



University of Maryland School of Public Health

HLTH 140 Personal and Community Health

Semester: Spring 2020
 Section: 0101
 Classroom and Time: SPH 1312, Tu/Th 9:30-10:45 AM
 Course webpage: <https://umd.instructure.com/courses/1278671>

Professor	Teaching Assistants
James Butler III, DrPH, MEd	Maisha Huq, MSPH
Office: 1234Y SPH Building	Office: 1224 SPH Building, Desk C
Office Hours: Thursdays 1:00-3:00 and by appointment	Office Hours: Tuesdays 11:00am – 12:00 pm
Phone: 301-405-0757	Phone: To set up a conference call, please email with your availability
Email: jbutler9@umd.edu	Email: mhuq1@terpmail.umd.edu

Course Description: This course is an introduction to the meaning and significance of physical, mental and social health as related to the individual and to society; important phases of national health problems; and constructive methods of promoting health of the individual and the community. This course will cover a variety of health-related topics. Emphasis will be placed on the impact of personal lifestyle choices on health status. Students will be equipped with the knowledge and skills necessary to select and implement individualized health behavior strategies to optimize current and future health, and enhance quality of life.

A vital component of this course is service learning, which is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Service learning is a process of involving students in community service activities combined with facilitated means for applying the experience to their academic and personal development. It is a form of experiential education aimed at enhancing and enriching student learning in the course material. When compared to other forms of experiential learning like internships and cooperative education, it is similar in that it is student-centered, hands-on and directly applicable to the curriculum.

Course Learning Objectives:

Upon completing this course, the student will be able to:

1. Identify issues influencing all aspects of health.
2. Recognize how individual beliefs, behaviors, and choices affect personal and community wellness.
3. Develop awareness of his/her own health status and health history.
4. Develop skills and integrate skills with knowledge of behavior change necessary to alter health behaviors.
5. Identify available on- and off-campus health promotion programs, activities, and resources.



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Program Competencies Addressed in this Course:

The following competencies for the Bachelor of Science Degree in Community Health are addressed in this course:

- Area IV: Describe the underlying science of human health and disease including opportunities for promoting and protecting health across the lifespan.
- Area V: Examine the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.
- Area VI. Demonstrate the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.

Required Text: Kiely M, Manze MG, & Palmedo PC (2020). Personal Health: A Population Perspective. Jones & Bartlett Learning; ISBN: 978-1-284-09965-2

Course Requirements and Expectations:

Class Format: This course is taught through a variety of strategies including, but not limited to lectures, readings, guest speaker presentations, media presentations, and service learning activities.

Expectations: Students must come prepared for class. This includes but is not limited to attending class, reading or viewing assigned material, and submitting assignments on time.

Major Graded Assignments:

Exams 1 & 2 (120 points each x 2 = 240 points); Final (150 points)

Exams 1, 2 and the Final will be comprised of multiple-choice questions and a few short-answer questions. Questions will be taken from the text, class lectures, guest speaker presentations, media presentations, and any assigned readings. **Students will have 75 minutes to complete exams 1 and 2. Students will have 120 minutes to complete the final exam.**

Service Learning Project (100 points)

Comfort Cases: Providing comfort and support for kids in foster care (<http://www.nomoretrashbags.org/>) Thousands of children enter the foster care system each year. Most carry little more than the clothes on their backs. Comfort Cases is a non-profit organization that provides backpacks with essential items like toiletries, pajamas, and other items for children in foster care (<http://www.nomoretrashbags.org/what-s-a-comfort-case.html>). Comfort Cases' mission is to provide the essentials to these brave children on their journey to find home. Each student will be responsible for putting together dental kits, toiletry bags, and pajama kits during Impact Day on **Thursday, April 2, 2020 (9:30-10:45 AM)**. **More information for this assignment will be posted on CANVAS.**

a. Comfort Cases Letter (50 points)

Each student will write **one** personal letter (typed and signed – **FIRST NAME ONLY**) to the recipient of a comfort case. This letter will be given to Comfort Cases so they can place it inside a bag that will be received by a foster child. **More information for this assignment will be posted on CANVAS.**



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b. Impact Day (30 points)

Each student will be responsible for putting together dental kits, toiletry bags, and pajama kits during Impact Day on **Thursday, April 2, 2020 (9:30-10:45 AM)**. **More information for this assignment will be posted on CANVAS.**

c. Service Learning Reflection Paper (20 points)

