

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

This course draws content and concepts from the biological sciences and public health administration. Students examine the environmental issues related to active living, food security, housing and health, and social justice as well as the relationship between economic, physical, and social environments. Students will develop skills that allow them to study characteristics of the environment that may influence public health and apply these lessons to the study of public health research, focusing on current and future problems. This course fulfills a general education Natural and Physical Science requirement. This is an approved Colorado gtPathways course. Appendix A, located at the end of this syllabus, reviews the gtPathways coverage for this GT-SC2 course.

Course Overview:

This interdisciplinary course begins with a study of the history, aims and methods of global public health. A science-based approach is used for understanding the interaction of the biological environment, physical environment, social environment and public health. Students will examine the relationship between how we live and the biological, economic, physical, and social environments that surround us. Students will develop skills that allow them to study characteristics of the environment that may influence public health. They will then apply these lessons to the study of public health research, focusing on current and future problems. The course should provide students with a broader range of knowledge, topics, and situations from which to apply decision-making techniques in their future career and coursework.

Course Learning Outcomes:

1. Examine the relationship between biological, physical and social environments and public health from an interdisciplinary standpoint.
2. Explore community foundations of public health.
3. Examine and analyze theories and concepts of behavior and design; health disparities; social capital; physical activity; air and water quality; climate change; and transportation.
4. Investigate the complexities of putting environmental public health concepts into applied practice.

5. Encourage individual research of environmental and public health issues and emphasize successful communication of the content of texts associated with these topics.
6. Build critical thinking skills.
7. Promote an interdisciplinary learning environment to examine global ecology and emerging public health challenges.

COLORADO GTPATHWAYS COURSE

Colorado Guaranteed Transfer (GT) Pathways Course: The Colorado Commission on Higher Education has approved BIO201: Public Health and the Environment for inclusion in the Guaranteed Transfer (GT) Pathways program in the **GT-SC2** category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>

The table in **Appendix A** details the specific alignment of Course Learning Outcomes and Assessments to gtPathways Content and Criteria requirements.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required – CSU-Global Library Resources:

- Barrett, D., Ortmann, L., Dawson, A., Saenz, C., Reis, A., & Bolan, G. (Eds.) (2016). *Public health ethics: Cases spanning the globe* (1st ed.) [E-reader version]. New York, NY: Springer Open. ISBN: 9783319238470
- Wilson, F., & Mabhala, M. (2009). *Key concepts in public health: The historical development of public health*. London, England: Sage Publications Ltd. ISBN: 9781446216736

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and peer responses posted by Sunday at 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the Opening Exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The Opening Exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake Mastery Exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.
- **Portfolio Assignment:** Assignment is due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- Chapters 1-4 in *Key Concepts in Public Health*
- Withers, M., Press, D., Wipfli, H., McCool, J., Chang-Chuan, C., Jimba, M., & ..., Samet, J. (2016). Training the next generation of global health experts: Experiences and recommendations from Pacific Rim universities. *Globalization & Health, 12*, 1-7. doi:10.1186/s12992-016-0162-z

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking (60 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: The Connection Between Diabetes and Suburban Sprawl

Consider the multidisciplinary interactions of biological and social sciences as presented in Chapters 2 and 3 of *Key Concepts of Public Health*. With this in mind, perform an episode analysis of the information delivered in this episode about the connection between diabetes and suburban sprawl, as discussed in the text.

Designing Healthy Communities, Episode 1

Watch the video and look at the suggestions there for improving health in your own community. Once you are satisfied with your review of the episode, write an essay that addresses the following questions:

1. Begin by summarizing the episode in 100 words or less.
2. Relate the information from this episode to what you learned in Chapters 2 and 3 of your textbook, *Key Concepts in Public Health*. What specific public health disciplines mentioned in these chapters of your textbook are related to the information presented in the video and why?
3. Critique the information. Do you feel that the information presented is valid and easy to understand?
4. What information does the episode offer about public health problems? Consider, for example, whether it provides details on how public health can be characterized and measured and

- whether it describes common hazards and afflictions affecting modern Americans and American communities.
5. What information does the episode offer about the nature of communities? Consider whether it provides details on how communities may be altered to improve public health.
 6. What information was missing from the episode? How could the content be improved? What would you like to see in future episodes?

Instructions:

- Write a 2-3-page paper, not including the title and reference pages, which are required.
- The paper must be formatted correctly using APA style. Remember, all research material used in your paper must be paraphrased and include an in-text citation.
- Your paper must be properly cited and formatted according to the CSU-Global Guide to Writing & APA.
- This is an individual paper; however, you should reflect on our Discussion Forums and incorporate ideas from there, as appropriate.
- Be sure you utilize your text appropriately as a reference and cite at least one other credible external reference, such as a website or journal article to support your proposed resolution of the case.
- Submit the assignment.

Option #2: Designing Healthy Communities for our Future Generations

Consider the multidisciplinary interactions of biological and social sciences as presented in Chapters 2 and 3 of *Key Concepts in Public Health*. With this in mind, perform an episode analysis of the information delivered in this episode about the future that our children face and how we can build healthier communities for them, as discussed in the text.

