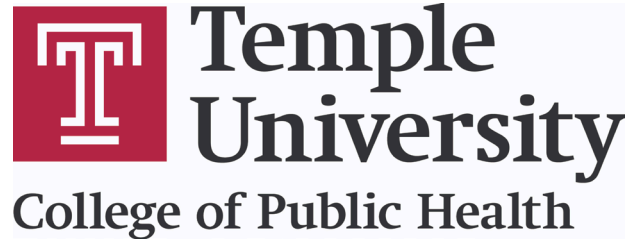**Public Health: The Way We Live, Work and Play**

HRPR 1001

Fall 2024

3 Credits

Instructor Information

Instructor: Alyson Hansbarger MS, LAT, ATC

Personal pronouns: She/Her/Hers

E-mail: alyson.hansbarger@temple.edu

Telephone: 215-204-0988

Office Location: Pearson Hall 261

Lecture Day(s): Monday & Tuesday

Recitation Day(s): M/W or T/Th

Lecture Time: Monday 12:00 – 12:50 PM

　　　　　　Tuesday 3:30 – 4:20 PM

Lecture Location: Zoom (see chart below)

Student Hours: Monday 1:00 – 2:00 PM EST

　　　　　　Thursday 2:00 – 3:00 PM EST

Recitation Instructor Contact Information:

Instructor Name	Email
Cynthia Abbott-Gaffney	cynthia.abbott-gaffney@temple.edu
Irene Frempong	irene.frempong@temple.edu
Jacelyn Hannah	jacelyn.hannah@temple.edu
Mona Baishya	mona.baishya@temple.edu
Morgan Naylor	morgan.naylor@temple.edu
Rose Omia	rose.omia@temple.edu
Sadya Tarannum	sadya.tarannum@temple.edu

Course Meetings:

Section Number	Lecture Day & Time (Eastern Time)	Lecture Link	Recitation Time (Eastern Time)	Recitation Location (or Zoom link)
701	Monday 12:00-12:50 PM	https://temple.zoom.us/j/97975930637	Monday & Wednesday 11:00 – 11:50 AM	Ritter Annex 565
702	Monday 12:00-12:50 PM	https://temple.zoom.us/j/97975930637	Monday & Wednesday 8:00 – 8:50 AM	Pearson Hall 148
703	Monday 12:00-12:50 PM	https://temple.zoom.us/j/97975930637	Monday & Wednesday 2:00 – 2:50 PM	Pearson Hall 212B
704	Tuesday 3:30-4:20 PM	https://temple.zoom.us/j/98809578875	Tuesday & Thursday 10:00 – 10:50 AM	Ritter Hall 101
706	Monday 12:00-12:50 PM	https://temple.zoom.us/j/97975930637	Monday & Wednesday 1:00 – 1:50 PM	Pearson Hall 204
707	Monday 12:00-12:50 PM	https://temple.zoom.us/j/97975930637	Monday & Wednesday 4:00 – 4:50 PM	Pearson Hall 148
708	Monday 12:00-12:50 PM	https://temple.zoom.us/j/97975930637	Monday & Wednesday 4:00 – 4:50 PM	1700 N Broad Room 302
709	Tuesday 3:30-4:20 PM	https://temple.zoom.us/j/98809578875	Tuesday & Thursday 8:30-9:20 AM	Ritter Hall 100
710	Tuesday 3:30-4:20 PM	https://temple.zoom.us/j/98809578875	Tuesday & Thursday 11:00 – 11:50 AM	Ritter Hall 107
711	Monday 12:00-12:50 PM	https://temple.zoom.us/j/97975930637	Monday & Wednesday 11:00 – 11:50 AM	Pearson Hall 148
712	Monday 12:00-12:50 PM	https://temple.zoom.us/j/97975930637	Monday & Wednesday 1:00 – 1:50 PM	Ritter Hall 100

713	Tuesday 3:30-4:20 PM	https://temple.zoom.us/j/98809578875	Tuesday & Thursday 9:30 – 10:20 AM	Ritter Annex 571
714	Tuesday 3:30-4:20 PM	https://temple.zoom.us/j/98809578875	Tuesday & Thursday 12:30 – 1:20 PM	Ritter Annex 565
715	Monday 12:00-12:50 PM	https://temple.zoom.us/j/97975930637	Monday & Wednesday 2:00 – 2:50 PM	Pearson Hall 204
716	Monday 12:00-12:50 PM	https://temple.zoom.us/j/97975930637	Monday & Wednesday 3:00-3:50 PM	Pearson Hall P213
718	Tuesday 3:30-4:20 PM	https://temple.zoom.us/j/98809578875	Tuesday & Thursday 11:00 – 11:50 AM	Ritter Annex 571
719	Monday 12:00-12:50 PM	https://temple.zoom.us/j/97975930637	Monday & Wednesday 9:00 – 9:50 AM	Ritter Annex 101
725	Monday 12:00-12:50 PM	https://temple.zoom.us/j/97975930637	Monday 6:00 – 8:00 PM	Virtual via Zoom

Course Prerequisites or Co-Requisites

There are no pre-requisite or co-requisite courses associated with this course.

