

# University of Maryland, College Park

## Department of Public and Community Health

### HLTH 490 - PRINCIPLES OF COMMUNITY HEALTH II

**Instructor:** Lori Marks, PhD  
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**Semester:** Spring 2008  
**Section/Time:** 0101/ MW 11:00AM – 12:15 PM  
                           0201/ MW 12:30 PM – 1:45 PM  
**Classroom:** HHP 1302

OFFICE HOURS

Room 1238,  
 Tues., Wed. 10:00 a.m. – 11:00 a.m.  
 By appointment

<b>Required Textbook</b>	Course materials will be posted on Blackboard ( <a href="http://www.elms.umd.edu">www.elms.umd.edu</a> ).
<b>Course Description</b>	Students will be involved in the applied aspects of community health education. Students will apply theory to actual community problems and learn to plan, develop, and evaluate programs while working in project teams. Students will work with a community organization to select a community health problem and develop a grant proposal to address the problem. This course will help students gain confidence in their ability to function as community health educators and prepare them for their internship experience.
<b>Course Objectives</b>	<p>This course will synthesize previous course work in public and community health education, and apply this knowledge and skill to an actual community health problem. Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Write a grant proposal to request funding for a community health program. Through the process of developing a grant proposal, students will learn to understand and synthesize the components of the PRECEDE-PROCEED model, applying it to a specific community group.</li> <li>2. Develop skills necessary for working in teams.</li> <li>3. Practice interviewing and other professional job search skills.</li> <li>4. Obtain an internship site.</li> <li>5. Develop a practical understanding of the roles of community health educators.</li> <li>6. Understand health organizations and services at the local, state and national levels.</li> <li>7. Understand the function and structure of the U.S. health care system.</li> <li>8. Understand the various environmental hazards with which community must contend.</li> </ol>

<p><b>Course Requirements</b></p>	<p><u>Grant Proposal:</u> Health education programs in the community often rely on charitable contributions and grants for funding and operational expenses. There are numerous foundations and organizations prepared to provide funding for programs that effectively improve health and the quality of life of community members. Securing these funds, however, is not easy and competency in this area is essential to community health educators. Students will learn how to solicit and receive funds by developing a grant proposal for a specific community health need. Students will work in small groups with a local organization to develop a grant proposal relevant for that organization. Each student will be responsible for writing parts of the grant proposal and groups will present the proposals in class.</p> <p><u>Internship Preparation:</u> Most students will be starting their internships next semester. During this semester, students will be expected to research, choose, and secure an internship site by the last day of class. In order to successfully secure an internship, students will go through the necessary exercises as a class to ensure that everyone is proceeding in the placement process. There will be six graded assignments: learning goals, a completed resume, a cover letter, a meeting with an advisor, an evaluated interview at a site, and completion of three interviews.</p> <p><u>Final Exam</u> The final exam will require that students synthesize the knowledge gained through activities, reading, and class lectures this semester.</p>
<p><b>Course Policies</b></p>	<p><u>Attendance Policy:</u> Class is intended to model a worksite in order to prepare students for their internship experience. Therefore, attendance at every class is expected. Students are responsible for letting the instructor know ahead of time if class will be missed due to a university excused absence. Students are expected to make up work and obtain notes from other students for any classes they miss. Class attendance is <u>mandatory</u>. Any <u>unexcused</u> absence or an <u>absence that has not been reported before class to the instructor by email, phone, or in person</u> will result in a <u>25-point deduction</u> from the total number of points accumulated.</p> <p><u>Arriving Late to Class:</u> Lateness is disruptive to the class. If there will be a circumstance in which it will be inevitable for a student to be late, it is the student's responsibility to let the instructor know ahead of time. Excessive lateness can be counted against students in the grading process.</p> <p><u>Late Work and Make Up Tests:</u> All work is due at the beginning of class on the day it is listed on the syllabus. Work will not be accepted after the due date except in an extreme circumstance approved by the instructor. No make-up exams will be given.</p> <p><u>Email Policy</u> Please feel free to email questions and concerns to the instructor. Email will be answered within two business days.</p>

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 (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:

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

Any of the following acts, when committed by a student, shall 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.

