Course Name: Health Field Experiences

Course Number: H310

Credits: 3 credits

Instructor name: Cesar Arredondo Abreu, MA

Instructor email: arredoce@oregonstate.edu

# Course Description

Introductory field experience in a health or health-related worksite. Graded P/N.

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| --- | --- |
| **Prerequisites:** | H210 |
| **Co-requisites:** | None |
| **Enforced Prerequisites:** | H210 |

# Communication

Please post all course-related questions in the Q&A Discussion Forum so that the whole class may benefit from our conversation. Please contact me privately for matters of a personal nature. I will reply to course-related questions within 24 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date. Please see Announcements in Canvas for my Zoom office hours!

# Course Credits

This course combines approximately 45 hours of field experience with instruction, online activities, and assignments.

# Technical Assistance

If you experience any errors or problems while in your online course, contact 24-7 Canvas Support through the Help link within Canvas.  If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the IS Service Desk for assistance. You can call (541) 737-8787 or visit the [IS Service Desk](https://oregonstate.teamdynamix.com/TDClient/Requests/TicketRequests/NewForm?ID=Dr9c0T7BaSI_) online.

# Learning Resources

The H310 Handbook and reading resources are in Canvas.

The H310 Handbook and additional resources can also be found at: <https://health.oregonstate.edu/internships/h310>

**Note to prospective students**: Please check with the OSU Beaver Store for up-to-date information for the term you enroll ([OSU Beaver Store website](http://osubeaverstore.com/Academics) or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

# Measurable Student Learning Outcomes

Upon successful completion, all students will be able to:

1. Describe public health service learning.
2. Apply public health service learning concepts to community related activities/events.
3. Examine the sociocultural determinants of health behavior across the lifespan in diverse populations.
4. Examine the planning and implementation of messages and programs to promote health.
5. Describe the methods by which public health identifies potential causes of population health status, and identifies potential targets for intervention.

**PROGRAM COMPETENCIES IN Public Health:**

Upon satisfactory completion of the degree in **Public Health**, the students will have met the program competencies found at https://health.oregonstate.edu/degrees/competencies

# Evaluation of Student Performance

Student performance will be evaluated on a P/NP basis, using the following elements:

1. Discussion #1 20 points
2. Agreement Form/Video Worksheet\* 50 points
3. Week 5 Progress Report 50 points
4. Discussion Forum #2 20 points
5. Discussion Forum #3 20 points
6. Midway Check in Form/Community Outreach 25 points
7. Evaluation Form/Week 10 Community Project\* 50 points
8. APA Quiz 10 points
9. Discussion #4 20 points
10. Health Communication Resource\* 100 points

365 Total

\* indicates a required assignment in order to Pass, due to the experiential nature of this course.

# Course Content

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topic** | **Readings**  **Learning Materials** | **Practicum Option Assignments** | **Community Project**  **Option Assignments** |
| **Week 1**  **4/3-4/7** | Introduction | Service-learning reading article  Zoom Orientation Video  H310 Handbook  Service-Learning Option Readings | **Discussion 1: Introductions**  Due in Canvas, 11:59 pm on Friday | **Discussion 1: Introductions**  Due in Canvas, 11:59 pm on Friday |
| **Week 2**  **4/10-4/14** | Health Literacy Health Communication and Messaging | Readings in Canvas  Health Literacy Guide | **Learning Agreement Form**: Due in Canvas, 11:59pm on Thursday | **Video Worksheet:** Due in Canvas, 11:59pm on Thursday |
| **Week 3**  **4/17-4/21** | Public Health and the Paradigm Shift Health Equity | Health Equity  Resources in Canvas | **Canvas Discussion 2 post and two peer responses**: Due 11:59pm on Thursday | **Canvas Discussion 2 post and two peer responses**: Due 11:59pm on Thursday |
| **Week 4**  4/24-4/28 | APA citations for brochures, images, posters, flyers, etc. | APA Resources | **APA Quiz** due in Canvas Thursday by 11:59 pm | **APA Quiz** due in Canvas Thursday by 11:59 pm |
| **Week 5**  **5/1-5/5** | Cultural Competency  Public Health and Racism | Canvas Readings | **Week 5 Worksheet**: Due in Canvas, 11:59pm on Thursday | **Week 5 Worksheet** Due in Canvas, 11:59pm on Thursday |
| **Week 6**  **5/8-5/12** | Coalitions, Community Organizing and Building, Community Health | Canvas Readings | **Midway Check in Form** due Thursday by 11:59pm | **Community Project Outreach Form** Thursday by 11:59 pm |
| **Week 7**  **5/15-5/19** | What is Health Promotion | Canvas Readings |  |  |
| **Week 8**  **5/22-5/26** | Health Communication Document/Toolkit Resource | Canvas Readings | **Discussion 3 post with draft and two peer responses**: Due 11:59pm on Thursday | **Discussion 3 post with draft and two peer responses**: Due 11:59pm on Thursday |
| **Week 9**  **5/29-6/2** | Public Health Careers and Job Resources | Canvas Readings  Guide to Public Health Careers | **Discussion 4 post and two peer responses** Due 11:59pm on  Thursday | **Discussion 4 post and two peer responses** Due 11:59pm on  Thursday |
| **Week 10**  **6/5-6/9** | Completion of hours. | Canvas Readings | **Evaluation Form, Final Draft of Communication Resource Due in Canvas on 11:59 pm by Thursday** | **Community Option Paper and Final Draft of communication Resource: Due in Canvas on 11:59 pm by Thursday** |
| **Week 11**  **6/12-6/16** | Thank you to site, community organizations. |  | **Send a thank you to the site.** | **Send a thank you to the organizations that provided input.** |

