Community & Public Health

CHL - 2500 001

Course Description

An overview of population and community health issues including history, management, prevention, and epidemiology of disease. Students will examine attitudes and practices that contribute to health issues within populations of interest. Emphasis on the role of healthcare professionals, healthcare organizations and government health agencies regarding health promotion and disease prevention. It is recommended students complete ENGL 1010 prior to taking this course.

Semester(s) Taught: All

Course Student Learning Outcomes

- Describe the history and relevance and common features of community health and the public health system.
- Identify the essential services of public health & the role they play within the community.
- Use information technology to access, evaluate and interpret public health data.
- Identify and analyze public health and prevention strategies currently being used within local communities.
- Apply an ecological approach to public health practice to make informed decisions related to health risks faced by a given community.

Course Prerequisites

There are no prerequisites for this course, however, it is highly recommended that you have taken either ENGL 1010: Intro to Writing or ENGL 2010: Intermediate Writing (either at SLCC or at another institution) before you take this course. This course will require you to do research, communicate information in written form, and use proper APA 7th Edition citations in course assignments.

Transfer/Certification/Licensure/Employment Information

TRANSFER INFORMATION

CHL 2500 is a required course for the Community Health and Leadership AS degree, and is recommended to be taken in semester 3 or 4 (second year). SLCC has multiple transfer agreements allowing students who complete this degree to transfer seamlessly to a university offering advanced degrees in Health Administration, Public Health, or Community Health. This will prepare students to move into roles such as occupational health, health education, public policy, epidemiology, health care management, health administration and health promotion.

Current Articulations (where SLCC credits transfer or can be counted toward specific required credits required in the given university's advanced degree) in place include:

- University of Utah:
    - Community Health BS
    - Health Education and Promotion BS
      Discussions underway for potential articulation to proposed Public Health BS.
- Utah Tech University:
    - Health Administration BAS (Fully online option)
      Also in discussion: Community Health BS
- Weber State University:
    - Health Administration BS (Fully online option)
    - Public Health BS (Fully online option)
- Westminster University:
    - Public Health BS

EMPLOYMENT INFORMATION

The CHL Program provides a pathway for students seeking non-clinical degrees in health industry focused professions. CHL currently aligns for program transfer to the many non-clinical healthcare undergraduate and graduate degree programs in Utah and the Intermountain West (outlined above). Additional alignments and articulations are expected over the next few years.

Examples of Jobs for Community Health and Leadership graduates with salary information:

1. Community Health Workers (CHW): The Bureau of Labor Statistics (BLS) highlights a high and growing demand for Community Health Workers within the State of Utah and around the nation. The average pay for a community health worker job has increased from $42,000 in 2022, to $52,830 in 2023, and finally to $54,991 in 2024 (retrieved from https://www.bls.gov/oes/2023/may/oes_ut.htm and from https://www.bls.gov/ooh/community-and-social-service/health-educators.htm. Further, as the health care industry recognizes the importance of the social determinants of health and integrated care models for health outcomes, notes the University of Utah's Kem Gardner Policy Institute, it will go even further in leveraging workers in the broader social assistance (and community health) industry https://gardner.utah.edu/blog/blog-trends-affecting-employment-in-utahs-health-care-and-social-assistance-industry/

2. Other Non-Clinical health care sector jobs: CHW jobs are the prototypical and often entry-level kinds of jobs that the CHL Program envisions for its students. As our transfer institution targets look to further diversify their non-clinical professions, the CHW jobs can serve as a stepping stone to a number of non-clinical health care occupations. Lightcast's hybrid data on non-clinical health sector jobs and wages further underscores the need for the CHL Program:

Total Employed

Hourly Wage, Mean

Annual Wage, Mean

OCCUPATION			
Medical and Health Services Managers	4,670	58.92	122,550
Social and Community Service Managers	1,570	35.24	73,300
Health Education Specialists	570	30.79	64,040
Social and Human Service Assistants	6,140	19.06	39,640
Community Health Workers	660	25.40	52,830
Community and Social Service Specialists, All Other	450	18.02	37,480
Medical Records Specialists	1,270	27.53	57,260
Healthcare Support Workers, All Other	460	22.67	47,150[JH1] [AB2]

Source: U.S. Bureau of Labor Statistics, May 2023 Occupational Employment and Wage Estimates, Utah https://www.bls.gov/oes/2023/may/oes_ut.htm#31-0000

Digging deeper into the job trends data, we find even further rationale to grow the CHL program's emphasis on transfer to 4-year higher education institutions. EMSI data for national educational attainment expectations provided through Lightcast (Q3 2024) continue to show that only a smaller percentage of CHW and Community and Social Service Specialist jobs are attainable with an Associates level degree (8.8%, compared to 10% in 2023) A growing percentage of these jobs (62%) require bachelor-level training or higher.

