

University of Maryland, College Park
Department of Public and Community Health

HLTH 391 (0201) - Principles of Community Health I

<p>Instructor: Assoc. Prof. Sharon M. Desmond Office/Phone: HHP 2376 / 301-405-2526 Email: desmond@umd.edu Semester: Spring 2008 Classroom/Time: HHP 0307 / T Th 12:30 - 1:45 PM</p>	<p><u>OFFICE HOURS</u> Tuesday 2:00 - 4:00 PM Thursday 9:00 - 11:00 AM And by Appointment</p>
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Required Textbooks & Other Readings	<p><u>Required</u> McKenzie JF, Pinger RR and Kotecki JE: <u>An Introduction to Community Health</u>, Sixth edition, Jones and Bartlett, Sudbury, 2008.</p> <p>Department of Health and Human Services (DHHS): <u>Healthy People in Healthy Communities</u>, Government Printing Office, 2001. http://www.healthypeople.gov/Publications/HealthyCommunities2001/healthyc0m01hk.pdf</p> <p>Department of Health and Human Services (DHHS): <u>Healthy People 2010 Understanding and Improving Health</u>, Second edition, Government Printing Office, 2000. http://www.healthypeople.gov/Document/pdf/uih/2010uih.pdf</p> <p><u>Recommended</u> Kreuter MW, Lezin NA, Kreuter MW and Green LW: <u>Community Health Promotion Ideas that Work</u>, Second edition, Jones and Bartlett, Sudbury, 2003.</p>
Course Description	<p>The purpose of this course is to provide a broad overview of basic community health principles. Various concepts and issues will be studied, including (but not limited to) the history of community health, health promotion, public health, community building and organization, community asset mapping, personal and social factors affecting the health of communities, epidemiology, health policy and advocacy, mental health issues, minority health issues, intentional and unintentional injuries, and health status across the lifespan, and community based interventions.</p>
Course Objectives	<p><u>At the conclusion of this course, the student should be able to:</u></p> <ol style="list-style-type: none"> 1. Explain how health promotion, health education, health protection, health services, public health and community health are related 2. Describe community/public health benchmarks in the United States from the 1900s to the present time 3. Describe the health-oriented attitudes and behaviors common in each of the following historical time periods: Egyptians and Babylonians; Greeks and Romans; the Dark Ages; the Renaissance; and, the Colonial period in America

Course Objectives (cont.)	<ol style="list-style-type: none"> 4. Describe the various periods of the modern era of public health (beginning in 1850), include bacteriology, health resources development, reform, social engineering, and health promotion 5. Describe the development and content of the national health goals and objectives for the nation, beginning with the Surgeon General's 1979 <u>Healthy People</u> report and ending with the <u>Healthy People 2010</u> document 6. Know and be able to apply the components of the MAP-IT strategy found in the "Healthy People in Healthy Communities" document 7. Be able to identify the focus areas in the "Understanding and Improving Health" document and explain why they are important 8. Outline the historical progression of community and public health education in the U.S. 9. Define epidemiology, demography, life span, life expectancy, years of potential life lost, sensitivity and specificity of a test, relative risk and odds ratio 10. Calculate mortality rates, specific mortality rates, crude and age-adjusted mortality rates, and incidence and prevalence rates 11. Compare and contrast the various types of epidemiological studies 12. Identify the means of transmission of common communicable diseases in a community and recommend ways to control the spread of disease 13. Explain components of several community health models, including PRECEDE-PROCEED, the social-ecological model and systems theory 14. Demonstrate understanding and application of the "Health Field Concept" and "integrated community programs" 15. Be able to describe the health concerns of the following groups, as well as identify effective community health education interventions targeting their leading causes of death: infants, children, adolescents, adults and older adults 16. Describe mental health problems facing U.S. populations today, their causes, and strategies/initiatives used to alleviate them 17. Describe drug problems facing communities in the U.S. today, factors that contribute to the problem as well as prevention and control strategies 18. Discuss the etiology of both unintentional and intentional injuries in the U.S. (including those in the workplace) 19. Propose intervention strategies (educational, technological, legal, and environmental) to prevent intentional and unintentional injuries 20. Discuss the primary health concerns of various underserved and minority populations in the U.S. 21. Develop culturally competent community health programs 22. Discuss how social, political, economic and religious differences impact the health of diverse communities 23. Conduct a needs and strengths assessment in a community 24. Implement a community health fair in a community 25. Identify the roles and responsibilities of health educators 26. Present interesting and clearly understood health information to a group 27. Write better than he/she did prior to this class
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**Course
Policies**

