University of Maryland School of Public Health

HLTH 292 – Community Health Engagement

Semester: Fall 2018  
Section: 0101
Classroom and Time: SPH 1302  
Tuesday and Thursday 2-3:15pm

Instructor: Elizabeth Aparicio, PhD  
Office: 1242V SPH  
Phone: (301) 405-2029
Email: aparicio@umd.edu

Teaching Assistant: Michelle Jasczynski  
Email: mjasczyn@umd.edu

Office Hours: By appointment

Course Description: In this scholarship in practice course, we will explore and apply basic community health concepts and resources. Specific skills developed include community organizing and community building, asset mapping, and conducting community needs and strengths assessments using a variety of strategies. Service learning will comprise a substantial part of this course and includes planning, implementing, and evaluating a community health program with a specific local community partner, and serving as a community health resource person.

Course Pre- and Co-requisites:  
This course has no pre- and co-requisites. It is required, however, that all students registered are non Community Health majors.

Course Learning Objectives:  
Upon completing this course, the student will be able to:
1. Explain how health promotion, health education, public health, and community health are related in community settings.
2. Understand and apply the components of Mobilize, Assess, Plan, Implement and Track (MAP-IT).
3. Identify the components/constructs of a community health model (PRECEDE-PROCEED), and explain their application in a community setting.
4. Understand and apply the following concepts and strategies: community organizing and community building (community development, social planning and social action), advocacy, healthy public policy, the public health approach, cultural competence, and cultural humility.
5. Know the tenets and underlying philosophy behind the Public Health Code of Ethics; be able to explain the precaution adoption principle.
6. Use plain language and other health communication and advocacy skills when developing community health interventions.
7. Identify environmental health issues facing communities and propose potential sustainable solutions.
8. Conduct a community health needs and strengths assessment.
9. Work with a team to plan, implement, and evaluate a community health intervention.

Program Competencies Addressed in this Course
The following behavioral and community health program competencies are addressed in this course:

1. Identify individual and community level needs and strengths for health promotion and disease prevention (primary).
2. Identify principles of community health necessary for the development of effective health promotion and disease prevention strategies (primary).
3. Accurately describe the distribution of risk and protective factors and examine determinants of population health (secondary).
4. Describe how to plan, implement and administer short and long term community health interventions (primary).
5. Identify strategies that effectively incorporate cultural competence in health promotion and community health initiatives (primary).
6. Demonstrate competency in planning, preparing, and delivering effective community health interventions (secondary).

Required Text and Other Readings:

Required Technology and Other Materials: Students will regularly be expected to access course materials on ELMS which will require frequent access to a computer. No other materials are required for this course.

Course Communication: All supplemental readings and course announcements will be posted on ELMS. In the event of an unexpected class cancellation and/or room change, students will be notified via e-mail.

Email is the best way to reach the teaching team. Dr. Aparicio and Ms. Jasczynski check and respond to approximately twice a day to email during business hours (approx. 8:30am-4:30pm) Monday through Friday. The teaching team is also available to meet with you in person, by phone, or online during business hours by appointment. Please reach out as soon as you need assistance and cannot find an answer to your question in the syllabus. We are here for you.

Course Requirements and Expectations: This is a scholarship in practice course—we will spend much of our time applying community health concepts and strategies, working with a community partner to solve a specific public health problem. Community agencies will be selected by the instructor and may differ each semester. You will be working in groups on the scholarship in practice projects. A second important course assignment you will work on individually is conducting a health needs and strengths assessment (using secondary data) for a specific county (your choice) in the US, outside of the state of Maryland.
Please complete reading assignments prior to class meetings. You are responsible for all information in the course readings. It is not possible to discuss everything we read, so be certain to bring up any questions you have regarding readings if we do not touch on it in class. Content assigned in the course readings, whether discussed in class or not, will be covered on check-ins and the final exam.

Unless otherwise noted, all assignments are to be typed and double-spaced with 1 inch margins. Most will be submitted electronically via ELMS via TurnItIn; occasionally a hard copy will be requested. Additional information about all assignments is provided on ELMS under the “Assignments” tab. Please read that information as well as what is in this syllabus. Remember to include the University of Maryland Honor Pledge on all assignments.

Graded Assignments:

Assignment 1. Scholarship in Practice Project (25% of final grade)
We will be working on Scholarship in Practice projects this semester, partnering with a local agency to assist them with identified community health issues. You will work together in small groups with a community health agency to address important public health problems. Specific action plans for each group will be developed, “pitched,” critiqued, and approved by the instructor; each group will also develop a summary paper describing members’ specific roles on the project and the work performed, and will participate in a brief group presentation to the class outlining the group’s experiences. Each group will prepare a final evaluation report that will be shared with the partnering agency. Part of the grade for each group assignment will be an assessment of your own contribution as well as the other group members’ contributions. Please see below for detailed information on each component of the Scholarship in Practice Project.

Scholarship in Practice Procedure: Students will be divided by the instructor into small groups (number dependent on the class size), who will then be assigned to work with a community partner. After the instructor has provided background information about the designated agency and their needs, each student group will be asked to develop a proposed action plan to assist the agency in their community health work, to be “pitched” in class in a brief (5 minutes maximum) presentation. After feedback and critique by the instructor, the students groups will refine their proposals, which will be shared again with the class and then graded by the instructor.

