

## **Syllabus**

### **Course Overview**

In this course, you are introduced to the social and economic determinants of health and wellness in the United States. In particular, you will gain an understanding of what those determinants are and how they can be changed. You will explore the circumstances and conditions that exist in varied populations that impact their health, with a specific emphasis on well-being. Through real-life personal and community scenarios, learners will come to better understand that there are solutions to existing health disparities, with consideration of belief systems, cultural practices, and variables that impact decision making.

### **Course Competencies**

**(Read Only)**

To successfully complete this course, you will be expected to:

- 1 Describe conditions that influence health and well-being in diverse population groups.
- 2 Analyze how values and perspectives of diverse individuals, communities, and cultures influence health behaviors, choices, and practices.
- 3 Analyze ethical concerns and conflicts of interest that arise in the field of public health.
- 4 Advocate for evidence-based social changes that improve the health of individuals and communities.
- 5 Communicate in a manner that is scholarly, professional, and respectful of the diversity, dignity, and integrity of others, and that is consistent with expectations for health care professionals.

### **Course Prerequisites**

*There are no prerequisites for this course.*

## Syllabus >> Course Materials

### Required

The materials listed below are required to complete the learning activities in this course.

### Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

#### Book

Teague, M. L., Mackenzie, S. L. C., & Rosenthal, D. M. (2019). *Your health today: Choices in a changing society* (7th ed.). New York, NY: McGraw-Hill Education. ISBN: 9781260485325.

### Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Braveman, P. (2014). [What is health equity: And how does a life-course approach take us further toward it?](#) *Maternal and Child Health Journal*, 18(2), 366–372.
- Hamidullah, M. F., & Riccucci, N. M. (2017). [Intersectionality and family-friendly policies in the federal government: Perceptions of women of color.](#) *Administration & Society*, 49(1), 105–120.
- Kok, A. A. L., Aartsen, M. J., Deeg, D. J. H., & Huisman, M. (2016). [Socioeconomic inequalities in a 16-year longitudinal measurement of successful ageing.](#) *Journal of Epidemiology and Community Health*, 70(11), 1106–1113.
- Lloyd, J., & Wyatt, K. (2015). [The healthy lifestyles programme \(HeLP\) — An overview of and recommendations arising from the conceptualisation and development of an innovative approach to promoting healthy lifestyles for children and their families.](#) *International Journal of Environmental Research and Public Health*, 12(1), 1003–1019.
- Otenyo, E. E., & Smith, E. A. (2017). [An overview of employee wellness programs \(EWP\) in large U.S. cities: Does geography matter?](#) *Public Personnel Management*, 46(1), 3–24.
- Purcell, J. (2016). [Meet the wellness programs that save companies money.](#) *Harvard Business Review*.
- Ruckert, A., & Labonté, R. (2014). [Public-private partnerships \(PPPs\) in global health: The good, the bad and the ugly.](#) *Third World Quarterly*, 35(9), 1598–1614.
- Sobti, D., Cueto, M., & He, Y. (2014). [A public health achievement UNDER ADVERSITY The eradication of Poliomyelitis from Peru, 1991.](#) *American Journal of Public Health*, 104(12), 2298–2305.
- Thomas, B. (2014). [Health and health care disparities: The effect of social and environmental factors on individual and population health.](#) *International Journal of Environmental Research and Public Health*, 11(7), 7492–7507.
- Williams, A. A. (2017). [Fat people of color: Emergent intersectional discourse online.](#) *Social Sciences*, 6(1), 1–16.

### External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- 100 Million Healthier Lives. (n.d.). [Connecting health and wellbeing.](#) Retrieved from <https://www.100mlives.org/approach-priorities/#equity>
- Allies for Reaching Community Health Equity (ARCHE). (n.d.). Retrieved from <https://healthequity.globalpolicysolutions.org/>
- America's Promise Alliance. (n.d.). [A healthy start.](#) Retrieved from <http://www.americaspromise.org/promise/healthy-start>
- American Public Health Association (APHA). (n.d.). Retrieved from <https://www.apha.org/>
- American Public Health Association (APHA). (n.d.). [September is extreme weather month.](#) Retrieved from <https://www.apha.org/topics-and-issues/climate-change/extreme-weather>
- Ard, J. D., et al. (2013). [Cultural perceptions of weight in African American and Caucasian women.](#) *American Journal of Health Behavior*, 37(1), 3–13. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4106677/>
- Barry University. (n.d.). [Promoting wellness in marginalized communities.](#) Retrieved from <https://www.barry.edu/center-for-human-rights-social-justice/promoting-wellness.html>
- C-SPAN. (2016). [Wellness of minority youth in U.S. cities \[Video\]. | Transcript Available](#) from <https://www.c-span.org/video/?419018-5/washington-journal-linda-sprague-martinez-wellness-urban-minority-youth&start=290&transcriptQuery=social>
- Centers for Disease Control and Prevention (CDC). (n.d.). [Public health ethics.](#) Retrieved from <https://www.cdc.gov/od/science/integrity/phethics/index.htm>
- Centers for Disease Control and Prevention (CDC). (n.d.). [Well-being concepts.](#) Retrieved from <https://www.cdc.gov/hrqol/wellbeing.htm>

- Centers for Disease Control and Prevention (CDC). (n.d.). [Wellness at work](https://www.cdc.gov/features/workingwellness/index.html). Retrieved from <https://www.cdc.gov/features/workingwellness/index.html>
- Chavis, D. M., & Lee, K. (2015, May 12). [What is community anyway? \[Blog post\]](#). *Stanford Social Innovation Review*. Retrieved from [https://ssir.org/articles/entry/what\\_is\\_community\\_anyway](https://ssir.org/articles/entry/what_is_community_anyway)
- Chua, C. (n.d.). [45 tips to live a healthier life \[Blog post\]](#). Retrieved from <https://personalexcellence.co/blog/healthy-living/>
- Commission on Intellectual Property Rights, Innovation and Public Health (CIPIH). (n.d.). [Public-private partnerships \(PPPs\)](#). Retrieved from <http://www.who.int/intellectualproperty/topics/ppp/en/>
- Davis, C. P. (n.d.). [Health tips for healthy living](#). Retrieved from [https://www.medicinenet.com/healthy\\_living/article.htm](https://www.medicinenet.com/healthy_living/article.htm)
- Firger, J. (2017, August 28). [Infectious diseases could sweep across Texas as Harvey floods Houston \[Blog post\]](#). *Newsweek*. Retrieved from <http://www.newsweek.com/hurricane-harvey-infectious-diseases-flood-water-bacteria-viruses-656093>
- Health at Every Size. (n.d.). Retrieved from <https://haescommunity.com/>
- Helping You Care. (n.d.). [Activities for mental acuity: Intellectual wellness](#). Retrieved from <http://www.helpingyoucare.com/answersforcare/wellness-healthy-living-for-seniors-caregivers/activities-for-mental-acuity-intellectual-wellness>
- Henry Schein. (n.d.). [Healthy lifestyles, healthy communities](#). Retrieved from <https://www.henryschein.com/us-en/Corporate/HealthyChildren.aspx>
- HTS. (n.d.). [Importance of wellness programming in senior living communities](#). Retrieved from <https://www.htstherapy.com/importance-of-wellness-programming-in-senior-living-communities/>
- Johns Hopkins Bloomberg School of Public Health. (n.d.). [Heroes of public health](#). Retrieved from <https://www.jhsph.edu/about/history/heroes-of-public-health/index.html>
- Johnson, S. R. (2016, May 16). [New rules allow insurance discounts in workplace wellness programs \[Blog post\]](#). *Modern Healthcare*. Retrieved from <http://www.modernhealthcare.com/article/20160516/NEWS/160519913>
- Marguerite Casey Foundation. (n.d.). [High-quality, affordable health care for all: Good for families, communities, and the economy \[PDF\]](#). Retrieved from <https://theequity.globalpolicysolutions.org/wp-content/uploads/2017/04/HealthCare-for-All-FINAL-03-11-16.pdf>
- McQuillan, S. (2016, May 12). [How your culture affects your weight \[Blog post\]](#). *Psychology Today*. Retrieved from <https://www.psychologytoday.com/blog/cravings/201605/how-your-culture-affects-your-weight>
- Mechanics of "Why?" (n.d.). [Logical levels](#). Retrieved from <http://mechanicsofwhy.com/tools/diagnostic-skills/logical-levels/>
- Merhar, C. (2016, May 3). [Do wellness programs really reduce health insurance costs? \[Blog post\]](#). Retrieved from <https://www.zanebenefits.com/blog/do-wellness-programs-really-reduce-health-insurance-costs>
- Morton, M. J., & Lurie, N. (2013). [Community resilience and public health practice](#). *American Journal of Public Health*, 103(7), 1158–1160. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3682626/>
- National Wellness Institute. (n.d.). [The Six Dimensions of Wellness](#). Retrieved from [http://www.nationalwellness.org/?page=Six\\_Dimensions](http://www.nationalwellness.org/?page=Six_Dimensions)
- Nuttall, F. Q. (2015). [Body mass index: Obesity, BMI, and health: A critical review](#). *Nutrition Today*, 50(3), 117–128. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4890841/>
- Office of Disease Prevention and Health Promotion (ODPHP). (n.d.). [Explore resources related to the social determinants of health](#). Retrieved from <https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-health/interventions-resources>
- Office of Disease Prevention and Health Promotion (ODPHP). (n.d.). [Social determinants of health](#). Retrieved from <https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-health/interventions-resources>
- Okop, K. J., et al. (2016). [Perceptions of body size, obesity threat and the willingness to lose weight among black South African adults: A qualitative study](#). *BMC Public Health*. Retrieved from <https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-016-3028-7>
- Pan American Health Organization. (n.d.). [Public health heroes](#). Retrieved from [http://www.paho.org/hq/index.php?option=com\\_content&view=article&id=2133:public-health-heroes&Itemid=40113&lang=en](http://www.paho.org/hq/index.php?option=com_content&view=article&id=2133:public-health-heroes&Itemid=40113&lang=en)
- Presbyterian Homes, Inc. (n.d.). [EnCompass wellness](#). Retrieved from <https://www.presbyhomesinc.org/presby/encompass-wellness/>
- RAND Health. (n.d.). [Workplace wellness](#). Retrieved from <https://www.rand.org/health/key-topics/populations-communities/workplace-wellness.html>
- Rodriguez, H. (2016, May 17). [Promoting intellectual wellness over the lifespan \[Blog post\]](#). Retrieved from <https://www.counseling.org/news/aca-blogs/aca-member-blogs/aca-member-blogs/2016/05/17/promoting-intellectual-wellness-over-the-lifespan>
- Runde, D. F. (2013, October 13). [The future of public-private partnerships: Strengthening a powerful instrument for global development \[Blog post\]](#). Retrieved from <https://www.csis.org/analysis/future-public-private-partnerships-strengthening-powerful-instrument-global-development>
- Thomas, J. C., Sage, M., Dillenberg, J., & Guillory, V. J. (2002). [A code of ethics for public health](#). *American Journal of Public Health*, 92(7), 1057–1059. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1447186/>
- U.S. Department of Health and Human Services. (n.d.). [Community resilience](#). Retrieved from <http://www.phe.gov/Preparedness/planning/abc/Pages/community.aspx>
- U.S. Department of Health and Human Services. (n.d.). [The Belmont Report](#). Retrieved from <https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/index.html>
- University of Cincinnati College of Nursing. (n.d.). [Intellectual wellness](#). Retrieved from [http://nursing.uc.edu/advantage/aging\\_with\\_dignity/exploring\\_aging/gero\\_gems/intellectual\\_wellness.html](http://nursing.uc.edu/advantage/aging_with_dignity/exploring_aging/gero_gems/intellectual_wellness.html)
- Walton, A. G. (2017, July 27). [The 5 key habits for long-term health, according to science \[Blog post\]](#). *Forbes*. Retrieved from <https://www.forbes.com/sites/alicegwalton/2017/07/27/the-5-habits-that-really-define-longterm-health-according-to-science/#65b567204286>
- Wulff, K., Donato, D., & Lurie, N. (2015). [What is health resilience and how can we build it?](#) *Annual Review of Public Health*, 36(1), 361–374. Retrieved from [http://www.annualreviews.org/doi/full/10.1146/annurev-publhealth-031914-122829?url\\_ver=Z39.88-2003&rfr\\_id=ori:rid:crossref.org&rfr\\_dat=cr\\_pub=pubmed&](http://www.annualreviews.org/doi/full/10.1146/annurev-publhealth-031914-122829?url_ver=Z39.88-2003&rfr_id=ori:rid:crossref.org&rfr_dat=cr_pub=pubmed&)

## Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

## Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

### External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Stratis Health. (2017). Culture matters to quality health care. Retrieved from <http://www.culturecareconnection.org/matters/index.html>

## Unit 1 >> What Does Wellness Have to Do With Public Health?

### Introduction

During this first unit, you will explore your perceptions about health and wellness. You will contemplate what they mean to you as well as your loved ones. Additionally, you will have the opportunity to examine why wellness is part of the field of public health. As you consider this, some attention will be focused on physical determinants of health and wellness, specifically assessing your own neighborhood and how that environment impacts you and your neighbors' health.

## Health and Wellness

*Health* and *wellness* are two terms in the field of public health that are commonly used interchangeably, but they actually have different meanings. Despite their varied definitions, it is difficult to have one without the other.

### Health

*Health* is a state of total physical, mental, and social well-being. It is not simply the absence of sickness or disease. *Wellness* is related to attitudes, specifically the attitudes people have about the way they live. Essentially, it is a positive approach to living. It is a dynamic process that consists of developing awareness of and making choices toward healthy and satisfying lives. Wellness is also more than being free from illness: it is active practice of change and growth.

### Wellness

*Wellness*, or the attitudes people have about how they live, has an effect on overall health. This is pertinent for those who are trying to live better lives.

In the United States, there has been emphasis on policies, programming, and incentives to encourage Americans to attain and sustain good health. Due to increased health care costs, there has been more attention directed toward individuals and populations becoming and staying well. Ideally this attention will result in the prevention of diseases, thereby reducing costs associated with them.

Various entities, including schools, employers, communities, policy makers, and government officials are involved in these efforts. Wellness policies are related to promoting health and wellness programs in schools, workplaces, and communities; facilitating healthy choices; encouraging healthy environments; and improving access to comprehensive, quality health services for people. There is also focus on eliminating disparities and efforts to educate the public about their health and disease prevention.

### Learning Activities

#### u01s1 - Studies

## Readings

Use your *Your Health Today: Choices in a Changing Society* text to complete the following:

- Chapter 1, "Self, Family, and Community," pages 1–10.
- In Chapter 3, "Social Connections," read the following:
  - "Sex and Gender," pages 70 and 71.
  - "Communities," pages 77–81.

Use the Capella University Library and the Internet to complete the following:

#### Well-Being

- America's Promise Alliance. (n.d.). [A healthy start](http://www.americaspromise.org/promise/healthy-start). Retrieved from <http://www.americaspromise.org/promise/healthy-start>
- Barry University. (n.d.). [Promoting wellness in marginalized communities](https://www.barry.edu/center-for-human-rights-social-justice/promoting-wellness.html). Retrieved from <https://www.barry.edu/center-for-human-rights-social-justice/promoting-wellness.html>
- C-SPAN. (2016). [Wellness of Minority Youth in U.S. Cities \[Video\] | Transcript](https://www.c-span.org/video/?419018-5/washington-journal-linda-sprague-martinez-wellness-urban-minority-youth&start=290&transcriptQuery=social). Available from <https://www.c-span.org/video/?419018-5/washington-journal-linda-sprague-martinez-wellness-urban-minority-youth&start=290&transcriptQuery=social>
  - Linda S. Sprague Martinez talks about how feeling unsafe in their own neighborhoods affects the health quality of Boston minority youth.
- Centers for Disease Control and Prevention (CDC). (n.d.). [Well-being concepts](https://www.cdc.gov/hrqol/wellbeing.htm). Retrieved from <https://www.cdc.gov/hrqol/wellbeing.htm>
- Henry Schein. (n.d.). [Healthy lifestyles, healthy communities](https://www.henryschein.com/us-en/Corporate/HealthyChildren.aspx). Retrieved from <https://www.henryschein.com/us-en/Corporate/HealthyChildren.aspx>

#### Social Determinants of Health

- Office of Disease Prevention and Health Promotion (ODPHP). (n.d.). [Social determinants of health](https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-health/interventions-resources). Retrieved from <https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-health/interventions-resources>

#### Population Groups

- Hamidullah, M. F., & Riccucci, N. M. (2017). [Intersectionality and family-friendly policies in the federal government: Perceptions of women of color](#). *Administration & Society*, 49(1), 105–120.

## Multimedia

- View [Social Determinants in Population Groups](#) to learn about the similarities and differences in the impact of social determinants on various population groups.
- View [Public Health Concerns for Vulnerable Populations](#).

## Research

In preparation for the course discussions, you will be asked to search the Capella library and the Internet for answers to discussion questions.

- Visit the Capella [Public Health Undergraduate Library Research Guide](#).

#### u01s1 - Learning Components

- Read about cultural values held by diverse population groups.
- Examine perceptions about health and wellness from multiple viewpoints.

#### u01d1 - What Is Wellness?

In your initial discussion for this course, remember that you are not graded on accuracy of content in a discussion but on your participation. Feedback from self to others and from self to self (self-awareness) is key to your growth as a practitioner and a scholar. Discussions are opportunities to wrestle with ideas and explore multiple ways of thinking about a topic. Discussions are the ideal time to apply critical thinking as you express your ideas and practice academic writing skills.

Based on the readings in this unit and your own life experience and perspective, complete the following:

- Provide a comprehensive definition of *wellness*.
- Incorporate your thoughts and perspectives as well as those of others close to you, such as family members, neighbors, church or organization members.
- Explain why wellness is a critical component of public health.

## Response Guidelines

Please respond to posts that have had few responses thus far. Focus on similarities, differences, and insights you had as a result of reading each post. Include the following:

- **Engage your peer.** Tell him or her specifically why you chose to respond to the post.
- **Seek clarification.** Talk about what is unclear. Ask questions. Offer suggestions.
- **Add perspective.** Include personal examples or work experiences that add perspective to your reply.
- **Be a practitioner/scholar.** In addition to your personal or work experience, include one academic reference in your reply. Use APA style and formatting appropriate to the type of reference you provide.

