
COMMUNITY HEALTH ISSUES

Tuesday / Thursday | 9:10 am – 10:30 am | CANVAS, Top-Hat, & In person (HPER N 218)
3 credits | Pre-requisites: None

COURSE DESCRIPTION

This course is designed to give students an introduction to many health issues associated with any given community. Through awareness of such issues, students will be able to use empirical and epidemiological skills to assess the extent of the issues, problems, potential problems, and viewpoints in addition to examining possible solutions to the given problems. The primary goal of this class is to assist the students in determining his or her role as a health professional in a community setting.

INSTRUCTOR INFO



Instructor: Jessica L King Jensen, PhD

Please call me: Dr. Jensen (pronouns: she/her)

Ask me about: Anything related to the class, health education, public health, tobacco policy, getting involved in research, post-college opportunities

Email: jess.king@utah.edu or through Canvas (expect a response in 24-72 hours)

Office hours: Open hours Tuesdays 9:10 am – 10:30 am HPER N 218 and Thursdays 10:45-12:00pm in HPER N 255; email for other meeting times.

COURSE MATERIALS AND RESOURCES

CANVAS: Course materials will be accessible through Canvas. Each week will be separated into a Module which will contain all of the relevant information for that week. All assignments and exams will be submitted through Canvas.

TOP HAT: Our course textbook is hosted through Top Hat. Each topic has a corresponding Top Hat Chapter that contains text, videos, and interactive activities. You can visit the [Top Hat Overview](#) for information on how to register and an overview of the system. An email invitation will be sent to you by email, or you can register by visiting our [course website](#). Our course code is **043473**. It will cost \$42.04 to register for the semester. If other courses use Top Hat, you only need to register and pay once. A limited number of scholarships are available – contact me by August 30.

Contact Top Hat Support Team directly by email (support@tophat.com), the in-app support button, or by calling 1-888-663-5491.

TEACHING AND LEARNING METHODS

All lecture material is pre-recorded for you to review on your own. You will review the Top Hat chapter (module) on Tuesday each week, prior to our Thursday meeting. In our Thursday in-person meetings, the class will discuss the topic from Tuesday's lecture. You will work individually and in groups to prepare for the Thursday discussion.

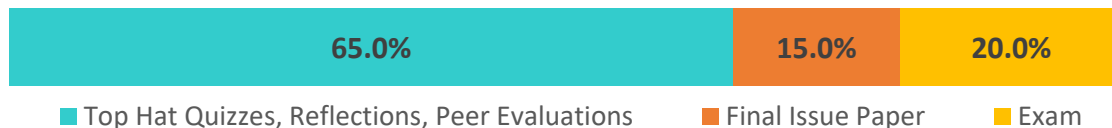
STUDENT LEARNING OUTCOMES

By the end of this course you will be able to:

1. Describe current complex health issues and challenges.
2. Identify, analyze, and articulate multiple perspectives of controversial health topics.
3. Recognize the influence of personal bias on how health issues are presented.
4. Describe the role of community health workers in addressing controversial health issues.
5. Demonstrate critical thinking when faced with complex issues.

ASSIGNMENTS

How will your success be measured?



Top Hat Quizzes Each chapter in Top Hat will contain open-ended and multiple choice questions. Some of these are recall questions, others are designed to get you thinking about the material. You must complete these on the Tuesday PRIOR to Thursday's class meeting. There will be a total of 13 throughout the semester.

Group Participation/Discussions We will meet as a group IN PERSON one day each week (Thursdays). Every Thursday the class will engage in a "reasoned discourse" (like a debate, but without the contentious connotations) about a controversial health issue. You are responsible for reviewing the assigned material prior to the discussion. You will be assigned a group and position to argue: half of the class will be on one side, half on the other. Attendance and full participation with your group within these discussions will count toward your grade. Peer group evaluations will be used to determine your grade for the discussions. Pass/fail for each evaluation will be determined based on the following (but not limited to): not involved in the group discussion, unapproved absences, and unprofessional behavior. There will be a total of 11 discussions and 3 peer group evaluations.

Discussion Reflections Following each discussion you will have one week to submit a one-page reflection. Each reflection must address the following items: (1) debate topic & your assigned stance (pro/con), (2) what surprised you most OR how your personal stance was influenced, and (3) why this is a social justice issue. Additional details are posted on Canvas. There will be a total of 10 reflections.

Exam There will be one exam in this course. The exam will consist of up to 10 short answer questions and will cover the chapter content, assigned readings, and information from class discussions. The exam will be available on Canvas from 12:00 am Sunday through 11:59pm Saturday of the designated Exam Week. A review session will be held in person and on Zoom on Tuesday during the regularly scheduled class time. If you do not pass the exam on the first attempt, you will have one attempt to retake it.

