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—in pairs you will plan, implement and evaluate an innovative, culturally appropriate tailored intervention addressing a health issue in a community. Typically, we will spend an hour and a half discussing class readings and an hour working on your community health intervention.

Program Competency (italicized) and Learning Objectives Addressed in this Course
1. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions
2. Implement a community health program, using the basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities
3. Apply social justice and human rights principles when addressing community needs.
4. Identify critical stakeholders and community partners involved in the planning, implementation and evaluation of public health programs, policies and interventions.
5. Demonstrate her/his understanding of the complexity of public health/community health problems using social ecological and systems theory.

6. Know and understand the PRECEDE-PROCEED model, organizational theory, and organizational change theory.

7. Provide examples of public health initiatives in communities, the medical care system, state health agencies, advocacy groups, health organizations and the federal government.

8. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.

9. Critique the administrative components of community-based organizations, making certain you have an understanding of an appreciation for leadership and management effectiveness, mission statements, strategic planning (both short and long term goals), staffing plans, and budgets.

10. Apply the principles of community-based participatory research to improve health in diverse populations, and understand the strengths and limitations of community based participatory research.

Course Communication: Information regarding class cancellation or other important announcements will be sent via Canvas announcements and email. Please link your phone, computer and other devices in Canvas to ensure you receive important notifications right away.

Course Requirements and Expectations:
Your involvement in this seminar (your thoughts, ideas, questions and comments) is critical and will enrich everyone’s experience—being engaged is key so please be prepared and ready to participate (i.e. assignments and readings completed the day we are covering the topic). If you cannot be here please let me know prior to class—you will be missed! Instructional methods used in this course include group discussions, group work, presentations and experiential activities.

Cell phone and computer use is not acceptable during class unless your computer is needed for group project work or our discussion. You are welcome to take hand-written notes. Make certain your cell phones are on silent and put away during class meetings (i.e. not on your desk or in your lap). Thank you for your cooperation regarding cell phone and computer use!

Again, please complete reading assignments prior to class meetings. You are responsible for all information in course readings. It is likely we will not be able to discuss everything we read so be certain to bring up any questions and comments you have regarding readings during our class discussions. We are all co-teachers and co-learners in this Course!

In addition to our discussions, part of each class will be spent planning and evaluating your community health intervention, and working on your leadership project with UGs in HLTH391. All assignments are to be typed and double-spaced. Most will be submitted electronically via Canvas; occasionally a hard copy may be requested. Additional information about all assignments is provided on Canvas under the “Assignments” tab. Make certain you read that information before you begin an assignment.

Graded Assignments
Health Organization Interview and Fact Sheet (30 points)
Identify a community health organization at the quasi-governmental, nongovernmental, non-profit, or level local and research that organization/agency so that you can create an infographic or fact sheet or brochure about it. Include information about the founder, history, vision, mission, goals, strategic plan,
and organizational structure (administration, management, staffing and budget). Also interview someone from the organization (e.g. director, chairperson, health worker, etc.) either in-person or over the phone (in-person is best if possible). The purpose of the interview is to follow-up and ask specific questions you may have after investigating the organization. For example, has their mission changed over the years? Do they take interns? What is most challenging about running/working at the organization? Which priority area or goal is most important and why? Do you have any advice for someone newly starting out in this field? There is no electronic submission for this assignment, please bring a hard copy of your infographic, fact sheet or brochure and make certain you have enough copies for each of us. Thank you!

Book Summary Discussion Questions and Paper (30 points each, 90 points total)
We will read Small Great Things by Jodi Picoult, The Death Gap by David Ansell, and Lincoln on Leadership by Donald Phillips. On the days we discuss a specific book, please bring with you five open ended questions for discussion. Make certain you put the question in context for our discussion. You must be present the days we discuss each book to earn full points on this assignment. Prior to class, upload to Canvas a 2-3 page typed, double-spaced personal reaction to the book. Please do not provide a summary of the book (other than a brief paragraph), rather discuss what you learned from reading it both personally and as a public health professional.

Discussion Questions/Comments on weekly readings (5 points each for a total of 25 points)
For specific class meeting please bring with you a hard copy of discussion questions or comments related to that day’s readings for our group discussions. There should be a minimum of four discussion questions/comment per topic we are discussing, based on the readings. As previously mentioned, we will spend about half of our class time discussing assigned readings—coming ready to discuss your open-ended questions or comments is essential to an interesting and lively discussion!

Final Exam (55 points)
The open book, open note take-home final will consist of short answer essay items.

Community Health Intervention Project (100 points)
In pairs students will work with a community partner to develop and implement a health promotion, health education, environmental change, or advocacy intervention for a specific community. This project entails several steps.

