W2 Course Review Form

To apply for a W2-attribute for your course, please fill out the form below and include the following materials:

1. The W2 Course Review Form. Respond to the questions in the form below. The form covers three areas of focus:
    a. **Writing Assignments**
    b. **Writing Instruction**
    c. **Writing Assessment**
2. A draft of the **course syllabus and schedule**. The syllabus should explain to students why writing is important in this class and what they will learn.
3. Any supporting documents that demonstrate the course's **writing assignments writing instruction, and writing assessment.**

Please submit all application materials in a single PDF to the W2 convenor##

1. Instructor name: Stephanie Griffin

   Instructor program/school: MPH / Health Sciences

   Course acronym, number, & title: GNM 2176, Public Health Crisis

2. **Writing Assignments:** What will students write in the course? What will students learn about writing through those assignments? In the table below, describe at least THREE (3) separate writing assignments. Describe whether it's a major or minor assignment, and list the writing-related learning objectives for each assignment.

Writing Assignment & Brief Description	Major or minor assignment?	Writing-related Learning Objects for the assignment
Health Communication 1 – Fact Sheet on the Public Health Crisis of Violence Many of the assigned readings and lectures related to Violence as a Public Health Crisis focused on firearms in the U.S. but there are many other examples of violence that effect communities around the world, through every stage of life. For this first health communication, **students will assume the role of a concerned community member** and **inform the community of their choice** about a prevention strategy for one type of violence/victimization, utilizing the Public Health Approach to prevention. Students will **create a Fact Sheet** for a community-level audience of their choice (healthcare organization, teachers and school	Minor	• Students will, through extensive writing assignments, study, describe, reflect upon, and apply the Public Health Approach to Prevention. • Students will closely analyze written texts, develop their health communications products suitable for their intended audience, and evaluate and synthesize their thinking and understanding through writing.

administrators, political leaders, social and religious leaders, etc.) as described beginning on page 32 of the Health Communication Playbook. The **purpose of this Fact Sheet is to educate your audience** on the problem and potential solutions to this type of violence in the chosen population.		
Health Communication 2 – Racism and Discrimination as a Public Health Crisis The textbook described specific examples of how racism and inequality negatively impact the health of individuals and communities. In recent years, private and governmental health organizations have publicly declared racism a threat to public health, and many have described themselves as proponents of "anti-racism" in this context. In the U.S. and around the world, health disparities are linked to discrimination and inequality based on a number of factors, including race. The CDC's Healthy People 2020 defines a health disparity as "a particular type of health difference that is closely linked with social, economic, and/or environmental disadvantage. Health disparities adversely affect groups of people who have systematically experienced greater obstacles to health based on their racial or ethnic group; religion; socioeconomic status; gender; age; mental health; cognitive, sensory, or physical disability; sexual orientation or gender identity; geographic location; or other characteristics historically linked to discrimination or exclusion." In other words, as described by the CDC, "Many health disparities are related to social determinants of health, the conditions in which people are born, grow, live, work and age." For this second health communication, students will address a health disparity of their choice by **assuming the role of a "Lay Health Advocate"** to promote screening and other public health prevention activities and help promote access to public health and medical	Minor	• Students will, through extensive writing assignments, study, describe, reflect upon, and apply the Public Health Approach to Prevention. • Students will closely analyze written texts, develop their health communications products suitable for their intended audience, and evaluate and synthesize their thinking and understanding through writing.

interventions in underserved communities. Inspired by the Barbershops, promotores, and Dr. Lisa on the Street that we discussed in class (week 8), **students will create a brochure about a specific public health intervention of their choice** (cancer screening, blood pressure measurement, sex education, etc.). The brochure is intended to be delivered/distributed to members of the community, aimed at the reduction of a health disparity(ies) in this population(s). This will require students to identify and describe a group who suffers from racism, discrimination and/or health disparities following the Public Health Approach to Prevention. They need to understand the problem, the risk and protective factors, and the effective interventions to effectively communicate to their audience the who-what-where-when-why and how of the proposed intervention, using clear, plain language.		
Health Communication 3 – Climate Change as a Public Health Crisis The textbook and supplementary materials describe eight categories of impacts of climate change on human health including heat-related illness, human migration, infectious and vector-borne diseases, etc. For this third and final health communication, students will identify and describe a group/community who is currently or may soon suffer from one of these consequences of our changing climate. Students will need to think small and specifically by identifying a group of people (a community, people from a shared geographic location or a shared occupation, etc.) and focusing on how the lives of the people in that community are changing along with the climate. In the spirit of the stories of climate change impacts and action we covered in class (weeks 10 & 11), students will	Minor	• Students will, through extensive writing assignments, study, describe, reflect upon, and apply the Public Health Approach to Prevention. • Students will closely analyze written texts, develop their health communications products suitable for their intended audience, and evaluate and synthesize their thinking and understanding through writing.

communicate the story of the threat to public health these communities face due to climate change by producing either a brief (approximately one-page) **webpage or a brief social media campaign.** The **purpose** of this digital communication is to make the threats to public health from climate change "relatable, local, and personal" by forging "an emotive connection, get[ing] the audience to care, and mak[ing] shared global challenges seem less daunting." (United Nations). The audience for this assignment is a member of the American public. Narratives, or stories, have been found to be powerful tools in health communication, and may help change attitudes and behaviors in a positive way.		
First-person account of history – The Interview This assignment is the student's opportunity to explore a public health crisis of their choice in depth, using *a first-person account of history*. The **purpose** of this assignment is to gather primary information from an individual, then synthesize those findings with prior research and readings to support the overall understanding of a public health crisis. For this assignment students will identify an event or issue that could be described as a public health crisis (ask the instructor if the idea meets this definition). Ideally, this event/issue will have occurred within the past 20-30 years, when people the students would know have been alive to experience it.	Major	• Students will identify, describe, and analyze in writing, events of historical and contemporary significance in the practice of public health. • Students will study, infer and predict potential lessons learned from various public health crises to understand not only what happened as a result of specific crises, but also how opportunities to learn from public health crises and affect change may be missed. • Students will write and present their unique description of a public health crisis, including the potential lessons learned and how we might prevent similar events in the future, following the Public Health Approach to Prevention and first-person account of history.
First person account of history – Poster Finally, students will **present the findings of their research and interview from the previous assignment using a poster** (developed in PowerPoint, Google sides, etc.). The **purpose** of this assignment is to **inform a "health fair" audience in class** (week 15). The poster will be used to **connect your audience to historical events**	Major	• Students will identify, describe, and analyze in writing, events of historical and contemporary significance in the practice of public health. • Students will study, infer and predict potential lessons learned from various public health crises to understand not only what happened as a result of specific crises, but also how opportunities to learn

that may have occurred before they were alive or aware of the significance of those events in shaping our world today. The goals for this assignment are to synthesize facts students derive from research of secondary sources with the experiences and stories learned in the interview, the primary source, to deepen the student's and their audience's understanding of your chosen topic.		from public health crises and affect change may be missed. • Students will write and present their unique description of a public health crisis, including the potential lessons learned and how we might prevent similar events in the future, following the Public Health Approach to Prevention and first-person account of history.

3. **Writing Instruction:** What will you teach students about writing? And how will you teach writing in this course? Please describe at least TWO (2) lesson plans that will help students learn something about writing. Lesson plans should describe (a) the goal or purpose of the lesson; (b) what assignment or objective the lesson specifically supports; and (c) how you will facilitate the lesson. Please make sure to attach any teaching materials and/or documents that help facilitate the lesson.

Note: The WAC Committee is particularly interested in how the lesson plans align with your learning objectives, the writing assignments, and/or how you will assess student writing.

My goals are the teach students effective public health communication strategies that help inspire individuals to take the actions necessary to improve their own health or the health of their communities. I am hoping these writing assignments offer the opportunity for students to connect, synthesize, and evaluate facts about the public health approach to prevention.

Example Lesson Plan 1. The Public Health Crisis of Violence

G*oals*: The goals for this lesson are to:

1. Introduce the public health approach to prevention, specifically violence prevention;
2. Review and evaluate Fact Sheets on the topic of violence prevention;
3. Draft a fact sheet for firearm violence prevention for young adults in New Jersey as an in-class activity.

Supports Assignment: This lesson plan takes place in the weeks 5-6 class meetings and will support the first Health Communication assignment, the Fact Sheet (due end of week 7).

Supports Student Learning Outcomes (from the course syllabus):

- Students will, through extensive writing assignments, study, describe, reflect upon, and apply the Public Health Approach to Prevention.
- Students will closely analyze written texts, develop their health communications products suitable for their intended audience, and evaluate and synthesize their thinking and understanding through writing.

Part 1. Introduce the public health approach to prevention, specifically violence prevention (week 5)

Beginning in week 5, as outlined in the attached syllabus, we will cover the Public Health Approach to Violence Prevention. Students will work independently before class to complete a brief training on this topic, available through the CDC, and will be assigned several supportive readings to help introduce the topic. In class I will lecture and facilitate class discussions to reinforce how the PH Approach is used to define the problem (the who-what-where-when-how), identify risk and protective factors (the why), and identify and promote widespread adoption of interventions to address the problem of firearm violence. Reviewers are welcome to review my Spring 2023 lecture/class discussion on this topic here. By the end of week 5, students will know how to apply the PH Approach to Prevention, using the example of firearm violence in the state of NJ. Together we will complete a "worksheet" to break down each step of the analysis using PH Approach to Prevention; this will serve as a template/starting point for all three health communication assignments, including the fact sheet assignment described in detail here, as all of the health communication assignments are grounded in an understanding and application of the PH Approach to Prevention.