Final Issue Paper To earn an A in the course, you will be required to complete a final paper on a selected health issue, using peer-reviewed research articles, Top Hat materials, and ProCon.org. The goal of this assignment is for students to review important points relevant to both sides of the selected issue. See the rubric in Canvas for additional details.

GRADES

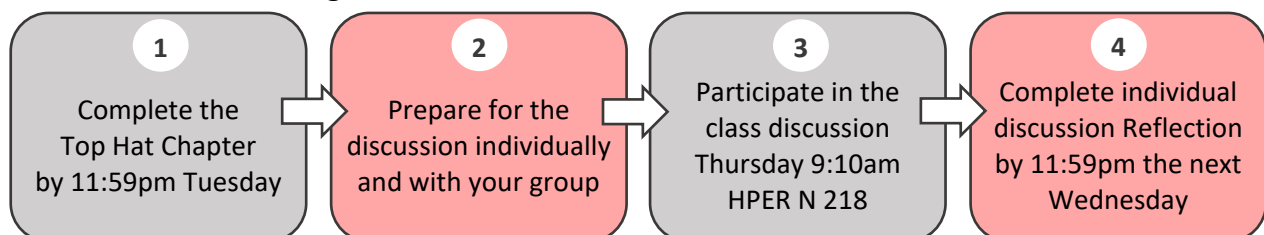
We will be using the specifications grading approach in this course. Below indicates what is needed to earn an A, B, C, or D in the course. All assignments will be graded satisfactory/unsatisfactory. This approach will allow me to provide more qualitative feedback rather than focusing on specific point deduction. Ideally, this will allow you to focus more on meeting course objectives rather than worrying about your grade. More details on Specs Grading is on Canvas. The boxes below summarize the items needed as satisfactory to obtain each grade. To get a C or better, you must pass the exam. To get an A, you must pass the final paper. For each of these, you must complete between 15 and 23 assignments during the course, of a possible total 25 assignments (13 Top Hat Quizzes, 3 Peer Evaluations, 10 Reflections).

<p>To get an A you must pass...</p> <ul style="list-style-type: none"> <input type="checkbox"/> 23 Assignments <input type="checkbox"/> Exam <input type="checkbox"/> Issue Paper 	<p>To get a B you must pass...</p> <ul style="list-style-type: none"> <input type="checkbox"/> 20 Assignments <input type="checkbox"/> Exam 	<p>To get a C you must pass...</p> <ul style="list-style-type: none"> <input type="checkbox"/> 17 Assignments <input type="checkbox"/> Exam 	<p>To get a D you must pass...</p> <ul style="list-style-type: none"> <input type="checkbox"/> 15 Assignments
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COURSE SCHEDULE

The course schedule on the next page details what you can expect during each scheduled class session and the due dates for all your assignments and exams. **Note:** Our schedule is subject to revision based on the needs of our class; any updates will be made available through Canvas.

The flow chart below summarizes your tasks and the order you should complete them for each topic. Most importantly, you'll need to **review the chapter and prepare prior to the Thursday discussion class meeting.**



Week & Topic	Dates	Activities	Assignments Due
Week 1 Course Intro	August 23 August 25	In Person Meeting – Course overview and introductions In Person Meeting – Critical thinking and practice	Top Hat Chapter 0
Week 2 Steroid Use	August 30 September 1	Review Chapter 1 – Steroid Use in Sports In Person Meeting – Discussion 1	Top Hat Chapter 1
Week 3 Social Media	September 6 September 8	Review Chapter 2 – Social Media In Person Meeting – Discussion 2	Top Hat Chapter 2 Reflection 1 (Due Wed)
Week 4 Vaccinations	September 13 September 15	Review Chapter 3 – Vaccinations In Person Meeting – Discussion 3	Top Hat Chapter 3 Reflection 2 (Due Wed)
Week 5 Healthcare	September 20 September 22	Review Chapter 4 – US Healthcare In Person Meeting – Discussion 4	Top Hat Chapter 4 Reflection 3 (Due Wed) Peer Group Eval 1 (Wed)
Week 6 Cannabis	September 27 September 29	Review Chapter 5 – Cannabis In Person Meeting – Discussion 5	Top Hat Chapter 5 Reflection 4 (Due Wed)
Week 7 Immigration	October 4 October 6	Review Chapter 6 – Immigration In Person Meeting – Discussion 6	Top Hat Chapter 6 Reflection 5 (Due Wed)
Week 8	FALL BREAK!		
Week 9 Obesity	October 18 October 20	Review Chapter 7 – Obesity as a Disease In Person Meeting – Discussion 7	Top Hat Chapter 7 Reflection 6 (Due Wed) Peer Group Eval 2 (Wed)
Week 10 Gun Control	October 25 October 27	Review Chapter 8 – Gun Control In Person Meeting – Discussion 8	Top Hat Chapter 8 Reflection 7 (Due Wed)
Week 11 Trans Sports	November 1 November 3	Review Chapter 9 – Trans Athletes in Sport In Person Meeting – Discussion 9	Top Hat Chapter 9 Reflection 8 (Due Wed)
Week 12 Right to Die	November 8 November 10	Review Chapter 10 – Right to Die In Person Meeting – Discussion 10 & Potpourri Preference	Top Hat Chapter 10 Reflection 9 (Due Wed)
Week 13 Exam	November 15 November 17	In class study session (Optional) Exam open 12am November 13 – 11:59pm November 19	Reflection 10 (Due Wed) Peer Group Eval 3 (Wed)
Week 14	Happy Thanksgiving!		
Week 15 Potpourri	November 29 December 1	Review Chapter 11 – Topic TBD In Person Meeting – Discussion 11	Top Hat Chapter 11
Week 16 Course End	December 6 December 8	Review Chapter 12 – Course closing In Person Meeting – Course closing	Course Evaluations
Final Exam Week	December 15, 10am	Final Issue Paper due on Canvas by 10am December 15	Final Issue Paper

