

CHS 199X – Health Sciences Primer

Topic: Healthy People 2030

Asynchronous Online

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Course Description and Objectives:

The U.S. Department of Health and Human Services releases the “Healthy People” project every ten years to set targets for the next decade. Their mission is to “promote, strengthen, and evaluate the nation’s effort to improve the health and well-being of all people”¹. This course focuses on an introduction to the project and applications of the information in healthcare careers.

Course Objectives:

- 1) Explain the purpose of the U.S. Dept of Health and Human Services “Healthy People” Project
- 2) Examine the Leading Health Indicators within the project through multiple methods
- 3) Summarize and present upon Healthy People 2030 objectives and indicators

This course is flexible – the assignment parameters are the same for every student, but students should choose to focus those assignments on the parts of the 2030 project that are most interesting to them. Students will have an opportunity to select from multiple health indicators, and should be mindful to choose one that aligns with their future career goals. Take advantage of that flexibility to make the most out of this class!

Course Pre-Requisites: completion of 24 credits and College of Health Sciences major; or permission of instructor

Course Requirements and Grading Policy:

All course readings, videos, and activities will be available on the course’s Brightspace page; there are no textbooks. Given that this course moves quickly over two weeks, assignment due dates will vary, so please pay close attention to the syllabus calendar and the Brightspace page; assignments will be due at 11:59PM on their due date. You should assume you need to dedicate some time each day to this course, as there will be multiple deliverables each week. Rubrics for graded assignments will be in Brightspace. All modules will open at 12:01AM on Friday, January 2nd.

This course will be graded out of 100 points.

¹ <https://odphp.health.gov/healthypeople/about/healthy-people-2030-framework>

The outline of graded components is as follows:

Discussion Posts	10 points
Health Objectives Handout	30 points
Health Objectives Program Proposal	30 points
Final Presentation	30 points
Total:	100 points

DISCUSSION POSTS (5 points each - 10 total points)

Participating in this course through robust discussions will enrich your experience and give you the opportunity to hear from other students about their thoughts on this topic. Your initial post and responses should be robust, substantive responses with thoughtful reflection. An initial submission that is not accompanied by responses to at least two peers will be graded for no more than half credit. We will have two discussion forums total, and each one will be worth 5 points.

ASSIGNMENTS (30 points each assignment – 90 total points)

There will be three assignments in this course. The grading rubric for these assignments is posted in Brightspace. For full credit, assignments are due by the listed deadlines (by 11:59PM). Penalties will be assessed for post-deadline submissions (a 10-point reduction for each day an assignment is late); given the accelerated nature of this course, assignments submitted after 11:59PM on Friday, 01/16 will not be graded.

1. Adolescent Health Objectives Handout – 30 points
2. Healthy People in Action Program Proposal – 30 points
3. Final Presentation – 30 points

ADOLESCENT HEALTH OBJECTIVES HANDOUT (30 points)

Each student will have chosen a Leading Health Indicator on which to focus their assignments during the first discussion board. This first assignment will require you to use graphic design software of your choice (Canva, Adobe Express, etc.) to create a handout on this health indicator that you might distribute to health education teachers teaching health classes at the high school level. A grading rubric for this presentation is posted to Brightspace.

HEALTHY PEOPLE IN ACTION PROGRAM PROPOSAL (30 points)

Using the same Leading Health Indicator, you will create a program proposal for a community-based program to address this health indicator in “your” community (this may your hometown, your neighborhood at URI, or a fictional community). This proposal should be 4-5 pages long, excluding the cover page and reference page. A grading rubric for this presentation is posted to Brightspace.

FINAL PRESENTATION (30 points)

Each student will choose one Leading Health Indicator on which to focus their final presentation. This choice must be made by the end of the day on 01/09, with the presentation being due on 01/16. Students will prepare a 3–5-minute presentation with the software of their choice (Google Slides, PowerPoint, etc.), recording their presentation in Zoom or Panopto and voicing over their slides. A grading rubric for this presentation is posted to Brightspace.

FINAL GRADE SCHEMA (points range)

A = 93-100	B+ = 87-89.9	C+ = 77-79.9	D+ = 67-69.9
A- = 90-92.9	B = 84-86.9	C = 74-76.9	D = 60-66.9
	B- = 80-83.9	C- = 70-73.9	F = 0-59.9

Class Schedule and Assignments

Each module corresponds with one week of classes. “Healthy People 2030” is hereafter abbreviated as “HP2030” in the schedule. Items that do not have hyperlinks are uploaded as resources in that week’s module overview, activities, and/or to-do list.