After consultation with the community agency/agencies, the teaching team will select a single proposal/action plan for each group and the projects selected will become the focus of the semester’s activities. If more than one action plan is established for one agency, through discussion, the groups assigned to each specific agency will work together to identify and take responsibility for discrete sections of the plan necessary to complete the project. Each group of students will therefore play a role in planning and delivering a part of an overall project on behalf of their designated agency.

Student groups will work on the projects both on-site in the community and in class. All components of the group project include a Group Participation Grade Rubric, for which each
student will assess their own contribution as well as those of each group member. The aggregate score for each student is included as part of their grade for each assignment. The instructor will monitor each group’s progress and in coordination with the community agency provide advice and assistance to the students. Student groups will report their semester’s experiences through brief group presentations to the class, in a summary paper, and a brief final report that will be shared with the partnering agency/agencies. All papers are to be written in APA format. A helpful online resource for which is located here: https://owl.english.purdue.edu/owl/resource/560/1/

Project Component One: Project Proposal (5% of final grade; due 9/27/18)
Student groups will prepare a brief oral presentation (5-10 minute pitch with powerpoint slides submitted on ELMS) intended to assist the selected community agency. Sections of the proposal should include (but need not be limited to):

1) Brief description of the agency – purpose, mission
2) Specific public health issue to be addressed
3) Suggested strategy/steps to address the public health issue
4) Resources necessary to complete the project

Please remember to turn in your Group Participation Grade Rubric, which each student completes individually.

Project Component Two: Summary Presentation (5% of final grade; due 11/29/18)
Each group will make a brief oral presentation (10-15 minutes with powerpoint slides submitted on ELMS) describing the project, the role played by group members in the project, the group’s experiences, and lessons learned. Although groups will present over two days, all slides are due on 11/29/18. Please remember to turn in your Group Participation Grade Rubric, which each student completes individually.

Project Component Three: Summary Paper (10% of final grade; due 11/29/18)
Each group will write a five to seven-page (double spaced, 12 pt font, 1 inch margins) paper describing your scholarship in practice community intervention. Although groups will present over two days, all papers are due on 11/29/18. Please include the following sections in your paper:

1) Introduction—provide an overview of your scholarship in practice project, as well as the purpose of the project.
2) Statement of the problem—explain why the project was necessary and the underlying public health issue(s) addressed. You must include supporting citations (i.e. a brief review of the literature with at least three references).
3) Project Methodology—describe how you conducted the project, including any public health strategies/skills you used during the process.
4) Project Findings—describe the outcome of your project (what was actually accomplished or not accomplished, the deliverable to the organization/community partner). Include pictures and/or video if applicable.
5) Discussion—discuss the role of each group member, specifying specific, personal contributions, and describe what each group member learned. This section may be written in first person narrative format.

Please remember to turn in your Group Participation Grade Rubric, which each student completes individually.
**Project Component Four: Evaluation Report (5% of final grade; due 12/6/18)**

Each group will prepare a two to four page brief report describing your project and key findings. The primary audience of this report is the partnering community agency.

All papers should include the following sections:

1) **Process** - explain the project and how you evaluated its overall success. What were your measures, benchmarks, outcome measures, etc?
2) **Findings** - describe what you found in your project.
3) **Implications** - describe what “next steps” could be taken based on the findings of your project.

Please remember to turn in in your Group Participation Grade Rubric, which each student completes individually. This rubric will not be shared with the community partner.

**Assignment 2: Community Needs and Strengths Assessment Paper (25% of final grade)**

For this individual assignment, imagine you are the health officer for a specific county in the US (with the exception of the state of Maryland) who has decided to conduct a health needs and strengths assessment to determine the health priorities for the county over the next five years. As part of this paper:

1) **First**, using a secondary data source, provide a brief overview of the county and then describe the county’s demographic, social, and epidemiological (i.e., health) characteristics, primarily using tables, graphs and charts.
2) **Second**, based on the data you have presented, develop specific health recommendations for the county to be achieved over the next five years. Data should be drawn from the American Community Survey ([https://www.census.gov/programs-surveys/acs/](https://www.census.gov/programs-surveys/acs/)).

Remember that it is best to present data using tables, graphs, or charts; in fact, approximately half of your paper could consist of these graphics (approximately four pages of graphics). There will also be text (approximately four pages of text) as you will be highlighting information you present in the graphics, as well as prioritizing health concerns, identifying and describing specific county strengths and resources, and making recommendations on how to improve the health status of residents within the next five years. The approximately eight page paper will be submitted electronically via ELMS. It must be typed and double-spaced using 12-point font and one inch margins. References and citations are required using APA format. A helpful online resource for APA format is located here: [https://owl.english.purdue.edu/owl/resource/560/1/](https://owl.english.purdue.edu/owl/resource/560/1/)

**Component One: Draft Paper (5% of final grade; due to partner 10/23/18; comments returned to partner 10/30/18)**

Prior to submitting your final paper, you must submit a complete draft to a peer in the class, and you must provide substantive feedback and suggested recommendations to a peer. You will receive 2.5 points for giving you paper to a peer to review, and 2.5 points for providing feedback. You must cc the teaching team on emails exchanging papers and comments.