Part 2. Review and evaluate Fact Sheets on the topic of violence prevention (begin in week 5, into week 6).

I will begin by sharing "fact sheet design essentials," which are derived from three health communications resources (CDC Clear Communication Index, the CDC Health Communication Playbook, and the Public Health Communications Collaborative Plain Language for Public Health). I will share the original health communication guideline documents with the students, and we will go through the "design essentials" to make sure they are familiar with the guidelines and recommendations for effective public health fact sheets.

Next, I will lead the review and evaluation of a fact sheet following the "fact sheet design essentials," in an "I do, we do, you do" style lesson. I will start with a fact sheet on youth firearm violence prevention from the Children's Safety Network, which aligns with my week 5 lecture on the same topic.

In the evaluation, I will use three checklists ("PH Communications Review Form and Checklist") I derived from the aforementioned health communications resources and the "design essentials." To begin, I will do a "paraphrase test" where I will read a section of the sample fact sheet out loud, then I will describe what the fact sheet says in my own words. I will be open to student input and feedback, but the purpose of this first evaluation is for me to demonstrate. I will take notes for the class and display on the overhead projector.

Next, I will review a series of questions about perceptions and feedback on the document, like "what do you think the goal of this content is?" and "what would you do if you read this document" (see page 2 of our PH Communications Review Form and Checklist). Finally, using the checklist on page 3, we will complete a quick checklist and evaluate specific elements of the sample checklist on a 1-5 scale. [Note: the checklist on page 3 is the basis for the grading rubric for the fact sheet assignment.]

Next, in the "we do" portion of the class, I will share examples of fact sheets related to public health and violence prevention, including firearm violence. Students will work in pairs/small groups to evaluate these sample fact sheets. Examples include the APHA fact sheet, CDC youth violence prevention fact sheet, CDC understanding youth violence fact sheet, ACYF family violence prevention fact sheet, CPSTF what works fact sheet, CDC health equity fact sheet, the Community Guide in Action fact sheet, the Everytown fact sheets, the Brady United fact sheets, the CHOP gun violence fact sheet, the AAP fact sheet, the CSN teen dating violence prevention fact sheet, and others. They will complete the same review process using the PH Communications Review Form and Checklist. We will share the results of our reviews in an in-class discussion.

Part 3. Draft a fact sheet for firearm violence prevention for young adults in New Jersey as an in-class activity.

Finally, by the end of week 6 students will complete the "you do" portion of the lesson, in a think-pair-share activity and draft a brief fact sheet on youth violence prevention activities in New Jersey, following the same elements we used to evaluate the samples in class. The information for the fact sheet can come from my week 5 lecture (and the sources therein) and I will help guide students through the process, using resources like our "design essentials" as well as the simple fact sheet checklist on pages 32-36 of the Health Communications Playbook. We will go step by step and students will work independently to identify the audience and their needs, the goal of the fact sheet, the main message and behavioral objective, any other content needs, then titles and headers. At this point the students can pair up and share their results to talk about layout and design and share feedback about language choices, etc. Time restrictions may prevent us from drafting a complete fact sheet with visuals, bullets, etc. but by this point the students will have seen several examples and will have used the review form and checklist several times. The students will be ready to take on the fact sheet assignment on their own.

Part 4. Peer review and final submission

During our week 7 class session, students will conduct a peer review of the fact sheet assignment using the review form and checklist. Students will use the peer feedback they receive to edit and revise their fact sheet for submission by the end of week 7.

Assessment and instructor feedback

I will use the checklist on page three of the review form and checklist for grading. The weight of various sections is described on the table, but the most important section is identification and meeting the needs of the audience.

Example Lesson Plan 2. Introducing the First-Person Account of History (Interview and Presentation) assignments

Goals: The goals for this lesson are to introduce how to write an empirically grounded interview protocol, conduct an effective interview, and then present the findings effectively in a poster.

Supports Assignment: This lesson plan, which will be broken down over three class meetings, supports the two assignments that comprise our first-person account of history, the Interview and Presentation. The purpose of these assignments is to gather information for a first-person account of history via an effective interview and synthesize that information with research on the facts surrounding the public health crisis of their choice and present their findings in a poster.

Supports Student Learning Outcomes (from the course syllabus):

- Students will identify, describe, and analyze in writing, events of historical and contemporary significance in the practice of public health.
- Students will study, infer and predict potential lessons learned from various public health crises to understand not only what happened as a result of specific crises, but also how opportunities to learn from public health crises and affect change may be missed.
- Students will write and present their unique description of a public health crisis, including the potential lessons learned and how we might prevent similar events in the future, following the Public Health Approach to Prevention and first-person account of history.

Facilitation:

By this point in the semester, the students will have completed three graded health communication assignments, in addition to their "journal" entries on Blackboard, so they will be well-practiced. We will all know each other better, and greater trust will have developed between classmates and with me. All of this should help me lay a solid foundation as we pivot to these final two major assignments.

In week 12, we will review the Interview assignment (included in this application) and talk about effective interview questions and strategies. I will begin by sharing an example of interviews used to gather first-person accounts of public health history (e.g., https://www.hearmenowstories.org/hear-me-now-stories/caretaker-at-heart/).

Next, in week 12, students will work in small groups considering, writing, and revising interview questions. We may refer to the examples above and reflect on both the questions and the

answers used in those interviews. Students will begin to draft sample questions, based on the topic/population they have selected for these two assignments. For example, if students want to write about the early days of the HIV epidemic, they can write a sample question they might use to interview a relative or older friend about their memories or experiences at that time.

Students will work together (think/pair/share) and then I will lead a larger class discussion. We will provide suggestions or feedback to our classmates about how to write restricted (vs. vague), open-ended, objectively worded interview questions. While students will be encouraged to ask "follow-up questions" in the moment, I want to help them create a thoughtful protocol in preparation for the interview.

After their think/pair/share time, in order not to "contaminate" their creativity in question writing, I will share with them some resources on first-person accounts of history and how to write effective interview questions, including:

Examples of first-person accounts of history can be found here:

- http://www.eyewitnesstohistory.com/
- https://storycorps.org/
- https://guides.loc.gov/american-women-general-collections/first-person-accounts#s-lib-ctab-19877955-1

Tips for writing interview protocol questions can be found here:

- https://www.nonprofitcopywriter.com/interview-questions.html
- https://evalogue.life/tools-and-resources/oral-history-interview-questions-and-resources/great-interview-questions/

The students will work on their interview questions on their own for the next week and will be prepared to share them with their partners/groups in class in week 13, after which the students will be ready to conduct the interview. This process is meant to help develop students' competence in asking relevant questions that bring important primary source data to their understandings of research and issues in the field of public health. In synthesizing, evaluating, and analyzing both primary and secondary sources as well as their understanding of the public health topics we explore in the classroom and in our readings, students are developing their own theories as public health practitioners and engaged community members.

Once the interview is complete the students will take the information they gathered from their research and evaluate, synthesize, and analyze these materials along with the personal account they garnered during the interview, and present their findings in a poster. Instruction on the poster presentation will begin in week 12 and continue through week 13, as needed.

We will begin with a compare and contrast of assignments. We will talk about how presenting the first-person account is similar to the health communications they have already written, in that all the health communications conveyed factual information about a public health topic.

However, the first person account of history is different from the other health communications because students will rely on the interview results to tell a story relevant to the public health crisis of their choice, as described on pages 16-20 of the Health Communications Playbook. The presentation of the first-person account of public health history is not just about conveying information; rather it is about creating a personal and inspirational emotional experience for the reader.

I will lead an in-class discussion in week 13 about how we might best present our first-person account results via a poster. I will ask questions like, *who is your audience at the health fair, and what might they want to know? What might help our audience connect to the personal story we gathered in our interviews? What information might we most want to share with them? How do we select effective titles, headings and layout to compliment the information we choose to convey?* After a healthy hypothetical conversation, I will share with the students a sample poster presentation of a first person account of history in class, based on the story of Mary Mallone (also known as Typhoid Mary).

The students will also receive and review the grading rubric in class no later than week 13. At this point they will be ready to tackle the assignment and will have a clear understanding of the expectations.

Relevant teaching materials:

In addition to the numerous links throughout, please see the rubric for the first-person account of public health history included in this submission.

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7. **Assessment:** What is your method of responding to student writing? What kinds of feedback do you give on drafts and final papers or projects? What areas do you focus on as you comment on student writing? What tools do you use to support your responses to student writing such as rubrics, grading contracts, Google comments, etc? Please make sure to attach any materials or documents you use to support your responses to student writing.

   Note: The committee is interested in how your method of assessment contributes to the teaching and learning of writing in the class, not simply as a means of assigning grades.

What is your method of responding to student writing?

