

## **APPH 1040 FYSA Syllabus**

Scientific Foundations of Health, GL1, 2 Credits

Summer 2026

### **Instructor Information**

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### **General Course Information**

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#### **Description**

APPH 1040-GLO examines the UN's Sustainable Development Goals (SDGs) and their effects on health outcomes. 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 explore how key social determinants—such as housing, transportation, education, income, social cohesion, access to resources, and the physical environment—influence health behaviors, well-being, disease risk, and disease prevention. Students will also analyze 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**

Upon successful completion of this course, you should be able to:

1. Describe ways in which sustainable cities and communities contribute to resilience, health, and well-being.
2. Examine the UN's Sustainable Development Goals (SDGs).
3. Explain the roles of individuals, communities, governments, and other stakeholders in achieving sustainable development and improved health outcomes.

4. Discuss the influence of social determinants of health, including poverty, education, housing, cultural traditions, and other social and structural factors, on the health and well-being of diverse populations.
5. Assess how health behaviors and social, economic, and environmental conditions affect well-being
6. Identify realistic, evidence-based strategies for behavior change to improve the health of individuals and target populations.
7. 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**

Hanna-Attisha, M. (2018). *What the eyes don't see: a story of crisis, resistance, and hope in an American city*. Unabridged. New York, Random House Audio, an imprint of the Penguin Random House Audio Publishing Group. ----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:**

- A: 90-100% (~ 93.6 to 104 points)
- B: 80-89% (~ 83.2 to 93.5 points)
- C: 70-79% (~ 72.8 to 83.1 points)
- D: 60-69% (~ 62.4 to 72.7 points)
- F: Below 60% (~ 62.3 points and below)

### **Assignments**

- Syllabus Quiz and Course Contract (2 points)
- In-class assignments & Scavenger Hunt at Farmer's Market (13 points)
- Online Pre-Registration (2 points)
- Case Study (12 points)
- Video Assignment (12 points)
- Reflection (5 points)
- Quizzes (2 @ 12 pts each)- 24 points
- Team Project Proposal (4 points)
- Team Poster Project (22 points)
- Team Poster Evaluations (4 points)

- Service-Learning Participation (4 points)

### **Description of Graded Components**

You accumulate points in this class based on the amount and quality of work you do. A breakdown of the points offered is listed above. Your Final Grade is based on the total points accumulated out of 104 points. All Assignments/Quizzes will be submitted through Canvas.

## **Course Policies**

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### **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 circumstances, 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, which 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 and 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 respectfully and equitably. 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.

## **Use of Generative AI**

As we embrace innovative technologies in our learning environments, it's important to discuss the use of Generative AI programs like ChatGPT, Google Gemini, Claude, etc. These can be great tools for generating ideas and aiding brainstorming sessions. They are allowed for that purpose in this course. That said, using any AI tools during an exam or quiz is never permitted. In addition, students may not use AI tools to generate responses for written assignments, projects, or discussions as their own. There are a few key points to keep in mind when using these tools for other approved uses, such as to generate ideas:

- Accuracy and Bias: Be aware that the information produced by AI can sometimes be inaccurate, incomplete, biased, or otherwise problematic. Always double-check the facts and consider the potential biases in the generated content.
- Impact on Creativity: While AI tools can provide helpful insights, relying heavily on them may limit your own critical thinking and creativity. Use these tools to generate ideas, not as a replacement.

- Source Citing and Documentation: According to GaTech's Honor Code, you must not submit work generated by an AI program as your own. For more information and guidance, please view the USGStudentGuideToGenAI uploaded in Canvas Modules: Resources for Students.

### **Extensions, Late Assignments, & Re-Scheduled/Missed Exams**

It is the student's responsibility to ensure that all requirements are completed on time. Students are expected to turn in all work by the deadline. However, I know that unexpected things happen. To allow for unexpected events or lapses in memory of due dates, partial credit will be given for late assignments. Each day an assignment is late will result in a heavier point reduction. For example, if the assignment is one day late, the point reduction is 10%. Two days after the deadline, the point reduction is 20%. After two days have passed, a grade of zero will be recorded for that assignment. Some exceptions are made for approved Institute activities and religious activities; students should communicate these in advance to the instructor as well as the FYSA Program Director.

### **Inclement Weather and Digital Learning Days**

Per the [Campus Procedures for Hazardous Weather](#), when on-campus activities are suspended, digital learning days may be implemented to provide a way for instruction to continue. In the event of an impact on class sessions, instructors will post an announcement on Canvas with instructions. Here is the institute policy for [Digital Learning Days for Modified Campus Operations](#).

### **Student Use of Mobile Devices in the Classroom**

As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, laptop, etc., makes noise or is visually distracting during class. That said, many students find it useful to have a mobile device, laptop, or tablet on hand to access course materials.

With this in mind, I allow you to take notes on your laptop, but request that you turn the sound off so that you do not disrupt other students' learning. In addition, if you are doing anything other than taking notes or looking at course materials on your laptop, please sit in the back row so that other students are not distracted by your screen.

In this class, we will use PointSolutions and other educational software to increase your interaction with the content. This means you will need to bring a (charged) web-enabled device with you to class – a mobile device, tablet, laptop, or other similar device will do. However, please remember that your success in this class will hinge in part on your

attention to in-class discussion and content: please refrain from using your device during class except at designated times and do your best to focus on the task at hand.

## Campus Resources for Students

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### **Undergraduate Student Academic Success Resources:**

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](https://success.gatech.edu/tutoring), email us at [tutoring@gatech.edu](mailto:tutoring@gatech.edu), or come see us at Clough Undergraduate Learning Commons, Suite 283.

### **Student Well-Being:**

I look forward to having you in this course, and I am concerned for your overall health and well-being. I recognize that as an individual, you and your circumstances are unique in comparison to other students. Throughout your academic journey at Georgia Tech, you may face personal stressors that impact your academic progression and well-being. If these do arise, know that I am here to support you. You may contact me at any point in the semester when you are experiencing an issue. I aim to share wellness tools and strategies in this course that are beneficial and easy to implement, because we all face challenges in life. I acknowledge that seeking help takes courage. The Institute has several resources to support students. A comprehensive list of student services and resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-Being, and you can find access to that at <https://students.gatech.edu/student-resource-guide>.