COURSE SYLLABUS

Dear Student,

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student’s preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount of your time outside the course to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Participate in and complete the online orientation prior to your first online course.
2. Obtain the required course materials prior to the course start date.
3. Login and participate in your course a minimum of three times per week.
4. Complete all assignments to the best of your ability.
5. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
6. If you have any technical difficulties, you must contact the Office of Distance Education immediately at ubonline@bridgeport.edu.

If you cannot perform these six expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.
**Course No. & Title:** HSCI-250 Introduction to Community Health Education

**Semester and Term:** Summer 2015 June 29 – August 22, 2015

**Time:** Asynchronous

**Campus Location:** University of Bridgeport, Online

**Course Description:** This is an introductory course on public health principles and the current delivery systems in the U.S. It introduces the major areas of public health, epidemiology, health care management, environmental and social behavioral health, and health informatics. Current global issues pertaining to community health will also be examined.

**Prerequisite Course:** none

**Instructor & contact information:** Meg Zayan, RDH, MPH, EdD

   Email: mzayan@bridgeport.edu       Office phone: 203.576.4266


   Companion website: [http://jblearning.com](http://jblearning.com) (access code in text)

**Learning Outcomes:**

Upon completion of this course the student should be able to:

1. Develop an understanding of community health and national and international organizations that help to contribute to health.
2. Define epidemiology and explain ways in which epidemiology studies disease, prevents disease, and controls disease in populations.
3. Understand health promotion, community assessment and program planning.
4. Explain the importance and design of school health programs.
5. Apply community health principles as they relate to maternal, infant, and child health.
6. Apply community health principles as they relate to adolescents, young adults, and adults.
7. Apply community health principles as they relate to the elderly.
8. Apply community health principles as they relate to minority populations.
9. Apply community health principles as they relate to mental health.
10. Apply community health principles as they relate to substance abuse (alcohol, tobacco, and other drugs).
11. Explain the structure and function of the healthcare system in America.
12. Describe how environmental factors play a role in the health of communities.
13. Understand the importance of injury protection at work, home, play, and on the road.
Description of Weekly Sessions and Assignments:

<table>
<thead>
<tr>
<th>Week</th>
<th>Module Topic</th>
<th>Reading Assignments</th>
<th>Grading Assignments</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td>Understanding Community Health</td>
<td>Chapter 1</td>
<td>Assignment 1 Discussion 1</td>
</tr>
<tr>
<td>Week 2</td>
<td>Epidemiology &amp; Infectious Diseases</td>
<td>Chapter 2</td>
<td>Assignment 2 Discussion 2</td>
</tr>
<tr>
<td>Week 3</td>
<td>Health Prevention and Promotion School Health Programs</td>
<td>Chapters 3, 4</td>
<td>Assignment 3 Discussion 3</td>
</tr>
<tr>
<td>Week 4</td>
<td>Maternal, Infant, &amp; Child Health Adolescents, Young Adults &amp; Adults, Elders Quiz I</td>
<td>Chapters 5, 6, 7</td>
<td>Assignment 4 Discussion 4 Quiz I</td>
</tr>
<tr>
<td>Week 5</td>
<td>Community Health &amp; Minorities Community Mental Health Alcohol, Tobacco, &amp; Other Drugs</td>
<td>Chapters 8, 9, 10</td>
<td>Assignment 5 Discussion 5</td>
</tr>
<tr>
<td>Week 6</td>
<td>Healthcare Delivery in the U.S.</td>
<td>Chapter 11</td>
<td>Assignment 6 Discussion 6</td>
</tr>
<tr>
<td>Week 7</td>
<td>Community Health &amp; Environment Injuries &amp; Injury Prevention</td>
<td>Chapters 12, 13</td>
<td>Assignment 7 Discussion 7</td>
</tr>
<tr>
<td>Week 8</td>
<td>Oral Health Program Initiatives Quiz II</td>
<td></td>
<td>Assignment 8 Discussion 8 Quiz II</td>
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Assignments:

Assignment 1: Community Health Current Topics – students are required to select a current public health topic based on the Healthy People 2020 website and post 1-3 sentences each week with “in the news” information pertaining to this topic.

Assignment 2: “Outbreak” Worksheet or Position Paper – students choose to watch the movie titled, “Outbreak” and answers content questions or write a position paper on an agreed upon topic.

Assignment 3: Epidemiology - Students are required to calculate incidence and prevalence rates and answer questions relating to epidemiologic studies.

Assignment 4: Adolescent and Young Adult Target Populations – Students will answer questions relating to incidence and prevalence rates of morbidity and mortality adolescent and young adult target populations.
Assignment 5: Alcohol, Tobacco, and Other Drugs – students will be required to successfully complete a worksheet on the public concerns of alcohol, tobacco, and other drugs use, misuse, and abuse.

Assignment 6: Special Populations - students will select one of the target populations that is prevalent to HIV (African Americans, Whites, or Hispanic/Latino) and submit a population profile in regards to age group, gender, and transmission.

Assignment 7: Electronic Waste and Injury – students will answers questions regarding e-Waste and automobile crash related deaths and injuries.

Assignment 8: St. Christopher’s Foundation for Children – students will view the St. Christopher’s Foundation website and answer questions pertaining to the Oral Health program, the Farm to Families program and the 2013 Annual Report.

Discussion forums:

Discussion 1: How successful are public health agencies in meeting the objectives of Healthy People 2020? What improvements are needed? Which of the Leading Health Indicators require more attention and why?

Discussion 2: Do you think the current U.S. life expectancy rate of 78.7 years of age will increase, decrease, or remain the same? Why?

Discussion 3: How does the epidemiological study of these two global public health outbreaks influence you in understanding community organization?" 

