Credit Hours: 1 credit hour

Location:
- Online
- Tuesday, September 5th (Asthma & Airway Disease Research Center Rm. #2343) 9:30-11:00AM
- Thursday, September 7th (Asthma & Airway Disease Research Center Rm. #2343) 9:30-11:00AM
- Tuesday, September 12th (Asthma & Airway Disease Research Center Rm. #2343) 9:30-11:00AM
- Tuesday, December 5th (Asthma & Airway Disease Research Center Rm. #2343) 9:30-11:00AM
- A local elementary school at times to be determined

Instructor: Lynn B. Gerald, PhD, MSPH

Community Partner: Donna Bryson, R.N.
American Lung Association in Arizona
2819 E. Broadway Blvd.
Tucson, AZ 85716
(520) 468-7457
Donna.Bryson@lungs.org
http://www.LungUSA.org

Office Hours: By appointment; lgerald@email.arizona.edu

Catalog Description: Students will deliver the American Lung Association’s (ALA) award-winning Open Airways for Schools (OAS) asthma education program to Pima County elementary school students. This curriculum provides children the knowledge and skills needed to effectively manage their asthma.

Course Prerequisites: None

Course Learning Objectives: At the end of the course, a student will be able to:
1. Explain the epidemiology of asthma.
2. Explain the pathophysiology of asthma.
3. Recognize commonly prescribed asthma medications and devices; ability to assess technically proficient use of these devices.
4. Explain how to achieve long-term control of asthma symptoms and reduce risk of exacerbation using a combination of controller and reliever medications.
5. Be able to create and communicate an individualized Asthma Action Plan.
6. Recognize signs, symptoms, and common triggers of asthma exacerbations.
7. Recognize and respond effectively to an asthma exacerbation.
8. Effectively manage a classroom of elementary age-children including age-appropriate techniques to maintain student attention and focus.
9. Identify challenges in the provision of asthma education and care among low-income, Hispanic populations, enrolled in urban school system.
10. Deliver educational content in a culturally competent manner ensuring the dignity and respect of learners.

Course Competencies:

Undergraduate:
1. Appropriately incorporate determinants of health (environmental, social, cultural, behavioral, and biological) when studying the causation of disease and access to health services.
2. Provide a biological description for the major causes of communicable and non-communicable diseases and their pathology.
3. Provide an environmental description for the major causes of communicable and non-communicable diseases and their pathology.
4. Construct and evaluate a community level intervention that addresses a current public health issue.
5. Integrate Public Health theories into practice.

Graduate:
1. Communicates effectively both in writing and orally (unless a handicap precludes one of those forms of communication)
2. Interpreting and presenting accurately and effectively demographic, statistical, and scientific information for professional and lay audiences adapting and translating public health concepts to individuals and communities
3. Soliciting input from individuals and organizations
4. Advocating and marketing for public health programs and resources, including political lobbying, grant writing, collaboration building, and networking
5. Leading and participating in groups to address specific issues, including ability to work in teams, span organizational boundaries, and cross systems
6. Using all types of media to communicate important public health information
7. Demonstrating cultural competency in all of the above and community development
8. Interacting competently, respectively, and professionally with persons from diverse backgrounds
9. Developing and adapting approaches to public health problems that take into account cultural differences

Course Format and Content: This service-learning course is a hybrid of online and face-to-face instruction followed by fieldwork. Prior to the in-person training workshop students
will complete an on-line curriculum developed by the American Lung Association to train layperson to deliver asthma education. This activity will be supplemented by multi-media content available via YouTube. Once the on-line training is successfully completed, student will attend a two hour training workshop where skill-based activities will be reinforced and formally assessed. Upon successful completion of the workshop, students will be assigned a single Pima County elementary school where they (and a partner) will deliver six 40-minute lessons with 8-11 year old elementary students. Students will meet at the end of the semester to share and reflect upon their experiences.

If this course is being repeated within 12 months, then students will not have to complete the on-line / workshop activity a second time. Instead, students will be assigned to deliver the education modules at 2 (instead of 1) participating elementary school.

Course Notes: A webpage has been created for this class using the Desire 2 Learn (D2L). The course website contains the syllabus, links to modules and videos, assignments, and readings/additional resources.

Required Text and/or Reading: There is no assigned textbook. Required reading will be provided via D2L.

Required Software: To participate on the online course, be sure that your computer has the following:

- Windows or Macintosh based PC or laptop with audio capability
- Flash Player 10 or later ([http://www.adobe.com/go/getflash](http://www.adobe.com/go/getflash))
- One of the following internet browsers:
  - Windows: Internet Explorer 8 or later, Firefox 15.0 or later, Google Chrome
  - Macintosh: Safari 5 or later, Firefox 15.0 or later, Google Chrome

Course Requirements:

Open Airways Polo/T-Shirt: To readily identify yourself to the schools, we require that you purchase ($20) an Open-Airways T-shirt or polo. This shirt must be worn at all school visits.