Course Description

Public Health: The Way We Live, Work and Play is designed to help students think about contemporary health issues from an interdisciplinary perspective. The course includes an introduction to the five core areas of public health – biostatistics, epidemiology, environmental health, health services administration, and social and behavioral sciences – and how these areas relate to various health, health care, and human service professions. Public health helps inform decisions that shape the behavior of individuals and communities. Students will analyze health issues such as health promotion, disease prevention, and health care policy from a variety of perspectives. As part of the course, students will work in small interdisciplinary teams to access

and evaluate information about a particular individual or population-health issue, and learn to argue persuasively, both orally and in writing, for interdisciplinary approaches to that health issue. The focus of the course is to engage students' curiosity about how the discipline of public health and interdisciplinary approaches apply to issues students may confront in their future professional work.

Course Format/Instructional Methods (How the Course Will be Taught)

This class utilizes the following format: synchronous online lectures, synchronous in-person/on-campus OR online recitations, and asynchronous course work. Specifically, we use a format of 1-hour online synchronous lectures and 2 hours of in-person/on-campus OR 2 hours of online recitations per week. We have multiple sections. The format is generally hybrid (mix of virtual and in-person) for the majority of sections. Lecture is virtual and recitation is generally in-person. Guest speakers may join a class to provide important context and examples. This course also utilizes a flipped classroom approach, which means students come prepared to lecture/recitation after completing asynchronous activities. Asynchronous activities give students additional time for research (via course materials & external sources) to support class participation and individual reflections. Synchronous sessions enable instructors and students to participate in live discussions, raising and addressing questions. Recitations expand on and apply lecture content and readings. To facilitate Peer Learning, we will use "small learning communities" or Team Breakouts in Recitations. For Projects, students will be assigned to Teams to ensure interdisciplinary perspectives.

Course Expectations for Student Success

I am here to support your learning goals in the class, and I want to see everyone succeed. I encourage you to use all available resources, including Advisors, the Writing Center, and Library Resources to assist you with the course. Over the semester, this course will require an average of 6-9 hours of your time per week. Plan to spend approximately 6-9 hours each week reading materials, completing assignments, and watching videos. Plan to spend an additional 3 hours each week for the scheduled lecture and recitation sessions. These expectations are based on the premise that 1) this is a 3-credit course that meets for 3 hours each week for 15 weeks and 2) Temple's policy on credit hours, which states that 1 semester credit is equivalent to 1 hour of faculty instruction time per week, for 15 weeks (inclusive of exam week) AND a minimum of 2 hours of out-of-class student work per credit hour.

Statement on Diversity and Inclusion

The College of Public Health supports and encourages diversity and inclusion. I am committed to the principle of universal learning which means that I will do all that I can to make our classrooms, our virtual meetings, and our interactions as inclusive as possible. To support universal learning, I will promote an environment of mutual respect, civility in our interactions, and the ability to listen and observe others– I expect that all participants in the class will work towards the same goal.

You have the right to be addressed by your preferred name and personal pronouns. Sharing your preferred pronouns publicly is one way we can all honor each other's preferences. I will address you how you wish to be addressed.

You have the right to full access to all course materials and you are welcome to translate the course materials (for example, you are welcome to use https://translate.google.com/?sl=auto&tl=en&op=docs). If you feel any form of harassment or discrimination, please contact our CPH and SW Equal Opportunity Ombudspeople.

If you need accommodations based on a documented disability, please contact Disability Resources and Services in Howard Gittis Student Center room 420, 215-204-1280 or 215-204-1786 (TTY) or drs@temple.edu. Please reach out to me as soon as possible to discuss your needs and to share any documentation from DRS so that we can appropriately plan for success. Accommodations are not retroactive. Please bear in mind that COVID-19 may result in a need for new or additional accommodation.

Course Technology Requirements

Communication

- **Canvas:** All course information will be on Canvas. In Canvas, you must enable receiving announcements to your e-mail as class changes and key information will be relayed through Canvas; otherwise, you may miss this information. You are responsible for any Canvas announcements or messages.
- **Email:** You must have an active Temple University email account ending in @temple.edu and check it regularly (Temple University Email Policy). The teaching team will return your email within 2 business days unless out of the office or Temple is closed. Please plan your communication accordingly. Refer to the TU CPH Tech Wiki site or contact Temple's Help Desk for technological questions: help@temple.edu.
- Students should check Canvas and emails daily.