Class Attendance and Missed Exams:

Please come to class! Your thoughts, ideas, questions and comments will enrich other's learning experience. Besides, exciting, interesting and fun activities have been planned! Power point lecture handouts will be sent via email; if you miss a class, get additional notes from a fellow student. If you are ill or encountering difficulties, see me as soon as possible or contact the Learning Assistance Service (301-314-7693) and or the Counseling Center (301-314-7651).

Reading assignments are to be completed prior to class meetings so you can fully participate in discussions and activities. However, if you have not read the material, it is MUCH better to come to class rather than skip it altogether! Do not fall behind in your reading! In fact, read ahead! ☺ Make-up exams will be given only if you discuss the need with me prior to the scheduled examination date and the reason is acceptable.

Accommodations for students with disabilities:

If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, please talk to me as soon as possible. You will need documentation from Disability Support Service (301-314-7682). If you intend to take any or all exams at DSS it is your responsibility to notify me as soon as possible.

Academic Integrity (taken from the student honor council webpage at <http://www.studenthonorcouncil.umd.edu/code.html>):

The University's code of academic integrity is designed to ensure that academic honesty is upheld. Any of the following acts, when committed by a student, constitute academic dishonesty:

- ✓ CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- ✓ FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- ✓ FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- ✓ PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

On every examination, paper or other academic exercise not specifically exempted, the student should write by hand and sign the following pledge:

I pledge on my honor that I have not given or received any unauthorized assistance on this examination.

Religious Observances:

The University System of Maryland policy provides that students *should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.* **It is the student's responsibility to inform the instructor in advance of any intended absences for religious observance.**

- S y l l a b u s -

1-29-08	Welcome to the Hlth391 community! Introductions, Health Fair Committees and Syllabus Review
1-31-08	Defining Community Health: An Overview; Factors Influencing Health; Review of Common Terminology-prevention, health field concept, integrated community prgms. <u>Read</u> pgs. 3-11; Health Fair Committee Composition and Responsibilities
2-05-08	The History of Community and Public Health <u>Read</u> pgs. 11-25; One page paper 1 due
2-07-08	The History of the Profession; Roles and Responsibilities of Health Educators <u>Read</u> http://www.nchec.org/aboutnchec/rc.htm
2-12-08	Healthy People 2010: History & current focus areas; National health goals & objectives for the nation <u>Read</u> all of <u>Healthy People 2010: Understanding and Improving Health</u> at http://www.healthypeople.gov/Document/pdf/uih/2010uih.pdf & text pgs. 25-32
2-14-08	The Epidemiological Model; Community Health Models; Systems Theory
2-19-08	Community Based Interventions: Framingham Study, Stanford Five City Project, etc. One page paper 2 due
2-21-08	Community Health Needs and Strengths Assessments; Asset Mapping Seat Pleasant, A City of Excellence overview; Topics Committee Report
2-26-08	Epidemiology; Rates and Ratios; Incidence and Prevalence <u>Read</u> pgs. 62-93
2-28-08	Epidemiology (cont.); Sensitivity and Specificity of a Test Health fair topic (and partner's name) due
3-4-08	Communicable Disease Control <u>Read</u> pgs. 96-119
3-6-08	Community Organization; Community Building; Advocacy <u>Read</u> pgs. 120-142; read Healthy People in Healthy Communities at http://www.healthypeople.gov/Publications/HealthyCommunities2001/healthycom01hk.pdf
3-11-08	Community Organization; Community Building; Advocacy (cont.)
3-13-08	Midterm
3-18-08	Spring Break! Enjoy! ☺
3-20-08	Spring Break! Continue having fun! ☺
3-25-08	PRECEDE-PROCEED Model; over-view and in-depth analysis of Phases 1 & 2 Health Fair Committee Meetings
3-27-08	Community Based Participatory Research
4-01-08	Planned Approach to Community Health <u>Read</u> pgs. 12-19 of PATCH at http://wwwtest.cdc.gov/nccdphp/publications/PATCH/pdf/00patch.pdf Community Health Needs and Strengths Assessment due

