University of Maryland College Park
School of Public Health

HLTH 780 – Community Health

Semester: Spring 2014
Classroom and Time: 1242A SPH Bldg., 4:00 – 6:45 p.m.
Instructor: Sharon M. Desmond, Ph.D.
Office: 2376 SPH Bldg.
Phone: 301-405-2526

Office Hours
Tuesday 2 – 4 p.m.
Thursday 8 – 10 a.m.
And by Appointment

Email: desmond@umd.edu

Required Texts and Other Readings

Required

Course Description
The purpose of this course is to provide an overview of key community health principles and processes, including community building, community organizing, collaborative partnerships, culturally appropriate interventions, and healthy public policy. We will also study community level models and theories, and the structure, function, administration and management of community health organizations (i.e. qualities of an effective leader, specific management and leadership styles, funding resources and budgets). There is an experiential service-learning component to this course—you will implement an innovative, culturally appropriate and tailored intervention addressing a specific health issue in a community.

Course Learning Objectives
Upon completing this course, the student will be able to:

1. Identify critical stakeholders and community partners involved in the planning, implementation and evaluation of public health programs, policies and interventions.
2. Demonstrate her/his understanding of the complexity of public health/community health problems using social ecological and systems theory.
3. Know and understand the PRECEDE-PROCEED model, and organizational theory and organizational change strategies.
4. Provide examples of public health initiatives in communities, the medical care system, state health agencies, advocacy groups, health organizations and the federal government.
5. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.
6. Critique the administrative components of community-based organizations, including leadership, mission statement, short term goals, long term goals, staffing plan, budget, strategic planning, and management/leadership effectiveness.
7. Apply the principles of community-based participatory research to improve health in diverse populations, and describe the strengths and weaknesses of community based participatory research.
8. Implement a community health program, using the basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities
9. Describe how to secure fiscal and other needed resources for community interventions, and be able to formulate a program staffing and management plan.
10. Prepare a realistic budget for a community based health program or grant.
11. Apply social justice and human rights principles when addressing community needs.

Program Competencies Addressed in this Course
The following Behavioral and Community Health competencies are addressed in this course:

1. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
2. Administer community health education strategies, interventions and programs.
3. Implement a health promotion program in a community.
4. Serve as a community and public health education resource person.
5. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
6. Describe the role of social and community factors in both the onset and solution of public health problems.
7. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
8. Apply ethical principles to community health interventions.
9. Describe the attributes of leadership in public health

Course Requirements
Your personal involvement in this course (your thoughts, ideas, questions and comments) will enrich everyone’s experience, so please be an engaged participant—prepared (i.e. assignments and readings completed the day we are covering that topic) and ready to participate! If you cannot be here, prior to class please let me (or a colleague) know—you will be missed! Over the semester, we will become an engaged and powerful community, with a great deal of social capital! © Instructional methods used in this course include experiential activities, discussion, group work, presentations, and lecture.

Book Summary and Discussion Questions (30 points)
We will read The Spirit Catches You and You Fall Down (1997) by Anne Fadiman. On the day we discuss the book, please bring with you a two page typed, double spaced summary of the book, your personal reaction to book, and five open ended questions for class discussion. Make certain you put the question in context for our discussion. You must be present the day we discuss the book to earn full points on this assignment.

Health Organization Fact Sheet and Interview (25 points)
Identify a community health (or health related) organization at the local, state or national level and read/learn everything you can about the organization/agency via their website. Type up your notes about the organization, including (but not limited to): founder, vision, mission, goals, strategic plan, and organizational structure—administration, management, staffing and budget. Once you have researched all you can about the organization/agency, interview the president, chairperson, or director, either in-person or over the phone (in-person would be best but may not be possible). The purpose of this interview is to follow-up and asks specific questions you now have after investigating the organization. For example, how has your mission changed over the years, do you take interns, what has been the
most difficult part of running your organization, which priority area or goal do you think is most important and why, etc. Do NOT ask questions that are available elsewhere—this would be a waste of the interviewee’s time. Please turn in your notes, interview questions, and a one-page (it may be double-sided) fact sheet describing the health organization/agency. Please make enough copies of the fact sheet to share with your colleagues.