# Course Policies

Please note: ASSIGNMENTS CANNOT BE FAXED OR MAILED. PICTURES OF ASSIGNMENTS WILL NOT BE ACCEPTED.

## Discussion Participation

Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in discussions during the designated weeks in the course schedule, by posting and responding to two peers no later than Thursday at 11:59pm.

## Late Work Policy

Partial credit, extensions and incompletes will only be given at the discretion of the instructors.

## Proctored Quizzes

This course does not require any proctored quizzes.

## Incompletes

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.

## Guidelines for a Productive and Effective Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility. Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

* Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
* Read your posts carefully before submitting them.
* Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
* Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

## Expectations for Student Conduct

Student conduct is governed by the university’s policies, as explained in the [Student Conduct Code](http://studentlife.oregonstate.edu/code). Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

## Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Student Conduct and Community Standards](http://studentlife.oregonstate.edu/studentconduct), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

1. Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.
2. It includes:
   1. CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
   2. FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
   3. ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
   4. TAMPERING - altering or interfering with evaluation instruments or documents.
   5. PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.
3. Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

## TurnItIn

Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin, and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited. Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information, visit [Academic Integrity for Students: Turnitin – What is it?](http://guides.library.oregonstate.edu/c.php?g=286121&p=1906660)

# Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval, please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

# Accessibility of Course Materials

All materials used in this course are accessible. If you require accommodations please contact [Disability Access Services (DAS)](http://ds.oregonstate.edu/home/).

Additionally, Canvas, the learning management system through which this course is offered, provides a[vendor statement](https://www.canvaslms.com/accessibility)certifying how the platform is accessible to students with disabilities.

# Tutoring and Writing Assistance

TutorMe is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Access TutorMe from within your Canvas course menu.

The Oregon State [Online Writing Suite](http://writingcenter.oregonstate.edu/online-writing-lab) is also available for students enrolled in Ecampus courses.

# Ecampus Reach Out for Success

University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it’s important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about [resources that assist with wellness and academic success](https://counseling.oregonstate.edu/reach-out-success).

Ecampus students are always encouraged to discuss issues that impact your academic success with the [Ecampus Success Team](https://ecampus.oregonstate.edu/services/student-services/). Email [ecampus.success@oregonstate.edu](mailto:ecampus.success@oregonstate.edu) to identify strategies and resources that can support you in your educational goals.

## For mental health:

Learn about [counseling and psychological resources for Ecampus students](https://counseling.oregonstate.edu/main/ecampus-students). If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

## For financial hardship:

Any student whose academic performance is impacted due to financial stress or the inability to afford groceries, housing, and other necessities for any reason is urged to contact the Director of Care for support ([studentassistance@oregonstate.edu](mailto:studentassistance@oregonstate.edu) or 541-737-8748).

# Student Evaluation of Courses

During Fall, Winter, and Spring term The online Student Evaluation of Teaching system opens to students the Wednesday of week 8 and closes the Sunday before Finals Week. Students receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the hybrid learning experience for future students. Responses are anonymous (unless a student chooses to “sign” their comments, agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor.  Anonymous (unsigned) comments go to the instructor only.