Hardware

- Strong, stable, secure internet connection/Wi-Fi

- Computer with camera and microphone (headset recommended)

- Adherence to [Temple CPH's Laptop Requirement](#) & [Temple University's Computer and Security Policy](#)

Device specifications

- Windows laptops: Windows 10 64-bit (recommended)

- Mac laptops: MacOS 10.12 or higher with Windows 10 64-bit via Bootcamp (comes with macOS)

- CPU: Intel i5 Dual Core or greater/equivalent

- RAM Memory: 8GB or greater

- Hard Drive: Solid state drive - 256 GB or larger

- Audio and video: Integrated webcam and microphone for online conferencing and collaboration

- Connectivity: Wi-Fi 802.11 g/n (or greater)

- Ethernet port or USB-to-adapter: 2+ USB ports

- Screen Size: 13" or larger (15" is recommended) •

- Screen Resolution: 1920x1080 (1080p Full HD) or higher

- Windows laptops: HDMI

- Mac laptops: USB C to HDMI

- Warranty: 3 years or the length of your degree program; Accidental Damage and Extended Warranties are recommended

Software

- **Microsoft Office:** Assignments must be submitted as Microsoft Word, Excel, or PowerPoint files.

- Temple provides Microsoft Office, at no additional cost to students at [Microsoft 365 - Getting Started](#)

- **Zoom:** You must sign in to [Zoom](#) using your [AccessNet through TUportal](#) to participate in class sessions. Please learn how to use [Participant Controls in a Zoom Meeting](#) to get the most out of your synchronous Zoom meetings.

You are required to comply with Temple University's Computer and Security Policy at https://secretary.temple.edu/sites/secretary/files/policies/04.71.11.pdf. You are also expected to adhere to the laptop requirement: https://cphapps.temple.edu/wiki/it/student/laptop.

Limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or camera or insufficient Wi-Fi access, should submit a Student Technology Assistance Application located in TUPortal and linked to the Dean of Students Support and Resources webpage. On-campus computer labs have resumed normal operations and are available for your use. The Affordable Connectivity Program is available to purchase discounted internet services and devices for qualified individuals. On-campus computer labs are available for student use. Note that there are technology resources available for students, including some software that is available for free download and other specialty software that may be available for remote access through ITS, laptop share, and battery share.

Statement on the Use of Generative AI in this course

The use of generative AI tools (e.g.ChatGPT,Dall-e,etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas
- Finetuning your research questions
- Finding information on your topic
- Drafting an outline to organize your thoughts
- Checking grammar and style

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat
- Completing groupwork that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. For example, using proper APA citations. Any assignment that is found to have used generative AI tools in unauthorized ways will result in a 0 for the assignment. If in doubt about permitted usage, please ask for clarification.

E-mail

To facilitate communication, the university requires you to have an e-mail account ending in @temple.edu (https://secretary.temple.edu/sites/secretary/files/policies/04.74.11.pdf). During the semester, I will try to return your e-mail within 36 hours unless I am out of the office, or the university is closed. E-mails sent after noon on Fridays will generally not be returned until Monday—please plan accordingly. Please remember that e-mails regarding technological questions should be directed to Temple's Help Desk at help@temple.edu

Required Course Materials

The required course materials for this course are open educational resources and are available to you at no cost. All of the materials needed for this course will be posted on Canvas under the respective module. The materials include videos, podcasts, readings and websites. Some of the required readings for this course are adapted from openly licensed materials. Please see attributions below.

Ochs, J., Roper, S. L., & Schwartz, S. M. (2024). *Population Health for Nurses*. OpenStax. https://openstax.org/books/population-health/pages/1-introductionby OpenStax is licensed under Creative Commons Attribution License v4.0.

Course Objectives and Competencies

The following table is intended to be a pathway to guide you through the course so that you can see the connections between the course learning objectives and how you will be assessed.

COURSE LEARNING OBJECTIVE	DEGREE COMPETENCIES ADDRESSED	DIRECT/INDIRECT ASSESSMENT TOOL
Describe how health, healthcare, and human service professionals work together to address individual and population health issues.	Address the history and philosophy of public health (PH) as well as its core values, concepts, and functions across the globe and in society including: • PH History • Core PH Values • Core PH Concepts	Reading Quiz, HP 2030 Project, TUH CHNA
Define health and wellness and the way various professions consider promoting health and		Reading Quiz, Epi in Action, HIV Case Study

preventing morbidity, mortality, and disability at the individual and population levels.	Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice including:	
Recognize local, state, and federal healthcare and public health systems and the way they interact.	• Basic Concepts of Data Collection	Reading Quiz, Zombie Apocalypse Worksheet
Identify and describe environmental health hazards and their potential effects on human health.	• Basic Methods of Data Collection • Basic Tools of Data Collection	Reading Quiz, Environmental Walkabout/Virtual Tour, Water Hygiene
Describe and interpret the use of biostatistics in the discipline of public health from published public health data.	• Data Usage • Data Analysis • Evidence-based Approaches Address the concepts of population health, and the basic processes, approaches, and	Reading Quiz, HP 2030 Project, TUH CHNA, Epi in Action
Explain the role of epidemiology as the basic science for public health by discussing uses and applications of epidemiology in public health.	interventions that identify and address the major health-related needs and concerns of populations including:	Reading Quiz, HP 2030 Project, Epi in Action
Compare various theoretical constructions and models of healthcare including their social, cultural, and behavioral causes.	• Introduction to Processes and Approaches to Identify Needs and • Concerns of Populations • Introduction to Approaches and Interventions to Address Needs	Reading Quiz, HP 2030 Project, ACEs and Obesity Worksheet
Explain the impact of major policy, ethical, economic, professional, and legal issues facing healthcare providers, insurers, policymakers, and consumers.	and • Concerns of Populations Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the	Reading Quiz, Reimagine Health/Healthcare,