Background Check: Students will be required to complete a criminal background check prior to delivering educational modules at their assigned elementary school. Students will be required to complete the background check [http://www.sentrylink.com](http://www.sentrylink.com) (This requires a small fee of $19.95) and provide the report.

Online Training Modules and Quizzes:
Students will complete five online modules and associated quizzes with at least 80%.
Below are the titles and approximate time it will take to view the online modules. The five online modules also contain links to YouTube demonstration videos and attachments to be viewed. The modules can be accessed at [https://lung.training/](https://lung.training/)

OAS 01: Module 1: Certified Facilitator Training (~15 minutes)
1. Learning Objectives:
   a. Overview of course
   b. Identify completion requirements
   c. Explain history and goals of the American Lung Association
2. Videos:
a. Mayra Washington
3. Quiz
4. Attachments:
   a. ALA Asthma-Friendly Schools Initiative Toolkit (review required for graduate students, optional for undergrads)

OAS 02: Module 2: Why OAS Works (~15 minutes)
1. Learning Objectives
   a. Explain the background and history of OAS program
   b. Discuss the research that supports the program
2. Videos:
   a. None
3. Quiz
4. Attachments:
   a. Learning Objectives and Health Messages Per Lesson

Asthma Basics (~50 minutes)
1. Learning Objectives (see 1-5 of course learning objectives)
   a. Identify characteristics and symptoms of asthma
   b. Recognize asthma triggers and control strategies
   c. Demonstrate familiarity with asthma medications and devices
   d. Understand the value and use of an Asthma Action Plan
   e. Respond to a breathing emergency
2. Videos:
   a. Asthma Animation
   b. Peak Flow Meter Video
   c. Inhaler demonstration videos (Aerolizer, Diskus, Flexhaler, Twisthaler)
   d. Metered-dose Inhaler with and without spacer videos
   e. Belly Breathing Video
3. Quiz
4. Attachments:
   a. Asthma Action Plan
   b. Environmental Control Guide
   c. Nebulizer
   d. Trends in Asthma Morbidity and Mortality (Required for grad students only)
5. Asthma Basics Online Course Evaluation (link will be emailed to you by ALA)

OAS 03: Module 3: Facilitator Skills (~40 minutes)
1. Learning Objectives
   a. Learn how to set up an OAS classroom
   b. Create a supportive environment
   c. Respond to students appropriately
   d. Demonstrate knowledge of risk management strategies
2. Videos:
   a. Class Preparation
   b. Open Airways For Schools session
3. Scenario Activity
4. Quiz
5. Attachments:
   a. The Role of the Open Airways For Schools Facilitator

OAS 04: Module 4: OAS Implementation Guide (~30 minutes)
1. Learning Objectives:
   a. List steps to successful implementation
   b. Make the case to school administrators for implementing OAS
   c. Explain the important of evaluation
2. Videos:
Training and Performance Assessment Workshop: There will be three 90-minute face-to-face meetings prior to being assigned to a Pima County elementary school. The first session will include review of the OAS curriculum and provide classroom management instruction. The second will include review of material followed by a role-play based performance assessment where students partner and model proper questioning, discussion, and hands-on lesson facilitation techniques with portions of the (6) OAS lessons. Feedback will be given by the ALA staff partner, Ms. Donna Bryson, RN. At the end of the semester, there will be one additional 90-minute session to debrief on your experiences and lessons learned over the course of the semester.

**Day 1:** 9:30 – 11:00AM (90 minutes) on Tuesday, September 5th, 2017  
**Day 2:** 9:30 – 11:00AM (90 minutes) on Thursday, September 7th, 2017  
**Day 3:** 9:30 – 11:00AM (90 minutes) on Tuesday, September 12th, 2017  
**Day 4:** 9:30 – 11:00AM (90 minutes) on Tuesday, December 5th, 2017

Community Outreach/Service: Facilitate the OAS curriculum six 40-minute lessons at one local elementary school based on the designation of the ALA staff member. The student must maintain the integrity of the curriculum. Students must submit OAS evaluation questionnaires to ALA.

Written Reflection/Review: Once the OAS curriculum is completed, ALL students must submit a written reflection of their activities that includes the following elements:

Complete a concise 2-page, single-space written reflection including:

1. **What:** Brief observations from your community outreach/service  
   a. Objective facts about the experience  
      i. Where did you go, what population did you serve, how many students did you reach, who did you work with

2. **So What:** Connections on a personal AND public health level  
   a. Analyze the experience  
      i. What did you learn from the experience? Skills gained?  
      ii. What health disparities did you observe?  
      iii. How did you apply your public health knowledge?  
      iv. What are the assets existing in the school/community?  
      v. Are there pressing needs of the community?  
      vi. How does this program affect the community?

3. **Now What:** Next steps on a personal AND public health level  
   a. Future impact of the experience on you and population  
      i. How will you use what you learned from this experience in your future?
ii. In greater society and policies, local systems and communities, and the future public health workforce, what is needed to meet the needs of the schools/community?