Refer to the Faculty Expectations for Response Guidelines.

Course Resources

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[Undergraduate Discussion Participation Scoring Guide](#)

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[APA Style and Format](#)

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[Public Health Undergraduate Library Research Guide](#)

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[Capella University Library](#)

u01d1 - Learning Components

- Examine perceptions about health and wellness from multiple viewpoints.
- Reflect on your own values, beliefs, and behaviors related to health and wellness.
- Practice scholarly writing in online discussions.

### u01d2 - Physical Determinants of Health and Wellness

*Social determinants of health are conditions in the environments in which people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks.*

— **HealthyPeople 2020**

## Instructions

Using the Social Determinants in Population Groups media linked in Resources, describe the population of your neighborhood and the influence the physical environment has on the health outcomes of you and your neighbors. Include two of the following elements from HealthyPeople.gov:

- Natural environment, such as green space (trees and grass) or weather (climate change).
- Built environment, such as buildings, sidewalks, bike lanes, and roads.
- Work sites, schools, and recreational settings.
- Housing and community design.
- Access to health care facilities.
- Exposure to toxic substances and other physical hazards.
- Physical barriers, especially for people with disabilities.
- Aesthetic elements (good lighting, trees, and benches).

## Response Guidelines

Please respond to posts that have had few responses thus far. Focus on similarities, differences, and insights you had as a result of reading the post. Include the following:

- **Engage your peer.** Tell him or her specifically why you chose to respond to the post.
- **Seek clarification.** Talk about what is unclear. Ask questions. Offer suggestions.
- **Add perspective.** Include personal examples or work experiences that add perspective to your reply.
- **Be a practitioner/scholar.** In addition to your personal or work experience, include one academic reference in your reply. Use APA style and formatting appropriate to the type of reference you provide.

Refer to the Faculty Expectations for Response Guidelines.

## Reference

Office of Disease Prevention and Health Promotion (ODPHP). (n.d.). Social determinants of health. Retrieved from <https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-health/interventions-resources>

## Course Resources

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[Undergraduate Discussion Participation Scoring Guide](#)

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[Social Determinants in Population Groups | Transcript](#)

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[Capella University Library](#)

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[APA Style and Format](#)

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[Social Determinants of Health](#)

## u01d2 - Learning Components

- Learn how communities organize to protect public health and wellness.
- Discuss the social determinants of health in the context of a specific community.

## Unit 2 >> Dimensions of Health and Wellness

### Introduction

In this unit, you will examine the dimensions of wellness more closely, specifically highlighting how they pertain to health and wellness. With that in mind, you will look more closely at personal definitions of wellness, which can vary from community to community and even person to person.

## Dimensions of Wellness

When we think of wellness, we may focus primarily on physical health, exercise, or nutrition. We might even emphasize avoiding illnesses. Still, this isn't all that wellness encompasses. It is actually an integration of physical, mental, and spiritual well-being—the whole person. There are six dimensions of wellness that are interconnected and interact in a way that contributes to quality of life. Those dimensions are emotional, occupational, physical, social, intellectual, and spiritual.

## The Impact of Values on Health and Wellness

Generally speaking, people cannot be forced to do anything they are not motivated to do. We cannot be coerced into adopting healthier lifestyles. While we may receive useful information, opportunities, and options about our health, until we make a conscious choice to internalize the data and take action, change is unlikely.

We all want to have a satisfying existence and to live well. Our desire for survival will prompt us to make any shifts necessary to live productively. Nevertheless, there are some people who will elect to do nothing to address their health needs, which obviously has consequences.

This choice may be driven by our *beliefs*: internal rules based on what we choose to accept as truth. Since our beliefs tend to manage our decisions, they are very important. If we believe that it is critical to make behavioral adjustments, we probably will; conversely, if there is some significance in remaining as we are, that might be our choice—even if our health is negatively impacted.

### Learning Activities

#### u02s1 - Studies

## Readings

Use your *Your Health Today: Choices in a Changing Society* text to complete the following:

- In Chapter 8, "Body Image," read "What Shapes Body Image?" pages 181–185.

Use the Capella library and the Internet to complete the following:

## Definitions of Wellness

- [Health at Every Size](https://haescommunity.com/). (n.d.). Retrieved from <https://haescommunity.com/>
- National Wellness Institute. (n.d.). [The Six Dimensions of Wellness](http://www.nationalwellness.org/?page=Six_Dimensions). Retrieved from [http://www.nationalwellness.org/?page=Six\\_Dimensions](http://www.nationalwellness.org/?page=Six_Dimensions)
- Nuttall, F. Q. (2015). [Body mass index: Obesity, BMI, and health: A critical review](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4890841/). *Nutrition Today*, 50(3), 117–128. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4890841/>

## Social Determinants of Health

- Ard, J. D., et al. (2013). [Cultural perceptions of weight in African American and Caucasian women](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4106677/). *American Journal of Health Behavior*, 37(1), 3–13. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4106677/>
- McQuillan, S. (2016, May 12). [How your culture affects your weight \[Blog post\]](https://www.psychologytoday.com/blog/cravings/201605/how-your-culture-affects-your-weight). *Psychology Today*. Retrieved from <https://www.psychologytoday.com/blog/cravings/201605/how-your-culture-affects-your-weight>
- Okop, K. J., et al. (2016). [Perceptions of body size, obesity threat and the willingness to lose weight among black South African adults: A qualitative study](https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-016-3028-7). *BMC Public Health*. Retrieved from <https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-016-3028-7>
- Williams, A. A. (2017). [Fat people of color: Emergent intersectional discourse online](https://doi.org/10.1177/1043986217708888). *Social Sciences*, 6(1), 1–16.

## Values and Beliefs

- Mechanics of "Why?" (n.d.). [Logical levels](http://mechanicsofwhy.com/tools/diagnostic-skills/logical-levels/). Retrieved from <http://mechanicsofwhy.com/tools/diagnostic-skills/logical-levels/>

## Optional Readings

Use the Internet to complete the following:

- Capella [Public Health Undergraduate Library Research Guide](#).
  - You will find this resource useful for discussions and assignments throughout the course.
- Stratis Health. (2017). [Culture matters to quality health care](http://www.culturecareconnection.org/matters/index.html). Retrieved from <http://www.culturecareconnection.org/matters/index.html>

## u02s1 - Learning Components

- Study the unique needs of diverse population groups.
- Discuss how culture and values influence behavior.

## u02d1 - Dimensions of Health and Wellness

Based on the readings in this unit, include the following in your post:

- Briefly describe the six dimensions of health and wellness. Remember to cite your source.
- Explain how they all contribute to wellness for a specific population of your choice.
- Use current APA style and format for your citations.

## Response Guidelines

Please respond to posts that have had few responses thus far. Focus on similarities, differences, and insights you had as a result of reading each post. Include the following:

- **Engage your peer.** Tell him or her specifically why you chose to respond to the post.
- **Seek clarification.** Talk about what is unclear. Ask questions. Offer suggestions.
- **Add perspective.** Include personal examples or work experiences that add perspective to your reply.
- **Be a practitioner/scholar.** In addition to your personal or work experience, include one academic reference in your reply. Use APA style and formatting appropriate to the type of reference you provide.

Refer to the Faculty Expectations for Response Guidelines.

## Course Resources

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[Undergraduate Discussion Participation Scoring Guide](#)

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[APA Style and Format](#)

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u02d1 - Learning Components

- Study the unique needs of diverse population groups.
- Examine perceptions about health and wellness from multiple viewpoints.
- Practice scholarly writing in online discussions.

u02d2 - The Influence of Values

## Overview

This discussion asks you to drill down a little deeper and have a conversation about the influence of values on behavior and sense of wellness.

Read the following descriptions of three women. Each has a BMI of 35, and each has been advised by her physician to lose weight to improve her health. How might each woman's values and social determinants influence her response to her doctor's advice?

- **Woman A:** 22-year-old Latina college student.
- **Woman B:** 40-year-old rural Native American teacher with two children.
- **Woman C:** A middle-class African-American in her 60s, living with her two grandchildren in an urban setting.

## Instructions

Rank each woman's motivation and ability to make lifestyle changes on a scale from 1–3 (1 = most likely to make changes, 3 = least likely).

- Discuss why you gave the rankings you did and discuss the cultural or social values that support your rankings.
- Cite at least one source to support your post. Use APA style and format for your citation.

## Response Guidelines

Please respond to posts that have had few responses thus far. Focus on similarities, differences, and insights you had as a result of reading the post. Include the following:

- **Engage your peer.** Tell him or her specifically why you chose to respond to the post.
- **Seek clarification.** Talk about what is unclear. Ask questions. Offer suggestions.
- **Add perspective.** Include personal examples or work experiences that add perspective to your reply.
- **Be a practitioner/scholar.** In addition to your personal or work experience, include one academic reference in your reply. Use APA style and formatting appropriate to the type of reference you provide.

Refer to the Faculty Expectations for Response Guidelines.