1. Describe the community, the specific health issue/problem and explain why you chose 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. You will also develop a logic model for your intervention.
3. Implement the intervention.
4. Describe the specific plan/processes/steps you actually followed (i.e. process/formative evaluation of your intervention).
5. Describe the outcome and your conclusions. Were your criteria for success met? What challenges did you experience? What worked well and what would you do differently in the future?
6. Is your intervention sustainable? What will happen with any “deliverables” you created?
Specific interventions will be determined by the third week of class if not sooner. Again, you and your partner might work with a community partner advocating for a specific law or policy change, put together and implement a media campaign, develop a community educational/behavior change program or something else entirely. Each student pair will make a 30-minute presentation to the class and community partner the last day of class.

University Course Related Policies
All University of Maryland-approved course policies are provided at the following website

http://www.ugst.umd.edu/courserelatedpolicies.html

Policy descriptions, resources, and links to official policy documents are provided for each of the following: Academic Integrity (What is cheating? What is plagiarism? What is the Honor Pledge?); Code of Student Conduct (What behavior is prohibited?); Sexual Misconduct (What to do in case of sexual harassment or sexual assault); Discrimination (Procedures to prohibit discrimination, complaints about discrimination, harassment, and retaliation); Accessibility (Information about disability support services (DSS) and accommodations); Attendance, Absences, or Missed Assignments (The student must notify the instructor in a timely manner, typically the first week of class. Read this prior to Schedule Adjustment date.); Student Rights Regarding Undergraduate Courses (What should I find in the course syllabus? Am I allowed to see my exams after they are graded?); Official UMD Communication (Use of email, communication with faculty, communication about cancelled class meetings, and weather-related or other urgent notifications); Mid-Term Grades (Provided for 100 and 200 level courses, and all student athletes); Complaints About Course Final Grades (Questions about course grades should first be addressed to the course instructor); Copyright and Intellectual Property (Who owns the work that I produce in class?); Final Exams (Final exams are scheduled by the University); Course Evaluations (The School of Public Health is committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction); and Campus Resources (ELMS, counseling, learning workshops, tutoring, writing help, questions about graduation, adding or dropping classes, withdrawing from the semester, etc.).

Course Policies
Email: Email has been adopted as the primary means for sending official communications to students, please check email on a regular basis. Please verify your email address by going to www.my.umd.edu. As stated earlier in the syllabus, I will use email to communicate important and time-sensitive information about the class. You are responsible for keeping your email address up to date or for redirecting or forwarding email to another address. 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 a 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. When possible, please contact me in advance. Multiple or prolonged absences, and absences that prevent attendance at a major scheduled grading event (like a test or in-class presentation) will require written documentation from an appropriate source. Please go to http://www.president.umd.edu/policies/v100g.html for information on the policy covering absences.
Late work and Missed Tests / Assignments
Late homework and papers will be accepted if you let me know ahead of time about needing an extension.

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).

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 / Learning Assistance 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 and contact the Student Health Center (301-314-8180) and or the Counseling Center (301-314-7651) for assistance. If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service (301-314-7693). Their educational counselors can help with time management, reading or math learning skills, note taking and exam preparation skills. All their services are free to UM students.

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 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.

For more information regarding academic integrity, please see: 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.

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

Course Evaluations
Please complete the course evaluation to help improve this course. Your voice is important and matters! You will receive an email announcing when course evaluations will open. Typically you can complete your course evaluations during the last two weeks of the semester, before exams begin. For information regarding course evaluations, please visit https://www.irpa.umd.edu/Assessment/CourseEval/FacFastFacts.html.

Grades
Community Health Organization Interview and Fact Sheet 30
Book Discussion Questions and Paper (30 points each) 90
Chapter/Article discussion questions or comments (5 points each) 25
Community Health Intervention Project Technical Report and Presentation 100
Final Exam 55

