

APPH 1040 FYSA Scientific Foundations of Health

Course: APPH 1040

Section: GLO

Credits: 2.0

Semester & Year: Summer 2026

Instructor Information

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General Course Information

Description

APPH 1040-GLO will examine the UN Sustainable Development Goals (SDGs) and their effects on health outcome. The SDGs represent a shared global framework adopted by UN member countries to achieve sustainable development by balancing social, economic, and environmental priorities, recognizing that progress in one domain directly affects outcomes in others. This course places particular emphasis on the intersection of SDG 3: Good Health and Well-Being and SDG 11: Sustainable Cities and Communities, exploring how the design, policies, and social environments of cities shape health across the lifespan. Students will examine how key social determinants—such as housing, transportation, education, income, social cohesion, access to resources, and the physical environment—influence health behaviors, wellbeing, disease risk and disease prevention. Students will also examine how social action and cross-sector collaboration can drive meaningful change to improve health, reduce inequities, and promote resilient and healthy societies.

Course Learning Outcomes

By the end of this course, students will be able to:

1. Describe ways in which sustainable cities and communities contribute to resilience, health, and overall well-being.
2. Critically examine the UN Sustainable Development Goals (SDGs) and articulate the roles of individuals, communities, governments, and other stakeholders in achieving sustainable development and improved health outcomes.
3. Critically discuss the influence of social determinants of health, including poverty, education, housing, cultural traditions, and other social and structural factors, on the health and wellbeing of diverse populations.
4. Assess how health behaviors and social, economic, and environmental conditions affect wellbeing, and identify realistic, evidence-based strategies for behavior change to improve the health of individuals and target populations.
5. Develop an action plan for leading social or community change that addresses social determinants of health and advances public health through sustainable, equitable solutions.

Required Course Materials

What the Eyes Don't See: A Story of Crisis, Resistance, and Hope in an American City (2019, Mona Hanna-Attisha) ---*You do not need to purchase. A copy will be provided on the first day of class.*

Additional readings (articles, etc.) will be provided in class.

Grading Policy:

You accumulate points in this class based on the amount and quality of work you do. A breakdown of the points offered are listed below.

Assignments

13 pts	In-class assignments & Scavenger Hunt at Farmer's Market
3 pts	Online Pre-Registration
12 pts	Case Study
12 pts	Video Assignment
6 pts	Reflection
24 pts	Quizzes (2 @ 12 pts each)
4 pts	Team Project Proposal
22 pts	Team Poster Project
4 pts	Team Poster Evaluations
4 pts	Service-Learning Participation
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104	Total Possible Points

Your Final Grade is Based on Total Pts Accumulated (NOT %):

F=below 60 pts; D=60-69 pts; C=70-79 pts; B=80-89 pts; A= 90+ pts

All Assignments/Quizzes will be submitted through canvas.

Missed Assignments/Quizzes: See course policies.

Description of Graded Components

In-class assignments & Scavenger Hunt at Farmer's Market:

Graded discussion/problem solving assignments will be completed during scheduled class time that are intended to promote active engagement with course material. These brief assignments will reinforce key concepts introduced in the course. In addition, there will be a scavenger hunt during the Farmers Market/Teambuilding with Taste trip that can be completed individually or in teams.

Online Pre-Registration Assignments:

Students must complete the following institute required modules before leaving for study abroad: AlcoholEdu (Part 1), Sexual Assault Prevention, and Mental Well-being. These modules prepare students for study abroad participation by promoting personal safety, mental wellbeing, and responsible decision making. The Office of Student Engagement and Wellbeing sends each student instructions via GT email for completing the modules. Students will be given 1 pt each for a screenshot verifying participation.

Case Study:

Students will analyze a case study focused on social action to improve wellbeing. The case study requires critical examination of a complex real-world problem.

Video Assignment:

Students will create a short, informative video that explores a health-related topic relevant to individual or community health.

Reflection:

Students will complete a reflective writing assignment to synthesize personal insights and observations the Farmer's Market visit and Teambuilding with Taste activity that connect to themes such as culture, access, behavior and wellbeing.

Quizzes:

There will be two quizzes administered online through canvas. Each quiz will cover roughly half of the course material. Quizzes will include multiple-choice and true/false questions, designed to assess foundational knowledge of course topics.

Team Project Proposal:

Student teams will submit a proposal outlining their planned poster project. Specific Instructions will be provided in class. Instructor/TA feedback will guide further project development.