Community Health Issue In-Class Presentation with Activity (25 points)
Each student pair will facilitate a 60 minutes class presentation with an activity/discussion component on a community health issue of interest (topics must be approved ahead of time and there can be no duplicate). First describe the issue or problem you have chosen (be creative!) and then involve the class in a lively activity and discussion around the community health issue. Please submit to me a one page (it may be double sided) typewritten description of the issue and an outline of your presentation (include a description of your activity and a list of your discussion questions, if any) the day you present.

Community Health Intervention Project (100 points)
Students will form pairs or trios and then develop and implement a health promotion/health education/environmental change/advocacy intervention for a specific community. This project entails several steps.

1. Describe the community, the specific health issue/problem and explain why you choose this specific intervention (literature review section—can also include key informant interview data and or personal experience).
2. Develop a detailed description of the intervention itself (i.e., goals, objectives, specific content), including a description of the theoretical underpinnings of your intervention.
3. Describe the specific plan/processes/steps you followed when implementing the intervention.
4. Report what happened. Were your criteria for success met? What would you do differently in the future (i.e. provide an evaluation of your intervention)?
5. Describe the organization(s)/people who will carry out the intervention in the future. For example, will someone have to be hired or relieved of other duties? Will an advocacy group first have to be formed? Is your intervention/project sustainable?

The intervention may be advocating for a specific law or policy, putting together a media campaign, developing a community educational/behavior change program or something else. Another consideration is whether there is support for the intervention; be certain to include (describe) the data that allowed you to come to this conclusion. Finally, discuss what steps might need to precede actual implementation of your intervention if it were to be sustained, as opposed to a class assignment. Each student pair will make a half hour presentation to the class regarding their intervention.

Midterm and Final Exams (60 points each)
The exams will consist of multiple-choice items, fill-ins, definitions, and essay items

Course Policies
Email – The Official University Correspondence
Please verify your email address by going to www.my.umd.edu. All enrolled students are provided access to the University’s email system and an email account. All official University email communication will be sent to this email address (or an alternate address if you provided one). Email has been adopted as the primary means for sending official communications to students, so email must be checked on a
regular basis. I will use email to communicate important and time-sensitive information regarding the class.

You are responsible for keeping your email address up to date and redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from “full mailbox” or “unknown user” errors, for example) will not excuse you from missing important class announcements, messages, and deadlines, etc. Again, your email address can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building. For technical support regarding your University email, please go to www.helpdesk.umd.edu or call 301-405-1400.

Absence Policy
In accordance with University policy if you are absent for a single (1) class meeting due to illness or some form of personal or family emergency, this absence will be considered “excused” and I will accept a note from you attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should try to contact me in advance if you will not be in class. Multiple or prolonged medical absences, and medical absences that prevent attendance at a major scheduled grading event (like an exam or presentation) will require written documentation from an appropriate health care provider. A link for information on the new policy covering absences from class can be found at http://www.president.umd.edu/policies/v100g.html

Late work and Missed Exams/Assignments
Late work/papers will be accepted although points will be deducted. In person, oral make-up exams will be given ONLY if you discuss the need with me prior to the scheduled date and the reason is acceptable. In-class activities cannot be made-up.

Religious Observances
The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; you will be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment missed due to your participation in religious observances. It is your responsibility to inform me in advance of any intended absences for religious observance.

Special Accommodations / Disability Support Services
If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (301-314-7682). If you are ill or encountering personal difficulties, please let me know as soon as possible. You can also contact Learning Assistance Services (301-314-7693) and/or the Counseling Center (301-314-7651) for assistance.

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

- CHEATING: intentionally 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.

For more information regarding academic integrity, please see: [http://www.shc.umd.edu/code.html](http://www.shc.umd.edu/code.html).

The Honor Pledge is a statement I am asking you to please write by hand and sign on examinations, papers, or any other academic assignment you turn in. The Pledge reads:

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

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](http://www.shc.umd.edu).

**Copyright Protection**

My lectures and course materials (including power point presentations, tests, outlines, and similar materials) are protected by copyright. I am the exclusive owner of copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express written consent. Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course website, I will ask for your written permission.

Persons who publicly distribute or display or help others publicly distribute or display copies or modified copies of an instructor’s course materials may be considered in violation of the University Code of Student Conduct, Part 9(k).

**Inclement Weather / University Closings**

In the event that the University is closed for an emergency or extended period of time, I will communicate with you regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website ([http://www.umd.edu](http://www.umd.edu)) and snow phone line (301-405-SNOW), as well as local radio and TV stations.

