Course Title: Community Health and Epidemiology  
Course Prefix/Number: HSC 3201  
Credit Hours: 3  
Instructor: Jill Moore RDH, BSDH, MHA  
Email: Moore.Jill@SPCollege.edu  
Phone: Off-Campus; Please email within ANGEL/MyCourses for phone appointment  
Office/Virtual Hours: Virtual / Appointment via E-mail  
Instructor Web Page: https://www.spcollege.edu/instructors/id/moore.jill

Program Administration  
Dean, College of Health Sciences: Rebecca Ludwig, PhD  
Administrative Services Specialist: Annee Bell  
Administrative Services Specialist Phone: 727-341-3771  
Office Location: HEC 179  
Course Mentor: Teri Trede, PhD, MPH  
Course Mentor Email: trede.teri@spcollege.edu

Important Course Dates:  
• Last date to drop with a full refund: August 22, 2014  
• Last date to withdraw with a “W”: September 18, 2014

Please save this Course Syllabus for future reference. You will be required to reference this syllabus during your final Capstone Experience.

Course Time Commitment: This BASHSA online course is organized into 8 weekly Modules and requires your active participation. Expect to spend about 8-12 hours of time per week for each course.

Course Meeting Times: This is an online, eight (8) week course; this course is not self-paced. Module/weekly pages will generally open at least by Monday morning at 8 a.m. Please check the course snapshot for complete details on beginning and ending dates of modules/weeks. Due to its shortened timeframe Module/week 8 may have different open and close dates. As such, all dates are posted in the course snapshot and are non-negotiable.

Required Textbooks:  

Attendance: For this class, active participation/attendance is defined as logging into the course throughout the week, participating in online discussion forums and completing and submitting required assignments, quizzes & posting forums by the posted due dates each week of the course. Thus, simply logging in does not constitute attendance. Please see the link to the college syllabus addendum below for additional details.
COURSE SYLLABUS  HSC 3201

Holidays: Because of the shortened nature of this course, holidays that occur during this course are not considered days off. All due dates are posted in the course snapshot. Please plan ahead for all religious and personal holidays so that your work is not considered late.

Assignments/Discussion Postings: Each week you will be required to complete assignments and/or discussion postings. The assignments may consist of chapter questions, weekly case reviews, knowledge assessments (quizzes), reaction papers, weekly summaries, PowerPoint presentations, worksheets, and other written assignments as assigned. All weekly assignments are due by Sunday night at midnight EST or as stated in the course snapshot. All first original discussion postings are due by Thursday night at midnight EST. All discussion replies are due by Sunday at midnight EST. Due to the pace of this course and the eight (8) week format, it is easy to get behind. I strongly urge you to communicate with me in the event of an emergency or unexpected situation. All assignments must be submitted to the dropbox as an attachment.

Contacting the Instructor: The best way to contact me is via The Learning Management System email within this course. If The Learning Management System is unavailable please contact me using your @live.spcollege.edu at the address above. You may expect a response from me within 24-48 hours. Your Live@edu student email is the college’s official way to communicate with the college outside of your The Learning Management System courses. It is important that you use your SPC student email account for any electronic correspondence with SPC, as your personal email may get sent to spam and/or be deleted. You will periodically be receiving important updates, notices, or official communication from SPC that will only be sent to your school account, thus be sure to regularly check your Live@edu email.

Course Description:
Prerequisite: (HSA 3104 with a minimum grade of C and Admission to Health Services Administration BAS) OR (DEH 3813 with a minimum grade of C and admission to the Dental Hygiene BAS) OR (Biology BS) OR (Biology BSPR). This course is designed to assist students in recognizing and analyzing the interrelationships between individuals, population group, and communities in determining the health status of each. Students will explore the complex determinants of health and disease, the impact of economic, social, environmental and cultural concerns on community health status, and community organizations that help shape community health. Course content integrates concepts from behavioral, biological and natural sciences, with emphasis on epidemiology, to examine the history and foundation of community health. 47 contract hours or equivalent

Major Learning Outcomes:
1. The student will understand the complexity of maintaining healthy communities and will recognize and describe factors that threaten the health of the population in which they live.

