	93 and above	4.0
450 – 464	A-	90 – 92.9 %	3.67
435 – 449	B+	87 – 89.9%	3.33
415 – 434	B	83 – 86.9%	3.0
400 – 414	B-	80 – 82.9 %	2.67
385 – 399	C+	77 – 79.9%	2.33
365 – 384	C	73 – 76.9%	2.0
350 – 364	C-	70 – 72.9 %	1.67
335 – 349	D+	67 – 69.9%	1.33
315 – 334	D	63 – 66.9%	1.0
300 – 314	D-	60 – 62.9 %	.67
299 and below	E	Below 60 %	0

WEEKLY COURSE SCHEDULE

CRITICAL DATES & UF OBSERVED HOLIDAYS

- January 19: Martin Luther King, Jr. Day (Monday)
- March 9 – 13: UF Spring Break (Monday - Friday)
- April 23 – 24: UF Spring Semester Reading Days (Thursday – Friday)
- Complete list available here: <https://catalog.ufl.edu/UGRD/dates-deadlines/pdfs/calendar2526.pdf>

WEEKLY SCHEDULE

Week	Topics, Homework, & Assignments
Week 1 Jan. 12 – Jan. 17	<p>Topic: Module 0 – Course Introduction</p> <ul style="list-style-type: none"> • Course expectations • Syllabus <p>Summary: Review structure, syllabus, and expectations of course. Gain insight into the content and objectives as well as connect with our fellow peers through interactive activities. Module serves as a foundation for collaborative learning experience, setting the stage for a dynamic and supportive academic community.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Syllabus <p>Assignments:</p> <ul style="list-style-type: none"> • Quiz – Syllabus • Discussion – Video Introduction to Peers
Week 2 Jan. 18 – Jan. 24	<p>Topic: Module 1 – History of Community Health</p> <ul style="list-style-type: none"> • Health definitions • Community health • Social determinants • Population health • Public health history • U.S. health status • Healthy People 2030 • Global health challenges <p>Summary: This module introduces foundational concepts in community and public health, emphasizing how historical, social, environmental, and structural factors influence population health and health equity. Students will examine the roles of public health agencies, apply basic epidemiological principles, and explore the responsibilities of community health educators and organizers in addressing contemporary health challenges. The module culminates in applying course concepts to real-world community health issues.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Textbook: Chapter 1 - <i>Community and Public Health: Yesterday, Today, and Tomorrow</i> • Video: Let's Learn Public Health - <i>What is Public Health?</i> (05:33) https://www.youtube.com/watch?v=t_eWESXTnic • Video: Harvard T.H. Chan School of Public Health - <i>What Shapes Health</i> (56:08) https://www.hsph.harvard.edu/social-and-behavioral-sciences/2015/03/05/what-shapes-health/ • Video: Centers for Disease Control and Prevention - <i>Making the Business Case: Community Health Investments Yield Results</i> (4:30) https://www.youtube.com/watch?v=CI-3FGAqoa4 • Website: National Portrait Gallery - <i>A Picture of Health</i> https://www.npg.org.uk/learning/a-picture-of-health/timeline • Video: Ellie W - <i>Lemuel Shattuck</i> (10:34) https://www.youtube.com/watch?v=SuT9gYtXlm8 • Video: U.S. Department of Health and Human Services - <i>Five Things to Know about Healthy People 2030's Framework</i> (03:02) https://www.youtube.com/watch?v=ACEgRgycwlk <p>Assignments:</p> <ul style="list-style-type: none"> • Quiz – Multiple choice & true/false over required readings and supplemental materials • Community Connection – <i>Local & State Health History</i>
	<p>Topic: Module 2 – Community Organizations & Health</p> <ul style="list-style-type: none"> • Public health systems • Government agencies • Core functions • Essential services • WSCC framework • Voluntary organizations • Philanthropic foundations • Corporate involvement