Engagement Plan

- I will respond to email within 24 hours. I will offer feedback on major assignments within 1 week, if not sooner. The best way to contact me is via the Canvas Inbox, as I will prioritize this email over other modes of communication.

- Each week I will post an interactive announcement that includes a substantive transition or "glidepath" from one module to the next. **Please subscribe to all announcements.** Feel free to <reply> to any announcement with any questions or thoughts you want to share.

- Additionally, I will be participating in our discussion forums to share my perspective within the discipline and to offer nuances of interpretation or resources that may not be present in your textbook.

- Lastly, we'll be holding small group Q & A sessions, where we can learn from our peers (and faculty) on some of the more difficult units within the course.

- As a student in this course, you will be invited separately to participate in the **CHL (Community Health & Leadership) Hub**, a Sharepoint site for students in CHL courses and CHL majors (or any others with interest). The Hub is a collection point for tools and resources to enhance your learning and explore non-clinical health careers. Later in the course you will have a chance to earn exra credit in a CHL Hub "Treasure Hunt" where you will answer questions about the Hub content.

Keys for Success (how to succeed in the course)

Although this course is online and somewhat self-paced, you should expect to spend 6 hours of work per week on readings, discussions, and assignments.

Assignments are due on the date indicated. Assignments and quizzes in this course allow for multiple attempts (with the exception of the final submission of your final project items). Use these multiple attempts to your advantage. Doing so will ensure that you receive the final grade that you desire.

The major assignments in this course (e.g. final program proposal and its components) allow you to turn each component in early for feedback from the instructor. Take advantage of this to ensure that you earn the final grade that you desire.

Additional Keys to Success

- Active and respectful participation during the class contributes to your success. Don't just comment on a post and walk away. The "magic" happens when we return to the discussion and respond back-and-forth. Set aside specific days and times each week to check the course website and complete coursework.

- Since the course is 3 credits, be sure you are checking and working in Canvas at least 3 times per week.

- Meet posted deadlines. The late work policy can be found in the course syllabus. Brush up on your time management skills here: https://slcc.edu/oss/student-success/study-skills-page/time-management.aspx
- Follow course policies which can also be found in the course syllabus.

To make the most out of your online experience, we recommend that you:

- Check your email frequently

- Log on to your course every single day

- If you need help, ask questions! Don't get discouraged or give up! Asking questions is key to learning.
    - Keep in contact with your instructor and email for help if you have trouble understanding a concept or assignment
    - Allow a reasonable amount of time for instructor responses (24 - 48 hrs during the week)
- Interact with your classmates as much as possible

Required Text or Materials
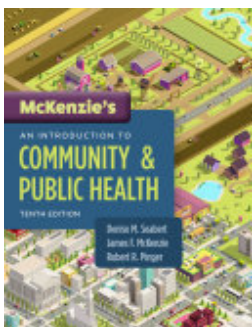
Title: McKenzie's An Introduction to Community & Public Health with Navigate Advantage Access
ISBN: 9781284234695
Authors: Denise Seabert, James F. McKenzie, Robert R. Pinger
Publisher: Jones & Bartlett Learning
Publication Date: 2021-03-23
Edition: 10th

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Additional Materials

On occasion I will recommend articles or supplementary resources. Those are open-source (free of charge), and optional unless otherwise stated.

Brief Description of Assignments/Exams

All assignments must be completed to receive a passing grade. Each assignment and discussion have an associated grading rubric. Please review and follow the rubric to ensure that you receive the grade that you desire.