Designing Healthy Communities, Episode 2

Watch the video and look at the suggestions there for improving health in your own community. Once you are satisfied with your review of the episode, write an essay that addresses the following questions:

1. Begin by summarizing the episode in 100 words or less.
2. Relate the information from this episode to what you learned in Chapters 2 and 3 of your textbook, *Key Concepts in Public Health*. What specific public health disciplines mentioned in Chapter 2 and 3 of your textbook are related to the information presented in the video and why?
3. Critique the information. Do you feel that the information presented is valid and easy to understand?
4. What information does the episode offer about public health problems? Consider, for example, whether it provides details on how public health can be characterized and measured and whether it describes common hazards and afflictions affecting modern Americans and American communities.
5. What information does the episode offer about the nature of communities? Consider whether it provides details on how communities may be altered to improve public health.
6. What information was missing from the episode? How could the content be improved? What would you like to see in future episodes?

Instructions:

- Write a 2-3-page paper, not including the title and reference pages, which are required.

- The paper must be formatted correctly using APA style. Remember, all research material used in your paper must be paraphrased and include an in-text citation.
- Your paper must be properly cited and formatted according to the CSU-Global Guide to Writing & APA.
- This is an individual paper; however, you should reflect on our Discussion Forums and incorporate ideas from there, as appropriate.
- Be sure you utilize your text appropriately as a reference and cite at least one other credible external reference such as a website or journal article to support your proposed resolution of the case.
- Submit the assignment.

Mastery Exercise (10 points)

Module 2

Readings

- Chapters 1 & 2 in *Public Health Ethics*
- Community Tool Box. (2013). *Section 5: Developing an action plan*. Retrieved from <http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/develop-action-plans/main>

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Milestone (20 points)

Preliminary Written Report

Review the **Portfolio Project description** and **grading rubric** in the Module 8 folder to determine which project option you are going to choose.

For this milestone, provide a brief one-paragraph response indicating:

1. which assignment option from Module 8 you have chosen, and
2. which public health issue you have selected and why.

This will help your instructor to be aware of your plans and support you with the development of this project. Upload your response as a Word document.

Review the Portfolio Project Milestone grading rubric for specific requirements and details for this assignment.

Module 3

Readings

- Chapter 3 in *Public Health Ethics*
- New Urbanism. (n.d.). *Principles of urbanism*. Retrieved from <http://www.newurbanism.org/newurbanism/principles.html>

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking (75 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Case Review: Intersection of Public Health and Mental Health: Meeting Family Needs

In this assignment, you will review the case discussing the intersection of public health and mental health found in Chapter 3 of *Public Health Ethics* (pp. 74-79).

In approximately two pages, your paper should address the following:

- What elements of broad strategic thinking do you see demonstrated?
- What aspects of social development are addressed?
- What evidence of healthy public policy do you see or not see from government involvement?
- Do you see evidence of systems development for health or social policy and related programming? (Example: Developing community-based programs to reach individuals outside of typical settings)
- What information stood out most to you from this case study that you might be able to apply in your local community?

Instructions:

- Write a 2-3-page paper, not including the title and reference pages, which are required.
- The paper must be formatted correctly using APA style. Remember, all research material used in your paper must be paraphrased and include an in-text citation.
- Your paper must be properly cited and formatted according to the CSU-Global Guide to Writing & APA.
- This is an individual paper; however, you should reflect on our Discussion Forums and incorporate ideas from there, as appropriate.
- Be sure you utilize your text appropriately as a reference and cite at least one other credible external reference such as a website or journal article to support your proposed resolution of the case.
- Your external sources can be trade publications, government information, newspaper articles, or scholarly or peer-reviewed journal articles. The CSU-Global Library is a good place to find these sources.
- Submit your paper.

Option #2: Case Review: Public-Private Partnerships: Role of Corporate Sponsorship in Public Health

In this assignment, you will review the case discussing the role of corporations in public health found in Chapter 3 of *Public Health Ethics* (pp. 80-83).

In approximately two pages, your paper should address the following:

- What elements of broad strategic thinking do you see demonstrated?
- What aspects of social development are addressed?
- What evidence of healthy public policy do you see or not see from corporate involvement?
- Do you see evidence of systems development for health or social policy and related programming? (Example: Developing community-based programs to reach individuals outside of typical settings)
- What information stood out most to you from this case study that you might be able to apply in your local community?

Instructions:

- Write a 2-3-page paper, not including the title and reference pages, which are required.

- The paper must be formatted correctly using APA style. Remember, all research material used in your paper must be paraphrased and include an in-text citation.
- Your paper must be properly cited and formatted according to the CSU-Global Guide to Writing & APA.
- This is an individual paper; however, you should reflect on our Discussion Forums and incorporate ideas from there, as appropriate.
- Be sure you utilize your text appropriately as a reference and cite at least one other credible external reference such as a website or journal article to support your proposed resolution of the case.
- Your external sources can be trade publications, government information, newspaper articles, or scholarly or peer-reviewed journal articles. The CSU-Global Library is a good place to find these sources.
- Submit your paper.

