

BIOL 830P 01
Special Topics in Biology: Community Health Promotion
June 5 – July 28, Summer 2023

Instructor: Dr. Todd Bartee, Professor of Public Health

Office Hours: By appointment face-to-face or via Zoom:

<https://unk.zoom.us/j/5833531208>

Office: 316 Bruner Hall of Science **Email:** bartee2@unk.edu **Phone:**
(308) 865-8179



THE BASICS

Section Information: This course is asynchronous. We do NOT have scheduled class meeting times.

Credit Hours: 3

Course Information: This course focuses on practical applications of the process of health promotion. Students will identify and understand community resources already in place to promote health. Special emphasis is placed on understanding the unique needs of your selected community or organization (eg, school, worksite). Students will apply the steps of health promotion planning to a community or organization of their choice. This course is important for those planning to work with or in communities in the areas of health care, health promotion, public health, or the school setting.

Required Course Materials: There is no required textbook. Course materials will be provided.

Introduction to the Course: **BIOL 830P 01-Community Health Promotion** is a fully online course. We will not meet face-to-face for the duration of the course unless you set up a time to meet with me. This course is not an independent study course. You will have specific due dates for each assignment and will be expected to participate in discussion board activities with your classmates and instructor. The assignments in the course are made up of reading/viewing course materials, discussion board activities, and presentation and writing assignments.

Course Comments: When you are taking an online course, it is expected that you will read all the materials and keep up with due dates on your own. Do not rely on me to remind you of the due dates for the course.

WHAT'S THIS COURSE REALLY ABOUT?

This course is designed to get you familiar with the field of community health promotion. We will spend the first part of the course learning about what community health promotion is professionally, conceptually, and pragmatically (what does it “look like”)? All along the way you will be completing activities that relate to learning more about the status/presence of health promotion in a setting of your choosing. The idea is that whether you are planning a career in public health, specifically health promotion, you will learn about what your community or selected organization is doing in the realm of health promotion. Last, learning about the process of health promotion may help you see your own current or future profession from a different perspective.

WHAT WILL WE BE LEARNING ABOUT?

Goals: Generally speaking, the following general goals tell us where this course is going and the six biggest things you’ll take away from this learning experience.

1. Students will be able to describe the field of health promotion professionally, conceptually, and pragmatically.
2. Students will be able to apply the process of health promotion to a population, setting, and health problem.
3. Students will be able to communicate the status of health promotion in a selected setting.
4. Students will identify and understand community resources already in place to promote health.
5. Development of critical thinking skills in relation to the process of health promotion.
6. Respectful communication with others.



WHAT YOU WILL BE GETTING OUT OF THIS COURSE, WHY YOU SHOULD CARE, AND WANT TO DO WELL

The process of community health promotion is about making data driven decisions with the people you are serving. This process and approach is applicable to many health and education-related careers. In addition, learning about your community will put you in a position to have greater impact, if you choose. The purpose of public health is to increase the health and well-being for everyone. Regardless of your career or job title, you can have a positive influence on the health and well-being of people around you, the organizations in which you spend time, and your community.

HOW DO YOU EXCEL IN THIS COURSE?

Don't approach this course as a hoop to jump through. Don't plan your work by doing "just enough to meet the minimum requirements". Manage your time in a way that allows you to do your best work! Now, I know this course isn't all you have going on in life and that you may not always be in a position to give 100%. However, we are always in a position to give the best we can at that time. As a summer course, we know we are packing more information into less time. Be thoughtful and complete with your work. Be engaged with the assignments, and respectful of others.

I work hard to create a course and learning environment where students shouldn't have to worry about their grades but rather focus on learning. Now, having said that there are policies that need to be in place.

Late Work/Make-up Policy: Late work for all assignments will be downgraded 10% points for each day late. One day late starts the minute after the assignment is due. For example, if an assignment is due by 8:00 PM CST and you turn in your assignment at 8:01, this will be considered one day late and receive a 10% reduction on the assignment grade. Assignments more than three days late will not be accepted and receive a grade of zero.

WHAT WILL A TYPICAL WEEK LOOK LIKE?