**Component Two: Final Paper (20% of final grade; due 11/6/18)**

Your final paper, incorporating suggested feedback from your peer, is due in ELMS via Turnitin.
Assignment 3: Check-Ins (20% of final grade; due weekly throughout)
In lieu of mid-term exams, throughout the semester you will be expected to complete (generally) weekly “check-ins,” which include answer several short questions pertaining to knowledge derived from the course readings and other materials assigned that week. These check-ins are completed online through ELMS and are always due by 1:59PM (before class begins) according to the schedule below. Check-ins take approximately 5-15 minutes to complete; they are timed, open note, open book assignments that should be completed independently by each student after reading and before coming to class.

Assignment 4: Final Exam (10% of final grade)
The cumulative final exam will consist of questions regarding assigned readings, class lectures, group activities, discussions, videos, and guest lectures. In order to maximize preparedness, students are encouraged to prepare a study guide for themselves and/or in their working groups as the course progresses as well as to bring questions to class both throughout the course and during the final exam review.

Class Participation (20% of final grade)
Our class is an active body of scholars wherein every voice and set of experiences matters and is valued. Furthermore, class activities are heavily oriented towards discussion, direct application, and practice of community health concepts. In order to facilitate our work together, please complete all readings/assigned materials prior to class and come prepared to discuss and apply them. As active engagement is critical to learning and successful attainment of the course objectives and curriculum competencies, class participation is critical for performing well in this course. Consistent with University policy, two absences will not significantly impact your grade, though please let Dr. Aparicio know that you will not be present. Subsequent medically-related absences require a confirmation of illness by a medical provider. If you do not have a regular medical provider, please remember that we have a clinic on campus. Other absences require appropriate documentation. See the full University policy at https://www.president.umd.edu/administration/policies/section-v-student-affairs/v-100g

Your feedback on this course is valued and important as part of our adult learning community; as such, completion of the online course evaluation (or active opt-out) is included in the participation grade. Instructions for how to submit confirmation of completion will be provided in class. Please note that all evaluation results are presented in aggregate and are anonymous.

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:
- 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.
- Non-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 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.

**Campus Resources:** ELMS, counseling, learning workshops, tutoring, writing help, questions about graduation, adding or dropping classes, withdrawing from the semester, etc.

**Course Procedures and 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, the teaching team 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 two (2) class meetings due to illness or some form of personal or family emergency, these absences will be considered “excused” and Dr. Aparicio 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 the teaching team 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. Go to http://www_president.umd.edu/policies/v100g.html for information on the policy covering absences.

**Late work and Missed Tests/Assignments:** Detailed instructions for all assignments in this course are provided in advance. You can plan for the unexpected by starting all assignments early. As a general rule, late or incomplete work is not accepted. Late or incomplete work can be made up only in serious extenuating circumstances that prohibit working on the assignment (such as death in the family, a students’ debilitating illness, or a students’ hospitalization) and with prior arrangement with the instructor.
Students who enroll in the class at any time during the drop-add period are responsible for all in-class work to date.

Copyright Protection: Dr. Aparicio’s lectures and course materials (including power point presentations, tests, outlines, and similar materials) are protected by copyright. She is the exclusive owner of copyright in those materials she creates. 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 Dr. Aparicio is interested in posting your answers or papers on the course website, she 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 10(e).

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 the teaching team in advance of any intended absences for religious observance. Please contact us within two weeks of the beginning of the semester of any absences so that we can make an alternative plan if needed.**

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:

The Honor Pledge is a statement the teaching team is asking you to please write by hand or type 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 examinations and assignments due to inclement weather and 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: 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 Dr. Aparicio’s instruction. Your evaluations will help improve this course, help current and future students decide on classes, and help administrators determine merit pay, renewal of contracts, and tenure and promotion decisions. 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.

Available Support Services: We all need help in our lives from time to time. Don’t hesitate to reach out to Dr. Aparicio or below resources in our community:

- Counseling Center: (301) 314-7651
- After-hours Crisis Line: (301) 314-7651
- UMD Pantry: (301) 314-8054
Grading Procedures:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scholarship in Practice Project:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Proposal</td>
<td>(5)</td>
</tr>
<tr>
<td>2. Summary Presentation</td>
<td>(5)</td>
</tr>
<tr>
<td>3. Summary Paper</td>
<td>(10)</td>
</tr>
<tr>
<td>4. Evaluation Report</td>
<td>(5)</td>
</tr>
<tr>
<td><strong>Community Needs and Strengths Assessment Paper:</strong></td>
<td>25%</td>
</tr>
<tr>
<td>1. Draft</td>
<td>(5)</td>
</tr>
<tr>
<td>2. Final</td>
<td>(20)</td>
</tr>
<tr>
<td><strong>Check-Ins</strong></td>
<td>20%</td>
</tr>
<tr>
<td><strong>Final Exam</strong></td>
<td>10%</td>
</tr>
<tr>
<td><strong>Class Participation</strong></td>
<td>20%</td>
</tr>
</tbody>
</table>