**Personal Technology Use**

The use of laptops and tablets to assist you with note taking and/or seeking additional information related to course material being covered is encouraged. However, the use of personal technology must be conducive to the learning environment and not to others in the class. Please abide by the following:

1. Unless required for class content, wireless network adapters should be disabled.
2. Only applications relevant to the class discussion should not be open; please do not open others. This includes (but is not limited to) surfing the web, responding to email, Facebook, Instagram, Twitter, Canvas sites of other classes, instant messaging, etc.
3. All sounds must be muted before the start of class and for the duration of class.
4. Under no circumstances should personal, non-emergency calls be placed or answered from within the classroom while class is in session.

5. Under no circumstances should you view or send personal, non-emergency text messages.

6. If you believe you may receive notice of an emergency during class such a notification is received, please quietly leave the room or wait until a break before responding.

7. In the event an emergency notification is sent via UMD’s Emergency Notification System, notify me and follow instructions accordingly.

8. Individuals who require video or audio recording devices to satisfy a DSS service should consult with me ahead of time to make arrangements for the placement and operation of these devices.

9. Individuals who wish to use audio or video recording devices, but are not doing so to satisfy a DSS service, must receive approval from me before using the equipment.

Course Evaluations
The University, the School of Public Health, and the Department of Behavioral and Community Health are committed to the use of student course evaluations for improving your experience, the course and curriculum delivery, and my instruction. Your evaluations will help me improve this course; help the dean and department chair decide on merit pay for faculty, renewal of contracts, and support tenure and promotion decisions; and help current and future students decide on classes. The system ([www.CourseEvalUM.umd.edu](http://www.CourseEvalUM.umd.edu)) will open Tuesday, April 29 - Friday, May 14 for Spring 2014 courses.

Grades
Community Health Intervention Project 100
Health Organization Interview 25
Book Summary/Discussion Questions 30
In-Class Community Health Issue Presentation 25
Midterm Examination 60
Final Examination 60

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Course Schedule Summary / Session Outline

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<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due Dates</th>
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<tbody>
<tr>
<td># 1</td>
<td>1-27</td>
<td>Welcome, Syllabus Review, Common Terminology</td>
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<tr>
<td># 2</td>
<td>2-3</td>
<td>Understanding Community and Community Health</td>
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<td># 3</td>
<td>2-10</td>
<td>Community Building and Organizing; Alinsky and Frierian Approaches</td>
<td>Mary and Emily—Community Health Issue</td>
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<td># 4</td>
<td>2-17</td>
<td>Community Level Theories and Models</td>
<td>Marina and Ashley—Community Health Issue</td>
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<td># 5</td>
<td>2-24</td>
<td>Cultural Competence and Cultural Humility; Addressing Community Health Inequities</td>
<td>Sanjana and Luz—Community Health Issue</td>
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<tr>
<td># 6</td>
<td>3-3</td>
<td>Healthy Communities: Resources and Programs that</td>
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<td>Midterm</td>
<td>Midterm Exam</td>
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<td># 8</td>
<td>3-24</td>
<td>Asset Mapping; Health Organizations Seminar</td>
<td>Health Organizations Seminar</td>
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<td># 9</td>
<td>3-31</td>
<td>Community Partnerships; Community Based Participatory Research (CBPR)</td>
<td>Alicia and Grace—Community Health Issue</td>
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<td># 10</td>
<td>4-7</td>
<td>Book Discussion (Off-campus)</td>
<td>Book Summary and Discussion Questions</td>
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<td># 11</td>
<td>4-14</td>
<td>Community Health Organizations: Leadership, Administration and Management; Organizational Change Theory</td>
<td>Elaine and Jamie—Community Health Issue</td>
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<td># 12</td>
<td>4-21</td>
<td>Community Health Organizations: Finance and Budget Issues</td>
<td>Connie and Sam—Community Health Issue</td>
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<td># 13</td>
<td>4-28</td>
<td>Leftovers</td>
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<td># 14</td>
<td>5-5</td>
<td>Community Health Intervention Projects—Presentations</td>
<td>Community Health Intervention Projects</td>
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<td># 15</td>
<td>5-12</td>
<td>Community Health Intervention Projects—Presentations</td>
<td>Community Health Intervention Projects</td>
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<td>5-19</td>
<td>Final Exam</td>
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### Session Outline

#### Session 1
Monday/1-27
Welcome to the HLTH780 Community! Syllabus Review; Common Terminology

#### Session 2
Monday/2-3
Understanding and defining community and community health

Required readings
- Minkler, Chapters 1, 2 and 5

Course competencies –
- Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.