Mastery Exercise (10 points)

Module 4

Readings

- Chapters 7-9, 11 & 14 in *Key Concepts in Public Health*
- Kouzes, J., & Posner, B. (2015). The five practices of exemplary leadership model. Retrieved from <http://www.leadershipchallenge.com/about-section-our-approach.aspx>

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking (60 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Finding Partners

Most community action plans can benefit from recruiting partners—individuals or organizations that might help with the solution to the public health issue. These partners may have money, special tools or skills, and other resources.

Create a list of at least ten local partners/stakeholders who might be willing to help you implement or develop your own community action plan. Remember, a stakeholder is a person with an interest or concern in something. For each potential partner, include:

1. the potential partner's name,
2. comprehensive contact information (job title, address, phone, website, and any assistants' names),
3. a short explanation of why you think the partner or stakeholder would be useful to your project, and
4. why you think that particular partner might be interested in joining your effort—that is, what is the benefit to the partner in doing so?

Your partners could come from the following (don't be limited by this list):

- Government officials (state, regional, local, or federal)
- Local health/public health department agent(s)

- Non-profits or non-governmental organizations (NGOs). Think broadly. For example, consider national and local organizations (e.g., men and women’s organizations, schools, government-funded services, and volunteer organizations).
- Businesses. Businesses often help fund or implement community projects.
- Schools. Colleges or universities may have grants, special departments, or clubs/organizations.
- Churches or faith-based organizations

Instructions:

- Write a well-organized list that is a 2-3-page paper, not including the title and reference pages, which are required.
- The paper must be formatted correctly using APA style. Remember, all research material used in your paper must be paraphrased and include an in-text citation.
- Your paper must be properly cited and formatted according to the CSU-Global Guide to Writing & APA.
- This is an individual paper; however, you should reflect on our Discussion Forums and incorporate ideas from there, as appropriate.
- Be sure you utilize your text appropriately as a reference and cite at least one other credible external reference such as a website or journal article to support your proposed resolution of the case.
- Your external sources can be trade publications, government information, newspaper articles, or scholarly or peer-reviewed journal articles. The CSU-Global Library is a good place to find these sources.
- Submit your paper.

Option #2: Interview a Potential Partner

Most community action plans can benefit from recruiting partners—individuals or organizations that might help with the solution to the public health issue. These partners may have money, special tools or skills, and other resources.

For this option, select one person/stakeholder in your community who might have interest or expertise in your community action plan. Remember, a stakeholder is a person with an interest or concern in something. This stakeholder should have a connection to your portfolio topic in your chosen community as this may help you determine who you can interview. Plan a brief interview with this person to run your ideas for an action plan to implement in your community by him or her as you continue drafting your plan. Do not use this interview to verify that this person thinks the issue exists in your community. The existence of the issue should already be evident from your previous research.

Your interviewee could come from the following (don’t be limited by this list):

- Government officials (state, regional, local, or federal)
- Local health/public health department agent(s)
- Non-profits or non-governmental organizations (NGOs). Think broadly. For example, consider national and local organizations (e.g., men and women’s organizations, schools, government-funded services, and volunteer organizations).
- Businesses. Businesses often help fund or implement community projects.
- Schools. Colleges or universities may have grants, special departments, or clubs/organizations.
- Churches or faith-based organizations

Instructions

- Before your interview, list 10 questions about the plan you are developing to tackle an issue in your community. These should be questions that you want to ask the person you have selected to interview.
- Take notes during the interview, in preparation for writing a summary of your conversation.
- After the interview, write a 2- to 3-page summary of the interview, not including the title and reference pages, which are required.
- List each question you asked, as well as a short, one-paragraph summary of the response you got to each question.
- The paper must be formatted correctly using APA style. Remember, all research material used in your paper must be paraphrased and include an in-text citation.
- Your paper must be properly cited and formatted according to the CSU-Global Guide to Writing & APA.
- This is an individual paper; however, you should reflect on our Discussion Forums and incorporate ideas from there, as appropriate.
- Be sure you utilize your text appropriately as a reference and cite at least one other credible external reference such as a website or journal article to support your proposed resolution of the case.
- Your external sources can be trade publications, government information, newspaper articles, or scholarly or peer-reviewed journal articles. The CSU-Global Library is a good place to find these sources.
- Submit your paper.

Mastery Exercise (10 points)

Module 5

Readings

- Chapters 4 & 5 in *Public Health Ethics*
- Mansfield, T. J., Rodriguez, D. A., Huegy, J., & MacDonald Gibson, J. (2015). The effects of urban form on ambient air pollution and public health risk: A case study in Raleigh, North Carolina. *Risk Analysis: An International Journal*, 35(5), 901-918. doi:10.1111/risa.12317

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking (75 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Research Populations Affected

This week, you are researching various elements that will go into your final case study as part of your final community action plan. Review the **Portfolio Project description** and **grading rubric** in the Module 8 folder.

This week, conduct research on the following:

- Which populations are affected by the public health issue you have selected? Describe the demographics of this population in detail:
 - How old are they?
 - Where do they live?