General Assignment Due Date Information: Unless otherwise noted in the assignment instructions, all assignments, and discussions, etc. are due by 8:00 PM Central Time. Any assignment may be turned in earlier than the due date. Please note that computer problems will not be a valid excuse for late work, please plan accordingly.

- Wednesday morning – readings/viewings become available with weekly Knowledge Check(s) and or assignment(s)
- Sunday by 8:00 PM CST – initial discussion posts are due
- Tuesday by 8:00 PM CST – at least 4 replies (eg, reply, question, reply to a question, etc.) are due

Effort Rubric		Achievement Rubric	
4	I worked on the task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident. I viewed difficulties that arose as opportunities to strengthen my understanding.	4	I exceeded the objectives of the task or lesson.
3	I worked on the task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident.	3	I met the objectives of the task or lesson.
2	I put some effort into the task, but I stopped when difficulties arose.	2	I met some of the objectives of the task or lesson, but I did not meet others.
1	I put very little effort into the task.	1	I did not meet the objectives of the task or lesson.

This isn't our formal rubric, but it illustrates the point I hope I'm getting across! 😊

WHAT WILL WE BE DOING IN TERMS OF ASSIGNMENTS AND ACTIVITIES TO HELP MEET THE LEARNING OBJECTIVES AND COURSE GOALS?

Knowledge Checks / Reflections – (approximately 200 points) You will be asked to answer questions related to weekly readings or viewings. Questions will be more open-ended “reflection-type” questions to answer. Students may be required to share their reflections using Canvas Discussion. *Late knowledge checks / reflections will not be accepted.*

Discussions: Discussions will mostly be where we share our summative perspectives on the material we will have completed knowledge checks / reflections on and or assignments we have completed. I am aware that I am asking you to dive into this material. Again, learning occurs in the struggle of connecting the dots to what you know and what you don't know. Remember, the purpose of this course is to introduce you to concepts/topics related to health promotion not be an “expert”. Therefore, while you may meet all the requirements of an assignment it does not mean it is perfect. Be thoughtful in completing your assignments and you will do well.

Discussions will typically be assigned Wednesday morning and your initial discussion posts due before 8:00 PM CST Sunday with replies to other students and or Dr. Bartee by 8:00 PM CST Tuesday. The emphasis of the discussion will be the quality of your posts/replies and not

quantity. Each initial post should be thoughtful and complete, and each reply should ADD to what is being learned about the topic by advancing the discussion.

You are expected to respond to each discussion thread created by Dr. Bartee and contribute at least 4 replies to other students and or Dr. Bartee. Your “reply” could be in the form of a reply, you could ask a question, or reply to a question. While your response to the original question(s) posed by Dr. Bartee will most likely represent your personal perspective, you should always refer to course material to support your posts and replies.

Correct spelling, grammar, in-text citation formatting and referencing is expected.



Assignments: There will be at least one assignment assigned each week. Most assignments will be due by the end of each module, as appropriate. These assignments provide you the opportunity to apply health promotion concepts. Many of these include some type of assessment of the status of health promotion or health behavior. There are a few assignments that take the place of Knowledge Checks/Reflections.

Final Reflection Paper: Your comprehensive final assignment is an opportunity to show that you can apply what you have learned throughout the course. This “take-home” reflection will be a piece of writing that allows you to share/address your personal experiences and interactions with the course. Your reflection will tell the story of how you experienced the main themes and concepts as well as how these main themes and concepts interact with your own ideas and values. Your reflection might also tell the story of how your interactions and experiences with the course relate to or can be applied to your future career or other coursework and or life experiences. Additionally, you may analyze main themes and concepts based on teaching and learning methods used in the course. The specific instructions for this assignment will be provided toward the end of the semester.

Evaluation Criteria

Knowledge Checks/Reflections
Discussions
Assignments
Final Reflection Paper
Total

Approximate Number of Points

200
100
400
100
800

Grading Scale

A+ = 100%; A = 93% to 99%; A- = 90% to 92%
B+ = 87% to 89%; B = 83% to 86%; B- = 80% to 82%
C+ = 77% to 79%; C = 73% to 76%; C- = 70% to 72%
D+ = 67% to 69%; D = 63% to 66%; D- = 60% to 62%

F = lower than 60%



Tentative Calendar

Discussion - Initial Post Due by 8PM CST Tuesday; replies by 8PM CST Friday

Module 1 Weeks 1 & 2 – Introductions; syllabus review; Student Poll- Formative Assessment, What is health promotion?