Assignment Point Values

Chapter Quizzes: Based on assigned chapters from the textbook. Each quiz contains three questions that vary in difficulty from easy to difficult. Their point range accordingly from 2-5 for a total of 10 points. This does not include the Orientation Quiz (see below).	140
Module Discussions: Some modules include discussions where you will post your own prompt response and engage with your peers. Each discussion is worth 15 points. This does not include the Introduce Yourself discussion nor the Final Project Presentation Delivery (see below).	105
Module Assignments: Some modules have an assignment that is in the form of a quiz activity, written assignment, or worksheet you will annotate in the assignment itself. The points vary but can be found in the assignment details, along with the grading criteria or rubric.	458
Orientation Module Assignments: The Orientation Module includes two assignments that will help you get acquainted with the course and allow you to meet your classmates.	17
Course Feedback Surveys	17

Final Project: The final project for this course consists of 8 phases: • Phase 1: Population or Topic Focused? (discussion) • Phase 2: Population/Topic Proposal (discussion) • Phase 3: Secondary Sources (discussion) • Phase 4: Lit Review • Phase 5: Outline • Phase 6: Midterm - Final Presentation and Write-up Draft Part 1 • Phase 7: Final Presentation and Write-up Draft Part 2 • Phase 8: Final Project Draft Presentation and Write-up ◦ Presentation Delivery (discussion)	220
Total	960

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Introduce Yourself	Discussion	0
	What questions do you have so far? (optional)	Discussion	0
8/29/25	Introduce Yourself in a Short Kaltura Video, learn Kaltura if needed	Discussion	10
8/31/25	Post your intro video again, get to know your classmates	Discussion	10
9/7/25	Chapter 1 Quiz	Quiz	8
9/7/25	Definition of Health	Discussion	15

Due Date	Assignment Name	Assignment Type	Points
9/7/25	Final Project: Population or Topic Focused?	Discussion	15
9/7/25	Public Health Terminology	Quiz	13
9/14/25	Chapter 2 Quiz	Quiz	10
9/14/25	Final Project: Population/Topic Proposal	Discussion	15
9/14/25	Organizations in Public Health	Assignment	20
9/21/25	Chapter 3 Quiz	Quiz	10
9/21/25	Early Course Feedback Survey	Quiz	7
9/21/25	Epidemics	Assignment	15
9/21/25	Rates, Standardized Measurements, and Types of Studies	Quiz	10
9/28/25	Chapter 4 Quiz	Quiz	10
9/28/25	Communicable Diseases and Prevention	Assignment	25
9/28/25	Final Project: Secondary Sources	Discussion	15
10/5/25	Chapter 5 Quiz	Quiz	10
10/5/25	Community Organizing Models and Steps	Quiz	10

Due Date	Assignment Name	Assignment Type	Points
10/5/25	Identity Assessment	Assignment	40
10/5/25	Observational or "Windshield" Survey	Assignment	85
10/12/25	Chapter 6 Quiz	Quiz	10
10/12/25	Final Project Lit Review	Assignment	25
10/12/25	WSCC in Utah	Discussion	15
10/19/25	A Health Guide for New Parents	Assignment	60
10/19/25	A Survey of WIC	Assignment	35
10/19/25	Chapter 7 Quiz	Quiz	10
10/19/25	Family Planning	Assignment	35
10/26/25	Chapter 8 Quiz	Quiz	8
10/26/25	Final Project Outline	Assignment	25
10/26/25	Top Issues Impacting the 10-24 Age Group: A Snapshot.	Discussion	15
11/2/25	Caring for Your Caregiver REVISED ASSIGNMENT	Assignment	40
11/2/25	Chapter 9 Quiz	Quiz	10
11/2/25	Myth or Truth?	Quiz	10
11/9/25	Chapter 10 Quiz	Quiz	10
11/9/25	Health Disparity Findings	Discussion	15

Due Date	Assignment Name	Assignment Type	Points
11/9/25	Midterm Assignment: Final Project Presentation & Write-up Draft Part 1	Assignment	25
11/16/25	Chapter 11 Quiz	Quiz	10
11/16/25	Extra Credit: LiveOn Utah	Assignment	0
11/16/25	Mental Health and The Government	Discussion	15
11/23/25	Chapter 12 Quiz	Quiz	10
11/23/25	Final Project Presentation & Write-up Draft Part 2	Assignment	25
11/23/25	To Ban or Not to Ban? A Debate.	Discussion	15
11/30/25	Air, Water, and Food Survey	Assignment	60
11/30/25	Chapter 14 Quiz	Quiz	10
12/7/25	Chapter 16 Quiz	Quiz	10
12/7/25	Workplace Safety	Discussion	15
12/12/25	End of Course Feedback Survey	Quiz	11
12/14/25	Final Project Presentation & Write-up	Assignment	50
12/14/25	Final Project Presentation Delivery	Discussion	25