2. The student will understand the fundamental principles of epidemiology and its importance in community health.

3. The student will understand practical applications of epidemiology in relation to the prevention and control of diseases and health conditions in the community.

4. The student will understand how organizations shape community health and influence health promotion.

5. The student will understand that health needs tend to vary among community populations and will identify and describe unique health concerns of specific populations.

Course Objectives Stated in Performance Terms:
1. The student will understand the complexity of maintaining healthy communities and will recognize and describe factors that threaten the health of the population in which they live by:
a. defining, comparing and contrasting community health, population health and public health.

b. discussing the history and current status of community health.

c. identifying how communities measure health, disease, injury, and death.

d. discussing the multidimensional nature of health and explaining the major determinants of health.

e. identifying the factors that influence/impact the health of a community.

f. identifying serious health threats currently faced by the American public.

g. discussing Healthy People 2010 goals and objectives, and discussing their purpose and their relationship to the health of Americans.

h. discussing how communities organize to address health problems.

2. The student will understand the fundamental principles of epidemiology and its importance in community health by:

a. defining the term epidemiology and identifying its interdisciplinary foundations.

b. defining the term epidemic and listing some of the diseases that have caused epidemics historically as well as those that are responsible for current epidemics.

c. defining the components of epidemiology (measurement of disease frequency, of disease, determinants, morbidity, and mortality) and explaining their importance in community health.

d. defining incidence and prevalence rates and demonstrating how they are calculated.

e. defining commonly used standardized measures of health status such as life expectancy, infant mortality, years of potential life lost, and disability-adjusted life years.

f. identifying sources of data used by epidemiologists and community health officials.

g. identifying and distinguishing between various types of epidemiological studies.

h. identifying the criteria to evaluate causal associations and distinguish between association and causation.

3. The student will understand practical applications of epidemiology in relation to the prevention and control of diseases and health conditions in the community by:

a. identifying and distinguishing between some of the ways in which diseases and health problems are classified in community health.

b. distinguishing between the agent, host, environment to explain the occurrence and spread of disease in a population.

c. discussing how the chain of infection model can be used to understand communicable disease transmission.
d. identifying the major determinants of disease in the United States.

e. analyzing the major causes of death, both historically and presently, in the United States.

f. identifying communicable diseases that threaten individual and community health.

g. identifying non-communicable diseases that threaten individual and community health.

h. analyzing the differences between intervention and prevention.

i. identifying the three levels of disease prevention and explaining the purpose and importance of each.

4. The student will understand how organizations shape community health and influence health promotion by:

a. identifying, comparing, and contrasting examples of governmental, quasi-governmental, and nongovernmental organizations that play a role a community’s response to health-related issues.

b. describing the structure and function of the United States Department of Health and Human Services.

c. evaluating the roles of state and local health departments and articulating how they interface.

d. describing how the World Health Organization influences community health.

e. describing the structure and major purposes of the Centers For Disease Control and National Institutes of Health.

f. exploring which health organizations impact the communities in which they live.

5. The student will understand that health needs tend to vary among community populations and will identify and describe unique health concerns of specific populations by:

a. relating the concept of diversity as it relates to health status of the American population.

b. describing specific health concerns for mothers, infants, adolescents, adults, elderly adults, and minorities in the United States.

c. evaluating why mental health is a major community health problem in the United States.

d. relating the history and impact of mental health treatment and intervention in the United States.

e. identifying and discussing health-status disparities of minority groups and the socioeconomic gradient in the United States.

f. identifying personal and community consequences of alcohol, tobacco, and other drug use/abuse.

g. identifying risk factors for the abuse of alcohol and other substances.

h. describing effective prevention activities in alcohol, tobacco, and other drugs prevention and intervention programs.
COURSE SYLLABUS  HSC 3201

Criteria Performance Standard:
Upon successful completion of this course the student will, with a minimum of 70% accuracy, demonstrate mastery of each of the above stated objectives through classroom measures developed by individual course instructor.