#### Session 3
Monday/2-10
Community Building and Community Organizing; Alinsky and Friere Approaches

- Minkler, Chapters 3, 4 and 7 and Appendices 1 and 7

Course competencies –
- Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions
• Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
• Describe the role of social and community factors in both the onset and solution of public health problems.

Session 4  Monday/2-17

Community Level Theories and Models: Systems Theory, Social Ecological Model, PRECEDE-PROCEED Model, MAP-IT

Required Readings

Course competencies –
• Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions

Session 5  Monday/2-24

Cultural Competence and Cultural Humility; Addressing Health Inequities

Required Readings
• Minkler, Appendix 3

Recommended Reading

Course competencies –
• Apply ethical principles to community health interventions.
• Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions

Session 6  Monday/3-3
Healthy Communities—Resources

Required Readings

Course competencies –
- Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
- Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
- Describe the role of social and community factors in both the onset and solution of public health problems.
- Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.

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<th>Session 7</th>
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<td>Midterm Exam</td>
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**Monday 3-17.** Spring Break! Do not come to class! Have Fun! And, Happy St. Paddy’s Day!

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<tr>
<th>Session 8</th>
<th>Monday/3-24</th>
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<td>Asset Mapping; Health Organizations Seminar: Sharing fact sheets and interviews.</td>
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<td>Required Reading</td>
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<td>- Minkler, Chapters 9 and 10 and Appendix 6</td>
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**Notes, Interview Questions and Health Organization Fact Sheet due**

Course competencies –
- Describe the role of social and community factors in both the onset and solution of public health problems.
- Serve as a community and public health education resource person.
- Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
- Describe the attributes of leadership in public health.

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<th>Session 9</th>
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<td>Community Partnerships and Community Based Participatory Research (CBPR)</td>
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<td>Required readings</td>
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<td>- Minkler, Chapters 6, 8 and 17 and Appendices 5 and 10</td>
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Course competencies –
- Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
- Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.

Session 10  Monday/4-7

Book Discussion: The Spirit Catches You and You Fall Down by Anna Fadiman (1997); Meet Off-Campus

Book Summary and Discussion Questions Due

Course competencies –
- Apply ethical principles to community health interventions.

Session 11  Monday/4-14

Community Health Organizations: Leadership, Administration and Management; Organizational Change Theories

Required Readings
- Learning how to be a community leader at http://ctb.ku.edu/en/tablecontents/sub_section_main_1129.htm
- Understanding people’s needs at http://ctb.ku.edu/en/tablecontents/section_1135.htm
- Developing a management plan at http://ctb.ku.edu/en/tablecontents/sub_section_main_1144.htm
- Day-to-day maintenance of an organization at http://ctb.ku.edu/en/tablecontents/sub_section_main_1151.htm

Course competencies –
- Describe the attributes of leadership in public health.
- Administer community health education strategies, interventions and programs.
- Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
- Describe the role of social and community factors in both the onset and solution of public health problems.

Session 12  Monday/4-21

Community Health Organizations: Finance and Budgets

Required readings
- Read the get started/new visitors section of the foundation centers website at http://foundationcenter.org/getstarted/newvisitors/
- Section on “Your Budget is an Estimate” at http://www.epa.gov/ogd/recipient/tips.htm

Course competencies –
- Administer community health education strategies, interventions and programs.

Session 13  Monday/4-28

Leftovers

Session 14  Monday/5-5
## Community Health Intervention Presentations

Course competencies –

• Administer community health education strategies, interventions and programs.
• Implement a health promotion program in a community.
• Serve as a community and public health education resource person
• Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
• Apply ethical principles to community health interventions.

### Session 15  Monday/5-12

## Community Health Intervention Presentations

Course competencies –

• Administer community health education strategies, interventions and programs.
• Implement a health promotion program in a community.
• Serve as a community and public health education resource person
• Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
• Apply ethical principles to community health interventions.

### Final Exam  Monday/5-19