Module	Class Topic(s)	Readings/Activities	Assignments Due (due at 11:59PM on the day indicated)
1 (Week 1 Part 1)	Introduction to the Healthy People Project (CLO1)	Syllabus Website: HP2030 Overview/Framework Website: HP2030 Leading Health Indicators (choose 3 indicators to explore in depth, choose 1 for your work for the rest of the class)	Discussion #1: Introduction and Future Goals (initial post due Sat 01/03, responses due Mon 01/05) Discussion #2: Leading Health Indicator Choice (initial post due Mon 01/05, responses due Weds 01/07)

<p>2 (Week 1 Part 2)</p>	<p>Healthy People 2030 Adolescent Objectives (CLO2)</p>	<p>Website: HP2030 Leading Health Indicators (explore deeper your chosen health indicator)</p> <p>Article: Considerations for a New Definition of Health Literacy</p> <p>Article: Young people and health literacy: the digital influence (pp. 104-110)</p> <p>Resource: Making Infographics with Adobe Express</p>	<p>Assignment #1: Health Objectives Handout, due Sat 01/10</p>
<p>3 (Week 2 Part 1)</p>	<p>Healthy People 2030 Leading Health Indicators (CLO2)</p>	<p>Website: HP2030 Leading Health Indicators (explore deeper your chosen health indicator)</p> <p>Article: Guidance for a community outreach/education proposal</p> <p>Resource: Healthy People in Action Program Proposal Template</p>	<p>Assignment #2: Healthy People in Action Program Proposal, due Tues 01/13</p>
<p>4 (Week 2 Part 2)</p>	<p>Looking Ahead to 2040, Final Presentations (CLO3)</p>	<p>Article: Toward a Culture of Health in the United States: Introducing the HPP Arts in Public Health Supplement</p> <p>Article: Divided We Sleep</p> <p>Article: Rural HP2030: New decade, new challenges</p>	<p>Assignment #3: Final Presentation due Fri 01/16</p> <p>IDEA Evaluation Period Closes 01/17</p>

Additional Course Policies and Information

Disability, Access, and Inclusion Statement: Your access in this course is important. Please send me your Disability, Access, and Inclusion (DAI) accommodation letter early in the semester so that we have adequate time to discuss and arrange your approved academic accommodations. If you have not yet established services through DAI, please contact them to engage in a confidential conversation about the

process for requesting reasonable accommodations in the classroom. DAI can be reached by calling: 401-874-2098, visiting: web.uri.edu/disability, or emailing: dai@etal.uri.edu.

Academic Enhancement Center: The Academic Enhancement Center (AEC) offers services to undergraduate students seeking academic support. Services are based out of Roosevelt Hall, the Carothers Library room LL004, and online. Peer tutoring is available for STEM-related courses through drop-in centers and small-group tutoring. The Writing Center peer consultants offer feedback focused on supporting undergraduate writers at any stage of a writing assignment. The UCS 160 course and one-to-one Academic Skills Consultations offer strategies for improving studying and test-taking skills. Complete details about each of these programs, up-to-date schedules, contact information, and self-service study resources are all available on the AEC website, uri.edu/aec.

Academic Integrity: Students are expected to be honest in all academic work. A student's name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student's own independent thought and study. Work should be stated in the student's own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty:

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation
- Claiming disproportionate credit for work not done independently
- Unauthorized possession or access to exams
- Unauthorized communication during exams
- Unauthorized use of another's work or preparing work for another student
- Taking an exam for another student
- Altering or attempting to alter grades
- The use of notes or electronic devices to gain an unauthorized advantage during exams
- Fabricating or falsifying facts, data or references
- Facilitating or aiding another's academic dishonesty
- Submitting the same paper for more than one course without prior approval from the instructors

Generative AI Policy: Students are expected to complete their assignments without the assistance of generative AI tools such as ChatGPT or Microsoft Copilot. If it is determined that an assignment was created with use of these tools rather than the student's own words and ideas, that assignment will receive a zero.

Student Support Services: The following student support services are provided by the university and available to all URI students:

- Student support services such as counseling center: <https://web.uri.edu/counseling>
- Food assistance: <https://web.uri.edu/rhody-outpost>
- Bias resource team: <https://web.uri.edu/brt>

Anti-Bias Statement: We respect the rights and dignity of each individual and group. We reject prejudice and intolerance, and we work to understand differences. We believe that equity and inclusion are critical components for campus community members to thrive. If you are a target or a witness of a bias incident, you are encouraged to submit a report to the URI Bias Response Team at www.uri.edu/brt. There you will also find people and resources to help.

Brightspace Support Services: The ITS Service Desk, located in the URI Library, is prepared to help students should they encounter problems with Brightspace. Please read through the following information:

For login problems, call the Service Desk at 874-4357.

- The Service Desk Website, uri.edu/its, posts the semester operating schedule as well as a link at the top to virtual help sessions.
- Recommended browsers (those with the most QA testing effort against them) are Google Chrome, Safari, and Mozilla Firefox. The mobile versions of these browsers also work well with most operations in Brightspace. Internet Explorer is not recommended.

URI Online Library Resources: <https://web.uri.edu/library>