- I respond in a timely manner, and offer specific, actionable feedback on aspects of the grading rubric. I provide positive feedback about at least one aspect of the written product. Rather than focusing on the grade, I try to encourage students to think about strategies they might use to improve their written product to match the expectations of the given health communication and the intended audience, and those strategies are of course connected to the class rubric. For example, if a student's writing on the fact sheet wanders off topic, I might suggest in my comments that they go back and consider the needs of the audience (*What specific questions might my target audience have about this topic?)* and remind them to stay focused on these specific needs and the key message

(What is the 1 thing you want the reader to remember)? The feedback I provide is about teaching health communications, not just assigning a grade.

What kinds of feedback do you give on drafts and final papers or projects?

- I typically ask my students to me a link to a Google doc as early as possible, but at least by the draft deadline, and on that draft, I provide general feedback with at least one specific example to help guide students to areas of improvement. For example, if there are grammatical or other issues with writing mechanics, I might circle/highlight some, then offer a general statement that they would benefit from re-reading their piece (preferably, out loud) and looking for these issues throughout the paper. I consistently use the rubric to guide my feedback, whether on drafts or final products. For the health communications assignments, I also have amassed a number of examples of products that meet the expectations outlined in our rubric, so I can guide students to consider those examples again if they are stuck or confused about how best to improve their draft.

What areas do you focus on as you comment on student writing?

- I use my comments to encourage what works; if students use skills or techniques that we identify as key to "effective" health communications writing (e.g., a clear main message and behavioral objective, effective use of "talking points", plain language, effective visuals that support the text, etc.), I would highlight that and reward that with positive feedback. I also remind students to use their peer feedback and to use techniques like reading your drafts out loud to identify writing that lacks clarity, readability or other criteria outlined in the rubric.

What tools do you use to support your responses to student writing such as rubrics, grading contracts, Google comments, etc?

- I use rubrics, a grading contract, comments from myself and peers, and feedback given in person, in class or during office hours. I prefer to use Google comments, at least for the draft assignment, as students have access to this feedback immediately. I also use comments in Blackboard to summarize my evaluation and I always try to compliment something positive about their work and/or their efforts when I assign the final grade. I also work to provide lots of examples of successful health communications, like the ones included in this submission, so they know what goal they are working toward.

Please make sure to attach any materials or documents you use to support your responses to student writing.

- I have attached a rubric for the First-Person Account of Public Health History assignment, and links to google docs we will use to evaluate the first three health communications, both in peer feedback and for my grading.

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8. **Optional.** Please note any other information the Writing Advisory Committee might find useful.

A note re: "journal" entries: Throughout the semester, students will be invited to create Journal entries, via a Blackboard discussion board only visible to me. I do not plan to "grade" these, per se. The goal is to encourage students to write often. If they meet the minimum requirements, they will earn the one point per entry. The requirements will include a minimum word count (250 words), the journal entry must follow a sentence/paragraph structure, and the entry is responsive to the provided prompts, which relate to our readings. Potential prompts will all be focused on public health crises, and may include quotes for reflection, picture prompts, hypothetical questions, using key public health terminology in a paragraph, and other "quick write" ideas.

Improvement Plan: I am offering this course for the first time in Spring 2023. I will offer it again in Fall 2023 in Atlantic City, and will have the opportunity to improve the syllabus, assignments, etc. in the

summer, based on student feedback, and my own. I am hopeful this improvement process makes the class more rewarding for me and for the students for future offerings.

Public Health Crisis GNM 2176
Fall 2023 Course Syllabus
Wednesdays, 11:20am-12:35pm, Room XXXX

Faculty Name: Stephanie Griffin, PhD CIH

Office #: F214 or via Zoom

Phone: (609) 626-3137

E-mail: stephanie.griffin@stockton.edu

Office Hours: Tuesdays, 930am-11am or by appointment via email

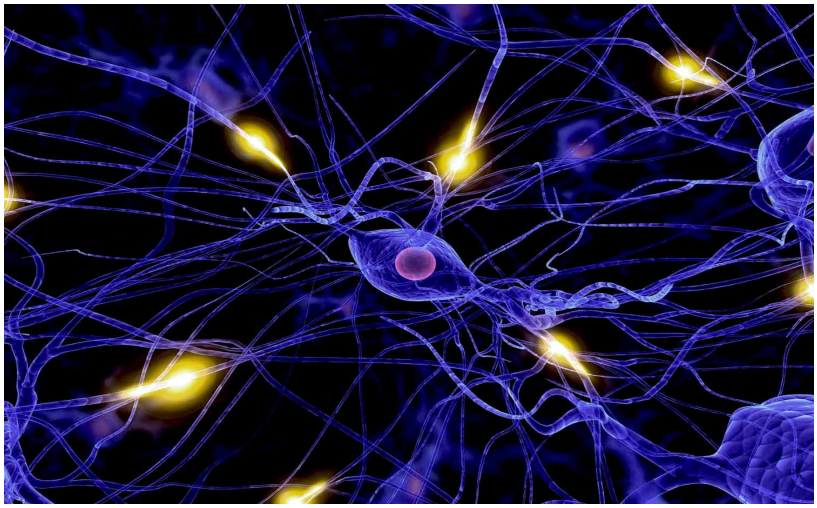
HEALTH SCIENCES

Program: Public Health

Contact Name: Tara Crowell

Phone: (609) 626-6835

E-mail: tara.crowell@stockton.edu



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Health Safety

Safety: As indicated by the Campus Operations FAQ site, there are extensive safety protocols in place including enhanced cleaning procedures.

Mask Requirement: As indicated by the Campus Operations FAQ site, masks are optional but recommended for all students who are up to date on their Covid-19 vaccines. Students who are not up to date with their Covid-19 vaccine are required to wear masks in indoor public and common areas. Faculty may still require students to wear masks for course activities. Students may obtain masks at designated locations. Faculty may instruct students not complying with mask wearing to leave the classroom. Accommodation requests are handled by the University's Learning Access Program.

COVID Illness: Residential students experiencing COVID-related symptoms, will remain in the residence hall and non-residential students will not come to campus. Students should log onto the Stockton *GoPortal*, choose the "Student Life" tab, click the red "Stockton COVID-19 Reporting" button, and complete the form. After completing the form, students will be contacted by Student Health Services. The Dean of Students Office will assist with contacting faculty to make any necessary arrangements if you need to miss classes. If you are diagnosed with COVID, please follow the instructions on the Student Assistance Resources page. If COVID impacts your educational experience, it may be useful to be familiar with the following policies:

- Procedure #2018: Drop/Add and Withdrawal from a Course
- Procedure #2020: Leave of Absence/Withdrawal from University
- Procedure #2030: Course Attendance

View the Academic Calendar for Fall 2022 including course drop and withdrawal dates.

Contingency Plans: The University monitors campus-wide health and safety conditions, including possible or confirmed COVID-19 cases. Decisions regarding potential contingency plans are made by appropriate administrative executives in accordance with public health guidelines. Monitor current updates by checking the Campus Operations During COVID website. Based on decisions made, faculty will communicate specific plans for this course. Should the plan involve use of computers and you do not own a computer, Stockton has a temporary device lending program for students who do not otherwise have access to a computer off campus. Students should contact the ITS Help Desk for more information (609-652-4309).

Course Description

This course explores public health crises, historical and modern, from a variety of perspectives, including Violence, Racism & Inequality, Climate Change, and related crises and catastrophes. Students will be introduced to the Public Health approach to prevention, that is rooted in the scientific method, but the content and assignments are open to students from all academic backgrounds.

Class Format

This course encourages the use of educational activities, digital resources, and self-directed learning to master course content. Participation in a hybrid class involves completing all assigned work, ongoing monitoring of communication, actively engaging in discussions and contributing to group activities. It is important to check email and online course resources on a regular basis. Active learning occurs with class activities, self-study assignments and use of special

technology equipment and digital resources. Students may use email, the general course discussion board and virtual office hours to speak with course faculty.

This class involves interactive lecture with experiential learning including multimedia and computer-based materials and activities. Experiential learning includes large and small group activities, partner activities, simulations, presentations, role playing, educational games, discussion and other adult learning activities. Active learning occurs with class activities, self-study assignments and use of special technology equipment and digital resources.

The class emphasizes writing skill development. Writing is not only key to one's professional development but also to one's ability to connect with others and create community remotely, often online. Writing also helps us define and refine what matters to us (our values) and what kind of world we want to live in (our purpose). While we observe and think critically about the public health crises presented in this course, we will commit words to the page, share with our classmates, then read and refine our drafts until we are comfortable owning them as our own. Through this process we will work on structural aspects of writing, but we will focus primarily on being authentic and accessible to our intended audience.

Class Structure

This hybrid class will be conducted using technology such as Zoom, Blackboard. Specifically, we will use Blackboard to host course documents including the syllabus and conduct class activities such as discussions, assignment submission and taking tests. Zoom or Blackboard Collaborate Ultra will serve as our virtual classroom.

Course Attribute (*currently applying for these attributes*)

A **W2** attribute indicates the primary focus of this course is the subject matter with writing as an additional focus of study.

