



TEXAS A&M UNIVERSITY
SAN ANTONIO

**EDKN 1304 Personal and Community
Health Department of Counseling Health &
Kinesiology/ Spring 2026**

Instructor: Jesse Delacruz, MS

Class Location & Time: Online

Monday (**Synchronous**) & Wednesday (**Asynchronous**)

11:00 am-12:15 pm

E-mail: jdelacruz@tamusa.edu

Office Location: STEM 142G

Office Hours: Tuesday/Thursday, 8 am- 11am & 2 pm- 5pm

Recommended Textbook:

Title: An introduction to community and public health; 2015 Eight edition.

Authors: James F McKenzie, R R Pinger

IBSN: 9781449689889

McKenzie, J. F., & Pinger, R. R. (2015). An introduction to community and public health (Eight edition). Jones & Bartlett Learning.

E-book access available through the TAMUSA University Library:

<https://tamusa.on.worldcat.org/search?queryString=An%20Introduction%20to%20Community%20%26%20Public%20Health&databaseList=&clusterResults=true&groupVariantRecords=false&stickyFacetsChecked=true&baseScope=&sortKey=LIBRARY&scope=>

Course Description: Principles and concepts associated with current trends related to personal and community health issues. Focus will be on preventative health and wellness. Emphasis will be placed on developing an understanding of maintaining a healthy lifestyle to prevent chronic illness.

Prerequisite: TSI Reading/Writing

Student Learner Outcomes: Upon completion of this course, each student will be able to:

1. Understand the concept of health, community health and wellness and be able to recognize the long-term benefits of maintaining good health.
2. Demonstrate the ability to apply principles of physical fitness, weight control, stress management, alcohol/drug abuse, and disease prevention, to positively modify one's own personal lifestyle.
3. Value the importance of maintaining a healthy lifestyle.
4. Create and develop a plan for changing towards a healthier lifestyle.
5. Understand the effects of society and environment on individual and community health.

Counseling Resources:

As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Office of Student Counseling & Wellness Services (SC&WS) located in Modular C, Room 166 (Rear entrance) or call [210-784-1331](tel:210-784-1331) between the hours of 8:00AM and 5:00PM. All mental health services provided by SC&WS are free, confidential (as the law allows), and are not part of a student's academic or university record.

SC&WS provides brief individual, couples, and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit

www.tamusa.edu/studentcounseling

In order to reduce the spread of COVID-19, the Student Counseling & Wellness Services (SC&WS) office will primarily offer services via phone and/or Webex. Any students interested in scheduling an appointment should call (210) 784-1331 Monday through Friday, 8:00AM – 5:00PM. After hours, please contact UPD at 911 or text “HOME” to 741-741 24/7/365 to connect with a trained crisis counselor. The National Suicide Prevention hotline also offers a 24/7/365 hotline at 1-800-273-8255.

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>.

Undergraduate Class Policies

A student has the right to expect competent, well-organized instruction for the full number of clock hours allotted for a course; to sufficient written assignments, graded fairly and with reasonable promptness to show the student's academic standing in the course at least before mid-semester; to have ample opportunity to confer with the instructor at published office hours and to review graded written work; to freedom from ridicule, discrimination, harassment or accusations in the presence of other students or faculty members; and to an avenue for appealing to higher academic authority in case of alleged unfairness by an instructor.

Student Rights and Responsibilities

As members of the University community, all enrolled students assume full responsibility for adhering to the university's values and goals. Students are held responsible for staying abreast of their rights as students and for being cognizant on what is deemed proper conduct as outlined in the Student Handbook. The Student Handbook is available through the Student Rights and Responsibilities webpage.

Academic Dishonesty

Students are expected to do their own course work. Academic dishonesty is a violation of the Student Code of Conduct; therefore, the instructor may report any form of academic dishonesty to the Office of Student Rights and Responsibilities. Please review the Student Handbook for a complete description of the process.