Note: It is departmental policy that extra credit is not provided in any Department of Behavioral and Community Health course.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>96 – 100</td>
</tr>
<tr>
<td>A</td>
<td>93 – 95.99</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92.99</td>
</tr>
<tr>
<td>B+</td>
<td>86 – 89.99</td>
</tr>
<tr>
<td>B</td>
<td>83 – 85.99</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82.99</td>
</tr>
<tr>
<td>C+</td>
<td>76 – 79.99</td>
</tr>
<tr>
<td>C</td>
<td>73 – 75.99</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72.99</td>
</tr>
<tr>
<td>D+</td>
<td>66 – 69.99</td>
</tr>
<tr>
<td>D</td>
<td>63 – 65.99</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 62.99</td>
</tr>
<tr>
<td>F</td>
<td>≤ 59.99</td>
</tr>
</tbody>
</table>

Course Schedule Summary

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td># 1</td>
<td>08/28/18</td>
<td>Introduction to HLTH 292; Syllabus Review</td>
<td></td>
</tr>
<tr>
<td># 2</td>
<td>08/30/18</td>
<td>What is Community Health? (including overview of Fact Finder)</td>
<td>Check-in 1</td>
</tr>
<tr>
<td># 3</td>
<td>09/04/18</td>
<td>Scholarship in Practice Lab—background information on community agencies; health issues</td>
<td></td>
</tr>
<tr>
<td># 4</td>
<td>09/06/18</td>
<td>Primary Prevention beyond the individual level—improving the health of communities</td>
<td>Check-in 2</td>
</tr>
<tr>
<td># 5</td>
<td>09/11/18</td>
<td>The Importance of Community Partners; Coalition Building</td>
<td></td>
</tr>
<tr>
<td># 6</td>
<td>09/13/18</td>
<td>PRECEDE-PROCEED Model Phases 1 and 2; Community Needs and Strengths Assessments</td>
<td>Check-in 3</td>
</tr>
<tr>
<td># 7</td>
<td>09/18/18</td>
<td>Scholarship in Practice Lab – groups assigned, subject of projects discussed</td>
<td></td>
</tr>
<tr>
<td># 8</td>
<td>09/20/18</td>
<td>Planning Community Health Interventions: MAP-IT (Mobilize, Assess, Plan, Implement and Track)</td>
<td>Check-in 4</td>
</tr>
<tr>
<td># 9</td>
<td>09/25/18</td>
<td>Social determinants of health and inequities</td>
<td></td>
</tr>
<tr>
<td># 10</td>
<td>09/27/18</td>
<td>Scholarship in Practice Lab – groups present initial project ideas, class discussion, instructor feedback</td>
<td>Check-in 5 ; Group project ideas due</td>
</tr>
<tr>
<td># 11</td>
<td>10/02/18</td>
<td>Scholarship in Practice Lab – groups present initial project ideas, class discussion, instructor feedback</td>
<td>Group project ideas due</td>
</tr>
<tr>
<td># 12</td>
<td>10/04/18</td>
<td>Developing Community Health Interventions</td>
<td>Check-in 6</td>
</tr>
<tr>
<td># 13</td>
<td>10/09/18</td>
<td>Scholarship in Practice Lab – groups present refined project ideas, after receiving peer and instructor feedback; discussion, further feedback</td>
<td>Refined group projects due</td>
</tr>
<tr>
<td># 14</td>
<td>10/11/18</td>
<td>Scholarship in Practice Lab – groups present refined project ideas, after receiving peer and instructor feedback; discussion, further feedback</td>
<td>Check-in 7; Refined group projects due</td>
</tr>
<tr>
<td># 15</td>
<td>10/16/18</td>
<td>Scholarship in Practice Lab – instructor identifies selected projects; groups discuss and assign project sections</td>
<td></td>
</tr>
<tr>
<td># 16</td>
<td>10/18/18</td>
<td>Scholarship in Practice Lab – action plans developed and discussed; logistics planned</td>
<td>Check-in 8</td>
</tr>
<tr>
<td># 17</td>
<td>10/23/18</td>
<td>Scholarship in Practice Lab – implement action plans</td>
<td>Draft of County Health Needs &amp; Strengths Assessment Paper due (given to a partner to review)</td>
</tr>
<tr>
<td># 18</td>
<td>10/25/18</td>
<td>Scholarship in Practice Lab – implement action plans</td>
<td>Check-in 9</td>
</tr>
<tr>
<td># 19</td>
<td>10/30/18</td>
<td>Scholarship in Practice Lab – implement action plans</td>
<td>County Health Needs &amp; Strengths Assessment Paper peer comments due</td>
</tr>
<tr>
<td># 20</td>
<td>11/01/18</td>
<td>Scholarship in Practice Lab – implement action plans</td>
<td>Check-in 10</td>
</tr>
<tr>
<td># 21</td>
<td>11/06/18</td>
<td>Scholarship in Practice Lab – implement action plans</td>
<td>County Health Needs &amp; Strengths Assessment Final Paper Due</td>
</tr>
<tr>
<td># 22</td>
<td>11/08/18</td>
<td>Scholarship in Practice Lab – implement action plans</td>
<td>Check-in 11</td>
</tr>
<tr>
<td># 23</td>
<td>11/13/18</td>
<td>Evaluating Community Health Interventions</td>
<td></td>
</tr>
<tr>
<td># 24</td>
<td>11/15/18</td>
<td>The Built Environment and Population Health</td>
<td>Check-in 12</td>
</tr>
<tr>
<td># 25</td>
<td>11/20/18</td>
<td>Public Health Ethics Case Studies</td>
<td></td>
</tr>
</tbody>
</table>
## Summary of the Scholarship in Practice Component