Course Resources

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[Undergraduate Discussion Participation Scoring Guide](#)

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[Social Determinants of Health](#)

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[Capella University Library](#)

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[APA Style and Format](#)

u02d2 - Learning Components

- Examine perceptions about health and wellness from multiple viewpoints.
- Discuss how culture and values influence behavior.
- Practice scholarly writing in online discussions.

## Introduction

### Public Health's Relationship to Emergency/Disaster Preparedness

As a result of 9/11, avian flu, and effects of global climate change including hurricanes, emergency/disaster preparedness has come to the forefront as a public health concern.

Public health emergencies are most recognizable when the health consequences of a decision or circumstances could overwhelm the standard abilities of communities to manage them. Emergencies might require prioritization, regulation, and triage. Moreover, public health preparedness involves respecting human rights, protecting life and health, promoting social justice, and assisting communities so they will be resilient in their responses to and recovery from disasters.

### Community

The word *community* reflects a connectedness among people. Use of the term seems very natural and simplistic, but it should be recognized that we rarely take the opportunity to consider and describe what it truly means. It may be worthwhile to develop a more precise understanding of this concept, which may lead to advances with members of various groups.

## Learning Activities

### u03s1 - Studies

### Readings

Use your *Your Health Today: Choices in a Changing Society* text to complete the following:

- In Chapter 3, "Social Connections," read "Communities," pages 75–77.
- In Chapter 16, "Injury and Violence," "Violence: Working Toward Prevention," read:
  - "What Accounts for Violence?" and "Violence on the College Campus," page 409.
  - "Campus Security Drones," page 423.

Use the Capella library and the Internet to complete the following:

#### Natural Disasters and Public Health

- American Public Health Association. (n.d.). [September is extreme weather month](https://www.apha.org/topics-and-issues/climate-change/extreme-weather). Retrieved from <https://www.apha.org/topics-and-issues/climate-change/extreme-weather>
- Firger, J. (2017, August 28). [Infectious diseases could sweep across Texas as Harvey floods Houston \[Blog post\]](http://www.newsweek.com/hurricane-harvey-infectious-diseases-flood-water-bacteria-viruses-656093). *Newsweek*. Retrieved from <http://www.newsweek.com/hurricane-harvey-infectious-diseases-flood-water-bacteria-viruses-656093>

#### Community

- Chavis, D. M., & Lee, K. (2015, May 12). [What is community anyway? \[Blog post\]](https://ssir.org/articles/entry/what_is_community_anyway). *Stanford Social Innovation Review*. Retrieved from [https://ssir.org/articles/entry/what\\_is\\_community\\_anyway](https://ssir.org/articles/entry/what_is_community_anyway)

### Research

Use the Internet to develop a list of local, state, and federal community support systems such as EMS, FEMA, utilities, clean water resources, and so on.

### Optional

Refer to the [Public Health Undergraduate Library Research Guide](#) as you prepare for your Unit 3 assignment.

#### u03s1 - Learning Components

- Read case studies that have analyzed the impact of community-wide disasters on public health.
- Use the Internet to locate community resources.

#### u03a1 - Disaster Readiness Is a Public Health Issue

## Overview

Develop a 2–4 page emergency/disaster preparedness checklist that could be distributed through a neighborhood block club. Tailor your checklist so it takes the needs of the residents of a specific neighborhood into account. *Tip:* Use your own neighborhood, a family member's neighborhood, or a friend's neighborhood.

Write your checklist so it is easy for readers to know where to go, what to do, and how to be well prepared in the event of a disaster.

## Preparation

Use your readings in this unit and search the Internet to find examples of checklists that are used in communities similar to the one you chose. Refer to the Disaster Preparedness Checklist [DOC] linked in Resources to help you tailor your checklist to your selected neighborhood.

## Assignment Instructions

Be sure that you address each of the following criteria:

- Identify practices that will help keep populations safe in disastrous circumstances.
- Describe the unique needs of the represented population groups in a local community.
- Discuss factors that could impede or prevent preparedness.
- Specify local and national resources that may offer assistance in the event of an emergency or disaster.
- Create a document that is clearly written and generally free of grammatical errors.

## Additional Requirements

- **Page count:** 2–4 double-spaced pages (not including cover or reference page).
- **Font:** Times New Roman, 12 points.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Number of references:** Cite at least one peer-reviewed resource.

Submit your document as an attachment to this assignment.

Course Resources

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Disaster Preparedness Checklist

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[Capella University Library](#)

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[APA Style and Format](#)

### u03d1 - What Is Community?

## Overview

The word *community* is commonly used—and misused.

It is often attached to social causes as shorthand for intentions of providing support (*community* mental health, *community* development, and so on). Insufficient understanding of its implications for people's lives, especially with diverse populations, may lead to the failure of well-intentioned community efforts because differences aren't fully considered.

## Discussion Instructions

Based on your readings and your own life experience, complete the following:

- Provide a comprehensive definition of *community*.
- Discuss how feeling connected to a community (or separated from a community) could affect health and wellness in that community.

## Response Guidelines

Please respond to posts that have had few responses thus far. Focus on similarities, differences, and insights you had as a result of reading each post. Include the following:

- **Engage your peer.** Tell him or her specifically why you chose to respond to the post.
- **Seek clarification.** Talk about what is unclear. Ask questions. Offer suggestions.
- **Add perspective.** Include personal examples or work experiences that add perspective to your reply.
- **Be a practitioner/scholar.** In addition to your personal or work experience, include one academic reference in your reply. Use APA style and formatting appropriate to the type of reference you provide.

Refer to the Faculty Expectations for Response Guidelines.

Course Resources

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[Undergraduate Discussion Participation Scoring Guide](#)

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[APA Style and Format](#)

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[Capella University Library](#)

u03d1 - Learning Components

- Learn how communities organize to protect public health and wellness.
- Discuss the social determinants of health in the context of a specific community.
- Discuss how membership in a community contribute to health and well-being.

### Unit 4 >> Social Determinants in Public Health

#### Introduction

In this unit, you will reflect on various social determinants of health and how awareness of them can be used to aid communities.

The ability to help people effectively depends on having accurate perceptions and expectations about the way they live. Some organizations, such as health insurance companies, recognize this and are offering incentives for people to live healthier lifestyles.

## Social Determinants of Health

The conditions in which people are born, live, work, and age inform their well-being. These are referred to as *social determinants of health*, and their significance is acknowledged by the field, including the World Health Organization.

Understanding the importance of these variables is critical to the history and practice of public health. The goal is to develop social and physical environments that promote good health for everyone, because all people deserve an equal opportunity to make choices that lead to good health.

Reference

Office of Disease Prevention and Health Promotion (ODPHP). (n.d.). Social determinants of health. Retrieved from <https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-health/interventions-resources>

#### Learning Activities

u04s1 - Studies

## Readings

Use the Capella library and the Internet to read the following:

## Health Equity

- Braveman, P. (2014). What is health equity: And how does a life-course approach take us further toward it? *Maternal and Child Health Journal*, 18(2), 366–372.
- Kok, A. A. L., Aartsen, M. J., Deeg, D. J. H., & Huisman, M. (2016). Socioeconomic inequalities in a 16-year longitudinal measurement of successful ageing. *Journal of Epidemiology and Community Health*, 70(11), 1106–1113.
- Thomas, B. (2014). Health and health care disparities: The effect of social and environmental factors on individual and population health. *International Journal of Environmental Research and Public Health*, 11(7), 7492–7507.

## Research

Use the Internet to review the following in preparation for the discussion in this unit:

- Office of Disease Prevention and Health Promotion (ODPHP). (n.d.). Explore resources related to the social determinants of health. Retrieved from <https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-health/interventions-resources>

## Optional

Review the [Public Health Undergraduate Library Research Guide](#).

### u04s1 - Learning Components

- Identify and study a specific public health issue.
- Study the unique needs of diverse population groups.
- Study the social determinants of health.

### u04d1 - Impact of Social Determinants in a Community

*Nearly everyone is impacted by the social determinants of health in one way or another. HealthyPeople 2020 organizes the social determinants of health around five key domains: (1) Economic Stability, (2) Education, (3) Health and Health Care, (4) Neighborhood and Built Environment, and (5) Social and Community Context.*

—ODPHP

## Overview

Use the following information to complete this discussion:

- The residents of one side of a large urban city are primarily African-American.
- Most of the families are headed by single mothers who have a high school education or less, are working more than one job, and have two or more children.
- The average income of the families is approximately \$28,000.
- Most of the families are uninsured or underinsured and rarely seek health care due to cost concerns.

## Instructions

- Select at least two of the HealthyPeople 2020 domains: 1) economic stability, (2) education, (3) health and health care, (4) neighborhood and built environment, and (5) social and community context. Discuss how those areas can be targeted to improve health and increase access to health care in this group.

## Response Guidelines

Please respond to posts that have had few responses thus far. Focus on similarities, differences, and insights you had as a result of reading each post. Include the following:

- **Engage your peer.** Tell him or her specifically why you chose to respond to the post.
- **Seek clarification.** Talk about what is unclear. Ask questions. Offer suggestions.
- **Add perspective.** Include personal examples or work experiences that add perspective to your reply.
- **Be a practitioner/scholar.** In addition to your personal or work experience, include one academic reference in your reply. Use APA style and formatting appropriate to the type of reference you provide.