Discussion 4: • TED Talk: Humanity vs. Ebola - Speaker Bruce Aylward discusses the winning strategies in a terrifying war of Ebola.

Discussion 5: Mental Health in U.S. Prisons – Are U.S. prison and jails becoming the new mental asylums? How can public health officials address this growing concern?

Discussion 6: Vaccines have been touted as one of the most successful advances of modern medicine, yet an increasing number of parents are choosing not to vaccinate their children. Based on scientific resources, do you support immunization and why or why not?

Discussion 7: Think about the four approaches to the prevention of unintentional injuries (education, regulation, automatic protection, and litigation). Provide an example of how each of these four approaches could prevent another similar injury from occurring.

Discussion 8: National Oral Health Surveillance System – Compare the percentage of adults 18+ who have had their teeth cleaned in the past year, the percentages of caries experience in Head
Start, Kindergarten, and Third Grade and the percentage of population who receives fluoride in their water supply system between State data and national data.

**Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Discussion Forums (x8)</td>
<td>35%</td>
</tr>
<tr>
<td>Assignments</td>
<td>40%</td>
</tr>
<tr>
<td>Quizzes (2)</td>
<td>25%</td>
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Assignments are worth 45% of the overall final grade. On occasion, an assignment may not be numerically graded but must be successfully completed to receive credit for the assignment. Descriptions and rubrics for activity projects can be viewed on Canvas.

**Grading Criteria:**

<table>
<thead>
<tr>
<th>% of Points Earned</th>
<th>Letter Grade</th>
<th>% of Points Earned</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>100-94</td>
<td>A</td>
<td>76-74</td>
<td>C</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
<td>73-70</td>
<td>C-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
<td>69-67</td>
<td>D+</td>
</tr>
<tr>
<td>86-84</td>
<td>B</td>
<td>66-64</td>
<td>D</td>
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<tr>
<td>83-80</td>
<td>B-</td>
<td>63-60</td>
<td>D-</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
<td>Below 60</td>
<td>F</td>
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**ACADEMIC POLICIES**

**Attendance Policy**

Course attendance via online participation is an integral part of the online academic experience; therefore, students are expected to be participative in all course activities and discussions. If an absence is unavoidable, the student should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments.

**IMPORTANT:**

- An absence (lack of participation) in any week of the course, will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
• An absence of two or more weeks will be cause for a failing grade.

**Drop Procedures**

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage: [http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/](http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/). Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

**Academic Dishonesty**

The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

**Cheating** – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

**Case #1**: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

**Case #2**: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

**Plagiarism** – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

**Case #3**: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

**Case #4**: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight
modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site: http://www.indiana.edu/~istd/plagiarism_test.html (Links to an external site.)

Ethics Statement of Confidentiality

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://www.bridgeport.edu/pages/2209.asp (Links to an external site.) The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. Online Tutoring is available at: www.etutoring.org (Links to an external site.). To use this free service you must have a UBNet account.

Obtaining a UBNet Account

Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet (Links to an external site.) Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: http://www.bridgeport.edu/email (Links to an external site.) and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.
Learning Management System (LMS) - Canvas

For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

Canvas Tutorial For Students:  https://bridgeport.instructure.com/courses/985903

For assistance contact the UB Help Desk at 203-576-4606 or email helpdesk@bridgeport.edu https://bridgeport.instructure.com/courses/829447/

Accessing Your Grades & Schedule Online

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library

Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on “myEureka Digital Library.” Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

Using Computers

Open access computer labs are available at three locations:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: http://www.bridgeport.edu/library (Links to an external site.).
- Stamford – Room D; Check open hours at: http://www.bridgeport.edu/stamford (Links to an external site.)
- Waterbury – Computer Lab; Check open hours at: http://www.bridgeport.edu/waterbury (Links to an external site.)

Course Cancellations

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page,
(www.bridgeport.edu (Links to an external site.)). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

**IMPORTANT CONTACT INFORMATION**

<table>
<thead>
<tr>
<th>Office</th>
<th>Telephone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Bridgeport Campus Security</td>
<td>(203) 576-4911</td>
<td><a href="mailto:ubsecurity@bridgeport.edu">ubsecurity@bridgeport.edu</a></td>
</tr>
<tr>
<td>Bursar</td>
<td>(203) 576-4692</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>(203) 576-4682</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>(203) 576-4568</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Registrar</td>
<td>(203) 576-4635</td>
<td><a href="mailto:registrar@bridgeport.edu">registrar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Emergency Notification Phone</td>
<td>(203) 576-4159</td>
<td></td>
</tr>
<tr>
<td>IDEAL Office</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
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**CAMPUS CONTACT INFORMATION**

<table>
<thead>
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<th>Address</th>
<th>Telephone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Bridgeport</td>
<td>126 Park Avenue</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td></td>
<td>Bridgeport, CT 06604</td>
<td></td>
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</tr>
<tr>
<td>Stamford</td>
<td>5 Riverbend Drive</td>
<td>(203) 358-0700</td>
<td><a href="mailto:ubstamford@bridgeport.edu">ubstamford@bridgeport.edu</a></td>
</tr>
<tr>
<td></td>
<td>Stamford, CT 06750</td>
<td></td>
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<tr>
<td>Waterbury</td>
<td>84 Progress Lane</td>
<td>(203) 573-8501</td>
<td><a href="mailto:ubwaterbury@bridgeport.edu">ubwaterbury@bridgeport.edu</a></td>
</tr>
<tr>
<td></td>
<td>Waterbury, CT 06705</td>
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**Directions to IDEAL Campus locations**

http://www.bridgeport.edu/pages/2260.asp (Links to an external site.)