Academic Integrity: All academic work submitted to satisfy course requirements is expected to be the student’s OWN work. Cheating and plagiarism will not be tolerated. Please remember that plagiarism is not restricted to copying someone else’s work, but also includes paraphrasing another’s work without proper attribution. This includes “cutting and pasting” from Internet sources and the use of photos, figures, tables or clip art that is not classified as free ware. Academic dishonesty also includes, but is not limited to, using unauthorized materials without permission to complete quizzes and exams, collaborating with another student during an exam, submitting assigned material that has been completed by someone other than the enrolled student, or resubmission of the student’s own work (self-plagiarism).

- The College of Health Sciences follows a progressive discipline procedure with regard to academic honesty violations. Sanctions may range from a point deduction on an assignment to expulsion from St. Petersburg College, and are determined based on the severity of the offense. All instances of plagiarism, whether suspected intentional or unintentional, will be forwarded to the Dean’s Office for the College of Health Sciences.
- Academic dishonesty and plagiarism are serious matters in academia. Please see SPC’s Academic Honesty page, to learn more about how to avoid them:
  http://www.spcollege.edu/academichonesty

Resubmission of Work: All work that is submitted for grading in an HSA course must be original to that course attempt. When a student attempts an HSA course for a second or third time no previously submitted assignments, discussion forums, or quizzes may be submitted for grading. If work is resubmitted in a subsequent attempt at a course, this is considered self-plagiarism and is as serious as other forms of plagiarism. Please make sure to carefully read the assignment or discussion forum directions, and complete a new original assignment. This includes references and citations; new source material must also be used. All forms of plagiarism will be reported to the Dean’s Office.

Health Services Administration Program/Course
Updated Policy Regarding Quoted Material

In this course and the HSA program we expect students to demonstrate the ability to integrate critical thought with a synthesis of the reading they do for assignments. This means that we want you to use your own words to communicate facts as well as your knowledge, thoughts, reactions, and reflections. We do NOT want students to simply cut and paste quoted material into their work, even with proper citation. Any text taken directly from another source is not considered the student’s work; it is a compilation of the words of others, and students will not receive a grade for the quoted material.

Students are expected to understand and demonstrate appropriate paraphrasing, citations and references.

Quoted material should not be used. Use of quoted material, or work that has not been properly paraphrased, cited or referenced will result in point loss.

Health Services Administration Department Late Policy – Please Read Carefully – Updated Fall 2014!

A. Late Assignments (Examples: Papers, PowerPoints, Projects, Worksheets, etc.):
• Assignments submitted within 24 hours of due date - worth 50% of their graded value (grade achieved, minus 50%).
• Failure to submit any assignment within 24 hours of the due date will result in a zero for the assignment. All due dates are listed in the Course Snapshot. No assignments will be accepted 24 hours beyond the due date.
• Assignments and Discussions from Module 7 and Module 8 will not be accepted past their stated due dates in the Course Snapshot.

B. Late policy for Quizzes and Discussion Forums:
• Quizzes may not be made up; the due date is in Course Snapshot.
• Discussion postings made after the midnight Sunday deadline for any module will not receive credit and cannot be made up.

Course Grading:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>229 – 255</td>
</tr>
<tr>
<td>B</td>
<td>204 – 228</td>
</tr>
<tr>
<td>C</td>
<td>178 – 203</td>
</tr>
<tr>
<td>D</td>
<td>153 – 177</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 152</td>
</tr>
</tbody>
</table>

Important Information to Remember: Faculty and students are responsible for maintaining a positive learning environment. This is facilitated by respecting self and others. As a future health care professional, it is your responsibility to conduct yourself in a professional manner. Individuals that demonstrate professionalism are consistent in their values, attitudes, and behaviors.

Unprofessional behavior will not be tolerated in this or any HSA course. This includes but is not limited to:
• Using offensive or aggressive language
• Not maintaining confidentiality of all discussions regarding individuals, their families and workplace affiliates
• Breaching academic integrity (cheating, plagiarism, etc.)
• Not supporting statements with credible research sources that are referenced in standard APA 6th edition format.