Week	Topics, Homework, & Assignments
Week 3 Jan. 25 – Jan. 31	<p>Summary: This module introduces the organizational framework of community and public health systems. Students will examine how governmental, nonprofit, private, and community-based organizations work together to promote population health.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Textbook: Chapter 2 – <i>Organizations That Help Shape Community & Public Health</i> • Video: UNICEF USA - <i>Get Involved with the Eliminate Project</i> (05:05) https://www.youtube.com/watch?v=_cFOH9y_iY • Video: Contagious Conversations - <i>Philanthropy, Optimism and Taking Risks</i> (35:10) https://www.cdcfoundation.org/conversations/sue-desmond-hellmann • Video: Great Plains Tribal Chairmen's Health Board - <i>10 Essential Public Health Services</i> (05:16) https://www.youtube.com/watch?v=nQa1r3RbEx8 • Videos: U.S. Department of Health and Human Services - <i>I Am HHS</i> (19 videos) https://www.youtube.com/playlist?list=PLrI7E8KABz1ExuUzIOcWUm0hE-VvdSoTQ • Video: World Health Organization - <i>Who@70: Achievements and Challenges</i> (02:35) https://www.youtube.com/watch?v=x57Jtjl2udY <p>Assignments:</p> <ul style="list-style-type: none"> • Quiz – Multiple choice & true/false over required readings and supplemental materials • Community Connection – <i>Local & national Community Health Organizations</i>
Week 4 Feb. 1 – Feb. 7	<p>Topic: Module 3 – Epidemiology</p> <ul style="list-style-type: none"> • Epidemiologic terms • Disease patterns • Historical foundations • Rates and measures • Surveillance systems • Health indicators • Study designs • Risk factors <p>Summary: This module provides an overview of epidemiology as the science behind understanding disease patterns and health outcomes in populations. Students will learn how data, rates, and study designs are used to monitor, explain, and prevent disease.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Textbook: Chapter 3 – <i>Epidemiology: The Study of Disease, Injury, & Death in the Community</i> • Video: RicochetScience - <i>Epidemics, Outbreaks and Pandemics</i> (02:33) https://www.youtube.com/watch?v=CUI87kYHT3I • Video: HarvardX - <i>John Snow and the 1854 Broad Street Cholera Outbreak</i> (08:01) https://www.youtube.com/watch?v=INjrAXGRda4 • Video: Rahul Patwari - <i>The Relationship Between Incidence and Prevalence</i> (03:39) https://www.youtube.com/watch?v=1jzZe3ORdd8& • Video: Allversity - <i>The Burden of Disease</i> (13:56) https://www.youtube.com/watch?v=2fZdluXSUdg • Video: Khan Academy - <i>Types of Statistical Studies</i> (10:31) https://www.youtube.com/watch?v=SaP1O0i1bdc& • Website: GBD Compare - Data visualization tool - https://vizhub.healthdata.org/gbd-compare/ • Article: NPR - <i>Mapping How the Opioid Epidemic Sparked an HIV Outbreak</i> https://www.npr.org/sections/health-shots/2018/01/14/577713525/mapping-how-the-opioid-epidemic-sparked-an-hiv-outbreak • Game: Solve the Outbreak - Desktop or mobile app game https://www.cdc.gov/mobile/applications/sto/web-app.htm <p>Assignments:</p> <ul style="list-style-type: none"> • Quiz – Multiple choice & true/false over required readings and supplemental materials • Community Connection – <i>Community Health Vulnerability & Prevention</i>
	<p>Topic: Module 4 – Communicable & Noncommunicable Diseases</p> <ul style="list-style-type: none"> • Disease classification • Disease models • Chain of infection • Prevention levels