Distinguish between availability, acceptability, and accessibility of health care across diverse populations.	differences in systems in other countries including: - Comparative Health Systems - Characteristics and Structures of the US Healthcare System Address the basic concepts of public health specific communication, including technical and professional writing and the use of mass media and electronic technology including: - Professional writing - Technical writing - Use of Mass Media - Use of Electronic Technology	Reading Quiz, Reimagine Health/Healthcare

Required Course Assignments

This course will utilize a variety of assessment tools to evaluate student learning and they are as follows:

Quizzes (190 points or approximately 20%):

Quizzes are indicated on the syllabus and will align with the readings, class discussions and lecture. Quizzes will occur online through Canvas. No credit will be given for quizzes submitted past the due date. The last quiz will be used to assess your ability to synthesize the information presented throughout the semester. There are 6 content quizzes this semester. Quizzes are 10-20 Questions, 15-30 minutes (depending if on one or two chapters); Final Quiz 25 Questions, 120 minutes. Quizzes will be available from Thursday night to Monday morning, the week they are due. This is designed purposely to encourage you to do the assigned reading prior to the class in which we will use that information.

Note: the online quizzes are open note quizzes but are meant to be taken individually. As a matter of academic integrity, do not discuss the quiz answers with students in this or any other class. Sharing questions or answers is cheating and will result in a 0 for that quiz. Repeat offenses may

result in a 0 for the course. While the quizzes are open note, you will need to do the reading PRIOR to taking the quiz. The quizzes are timed, and you will not have enough time to look up answers if you have not done the reading.

For all quizzes taken on Canvas, it is highly recommended that you use a desktop TU computer to ensure no interruption in internet service. If internet service is disrupted during a quiz, the quiz will shut down and you will not have an opportunity to re-start or continue the quiz.

QUIZZES WILL BE ON CANVAS. THEY WILL BE GENERALLY OPEN THURSDAY THROUGH MONDAY MORNING THE READING IS FOR.

For example, you have a quiz due for week one and two's reading. That quiz will be available Thursday at 11:59 PM through Monday at 12:00 PM. The idea is that you should be doing the reading in preparation for class, not after class meets.

Recitation Activities (260 points or approximately 30%):
There are 10-12 lab or group activities that will be started in class and generally due the next class week. If you miss the in-class day that we worked on the assignment and it is one of your 2 absences, you are still responsible for getting the completed work in (must complete individually) by the due-date or late penalties will be applied. Late penalties are 20% deduction in points for each day the assignment is late. No in-class activities will be accepted more than one week from the due date. Rubrics and other information will be available on Canvas for all assignments. This will include, but are not limited to the following:

1. My Public Health
2. Epi in Action
3. Finding the Best Available Evidence
4. Health Literacy
5. TEDTalk Guided Discussions
6. Ecological Model
7. HIV Case Study
8. Mandatory Vaccines
9. Walkabout PowerPoint
10. Advocacy Letter
11. CHNA Worksheet

12.   US Health/Healthcare

Also, if you have more than the two allotted absences, you will not be able to make up in class work unless approved of by Mrs. Hansbarger. In class activities are discussion and activity based. You have the opportunity to learn with and from your classmates. This can't happen when you miss class.

Health People 2030 Case Study/Projects (300 points or approximately 35%)
This course covers the 10 core areas of public health, and students will apply knowledge gained throughout the semester by working in interdisciplinary groups on a three-part project. Details and rubrics are available on Canvas. This is a group project that requires you to work together, if there are issues with contribution, speak to your recitation instructor as soon as possible. **If you do not participate in the group project, you will receive a 0 on any of the parts you did not participate in.**
HP 2030 Worksheet (100 points): You choose a topic from HP 2030 with assistance in recitation. Completing the worksheet will provide much of the necessary information to complete the Infographic and project.
Infographic (100 points): You will complete a worksheet that will help you get the information that you need for the project. This will be a complete/incomplete grade for feedback on whether your group is on track. The information from the worksheet will be used to develop an infographic on your topic.
Project (100 points): You will develop a communication message (education presentation) on your topic. You will review yours and your classmates during the last week of class.

Attendance (120 points or approximately 15%)
If you are 15 or more minutes late you will be counted absent for that day. **Everyone is allowed two absences without penalty. Because of this I will not accept doctor's notes, etc... as an excused absence unless you have a long-term absence due to health issues or related accommodation as documented by Disability Services.** Points for each class will be awarded based on attendance and participation. Four lates count as one absence. If you have a modified attendance registered with disability services 6 lates will count as one absence and every second absence will count against your grade. This will be adjusted at the end of the semester. You will still be responsible for work missed but will not be allowed to complete in class assignments

passed your allowed (2 absences), unless approved by Mrs. Hansbarger. Attendance will be on Canvas so check it regularly and alert me or the recitation instructor if there is an error. I will not change attendance at the end of the semester because you say you were in a class. If you have an emergency or a problem, please come see or email me immediately. Please do not email me and ask me for notes, etc. Please email a classmate.