Student Survey of Instruction: The student survey of instruction is administered in courses each semester. It is designed to improve the quality of instruction at St. Petersburg College. All student responses are confidential and anonymous and will be used solely for the purpose of performance improvement.

Internet Caution: Students must understand that this course requires the use the Internet for some assignments and activities. Please note that other Internet users may be able to access students’ works whether the access is secured or unsecured. The College cannot protect against the type of materials on the Internet, piracy of students’ materials or assure the privacy of materials.

Student Resources

Learning Resource Specialist: A Learning Resource Specialist is available to any student who desires help and direction with writing skills. This includes students who live away from the St. Petersburg area. This service is provided at no cost and is administered through the New Initiative Program (NIP). Students can call
COURSE SYLLABUS  HSC 3201

the NIP Center for further information at 727-341-3724. When using the resource specialists’ services of Leo Johnson or Tiffany Schuyler, please provide the name of your instructor as well as the course you are taking. While these services are provided to you by the college, the responsibility to contact the learning resource specialist lies with the student. Have your assignment completed and ready for the learning resource specialist by Thursday at 5PM of the week in which the assignment is due. It is not the responsibility of the learning resource specialists to correct your work and return for your submission, but rather, to help you improve your writing skills and critical thinking abilities. The current learning resource specialists for the HSA program are:

- Leo Johnson: johnson.leo@spcollege.edu
- Suraj Wagh: Wagh.Suraj@spcollege.edu
- Tiffany Schuyler: tiffanyschuyler@gmail.com
- Lindsay Curry: Curry.Lindsay@spcollege.edu
- Smarthinking: This service is available to all students through The Learning Management System homepage. Once you have signed into The Learning Management System homepage, please look in the box titled Institutional Resources. Here you will see a link for Smarthinking Student Tutoring. You may be asked to import an old account for Smarthinking, please click cancel and you will be directed to the homepage. Here you will use the drop down box for Submit Your Writing; Essay Center.

**Computer Assistance:** If you experience problems accessing the course online, accessing materials, posting assignments or any other hardware or software issues, please contact the “HELPDESK” at 727-341-4357 or email onlinehelp@spcollege.edu. The HELPDESK is staffed daily from 7:00 a.m. to midnight.

**Computer Issues:** Personal computer issues can happen from time to time. It is your responsibility to contact your instructor should a problem arise. Additionally, any computer issues will not extend the due date for assignments, discussions, or quizzes. All due dates are listed in the course snapshot.

**Online Library:** To logon to the Online Library through the SPC homepage, use your Student ID number and the last 4 numbers of your Social Security Number.

- For library help you may contact the Health Education Center library for assistance. The library staff can provide you with immediate assistance during the hours they are open.
  - Joshua Brown, brown.josh@spcollege.edu, (724) 341-3657
- Check here for the library's hours and location: www.spcollege.edu/central/libonline/location/health_education.html

**Accommodations:** St. Petersburg College recognizes the importance of equal access for all students. Disability Resources (DR) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Instructors may not grant accommodations without proper documentation from the DR Office. Students registered with DR, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester. Students who have, or think they may have, a disability (e.g. learning disability, ADD/ADHD, psychiatric, medical/orthopedic, vision, and/or hearing), are invited to contact DR for a confidential discussion at 727-341-3721 (V/TTY) or at silvers.stefanie@spcollege.edu. Additional information is available at the college-wide Disability Resource website: http://www.spcollege.edu/central/ossd/index.htm and/or HEC Disability website: http://www.spcollege.edu/HEC/ossd.htm. (Adapted from University of Minnesota).

**Please note:** All materials provided via The Learning Management System are copyrighted, unless explicitly indicated otherwise. As such, The Learning Management System materials are for personal, educational use only during the course of this semester and may not be reproduced or distributed.