- What is their health like currently?
- What do we already know about the population you have identified?
- Where are the gaps in our knowledge?
- What are some of the possible solutions to the issue you have identified, and how would these solutions influence public health overall?

Instructions:

- Write a well-organized list that is a 2-3-page paper, not including the title and reference pages, which are required.
- The paper must be formatted correctly using APA style. Remember, all research material used in your paper must be paraphrased and include an in-text citation.
- Your paper must be properly cited and formatted according to the CSU-Global Guide to Writing & APA.
- This is an individual paper; however, you should reflect on our Discussion Forums and incorporate ideas from there, as appropriate.
- Be sure you utilize your text appropriately as a reference and cite at least one other credible external reference such as a website or journal article to support your proposed resolution of the case.
- Your external sources can be trade publications, government information, newspaper articles, or scholarly or peer-reviewed journal articles. The CSU-Global Library is a good place to find these sources.
- Submit your paper.

Option #2: Research Economic Considerations

This week, you are researching various elements that will go into your final case study as part of your final Community Action Plan. Review the **Portfolio Project description** and **grading rubric** in the Module 8 folder.

This week, conduct research on the following:

- What might be some of the expenses associated with solving the public health issue you have identified? Think about labor, infrastructure, advertising, transportation, and building materials, for example.
- What could be some possible economic ramifications if a solution is not found to the public health issue?
- What are the economic benefits, and to whom, of finding solutions to the public health issue you have identified?

Instructions:

- Write a well-organized list that is a 2-3-page paper, not including the title and reference pages, which are required.
- The paper must be formatted correctly using APA style. Remember, all research material used in your paper must be paraphrased and include an in-text citation.
- Your paper must be properly cited and formatted according to the CSU-Global Guide to Writing & APA.
- This is an individual paper; however, you should reflect on our Discussion Forums and incorporate ideas from there, as appropriate.
- Be sure you utilize your text appropriately as a reference and cite at least one other credible external reference such as a website or journal article to support your proposed resolution of the case.

- Your external sources can be trade publications, government information, newspaper articles, or scholarly or peer-reviewed journal articles. The CSU-Global Library is a good place to find these sources.
- Submit the paper.

Mastery Exercise (10 points)

Module 6

Readings

- Chapters 21-25, 27, & 28 in *Key Concepts in Public Health*
- Cline, J. M., Obuseh, F. A., & Butler, D. (2016). U.S. medical support in a developing world health system - A partnership made in Africa for a "new normal" strategy. *Military Medicine*, 181(4), 294-296. doi:10.7205/MILMED-D-15-00413

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking (100 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Annotated Bibliography

For this option, create and submit an annotated bibliography of research supporting your action plan. This is a helpful activity because it will assist you in finding relevant sources of information for use in your final Portfolio Project.

1. Click here for information about creating annotated bibliographies. For full credit, your annotated bibliography must be in the correct format shown in this link.
2. You will include ten references, of which at least seven will be from scholarly sources (books or peer-reviewed journals), and the rest from newspapers, magazines, government, or trade press or trade organizations. The CSU-Global Library is a good place to begin.
3. Along with each reference in your bibliography, provide an annotation that explains:
 - a. why you chose the reference,
 - b. how you found it, and
 - c. how it assisted with your analysis.

The annotated bibliography should be 2-3 pages in length, not counting the title page, which you must include. Remember to format your paper according to the CSU-Global Guide to Writing & APA.

Option #2: Community Action Plan Outline

For this option, you will submit a detailed two-page outline (in outline format, not in essay format) of the final paper for your chosen public health issue and community action plan. This is helpful as it will allow your instructor to give you specific feedback as you bring your ideas for your final Portfolio Project together.

For the detailed outline:

1. In the introduction, briefly describe the public health issue and the community you will use for your Portfolio. Include the community's history and be sure to cite supporting sources.

2. Include the following sections for your selected issue:

- Symptoms
 - Diagnosis
 - Cure
 - Prevention
- In the Symptoms section, describe the public health issue that you have observed in your community. What “symptoms” does it exhibit? Think about whom it affects, where it affects them, and how (Refer back to Module 5, CT 1).
 - In the Diagnosis section, discuss the causes of the issue and give examples of other communities that have suffered the same problem. How did those communities solve or attempt to address the issue?
 - In the Cure section, discuss possible options for a cure for this public health issue. How can you eradicate it or reduce its occurrence in your community?
 - In the Prevention section, discuss possible options for prevention of the public health issue that you have selected. How can you reduce the chance of people being impacted by your issue in the future?
 - The detailed outline should be approximately two pages in length, in outline format not in paragraph format.

Mastery Exercise (10 points)

Module 7

Readings

- Chapter 8 in *Public Health Ethics*
- Mokdad, A. H., Forouzanfar, M. H., Daoud, F., Mokdad, A. A., Bcheraoui, C. E., Moradi-Lakeh, M., & ..., Afifi, R. A. (2016). Global burden of diseases, injuries, and risk factors for young people's health during 1990-2013: A systematic analysis for the Global Burden of Disease Study 2013. *Lancet*, 387(10036), 2383-2401. doi:10.1016/S0140-6736(16)00648-6

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Milestone (30 points)

Preliminary Written Report and Peer Review Feedback (30 points)

This week, you will submit a preliminary (rough) draft of the written portion of your Portfolio Project as well as proof of peer review. Remember to include the following sections: introduction, symptoms, diagnosis, cure, prevention, and a brief closing summary.