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td># 3</td>
<td>Scholarship in Practice Lab—background information on community agencies; relevant health issues</td>
</tr>
<tr>
<td># 7</td>
<td>Scholarship in Practice Lab – groups assigned, subject of potential projects discussed</td>
</tr>
<tr>
<td># 10</td>
<td>Scholarship in Practice Lab – groups present initial project ideas, class discussion, instructor feedback</td>
</tr>
<tr>
<td># 11</td>
<td>Scholarship in Practice Lab – groups present initial project ideas, class discussion, instructor feedback</td>
</tr>
<tr>
<td># 13</td>
<td>Scholarship in Practice Lab – groups present refined project ideas, after receiving peer and instructor feedback; discussion, further feedback</td>
</tr>
<tr>
<td># 14</td>
<td>Scholarship in Practice Lab – groups present refined project ideas, after receiving peer and instructor feedback; discussion, further feedback</td>
</tr>
<tr>
<td># 15</td>
<td>Scholarship in Practice Lab – instructor identifies two selected projects; groups discuss and assign group project sections</td>
</tr>
<tr>
<td># 16</td>
<td>Scholarship in Practice Lab – action plans developed and discussed; logistics planned</td>
</tr>
<tr>
<td># 17</td>
<td>*Scholarship in Practice Lab – implement action plans</td>
</tr>
<tr>
<td># 18</td>
<td>*Scholarship in Practice Lab – implement action plans</td>
</tr>
<tr>
<td># 19</td>
<td>*Scholarship in Practice Lab – implement action plans</td>
</tr>
<tr>
<td># 20</td>
<td>*Scholarship in Practice Lab – implement action plans</td>
</tr>
<tr>
<td></td>
<td>Scholarship in Practice Lab – implement action plans</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td># 22</td>
<td>Scholarship in Practice Lab – implement action plans</td>
</tr>
<tr>
<td># 27</td>
<td>Scholarship in Practice Lab – groups present project experiences, followed by brief discussion</td>
</tr>
<tr>
<td># 28</td>
<td>Scholarship in Practice Lab – groups present project experiences, followed by brief discussion</td>
</tr>
<tr>
<td># 29</td>
<td>Scholarship in Practice Lab – discussion, lessons learned; future directions</td>
</tr>
</tbody>
</table>

* Class will be held during these sessions where student groups can work on the project and receive help and feedback from the instructor. Student groups may also work on-site at the community agency, but must notify the instructor beforehand and receive approval.

### Detailed Course Session Outline

<table>
<thead>
<tr>
<th>Session 1</th>
<th>08/28/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic:</strong> Introduction to HLTH 292 and Syllabus Review</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Objectives for session:</strong> None</td>
<td></td>
</tr>
<tr>
<td><strong>Required readings:</strong></td>
<td></td>
</tr>
<tr>
<td>● Review course syllabus on ELMS</td>
<td></td>
</tr>
<tr>
<td><strong>Assignments:</strong> None</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 2</th>
<th>08/30/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic:</strong> What is Community Health?</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Objectives for session:</strong></td>
<td></td>
</tr>
<tr>
<td>● Explain how health promotion, health education, public health, and community health are related in community settings. (#1)</td>
<td></td>
</tr>
<tr>
<td>● Conduct a community health needs and strengths assessment. (#8)</td>
<td></td>
</tr>
<tr>
<td><strong>Required Video:</strong></td>
<td></td>
</tr>
<tr>
<td>● <a href="https://www.youtube.com/watch?v=Vps8NmrVBL8">https://www.youtube.com/watch?v=Vps8NmrVBL8</a></td>
<td></td>
</tr>
<tr>
<td><strong>Required Website Review:</strong></td>
<td></td>
</tr>
<tr>
<td>● <a href="https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml">https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml</a></td>
<td></td>
</tr>
<tr>
<td><strong>Assignments</strong></td>
<td></td>
</tr>
<tr>
<td>● Check-in 1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 3</th>
<th>09/04/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic:</strong> Scholarship in Practice Lab—background information on community agencies; health issues</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Objectives for session:</strong></td>
<td></td>
</tr>
<tr>
<td>● Explain how health promotion, health education, public health, and community health</td>
<td></td>
</tr>
</tbody>
</table>
are related in community settings. (#1)

Required readings:
- Centers for Disease Control and Prevention, HIV Basics (expand and read all sections): [https://www.cdc.gov/hiv/basics/index.html](https://www.cdc.gov/hiv/basics/index.html)
- Read website of One Tent Health: [http://www.onetenthealth.org/](http://www.onetenthealth.org/)
- Read website of Covenant House: [https://www.covenanthouse.org/](https://www.covenanthouse.org/)
- National Coalition for the Homeless, Youth Homelessness (expand and read all tabs): [https://nationalhomeless.org/issues/youth/](https://nationalhomeless.org/issues/youth/)
- HuffPost, A Hidden Population: Youth Homelessness is on the Rise: [https://www.huffingtonpost.com/entry/a-hidden-population-youth-homelessness-is-on-the-rise_us_595f942fe4b08f5c97d068db](https://www.huffingtonpost.com/entry/a-hidden-population-youth-homelessness-is-on-the-rise_us_595f942fe4b08f5c97d068db)