Reflection offers you the opportunity to consider how your personal experiences and observations shape your thinking and your acceptance of new ideas. The purpose of the Reflection Paper is to elicit your informed opinions about your experience with the Service-Learning Project this semester, Comfort Cases, and Impact Day. **More information for this assignment will be posted on CANVAS.**

Two TED Talk Reflection Papers (55 points each; 110 points total)

Students will watch two TED Talks (15-20 minutes) and write a 1-2-page reflection on each talk, explaining what they learned and how they can apply the information presented in the video. **More information about this assignment will be posted on Canvas.**

It is the student's responsibility to be aware of all assignments and their due dates. Students will not receive email reminders.

Grading Procedures:

Exam 1	120 points
Exam 2	120 points
Final Exam	150 points
Service Learning Project	100 points
TED Talk Reflection Papers	110 points
Total points possible	600 points



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Grading Procedures continued:

Points	Percentages	Grades
580-600 points	96.6-100	A+
560-579 points	93.3-96.5	A
540-559 points	90-93.2	A-
520-539 points	86.6-89.9	B+
500-519 points	83.3-86.5	B
480-499 points	80-83.2	B-
460-479 points	76.6-79.9	C+
440-459 points	73.3-76.5	C
420-439 points	70-73.2	C-
400-419 points	66.7-69.9	D+
380-399 points	63.3-66.5	D
360-379 points	60-63.2	D-
359 points and below	59.8 or below	F

The total number of points students can earn in this class is 600. ***Final Grades will NOT be changed.** Above are the corresponding grades for the number of points earned. It is a departmental policy that extra credit is not provided in any HLTH course; therefore, **the instructors will not provide extra points to put you up into the next grade break. GRADES WILL NOT BE ROUNDED.**

Under NO circumstances will there be extra credit opportunities in this class!

University Related Course Policies:

A link to access new information regarding university related course policies:

<http://www.ugst.umd.edu/courserelatedpolicies.html>

Attendance

Students are expected to attend class regularly, participate in class discussions and complete required readings **PRIOR TO THE CLASS SESSION FOR WHICH IT IS ASSIGNED**. While University policy prohibits mandating course attendance, attendance is critical to learning and successful attainment of the course objectives and curriculum competencies. If you hope to do well in this class, you must attend regularly and pay attention in class. Students who miss class are responsible for obtaining notes/materials, and other information from HLTH 140 students. We welcome meetings to discuss questions, challenges, and study strategies. **In the event that you need to meet, please attend office hours or set up an appointment through Jen Robinson or Maisha Huq, the teaching assistants for the course.**

Please check the Class CANVAS every week for announcements!



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Ground Rules

Arrive and depart from class at the appropriate time. It is disruptive and disrespectful to the class for students to pick up and leave during the session.

Show respect for yourself and others; listen actively and participate regularly. It is extremely rude to talk in class when someone else, either the instructor or another student, is speaking.

Engaging in outside work during class time is unacceptable - this includes **outside work being done on your laptop or other electronic device**, text messaging, and surfing the web.

Food consumption during class is discouraged.

Please turn your cell phones off before coming to class.

HLTH 140 Email

Feel free to **email questions** and concerns to **Jen Robinson or Maisha Huq**, the TAs for this course. Please contact the TAs first and they will direct you to the instructors, if necessary. Be sure to send an email - **do not send messages via CANVAS to the instructor or the TA as this will cause a delayed response**. Please use a courteous and professional manner in your communication, and do not abbreviate messages or words. Please include your (1) **name** and (2) **"HLTH 140"** in the subject line of the e-mail. The TAs will try to answer e-mails within 24-48 hours (9 a.m. – 5 p.m. M-F).

Email – The Official University Correspondence

Verify your email address by going to www.my.umd.edu.

All enrolled students are provided access to the University's email system and an email account. *All official University email communication will be sent to this email address* (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices.

Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from "full mailbox" or "unknown user" errors, for example), will not excuse a student from missing University announcements, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Bldg.

For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400



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Course Communication

The instructors or TAs will communicate with students regarding class cancellation, room change, or other timely announcements via Canvas.

Absence Policy

In accordance with University policy, if you are absent for a single (1) lecture due to illness or some form of personal or family emergency, this absence will be considered “excused” and the TA will accept a note from you attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should try to contact the TA in advance.