This draft must be submitted by Sunday at midnight in order to receive feedback by Wednesday night in time for incorporation into your final Portfolio Project.

Review the **Portfolio Project description** and **grading rubric** in the **Module 8 folder** and complete as much as you can for your draft. Use the feedback from your instructor to improve your final project submission.

Peer Review Feedback:

Peer review feedback will be included for this assignment. Create a post that includes your written report as an attachment using the **Portfolio Project Milestone discussion** forum for peer review feedback. Provide feedback to at least one of your classmates. Please choose a classmate with no other feedback to ensure that everyone receives some feedback from their peers. In this preliminary draft submission, indicate which project you responded to.

Module 8

Readings

- Community Tool Box. (2013a). Chapter 8: Developing a strategic plan. Retrieved from <http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning>
- Community Tool Box. (2013b). Section 9. Community action guide: Framework for addressing community goals and problems. Retrieved from <http://ctb.ku.edu/en/table-of-contents/overview/model-for-community-change-and-improvement/community-action-guide/main>

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Project (300 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Portfolio Project Option #1: The Community Action Plan: Written Report and Slide Presentation

Your Portfolio Project for this class is a community action plan designed to alleviate or correct a public health issue in **your community**. Your community can be your business, school, neighborhood, town or city of residence or birth, or county.

For option 1, your community action plan will be a professional portfolio that includes a written report and a slide presentation.

Below is a useful site where you can find examples of the elements of an action plan.

http://www.cityofchicago.org/dam/city/depts/cdph/tobacco_alcohol_and_drug_abuse/LGBTCommunityActionPlanHC.pdf

Preliminary Deliverables: These deliverables must be submitted in the assigned week:

- **Week 2: Written Response and Project Selection (20 points):** Provide a brief one-paragraph response indicating which assignment option and public health issue you have selected and why. This will help your instructor to be aware of your plans and support you in the development of this project. Upload your response as a Word document.
- **Week 7: Preliminary Written Report and Peer Review Feedback (30 points)** Submit a preliminary (rough) draft of the written portion of your Portfolio Project as well as proof of peer review. Remember to include the following sections: introduction, symptoms, diagnosis, cure, prevention, and summary. Peer review feedback is also included in this assignment. Create a post that includes your written report as an attachment using the Portfolio Project Milestone discussion forum for peer review feedback. Provide feedback to at least one of your classmates. Choose a classmate with no other feedback first, to ensure that everyone receives some feedback from their peers. In this preliminary draft submission, indicate which project you responded to.

Final Paper Instructions:

- The case study, with four sections (Symptoms, Diagnosis, Cure, and Prevention). Each section should be about a page in length. Your entire paper must be 4-5 pages in length not counting the title or reference pages, which must be included. Your paper must follow the CSU-Global Guide to Writing & APA.
 - In the Symptoms section, describe the public health issue that you have observed in your community. What “symptoms” does it exhibit? Think about whom it affects, where it affects them, and how (Refer back to module 5 CT 1).
 - In the Diagnosis section, discuss the causes of the issue, and give examples of other communities that have suffered the same problem. How did those communities solve or attempt to address the issue?
 - In the Cure section, discuss possible options for a cure for this public health issue. How can you get rid of it, or reduce its occurrence in your community?
 - In the prevention section, discuss possible options for prevention of the public health issue that you have selected. How can you reduce the chance of people being impacted by your issue in the future?
- You must back up your sections using at least two scholarly articles. You may use readings other than the textbook to meet this requirement. The paper should be based on references to scholarly materials (rather than on introductory textbooks, popular website writings, or musings, for example) and should support your claims with evidence.
- Incorporate into this final plan any classmates’ critiques that you found useful as well as your instructor’s feedback.
- The key community members or partners that you plan on contacting, with an explanation why these individuals or organizations make sense as potential partners. This could include partners from your list of potential partners created in week 4 Critical Thinking Assignment Option #1, or your interview of one key partner completed in week 4 Critical Thinking Option #2. Incorporate them into a discussion of your plan, do not just list them.
- A special emphasis on either the demographics of the affected population or the economic implications, depending on what Critical Thinking assignment you completed for week 5.
- A realistic timeline for your plan. Discuss the time needed for campaigning, education, funding, building, and implementation. Use ideas created during week 6 Critical Thinking Assignments, either the option for annotated bibliography or that for the brainstorming draft feedback.
- The paper shall comply with the requirements defined within the CSU-Global APA guidelines.
- Refer to the Portfolio Project rubric for grading criteria.