Each person will be graded for their individual contribution to class each recitation session. **No makeup permitted**, unless excused for reasons identified in our Section titled [Attendance/Participation Protocols and Your Health](#).

You will be graded based on the following criteria:

- Not present = 0 points
- Present with minimal to no participation = up to 1 point
- Present with some participation = 2 points
- Present with active participation = 3 points

MISSING WORK: It is your responsibility to double-check any Canvas submission and ensure that it was uploaded correctly AND that the correct assignment was uploaded. Canvas has a preview button to review assignments after submission. If you accidentally upload a blank assignment, that will result in a 0 grade. You will not be permitted to make up work missed due to absence, unless excused for reasons outlined in the [Attendance Protocols and Your Health](#) section below. It is your responsibility to understand the work you missed and connect with your classmates or instructor to catch up. Please reach out as soon as you are able. The sooner we know, the more we can do to assist you.

MAKEUP WORK: For an **excused absence**, submit your assignment in the comments section in assignments (NOT GRADEBOOK) then visit them at Student Hours to review your responses. Student athletes who have an excused note on file (see [Attendance Protocols and Your Health](#)) must communicate with their recitation instructor before each absence to make plans. In general, we expect you to submit and discuss your Recitation make-up work before your absence, except for extenuating circumstances.

LATE WORK: There is a 3-day grace period during which you will receive no lateness penalty for assignments, **except quizzes (see Quizzes subsection above)**. <mark>You MUST contact Mrs. Hansbarger OR your recitation instructor PRIOR to the deadline to approve the 3-day grace period</mark>. Therefore, doctor's notes, technical difficulties, illness, etc. **will not be accepted** for submissions outside the grace period. An assignment closes after the grace period ends and will not reopen. That is, we will not accept any assignments outside of the Grace Period. For group work, it is your responsibility to review the document/ensure your group mate submitted, etc. **Any work submitted late will result in 20% deduction in points per day the assignment is late. It will not be accepted after 1 week following the due date.**

The Grace Period exists for trouble-shooting last-minute issues with assignment completion, such as unexpected technical errors or unforeseen events including illness. **The Grace Period is NOT an alternative deadline**. We expect you to complete your assignment by the deadline, then use the Grace Period only when necessary for the aforementioned reasons. **You must contact us well in advance (i.e., more than 48 hours (about 2 days) notice) of an assignment deadline, before the grace period, if you experience challenges to meeting your deadlines or have questions about an assignment.** Your recitation instructors and I may not be able to effectively problem solve your issues if you reach out within 48 hours (about 2 days) of an assignment deadline OR if you reach out during the Grace Period.

EXTRA CREDIT: If any is given during the semester, you must do it at the time offered. Requests for extra credit in the last week of class will not be responded to.

NOTICE: Students' assignment submissions are subject to use for training purposes. Submissions will only be used as examples with recitation instructor training in HRPR 1001.

Grading Scale				
93-100 A	87-89 B+	77-79 C+	67-69 D+	0-59 F
90-92 A-	83-86 B	73-76 C	63-66 D	
	80-82 B-	70-72 C-	60-62 D-	

Each assignment will receive a numerical grade and be weighted in the calculation of a final numerical grade as indicated above. Scores ending in ≤0.4 are rounded down and scores ending

in ≥0.5 are rounded up to the next whole number. We will give feedback and grades on individual recitation assignments within two weeks and on group assignments within 1 week.

Attendance Protocols and Your Health

Consistent and active participation are critical to your success in this course. You are entitled to 2 unexcused absences, penalty-free, no questions asked. More than 2 unexcused absences may result in poor course performance or course failure. If you are more than 20 minutes late to recitation, you will be marked absent. Unexcused absences will result in a poor or 0 grade for Recitation Participation. Excused absences include: 1) extenuating circumstances, including COVID-19 related absences, **communicated prior to absence**, 2) DRS Accommodations, 3) religious observances **communicated in advance**, 4) Student Class Absence Notifications sent by the Dean of Students for death-related absences, or 5) a letter from the Academic Support Center for Student-Athletes or Temple University's Office of the Provost to notify us about any athletic events. Again, most excused absences will require advance notification.

Because we provide two absences, we do not need a doctor's note for minor illnesses, emails explaining that you have a family wedding, etc. Those all count toward your two absences. You should attend drop-in/student hours to make up work.

You must **contact the Lead Instructor, Mrs. Hansbarger, immediately** to obtain excusals for all absences. In order to complete in-class assignments missed during your 2 allotted absences, you must inform Mrs. Hansbarger prior to the due date. For excused absences, please reach out to Mrs. Hansbarger or your recitation instructor during their Student Hours to make up the Recitation you missed. This is your responsibility. Do not email the instructor and ask, "What did I miss"? or "Did I miss anything important?". If it wasn't important, we wouldn't cover it in class.