Team Poster Project:

Teams will develop a professional poster presenting a solution/intervention to address a current public health issue. Specific instructions and examples will be provided in class. Posters should incorporate scientific evidence, visuals, and clear messaging to communicate ideas effectively. The poster will be presented on the last day of class. Feedback will be provided. Peer evaluations will be taken into consideration when assigning grades.

Team Poster Evaluations:

Students will evaluate peer poster presentations using established criteria. This process promotes skill development in critical evaluation and the delivery of constructive, professional feedback.

Service-Learning Participation:

Students will participate in a weekend service-learning activity that supports community health, sustainability and social wellbeing. The activity will be approximately 3 hours. Students will have a choice of two events with local non-profits.

Course Policies

Attendance and/or Participation

This is a short course, consisting of only three weeks. Students are expected to attend all class sessions and arrive on time. Active participation is required and will be factored into the final grade. In addition, several of your assignments are completed in teams. Therefore, missing class could result in a grade reduction. If there are extenuating circumstance, please speak with your instructor ASAP. Makeups, without penalty, require a Dean of Students notification of excused absence.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Core IMPACTS

[Core IMPACTS](#) is the University System of Georgia’s General Education curriculum. If you are teaching a course that counts towards Core IMPACTS, you should include a syllabus statement about the Core area and associated [career competencies](#). [This resource](#) developed by the Center for Excellence in Teaching and Learning and Online Education at Georgia State University includes template syllabus statements for each of the Core IMPACTS areas that you may adapt for your course.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Collaboration & Group Work

Collaboration is an essential component of this course and reflects real-world professional practice. Students are expected to actively participate in group projects, discussions, and team-based assignments in a respectful and equitable manner. Each student is responsible for contributing meaningfully to group work and completing assigned tasks on time.

Unless otherwise specified, collaboration is permitted only on assignments designated as group or team work.

The Use of Generative AI

Generative AI tools (such as Copilot or ChatGPT) may be used to support learning activities such as brainstorming, outlining, summarizing, or improving clarity in writing. These tools should be used responsibly and as a supplement to—not a replacement for—your own critical thinking and original work.

Students are responsible for verifying the accuracy of AI-generated content and being mindful of potential bias or misinformation. Over-reliance on AI may limit learning and creativity.

If you are unsure whether AI use is permitted for a particular assignment, ask the instructor in advance. When AI is used, students must include a brief AI Usage Statement identifying:

1. The AI tool(s) used
2. How and why AI was used
3. The prompts or questions provided to the AI
4. How the AI output informed or shaped the final submission

Failure to disclose AI use may be considered a violation of academic integrity.

Extensions and Missed Assignments/Quizzes

Extensions: Students may be given extensions to complete assignments under certain circumstances. Arrangements must be made in advance of the due date.

Missed Assignments/Quizzes: Makeups (without penalty) are given in emergencies, but require an excused absence. Notify your instructor as well as the FYSA Program Dir. of the emergency right away (within 24 hours). If you miss an assignment for other reasons, you may submit it late for a 25% penalty per day.

Student Use of Mobile Devices in the Classroom

Students are allowed to use mobile devices when that use relates to coursework. Please refrain from using devices in a manner that distracts you (and others around you) from staying on task in this class.

Final Note

Please be respectful of each other.

Respect is powerful. It builds feelings of trust, safety, and wellbeing.

Open communication and mutual respect are central to this course. Everyone is encouraged to speak freely and express their identity. While at times differing opinions may emerge on course topics, thoughtful and respectful dialogue is expected.

Campus Resources for Students

Undergraduate Student Academic Success Resources:

A list of resources for undergraduate students' academic success and information about advising can be found at [Academic Success & Advising – Helping you succeed at GT!](#).

- Academic Support: Academic Success and Advising (a unit in the Office of Undergraduate Education & Student Success) provides free support for your courses. Students can attend scheduled supplemental review (PLUS) sessions, stop by Drop-In Tutoring, or schedule a one-on-one appointment through Knack. To explore what options work best for you, please visit us online at success.gatech.edu/tutoring, email us at tutoring@gatech.edu, or come see us at Clough Undergraduate Learning Commons, Suite 283.

Student Well-Being:

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. Please discuss with your instructor/TA if you have any needs or concerns. In addition, a comprehensive list of resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being at [student-resource-guide](#).