Graduate Students: Create a one-page, visual Open Airways report to provide feedback to the assigned school. Collect and utilize the output and outcome data from the OAS lessons taught in the elementary school, such as how many children were enrolled/attended, improvement in pre/post scores, number of parents who attend the graduation ceremony, testimonial statements from students/parents, etc. Combine the school-specific data with existing scientific literature or public health recommendations from credible sources. The frame and language should speak to school personnel with little time. Think: infographic. The document should contain at least three credible sources (such as peer-reviewed articles or governmental sources). Use footnotes for references.

Reflection Discussion: Students and faculty will meet to discuss the main themes that emerged during the course. Students will reflect as a group of the health disparities observed, school/community assets and needs, and the major lessons learned and next steps for public health across socioecological levels. This discussion will be held on **Tuesday, December 5th from 9:30-11:00AM located at the Asthma & Airway Disease Research Center rm. #2343**.

Grading/Student Evaluation:

**Undergraduate students:**

- Completion of Online Modules 20 points
- In-person Training/Performance Assessment 20 points
- Community Outreach/Service 50 points
- Written assignment/Reflection Discussion 10 points

**Graduate students:**

- Completion of Online Modules 15 points
- In-person Training/Performance Assessment 15 points
- Community Outreach/Service 40 points
- Written assignment/Reflection Discussion 30 points

Final grades are based on the traditional grading cut points of A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, E < 60%. The instructor reserves the right to revise the course requirements, allocation of points and the grading scale.

Class Attendance/Participation: The didactic proportion of the course is online and self-paced. Attendance and active participation is required in the two 1.5-hour in-person training and performance assessment. Community outreach/service will be scheduled between the ALA staff, the student, and school personnel. Students must honor the schedule agreed upon to maintain the professionalism and partnership between the ALA, the University of Arizona, and the school. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored.

Course Schedule: The schedule will be updated as needed on D2L.
August 21st – Sept. 4th  Provide necessary information for background check
Begin 5 self-paced modules and quizzes

September 5th  Have 5 self-paced modules completed and provide availability in Google docs spreadsheet

September 5th, 7th and 12th  Attend in-person trainings and performance assessment

September 25th  Coordinate an OAS schedule with ALA and school partners

Oct/Nov/Dec  Facilitate OAS curriculum at a local elementary school

December 1st  Dropbox written assignment/s

December 5th  Reflection discussion

**Required Statements:**

**Communications:** You are responsible for reading emails sent to your UA account from your professor and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at: [http://www.registrar.arizona.edu/emailpolicy.htm](http://www.registrar.arizona.edu/emailpolicy.htm)

**Disability Accommodation:** If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. The official policy can be found at: [http://catalog.arizona.edu/2012%2D13/policies/disability.htm](http://catalog.arizona.edu/2012%2D13/policies/disability.htm)

**Academic Integrity:** All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the Dean of Students and online: The official policy found at: [http://deanofstudents.arizona.edu/codeofacademicintegrity](http://deanofstudents.arizona.edu/codeofacademicintegrity)

**Classroom Behavior:** (Statement of expected behavior and respectful exchange of ideas) The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. This information is available at: [http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines](http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines). Students are expected to be familiar with the UA Policy on Disruptive and Threatening Student Behavior in an Instructional Setting found at: [http://policy.arizona.edu/disruptive-behavior-instructional](http://policy.arizona.edu/disruptive-behavior-instructional) and the Policy on Threatening Behavior by Students found at: [http://deanofstudents.arizona.edu/sites/deanofstudents.arizona.edu/files/Disruptive_threat_bklt_2012.pdf](http://deanofstudents.arizona.edu/sites/deanofstudents.arizona.edu/files/Disruptive_threat_bklt_2012.pdf)

**Grievance Policy:** Should a student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, Assistant Dean for Student and
Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance using the Graduate College Grievance Policy found at: http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy

Grade Appeal Policy: http://catalog.arizona.edu/2012-13/policies/gradappeal.htm

Syllabus Changes: Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate.

Laptops and Electronic Devices (including cell phones): Laptops and other electronic devices can interfere with class, so please turn them off. Phones can be left on vibrate if needed, but no phone calls or texting are allowed during class. Laptops should not be used during the class period, unless there is a documented need for their use. For most lectures, hard copies of presentations are provided. You may use your laptops prior to the beginning of class or during the break.

Other General Notes Regarding Graduate Courses:

Plagiarism: Plagiarism can occur when a student copies text word-for-word without quoting, fails to paraphrase, or fails correctly reference materials used for preparing a written assignment. This includes fictitious or incorrect references. If plagiarism is detected on an assignment, it will result in automatic failure for that assignment. A second offense will result in automatic course failure. All these actions will be reported to the Section Chair, the Dean of the College of Public Health, and the Dean of Students. This policy is in place for this class because scientific writing is a fundamental skill at both the undergraduate and graduate level in this field, and for this course. If you feel you are unsure as to what might constitute plagiarism, there are numerous resources at the University of Arizona, including the writing lab, to help you avoid plagiarism.

Plagiarism: What counts as plagiarism?
- Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
- Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Quoting a passage without quotation marks/citations so that it looks like your own.
- Paraphrasing a passage without citing it, so that it looks like your own.
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.