Module 2 Weeks 3 & 4 – Health Promotion at the Individual and Social Levels

Module 3 Weeks 5 & 6 – Health Promotion in Community Organizations

Module 4 Weeks 7 & 8 – Health Promotion at the Community Level and Policy

July 28 – Reflection Final Due



UNK Policy Required Information

Student Conduct: Students will be held accountable for their student conduct in this course as stated in the UNK Student Handbook, Section VIII. UNK Academic Dishonesty Policy found here: <http://catalog.unk.edu/undergraduate/academics/academic-regulations/academic-integrity-policy/>.

UNK Student Attendance Policy Statement

Students are expected to attend all meetings of classes for which they are registered, including the first and last scheduled meetings and the final examination period. Instructors hold the right and responsibility to establish attendance policies for their courses. Each instructor must inform all classes at the beginning of each semester concerning their attendance policies.

Participation in official University activities, serious health concerns, personal emergencies, and religious observances are valid reasons for absence from classes. Students are responsible for informing their instructors prior to their absence(s) from class and for completing assignments missed during their absence(s). No adverse or prejudicial effects shall result to any student with a documented, excused absence.

Questions may be directed to the Dean of Student Affairs office or to Student Health & Counseling.

Students with Disabilities

It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students with documented disabilities. To receive accommodation services for a disability, students must be registered with the UNK Disabilities Services for Students (DSS) office, 175 Memorial Student Affairs Building, 308-865-8214 or by email unkdso@unk.edu

UNK Statement of Diversity & Inclusion

UNK stands in solidarity and unity with our students of color, our Latinx and international students, our LGBTQIA+ students and students from other marginalized groups in opposition to racism and prejudice in any form, wherever it may exist. It is the job of institutions of higher education, indeed their duty, to provide a haven for the safe and meaningful exchange of ideas and to support peaceful disagreement and discussion. In our classes, we strive to maintain a

positive learning environment based upon open communication and mutual respect. UNK does not discriminate on the basis of race, color, national origin, age, religion, sex, gender, sexual orientation, disability or political affiliation. Respect for the diversity of our backgrounds and varied life experiences is essential to learning from our similarities as well as our differences. The following link provides resources and other information regarding D&I:

<https://www.unk.edu/about/equity-access-diversity.php>

Students Who are Pregnant

It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students who are pregnant. To receive accommodation services due to pregnancy, students must contact Sarah Mattson the Academic Success office at 308.865.8797. The following link provides information for students and faculty regarding pregnancy rights. <http://www.nwlc.org/resource/pregnant-and-parenting-students-rights-faqs-college-and-graduate-students>

Reporting Student Sexual Harassment, Sexual Violence or Sexual Assault

Reporting allegations of rape, domestic violence, dating violence, sexual assault, sexual harassment, and stalking enables the University to promptly provide support to the impacted student(s), and to take appropriate action to prevent a recurrence of such sexual misconduct and protect the campus community. Confidentiality will be respected to the greatest degree possible. Any student who believes she or he may be the victim of sexual misconduct is encouraged to report to one or more of the following resources:

Local Domestic Violence, Sexual Assault Advocacy Agency 308-237-2599

Campus Police (or Security) 308-865-8911

Title IX Coordinator 308-865-8655

Retaliation against the student making the report, whether by students or University employees, will not be tolerated.

UNK Counseling

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. Problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance.

UNK Counseling provides mental health services to support the academic success of students. Counseling Services, a part of Student Health & Counseling department, provides full range of short-term professional mental health services. Services include confidential personal counseling, group counseling, substance use counseling, crisis intervention, outreach programming, and consultation to help you manage personal challenges that may threaten your well-being.

It is not my intention to know the details of what might be bothering you, but simply to let you know I am concerned and that help, if needed, is available.

Getting help is a smart and courageous thing to do -- for yourself *and* for those who care about you. You can contact UNK Counseling at 308-865-8248 or visit their website for more information: https://www.unk.edu/offices/counseling_healthcare/counseling_care/index.php