Assignments: None

### Session 4 09/06/18

Topic: Primary Prevention beyond the individual

Learning Objectives for session:
- Explain how health promotion, health education, public health, and community health are related in community settings. (#1)

Required readings:
- Cohen et al., Chapter 1

Assignments:
- Check-in 2

### Session 5 09/11/18

Topic: The Importance of Community Partners; Coalition Building

Learning Objectives for session:
- Understand and apply the following concepts and strategies: community organizing and community building (community development, social planning and social action), advocacy, healthy public policy, the public health approach, cultural competence and cultural humility. (#4)

Required readings:
Cohen et al., Chapter 5

Assignment:
● E-mail the teaching team if you need to borrow a laptop for an in-class activity on 9/20

<table>
<thead>
<tr>
<th>Session 6</th>
<th>09/13/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: PRECEDE-PROCEED Model Phases 1 and 2; Community Needs and Strengths Assessments</td>
<td></td>
</tr>
<tr>
<td>Learning Objectives for session:</td>
<td></td>
</tr>
<tr>
<td>● Identify the components/constructs of a community health model (PRECEDE-PROCEED), and explain their application in a community setting. (#3)</td>
<td></td>
</tr>
<tr>
<td>● Conduct a community health needs and strengths assessment. (#8)</td>
<td></td>
</tr>
<tr>
<td>Required readings:</td>
<td></td>
</tr>
<tr>
<td>● Cohen et al., pp. 214-216</td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td></td>
</tr>
<tr>
<td>● Check-in 3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 7</th>
<th>09/18/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Scholarship in Practice Lab – groups assigned, subject of projects discussed</td>
<td></td>
</tr>
<tr>
<td>Learning Objectives for session:</td>
<td></td>
</tr>
<tr>
<td>● Explain how health promotion, health education, public health, and community health are related in community settings. (#1)</td>
<td></td>
</tr>
<tr>
<td>Required readings:</td>
<td></td>
</tr>
<tr>
<td>Assignments: None</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 8</th>
<th>09/20/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Planning Community Health Interventions: MAP-IT (Mobilize, Assess, Plan, Implement and Track)</td>
<td></td>
</tr>
<tr>
<td>Learning Objectives for session:</td>
<td></td>
</tr>
</tbody>
</table>
- Understand and apply the components of Mobilize, Assess, Plan, Implement and Track (MAP-IT). (#2)

Required readings:
- [https://www.healthypeople.gov/2020/tools-and-resources/Program-Planning](https://www.healthypeople.gov/2020/tools-and-resources/Program-Planning) Read the following sections (including the links within each section):
  - Program Planning
  - Mobilize
  - Assess
  - Plan
  - Implement
  - Track

Assignments:
- Check-in 4

In-class assignment:
- MAP-IT Worksheet: Bring your laptop to class.

### Session 9  09/25/18

**Topic:** Social determinants of health and inequities

**Learning Objectives for session:**
- Conduct a community health needs and strengths assessment. (#8)

**Required readings:**

**Assignments:** None.

### Session 10  09/27/18

**Topic:** Scholarship in Practice Lab – groups present initial project ideas, class discussion, instructor feedback

**Learning Objectives for session:**
- Understand and apply the components of Mobilize, Assess, Plan, Implement and Track (MAP-IT). (#2)
- Identify the components/constructs of a community health model (PRECEDE-PROCEED), and explain their application in a community setting. (#3)
- Use plain language and other health communication and advocacy skills when developing community health interventions. (#6)

Required readings:

Assignments:
- Check-in 5
- Group project ideas due

### Session 11

**Date:** 10/02/18

**Topic:** Scholarship in Practice Lab – groups present initial project ideas, class discussion, instructor feedback

**Learning Objectives for session:**
- Understand and apply the components of Mobilize, Assess, Plan, Implement and Track (MAP-IT). (#2)
- Identify the components/constructs of a community health model (PRECEDE-PROCEED), and explain their application in a community setting. (#3)
- Use plain language and other health communication and advocacy skills when developing community health interventions. (#6)

**Required readings:**
- REACH community examples: [https://www.youtube.com/watch?v=6s6nhK4o_gU](https://www.youtube.com/watch?v=6s6nhK4o_gU)

**Assignments:**
- Group project ideas due

### Session 12

**Date:** 10/04/18

**Topic:** Developing Community Health Interventions

**Learning Objectives for session:**
- Understand and apply the following concepts and strategies: community organizing and community building (community development, social planning and social action), advocacy, healthy public policy, the public health approach, cultural competence and cultural humility. (#4)
- Use plain language and other health communication and advocacy skills when developing community health interventions. (#6)

**Required readings:**
- Cohen et al., Chapter 2

**Assignments:**
- Check-in 6
### Session 13  
10/09/18

**Topic:** Scholarship in Practice Lab – groups present refined project ideas, after receiving peer and instructor feedback; discussion, further feedback