Multiple or prolonged absences, and absences that prevent attendance at a major scheduled grading event (like an exam or quiz) will require written documentation from an appropriate health care provider/organization.

A link to access information on the new policy covering absences from class can be found at <http://www.president.umd.edu/policies/v100g.html>.

Late work and Missed Exams / Assignments

Students are expected to be in attendance on the specified date and time set in the syllabus for all exams. **All make-up exams will be in a different format. For example, short answer essay, matching, etc.** Make up exams will be considered only for those students who have a legitimate reason for the absence and **provide written documentation** to substantiate their absence from class on the day of the exam. In such an event, **the TAs *must* be contacted prior to the start of the exam.**

All assignments will be submitted **VIA CANVAS** on the due date and time specified. **So, plan accordingly. ALL LATE ASSIGNMENTS will have 10 % deducted from the total score for each day late (1 minute-24 hours).** Once CANVAS has closed an assignment and has marked it as “LATE,” **a 10% deduction will occur;** so, do not leave your submissions until the last minute. **Emailed assignments will not be accepted. Plan accordingly!**

Copyright Notice

Class lectures and materials are protected by copyright. This comprises all tangible course materials including, but not limited to written or recorded lectures, PowerPoint presentations, handouts, tests, and other assignments. These materials **may not** be reproduced (e.g., students may not copy and/or redistribute these materials) for anything other than personal use without the explicit written permission of the instructors. He is the exclusive owner of copyright in those materials he creates. However, you may take notes and make copies of course materials for your own use. You may not (and may not allow others to) reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without the express written consent of the instructors.



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Personal Technology Use Policy

HLTH 140 permits and encourages the use of laptops and tablets to assist students in taking notes and in seeking further clarification of course material during the lectures. Use of personal technology must be conducive to the learning environment and not a distraction to the instructor and other students.

Classroom Technology Rules:

1. Unless required for class content, wireless network adapters should be disabled.
2. Applications irrelevant to the class discussion should not be open. This includes but is not limited to: surfing the web, responding to email, Facebook, Instagram, Twitter, Canvas sites of other classes, instant messaging etc.
3. All sounds must be muted before the start of class and for the duration of class.
4. Under no circumstances should personal, non-emergency calls be placed or answered from within a classroom while a class is in session.
5. Under no circumstances should students view or send personal, non-emergency text messages.
6. Individuals who are aware that they may receive notice of an emergency during a class session should speak with the instructors before class. If such a notification is received, either quietly leave the class or wait until a break before responding.
7. In the event that an emergency notification is sent via UMD's Emergency Notification System, notify the instructors and follow instructions accordingly.
8. Individuals who require video or audio recording devices to satisfy a DSS service should consult with the instructors to make arrangements for the placement and operation of these devices.
9. Individuals who wish to use audio or video recording devices, but are not doing so to satisfy a DSS service, must receive approval from the instructors before utilizing the equipment.

Use of Course Assistance Websites and Online Group Forums: Course assistance websites, such as CourseHero and others, are not permitted sources for SPH courses, unless the professor explicitly gives permission for you to use one of these sites. Material pulled from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and more generally shortcuts the learning process. In addition, it is understandable that students may use one of a variety of online or virtual forums for course-wide discussion (e.g., GroupME or WeChat). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly prohibited. Examples include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Additional information on academic integrity is found in **University Course Related Policies**.



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Course Evaluations

The University, the School of Public Health, and the Department of Behavioral and Community Health are committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction. Your evaluations help instructors improve their courses; help deans and department chairs decide on merit pay for faculty, renewal of contracts, and support promotion and tenure decisions; and help current and future students decide on classes. **The system (www.CourseEvalUM.umd.edu) will open at the end of the semester.**

Religious Observances

The University's policy on religious observance and classroom and tests states that students should not be penalized for participation in religious observances and that, whenever feasible, they should be allowed to make up academic assignments that are missed due to such absences. **Students are responsible for notifying the TAs of projected absences within the first two weeks of the semester. This is especially important for final examinations.**

The policy also requires that tests and major assignments not be scheduled on certain holiday dates. These are listed below. An extensive list of religious holidays can be found at <http://www.interfaithcalendar.org/2016.htm>.

Again, please remember that it is the student's responsibility to inform the TAs of any intended absences for religious observances in advance and that prior notification is especially important in connection with the final exam, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester. Accordingly, we will make every feasible effort to accommodate students' request based on attendance of religious observances.