Refer to the Faculty Expectations for Response Guidelines.

## Reference

Office of Disease Prevention and Health Promotion (ODPHP). (n.d.). [Social determinants of health](https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-health/interventions-resources). Retrieved from <https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-health/interventions-resources>

## Course Resources

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### Undergraduate Discussion Participation Scoring Guide

#### u04d1 - Learning Components

- Use CDC and state databases to find health-related information on a specific population group.
- Study examples of community-based approaches to health and wellness.
- Practice APA format and style in discussion posts.
- Use the Internet to locate community resources.

#### u04d2 - Innovative Private Health Initiatives

Some private health insurers are providing free health and fitness club memberships for their customers on Medicare who visit a minimum number of times each month. Why do you think they are doing that?

- Make a case in favor of or opposing the inclusion of this benefit in all health insurance policies.
- Provide one reference to support your position.

## Response Guidelines

Please respond to posts that have had few responses thus far. Focus on similarities, differences, and insights you had as a result of reading each post. Include the following:

- **Engage your peer.** Tell him or her specifically why you chose to respond to the post.
- **Seek clarification.** Talk about what is unclear. Ask questions. Offer suggestions.
- **Add perspective.** Include personal examples or work experiences that add perspective to your reply.
- **Be a practitioner/scholar.** In addition to your personal or work experience, include one academic reference in your reply. Use APA style and formatting appropriate to the type of reference you provide.

Refer to the Faculty Expectations for Response Guidelines.

## Course Resources

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### Undergraduate Discussion Participation Scoring Guide

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#### [APA Style and Format](#)

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#### [Capella University Library](#)

#### u04d2 - Learning Components

- Study examples of community-based approaches to health and wellness.
- Identify public health resources related to a specific health issue.
- Discuss the impact health insurance can have on behavior.

## Unit 5 >> Meeting Needs

### Introduction

In Unit 5 you will assess a specific population that is experiencing a health condition. You will investigate what is occurring within that group and develop specific strategies for improvement.

While some communities tend to be resilient in spite of the difficulties they experience, providing help and support is the mission of public health.

## Evaluation of Community Needs

A community needs analysis allows us to explore the current circumstances in the community to highlight what should or can be done to fill any gaps in services. The state of current resources is assessed to determine if there is a need for a particular program or service and which content should be included.

## Community Resilience

It may be necessary for communities to manage multiple situations simultaneously. Maybe they are in the path of a natural disaster. Perhaps they are the target of an act of terror. Or maybe they are just trying to cope with the basic strains of increasingly dense urban populations.

Whatever the circumstances, resilience can help people to ameliorate the harm they experience, to rebuild, and to flourish. Community resilience promotes behaviors that ensure preparedness, encourage strong daily systems, and manage the underlying social determinants of health.

### Learning Activities

#### u05s1 - Studies

## Readings

Use your *Your Health Today: Choices in a Changing Society* text to complete the following:

- In Chapter 2, "Mental Health and Stress," read "What Is Mental Health?" pages 31–36.

Use the Capella library and the Internet to read the following:

### Community Resilience

- Morton, M. J., & Lurie, N. (2013). [Community resilience and public health practice](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3682626/). *American Journal of Public Health*, 103(7), 1158–1160. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3682626/>
- U.S. Department of Health and Human Services. (n.d.). [Community resilience](http://www.phe.gov/Preparedness/planning/abc/Pages/community.aspx). Retrieved from <http://www.phe.gov/Preparedness/planning/abc/Pages/community.aspx>
- Wulff, K., Donato, D., & Lurie, N. (2015). [What is health resilience and how can we build it?](http://www.annualreviews.org/doi/full/10.1146/annurev-publhealth-031914-122829?url_ver=Z39.88-2003&rfr_id=ori:rid:crossref.org&rfr_dat=cr_pub=pubmed&) *Annual Review of Public Health*, 36(1), 361–374. Retrieved from [http://www.annualreviews.org/doi/full/10.1146/annurev-publhealth-031914-122829?url\\_ver=Z39.88-2003&rfr\\_id=ori:rid:crossref.org&rfr\\_dat=cr\\_pub=pubmed&](http://www.annualreviews.org/doi/full/10.1146/annurev-publhealth-031914-122829?url_ver=Z39.88-2003&rfr_id=ori:rid:crossref.org&rfr_dat=cr_pub=pubmed&)

## Optional

Review the [Public Health Undergraduate Library Research Guide](#).

#### u05s1 - Learning Components

- Read about cultural values held by diverse population groups.
- Identify and study a specific public health issue.
- Discuss the role of personal and community values when communicating with a specific population group.

#### u05a1 - Community Health Report

## Preparation

Use the following scenario to complete this assignment:

Imagine that you are an intern at a public health organization. Your workplace supervisor wants you to gather information about a public health issue faced by a particular group of local people. Your boss sees this as an opportunity for you to make a difference and has asked you to provide suggestions to help reduce the impact on themselves, their families, and their neighborhood.

- Select a population group and identify a health condition that affects this group.
- Use the unit readings, the Capella library, and the Internet to gather information about your chosen health condition and the pertinent data for the population you selected.

## Instructions

Prepare a 2–3 page report in which you complete the following:

- Describe the impact of a health issue on a specific population group.
- Provide a brief description of the values and perspectives that are likely to influence a person's health and wellness-related behaviors.
- Describe the impact of social determinants on appropriate and timely responses designed to ensure health and well-being of the public in the event of a community-wide disaster.
- Discuss community-based methods that have been successfully used to avoid or minimize the impact of a public health issue.
- Compile a list of public health resources to help people cope with a health care complication.

## Additional Requirements

In addition to the criteria in the scoring guide, you must also ensure your assignment meets the following requirements:

- **Page count:** Your assignment must be 2–3 double-spaced pages in length (not including a cover page or reference page).
- **Font:** Times New Roman, 12 points.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Number of references:** Cite at least one peer-reviewed resource.

Submit your document as an attachment to this assignment.

Course Resources

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[APA Style and Format](#)

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[Capella University Library](#)

### u05d1 - Resilience in the New Normal

*Community Health Resilience (CHR) is the ability of a community to use its assets to strengthen public health and healthcare systems and to improve the community's physical, behavioral, and social health to withstand, adapt to, and recover from adversity.*

—U.S. Department of Health and Human Services

In your initial post, discuss the following:

- Describe an example of community health resilience that you have experienced or witnessed.
- Explain how this resilience contributed to the overall wellness of the affected groups.

## Response Guidelines

Please respond to posts that have had few responses thus far. Focus on similarities, differences, and insights you had as a result of reading each post. Include the following:

- **Engage your peer.** Tell him or her specifically why you chose to respond to the post.
- **Seek clarification.** Talk about what is unclear. Ask questions. Offer suggestions.
- **Add perspective.** Include personal examples or work experiences that add perspective to your reply.
- **Be a practitioner/scholar.** In addition to your personal or work experience, include one academic reference in your reply. Use current APA style and formatting appropriate to the type of reference you provide.

Refer to the Faculty Expectations for Response Guidelines.

Reference

U.S. Department of Health and Human Services. (n.d.). Community resilience. Retrieved from <https://www.phe.gov/Preparedness/planning/abc/Pages/community-resilience.aspx>

Course Resources

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APA Style and Format

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Capella University Library

u05d1 - Learning Components

- Read case studies that have analyzed the impact of community-wide disasters on public health.
- Study examples of community-based approaches to health and wellness.
- Practice APA format and style in discussion posts.
- Discuss the different ways people are motivated to take action.
- Discuss values and concerns of the people impacted by a public health issue.

**Unit 6 >> Health Equity: Heroes and Helpers**

**Introduction**

In this unit, you will have the opportunity to highlight a public health hero. Whether famous or obscure, he or she has likely contributed to equity in public health. Sharing their story can inspire you in many ways, now and in the future.

## Public Health Heroes

There are many renowned visionaries and leaders in public health. But we may have public health heroes right in our own communities—or even our homes. Their efforts are equally important.

## Equity in Health

Health equity is a core value of the public health field. All people should have the opportunity to achieve maximum levels of well-being. Inequity occurs when access to vital resources is inhibited and community members are stymied in their efforts to reach their full potential.

**Learning Activities**

**u06s1 - Studies**

## Readings

Use the Capella library and the Internet to read the following:

Public Health Heroes

- Johns Hopkins Bloomberg School of Public Health. (n.d.). [Heroes of public health](https://www.jhsph.edu/about/history/heroes-of-public-health/index.html). Retrieved from <https://www.jhsph.edu/about/history/heroes-of-public-health/index.html>
- Pan American Health Organization. (n.d.). [Public health heroes](http://www.paho.org/hq/index.php?option=com_content&view=article&id=2133:public-health-heroes&Itemid=40113&lang=en). Retrieved from [http://www.paho.org/hq/index.php?option=com\\_content&view=article&id=2133:public-health-heroes&Itemid=40113&lang=en](http://www.paho.org/hq/index.php?option=com_content&view=article&id=2133:public-health-heroes&Itemid=40113&lang=en)

Health Equity

- [Allies for Reaching Community Health Equity \(ARCHE\)](https://healthequity.globalpolicysolutions.org/). (n.d.). Retrieved from <https://healthequity.globalpolicysolutions.org/>
- Marguerite Casey Foundation. (n.d.). [High-quality, affordable health care for all: Good for families, communities, and the economy \[PDF\]](https://healthequity.globalpolicysolutions.org/wp-content/uploads/2017/04/HealthCare-for-All-FINAL-03-11-16.pdf). Retrieved from <https://healthequity.globalpolicysolutions.org/wp-content/uploads/2017/04/HealthCare-for-All-FINAL-03-11-16.pdf>
- 100 Million Healthier Lives. (n.d.). [Connecting health and wellbeing](https://www.100mlives.org/approach-priorities/#equity). Retrieved from <https://www.100mlives.org/approach-priorities/#equity>

## Optional

Review the [Public Health Undergraduate Library Research Guide](#).