Week	Topics, Homework, & Assignments
Week 5 Feb. 8 – Feb. 14	<ul style="list-style-type: none"> • Health prioritization • Communicable control • Chronic disease • Health screenings <p>Summary: This module focuses on how diseases affect communities and the strategies used to prevent and control them. Students will explore disease models, prevention levels, and community-based approaches to improving population health.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Textbook: Chapter 4 – <i>Communicable & Noncommunicable Diseases: Prevention & Control of Diseases & Health Conditions</i> • Video: PAHO TV - <i>Noncommunicable Diseases and Their Risk Factors</i> (03:01) https://www.youtube.com/watch?v=fK1_SH3X2ek&t=85s • Video: Let's Learn Public Health - <i>Infectious Diseases - How Do We Control Them?</i> (05:20) https://www.youtube.com/watch?v=2JWku3Kjpq0 • Video: BBC News - <i>Chronic Conditions: What Does 'Healthy' Mean When You Have a Long-Term Illness?</i> (02:05) https://www.bbc.com/news/av/health-47129368/chronic-conditions-what-does-healthy-mean-when-you-have-a-long-term-illness • Website: FRED U.S. Measles Simulator https://fred.publichealth.pitt.edu/measles • Podcast: NPR - <i>How Humans Are Facilitating More Disease 'Spillover'</i> (07:02) https://www.npr.org/2012/09/30/162039207/how-humans-are-facilitating-more-disease-spillover • Podcast: Public Health On Call - <i>The Rise of Zoonotic Diseases Like COVID-19 and Risks to Humans (And Their Pets)</i> (15:44) • Article: Time Magazine - <i>In Addressing HIV, the U.S. Has a Lot to Learn From Namibia</i> (11:10 video and article) https://time.com/longform/world-aids-day-2019/ <p>Assignments:</p> <ul style="list-style-type: none"> • Quiz – Multiple choice & true/false over required readings and supplemental materials • Community Connection – <i>Disease Prevention in My Community</i>
Week 6 Feb. 15 – Feb. 21	<p>Topic: Module 5 – Community Organizations & School Health</p> <ul style="list-style-type: none"> • Evidence-based practice • Community organizing • Needs assessment • Health promotion • Program evaluation • WSCC model • School health programs • Health education standards <p>Summary: This module examines how communities and schools organize, plan, and implement evidence-based health promotion efforts. Students will explore community organizing strategies and comprehensive school health frameworks that support population well-being.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Textbook: Chapter 5 – <i>Community Organizing/Building & Health Promotion Programming</i> • Textbook: Chapter 6 – <i>The School Health Program: A Component of Community and Public Health</i> • Video: The NCCMT - <i>Using Evidence in Public Health Decisions: Why it Matters</i> (04:51) https://www.youtube.com/watch?v=S0KQb1F9azY • Video: MCH Training Program - UHealth School of Public Health - <i>Intro to the Ecological Model</i> (02:59) https://www.youtube.com/watch?v=5NNw0GSUR-c&t=3s • Video: TEDx Talks - <i>Beyond the Status Quo: 3 Steps to Strength-Based Community Building</i> (16:54) https://www.youtube.com/watch?v=BlstIINKJAw&feature=emb_title • Video: - Fairfax County Public Schools - <i>School Health Overview</i> (04:43) https://www.youtube.com/watch?v=0DA0BANrN4I • Video: PCD Sound Bites - <i>Are U.S. Schools Filling the Gap with Programs that Promote Weight Stigma?</i> (09:05) https://tools.cdc.gov/medialibrary/index.aspx#/media/id/353879 • Video: Centers for Disease Control and Prevention - <i>Healthy School Environments for Students</i> (02:50) https://www.youtube.com/watch?v=T0N0hrOnof0 • Video: Centers for Disease Control and Prevention - <i>What is the HECAT</i> (02:03) https://www.youtube.com/watch?v=42R-f4H8m1w