> **A note about the W2 Attribute**:
>
> *Courses with a W2 designation are linked together as Writing Across the Curriculum (WAC) courses. The focus of a WAC course is on disciplinary or interdisciplinary content (such as history, algebra, or marketing), and students learn and practice writing through their engagement with that content area. Students are offered opportunities and support to improve their writing within particular academic contexts. In other words, a student in a WAC course will receive instruction both in a particular content area as well as in writing.*

A **R2** attribute indicates the focus of this course is on race and racism education applied to disciplinary or interdisciplinary content.

> **A note about the R2 Attribute:**
>
> *Beginning in fall 2021, all matriculated students must complete two courses in Race and Racism Education (RARE), at least one of which must be an R1. Students are required to earn a C or better for courses designated as R1: Race and Racism Intensive courses, and a D or better in courses designated as R2: Race and Racism Education-Across-the-Curriculum.*
>
> *The designation R1 or R2 indicates the role and function of the study of race and racism education in the course, not the degree of course difficulty.*

R2 – Race and/or Racism Education-Across-the-Curriculum courses focus on disciplinary or interdisciplinary content. They use the study of race and racism education as a way of learning about another subject (i.e., history, chemistry, social work, or marketing).

In this course (GNM 2176) explicit connections will be made between ideas about race and racism education and the history, practice, access to care and health outcomes. At least 25% of course time will be devoted to the study of race and/or racism education and engage students in activities that support learning of these complex fields. This includes assigned reading about the intersection between race/racism and public health, instruction and in class discussions on these topics, the written health communication assignments, and the feedback on student drafts for assignments.

General Studies Course Designation

This **GNM** course shares the nature and processes of science.

Course Objectives

The following course objectives guide the learning in this course.

1. Identify and describe events of historical and contemporary significance in the practice of public health.
2. Identify, describe and analyze the effects of prejudice and discrimination on public health access and outcomes.
3. Identify, describe and analyze the social, economic and political factors related to public health access and outcomes, and their connections to race, racism and racialization.
4. Discuss public health crises and their relevance to contemporary events, including Violence, Racism & Inequality, Climate Change.
5. Apply the Public Health Approach to Prevention in the study of public health crises.
6. Predict and Present the potential lessons learned from various public health crises, and how we might prevent similar events in the future.
7. Create clear and compelling health communications, integrating and providing peer feedback into the learning and writing process.

Student Learning Outcomes

As a result of active participation in this course, students will:

1. Students will identify, describe, and analyze in writing, events of historical and contemporary significance in the practice of public health.
2. Students will identify, describe and analyze in writing, the Social Determinants of Health, Health Equity, and their connections to race, racism and racialization.
3. Students will discuss public health crises and explain how these crises are relevant to their own lives, their own communities, and contemporary events.
4. Students will study, infer and predict potential lessons learned from various public health crises to understand not only what happened as a result of specific crises, but also how opportunities to learn from public health crises and affect change may be missed.
5. Students will, through extensive writing assignments, study, describe, reflect upon, and apply the Public Health Approach to Prevention.

6. Students will closely analyze written texts, develop their health communications products suitable for their intended audience, and evaluate and synthesize their thinking and understanding through writing.
7. Students will write and present their unique description of a public health crisis, including the potential lessons learned and how we might prevent similar events in the future, following the Public Health Approach to Prevention and first-person account of history.

Accreditation Standards

Not applicable.

Essential Learning Outcomes

Stockton University's Essential Learning Outcomes (ELOs) are ten competencies that students are expected to develop as a result of a Stockton education. The following ELOs are addressed in this course:

- **Adapting to Change**. The ability to successfully engage and navigate new or unfamiliar circumstances or create opportunities.
- **Communication Skills**. The ability to create and share ideas and knowledge effectively with diverse audiences and in various formats.
- **Critical Thinking**. The ability to formulate an effective, balanced perspective on an issue or topic.
- **Ethical Reasoning**. The ability to consider alternative viewpoints and potential consequences.
- **Global Awareness**. The ability to appreciate diversity and cultural interconnectedness.
- **Information Literacy and Research Skills**. The ability to locate, evaluate, analyze, and use information to solve problems or produce an argument.

IDEA Objectives

The Individual Development and Educational Assessment (IDEA) or Small Class Surveys (SCI) is used to assess student perceptions of their learning experience at the end of each course. This course addresses the following IDEA objectives:

- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- Learning to analyze and critically evaluate ideas, arguments, and points of view

Prerequisites

It is strongly recommended that students have skills using Microsoft Office and are comfortable using technology including Blackboard.

Course Resources

Required Course Material

The following materials are required for this course:

Burke, L.D. and Weill B. (2024). *Public Health and Society: Current Issues*. Jones & Bartlett Learning. [ISBN 9781284211306]

Additional materials will be provided by the instructor and posted to Blackboard at least one week in advance.

Recommended Course Material

Carney, J. K. (2023). *A history of public health: From past to present*. Jones & Bartlett Learning. [ISBN 9781284111774]

Richard E. Bjork Library

Stockton's Richard E. Bjork Library is important for student success in this course. In addition to books, reference materials, periodicals, newspapers, microfilms, media, computer software, archival materials, and government documents, the library provides a Learning Commons, group study spaces, computers, printers, and scanners, and research support. Access to many library resources is available at the library website.
https://library.stockton.edu/welcome
(609) 652-4346
Main Campus: E-Wing

Course Technology

We will use Blackboard and Zoom in this course. It is important to follow all instructions related to the use of course technology.

We may use mobile devices (phones, tablets, netbooks) or laptop computers for class activities. Use of these devices will typically occur in partner or small group activities. If you do not own or cannot bring a device to use in class, it will not impede your learning. Please do not specifically purchase a device for this purpose.

Expectations for Technology Use

Technology is an essential delivery method of course instruction and part of our learning environment. However, when used inappropriately, technology may hinder learning. If sharing your computer screen during a scheduled videoconference session, only display information pertaining to the course content. Students may not share videoconference session information with anyone who is not a member of the course. Inappropriate use of technology can be distracting to your peers, causing negative effects on the learning environment. Respect for your peers and faculty is expected. For information about online netiquette, review https://coursedesign.colostate.edu/obj/corerulesnet.html.

Technology may not be used to record class material without prior approval of the faculty and/or your peers. Recorded video or audio may be permitted for personal use of a specific student with appropriate accommodations and may not be shared in any public manner. Materials recorded for personal use are to be deleted at the end of the semester unless written permission is provided by the faculty.

Course Schedule

Week	Day	Complete Before Class	Class Topics	Activities and Assignments
1 **Sept 6** SLO #6	Wednesday	• Review course syllabus and Blackboard site • Purchase textbook	Course introduction Introductory Lecture & Activities: • *What is a Public Health Crisis?* • *The Social Determinants of Health (SDH) and Health Equity* • *Intro to Health Communications*	• Class meeting
	Tuesday			• Syllabus quiz due by 11:59pm
2 **Sept 13** SLO # 1,4	Wednesday	• Read Chapter 1, Social Determinants of Health • Read The False, Racist History of Eugenics • Watch video, The Tuskegee Experiment • Read Anarcha Betsy And Lucy and Watch Video	Introductory Lecture & Activities – Part 2 • *The state of the Public Health in the US and locally* • *Race/ethnicity, SDH & Equity considerations* • *Knowing our history: Racism and Consent - Eugenics, Tuskegee, Mothers of Obstetrics & Gynecology* • *Health Communications, cont.*	• Class meeting
	Tuesday			• Reading quiz due by 11:59pm • Draft Journal Entry 1, the self-reflection/description of your own PH crisis experience (due 11:59pm)
3 **Sept 20** SLO # 1,2,6	Wednesday	• Read Chapter 10, COVID-19 as a PH Issue • Read PBS News Hour Summary of Decline in Life Expectancy in Native Americans • Read Lee et al. SDH racial ethnic differences in COVID-19	Lecture & Activities - Introduction to COVID-19, the PH Crisis of our time • *COVID-19 & SDH, racial and ethnic disparities* Peer review / class discussion on self-reflections	• Class meeting
	Tuesday			• Reading quiz due by 11:59pm • Edit/Revise Journal Entry 1, including peer feedback
4 **Sept 27** SLO # 1,2,3,6	Wednesday	• Read Chapter 4, The Emergence and Re-emergence of Disease • Review CDC's COVID-19 Response Health Equity Strategy, Vaccine Equity and Health equity communication strategies	Lecture & Activities – COVID-19 Health Communications • *CDC's COVID-19 Response Health Equity Strategy, Vaccine Equity and Health equity communication strategies*	• Class meeting
	Tuesday			• Reading quiz due by 11:59pm • Revise and submit final Journal Entry 1, the self-reflection/description of your own PH Crisis experience, due by 11:59pm