Forms of academic dishonesty:

- a. Cheating - A student can be accused of academic dishonesty if he/she uses, or attempts to use, unauthorized assistance (e.g., asking someone else for an answer during a test, copying answers from another person's paper during a test, etc.), uses unauthorized study aids in examinations or other academic work (i.e., "cheat sheets" or textbooks/notes when that use has been disallowed by the faculty), or submits the work of another as his/her own.
- b. Plagiarism - A student can be accused of academic dishonesty if he/she uses the ideas, data or language of another without specific or proper acknowledgment.
- c. Fabrication - A student can be accused of academic dishonesty if he/she submits, or attempts to submit material that is contrived or altered (e.g., making up data for an experiment, misrepresenting data, citing nonexistent articles, contriving sources, falsifying design and/or troubleshooting data, or padding estimates with intent to defraud customers, etc.).
- d. Multiple submission - A student can be accused of academic dishonesty if he/she submits, without prior permission, any work previously submitted to fulfill another academic requirement (e.g., the unauthorized submission of a pre-existing paper or project).
- e. Lying - Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
- f. Bribery - Providing, offering or taking rewards in exchange for a grade, an assignment or the aid of academic dishonesty.
- g. Threat - An attempt to intimidate a student, staff, or faculty member for the purpose of receiving an unearned grade or in an effort to prevent the reporting of an Honor Code violation.
- h. Misrepresentation of academic records - A student may be accused of academic dishonesty if he/she misrepresents, tampers with or attempts to tamper with any portion of a student's transcripts or academic record (e.g., changing one's grade, altering computer records, falsifying academic information on one's resume, etc.).
- i. Facilitating Academic Dishonesty - A student may be accused of academic dishonesty if he/she knowingly helps or attempts to help another violate the principles of academic integrity (e.g., working together on a take-home exam without instructor permission, providing another student with a pre-written paper or test, unauthorized collaboration of any kind, including online testing, giving answers to lab projects with the intent to help students take practical exams, etc.).

Class Attendance

A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs.

Students must attend all classes and participate in all activities/projects.

1. The instructor's policy for this course includes:
 - a. Your presence is expected in class daily except for emergencies. Students assume

responsibility for any material missed in class. Arrange to pick up handouts as soon as possible. It is YOUR responsibility to make up missed work.

- b. Requests to be absent from class for official University business (athletics, field trips, student government, etc.) shall be made prior to the anticipated absence. Arrangements for missed work will be made at that time.
- c. **If you miss an exam or quiz or do not show up on the day of a presentation or when an assignment is due without prior arrangement with the instructor, no make-up will be allowed unless there is a *documented* emergency.**
- i. **If there is an emergency (hospital, funeral, etc.) please contact me the day of the problem or the day you missed class.**

Excused absences: The general policy outlined by the University will be followed:

<http://www.tamusa.tamus.edu/studenthandbook.html>.

- A. In the event that you need to be away for a given period of time (e.g. funerals, hospital stays, family emergencies, military duty, etc.), you should contact Student Life and Wellness (210-784-1331; studentlife@tamusa.tamus.edu). If you will be missing more than a week of classes (whether continuous or not), inform them of the situation and they can send a notice to all your instructors rather than you having to explain to each of them your circumstances.
- B. Requests to be absent from class for official University business (athletics, field trips, student government, etc.) shall be made **prior** to the anticipated absence. Arrangements for missed work will be made at that time.

Absences for Religious Holidays

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Research on Human Subjects

Research that involves human subjects must be approved by the Institutional Review Board for the Protection of Human Subjects.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. Disability Support Services (DSS) provides services, auxiliary aids and accommodations for students at Texas A&M University-San Antonio (A&M-SA) who have self-identified, registered and provided DSS with documentation supporting their disability. Students may access additional information on the Disability Support Services webpage:

<http://www.tamusa.edu/studentengagementsuccess/dss/AccessDSS/index.html>

Jaguar Writing Center: The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. The Writing Center is currently holding all appointments digitally. Students can schedule appointments with the Writing Center in JagWire under the student services tab. Students wanting to work in realtime with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at www.tamusa.edu/Writing-Center. The Writing Center can also be reached by emailing writingcenter@tamusa.edu.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots’ Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military@tamusa.edu or (210)784-1397.