Week	Topics, Homework, & Assignments
	Assignments: <ul style="list-style-type: none"> Quiz – Multiple choice & true/false over required readings and supplemental materials Community Connection – <i>School Health Initiatives</i>
Week 7 Feb 22 – Feb. 28	Topic: Module 6 – Maternal, Infant, & Child Health <ul style="list-style-type: none"> Maternal health Infant mortality Child health Family planning Prenatal care Immunizations Health programs Child advocacy <p>Summary: This module examines the health of mothers, infants, and children as critical indicators of societal well-being. Students will explore prevention strategies, healthcare access, and programs that support healthy pregnancies and childhood development.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Textbook: Chapter 7 – <i>Maternal, Infant, & Child Health</i> Video: TedX - <i>How We Can Improve Maternal Healthcare - Before, During and After Pregnancy</i> (15:09) https://www.ted.com/talks/elizabeth_howell_how_we_can_improve_maternal_healthcare_before_during_and_after_pregnancy/transcript?language=en Video: Harvard T.H. Chan School of Public Health - <i>Putting Mothers and Babies First: Benefits Across a Lifetime</i> (57:24) https://theforum.sph.harvard.edu/events/putting-mothers-and-babies-first/ Video: Public Health England - <i>Preconception Care: Improving Preparation for Pregnancy</i> (04:20) https://www.youtube.com/watch?v=CK_g9j9AobE Website: The Annie E. Casey Foundation - <i>Kids Count Data Book</i> - https://datacenter.kidscount.org/kids-count-data-book-interactive? Podcast: NPR - Parenting Advice from Uncle Sam (07:09 audio clip and article) https://www.npr.org/sections/health-shots/2018/05/27/611683175/parenting-advice-from-uncle-sam <p>Assignments:</p> <ul style="list-style-type: none"> Quiz – Multiple choice & true/false over required readings and supplemental materials Community Connection – <i>Community Voices: Maternal & Child Health in Practice</i>
Week 8 Mar. 1 – Mar. 7	Topic: Module 7 – Health Across the Lifespan <ul style="list-style-type: none"> Life-course health Behavioral risks Population aging Health disparities Chronic disease Caregiving roles Community services Aging policy <p>Summary: This module explores health needs and risks across the lifespan, with an emphasis on adolescents, adults, and older populations. Students will analyze demographic trends and apply community-based strategies to improve health at every life stage.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Textbook: Chapter 8 – <i>Adolescents, Young Adults, and Adults</i> Textbook: Chapter 9 – <i>Older Adults</i> Video: TEDx Talks - <i>What Adolescents (Or Teenagers) Need to Thrive</i> (29:02) https://www.youtube.com/watch?v=S05PBOldSeE Video: TED Talk - <i>Older People are Happier</i> - (11:38) https://www.ted.com/talks/laura_carstensen_older_people_are_happier/transcript?referrer=playlist-might_you_live_a_great_deal_lo#t-21053 Video: CrashCourse - <i>Age & Aging</i> (10:18) https://www.youtube.com/watch?v=kJ18whKduFo Video: WQED Pittsburgh - <i>Caregivers for Our Aging Population</i> (25:41) https://www.youtube.com/watch?v=xr6AEvTnGrw

Week	Topics, Homework, & Assignments
	<ul style="list-style-type: none"> Article: NPR - <i>DNA Screening in Primary Health Care: Pros and Cons</i> - https://www.npr.org/sections/health-shots/2018/05/22/613090774/routine-dna-screening-moves-into-primary-care Article: NPR - <i>Why Sitting for Long Periods Can Affect Teens' Mental Health</i> (03:04 audio clip and article) https://www.npr.org/2020/02/17/806599794/why-sitting-for-long-periods-can-effect-teens-mental-health Podcast: NPR - <i>A Spike in Liver Disease Deaths Among Young Adults Fueled by Alcohol</i> - https://www.npr.org/sections/health-shots/2018/07/18/630275042/a-spike-in-liver-disease-deaths-among-young-adults-fueled-by-alcohol Podcast: Population Healthy Podcast - <i>Adolescent Health in America: Transforming Care to Better Serve Young People</i> (22:06) https://sph.umich.edu/podcast/season2/adolescent-health.html <p>Assignments:</p> <ul style="list-style-type: none"> Quiz – Multiple choice & true/false over required readings and supplemental materials Community Connection – <i>Life-Stage Health in My Community</i>
<p>Week 9</p> <p>Mar. 9 – Mar. 13</p>	<p>Topic: Module 8 – Health Disparities Among Populations</p> <ul style="list-style-type: none"> Social determinants Health disparities Diversity and equity Racial health data Sociodemographics Equity initiatives Multicultural competence Community health <p>Summary: This module explores how social determinants, diversity, and structural inequities shape health disparities in the United States. Students will examine data, policy, and culturally responsive strategies to promote health equity.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Textbook: Chapter 10 – <i>Populations with Health Disparities in Community & Public Health</i> Video: HHS Office of Minority Health - <i>Why Culturally and Linguistically Appropriate Services CLAS Matter</i> (06:40) https://www.youtube.com/watch?v=qDxjg9iBYa4 Video: Institute for Healthcare Improvement - <i>What Is Health Equity, and Why Does It Matter?</i> (33:35) https://www.youtube.com/watch?v=NWNgUXyvDuo Website: U.S. Census - <i>Measuring Race and Ethnicity Across the Decades: 1790 – 2010</i> https://www.census.gov/data-tools/demo/race/MREAD_1790_2010.html Podcast: NPR - <i>Census Bureau: No Middle Eastern or North African Check Box</i> (03:23 audio clip and article) www.npr.org/2020/03/10/813922175/census-bureau-no-middle-eastern-or-north-african-check-box <p>Assignments:</p> <ul style="list-style-type: none"> Quiz – Multiple choice & true/false over required readings and supplemental materials Community Connection – <i>Health Equity Through My Community Lens</i>
<p>Week 10</p> <p>Mar. 15 – Mar. 21</p>	<p style="text-align: center;">SPRING BREAK – NO CLASS</p>
	<p>Topic: Module 9 – Mental Health & Substance Use</p> <p>Mental health basics</p> <ul style="list-style-type: none"> Mental health Mental disorders Stress and coping Community care Substance use Prevention levels Recovery supports Policy and systems