Final Instructions for Slide Presentation:

- The slide presentation describes the problem in your community and your action plan.
- Your presentation must be 8-10 slides in length not counting the title and reference slides.
- Your presentation must be supported by at least two scholarly articles.
- You may use a Web-based slide presentation software such as Prezi, for example, or you may use PowerPoint. If you use a Web-based tool, include the URL to your presentation in a Word document and upload with your presentation.
- The audience for this presentation will be community members or organizations you wish to educate about the public health issue and your proposed plan.
- The purpose of this slide presentation is to educate the audience about the issue. Keep in mind that in real life you will have limited time to convince people of the gravity of the situation and to come on board with their support, so you want to be persuasive and get to the key points quickly and effectively.

Note: Be sure to submit both your written report and your slide presentation for this assignment. Both files should be uploaded in a single submission to the assignment submission page.

The paper and preliminary deliverables must be well written and formatted in conformity with the CSU-Global Guide to Writing & APA.

Review the **Sample PowerPoint Presentation** (linked at the bottom of the page) in the CSU-Global Library as well.

Portfolio Project Option #2: The Community Action Plan: Written Report and Handout

Your Portfolio Project for this class is a Community Action Plan designed to alleviate or correct a public health issue in **your community**. Your community can be your business, school, neighborhood, town or city of residence or birth, or county.

For option 2, your Community Action Plan will be a professional portfolio that includes a written report and a handout.

Below is a useful site where you can find examples of the elements of an action plan.

http://www.cityofchicago.org/dam/city/depts/cdph/tobacco_alcohol_and_drug_abuse/LGBTCommunityActionPlanHC.pdf

Preliminary Deliverables: These deliverables must be submitted in the assigned week:

- **Week 2: Written Response and Project Selection (20 points):** Provide a brief one-paragraph response indicating which assignment option and public health issue you have selected and why. This will help your instructor to be aware of your plans and support you with development of this project. Upload your response as a Word document.
- **Week 7: Preliminary Written Report and Peer Review Feedback (30 points)** Submit a preliminary (rough) draft of the written portion of your portfolio project as well as proof of peer review. Remember to include the following sections: introduction, symptoms, diagnosis, prevention, cure and summary. Peer review feedback is also included in this assignment. Create a post that includes your written report as an attachment using the Portfolio Project Milestone discussion forum for peer review feedback. Provide feedback to at least one of your classmates. Choose a classmate with no other feedback first, to ensure that everyone receives some feedback from their peers. In this preliminary draft submission, indicate which project you responded to.

Final Paper Instructions:

- Your case study should have four sections: Symptoms, Diagnosis, Cure, and Prevention. Each section should be about a page in length. Your entire paper must be 4-5 pages in length, not counting the title or reference pages, which must be included. Your paper must follow the [CSU-Global Guide to Writing & APA](#)
 - In the Symptoms section, describe the public health issue that you have observed in your community. What “symptoms” does it exhibit? Think about whom it affects, where it affects them, and how (Refer back to Module 5, CT 1).
 - In the Diagnosis section, discuss the causes of the issue and give examples of other communities that have suffered the same problem. How did those communities solve or attempt to address the issue?
 - In the Cure section, discuss possible options for a cure for this public health issue. How can you eradicate it or reduce its occurrence in your community?

- In the Prevention section, discuss possible options for prevention of the public health issue that you have selected. How can you reduce the chance of people being impacted by your issue in the future?
- You must back up your sections using at least two scholarly articles. You may use readings other than the textbook to meet this requirement. The paper should be based on references to scholarly materials (rather than on introductory textbooks, popular website writings, or musings, for example) and should support your claims with evidence.
- Incorporate into this final plan any classmates' critiques that you found useful, as well as your instructor's feedback. Identify the key community members or partners that you plan on contacting, with an explanation why these individuals or organizations make sense as potential partners. This could include partners from your list of potential partners created in Week 4 Critical Thinking Assignment Option #1 or your interview of one key partner completed in Week 4 Critical Thinking Option #2. Incorporate them into a discussion of your plan; do not just list them.
- Your case study should include a special emphasis on either the demographics of the affected population or the economic implications, depending on what Critical Thinking assignment you completed for Week 5.
- You should also include a realistic timeline for your plan. Discuss the time needed for campaigning, education, funding, building, and implementation. Use ideas developed through Week 6 Critical Thinking Assignments, from either the annotated bibliography or the feedback on your detailed outline.

Final Instructions for the Handout:

- The handout that you will distribute to audience members describes the problem in your community and your action plan.
- You may design this as an outline of your presentation or as a brochure, with highlighted key points, to accompany your presentation.
- The purpose of this handout is twofold: to educate the audience about the issue and to help them follow along as you speak. Keep in mind that, in real life, you will have limited time to convince people of the gravity of the situation and to come on board with their support. As such, you want to be persuasive and get to the key points quickly and effectively.
- Your handout must be supported by at least two scholarly articles.
- You may use the readings other than the textbook for this course.

Note: Be sure to submit both your written report and your handout for this assignment. Both files should be uploaded in a single submission to the assignment submission page.

The paper and preliminary deliverables must be well written and formatted in conformity with the CSU-Global Guide to Writing & APA

COURSE POLICIES

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Course Grading

20% Discussion Participation
0% Opening Exercises
8% Mastery Exercises
37% Critical Thinking Assignments
35% Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work (see CSU-Global Guide to Writing & APA for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and internet resources.