4-03-08	Community Health Needs of Mothers, Infants and Children <u>Read</u> pgs. 175-210
4-08-08	Community Health Needs of Adolescents, Young Adults and Adults <u>Read</u> pgs. 213-237
4-10-08	Community Health Needs of Older Adults <u>Read</u> pgs. 240-266
4-15-08	Health Behavior and Lifestyle Change Programs One page paper 3 due
4-17-08	Community Health Needs of Minorities and Underserved Populations <u>Read</u> pgs. 269-308; Rough Draft of posters due
4-22-08	Community Health Needs of Minorities and Underserved Communities (cont.); Cultural Competency
4-24-08	Community Mental Health Issues <u>Read</u> pgs. 312-337
4-29-08	Alcohol, Tobacco and Other Drugs: Their Impact on the Community <u>Read</u> pgs. 341-370
5-01-08	Environmental Influences on Health <u>Read</u> pgs. 488-518
5-03-08 Saturday	Health Fair! City of Seat Pleasant University of Maryland Health Partnership
5-06-08	Intentional and Unintentional Injuries <u>Read</u> pgs. 502-542
5-08-08	Intentional and Unintentional Injuries (cont.)
5-11-06	Worksite Health Promotion; Safety in the Workplace <u>Read</u> pgs. 566-595; Evaluation Committee Report
5-13-08	Left-overs and catching up
5-14-08 Wednesday	Exam Study Day
5-20-08	Final Exam 1:30-3:30 p.m.

<u>Evaluation Measure</u>	<u>Points</u>	<u>Grades</u>
Midterm	100	360-351 points 350-335 points A+ A
Final	100	334-325 points 324-315 points A- B+
Health Fair	70	314-299 points 298-289 points B B-
One page papers (3)	30	288-279 points 278-263 points C+ C
Needs and Strengths Assessment	30	262-253 points 252-243 points C- D+
Class Activities (2 points each)	20	242-227 points 226-217 points D D-
Timely Topic Presentation	10	216 & below F

Assignments

Timely Topic Presentation (10 points)

In pairs, student will be make a ten minute engaging and informative presentation on a community health current event, incorporating class participation. Of primary importance is ACTIVE INVOLVEMENT with the class – be creative and interesting! On the day of your presentation, submit a typed outline to me of what you will be doing – include the information you will be presenting and the activity you have planned.

Health Fair (70 points)

The class will conduct a health fair this semester on **Saturday, May 3rd** in Seat Pleasant, MD, “A City of Excellence!” Students will pair up and create a poster on a health topic chosen from the list of topics generated by the needs assessment. In addition to the three sided poster, there must be resource materials available for residents to take with them and an activity for them to participate in while learning about the topic. **Arrange your schedules now** so you will be available to participate on **Saturday, May 3rd**. **The health fair is a mandatory course requirement.** A grading rubric for the health fair has been uploaded, as has a document describing the responsibilities of each committee.

Needs and Strengths Assessment (30 points)

Each student must conduct a health needs and strengths assessment for a specific community of your choosing. An on-line poster must be created and submitted that provides a description of the community, a summary of epidemiological data (presented in table format), and a list of prioritized health recommendations based on the information and data gathered. Use already available data and on-line resources to gather your data.

One Page Papers (3 for 10 points each = 30 points)

Students will write three separate one page papers (typed, double spaced, 11 point font) on the following topics.

Paper 1: After reading about the history of community health in your text (and feel free to use other sources as well), which time period or phase would you have liked to live in (from a personal health or community health perspective) and why?

Paper 2: Read a peer-reviewed journal article that describes a community wide intervention and then write a one page critique of the article. Be certain to cite your article and any other references you may use.

Paper 3: Write a one page description of a health behavior change program for a specific community and population group (of your choosing) and health problem (again of your choosing). Although you are creating the program, be certain to cite sources regarding the particular behavior change strategies you use.

In-Class and On-Line Activities (2 points each)

There will be ten IN-CLASS or ON-LINE activities conducted through-out the semester. These cannot be made up.

Midterm and Final (100 points each)

The format for the midterm and final will be true/false, multiple choice, and possibly fill-in and short answer essay. Items will be developed from the text, class lectures notes, peer presentations, guest lectures, other assigned readings and videos.