#### u06s1 - Learning Components

- Study examples of wellness campaigns.
- Learn about the challenges faced by well-known public health professionals.

#### u06d1 - Public Health Heroes

Use the unit readings and/or your own research to identify and describe someone you admire for their contributions to public health. He or she does not have to be well known but simply someone you have noticed because of their assistance with people's wellness, whether personal, local, regional, national, or global. Explain how their actions have enhanced the field and what inspires you about their work.

### Response Guidelines

Please respond to posts that have had few responses thus far. Focus on similarities, differences, and insights you had as a result of reading each post. Include the following:

- **Engage your peer.** Tell him or her specifically why you chose to respond to the post.
- **Seek clarification.** Talk about what is unclear. Ask questions. Offer suggestions.
- **Add perspective.** Include personal examples or work experiences that add perspective to your reply.
- **Be a practitioner/scholar.** In addition to your personal or work experience, include one academic reference in your reply. Use current APA style and formatting appropriate to the type of reference you provide.

Refer to the Faculty Expectations for Response Guidelines.

Course Resources

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Undergraduate Discussion Participation Scoring Guide

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[APA Style and Format](#)

#### u06d1 - Learning Components

- Study examples of community-based approaches to health and wellness.
- Learn about the challenges faced by well-known public health professionals.

#### u06d2 - Health Equity

In your initial post, your task is to devise ways to address differences in health equity as they apply to a population group of your choice.

- Select a population that experiences more health complications than other groups or is comparatively underserved.
- Outline ways in which the "hows" of health equity can be applied to enhance that population's health.

Refer to the "Whats and Hows of Health Equity" (linked in Resources) to complete this discussion.

### Response Guidelines

Please respond to posts that have had few responses thus far. Focus on similarities, differences, and insights you had as a result of reading each post. Include the following:

- **Engage your peer.** Tell him or her specifically why you chose to respond to the post.
- **Seek clarification.** Talk about what is unclear. Ask questions. Offer suggestions.
- **Add perspective.** Include personal examples or work experiences that add perspective to your reply.
- **Be a practitioner/scholar.** In addition to your personal or work experience, include one academic reference in your reply. Use APA style and formatting appropriate to the type of reference you provide.

Refer to the Faculty Expectations for Response Guidelines.

Course Resources

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## Unit 7 >> Ethics: Personal and Public

### Introduction

You will examine ethical dilemmas in this unit. First, you will become more familiar with the violation of ethical principles—which ones, and how they are being violated. Then, you will determine what can be done to correct the situations. Lastly, you will propose specific solutions to address the problems—a critical skill for public health practitioners.

### Ethics in Public Health

Sometimes it is necessary to use authority to ensure population health; in such cases, it is imperative that power not be abused.

Public health ethics involves an organized method of clarifying, prioritizing, and justifying actions that are guided by ethical principles, values, and beliefs:

*Public health ethics inquiry carries out three core functions, identifying and clarifying the ethical dilemma posed; analyzing it in terms of alternative courses of action and their consequences; and resolving the dilemma by deciding which course of action best incorporates and balances the guiding principles and values*

—Centers for Disease Control and Prevention

### Reference

Centers for Disease Control and Prevention. (n.d.). Public health ethics. Retrieved from <https://www.cdc.gov/od/science/integrity/phethics/index.htm>

### Learning Activities

#### u07s1 - Studies

### Readings

Use the Capella library and the Internet to read the following:

#### Public Health Associations

- [American Public Health Association \(APHA\)](https://www.apha.org/). (n.d.). Retrieved from <https://www.apha.org/>

#### Ethics in Public Health

- Centers for Disease Control and Prevention (CDC). (n.d.). [Public health ethics](https://www.cdc.gov/od/science/integrity/phethics/index.htm). Retrieved from <https://www.cdc.gov/od/science/integrity/phethics/index.htm>
- Thomas, J. C., Sage, M., Dillenberg, J., & Guillory, V. J. (2002). [A code of ethics for public health](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1447186/). *American Journal of Public Health*, 92(7), 1057–1059. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1447186/>
  - This article discusses the origin of a specific code of ethics in the field of public health.

### Multimedia

- Click **An American Family: Ethical Dilemma** to view the interactive, which will be used to complete the Ethical Dilemma assignment in this unit.

### Optional

- Review the [Public Health Undergraduate Library Research Guide](#).

## u07s1 - Learning Components

- Learn about the Belmont principles of ethics.
- Read about how ethical dilemmas have been resolved.
- Use the Belmont principles as a model to understand an ethical dilemma.

## u07d1 - Ethics In Public Health

### Discussion Context

Communities of Native Americans and Pacific Island Americans suffer from consistently poorer health care outcomes compared to other communities in the U.S. Choose one of the following Belmont principles and discuss how you would apply that principle to address the health care needs of the indigenous peoples of the United States.

### Instructions

Refer to the Belmont Report (linked in Resources) and conduct an Internet search to learn more about the Belmont principles that are commonly used in the field of ethics.

The Belmont Principles:

- **Respect for persons.**
  - Informed consent, privacy protection.
  - Protection of those with diminished autonomy.
- **Beneficence [and non-maleficence].**
  - Promoting health and treating disease.
  - Doing no harm.
  - Maximize benefits, minimizing harms.
- **Justice.**
  - Giving persons what they deserve, equal access.
  - Fair distribution of burdens and benefits.
  - Procedural justice or due process.

### Response Guidelines

Please respond to posts that have had few responses thus far. Focus on similarities, differences, and insights you had as a result of reading each post. Include the following:

- **Engage your peer.** Tell him or her specifically why you chose to respond to the post.
- **Seek clarification.** Talk about what is unclear. Ask questions. Offer suggestions.
- **Add perspective.** Include personal examples or work experiences that add perspective to your reply.
- **Be a practitioner/scholar.** In addition to your personal or work experience, include one academic reference in your reply. Use current APA style and formatting appropriate to the type of reference you provide.

Refer to the Faculty Expectations for Response Guidelines.

Reference

U.S. Department of Health & Human Services, (n.d.). Health disparities. Retrieved from <https://report.nih.gov/nihfactsheets/viewfactsheet.aspx?csid=124>

Course Resources

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Undergraduate Discussion Participation Scoring Guide

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[The Belmont Report](#)

## u07d1 - Learning Components

- Learn about the Belmont principles of ethics.

- Discuss alternate courses of action a public health professional could consider when facing a public health challenge.
- Read about how ethical dilemmas have been resolved.
- Discuss the role of personal and community values when communicating with a specific population group.

## u07a1 - Ethical Dilemma

### Preparation

This assignment uses a case study approach. Familiarize yourself with the case studies in the ethical dilemmas presented in the American Family: Ethical Dilemma media piece linked in Resources.

### Instructions

Select one of the case studies. Determine which of the Belmont principles of ethics have been violated and explain why you identified those principles. Develop a 3–5 page resolution proposal to address the dilemma.

To complete this assignment successfully, you must include the following:

- Clarify an ethical dilemma faced by a public health practitioner.
- Discuss the consequences of an action related to an ethical dilemma in public health.
- Discuss the health and wellness values of the stakeholders as they pertain to the ethical dilemma faced by the organization or individual.
- Compare and contrast alternative courses of action.
- Communicate respect for the diversity, dignity, and integrity of people involved in the attempt to resolve an ethical dilemma in public health.

Format your assignment using this structure:

- Title page.
- Brief summary of the case study.
- A description of how and why the identified Belmont principles are being violated.
- Overview of resolution.
- Reference page.

### Additional Requirements

- **Page count:** Your assignment should consist of 2–4 double-spaced pages of content plus cover and reference pages.
- **Font:** Times New Roman, 12 points.
- **APA Formatting:** Resources and citations are formatted according to current APA style and format.
- **Number of references:** Cite at least one peer-reviewed resource.

Course Resources

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[Capella University Library](#)

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[An American Family: Ethical Dilemma | Transcript](#)

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[APA Style and Format](#)

## Unit 8 >> Innovative Approaches to Risk Reduction

### Introduction

In this unit, you will investigate two specific dimensions of health that were introduced in Unit 2: occupational and intellectual wellness.

### Workplace Wellness

Because so much of our time is spent at work, many work sites have developed internal health programming to support and encourage healthy lifestyles. According to the CDC, "Workplace health programs refer to a coordinated and comprehensive set of strategies that include programs, policies, benefits,

environmental supports, and links to the surrounding community designed to meet the health and safety needs of all employees." The goal is to support healthy behaviors in the workplace and improve overall health outcomes.