Citing Sources with APA Style

All students are expected to follow the CSU-Global Guide to Writing & APA when citing in APA (based on the most recent APA style manual) for all assignments. A link to this guide should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.

APPENDIX A

Colorado General Transfer Pathways Alignment

Course Learning Outcomes	GT Pathways Competencies & Content Criteria	Assessment Methods
<p>CLO1. Examine the relationship between biological, physical and social environments and public health from an interdisciplinary standpoint.</p>	<p>CC1a. Develop foundational knowledge in specific field(s) of science.</p>	<p>CC1a. In the Module 3 Critical Thinking assignment, students review a Public Health case study, describing the interventions employed and the how the strategy used relates to social development of communities.</p> <p>CC1a. In the Module 1 Discussion assignment students identify four potential strategies that could be used for increasing community involvement in addressing a public health issue and provide suggestions for enhancing their classmates’ strategies.</p> <p>CC1a. In the Module 6 Discussion students identify and describe the health systems supporting their communities.</p> <p>CC1a. Thorough the course, the students work to complete an integrated Final Portfolio Project, in which they develop a detailed proposal for addressing a specific public health problem within their community. The Portfolio must be grounded in relevant research, and include a detailed action plan for addressing the issue, taking to account the resources available within the community.</p> <p>IA5a. Thorough the course, the students work to complete an integrated Final Portfolio Project, in which they develop a detailed proposal for addressing a specific public health problem within their</p>

	<p>IA5a. Examine evidence to identify patterns, differences, similarities, limitations, and/or implications related to the focus.</p>	<p>community. The Portfolio must be grounded in relevant research, and include a detailed action plan for addressing the issue, taking to account the resources available within the community.</p>
<p>CLO2. Explore community foundations of public health.</p>	<p>CC1b. Develop an understanding of the nature and process of science.</p> <p>I4a. Select or develop elements of the methodology or theoretical framework to solve problems in a given discipline.</p>	<p>CC1b. In the Module 3 Critical Thinking assignment, students review a public health case study, describing the interventions employed and the how the strategy used relates to social development of communities.</p> <p>IA4a. In the Module 4 Critical Thinking assignment, students identify “key players” in their community who would be valuable social partners for implementing the strategy designed in their Portfolio Project. They must explain the rationale for their selection, and either create a directory of resources or conduct an interview of one of their resources.</p>
<p>CLO3. Examine and analyze theories and concepts of behavior and design; health disparities; social capital; physical activity; air and water quality; climate change; and transportation.</p>	<p>I4a. Select or develop elements of the methodology or theoretical framework to solve problems in a given discipline.</p>	<p>IA4a. In the Module 4 Critical Thinking assignment, students identify “key players” in their community who would be valuable social partners for implementing the strategy designed in their Portfolio Project. They must explain the rationale for their selection, and either create a directory of resources or conduct an interview of one of their resources.</p>

	<p>IA5a. Examine evidence to identify patterns, differences, similarities, limitations, and/or implications related to the focus.</p> <p>IA6a. State a conclusion based on findings.</p>	<p>IA5a. In the Module 3 Critical Thinking assignment, students review a public health case study, describing the interventions employed and the how the strategy used relates to social development of communities.</p> <p>IA6. In the Module 4 Discussion, students interpret information from the textbook about the changes in demographics of the U.S. over time. They then locate demographic data for their own cities and compare the two sets of data. Discussion focuses on comparing each cities' demographic data and discussing the public health implications of their local demographics.</p>
<p>CLO4. Investigate the complexities of putting environmental public health concepts into applied practice.</p>	<p>CC1c. Demonstrate the ability to use scientific methodologies.</p> <p>IA5a. Examine evidence to identify patterns, differences, similarities, limitations, and/or implications related to the focus.</p>	<p>CC1c. In the Module 3 Critical Thinking assignment, students review a public health case study, describing the interventions employed and the how the strategy used relates to social development of communities.</p> <p>IA5a. In the Module 3 Discussion, students review the concepts of “New Urbanism” design and examine their own communities for the presence or absence of these features and strategies.</p> <p>IA5a. Thorough the course, the students work to complete an integrated Final Portfolio Project, in which they develop a detailed proposal for addressing a specific public health problem within their community. The Portfolio must be grounded in relevant research, and include a detailed</p>