Recitation/Team Participation: During any in-person or virtual recitation, active participation means to: meaningfully contribute/add to small-team and large class discussion, as well as polls. We expect substantive comments and thoughtful questions during recitation. Minor comments, such as "I agree," will be considered, for example, as little participation. Substantive comments in the Chat Window will also be considered a form of active participation in Zoom sessions. More than 2 unexcused absences may result in a poor grade and excessive absences may result in course failure. During and outside recitation, it is critical for your mastery of our course material to

participate in and contribute to teamwork. Your team will anonymously grade your Project participation at end-of-semester.

Lecture Participation: It is important to participate in synchronous online Lectures. Lectures provide engagement opportunities (Zoom Polls/Chats/Activities/other multimedia-based engagement) from which Final Quiz questions will be drawn. Attendance and participation will be recorded in zoom and zoom polls. You should be in a place where you can fully participate. If you are walking between buildings, driving, etc., you will not be able to fully participate, and this will not be considered an excuse for missing a lecture.

Attendance: Attendance for zoom sessions will be taken by attendance records. Recitation instructors will take attendance in recitations. Arriving late or leaving early may be counted as absences. **If you are ill, please see the above section on [Temple and Covid-19](#).**   Please note, after 2 absences, you will not be able to make up in-class activities.

To achieve course learning goals, students must attend and participate in classes, according to the course requirements. However, if you have tested positive for or are experiencing symptoms of a contagious illness, you should not come to campus or attend in-person classes or activities. It is the student's responsibility to contact me to create a plan for participation and engagement in the course as soon as you are able to do so, and to make a plan to complete all assignments in a timely fashion.

It is your right to observe religious holidays without negative consequences within the course. Please reach out to discuss with your instructor at the start of the semester so that deadlines can be reviewed in advance of the religious observation. You will still be held responsible for course content and any assignments, but you will not lose points for attendance and participation that day.

Course Minimum Grade

The College of Public Health requires that all undergraduate students achieve a minimum grade of "C" for all courses which are considered required for their major. Please check the [Undergraduate Bulletin](#) to confirm if this class is a major requirement for your program. For further questions, please see your [Academic Advisor](#). Although D- is a passing grade, a minimum grade of C is

required in all courses to complete the program. For more information, please see Temple University's Academic Policies on Grades and Grading.

		Course Schedule		
Week	**Lecture**	**Recitations**	**Reading/Assignments**	**Other Fun Things!**
Week 1 8/26	Course Introduction History of Public Health **Synchronous Lecture**	R1: Recitation Introduction & get to know your group R2: My Public Health	**Readings/Videos:** - Review Syllabus/Canvas - EPHS on CDC website - Defining population health **Due:** 8/30 @ 11:59 PM - Syllabus Quiz 8/30 @ 11:59 PM - My Public Health	
Week 2 9/2	Measuring and Improving Population Health **ASYNCHRONOUS LECTURE**	R1: Information/Best Available Evidence - **ASYNCHRONOUS** R2: Healthy People 2030 and Sustainable Goals	**Readings/Videos:** - Measuring & Improving Population Health Reading - Types of Epidemiological Studies video - Types of prevention website **Due:** 9/3 @ 12:00 PM – Weeks 1 & 2 Quiz 9/6 @ 11:59 PM - Finding Evidence Worksheet	Canvas videos from CPH Librarians!

			Readings/Videos:	*Last day to add/drop is 9/9!*
Week 3 9/9	Epidemiology **Synchronous Lecture**	R1: Solve the Outbreak R2: Epidemiology in Action Worksheet	**Readings/Videos:** - Introduction to Epidemiology - Ghost Map Video **Due:** 9/13 @ 11:59 PM Epidemiology in Action Worksheet 9/13 @ 11:59 PM – Healthy People 2030 Worksheet	
Week 4 9/16	Health Communication and Literacy **Synchronous Lecture**	R1: Project Workshop R2: Health Literacy Assignment	**Readings/Videos:** -Health Communication Reading - Health Literacy Reading **Due:** 9/16 @ 12:00 PM – Week 4 Quiz 9/20 @ 11:59 PM - Health Literacy Assignment	
Week 5 9/23	Social Determinants of Health and Health Disparities **Synchronous Lecture**	R1: Health Disparities Workshop R2: Infographic Workshop	**Readings/Videos:** -What are social determinants of health video -Healthy People 2030 SDOH -Moving Upstream **Due:** 9/27 @ 11:59 PM - ACEs TEDTalk Discussion Worksheet 9/27 @ 11:59 PM – Infographic Planning Worksheet	
Week 6 9/30	Behavior Change & Ecological Model **Synchronous Lecture**	R1: Behavior Change/Ecological Model R2: Advocacy Discussion	**Readings/Videos:** -Behavioral Change Reading -Socio-Ecological Model Reading - Ecological Model Video **Due:** 9/30 @ 12:00 PM – Week 6 Quiz	