**Important Links**
Online Student Conduct: Please visit https://www.spcollege.ed/ecampus/help/conduct.htm

Facilitator and Student Expectations: Please visit http://www.spcollege.edu/ecampus/help/expectations.htm

Financial Aid Information: Please visit http://www.spcollege.edu/pages/dynamic.aspx?id=800

Computer Requirements: Please visit http://www.spcollege.edu/ecampus/help/technical/index.htm

Incomplete Grade Information: Please visit and scroll to the bottom of the page http://www.spcollege.edu/webcentral/catalog/current/grading.htm

Students are responsible for all information in the course syllabus. Please print this syllabus and have available for your ease of reference. The syllabus will be available during all modules and is referenced in the Syllabus Tab/Module on the course homepage.
## HSC 3201

### Community Health and Epidemiology

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Discussion Posting Forums (points)</th>
<th>Assignments (points)/Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1</strong></td>
<td>Foundations of Community Health</td>
<td>Course Introductions (0)</td>
<td>1. Review Syllabus, Snapshot, and Course Materials</td>
</tr>
</tbody>
</table>
| | History of Community Health | Community Response to a Natural Disaster (5) | 2. Assigned Readings  
   a. Textbook Chapter 1  
   b. Website Reading  
   3. Community Reflection Paper (20) |
| | Organizations that Shape Community Health | | |
| | | | |
| **Module 2** | Epidemiology: The Study of Disease, Injury, and Death in the Community | Topics in the health of your community (5) | 1. Assigned Readings  
   a. Textbook Chapter 2  
   2. Compare and Contrast Table Assignment (20) |
| | Epidemiology: Prevention and Control of Diseases and Health Conditions | Infant Mortality Rate (IMR) Posting Activity (5) | |
| | | | |
| **Module 3** | Community Organizing | Community organizations (5) | 1. Assigned Readings  
   a. Textbook Chapters 3 & 4  
   b. Three required web readings  
   2. Reliable Internet Information Assignment (20) |
| | School Health | School Health Programs (5) | |
| | Reliable Internet Information | | |
| | | | |
| **Module 4** | Health Profiles of Community Populations – Maternal, Infant, Child Health | Factors related to unintentional injury deaths among adolescents and young adults (5) | 1. Assigned Readings  
   a. Textbook Chapters 5 & 6  
   2. MCH Indicators Paper (20)  
   3. Quiz Chapters 1-6 (20) |
| | Adolescents, Young Adults, Adults | | |
| | | | |
| **Module 5** | Health Profiles of Community Elders | Quantity vs. Quality (5) | 1. Assigned Readings  
   a. Textbook Chapter 7  
   2. Graying of America PPT Activity (20) |
| | | | |
| **Module 6** | Community Health and Minorities | Health Disparities (5) | 1. Assigned Readings  
   a. Textbook Chapter 8  
   b. Online Reading  
   c. Web Page Reading  
   2. Cultural Sensitivity Paper (20) |
| | | | |
| Module 7 | Mental illness (5)               | 1. Assigned Readings   |
| Community Concerns: Community Mental Health Alcohol, Tobacco, and other Drugs | Alcohol, tobacco & other drugs (5) | a. Textbook Chapter 9 & 10 |

*Check Week 8 Closing Dates – Week 8 is Short*

| Module 8 | Building on brownfields and the environment (5) | 1. Assigned Readings   |
| Environmental Health, Safety and Injuries as Community Health Issues | Course Summary Threats to the health of your community (5) | a. Textbook Chapters 12, 13 |
| October 3, 2014 – October 8, 2014 | 2. Final Quiz 7-10, 12, 13 (25) |

*Short Week – Check Closing Dates*

| Total Points 255 | Discussion Forum 60 | Assignments 195 |

**Important Course Dates:**
- Last date to drop with a full refund: August 22, 2014
- Last date to withdraw with a “W”: September 18, 2014

**Important Course Information:**
- All module assignments are due by Sunday night at midnight EST or as stated in the course snapshot.
- All first original discussion postings are due by Thursday night at midnight EST. All discussion replies are due by Sunday at midnight EST.