Respect for Diversity: We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other’s opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

Incompletes

The spirit of the “Incomplete” is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances: 1. 70% of the class has been completed and student is passing with a “C” or better 2. The circumstance for which the “I” is requested is supported with documentation 3. Student has been attending class on a regular basis Incompletes are not to be used to remedy excessive absences. Unforeseen circumstances precipitating the request for an “I”, should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an “I”, a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All “I”s will automatically revert to an “F” after one year.

Dropping a Course

A course may be dropped by a student without approval from his/her academic advisor or other university official. Students who have been readmitted on academic/scholastic probation must also consult with their advisors prior to dropping or withdrawing. It is highly recommended that a student consult his/her academic advisor because of the impact on financial aid, graduation, veteran benefits, etc. After the online registration system is closed, all drops must be processed by the Office of the Registrar. A student who, by dropping a course, becomes registered for less than a normal load will be reclassified as a part-time student. Freshmen students who intend to drop a course must first visit their Academic Success Coach.

Administrative Drops for Non-Attendance

A faculty member may drop an undergraduate student for non-attendance at any time prior to the mid-point of a long semester. A drop processed by a faculty member for non-attendance will be treated as a non-punitive grade unless the undergraduate student is subject to the requirements of Senate Bill 1231. The Office of the Registrar will treat all drops processed by a faculty member in accordance with the requirements of Senate Bill 1231 and may change a grade of W to a grade of WS or an F, depending on the student’s status.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student’s GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

Instructional Format: To achieve the course objectives, the class will involve:

Lectures

Individual assignments

Grading Policy

Community Health Midterm Presentation- 15 points	Criteria:
	90-100 A
Community Health Project Final Presentation- 15 points	80-89.99 B
	70-79.99 C
Participation-10 points	60-69.99 D
Midterm Exam -30 points	0 - 59.99 F
Final Exam- 30 points	

No changes to your final grade will occur once class has ended unless I have made a mistake. You are given the opportunity to track your grade throughout the semester thus you should not be surprised with the grade you earn. There are no exceptions (eligibility, financial aid, etc.).

I do not round up or round down your grade. If you earn an 89.99, then you earn a B. If you earn an 80.0, then you earn a B, not a C.

The score on Blackboard reflects your total score for this course, which will be on a scale from 0 to 100 points.

Blackboard: Please check that your account is working, otherwise you will fall behind. If you have problems accessing Blackboard:

<http://www.tamusa.tamus.edu/ITS/studentresources/BlackboardStudentHelp/BbStudentHelp.html>

or call **ITS Helpdesk** at **(210) 784-HELP** for assistance

To access Blackboard: <https://tamusa.blackboard.com/>

If you have a question, comment, etc. about an assignment or any other matter, please talk to me after class or visit my office during office hours. If you cannot attend my office in my office hours, please contact me on my email to arrange an appointment at a different time.

Late Penalties: You must be present (**IN MEETING**) to participate in group activities based on course calendar. Group activities' credit will not be accepted from students not present at that time, **EVEN IF** you have an **excused** absence. **You will not receive credit (zero points) for group assignments if you do not contribute to the assignment.**

- *All class work is due on the date and time assigned; work received later than the due date will be penalized, with possible maximum grade awarded as below:*
 - *48 hours late – 50% of total points available*

- *72 hours late – 30% of total points available*
- *72:00:01 or later – 0% of total points available*
- *I do not offer extra credit.*
- *I do not offer independent studies if an acceptable grade is not earned*

Course Requirements

Instructional Format: To achieve the course objectives, the class will involve:

Lecture

Power Point presentations

Individual assignments

Midterm and Final Exams (30 multiple choice questions each).