			10/4 @ 11:59 PM – Ecological Model Worksheet	
Week 7 10/7	Environmental Health and Climate Change **Synchronous Lecture**	R1: Environmental Health Walkabout R2: No recitation – Environmental Health Walkabout	**Readings/Videos:** -Noise pollution podcast -Love Canal video **Due**: 10/6 @ 11:59 PM - Infographic	Check out Canvas for more resources and current events!
Week 8 10/14	Health Insurance & Healthcare Access **Synchronous Lecture**	R1: Medicare/Medicaid R2: Insurance Jeopardy for bonus points	**Readings/Videos:** -Intro to US Healthcare System reading -Access to Healthcare video **Due**: 10/13 @ 11:59 PM – Mid-Semester Peer Evaluation 10/14 @ 12:00 PM – Week 8 Quiz 10/18 @ 11:59 PM US Healthcare Discussion	Check out Canvas for more resources and current events!
Week 9 10/21	Infectious Disease **Synchronous Lecture**	R1: HIV Case Study R2: COVID and Mandatory Vaccines	**Readings/Videos:** -Infectious Disease Reading -Overview of Infectious Disease -Public Health & Infectious Disease **Due:** 10/20 @ 11:59 PM - Environmental Health Walkabout 10/25 @ 11:59 PM – HIV Case Study 10/27 @ 11:59 PM – COVID & Vaccines	Guest Lecturer – Ryan McKee – Social & Behavioral Sciences

			Readings/Videos:	Check out
Week 10 10/28	Noncommunicable Diseases **Synchronous Lecture**	R1: Bad Sugar Activity R2: Disability & Healthcare	-Introduction to noncommunicable disease -Noncommunicable Disease Best Buys -Noncommunicable disease reading **Due:** 10/28 @ 12:00 PM – Week 10 Quiz 11/1 @ 11:59 PM – Bad Sugar Activity 11/3 @ 11:59 PM – Disability and Healthcare Worksheet	Canvas for more resources and current events!
Week 11 11/4	The Law and Healthcare **Synchronous Lecture**	R1: Advocacy Letters R2: HP 2030 Project Workshops	**Readings/Videos:** -Public Health Law Reading -Health in All Policies -How Laws Affect Your Health **Due:** None	Guest Lecturer – Dean Jenn Ibrahim – Dean of the College of Public Health
Week 12 11/11	Community Health Assessments and Informatics **Synchronous Lecture**	R1 & R2: CHNA Worksheet – Resources, Philadelphia vs. PA vs. National	**Readings/Videos:** -Community Health Assessment reading -What is a CHNA **Due:** 11/11 @ 12:00 PM – Week 12 Quiz 11/15 @ 11:59 PM – Advocacy Letters 11/15 @ 11:59 PM – CHNA Worksheet	Guest Lecturer – Dr. Wendy Cheesman – Health Professions Program Director
Week 13 11/18	Public Health Infrastructure **Synchronous Lecture**	R1: Comparing Health Systems R2: No recitation – HP 2030 Project	**Readings/Videos:** -Public Health Infrastructure Reading **Due:** 11/22 @ 11:59 PM – Public Health Infrastructure	Check out Canvas for more resources and current events!

Week 14 – 11/25-29 **Thanksgiving Break** **No Class!**				
Week 15 12/2	Leisure, Stress & Wellness **Synchronous Lecture**	R1 & R2: Project Reviews & Peer Evaluations	**Readings/Videos:** None **Due**: 12/1 @ 11:59 PM - Healthy People 2030 Final Presentation	Guest lecture – Aurora Verlin, MS, CTRS
Week 16 12/9	Last Day of Class! No Lecture	No Recitation this week	**Readings/Videos:** None **Due:** 12/9 @ 11:59 PM – Healthy People Peer Evaluation 12/9 @ 11:59 PM – Healthy People Final Project Discussion	==*Last day to withdraw is 12/9!==

Please note that the assignments, readings, quizzes, exams, activities, other evaluative assessments as well as preparation/studying are aligned with Temple University's credit hour policy: 02.10.19 (https://secretary.temple.edu/sites/secretary/files/policies/02.10.19.pdf): "One semester credit is equivalent to one hour (50 minutes) of instruction time per week for 15 weeks, which includes one week for exams; and a minimum of two hours of out-of-class student work each week per credit hour. An equivalent amount of work is required for other academic activities such as laboratory work, internships, practica, studio work, or other academic work leading to the award of credit hours."

The course schedule may be subject to change with advanced written notification.

General Policies

All University (http://bulletin.temple.edu/undergraduate/academic-policies/) and College of Public Health policies will be upheld. The *Undergraduate Student Handbook* for the College of Public Health details College expectations: (http://cph.temple.edu/student-handbooks)

Temple and Covid-19

Temple University's motto is Perseverance Conquers and we will continue to meet the changing circumstances of the COVID pandemic with flexibility and resilience. For the most current information on Covid-related plans and policies, please refer to https://www.temple.edu/coronavirus. The best way to maintain a safe learning environment is for everyone to get fully vaccinated. For your general health, hand washing and monitoring your health are still highly recommended.