Week	Day	Complete Before Class	Class Topics	Activities and Assignments
5 **Oct 4** SLO # 4,7	Wednesday	• Read Chapter 7, Gun Violence and Suicide • Review CDC Public Health Approach to Prevention, • Review Brady United Resources, Gun Violence is a Racial Justice Issue • Review the APHA's *Strategy to Address Systemic Racism and Violence as PH Priorities: Training and Supporting Community Health Workers to Advance Equity and Violence Prevention*	Lecture and Activities – The PH Approach to Violence Prevention, Violence as a PH Crisis, and the Racial and Ethnic Aspects Violence • *Introduction to the Public Health Approach to Violence Prevention* • *Introduction to health communications addressing firearm violence* • *Gun Violence as a Racial Justice Issue* • *Systemic Racism and Violence*	• Class meeting
	Tuesday			• Reading quiz due by 11:59pm • Journal Entry 2 due by 11:59pm
6 **Oct 11** SLO # 4,7	Wednesday	• Wintemute GJ. The epidemiology of firearm violence in the twenty-first century United States. Annu Rev Publ Health. 2015;36(1):5–19.60. • Wintemute GJ. Responding to the crisis of firearm violence in the United States: Comment on "Firearm legislation and firearm-related fatalities in the United States." JAMA Internal Medicine. 2013;173(9):740.61. • Hemenway D, Miller M. Public health approach to the prevention of gun violence. N Engl J Med. 2013;368(21):2033–2035.62. • Butkus R, Doherty R, Downey H, for the ACPH, Public Policy C. Reducing firearm-related injuries and deaths in the United States: Executive summary of a policy position paper from the American College of Physicians. Ann Intern Med. 2014.63. • Weinberger SE, Hoyt DB, Lawrence HC, III, et al. Firearm-related injury and death in the United States: A call to action from 8 health professional organizations and the American Bar Association.	Lecture & Activities – Violence Part 2 • *The Public Health Approach to Violence Prevention* • *Exploration of Anti-Violence Public Health interventions and Communications*	• Class meeting

Week	Day	Complete Before Class	Class Topics	Activities and Assignments
		Annals of Internal Medicine.2015;162(7):513–516.		
	Tuesday			• Reading quiz due by 11:59pm • Journal Entry 3 due by 11:59pm • Draft Health Comm 1 (Violence)
7 **Oct 18** SLO # 1-7	Wednesday	• Watch Documentary, The Interrupters • Read Chapter 8, Mental Health	Lecture & Activities – Violence Part 3 • *Public Health Interventions and Communications to address Racial/Ethnic and other Health Inequities – Chicago and Philadelphia* Peer review – Health Communication 1	• Class meeting
	Tuesday			• Reading quiz due by 11:59pm • Final Health Comm. 1 (Violence) due by 11:59pm
8 **Oct 25** SLO # 1-7	Wednesday	• Review CDC Racism and Public Health materials • Review Conversations that Matter Guide	Lecture & Activities – The Public Health Crisis of Racism and Discrimination • *Define the problem – who is at risk for what health outcomes, when (key points across the lifespan), and how (mechanisms)* • *Why is Race/Ethnicity such a strong risk factor for adverse health outcomes? (risk and protective factors)* • *"Lead with Race"* • *Dr. Lisa, Barbershops and promotores – plain language health communication and advocacy that works at the community/individual level* Discussion – Let's reflect on our health communications – what worked, what needs work, what support do we need?	• Class meeting
	Tuesday			• Reading quiz due by 11:59pm • Journal Entry 4 due by 11:59pm • Draft Health Comm. 2 (Racism & Discrimination)
9 **Nov 1**	Wednesday	Preceptorial Advising Day – No class meeting		
	Tuesday	• Watch Documentary, Growing up Poor in America		• Draft Health Comm. 2 (Racism & Discrimination)
10 **Nov 8** SLO # 1-7	Wednesday	• Read Chapter 2, Climate Crisis • Review ATSDR, CDC and EPA Environmental Justice materials • Watch Documentary series, The Power of Big Oil	Lecture & Activities – The Public Health Crisis of Climate Change and Environmental Justice • *Climate change & Race/ethnicity* • *Climate change & Health Equity* • *Race, Ethnicity & Climate Change* • *Communicating the story of climate change*	• Class meeting

Week	Day	Complete Before Class	Class Topics	Activities and Assignments
			• *From global to local – sharing the stories of communities, climate change and action* Peer review – Health Communication 2	
	Tuesday			• Reading quiz due by 11:59pm • Final Health Comm. 2 (Racism & Discrimination) due at 11:59pm • Draft Health Comm. 3 (Climate and Environment)
11 **Nov 15** SLO # 1-7		• Read Chapter 3, Environmental Health	Lecture & Activities – The Public Health Crisis of Climate Change and Environmental Justice Part 2 • *Health communications – health and the environment/climate* • *The Environmental Justice movement* Peer review – Health Communication 2 • Quick discussion – Let's reflect on our health communications part 2	• Class meeting
	Tuesday			• Reading quiz due by 11:59pm • Journal Entry 5 due by 11:59pm • Draft Health Comm. 3 (Climate and Environment)
12 **Nov 22** SLO #3,5,6,7	Wednesday	• Brainstorm topics for your interview and final health communication assignments • Read Chapter 5, Drug Use	Lecture & Activities – Drug Use • *The SDH and Drug Use* • *Race & Ethnicity and the US drug crisis – risk, treatment/recovery, criminal justice implications* Peer review – Health Communication 3 Let's reflect on our health communications part 3 Introduction – Interview and final health communications assignments	• Class meeting
	Tuesday			• Reading quiz due by 11:59pm • Journal Entry 6 due by 11:59pm • Final Health Comm. 3 due (Climate Change) due by 11:59pm
13 **Nov 29** SLO #3,5,6,7	Wednesday	• Prepare your interview questions. • Read Chapter 6, Tobacco, Vaping, Alcohol	Lecture & Activities – Tobacco, Vaping, Alcohol • *The SDH and Addiction* • *Racial & ethnic aspects of addiction – risk, cultural influences, advertising and media depictions, treatment/recovery* In-class - meet with your group to share your interview question ideas & get feedback from your peers	• Class meeting

Week	Day	Complete Before Class	Class Topics	Activities and Assignments
			Q&A for Interview & Final written assignments	
	Tuesday			• Reading quiz due by 11:59pm • Journal Entry 7 due by 11:59pm • Group meetings - Interview questions shared with your group for feedback
14 **Dec 6** SLO #3,5,6,7	Wednesday	• Outline and draft your final written product. • Share final written product with your group for feedback. • Read Chapter 9, Chronic Diseases	Lecture & Activities – Chronic Diseases • *The SDH and Chronic Diseases* • *Race & ethnicity and the risk, diagnosis, and treatment of chronic illness* Course wrap-up	• Class meeting
	Tuesday			• Reading quiz due by 11:59pm • Journal Entry 8 due by 11:59pm • Draft 1st person account of PH poster
15 **Dec 13** SLO #3,5,6,7	Wednesday	• Edit/Revise/Finalize & Submit your First-person account of PH history poster	Health Fair – Share your first-person account of PH history poster	• Finals week – last class meeting
	Friday			• Final First-person account of PH history written poster due by 11:59pm

Exam & Assignment Expectations

For each four-credit course, students should expect to complete 8 hours of work outside of the classroom for readings, studying, and completing assignments. The purpose of learning activities and assignments is to prepare, practice, reinforce, or apply acquired skills and knowledge. Completing this work assists students in fully benefitting from the learning opportunities provided by this course. The faculty teaching this course makes every effort to design activities and assignments that are meaningful and significant to the learning experience. Students are expected to develop good time management/organizational skills, effective study skills and complete assignments in a manner responsive to the instructions provided to enhance learning of course content.

Assignments: Kindly refer to detailed assignment guidelines provided on Blackboard. It is expected that written assignments will be clear, concise, grammatically correct and reflect University level work responsive to the directions provided.

- Online submission requires documents to be in Word format (.docx or .rtf). Students may download MS Office 365 at no cost at https://its.stockton.edu.
- Submitted video files must be in mp4 format.
- Use APA format when indicated in the assignment guidelines.
- Editing and reviewing of one's own work is expected.
- Seek tutoring support as needed in advance of deadlines.

- Use available resources demonstrating appropriate information literacy.
- Plagiarism in any form is not acceptable.

Exams: A student should make every effort to attend and take the class exam on the scheduled class day. In the event of an anticipated absence, a student should provide as much advance notification as possible to the course faculty to develop a plan for taking the exam. Typically, after an unexpected absence, the student takes an alternate make-up exam within one week of the scheduled exam.

Course Assignments

The following course assignments, activities, and exams result in the final grade students earn in this course. Kindly review detailed assignment instructions and grading criteria (rubrics) provided on Blackboard in the Assignments folder. Instructions for exams are provided during class two weeks prior to the exam. It is the student's responsibility to seek clarification if assignment instructions or expectations are unclear. It is an effective strategy to seek clarification in the assignment guidelines and then from peers before seeking faculty assistance.