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
100-94	93-90	89-86	85-83	82-80	79-76	75-73	72-70	69-66	65-63	62-60	59-0

Academic Integrity

Salt Lake Community College and this course are committed to the highest standards of academic honesty and integrity. As a student in this course, you are expected to uphold these values in all your academic work.

Expectations

- Original Work: All assignments, exams, discussions, and projects must reflect your own understanding and effort unless group collaboration is specifically authorized.
- Proper Use of Sources: You must give full credit to any ideas, words, or media that are not your own. Use correct citation practices (APA 7th edition).
- Prohibited Behaviors include (but are not limited to):
    - Plagiarism (copying words, ideas, or media without proper citation).
    - Using AI or other digital tools to generate work without explicit instructor permission.
    - Submitting work purchased, borrowed, or copied from another student or outside source.
    - Unauthorized collaboration on individual assignments or exams.
    - Fabricating or altering data, citations, or information.
    - Using unauthorized materials, notes, or devices during exams or quizzes.

Consequences

Violations of academic integrity will be taken seriously and may result in one or more of the following:

1. A failing grade on the assignment or exam.

2. A failing grade for the course.

3. Referral to the Dean of Students for disciplinary action, which may include suspension or expulsion in accordance with SLCC policy.

Student Responsibility

- If you are ever unsure whether a behavior may violate this policy, it is your responsibility to ask before submitting work.

- Academic integrity is not only about avoiding misconduct; it is about building the skills, confidence, and voice that will serve you throughout your education and professional life.

This course policy aligns with the Salt Lake Community College Code of Student Rights and Responsibilities (SLCC Policy C2). All students are expected to be familiar with and abide by these standards: SLCC Student Code of Conduct.

How to Navigate to Canvas

Online Tutoring

Students at SLCC have access to online tutoring through Canvas. From your Canvas course click Online Tutoring in the course navigation and follow the steps to set up an appointment. If this is your first time using the Online Tutoring we recommend you click "Take a Tour" to familiarize yourself with the service.

Note that students only receive 480 minutes of tutoring time each semester. After that we encourage you to use the resources found through this link: https://www.slcc.edu/tutoring/index.aspx

If you have any additional questions reach out to elearningsupport@slcc.edu.

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

Additional Policies

ACADEMIC DISHONESTY: Plagiarism is the writing equivalent of stealing or passing off another's work as your own. Rather than properly citing and documenting a source, the student copies the source word for word or modifies what was written to make it appear as though the work is original to them. It is YOUR responsibility to understand what constitutes plagiarism. After you turn your work in, Canvas generates a "Similarity Score" showing the percentage of what could be copied material. You can click on the percentage number to see a detailed report. The lower the number, the better. I'm interested in reading YOUR comments, not what others have written. Anyone caught plagiarizing or cheating will be penalized, possibly receiving an E in the course or failing. If two students turn in the same work for an assignment that was to be completed individually, both will earn a "0" or E for that assignment.

GENERATIVE AI POLICY: Generative artificial intelligence (AI) software (e.g., ChatGPT) is a rapidly emerging tool that students may be interested in using. However, I am interested in reading YOUR comments and opinions. The use of generative artificial intelligence is not allowed in this course, unless you ask me ahead of time if a specific use of AI is allowed. SLCC students are expected to adhere to the same standards as the Code of Student Rights and Responsibilities statement on plagiarism. Presenting generative AI software content as your own violates academic integrity.

INCOMPLETES: An incomplete is a conditional grade given only in extraordinary cases where a student has completed a major portion of the class but is unable to complete course work due to circumstances beyond their control (e.g. major illness/injury, death in the family). Written documentation from your physician will be required. A student must be maintaining 70% or better before an incomplete is given.

WRITTEN COMMUNICATION STANDARD: All work is to be free from spelling, grammatical, and punctuation errors. Such errors can affect your grade.