Incomplete

You will be eligible for a grade of "Incomplete" only if you: 1) have completed at least 51% of the work at a passing level, 2) are unable to complete the work for a serious reason beyond his or her control, and 3) file a signed agreement with the instructor outlining the work to be completed and the timeframe in which that work will be completed. You are responsible for initiating this process and all incomplete forms must be sent to the Associate Dean for Academic Affairs before the start of study days in that semester. (Please refer to the following link for more details: https://secretary.temple.edu/sites/secretary/files/policies/02.10.13.pdf).

Withdrawal from the Course

If you wish to withdraw from a course, it is your responsibility to meet the deadline for the last day to withdraw within the current semester (www.temple.edu/registrar/documents/calendars/). Please consult the University policy on withdrawals (https://bulletin.temple.edu/undergraduate/academic-policies/withdrawal-policies/).

Statement on Academic Rights & Responsibilities

Freedom to teach and freedom to learn are inseparable facets of academic freedom. Please refer to the university policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02), available at: https://secretary.temple.edu/sites/secretary/files/policies/03.70.02.pdf.

Academic Honesty

According to the University Student Code of Conduct, you must not commit, attempt to commit, aid, encourage, facilitate, or solicit the commission of academic dishonesty and impropriety including plagiarism, academic cheating, and selling lecture notes or other information provided by an instructor without the instructor's authorization. Violations may result in failing the assignment and/or failing the course, and/or other sanctions as enumerated in the University Code of Conduct, which can be accessed at http://studentconduct.temple.edu/policies.

Counseling & Other Support Services

As the instructor of the course, I recognize that you may experience mental health challenges at times throughout the semester. I am committed to creating an inclusive and welcoming classroom space and encourage you to access resources provided by the university or speak with me privately if you need support connecting with appropriate resources. Here are some of the campus resources to assist you: Tuttleman Counseling Services (TCS) – http://counseling.temple.edu - (available for group and individual therapy, Resiliency Resource Center, drop-in groups, and referral services to students seeking long-term care or support outside of Pennsylvania); the Wellness Resource Center (WRC) – http://wellness.temple.edu (peer-led workshops, campus-wide events, and wellness consultations to connect students to resources and the Social Service Annex https://cph.temple.edu/departments-research/departments/social-work/social-service-annex (quiet area to relax and decompress, peer consultations and focus groups University and community resources).

If you are experiencing food insecurity or financial struggles, Temple provides resources and support. Notably, the Temple University Cherry Pantry is in operation as well as a variety of resources from the Division of Student Affairs.

Sexual Misconduct

Temple University is committed to providing a learning and working environment that emphasizes the dignity and worth of every member of its community, free from discriminatory conduct. Sexual harassment in any form or context is contrary to this commitment and will not be tolerated. Please refer to the University policy on sexual harassment at:

https://secretary.temple.edu/sites/secretary/files/policies/04.82.02.pdf Additional resources related to sexual harassment and ways in which to report an incident can be found at:

http://sexualmisconduct.temple.edu/

Permission to Record

Please speak with the instructor in advance of recording a class to be respectful of classmates. Recording of lectures as a disability accommodation is permitted. You are not permitted to copy, publish, or redistribute any recordings without express permission from the instructor and any students recorded; distribution without permission may be a violation of educational privacy laws (FERPA) and copyright laws. Any recordings permitted in this class can only be used for the student's personal educational use. Instructors may record live/synchronous class sessions to

share through Canvas for students unable to attend class or as a study tool. The instructor will inform the class in advance and can pause the recording, upon request, if sensitive topics are being discussed. All instructor recordings are property of Temple University.

To record any personal, faculty or group meeting, students must have consent from everyone participating in the conversation whether in-person or via zoom.

Netiquette Statement

It is important to foster a respectful and productive online learning environment. Our differences, some of which are outlined in the University's nondiscrimination statement, add richness to this learning experience. All opinions/experiences must be respected in the spirit of academic discourse. Treat your classmates and instructor with respect in all communication, class activities, and meetings; do not attack any individual. Avoid the use of profanity, sarcasm, slang, and the use of all capital letters in discussion threads, as these forms of communication, may be disruptive.

Library Resources

You may request appointments with librarians who can provide targeted assistance at all stages of your project, including exploring a topic, Temple's academic research tools, and identifying and citing sources. A Subject Librarian has the skills to focus on your major or the class you are taking. Schedule appointments individually or in small groups. Easy access to program-specific resources may be found in Library research guides http://guides.temple.edu/

Continuity of Instruction in Event of Emergency

Please register for the TUAlert System (https://safety.temple.edu/get-educated/tualerts/how-to-receive-sms-tualerts) to be made aware of university closures due to weather or emergencies and follow all university-wide emergencies instructions. In the event of an emergency, class materials/instructions will be provided in a web-based format via Canvas or zoom. Students registered for the class will be alerted to any other modifications from the instructor via email.