Name of Assignment/Graded Activity/Exam	Explanation (overview of assignment)	Points possible
Reading quizzes * 12	Blackboard quizzes (Multiple Choice, True/False, Short answer, Short essay), 3 points each.	36
Health Communications * 3	Three written health communications on PH Crises: Violence, Racism and Discrimination, Climate Change, 8 points each.	24
First person account of history – Interview	Students will develop empirically grounded interview protocols, then interview a person on a PH crisis topic of their choice.	10
First person account of history – written communication of your findings	Students will use interview data, along with information they gather from research of secondary sources, to create a written product on the public health crisis of their choice.	14
"Journal" entries via BB Discussion * 8	Up to 10 "journal" entries in response to prompts on BB Discussion board, 2 points each	16
Extra credit opportunities	Students may attend lectures/events relevant to public health; opportunities are shared on Blackboard, along with grading criteria.	Up to 10 points

Course Grading Criteria

There are 110 points available for the semester, with grades assigned as follows:

94-100	A	90-93	A-	87-89	B+	84-86	B	80-83	B-
77-79	C+	74-76	C	70-73	C-	64-69	D	0-63	F

Course Expectations

Attendance

Students are expected to attend or participate in all in-person class sessions (in person in **room xxxx**) as active engagement in discussion and activities is a necessary component of learning course content. Optional zoom sessions are indeed optional, but highly encouraged. Faculty are required to report course attendance, learn more about enrollment verification. Being prepared for class to start on time is an important professional skill and courtesy to others. If the class is fully online, students are expected to participate and log-in to virtual sessions or check Blackboard a few times each week.

Notification of an absence or lateness is to be made via email to stephanie.griffin@stockton.edu as soon as possible. Missing class for religious observance or other University excused event should be reported by email to faculty as soon as possible, but at least 1 week prior to the absence.

If a student is ill due to COVID, the student will report expected absences to faculty. A student who tests positive will be required to quarantine. If a student is ill for an extended period, student should contact faculty to make arrangements for a missed course work and review Stockton's leave of absence policy. Students may contact Stockton Cares if illness is creating issues with course completion.

It is the student's responsibility to ask classmates for materials missed due to lateness or an absence. Please refer to Stockton's course attendance procedure. Students must inform the instructor in writing of the absence and make plans to meet course requirements. In the event of an emergency or long-term absence that prevents students from completing work, students will contact faculty. Students are expected to attend and participate in all of the Class Meeting sessions as outlined in the syllabus.

Class Preparation

Your preparation for class discussion and participation in activities is extremely important for you and your peers. Here are some ground rules:

- **Be prepared for class.** Complete assigned readings, self-study activities, and other tasks as indicated in the syllabus. Arrive on time for class and bring required materials.
- **Be engaged.** Learning is not a spectator sport. This course requires your active participation. Participation is crucial to your success. The more engaged you are in the learning process, the more you will get out of this course. Active participation includes being prepared to discuss readings, assignments, and concepts, engaging yourself in classroom and out of classroom activities and discussion, and demonstrating your best effort in formal and informal assignments.
- **Respect others**. Our class sessions and assignments are safe places to explore public health concepts. We will consider the impact of public health crises on our own lives and the lives of our communities. To maintain a safe

place for exploring multiple perspectives, respect for fellow students is mandatory, especially if you disagree. Respectful and engaged participation is observed and maintained during class and online.

- **Civility**: Stockton University promotes inclusive student success. As a learning community, students are expected to contribute to an atmosphere that is safe, respectful, and open to diverse perspectives. We will show courtesy, civility, and respect for each other. Comments that degrade or ridicule another, whether based on individual or cultural differences, are unacceptable. Disrespectful language, behaviors, or attitudes reflecting incivility may result in faculty removing the disruptive student(s) from class and taking other appropriate actions in alignment with University procedures and policies.
- **Student feedback.** You will be asked to provide ongoing feedback about your experience in this course. Your feedback is very important and appreciated.
- **Have fun!** This course explores timely and interesting public health events. There is a lot to learn in this class and much more to learn throughout your career. Learning is a lifelong process. Make the most of it and have fun!

Academic Honesty

The academic honesty policy of Stockton University is strictly enforced for all activities. Cheating, plagiarism, and other infractions against academic integrity are not tolerated. Please familiarize yourself with this policy online at https://stockton.edu/policy-procedure/documents/procedures/2005.pdf

Acceptable Use of Technology

Authorized use of and access to the University's computing and communication facilities is intended and permitted solely to support the legitimate educational, administrative and mission-centered programs of the institution. Learn about proper use of Stockton's technology resources and facilities at https://stockton.edu/policy-procedure/documents/procedures/4200.pdf

Accessibility and Accommodation

Students seeking any accommodations for successful course completion are required to obtain documentation from the Learning Access Program and submit documentation to faculty. Faculty are not permitted to authorize or offer accommodations for specific students without documentation from the Learning Access Program.

Stockton University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). In accordance with the ADA of 1990 as amended and Sections 504 and 508 of the Rehabilitation Act, students with a documented disability who need accommodations, are encouraged to register with the Learning Access Program (LAP). Registration for support services is strictly voluntary and on a confidential basis. Support services provided by LAP are designed to help students devise strategies for meeting the University's educational demands and to foster independence, responsibility, and self-advocacy. The Learning Access Program is located on the Galloway campus in room J-204 or online at www.stockton.edu/LAP. Please call 609-652-4988 or send an email to LAP@stockton.edu for more information. Once you receive an accommodation letter from LAP, please contact faculty to privately discuss your needs as soon as practical to ensure that reasonable accommodations are implemented. Retroactive accommodations cannot be granted. Click on the link https://stockton.edu/wellness-center/disability-services/index.html for more information.

All students require access to our course materials to achieve course learning outcomes and success. Course materials are available in a digital format on Blackboard to promote easy access for all students. Students may download accessible versions of course document files using a tool called Ally. Click here for a short video to learn about Ally. In general, students using assistive technologies should have access to all course materials. However, if you encounter any issues, please contact your instructor for assistance.

Continuity Planning

Emergency closings and course cancellations/modifications may occur for a variety of reasons including inclement weather, virus outbreaks, and other unforeseen events. If we have an emergency and cannot use our typical course communication methods, faculty will communicate via your Stockton email account. The email will contain instructions about continuing our learning in the emergency situation.

Academic Calendar and Policies

Students should review the academic calendar (https://stockton.edu/registrar/academic-calendar/fall-2022.html) to prepare for attending class and precepting (advising) sessions. The academic calendar also provides important dates to drop and add classes or withdraw from a course.

Additional policies students should review are available at: https://stockton.edu/academic-affairs/agreements/index.html. Refer to these policies as needed.

Campus Support

The following campus resources are available to assist you in succeeding at Stockton. Please contact the appropriate office for assistance.

Office	Contact Information
Academic Advising	The Center for Academic Advising oversees the Degree Works evaluation system, transfer credit articulation, graduation clearance, and placement testing, which aids students in achieving their educational, personal, and career goals. The Center welcomes students during regular campus operating hours, either as walk-ins or by appointment. https://stockton.edu/academic-advising (609) 652-4504 Main Campus - Campus Center-242

Bursar's Office	The Bursar's Office manages student financial information. Please refer to the 'Bursar' tab in the goStockton portal to view important announcements released from our office. Student can also view their bill, check holds, make payments, make deposits, enroll in a payment plan, view important dates and deadlines, and submit a request to add funds to their Osprey card through our tab in the goPortal. https://stockton.edu/bursars (609) 652-4597 Main Campus - Campus Center-202
Campus Police	The Stockton University Police Department (SUPD) is dedicated to developing partnerships with students, staff and faculty to enhance the goal of providing quality higher education in a safe and secure atmosphere. Through these partnerships, the SUPD endeavors to provide public safety services that promote a safe living and learning environment. The department supports academic freedom, respect for diversity, fair and equal treatment to all, and an open exchange of ideas. https://www.stockton.edu/police/index.html Non-emergencies dial (609) 652-4390 Emergencies dial 911 Main Campus (across from North Lot)
Career Education & Development (Career Center)	Career Education & Development assists with exploring majors or careers, searching for jobs and internships, applying to graduate and professional schools, and connecting with employers and alumni. https://stockton.edu/career-center (609) 652-4650 Main Campus - Campus Center-104
Center for Community Engagement and Service-Learning	Community Engagement facilitates community-based experiential learning and civic engagement for students and provides opportunities for student fellowships. Service-Learning provides a variety of opportunities for students to learn in the community. Courses with the SLRN attribute have a service-learning component in the course. https://www.stockton.edu/engagement/ (609) 652-4256 sccesl@stockton.edu Main Campus – F-101

Dean of Students	The Dean of Students' office prepares students for future professional growth, personal development and global challenges. Click the link for more information on Student Success Services (individualized mentoring to organize and manage educational demands and develop academic and career goals), EOF program (assistance to students with educational and/or financial challenges), emergency loan program, food assistance, and Sankofa (initiative for minority male students to help you transition to college). https://stockton.edu/dean-of-students (609) 652-4645 Main Campus – Campus Center-243
Emergency Preparedness	Click link provided below for information on emergency preparedness. Students may register for the emergency text notification system to receive text message notification of school closings or emergencies on campus. https://www.stockton.edu/be-prepared/index.html
Equal Opportunity & Institutional Compliance	The Office of Equal Opportunity & Institutional Compliance handles concerns, and complaints related to discrimination and supports diversity and inclusion efforts. https://stockton.edu/diversity/index.html (609) 652-4693 Main Campus - L-214 ide@stockton.edu
Financial Aid	The Office of Financial Aid at Stockton University assists students in finding the best options to help them in affording the cost of a quality education. We assist students with all aspects of the financial aid process, including applying for federal, state and institutional aid programs. Learn more about the financial aid process at stockton.edu/fafsa https://stockton.edu/finaid (609) 652-4203 Main Campus - Campus Center-201
First Ospreys	First Ospreys is a retention initiative that supports, celebrates, and prepares first-generation students within the Stockton community. Our programs and initiatives serve to promote strong sense of belonging among first-generation students as well as academic and post-graduate success. https://stockton.edu/first-ospreys/ FirstOspreys@stockton.edu