Submission Deadline	Assignments Due by Week (Note: these are the final deadlines, it's recommended you complete them prior)
Week 2	
August 30	(1) Top Hat Chapter 0 – Course Intro (2) Top Hat Chapter 1 – Steroid Use in Sports
Week 3	
September 6	(1) Review Top Hat Chapter 2 – Social Media
September 7	(1) Reflection on Discussion 1 (Steroid Use in Sports)
Week 4	
September 13	(1) Review Top Hat Chapter 3 – Vaccinations
September 14	(1) Reflection on Discussion 2 (Social Media)
Week 5	
September 20	(1) Review Top Hat Chapter 4 – US Healthcare
September 21	(1) Reflection on Discussion 3 (Vaccinations) (2) Peer Group Evaluation 1
Week 6	
September 27	(1) Review Top Hat Chapter 5 – Cannabis
September 28	(1) Reflection on Discussion 4 (US Healthcare)
Week 7	
October 4	(1) Review Top Hat Chapter 6 – Immigration
October 5	(1) Reflection on Discussion 5 (Cannabis)
Week 9	
October 18	(1) Review Top Hat Chapter 7 – Obesity as a Disease
October 19	(1) Reflection on Discussion 6 (Immigration)
Week 10	
October 25	(1) Review Top Hat Chapter 8 – Gun Control
October 26	(1) Reflection on Discussion 7 (Obesity as a Disease) (2) Peer Group Evaluation 2
Week 11	
November 1	(1) Review Top Hat Chapter 9 – Trans Athletes in Sport
November 2	(1) Reflection on Discussion 8 (Gun Control)
Week 12	
November 8	(1) Review Top Hat Chapter 10 – Right to Die
November 9	(1) Reflection on Discussion 9 (Trans Athletes in Sport)
Week 13	
November 16	(1) Reflection on Discussion 10 (Right to Die) (2) Peer Group Evaluation 3
November 19	(1) Exam due online
Week 14	
November 29	(1) Review Top Hat Chapter 11 – Topic TBD
Week 16	
December 6	(1) Review Top Hat Chapter 12 – Course Closing
December 8	Course Evaluations
Exam Week	
December 15	Final Paper **due by 10am**

COURSE POLICIES

Respect for Others Students are expected to behave in a respectful manner with fellow classmates and the instructor. I will support an atmosphere in which the freedom to ask questions and learn without concern for harassment will be upheld. The topics we will discuss in this class are often difficult intellectually and emotionally. While I expect there to be rigorous discussion and disagreement in the course of our class discussions, I ask that you engage in discussion with care and empathy for the other members in the classroom. Additionally, critically examining and assessing our most basic assumptions and values is not just one of the tasks of this course but is an activity vital to living an authentic life. I urge you to have the courage to be uncomfortable in this class. In exchange for your courage, I will work to ensure a classroom environment that supports your taking these intellectual and emotional risks.

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Disclosure I am still learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to/email me about it. Anonymous feedback is always an option.

Academic Honesty, & Integrity Academic honesty and integrity is expected from all of us as members of the University of Utah community. Cheating, lying, and plagiarism will not be tolerated. Specific examples of academic dishonesty in this course include: submitting material that has been written by another person or lifted from the internet, either in part or full, or completing the exam with other students.