Assignments

A. Community Health Midterm Presentation.

Guidelines: Students will create a power point presentation based on the content of their midterm topic. Minimum number of slides is 10 and maximum of 12 (including citation slide).

- **This assignment will consist of:**
 - Selecting and researching on a community and public health disease/condition (for example, diabetes, heart disease, STD's, cancer, etc.) that is prevalent in San Antonio and it is indicated among the Leading PHI's of the Healthy People 2030. Choose this condition/disease after reading the 2019 Bexar County Community Needs Assessment (Bexar County Health Collaborative) and the Healthy People 2030 Leading PHI's.
 - Then, explain how the five major Determinants of Health interact in the cause and development of such a disease, how that disease can be both a Personal and Community Health problem, and what could we personally, and as a community, do to decrease the burden of this health problem.

B. Community Health Final Presentation.

Guidelines: Students will create a power point presentation based on the content of their final essay topic. Minimum number of slides is 10 and maximum of 12 (including citation slide).

This assignment will consist of:

- a. Research a major epidemic on the internet (scholarly references). After reading about the disease, complete the Chain of Infection for it. Identify the causative agent (pathogen), the vector, the reservoir, the mode of transmission, port of entry, etc. What types of prevention and control strategies can be used to stop the spread of this disease (Controlling the Infection).
- b. After completing that section, explain how the five major Determinants of Health interact in the cause and development of such a disease, how that disease can be both a Personal and Community Health problem, and what could we do personally, and as a community, to decrease the burden of this worldwide health problem.

EDKN 1304 Personal and Community Health Spring 2026 Schedule

Tentative Schedule: This is a tentative schedule. The course schedule will change as the demands of the students dictate. See Blackboard and Announcements for updates. All work will be due by 11:59 pm on the due date.

Month	Day	Topic
January	21	Introduction, Syllabus, Class Expectations.
	26	MODULE 1: Health, Wellness and 5 Major Determinants of Health
	28	MODULE 1: National and International Health Agencies
February	2	MODULE 1: Epidemiology and Healthy People 2030 (Part I)
	4	MODULE 1: Epidemiology and Healthy People 2030 (Part II)
	9	MODULE 2: 2022 Bexar County Community Health Needs Assessment (Lecture)
	11	MODULE 2: 2022 Bexar County Community Health Needs Assessment (Reading about assessment in Bexar County Health Collaborative website)
	16	MODULE 2: 2017 Bexar Community Health Improvement Plan (CHIP)
	18	MODULE 2: Health-Related Behaviors (Eating, Physical Activity, Substance Abuse, etc.)
	23	MODULE 3: Weight Management
	25	MODULE 3: Physical Activity, Fitness, and Health
March	2	MODULE 3: Mental/Emotional Health, Stress, and Self-esteem (Part I)
	4	MID TERM DUE
	9	SPRING BREAK
	11	

	16	MODULE 3: Mental/Emotional Health, Stress, and Self-esteem (Part II)
	18	MODULE 4: Social Health (Environmental & Living conditions) Part I
	23	MODULE 4: Social Health (Environmental & Living conditions) Part II
	25	MODULE 4: Infectious Diseases (Communicable Diseases) and Immunizations (Part I)
	30	MODULE 4: Infectious Diseases (Communicable Diseases) and Immunizations (Part II)
April	1	MODULE 4: Chronic Diseases (Non-communicable diseases) Part I
	6	MODULE 4: Chronic Diseases (Non-communicable diseases) Part II
	8	MODULE 5: Prevention levels (Primary, Secondary, Tertiary) and U.S Health Care
	13	MODULE 5: Health Promotion and Health Literacy
	15	MODULE 5: Maternal, Infant, and Child Health
	20	MODULE 6: Adolescents, Young Adults, and Adults
	22	MODULE 6: Older Adults
	27	MODULE 6: Alcohol, Tobacco, and Other Drugs
	29	Overview of Module 6
May	4	Community Health Project Final