COURSE SYLLABUS

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 your time outside the classroom 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. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four 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 ID8W1, Introduction to Community Health

Semester and Term: SPRING 2017
Day and Dates: Wednesdays 1/11/2017 – 3/1/2017
Time: 6pm – 9pm
Campus Location: Bridgeport Dana Hall Room 236

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 issues and alternative solutions will also be examined.

Prerequisite Course: None
Course Code: HLAD

Instructor & Contact Information:
Professor:  Meg Zayan, RDH, MPH, EdD
Office: Dana 150
Office Hours: Monday 1:00 -2:30pm - Tuesday 1:15-3pm - Wednesday 5-6pm
and by appointment
Telephone: (203) 576-4266
Email: mzayan@bridgeport.edu  Twitter: MarZay@MegZayan

Required Textbook:
Companion web site:  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.
First Assignment Prior to the First Class:

- Read Chapters 1-4 in textbook to be prepared for class discussion.
- Pre-Course Activity Project:
  - Search online sources to learn about current issues in public health. These issues include but are not limited to: measles outbreak, Zika Virus,
  - Ebola, antibiotic resistance, bullying, sexually transmitted infections including HIV, veteran suicide, child obesity, diabetes, sleep disorders, biosurveillance, teenage over-usage of prescription drugs, etc.
  - Be prepared to share your online search with the class on January 12, 2017.

Description of Weekly Sessions and Assignments:

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lecture Topic</th>
<th>Reading Assignments</th>
<th>Grading Assignments</th>
</tr>
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<tbody>
<tr>
<td>January 11</td>
<td>Understanding Community Health Epidemiology &amp; Infectious Diseases</td>
<td>Chapters 1-4</td>
<td>Pre-Course Activity Activity 1</td>
</tr>
<tr>
<td>January 25</td>
<td>Health &amp; the Environment Injuries and Injury Prevention</td>
<td>Chapters 14, 15</td>
<td>Activity 2</td>
</tr>
<tr>
<td>January 28</td>
<td>Safety &amp; Health in the Workplace Organization &amp; Health Promotion</td>
<td>Chapters 16, 5</td>
<td>Activity 3</td>
</tr>
<tr>
<td>February 1</td>
<td>School Health Programs Quiz</td>
<td>Chapters 6</td>
<td>Quiz Activity 4</td>
</tr>
<tr>
<td>February 8</td>
<td>Maternal, Infant, &amp; Child Health Adolescents, Young Adults &amp; Adults, &amp; Older Adults</td>
<td>Chapters 7-9</td>
<td>Activity 5 &amp; 6</td>
</tr>
<tr>
<td>February 15</td>
<td>Community Health &amp; Racial/Ethnic Populations Community Mental Health</td>
<td>Chapters 10, 11</td>
<td>Activity 7</td>
</tr>
<tr>
<td>February 22</td>
<td>Alcohol, Tobacco, &amp; Other Drugs Healthcare Delivery in the U.S.</td>
<td>Chapters 12, 13</td>
<td>Activity 8</td>
</tr>
<tr>
<td>March 1</td>
<td>Exam (Cumulative) Discussion</td>
<td>Exam</td>
<td></td>
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</table>
Activity Projects:
Activity projects are worth 50% of the overall final grade. Not all individual activity projects will be numerically graded but all activity project must be completed to receive credit for the activity projects. Those that will be numerically graded are designated with an asterisk. Descriptions and rubrics for activity projects can be viewed on Canvas.

Pre-Course Activity: Public Health in the News – students are required to participate in a classroom discussion on the topic(s) they online searched for the pre-course activity. This pre-course activity includes an online search pertaining to a current public health issue. Students will be expected to converse in community health efforts that address their selected topic.

Activity 1: Epidemiology - Students are required to calculate incidence, prevalence, and attack rates and answer questions relating to epidemiologic studies.

Activity 2: Electronic Waste and Injury – students will answer questions regarding e-Waste and automobile crash related deaths and injuries.

Activity 3: The Vaccine War - 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 because of possible side effects. On Canvas discussion, students will post their opinion on “pro” or “con” vaccination and support their opinion with a scientific resource(s).

Activity 4: Virus Outbreak – students will view DVD titled “Viral Outbreak” presented as part of the Howard Hughes Medical Institute educational series and respond to in-class and Canvas discussion questions

Activity 5: “Outbreak” or “Contagion” Worksheet – students choose to watch the movie titled, “Outbreak” or “Contagion” and answer questions related to epidemiological principles.

Activity 6: Target Populations – Students will answer questions relating to incidence and prevalence rates of morbidity and mortality of maternal, infant, and child; adolescents, young adult and adult; and older target populations.

Activity 7: Disparity in Minority Populations – students will discuss health disparity and as it relates to Healthy People 2020 and suggest ways to eliminate disparity.

Activity 8: Healthcare Delivery – Healthcare delivery in the United States is complex. Students will discuss solutions to best understand current issues regarding the U.S. health care system.

Other: Canvas Discussion Board – Students will be required to participate in online discussion among class members.

Social Media Twitter Account: Social Media - Develop a Twitter account or continue with your current Twitter account. Share your username on Canvas so that we all can follow each other. My username is: MarZay@MegZayan If instructions are needed to set up a Twitter profile go to: https://support.twitter.com/articles/100990 Then start to follow individuals or organizations related to public health/community health/population health. Suggestions include (but not limited to) WHO, DHHS, CT Health Foundation, BPT Health Dept., CTPublicHealthAssoc., Southwest CHC, CT Public Health,
Healthy People 2020, nycHealthy, Public Health Policy, CDC, CDC Global Health, etc. Once you begin following community health related twitter accounts, start to become active in reading tweets, liking tweets, retweeting, and developing your own tweet.

The purpose of this semester long assignment is to read, learn, and respond to your learning of new information. Throughout the semester you are to remain active with Twitter.

Presentation: Students will do an interactive 20 minute presentation one of the following topics; Contagion/Outbreak, health disparities, target populations, health care delivery.

Grading Criteria:
- Activity Projects: 50%
- Quiz: 15%
- Exam: 20%
- Twitter or Presentation: 15%

Letter Grading Scale:

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

Attendance Policy
Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:
- Missing one class session 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”).
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause 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/.

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).

Cell Phones
Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

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

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 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. 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 - 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 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.
- Stamford – Room D; Check open hours at: http://www.bridgeport.edu/stamford
- Waterbury – Computer Lab; Check open hours at: http://www.bridgeport.edu/waterbury

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). 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>
</tr>
</thead>
<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>
<tr>
<th>Campus</th>
<th>Address</th>
<th>Telephone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Bridgeport</td>
<td>126 Park Avenue Bridgeport, CT 06604</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td>Stamford</td>
<td>5 Riverbend Drive Stamford, CT 06750</td>
<td>(203) 358-0700</td>
<td><a href="mailto:ubstamford@bridgeport.edu">ubstamford@bridgeport.edu</a></td>
</tr>
<tr>
<td>Waterbury</td>
<td>84 Progress Lane Waterbury, CT 06705</td>
<td>(203) 573-8501</td>
<td><a href="mailto:ubwaterbury@bridgeport.edu">ubwaterbury@bridgeport.edu</a></td>
</tr>
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Directions to IDEAL Campus locations [http://www.bridgeport.edu/pages/2260.asp](http://www.bridgeport.edu/pages/2260.asp)

To fill out your financial aid report to the Federal Government, please go online to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The school code for the University of Bridgeport is 001416.
Federal Student Aid Information: 1-800-433-3243.