	<p>QL2a. Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).</p>	<p>action plan for addressing the issue, taking to account the resources available within the community.</p> <p>QL2. In the Module 4 Discussion, students interpret information from the textbook about the changes in demographics of the U.S. over time. They then locate demographic data for their own cities and compare the two sets of data. Discussion focuses on comparing each cities' demographic data and discussing the public health implications of their local demographics.</p>
<p>CLO5. Encourage individual research of environmental and public health issues and emphasize successful communication of the content of texts associated with these topics.</p>	<p>CC1d. Examine quantitative approaches to study natural phenomena.</p> <p>IA4a. Select or develop elements of the methodology or theoretical framework to solve problems in a given discipline.</p> <p>IA5a. Examine evidence to identify patterns, differences, similarities, limitations, and/or implications related to the focus.</p>	<p>CC1d. In the Module 3 Critical Thinking assignment, students review a Public Health case study, describing the interventions employed and the how the strategy used relates to social development of communities.</p> <p>IA4a. In the Module 2 Discussion, students locate references relevant to a chosen healthcare issue in their community, and discuss how the strategies they researched can be adapted to their own communities' specific challenges.</p> <p>IA5a. In the Module 4 Discussion, students interpret information from the textbook about the changes in demographics of the U.S. over time. They then locate demographic data for their own cities and compare the two sets of data. Discussion focuses on comparing each cities' demographic data and discussing the public</p>

		<p>health implications of their local demographics.</p> <p>IA5a. In the Module 1 Critical Thinking assignment, students critique the quality of the information presented in a Public Health documentary.</p>
<p>CLO6. Build critical thinking skills.</p>	<p>CC1b. Develop an understanding of the nature and process of science.</p> <p>CC1c. Demonstrate the ability to use scientific methodologies.</p> <p>IA5b. Utilize multiple representations to interpret the data.</p> <p>QL2a. Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).</p>	<p>CC1b. In the Module 1 Critical Thinking assignment, students critique the quality of the information presented in a Public Health documentary.</p> <p>CC1c. In the Module 3 Critical Thinking assignment, students review a public health case study, describing the interventions employed and the how the strategy used relates to social development of communities.</p> <p>IA5b. In the Module 4 Discussion, students interpret information from the textbook about the changes in demographics of the US over time. They then locate demographic data for their own cities and compare the two sets of data. Discussion focuses on comparing each cities' demographic data and discussing the public health implications of their local demographics.</p> <p>QL2. In the Module 5 Critical Thinking assignment, students write about either the population demographics or fiscal considerations related to implementing the strategy designed in their Portfolio project. They must describe their findings in detail,</p>

		<p>as well as identifying gaps or limitations in the data they found.</p>
<p>CLO7. Promote an interdisciplinary learning environment to examine global ecology and emerging public health challenges.</p>	<p>IA4a. Select or develop elements of the methodology or theoretical framework to solve problems in a given discipline.</p> <p>IA5a. Examine evidence to identify patterns, differences, similarities, limitations, and/or implications related to the focus.</p> <p>IA6a. State a conclusion based on findings.</p>	<p>IA4. In the Module 4 Critical Thinking assignment, students identify “key players” in their community who would be valuable social partners for implementing the strategy designed in their Portfolio Project. They must explain the rationale for their selection, and either create a directory of resources or conduct an interview of one of their resources.</p> <p>IA5a. In the Module 3 Discussion, students review the concepts of “New Urbanism” design and examine their own communities for the presence or absence of these features and strategies.</p> <p>IA6a. Thorough the course, the students work to complete an integrated Final Portfolio Project, in which they develop a detailed proposal for addressing a specific public health problem within their community. The Portfolio must be grounded in relevant research, and include a detailed action plan for addressing the issue, taking to account the resources available within the community.</p> <p>QL1a. In the Module 4 Discussion, students interpret information from the textbook about the changes in demographics of the US over time. They then locate demographic data for their own cities and compare the</p>

	<p>QL1a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words.</p>	<p>two sets of data. Discussion focuses on comparing each cities' demographic data and discussing the public health implications of their local demographics.</p> <p>QL1a. In the Module 5 Critical Thinking assignment, students write about either the population demographics or fiscal considerations related to implementing the strategy designed in their Portfolio project. They must describe their findings in detail, as well as identifying gaps or limitations in the data they found.</p>
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CLO – Course Learning Outcome

CC – gtPathways Content Criteria

IA – gtPathways Inquiry and Analysis Competency

QL – gtPathways Quantitative Literacy Competency

Content Criteria for Designating a Natural & Physical Sciences Course as GT Pathways:

1. The lecture content of a GT Pathways science course (GT-SC1 or GT-SC2):

Students should be able to:

- a. Develop foundational knowledge in specific field(s) of science.
- b. Develop an understanding of the nature and process of science.
- c. Demonstrate the ability to use scientific methodologies.
- d. Examine quantitative approaches to study natural phenomena.

Inquiry and Analysis Competency

4. Select or Develop a Design Process (required for GT-SC1 & GT-SC2)
 - a. Select or develop elements of the methodology or theoretical framework to solve problems in a given discipline.
5. Analyze and Interpret Evidence (required for GT-SC1 & GT-SC2)
 - a. Examine evidence to identify patterns, differences, similarities, limitations, and/or implications related to the focus.
 - b. Utilize multiple representations to interpret the data.
6. Draw Conclusions (required for GT-SC1 & GT-SC2)
 - a. State a conclusion based on findings.

Quantitative Literacy Competency

Students should be able to:

1. Interpret Information (required for GT-MA1, GT-SC1 & GT-SC2)
 - a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
2. Represent Information (required for GT-MA1, GT-SC1 & GT-SC2)
 - a. Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).