**Learning Objectives for session:**
- Understand and apply the components of Mobilize, Assess, Plan, Implement and Track (MAP-IT). (#2)
- Identify the components/constructs of a community health model (PRECEDE-PROCEED), and explain their application in a community setting. (#3)
- Understand and apply the following concepts and strategies: community organizing and community building (community development, social planning and social action), advocacy, healthy public policy, the public health approach, cultural competence and cultural humility. (#4)

**Required readings:**
- TedTalk, My Architectural Philosophy? Bring the Community Into the Process: [https://www.ted.com/talks/alejandro_aravena_my_architectural_philosophyBring_the_community_into_the_process](https://www.ted.com/talks/alejandro_aravena_my_architectural_philosophyBring_the_community_into_the_process)

**Assignments:**
- Refined group projects due

### Session 14  
10/11/18

**Topic:** Scholarship in Practice Lab – groups present refined project ideas, after receiving peer and instructor feedback; discussion, further feedback

**Learning Objectives for session:**
- Understand and apply the components of Mobilize, Assess, Plan, Implement and Track (MAP-IT). (#2)
- Identify the components/constructs of a community health model (PRECEDE-PROCEED), and explain their application in a community setting. (#3)
- Understand and apply the following concepts and strategies: community organizing and community building (community development, social planning and social action), advocacy, healthy public policy, the public health approach, cultural competence and cultural humility. (#4)

**Required readings:**

**Assignments:**
- Check-in 7
- Refined group projects due

### Session 15  
**10/16/18**

**Topic:** Scholarship in Practice Lab – instructor identifies selected projects; groups discuss and assign project sections

**Learning Objectives for session:**
- Work with a team to plan, implement and evaluate a community health intervention. (#9)

**Required readings:**
- Police Shooting and Mental Health of Black Americans:  

**Assignments:** None

### Session 16  
**10/18/18**

**Topic:** Scholarship in Practice Lab – action plans developed and discussed; logistics planned

**Learning Objectives for session:**
- Work with a team to plan, implement and evaluate a community health intervention. (#9)

**Required readings**
- Community Toolbox, Creating SMART-C Objectives:  
- Community Toolbox, Developing Successful Strategies:  
- Community Toolbox, Developing an Action Plan:  

**Assignments:**
- Check-in 8

### Session 17  
**10/23/18**

**Topic:** Scholarship in Practice Lab – implement action plans

**Learning Objectives for session:**
- Work with a team to plan, implement and evaluate a community health intervention. (#9)

**Required readings:**
- TedTalk, A Guerilla Gardner in South Central Los Angeles:  
  [https://www.ted.com/talks/ron_finley_a_guerilla_gardener_in_south_central_la](https://www.ted.com/talks/ron_finley_a_guerilla_gardener_in_south_central_la)

**Assignments:**
- Draft of County Health Needs & Strengths Assessment Paper due (given to a partner to review)
<table>
<thead>
<tr>
<th>Session 18</th>
<th>10/25/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Scholarship in Practice Lab – implement action plans</td>
<td></td>
</tr>
<tr>
<td>Learning Objectives for session:</td>
<td></td>
</tr>
<tr>
<td>● Work with a team to plan, implement and evaluate a community health intervention. (#9)</td>
<td></td>
</tr>
<tr>
<td>Required readings:</td>
<td></td>
</tr>
<tr>
<td>● World Health Organization Podcast, A Global Perspective on Mental Health: <a href="http://terrance.who.int/mediacentre/podcasts/WHO_podcast_114.mp3">http://terrance.who.int/mediacentre/podcasts/WHO_podcast_114.mp3</a></td>
<td></td>
</tr>
<tr>
<td>Assignments:</td>
<td></td>
</tr>
<tr>
<td>● Check-in 9</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 19</th>
<th>10/30/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Scholarship in Practice Lab – implement action plans</td>
<td></td>
</tr>
<tr>
<td>Learning Objectives for session:</td>
<td></td>
</tr>
<tr>
<td>● Work with a team to plan, implement and evaluate a community health intervention. (#9)</td>
<td></td>
</tr>
<tr>
<td>Required readings:</td>
<td></td>
</tr>
<tr>
<td>● Unnatural Causes, Immigrant Health: <a href="https://www.unnaturalcauses.org/assets/uploads/media/iton.mp3">https://www.unnaturalcauses.org/assets/uploads/media/iton.mp3</a></td>
<td></td>
</tr>
<tr>
<td>○ Featuring Anthony Iton, Director, Alameda County Department of Public Health</td>
<td></td>
</tr>
<tr>
<td>Assignments:</td>
<td></td>
</tr>
<tr>
<td>● County Health Needs &amp; Strengths Assessment Paper peer comments due</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 20</th>
<th>11/01/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Scholarship in Practice Lab – implement action plans</td>
<td></td>
</tr>
<tr>
<td>Learning Objectives for session:</td>
<td></td>
</tr>
<tr>
<td>● Work with a team to plan, implement and evaluate a community health intervention. (#9)</td>
<td></td>
</tr>
<tr>
<td>Required readings:</td>
<td></td>
</tr>
<tr>
<td>● Unnatural Causes, Racial and Place-based Inequities: <a href="https://unnaturalcauses.org/assets/uploads/media/krieger.mp3">https://unnaturalcauses.org/assets/uploads/media/krieger.mp3</a></td>
<td></td>
</tr>
<tr>
<td>○ Featuring Nancy Krieger, Professor, Harvard School of Public Health</td>
<td></td>
</tr>
<tr>
<td>Assignments:</td>
<td></td>
</tr>
<tr>
<td>● Check-in 10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 21</th>
<th>11/06/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Scholarship in Practice Lab – implement action plans</td>
<td></td>
</tr>
</tbody>
</table>
| Learning Objectives for session:
• Work with a team to plan, implement and evaluate a community health intervention. (#9)