To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."

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 -

<u>Date</u>	<u>Topic</u>	<u>Required Reading/Assignment</u>
Mon 1/28	Introduction to Course	
Wed 1/30	Orientation to the Internship – Part 1	Handouts
Mon 2/4	Orientation to the Internship – Part 2 Guest Speaker: Anne Anderson-Sawyer	Handouts
Wed 2/6	Review of PRECEDE/PROCEED Social Assessment	Blackboard document
Mon 2/11	Resumes and Cover Letters Guest Speaker: Stacey Brown, Career Center	Handouts <b><i>Learning Goals Due</i></b>
Wed 2/13	Interviewing Workshop	Handouts
Mon 2/18	Grant Writing Workshop	Blackboard document
Wed 2/20	Epidemiological Assessment	Blackboard document
Mon 2/25	Resume Peer Review	<b><i>Resume and Cover Letter Drafts Due</i></b>
Wed 2/27	Writing Problem Statement/Needs Assessment	<b><i>Bring Materials to Class</i></b>
	Internship Advising	<b><i>Resume and Cover Letter Due</i></b>
Mon 3/3	Behavioral Assessment	Blackboard document <b><i>Problem Statement/Needs Assessment Section Due</i></b>
Wed 3/5	Writing Goals and Objectives	<b><i>Bring Materials to Class</i></b>
	Internship Advising	
Mon 3/10	<b>No Class: Use Day for Interviewing</b>	
Wed 3/12	<b>Intern Poster Presentation</b>	
Mon 3/17	<b>Spring Break – No Classes</b>	
Wed 3/19	<b>Spring Break – No Classes</b>	

Mon 3/24	Educational Assessment	Blackboard document <b><i>Goals and Objectives Section Due</i></b>
Wed 3/26	Writing Methodology Section  Internship Advising	<b><i>Bring Materials to Class</i></b>
Mon 3/31	Administrative Assessment and Budgets	Blackboard document <b><i>Methodology Section Due</i></b>
Wed 4/2	Writing Budget Section  Internship Advising	<b><i>Bring Materials to Class</i></b>
Mon 4/7	Applying to Graduate School Guest Speaker: Erin Thiel, Student Services	
Wed 4/9	Evaluation	<b><i>Budget Section Due</i></b>
Mon 4/14	Writing Evaluation Section  Internship Advising	<b><i>Bring Materials to Class</i></b>
Wed 4/16	Environmental Health	Blackboard document <b><i>Evaluation Section Due</i></b>
Mon 4/21	Health Policy	Blackboard document
Wed 4/23	Preparing Grant Presentations  Internship Advising	<b><i>Bring Materials to Class</i></b>
Mon 4/28	<b>Presenting Grant Proposals</b>	
Wed 4/30	<b>Presenting Grant Proposals</b>	
Mon 5/5	<b>Presenting Grant Proposals</b>	
Wed 5/7	Semester Review and Internship Advising	<b><i>Grant Proposals Due</i></b>
Mon 5/12	<b>Exam</b>	

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<b>Evaluation</b>		<b>Grading</b>	
Grant Proposal Team Grade	60 points	328-340 points	A+
Grant Presentation Grade	20 points	315-327 points	A
Individual Grant Section Grade	60 points	305-314 points	A-
Exam	100 points	294-304 points	B+
Internship Preparation		281-293 points	B
• Learning Goals	10 points	271-280 points	B-
• Resume	20 points	260-270 points	C+
• Cover Letter	20 points	247-259 points	C
• Internship Advising Meeting	10 points	237-246 points	C-
• Evaluated Interview	10 points	226-236 points	D+
• Completion of Two Interviews	30 points	213-225 points	D
<hr/>		203-212 points	D-
TOTAL	340 points	202 & below	F