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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>1-28</td>
<td>Welcome; Syllabus Review; Ice-breakers</td>
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<td># 2</td>
<td>2-4</td>
<td>Introduction to Community Organizing and Community Building; Common Terminology</td>
<td>Minkler Chapter 1 &amp; 2 Discussion Questions Due</td>
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<td>#</td>
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<td>Topic</td>
<td>Resources/Suggested Reading</td>
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<td># 3</td>
<td>2-11</td>
<td>Community Building and Organizing; Alinsky and Frierian Approaches</td>
<td>Minkler Chapters 3 &amp; 4 Discussion Questions Due</td>
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<tr>
<td># 5</td>
<td>2-25</td>
<td>Cultural Competence and Cultural Humility; Viewing and Discussion of the documentary “Thirteenth”</td>
<td>Tervalon &amp; Murray-Garcia Jones articles</td>
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<td># 6</td>
<td>3-4</td>
<td>Healthy Communities: Resources and Programs that Work</td>
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<tr>
<td># 7</td>
<td>3-11</td>
<td>Book Discussion</td>
<td>Small Great Things 2016 Book Reaction Paper Due</td>
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<td>3-18</td>
<td>Spring BREAK! Don’t Come to Class! Enjoy! Have Fun!</td>
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<td># 8</td>
<td>3-25</td>
<td>Health Organizations Seminar</td>
<td>Health Organization Fact Sheet, Info-graphic or Brochure</td>
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<tr>
<td># 9</td>
<td>4-1</td>
<td>Book Discussion (Off-Campus)</td>
<td>The Death Gap 2017 Book Reaction Paper Due</td>
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<tr>
<td># 10</td>
<td>4-8</td>
<td>Community Partnerships; Community Based Participatory Research (CBPR)</td>
<td>Minkler Chapters 6, 7 &amp; 17 Discussion Questions Due</td>
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<td># 11</td>
<td>4-15</td>
<td>Leadership and Management</td>
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<td># 12</td>
<td>4-22</td>
<td>Book Discussion</td>
<td>Lincoln on Leadership 1992 Book Reaction Paper Due</td>
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<td># 13</td>
<td>4-29</td>
<td>Administration and Budgets (Guest Presenter)</td>
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<td># 14</td>
<td>5-6</td>
<td>Community Health Intervention Project Presentations</td>
<td>Community Health Intervention Projects</td>
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<tr>
<td>#15</td>
<td>5-13</td>
<td>Leftovers!</td>
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<tr>
<td>#15</td>
<td>5-20</td>
<td>Final Exam</td>
<td>Take-home final due at 4 PM; in-person celebration</td>
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### Session Outline

**Session 1**

Welcome to our HLTH780 Community! Icebreakers, Syllabus Review; HLTH391 Leadership Project; Community Health Intervention Projects

**Session 2**

Understanding and defining community and community health; Implementing a Community Intervention; Common Terminology

Required readings
Minkler, Chapters 1 and 2

**Assignment:** Discussion Questions/Comments for Chapter 1 due
<table>
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<tr>
<th>Session 3</th>
<th>Monday/2-11</th>
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| Community Building and Community Organizing; Alinsky and Friere Approaches  
- Minkler, Chapters 3 and 4  
Assignment: Discussion questions/Comments for Chapters 3 & 4 due |

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<th>Session 4</th>
<th>Monday/2-18</th>
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| Community Level Theories and Models (Systems Theory, Social Ecological Model, PRECEDE-PROCEED Model); Organizational Change Theory  
Required Readings  
- Leischow and Milstein (2006); Golden et al (2015); Minkler Chapter 5  
Assignment: Discussion Questions/Comments on chapter and articles due |

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<th>Session 5</th>
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| Cultural Competence and Cultural Humility; Viewing/Discussion of the documentary “13th”  
Required Readings  
- Jones CP, Jones CY, Perry GS, Barclay J and Jones CA (2009)  
- Jones CP (2000)  
Assignment: Discussion Questions/Comments on articles due |

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<tr>
<th>Session 6</th>
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| Healthy Communities—Resources and Programs that Work  
- CDCs Healthy Communities Program.  

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<th>Session 7</th>
<th>Monday/3-11</th>
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| Small Great Things Book Discussion  
Assignment: Book Reaction paper due |

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<th>Session 8</th>
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| Health Organizations Seminar  
Notes, Interview Questions and Health Organization fact sheet, info-graphic or brochure due |

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<th>Session 9</th>
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| The Death Gap Book Discussion (off-campus)  
Assignment: Book Reaction paper due |

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<tr>
<th>Session 10</th>
<th>Monday/4-8</th>
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| Community Partnerships and Community Based Participatory Research (CBPR)  
Required readings  
- Minkler, Chapters 6, 8 and 17  
Assignment: Discussion Questions/Comments due |
## Session 11  Monday/4-15
Community Health Organizations: Leadership, Administration and Management
- Learning how to be a community leader at [http://ctb.ku.edu/en/tablecontents/sub_section_main_1129.htm](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](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](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](http://ctb.ku.edu/en/tablecontents/sub_section_main_1151.htm)

## Session 12  Monday/4-22
Lincoln on Leadership Book Discussion
Assignment: Book Reaction paper due

## Session 13  Monday/4-29
Administration and Budgets (Guest Presenter)

## Session 14  Monday/5-6
Community Health Intervention Presentations
Assignment: Community Health Interventions Projects due

## Session 15  Monday/5-13
Leftovers

## Final Exam  Monday/5-20
Your take-home final is due today at 4 PM. We will have an in-person celebration at 4 PM so please come to class. Thank you!