Tip If you ever feel even slightly tempted to engage in academic dishonesty for a better grade, come talk to me. I will give you all sorts of tips and tricks to earn your grade. If you cheat, you could put your entire degree in jeopardy. Do not cheat.

Missing Class & Late Assignments Deadlines exist so we can plan accordingly. The course design promotes finishing one topic before starting another, so, we have deadlines that reinforce that. I expect you to keep up, but please do not panic if you miss a deadline by a few hours. It is okay. IT IS OKAY. If you need a few extra hours to make sure your work is complete and does the material justice, then take the few extra hours, and submit when you're done. I want your best work, not your quickest work. If you find that you need more than a few hours to finish an assignment you're working on, email me with a proposed timeline of when you will finish the assignment. I will review it, and if it seems doable, I'll approve it. If it doesn't seem doable, I will let you know why and work with you to adjust it.

NOTE: Students will not be permitted to complete exams outside the provided window (see course schedule) unless meeting one of the criteria below:

- For *Athletic or other University-Sponsored Absences*, students must provide travel dates and times via a signed memo from the University-sponsored group no more than one week prior to the dates of travel.
- For *Military, State, or Federal Service*, students must provide military orders or other documentation of government service prior to absentee dates.
- For *Illness*, the instructor must be notified of the illness prior to the scheduled exam or as soon as possible thereafter. Students must provide a valid medical excuse signed and dated by a healthcare provider.

“Students absent from class to participate in officially sanctioned University activities (e.g., band, debate, student government, intercollegiate athletics, etc.), government obligations (e.g., military duty), religious obligations, or with instructor's approval, shall be permitted to make up both assignments and examinations. The involved students must deliver this documentation to their instructors *before* the absence.” -Policy 6-100: Instruction and Evaluation, Revision 25.
Effective Date: July 1, 2017

Tracking Grades and Grading Policy Students are responsible for tracking their own grades throughout the term and for knowing the registration, drop, and withdrawal dates for the semester. Course letter grades will be based on assignments and exams. Once the assigned work is completed and grades are submitted, they can only be changed if I made a mathematical or recording error. Letter grades are not negotiable.

UNIVERSITY POLICIES

The Americans with Disabilities Act The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access (CDA; <http://disability.utah.edu/>; 162 Olpin Union Building; 801-581-5020). CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the CDA. Accommodations can only be made once the student has gone through the application and assessment process and the staff have indicated that an accommodation is warranted.

Addressing Sexual Misconduct Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

The Code of Student Rights and Responsibilities The code specifies student rights and conduct involving cheating, plagiarism, collusion, etc. <http://regulations.utah.edu/academics/6-400.php>.

Wellness Statement Personal concerns such as stress, relationship difficulties, depression, and cross-cultural differences can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness, <http://wellness.utah.edu/>; 801-581-7776.

Drop/Withdrawal The last day to drop classes is September 3. The last day to withdraw from this class is October 22. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are your responsibility.

Campus Safety The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

UNIVERSITY RESOURCES

The University of Utah has on-campus resources to assist students. Services available range from disability accommodations to coping resources to food. If you ever experience a personal crisis or are struggling to afford food or secure safe housing, please don't hesitate to reach out so I can (1) help direct you to resources, and (2) help you get caught up in class. Additionally, a list of University resources is at right, each hyperlinked. Please reach out if there is anything additional I can do to assist you in this course.

I recognize this is a difficult time, with a lot of unknowns. You may have added responsibilities or you or your loved ones may be affected during the semester. If there are circumstances that impact your course participation, please let me know. <https://coronavirus.utah.edu/> contains up-to-date information on the University's COVID-19 response, and additional resources including symptoms and testing locations. Lastly, **you must self-report if you test positive for COVID-19 and would do so via this website.**

[American Indian Resource Center](#)

[Black Cultural Center](#)

[Center for Disability & Access](#)

[Center for Equity & Student Belonging](#)

[Center for Student Wellness](#)

[Dream Center](#)

[The English Language Institute](#)

[Feed-U Pantry](#)

[LGBT Resource Center](#)

[University Counseling Center](#)

[Veterans Support Center](#)

[Women's Resource Center](#)

[The Writing Center](#)

[The Writing Program](#)

Duty to Notify Faculty are required to report information learned about instances of sexual misconduct, discrimination, and/or immediate threats to safety to the University of Utah Office of Equal Opportunity and Affirmative Action and/or the Office of the Dean of Students. If you disclose instances of sexual misconduct, discrimination, or violence to me, please be aware that I am a mandatory reporter and am required by University policies to notify the appropriate Office.