Global Engagement	The Office of Global Engagement assists students in accessing international resources, exploring options for education abroad and participating in global learning activities. https://stockton.edu/global-engagement (609) 626-5532 Main Campus – D-102
Graduate Studies	Graduate studies offers assistance to students interested in exploring graduate programs and opportunities at Stockton. https://stockton.edu/graduate (609) 626-3640 Main Campus - F-101
Information Technology Services (ITS)	ITS assists students with educational computer and technology issues. The ITS Help Desk is available to assist with accounts/passwords, Network/Wi-Fi issues, email, Blackboard, supported software and computer labs. The website offers student tutorials and important technology information. https://its.stockton.edu (609) 652-4309 HelpDesk@stockton.edu Main Campus - D-121 Atlantic City – AC-219
Learning Access	The Learning Access Program (LAP) is Stockton University's disability support services office. Our role is to educate, advocate and facilitate equal access while maintaining a welcoming, inclusive and accessible campus community. Contact LAP if you need course accommodations including assistance adapting to online instructions, taking class notes, requesting an interpreter, or extended time for exams. https://www.stockton.edu/wellness-center/disability-services/index.html (609) 652-4988 lap@stockton.edu Main Campus – J-204
Military and Veteran Services	The Stockton community offers military students a variety of services to promote academic success. https://stockton.edu/veteran-affairs (609) 652-4315 Main Campus - F-105

Residential Life	View the Residential Life website to learn more about the variety of housing options available in Atlantic City and on or near the Main Campus. https://stockton.edu/residential-life/ (609) 652-4697 Main Campus - Lakeside Lodge (609) 652-4332 Main Campus - Housing II – A-100 (Freshman Dorms) (609) 761-1232 Atlantic City Campus – AC Dorm 127
Richard E. Bjork Library	**Research Resources** The Richard E. Bjork Library provides online access to digital resources 24/7 to assist Stockton students with their research. Librarians are available via Zoom, e-mail, live online chat, and by appointment to assist students in conducting research and using resources. The website has FlashFind (our online research tool), subject research guides, copyright and academic honesty information, links to citation style guides, and numerous tutorials. https://library.stockton.edu/studentresources (609) 652-4346 Main Campus – E-Wing
Stockton Cares	Stockton Cares facilitates a culture that enables students to thrive personally and academically throughout their time at Stockton. By connecting students to resources both on and off campus, Stockton Cares fosters resilience and self-advocacy in students that allow them to navigate crisis, emergencies, personal difficulties, and unforeseen circumstances and empower students to achieve their full potential through individualized assistance and tailored interventions. Additionally, Stockton Cares creates a network of support by educating the campus community on strategies that support inclusive student success, promoting a culture of care throughout Stockton community. https://stockton.edu/dean-of-students/stockton-cares.html care@stockton.edu 609-626-3638 | 609-652-4944 Main Campus – F-107

Student Affairs	Student Affairs facilitates student engagement and development, inclusion and wellness, career education, student success services, residential living and other services. https://stockton.edu/student-affairs/index.html (609) 652-4225 Main Campus – D-116
Student Conduct	The Office of Student Conduct helps students navigate crisis, emergencies, and personal difficulties by coordinating resources, providing supportive measures, and success planning. The office also oversees Community Standards for students involving the Campus Conduct Code, Campus Hearing Board, and conflict mediation. https://stockton.edu/student-conduct/index.html (609) 626-3585 studentconduct@stockton.edu Main Campus – F-107
Student Development	The Office of Student Development oversees student organizations, fraternities, and sororities promoting student leadership, education, and social opportunities. Check out Osprey Hub for campus events. https://stockton.edu/student-development (609) 652-4205 Main Campus - Campus Center -240
Student Records	The Office of the Registrar is responsible for academic records including course registration, transcript requests, final grade entry, awarding diplomas, transfer credit evaluation, and official name, address and social security number changes. https://stockton.edu/registrar (609) 652-4235 Main Campus - Campus Center -203
Tutoring Center	Students may “drop in” during scheduled hours or schedule an appointment to receive assistance with math, science or written work related to coursework. https://stockton.edu/tutoring-center/ (609)-652-4441 Main Campus - J-105 Atlantic City Campus – Residential Building Room 217

Wellness Center	The Wellness Center encourages the pursuit of healthier lifestyles in an environment that fosters positive changes and integrates wellness. Services include: alcohol and drug education, psychiatric, counseling, disability services, health education, health services, Women's, Gender & Sexuality Center, peer education, suicide prevention, and more. Please note that the Counseling Center schedules appointments and offers walk-in hours from 9:00 am to 4:00 pm on weekdays. Already working with a counselor? Visit **TAO** (Therapy Assistance Online [TAO Self-Help]) at https://stockton.edu/wellness-center/therapy-assistance.html https://stockton.edu/wellness-center/ Health Services, Main Campus - WQ-108 | 609.652.4701 Counseling Services, Main Campus - J-204 | 609.652.4722
Women's, Gender and Sexuality Center	The Women's, Gender & Sexuality Center empowers students who identify as women and all genders who identify as LGBTQIA+, victims of power-based personal violence, and community allies. WGSC will accomplish this by promoting equality and justice, ensuring access to opportunities, and providing services through education and advocacy. https://www.stockton.edu/wgsc/ (609) 626-3611 Main Campus – F-103

Sexual Misconduct

The Stockton Student Senate has requested that all faculty include the following important information on our syllabi. If you find yourself a victim of sexual misconduct, including sexual assault, domestic violence, dating violence, and/or stalking, the following resources are available to you at Stockton and in Atlantic County.

CONFIDENTIAL RESOURCES:

WGSC Hotline	609-849-8473
Counseling Center	609-652-4722
Avanzar (**www.avanzarnow.org**) The county domestic violence/sexual assault program	1-800-286-4184

NON-CONFIDENTIAL RESOURCES:

Stockton Police	609-652-4390
Office of Student Conduct	609-626-3585

Director of Title IX & EO, Tammy Saunders (https://www.stockton.edu/diversity/title-ix/support.html)	609-652-4693

Writing Assignments, Fall 2023

1) Public Health (PH) Communication (a three-part assignment)

Students will create three health communication products focused on PH Crises (described in detail below). The **purpose** is for students to practice written health communications. Students will begin by analyzing the crisis using the public health approach to prevention (define the problems, describe risk and protective factors, identify possible interventions (a "prevention strategy")).

Requirements for Health Communications

These health communications are an opportunity for students to dive deeper into the subject of the Public Health Crisis, and an opportunity to practice and improve your health communication writing skills. The minimum grade of B will be assigned to Reflections meeting the following criteria:

- Meet the specific format expectations detailed below and communicated in class.
- Draft shared with Discussion group via Blackboard, and feedback incorporated into the final draft prior to submission.
- Minimum of two citations in APA format.
- Final draft turned in on time to the instructor, via Blackboard, in Microsoft Word format (or compatible)

A grade of "A" are earned by meeting the "Good" or "Excellent" criteria outlined in the evaluation rubric.

Health Communication 1 – Fact Sheet on the Public Health Crisis of Violence

Many of the assigned readings and lectures related to Violence as a Public Health Crisis focused on firearms in the U.S. but there are many other examples of violence that effect communities around the world, through every stage of life. For this first health communication, **students will assume the role of a concerned community member and inform the community of their choice about a prevention strategy for one type of violence/victimization**, utilizing the Public Health Approach to prevention. Students will **create a Fact Sheet** for a community-level audience of their choice (healthcare organization, teachers and school administrators, political leaders, social and religious leaders, etc.) as described beginning on page 32 of the Health Communication Playbook. The **purpose of this Fact Sheet is to educate your audience on the problem and potential solutions to this type of violence in the chosen population**. Students must explicitly consider the social determinants of health (income, education, etc.) and the racial/ethnic health disparities of violence in their analysis and in the presentation of solution(s).

Suggested resources:

- CDC Violence Prevention: https://www.cdc.gov/violenceprevention/index.html

- WHO Violence Prevention: https://www.who.int/teams/social-determinants-of-health/violence-prevention
- NJ Topic – Violence and Injury: https://www-doh.state.nj.us/doh-shad/topic/Injury.html

Health Communication 2 – Racism and Discrimination as a Public Health Crisis

The textbook described specific examples of how racism and inequality negatively impact the health of individuals and communities. In recent years, private and governmental health organizations have publicly declared racism a threat to public health, and many have described themselves as proponents of "anti-racism" in this context.

In the U.S. and around the world, health disparities are linked to discrimination and inequality based on a number of factors, including race. The CDC's Healthy People 2020 defines a health disparity as "a particular type of health difference that is closely linked with social, economic, and/or environmental disadvantage. Health disparities adversely affect groups of people who have systematically experienced greater obstacles to health based on their racial or ethnic group; religion; socioeconomic status; gender; age; mental health; cognitive, sensory, or physical disability; sexual orientation or gender identity; geographic location; or other characteristics historically linked to discrimination or exclusion." In other words, as described by the CDC, "Many health disparities are related to social determinants of health, the conditions in which people are born, grow, live, work and age."