Week	Topics, Homework, & Assignments
<p>Week 11</p> <p>Mar. 22 – Mar. 28</p>	<p>Summary: This module explores mental health and substance use through a community and public health lens. Students will analyze prevention, treatment, recovery, and policy strategies that shape mental well-being and substance use outcomes.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Textbook: Chapter 11 – <i>Community Mental Health</i> • Textbook: Chapter 12 – <i>Alcohol, Tobacco, & Other Drugs: A Community Concern</i> • Video: KhanAcademyMedicine - <i>Categories of Mental Disorders</i> (16:18) https://www.youtube.com/watch?v=yar47jvr7M8 • Video: CrashCourse - <i>Emotion, Stress, and Health: Crash Course Psychology #26</i> (10:19) https://www.youtube.com/watch?v=4KbSRXP0wik • Video: CCHP - <i>UA The Nation's Mental Health, 1951</i> (09:28) https://www.youtube.com/watch?v=jQJtVm59gPk • Video: Frontline - <i>The New Asylums</i> (54:32) https://www.pbs.org/video/frontline-new-asylums/ • Video: Kham Academy - <i>Substance Use Disorders</i> (07:30) https://www.youtube.com/watch?v=tPhcRBkVmUM • Video: TEDxRVA - <i>From Genes to Addiction: How Risk Unfolds Across the Lifespan</i> (12:38) https://www.youtube.com/watch?v=TAFqr2zUWkM • Video: TedWomen - <i>In the Opioid Crisis, Here's What it Takes to Save a Life</i> (14:25) https://www.ted.com/talks/jan_rader_in_the_opioid_crisis_here_s_what_it_takes_to_save_a_life/transcript#t-865087 • Audio: NPR - <i>America's Mental Health Crisis Hidden Behind Bars</i>" (06:46 audio clip and article) https://www.npr.org/2020/02/25/805469776/americas-mental-health-crisis-hidden-behind-bars <p>Assignment:</p> <ul style="list-style-type: none"> • Quiz – Multiple choice & true/false over required readings and supplemental materials • Community Connection – <i>Mental Health & Substance Use in My Community</i>
<p>Week 11</p> <p>Mar. 22 – Mar. 28</p>	<p>Topic: Module 10 – Healthcare Delivery</p> <ul style="list-style-type: none"> • Healthcare systems • Care spectrum • Provider types • Care settings • Quality oversight • Insurance basics • Managed care • Health policy Health policy & ACA <p>Summary: This module introduces the structure, delivery, and financing of the U.S. healthcare system. Students will examine how care is provided, paid for, and regulated across diverse community settings. Required Readings/Works:</p> <ul style="list-style-type: none"> • Textbook: Chapter 13 – <i>Healthcare Delivery in the United States</i> • Video: CrashCourse - <i>The Structure & Cost of US Health Care: Crash Course Sociology #44</i> (09:49) https://www.youtube.com/watch?v=KriEIJ0ubh0 • Video: Khan Academy - <i>Introduction to the U.S. Health Care System</i> (11:07) https://www.khanacademy.org/partner-content/brookings-institution/the-brookings-institution/introduction-to-healthcare/v/introduction-to-health-care • Video: Khan Academy - <i>Medicare</i> (14:23) https://www.khanacademy.org/partner-content/brookings-institution/the-brookings-institution/introduction-to-healthcare/v/medicare • Video: Khan Academy - <i>Medicaid</i> (14:07) https://www.khanacademy.org/partner-content/brookings-institution/the-brookings-institution/introduction-to-healthcare/v/medicaid • Video: Khan Academy - <i>Understanding Your Medical Bill</i> (12:19) https://www.khanacademy.org/partner-content/brookings-institution/the-brookings-institution/introduction-to-healthcare/v/what-goes-into-a-medical-bill • Video: - TEDMED - <i>The Cost of Being Uninsured in America</i> (16:11)