## Intellectual Wellness

*Intellectual wellness* is one of the six dimensions of health and wellness. Intellectually well people use available resources to broaden their knowledge, increase their skill sets, and generate the possibility of sharing information with others.

### Reference

Centers for Disease Control and Prevention. (n.d.). Workplace health model. Retrieved from <https://www.cdc.gov/workplacehealthpromotion/model/>

## Learning Activities

### u08s1 - Studies

## Readings

Use the Capella library and the Internet to read the following:

### Workplace Wellness

- Centers for Disease Control and Prevention (CDC). (n.d.). [Wellness at work](https://www.cdc.gov/features/workingwellness/index.html). Retrieved from <https://www.cdc.gov/features/workingwellness/index.html>
- Otenyo, E. E., & Smith, E. A. (2017). [An overview of employee wellness programs \(FWPs\) in large U.S. cities: Does geography matter?](#) *Public Personnel Management*, 46(1), 3–24.
- RAND Health. (n.d.). [Workplace wellness](https://www.rand.org/health/key-topics/populations-communities/workplace-wellness.html). Retrieved from <https://www.rand.org/health/key-topics/populations-communities/workplace-wellness.html>

### Insurance

- Johnson, S. R. (2016, May 16). [New rules allow insurance discounts in workplace wellness programs \[Blog post\]](#). *Modern Healthcare*. Retrieved from <http://www.modernhealthcare.com/article/20160516/NEWS/160519913>
- Merhar, C. (2016, May 3). [Do wellness programs really reduce health insurance costs? \[Blog post\]](#). Retrieved from <https://www.zaneforbenefits.com/blog/do-wellness-programs-really-reduce-health-insurance-costs>

The following required reading is available full-text in the Capella University Library. Search for each article by clicking the linked title and following the instructions in the Library Guide.

- Purcell, J. (2016). [Meet the wellness programs that save companies money](#). *Harvard Business Review*.

### Intellectual Wellness

- Helping You Care. (n.d.). [Activities for mental acuity: Intellectual wellness](http://www.helpingyoucare.com/answersforcare/wellness-healthy-living-for-seniors-caregivers/activities-for-mental-acuity-intellectual-wellness). Retrieved from <http://www.helpingyoucare.com/answersforcare/wellness-healthy-living-for-seniors-caregivers/activities-for-mental-acuity-intellectual-wellness>
- University of Cincinnati College of Nursing. (n.d.). [Intellectual wellness](http://nursing.uc.edu/advantage/aging_with_dignity/exploring_aging/gero_gems/intellectual_wellness.html). Retrieved from [http://nursing.uc.edu/advantage/aging\\_with\\_dignity/exploring\\_aging/gero\\_gems/intellectual\\_wellness.html](http://nursing.uc.edu/advantage/aging_with_dignity/exploring_aging/gero_gems/intellectual_wellness.html)

### Aging and Wellness

- HTS. (n.d.). [Importance of wellness programming in senior living communities](https://www.htstherapy.com/importance-of-wellness-programming-in-senior-living-communities/). Retrieved from <https://www.htstherapy.com/importance-of-wellness-programming-in-senior-living-communities/>
- Presbyterian Homes, Inc. (n.d.). [EnCompass wellness](https://www.presbyhomesinc.org/presby/encompass-wellness/). Retrieved from <https://www.presbyhomesinc.org/presby/encompass-wellness/>
- Rodriguez, H. (2016, May 17). [Promoting intellectual wellness over the lifespan. \[Blog post\]](#). Retrieved from <https://www.counseling.org/news/aca-blogs/aca-member-blogs/aca-member-blogs/2016/05/17/promoting-intellectual-wellness-over-the-lifespan>

## Optional

- Review the [Public Health Undergraduate Library Research Guide](#).

### u08s1 - Learning Components

- Use CDC and state databases to find health-related information on a specific population group.

- Study the unique needs of diverse population groups.
- Study examples of wellness campaigns.

#### u08d1 - Workplace Wellness

An organization is a complex entity made up of diverse populations. Workplace wellness affects everyone, regardless of race, culture, economic conditions, or special needs.

- Explain some workplace health conditions that can lead to a decline in the overall health of employees, contribute to an increase in health-related expenses for employers and employees, and result in lower productivity or absenteeism.
- What are examples of workplace wellness programs?
  - What are some benefits of those wellness programs?

### Response Guidelines

Please respond to posts that have had few responses thus far. Focus on similarities, differences, and insights you had as a result of reading each post. Include the following:

- **Engage your peer.** Tell him or her specifically why you chose to respond to the post.
- **Seek clarification.** Talk about what is unclear. Ask questions. Offer suggestions.
- **Add perspective.** Include personal examples or work experiences that add perspective to your reply.
- **Be a practitioner/scholar.** In addition to your personal or work experience, include one academic reference in your reply. Use current APA style and formatting appropriate to the type of reference you provide.

Refer to the Faculty Expectations for Response Guidelines.

Course Resources

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[Undergraduate Discussion Participation Scoring Guide](#)

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[Capella University Library](#)

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[APA Style and Format](#)

u08d1 - Learning Components

- Study examples of wellness campaigns.
- Identify public health resources related to a specific health issue.
- Learn about workplace wellness programs.

#### u08d2 - What Is Intellectual Wellness?

### Definition of *Intellectual Wellness*

For this discussion, we will use the definition of *intellectual wellness* from the University of California, Riverside:

Intellectual wellness is the ability to open our minds to new ideas and experiences that can be applied to personal decisions, group interaction and community betterment.

Furthermore, to build intellectual wellness in others, you must be able to engage people in "... creative and stimulating mental activities to expand their knowledge and skills and help them discover the potential for sharing their gifts with others."

### Instructions

Think about how intellectual wellness could be enhanced in the aging population.

- What is your personal definition of an aging population?
- What are some activities a public health practitioner could use to engage groups or individuals in promoting intellectual wellness?

## Response Guidelines

Please respond to posts that have had few responses thus far. Focus on similarities, differences, and insights you had as a result of reading each post. Include the following:

- **Engage your peer.** Tell him or her specifically why you chose to respond to the post.
- **Seek clarification.** Talk about what is unclear. Ask questions. Offer suggestions.
- **Add perspective.** Include personal examples or work experiences that add perspective to your reply.
- **Be a practitioner/scholar.** In addition to your personal or work experience, include one academic reference in your reply. Use APA style and formatting appropriate to the type of reference you provide.

Refer to the Faculty Expectations for Response Guidelines.

Reference

University of California, Riverside. (n.d.). Seven dimensions of wellness. Retrieved from [https://wellness.ucr.edu/seven\\_dimensions.html](https://wellness.ucr.edu/seven_dimensions.html)

Course Resources

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Undergraduate Discussion Participation Scoring Guide

u08d2 - Learning Components

- Create opportunities for developing behaviors that support health and wellness.
- Discuss the different ways people are motivated to take action.

## Unit 9 >> Public and Private Partnerships

### Introduction

In this unit, you will explore the significance of partnerships in public health, specifically as they relate to developing a distinct plan to help a particular community. These collaborative efforts are commonly more effective than single organizational efforts because they involve more people who can exchange beneficial ideas and establish directed methods to help those in need.

## Wellness Programs

Wellness programs are comprehensive health initiatives intended to preserve or promote well-being. Commonly, this is done through the introduction of information on proper diet, stress-management techniques, or illness prevention strategies. Wellness programs contribute to environments that foster healthy lifestyles, minimize the risk of disease, and increase quality of life.

## Partnerships in Public Health

Organizations in various sectors may have different overall goals; however, they may have a common focus on improving people's overall health. Improved health status and reduced health care costs could also be mutual objectives. Such shared interests can benefit from strategic partnerships and the public health experience may be transformed through collaborative efforts.

### Learning Activities

u09s1 - Studies

## Readings

Use your "*Your Health Today: Choices in a Changing Society*" text to complete the following:

- In Chapter 3, "Social Connections," "Finding a Community That Works for You," read pages 78–80.

Use the Capella library and the Internet to read the following:

## Public-Private Partnerships

- Commission on Intellectual Property Rights, Innovation and Public Health (CIPRH). (n.d.). [Public-private partnerships \(PPPs\)](http://www.who.int/intellectualproperty/topics/ppp/en/). Retrieved from <http://www.who.int/intellectualproperty/topics/ppp/en/>
- Ruckert, A., & Labonté, R. (2014). [Public-private partnerships \(PPPs\) in global health: The good, the bad and the ugly](#). *Third World Quarterly*, 35(9), 1598–1614.
- Runde, D. F. (2013, October 13). [The future of public-private partnerships: Strengthening a powerful instrument for global development \[Blog post\]](#). Retrieved from <https://www.csis.org/analysis/future-public-private-partnerships-strengthening-powerful-instrument-global-development>
- Sobti, D., Cueto, M., & He, Y. (2014). [A public health achievement UNDER ADVERSITY The eradication of Poliomyelitis from Peru, 1991](#). *American Journal of Public Health*, 104(12), 2298–2305.

## Assignment Preparation

You will create a PowerPoint presentation in this unit. Refer to the following resources to ensure that you develop a professional presentation that meets the expectations of your intended audience.