Required readings:
• Healthy Communities Podcast, Episode 3: Grow-Mobile:
  http://hwcdn.libsyn.com/p/9/c/c/9ccb333422d87399/DeKalb_Pod_Draft.mp3?c_id=20870161&cs_id=20870161&expiration=1531352381&hwt=2f5de1404e9673d66cc6ae86f97f118
• The Nation’s Health Podcast, America’s Health Rankings: An annual assessment of the nation’s well-being: Interview with Rhonda Randall:
  http://hwcdn.libsyn.com/p/0/d/a/0da1cb6a1b7f3f9a/NHFeb16Podcast_Mixdown_1.mp3?c_id=10706374&cs_id=10706374&expiration=1531350709&hwt=4d521d41160a5008b02723b3665bb68a
• The Nation’s Health Podcast, Strengthening Public Health by Increasing Diversity: Q&A with Freeman Hrabowski, president of the University of Maryland-Baltimore County:

Assignments:
• County Health Needs & Strengths Assessment Final Paper Due

**Session 22**

11/08/18

Topic: Scholarship in Practice Lab – implement action plans

Learning Objectives for session:
• Work with a team to plan, implement and evaluate a community health intervention. (#9)

Required readings:
• Community Toolbox, How to Respond to Opposition Tactics:
• Community Toolbox, Achieving and Maintaining Quality Performance:

Assignments:
• Check-in 11

**Session 23**

11/13/18

Topic: Evaluating Community Health Interventions

Learning Objectives for session:
• Work with a team to plan, implement and evaluate a community health intervention. (#9)

Required readings:
### Session 24
11/15/18

**Topic:** The Built Environment and Population Health

**Learning Objectives for session:**
- Identify environmental health issues facing communities and propose potential sustainable solutions. (#7)

**Required readings:**
- Cohen et al., Chapter 11

**Assignments:**
- Check-in 12

### Session 25
11/20/18

**Topic:** Public Health Ethics Case Studies

**Learning Objectives for session:**
- Know the tenets and underlying philosophy behind the Public Health Code of Ethics; be able to explain the precaution adoption principle. (#5)

**Required readings:**

**Assignments:** None

**Note:** No Session on 11/22/2018 - THANKSGIVING

### Session 26
11/27/18

**Topic:** The Need for Policy to Improve Community Health and Race and Racism; Cultural Competence and Cultural Humility

**Learning Objectives for session:**
- Understand and apply the following concepts and strategies: community organizing and community building (community development, social planning and social action), advocacy, healthy public policy, the public health approach, cultural competence and cultural humility. (#4)

**Required readings:**
- Cohen et al., Chapter 6

Assignments:
- Check-in 13

### Session 27
11/29/18

**Topic:** Scholarship in Practice Lab – groups present project experiences, followed by brief discussion

**Learning Objectives for session:**
- Explain how health promotion, health education, public health, and community health are related in community settings. (#1)
- Understand and apply the components of Mobilize, Assess, Plan, Implement and Track (MAP-IT). (#2)
- Identify the components/constructs of a community health model (PRECEDE-PROCEED), and explain their application in a community setting. (#3)
- Understand and apply the following concepts and strategies: community organizing and community building (community development, social planning and social action), advocacy, healthy public policy, the public health approach, cultural competence and cultural humility. (#4)

**Required readings**

**Assignments:**
- Summary Presentation Due
- Summary Paper Due

### Session 28
12/04/18

**Topic:** Scholarship in Practice Lab – groups present project experiences, followed by brief discussion

**Learning Objectives for session:**
- Explain how health promotion, health education, public health, and community health are related in community settings. (#1)
- Understand and apply the components of Mobilize, Assess, Plan, Implement and Track (MAP-IT). (#2)
- Identify the components/constructs of a community health model (PRECEDE-PROCEED), and explain their application in a community setting. (#3)
Understand and apply the following concepts and strategies: community organizing and community building (community development, social planning and social action), advocacy, healthy public policy, the public health approach, cultural competence and cultural humility. (#4)

Required readings:
- Community Toolbox, Strategies for the Long-Term Sustainability of an Initiative https://ctb.ku.edu/en/table-of-contents/sustain/long-term-sustainability/overview/main

Assignments:
- Summary Presentation Due
- Summary Paper Due

Session 29 12/06/18

Topic: Scholarship in Practice Lab – discussion, lessons learned; future directions and review for Exam 2 (if needed)

Learning Objectives for session:
- Explain how health promotion, health education, public health, and community health are related in community settings. (#1)

Required readings: None.
Assignments:
- Evaluation Report Due

Final exam to be scheduled during exam week (12/12/18-12/18/18)