The complete "University of Maryland Policies and Procedures Concerning Academic Assignments on Dates of Religious Observances" is available online at: <http://www.president.umd.edu/policies/>.

Special Accommodations / Disability Support Services

If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (301-314-7682). If you are ill or encountering personal difficulties, please let the instructor know as soon as possible. You can also contact Learning Assistance Services (301-314-7693) and/or the Counseling Center (301-314-7651) for assistance.



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Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit <http://go.umd.edu/basic-needs> for information about resources the campus offers you and let me know if I can help in any way.

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. We invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity.

Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g. should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed.

We will do our best to address and refer to all students accordingly and will support you in doing so as well.

Academic Integrity

The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

- **CHEATING**: intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- **FABRICATION**: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **FACILITATING ACADEMIC DISHONESTY**: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- **PLAGIARISM**: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information, see: <http://www.ugst.umd.edu/courserelatedpolicies.html>.

IF THE COURSE INSTRUCTOR OR A TEACHING ASSISTANT OBSERVES YOU LOOKING AT ANOTHER STUDENT'S EXAM PAPER, OR TALKING TO ANOTHER STUDENT DURING AN EXAM, YOU WILL RECEIVE A ZERO ON THAT EXAM.

The Honor Pledge is a statement undergraduate and graduate students may be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:



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I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

Inclement Weather / University Closings

In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (<http://www.umd.edu>) and snow phone line (301-405-SNOW), as well as local radio and TV stations.

SYLLABUS IS SUBJECT TO CHANGE



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Course Outline / Course Calendar:

Course Schedule Summary			
Session	Date	Topic	Assignments
# 1	1/28	Introduction to HLTH 140; Review of Syllabus	Chapter 1
# 2	1/30	Health: An Introduction I	Chapter 1
# 3	2/4	Health: An Introduction II	Chapter 1
# 4	2/6	Starting With Food: Nutrition and Health	Chapter 2
# 5	2/11	Don't Share These With Your Friends: Infectious Diseases I	Chapter 8
# 6	2/13	Don't Share These With Your Friends: Infectious Diseases II	Chapter 8
# 7	2/18	A Growing Challenge: Chronic Diseases I	Chapter 13
# 8	2/20	A Growing Challenge: Chronic Diseases II	Chapter 13
# 9	2/25	Global Health: We Are the World Guest Lecture by Jen Robinson	Chapter 15
# 10	2/27	Keep Calm and Carry On: Complementary, Alternative, and Spiritual Approaches to Health	Chapter 4
# 11	3/3	Social Support and Stress Management	Chapter 4; TED Talk Reflection #1
# 12	3/5	Exam #1	Chapters 1, 2, 4, 8, 13, 15
# 13	3/10	Let's Get Moving! Active Living for Better Health Guest lecture by Dr. Jennifer Roberts	Chapter 3
# 14	3/12	This Is Your Brain on Addiction: Substance Use and Addictive Behaviors	Chapter 7
SPRING BREAK			
# 15	3/24	Introduction to Comfort Cases Guest Speaker: Mr. Robert Scheer	
# 16	3/26	Minding Your Mental Health I	Chapter 6
# 17	3/31	Minding Your Mental Health II	Chapter 6; Comfort Cases Letter
# 18	4/2	Service Learning Project: Comfort Cases Impact Day Location: School of Public Health Concourse	
# 19	4/7	Beyond the Birds and the Bees: Sexual and Reproductive Health I	Chapter 5
# 20	4/9	Beyond the Birds and the Bees: Sexual and Reproductive Health II	Chapter 5; Service Learning Reflection Paper
# 21	4/14	Be on The Right Side: Prevent Violence	Chapter 10
# 22	4/16	Exam #2	Chapters 3, 5-7, 10
# 23	4/21	The Bandage Brigade: Injuries and Accidents I	Chapter 9
# 24	4/23	The Bandage Brigade: Injuries and Accidents II	Chapter 9
# 25	4/28	Environmental Health: Nurture Nature I	Chapter 11; Article posted on Canvas, TED Talk Reflection #2
# 26	4/30	Environmental Health: Nurture Nature II	Chapter 11; Article posted on Canvas
# 27	5/5	Program Planning, Implementation and Evaluation	Article posted on Canvas
# 28	5/7	Aging, Dying, and Death I	Chapter 12
#30	5/12	Aging, Dying, and Death II	Chapter 12



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TBA	FINAL EXAM	Chapters and articles
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