Week	Topics, Homework, & Assignments
	<p>https://www.youtube.com/watch?time_continue=99&v=tHUZZjiArYU&feature=emb_title</p> <ul style="list-style-type: none"> Website: <i>National Health Spending Explorer</i> https://www.healthsystemtracker.org/health-spending-explorer <p>Assignments:</p> <ul style="list-style-type: none"> Quiz – Multiple choice & true/false over required readings and supplemental materials Community Connection – <i>Mental Health & Substance Use in My Community</i>
<p>Week 12</p> <p>Mar. 29 – Apr. 4</p>	<p>Topic: Module 11 – Community Health & the Environment</p> <ul style="list-style-type: none"> Air pollution Water quality Food safety Waste management Environmental toxins Vector control Natural disasters Environmental policy <p>Summary: This module explores how environmental factors affect community health and how policies and systems protect populations from environmental hazards. Students will examine pollution, waste, disasters, and environmental regulation through a public health lens.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Textbook: Chapter 13 – <i>Community and Public Health and the Environment</i> Video: World Health Organization - <i>Preventing Disease Through Healthy Environments</i> (02:00) https://www.youtube.com/watch?v=tupJDf13jBo Video: Let's Learn Public Health - <i>Air pollution - A Major Global Public Health Issue</i> (07:44) www.youtube.com/watch?v=Tds3k97aAzo Video: World Health Organization - <i>Breathe Life - How Air Pollution Impacts Your Body</i> (01:18) https://www.youtube.com/watch?v=GVBey1jSG9Y Video: CNN - <i>Here's How Flint's Water Crisis Happened</i> (04:28) https://www.youtube.com/watch?v=nTpsMyNezPQ Video: <i>Water and Wastewater in Montana</i> - TEDx (08:46) https://www.ted.com/talks/jeff_ashley_water_and_wastewater_in_montana Audio: NPR - <i>Don't Toss That E-Cig: Vaping Waste is a Whole New Headache for Schools and Cities</i>. (04:13 audio clip and article) https://www.npr.org/sections/health-shots/2019/11/29/780865248/dont-toss-that-e-cig-vaping-waste-is-a-whole-new-headache-for-schools-and-cities Video: World Bank - <i>What a Waste 2.0: Everything You Should Know About Solid Waste Management</i> (04:52) https://www.youtube.com/watch?v=1CSm4GG2VrU&feature=youtu.be Video: WasteManagement - <i>How a Landfill Works</i> (02:49) https://www.youtube.com/watch?v=Wzo5sv4Irlw Video: Public Health England - <i>How Much Radiation Am I Exposed to Each Year?</i> (03:58) https://www.youtube.com/watch?v=VCsJcfmL7TE Video: FEMA - <i>Community Emergency Response Teams in Action</i> (06:27) https://www.youtube.com/watch?v=80twsCr7oyc&feature=youtu.be Video: Centers for Disease Control and Prevention - <i>Anatomy of an Outbreak</i> (05:26) https://www.youtube.com/watch?v=kKDNEW8XHvs <p>Assignments:</p> <ul style="list-style-type: none"> Quiz – Multiple choice & true/false over required readings and supplemental materials Community Connection – <i>Environmental Health in My Community</i>
	<p>Topic: Module 12 – Injuries & Workplace health</p> <ul style="list-style-type: none"> Injury epidemiology Unintentional injuries Injury prevention strategies Intentional violence Intimate partner violence Firearm safety Occupational injuries Workplace illness