For this second health communication, **students will address a health disparity of their choice by assuming the role of a "Lay Health Advocate"** to promote screening and other public health prevention activities and help promote access to public health and medical interventions in underserved communities.

Inspired by the Barbershops, promotores, and Dr. Lisa on the Street that we discussed in class (week 8), students will **create a brochure about a specific public health intervention** of their choice (cancer screening, blood pressure measurement, sex education, etc.). The brochure is **intended to be delivered/distributed to members of the community, aimed at the reduction of a health disparity(ies) in this population(s).**

This will require students to identify and describe a group who suffers from racism, discrimination and/or health disparities following the Public Health Approach to Prevention. They need to understand the problem, the risk and protective factors, and the effective interventions to effectively communicate to their audience the who-what-where-when-why and how of the proposed intervention, using clear, plain language.

Suggested resources:

- Washington Post article: provided in Blackboard as pdf
- Forbes article: provided in Blackboard as pdf

- NPR article/broadcast: https://www.npr.org/2021/04/09/985732300/how-is-racism-a-health-threat-consider-the-phrase-so-called-race
- NPR Here and Now Segment: https://www.wbur.org/hereandnow/2021/04/09/cdc-racism-public-health
- CDC Reaching for Health Equity: https://www.cdc.gov/healthequity/features/reach-health-equity/index.html

Health Communication 3 – Climate Change as a Public Health Crisis

The textbook and supplementary materials describe eight categories of impacts of climate change on human health including heat-related illness, human migration, infectious and vector-borne diseases, etc. For this third and final health communication, students will identify and describe a group/community who is currently or may soon suffer from one of these consequences of our changing climate. Students will need to think small and specifically by identifying a group of people (a community, people from a shared geographic location or a shared occupation, etc.) and focusing on how the lives of the people in that community are changing along with the climate. In the analysis of risk and protective factors, **students must explicitly consider the racial health disparities of climate change and adaptation**.

In the spirit of the stories of climate change impacts and action we covered in class (weeks 10 & 11), students will communicate the story of the threat to public health these communities face due to climate change by producing either a brief (approximately one-page) **webpage or a brief social media campaign.** The **purpose of this digital communication is to make the threats to public health from climate change "relatable, local, and personal"** by forging "an emotive connection, get[ing] the audience to care, and mak[ing] shared global challenges seem less daunting." (United Nations). The **audience for this assignment is a member of the American public.** Narratives, or stories, have been found to be powerful tools in health communication, and may help change attitudes and behaviors in a positive way.

2) First person account of public health history – The interview

This assignment is the student's opportunity to explore a public health crisis of their choice in depth, using *a first-person account of history*. The **purpose** of this assignment is to gather primary information from an individual, then synthesize those findings with prior research and readings to support the overall understanding of a public health crisis.

For this assignment students will identify an event or issue that could be described as a public health crisis (ask the instructor if the idea meets this definition). Ideally, this event/issue will have occurred within the past 20-30 years, when people the students would know have been alive to experience it.

A. Begin by **researching the historical facts and context** of the event/issue you selected:
   - When did the event take place?
   - Where did it take place?
   - Who were the key leaders or individuals involved in this event?
   - What were the circumstances that led to this event taking place?
   - How were people affected by it when it happened?
   - Were there disparities – either in cause or effect – by race, ethnicity, socioeconomic status? What evidence is there that supports your understanding that disparate groups experienced this public health crisis differently/inequitably?
   - How did life change after the event took place?
   - Why was this event significant to history?

B. Then, **write an interview protocol** designed to elicit empirical evidence from someone who has lived through this event/had this life experience. Consider these suggestions as you write your interview protocol:
   - Who do you know whose experiences of this event might have been different from what you found in your research?
   - In what ways do you think the experience of the leaders or key figures in this event would be different from those of the people you know personally?
   - Whose voices were/are missing from the various sources you used for your preliminary research?
   - What questions do you still have after doing your initial research?
   - What surprised you about what you learned in your research? What else would you like to know?
   - If you had been there when this event took place, what role would you have wanted to play? Who could you talk to who might have played a similar role?

C. You will **write 5-10 interview questions**, using your research (part A) and the thoughts/suggestions described here (part B). You will share these interview questions and get feedback from your peers in class in week 13.

D. Next you will **identify and interview someone** who can provide a first-person account using the questions you crafted in part C. Please get written permission (an email will suffice) for the interview and specify if you plan to record the interview. Ensure that your interviewee is comfortable with the interview format (in person, via zoom, over the phone, written via email, etc.) and that you schedule the interview in a timely manner.

E. **For the interview assignment, you will submit**: 1) your interview protocol, and 2) a brief summary of the interviewee's responses, following the prompt: On ____ (date and time) I interviewed _____ (name of interviewee) on the subject, _____ (briefly describe the PH Crisis you focused on for this assignment). During this interview, _____ (name of person) described their experiences related to ____ (provide 1-2 sentences summarizing what you discussed in your interview). This brief summary is due via Blackboard no later than 11:59pm by the end of .

3) First person account of public health history – The Poster

Finally, students will **present the findings of their research and interview from the previous assignment using a poster** (developed in PowerPoint, Google sides, etc.). The **purpose** of this assignment is to **inform a "health fair" audience in class** (week 15). The poster will be used to **connect your audience to historical events** that may have occurred before they were alive or aware of the significance of those events in shaping our world today. The goals for this assignment are to synthesize facts students derive from research of secondary sources with the experiences and stories learned in the interview, the primary source, to deepen the student's and their audience's understanding of your chosen topic.

Presentations meeting the following requirements will earn a minimum grade of B:

- Provide historical context by answering each of the question(s) in Part A of the interview.
- Minimum of two citations in APA format.
- Draft shared with Discussion group via Blackboard, and feedback incorporated into the final draft prior to submission.
- Final poster presentation turned in on time to the instructor, via Blackboard, in Microsoft PowerPoint or Google slides format (or compatible).
- Include a description of the "lessons learned" from this PH Crisis – either from the point of view of the interview subject, or from a public health perspective. How might we prevent similar events/problems in the future?

A grade of "A" will be assigned to narrative essays meeting the requirements outlined in the assignment rubric.

First Person Account of Public Health History Evaluation Rubric

	Not at all	Not yet	Almost	Good	Excellent	Not applicable
Part 1. The Interview protocol: (2 points each for a total of 10 points)						
1. Includes at least five questions used to gather first-person account of public health history.						
2. Was adequately informed by research of secondary sources.						
3. Uses restricted (not vague) questions.						
4. Uses open-ended questions.						
5. Allowed for appropriate follow-up questions which were incorporated into the interview.						

	Not at all	Not yet	Almost	Good	Excellent	Not applicable
Part 2. The Presentation:						
Audience and Relevance (30% of grade)						
• How well did the author identify their intended audience(s)?						
• How well does the author consider the audience's needs in their presentation of content?						
• How well was this content designed to support the audience's understanding of the public health crisis?						
• How well would the intended audience be able to easily relay this story to a friend or family member?						
Secondary Research (15%)						
How well did the author describe the historical facts and context of the event/issue using existing data (secondary sources), including:						
• *When did the event take place?*						

	Not at all	Not yet	Almost	Good	Excellent	Not applicable
• *Where did it take place?*						
• *Who were the key leaders or individuals involved in this event?*						
• *What were the circumstances that led to this event taking place?*						
• *How were people affected by it when it happened?*						
• *Were there disparities – either in cause or effect – by race, ethnicity, socioeconomic status? What evidence is there that supports your understanding that disparate groups experienced this public health crisis differently/inequitably?*						
• *How did life change after the event took place?*						
• *Why was this event significant to history?*						
The Story (25%)						
How well does the author convey:						
• *A personal story that helps the audience connect?*						
• *A story from the perspective of a subject telling their own story in their own words?*						
• *A story of triumph and perseverance — a clear victory?*						
• *Stories of dedication and service — people who are working toward a public health goal?*						
• *Stories that showcase the impact of an organization's work?*						
How well does the author:						
• *Tell the first-person account of public health history like a story, not a report?*						
• *Begin with an attention-grabbing lead - The first sentence needs to capture the audience?*						
• *Weave a personal story - Try to include a person or community at the beginning of the story?*						
• *Build suspense - Define what the person or community had to lose?*						

	Not at all	Not yet	Almost	Good	Excellent	Not applicable
• *Teach and inspire at the same time - Share how the individual or organization tackled the obstacle, while teaching about this public health crisis?*						
• *Make it relevant - Tell the story from a relatable perspective, using a conversational tone?*						
Layout (10%)						
The layout:						
• *Uses appropriate titles, headings, bullets*						
• *Has sufficient white space (isn't overwhelming to the eye)*						
• *Font size is 12 point or larger*						
• *Text boxes call out specific information*						
Readability (10%)						
Is the content presented using the active voice?						
Is the content easy to read and understand?						
Are sentences and paragraphs brief — no more than 20 words per sentence and 5 sentences per paragraph?						
Visuals (10%)						
Are the graphics easy to read and understand?						
Do the visuals support the story?						