- [Guidelines for Effective PowerPoint Presentations \[PPTX\]](#).
- [Microsoft Office Software](#).

## Optional

- Review the [Public Health Undergraduate Library Research Guide](#).

### u09s1 - Learning Components

- Learn about the challenges faced by well-known public health professionals.
- Read about public/private partnerships in health care.
- Review examples of professional PowerPoint presentations.

### u09a1 - Wellness Campaign

Your employer, a local health care organization, is partnering with another local agency on a community-based wellness campaign related to a children's public health issue. For this assignment, create and present a full campaign on strategies to address the condition. Complete the following in your presentation:

- Create a community-based wellness campaign that addresses a childhood health issue.
- Describe a health issue related to children, using statistical data about its prevalence.
- Address ethical and legal concerns a public health professional must be aware of when working with minors.
- Address the concerns and priorities of the stakeholders in a community partnership.
- Identify barriers that could prevent or stop a specific population group from becoming engaged in a wellness campaign.
- Create a clear, concise presentation that meets the expectations of your intended audience.
  - Close your presentation with a call to action from your audience.
  - Be certain to communicate the key points of your wellness campaign in the slides and place the details in your speaker's notes.
  - Refer to the linked Resources to help you develop an effective presentation.

## Assignment Instructions

Include the following in PowerPoint presentation of roughly 10–15 slides to help leadership of two agencies collaborate and provide input on a proposed wellness campaign:

- **Introduction.**
  - Introduce the issue, the goals of the campaign, and what you hope to achieve through a collaboration with the people in your audience.
  - Present the roles, hopes, concerns, and goals of each agency in the partnership.
- **Background.**
  - Describe the general history of the issue and why it must be addressed at a community level.
  - Describe the population you hope to serve (youth and children).
  - Highlight the background information in the affected community, using data from the CDC and other sources.
- **Challenges.**
  - Highlight possible barriers to reaching the population effectively.
  - Specify the implications of working with youth.

- **Opportunities.**
  - Outline recommendations for community interventions.
- **Closing.**
  - Present your call to action. How would you like the group to respond to your presentation? What input are you seeking from them? What are you asking them to do to and why?

## Additional Requirements

- **Slide Format:** Base your slide count on the following guidelines. Refer to Guidelines for Effective PowerPoint Presentations [PPTX] or the Microsoft Software links in Resources for additional details.
  - Use one message per slide. Summarize the key points on the slide. Keywords or phrases are ideal.
  - Included more than 5–6 lines on each slide.
  - If you use photos or illustrations, choose images that reinforce the key message on the slide.
  - Use simple, nondecorative typefaces such as Arial or Times. Limit yourself to no more than two fonts.
    - Make sure your type is large enough to be seen from the back of the room; 24 points is a good guideline. If you use a dark background, make your type a little larger than normal and use white or yellow for the type color. Conversely, if you use a light background, make the type dark.
- **Speaker's Notes:** Use the notes section to provide additional details in 100–150 words. Your instructor will assess the content in your presentation as well as the speaker's notes. Cite any sources in current APA style and format.
- **Reference Slide:** Follow current APA guidelines for your references slide only. Cite at least one-peer reviewed resource.

Course Resources

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[APA Style and Format](#)

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[Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

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[Capella University Library](#)

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[Microsoft Office Software](#)

### u09d1 - Promoting Private and Public Partnerships

*Public-private partnerships are seen as an effective way to capitalize on the relative strengths of the public and private sectors to address problems that neither could tackle adequately on its own, in particular in respect of diseases that particularly affect developing countries where research by the private sector is deemed insufficient.*

—**CIPIH**

Some research has indicated that public-private partnerships have been advantageous for improvement in global health.

- What are two upsides of public-private partnerships in advancing global health?
- What are two downsides of public-private partnerships in advancing global health?

## Response Guidelines

Please respond to posts that have had few responses thus far. Focus on similarities, differences, and insights you had as a result of reading each post. Include the following:

- **Engage your peer.** Tell him or her specifically why you chose to respond to the post.
- **Seek clarification.** Talk about what is unclear. Ask questions. Offer suggestions.
- **Add perspective.** Include personal examples or work experiences that add perspective to your reply.
- **Be a practitioner/scholar.** In addition to your personal or work experience, include one academic reference in your reply. Use APA style and formatting appropriate to the type of reference you provide.

Refer to the Faculty Expectations for Response Guidelines.

## Reference

Commission on Intellectual Property Rights, Innovation and Public Health (CIPRH). (n.d.). [Public-private partnerships \(PPPs\)](http://www.who.int/intellectualproperty/topics/ppp/en/). Retrieved from <http://www.who.int/intellectualproperty/topics/ppp/en/>

## Course Resources

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### Undergraduate Discussion Participation Scoring Guide

#### u09d1 - Learning Components

- Study examples of community-based approaches to health and wellness.
- Discuss alternate courses of action a public health professional could consider when facing a public health challenge.
- Practice APA format and style in discussion posts.
- Discuss values and concerns of the people impacted by a public health issue.

## Unit 10 >> So What? What's Next?

### Introduction

In this final unit, you will revisit how the course broadens the view of public health to include health and wellness, and how to use the social determinants to create viable solutions for the health and well-being of the people you serve.

## Lifelong Personal Wellness

Comprehensive knowledge of personal wellness and associated behaviors is necessary to ensure an optimal quality of life. But these behaviors do not have to be unpleasant or inconvenient; they can actually be enjoyable and adapted to fit into your routine regardless of your age. Having a long and healthy life is achievable.

### Learning Activities

#### u10s1 - Studies

## Readings

Use the Capella library and the Internet to read the following:

#### Health and Wellness

- Chua, C. (n.d.). [45 tips to live a healthier life \[Blog post\]](https://personalexcellence.co/blog/healthy-living/). Retrieved from <https://personalexcellence.co/blog/healthy-living/>
- Davis, C. P. (n.d.). [Health tips for healthy living](https://www.medicinenet.com/healthy_living/article.htm). Retrieved from [https://www.medicinenet.com/healthy\\_living/article.htm](https://www.medicinenet.com/healthy_living/article.htm)
  - Note: there is a one-time registration to view the full text of most articles on this Web site.
- Lloyd, J., & Wyatt, K. (2015). [The healthy lifestyles programme \(HeLP\) — An overview of and recommendations arising from the conceptualisation and development of an innovative approach to promoting healthy lifestyles for children and their families](#). *International Journal of Environmental Research and Public Health*, 12(1), 1003–1019.
- Walton, A. G. (2017, July 27). [The 5 key habits for long-term health, according to science \[Blog post\]](#). *Forbes*. Retrieved from <https://www.forbes.com/sites/alicegwalton/2017/07/27/the-5-habits-that-really-define-longterm-health-according-to-science/#65b56720428>

#### u10s1 - Learning Components

- Reflect on your own values, beliefs, and behaviors related to health and wellness.
- Study the social determinants of health.
- Read about public/private partnerships in health care.
- Study the concept of wellness in the field of public health.

#### u10d1 - Personal Impact

Considering the information that has been presented in this course, address the following:

- What are two things that have affected you personally in terms of the social determinants of health and wellness?
- How would you describe health and wellness to an elder, such as a grandparent?

## Response Guidelines

Please respond to posts that have had few responses thus far. Focus on similarities, differences, and insights you had as a result of reading each post. Include the following:

- **Engage your peer.** Tell him or her specifically why you chose to respond to the post.
- **Seek clarification.** Talk about what is unclear. Ask questions. Offer suggestions.
- **Add perspective.** Include personal examples or work experiences that add perspective to your reply.
- **Be a practitioner/scholar.** In addition to your personal or work experience, include one academic reference in your reply. Use APA style and formatting appropriate to the type of reference you provide.

Refer to the Faculty Expectations for Response Guidelines.

Course Resources

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Undergraduate Discussion Participation Scoring Guide

u10d1 - Learning Components

- Examine perceptions about health and wellness from multiple viewpoints.
- Reflect on your own values, beliefs, and behaviors related to health and wellness.

### u10d2 - Population Health and Wellness Through Time

Health and wellness, like lifelong learning, is a process. Every day we learn more about the direct effects of social determinants on populations in need of public health services.

Discuss one social determinant you discovered in this course and how it might affect a public health issue and a specific population of your choice over time. Imagine a future for your population group that shows improvement.

For positive change to be made in this population, what challenges must be overcome?

## Response Guidelines

Please respond to posts that have had few responses thus far. Focus on similarities, differences, and insights you had as a result of reading each post. Include the following:

- **Engage your peer.** Tell him or her specifically why you chose to respond to the post.
- **Seek clarification.** Talk about what is unclear. Ask questions. Offer suggestions.
- **Add perspective.** Include personal examples or work experiences that add perspective to your reply.
- **Be a practitioner/scholar.** In addition to your personal or work experience, include one academic reference in your reply. Use APA style and formatting appropriate to the type of reference you provide.

Refer to the Faculty Expectations for Response Guidelines.

Course Resources

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Undergraduate Discussion Participation Scoring Guide

u10d2 - Learning Components

- Identify and study a specific public health issue.
- Discuss alternate courses of action a public health professional could consider when facing a public health challenge.