Week	Topics, Homework, & Assignments
Week 13 Apr. 5 – Apr. 11	<ul style="list-style-type: none"> • Safety & wellness programs • Total Worker Health <p>Summary: This module explores unintentional and intentional injuries as major public health concerns, emphasizing prevention, control, and community-based strategies. Students will also examine occupational safety and health, workplace violence, and approaches to promoting worker safety and well-being.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Textbook: Chapter 14 – <i>Injuries as a Community & Public Health Problem</i> • Textbook: Chapter 15 – <i>Safety & Health in the Workplace</i> • Video: OhioMHAS - <i>OMHA Greene County</i> (07:36) https://www.youtube.com/watch?v=6kVn1MW-CB0&feature=emb_title • Video: NatlSafetyCouncil - <i>Risks Change as We Age</i> (01:05) https://www.youtube.com/watch?v=nljvUK-aEho&feature=emb_title • Video: Centers for Disease Control and Prevention - <i>CDC's Core SVIPP and ICRCs: Partnering to Promote Safer Communities</i> (02:45) https://www.youtube.com/watch?v=0zoFy9RK4VU • Video: Dr. Joe Slesenger - <i>What is Occupational Medicine</i> (01:54) https://www.youtube.com/watch?v=cDZytTNG7RM • Video: Institute for Health and Productivity Studies, JHU - <i>Extraordinary Workplace Wellness Programs</i> (11:03) https://www.youtube.com/watch?v=s-QbV_OstxQ • Podcast: Injury Prevention Podcast - <i>Injury and Violence: Achieving Population Level Change</i> (10:01) https://soundcloud.com/bmjpodcasts/injury-prevention-achieving-population-change?in=bmjpodcasts/sets/ip-podcast • Website: Trust for America's Health - <i>The Facts Hurt: A State-By-State Injury Prevention Policy Report</i> https://www.tfah.org/report-details/the-facts-hurt-a-state-by-state-injury-prevention-policy-report/ • Website: National Safety Council - <i>Work Deaths by State</i> https://injuryfacts.nsc.org/state-data/at-work/work-deaths-by-state/ • Website: National Safety Council - <i>Work Injury and Illness by State</i> https://injuryfacts.nsc.org/state-data/at-work/work-injury-and-illness-by-state/ <p>Assignments:</p> <ul style="list-style-type: none"> • Quiz – Multiple choice & true/false over required readings and supplemental materials • Community Connection – Environmental Health in My Community
Week 14 Apr. 12 – Apr. 18	Topic: Community Health Project
Week 15a Apr. 19 – Apr. 22	Topic: Community Health Project
Week 15b April 23 – April 27	READING WEEK – NO CLASS
Week 17 April 26 – May 1	FINALS WEEK – NO CLASS – NO FINAL

SUCCESS & STUDY TIPS

1. **Effective Time Management:** Allocate dedicated study time for each course, prioritize tasks, and use tools like planners or digital calendars to stay organized.
2. **Active Participation:** Engage in class discussions, ask questions, and seek clarification when needed. Active participation fosters deeper understanding and retention of course material.
3. **Regular Attendance:** Attend all classes and participate actively in lectures, discussions, and group activities. Regular attendance is crucial for staying up-to-date with course content.
4. **Complete Readings and Assignments Promptly:** Stay on top of readings and assignments by completing them promptly. Break tasks into smaller, manageable chunks to avoid procrastination.
5. **Effective Notetaking:** Develop effective note-taking strategies during lectures and while reading course materials. Summarize key points, highlight important information, and organize notes for easy review.
6. **Utilize Resources:** Take advantage of resources available to you, such as textbooks, online materials, academic journals, and library resources. Utilize office hours to seek clarification and additional support from instructors.
7. **Study Actively:** Engage in active learning techniques such as self-testing, summarization, concept mapping, and teaching others. These techniques promote deeper understanding and retention of information.
8. **Practice Self-Care:** Maintain a healthy balance between academic work and personal well-being. Prioritize self-care activities such as exercise, adequate sleep, healthy eating, and relaxation techniques to optimize your academic performance.
9. **Set Realistic Goals:** Set specific, measurable, achievable, relevant, and time-bound (SMART) goals for your academic performance. Break long-term goals into smaller, manageable tasks to track progress effectively.
10. **Seek Help When Needed:** Do not hesitate to seek help from instructors, academic advisors, tutors, or classmates when facing challenges or needing clarification. Asking questions and seeking assistance is a sign of strength, not weakness.
11. **Review and Reflect:** Regularly review course materials, notes, and assignments to reinforce learning. Reflect on your progress, strengths, and areas for improvement to continuously enhance your academic performance.
12. **Stay Motivated and Persistent:** Maintain a positive attitude, stay motivated, and persevere through challenges. Remember your long-term goals and celebrate your achievements along the way.