



University of Maryland School of Public Health

HLTH 292 – Community Health Engagement

Semester: Fall 2019
Section: 0101
Classroom and Time: SPH 1302
Tuesdays and Thursdays 2-3:15PM

Course webpage: <https://umd.instructure.com/courses/1269081>

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SPH 1224-Desk C

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:

Cohen, L., Chavez, V., & Chehimi, S. (2010). *Prevention is primary: strategies for community well being*. John Wiley & Sons. ISBN: 0470550953, 978-0470550953.

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.

Messaging via ELMS is the best way to reach the teaching team. Dr. Aparicio and Ms. Huq check and respond to email approximately twice a day 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. Additionally, Ms. Huq will hold TA office hours every Thursday from 3:30-5:30pm in room SPH 1224 DeskC.

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 [i.e., data that have already been collected]) for a specific county of your choice in the U.S., but 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 in 12 point Times New Roman font 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. 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 infographic describing the project, which may 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 contributions of other group members. Please see below for detailed information on each component of the Scholarship in Practice Project.

Students will be divided by the instructor into small groups (number dependent on the class size), who will then be assigned to work on a specific community health project. 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 implement a community health project, to be “pitched” in class in a brief (5-10 minute) presentation. After feedback and critique by the instructor, the student groups will refine their proposals as needed and turn in a final set of slides for grading. Each group of students will play a role in planning and delivering a part of an overall project.

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 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 in a final infographic that may 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 9/24/19)

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. Although groups will present over two days, all slides are due on September 24. A refined slidedeck is due in two business days after the presentation and will be reviewed prior to a group being given approval to continue their project. Sections of the proposal should include (but need not be limited to):

- 1) Brief description of the agency, including its size, purpose, and mission
- 2) Identification of the underlying public health issue of concern
- 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 11/26/19)

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 11/26/19. Please remember to turn in in your Group Participation Grade Rubric, which each student completes individually.

Project Component Three: Summary Paper (10% of final grade; due 11/26/19)

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 11/26/19. 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 in your Group Participation Grade Rubric, which each student completes individually.

Project Component Four: Infographic (5% of final grade; due 12/5/19)

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

All infographics should include the following sections:

- 1) Process - explain the project and how you evaluated its overall success.
- 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 the American Community Survey (<https://www.census.gov/programs-surveys/acs/>), 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.

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/>

Component One: Draft Paper (5% of final grade; due to partner 10/22/19; comments returned to partner 10/29/19)

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 11/5/19)

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,” where you will answer several short questions pertaining to knowledge derived from the course readings and other assigned materials 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; 12/14/19, 10:30-12:30)

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.

Use of Course Assistance Websites and Online Group Forums: Course assistance websites, such as CourseHero and others, are not permitted resources for SPH courses, unless the professor explicitly gives permission for you to use one of these sites. Material pulled from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and more generally stifle the learning process. In addition, it is understandable that students may use one of a variety of online or virtual forums for course-wide discussion (e.g., GroupME, WeChat, etc.). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on **individual** graded

assignments is strictly prohibited. Examples include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Additional information on academic integrity is found in University Course Related Policies, below.

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 <https://www.testudo.umd.edu/>, and clicking on “Change Address/Email”. 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 <https://www.testudo.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 student’s debilitating illness, or a student’s 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 PowerPoint 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 Dr. Aparicio’s 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:

<http://www.shc.umd.edu/code.html>.

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**
- **Emergency Financial Assistance:**
https://financialaid.umd.edu/aid/emergency_assistance.html

Grading Procedures:

Assignment	Percentage of Final Grade
Scholarship in Practice Project:	25%
1. Proposal	(5)
2. Summary Presentation	(5)
3. Summary Paper	(10)
4. Infographic	(5)
Community Needs and Strengths Assessment Paper:	25%
1. Draft	(5)
2. Final	(20)
Check-Ins	20%
Final Exam	10%
Class Participation	20%

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

Grading Scale:

96 – 100	A+	86 – 89.99	B+	76 – 79.99	C+	66 – 69.99	D+	≤ 59.99	F
93 – 95.99	A	83 – 85.99	B	73 – 75.99	C	63 – 65.99	D		
90 – 92.99	A-	80 – 82.99	B-	70 – 72.99	C-	60 – 62.99	D-		

Course Schedule Summary			
Session	Date	Topic	Assignments Due
# 1	08/27/19	Introduction to HLTH 292; Syllabus Review	
# 2	08/29/19	Lab: What is Community Health? (including	Check-in 1

		overview of American Community Survey)	
# 3	09/03/19	Primary Prevention beyond the individual level; social determinants of health and health inequities	
# 4	09/05/19	Lab: background information on community agencies; health issues	Check-in 2
# 5	09/10/19	The Importance of Community Partners; Coalition Building; Digital Campaigns	
# 6	09/12/19	Lab: groups assigned, communications plans and group expectations contracts established	Check-in 3
# 7	09/17/19	Planning Community Health Interventions: MAP-IT (Mobilize, Assess, Plan, Implement and Track)	
# 8	09/19/19	Lab: planning community health interventions practice; preparing for Pitch Day	Check-in 4
# 9	09/24/19	Scholarship in Practice Project Pitch Day 1	Group project ideas slides due (all groups)
# 10	09/26/19	Scholarship in Practice Project Pitch Day 2	Check-in 5
# 11	10/01/19	PRECEDE-PROCEED Model Phases 1 and 2; Community Needs and Strengths Assessments	
# 12	10/03/19	Lab: assessing community needs and strengths; action plans developed and submitted	Check-in 6
# 13	10/08/19	Developing Community Health Interventions	
# 14	10/10/19	Lab: developing community health interventions practice; implement action plans	Check-in 7
# 15	10/15/19	MAP-IT Part 2	
# 16	10/17/19	Lab: MAP-IT practice; implement action plans	Check-in 8
# 17	10/22/19	Evaluating Community Health Interventions	Draft of County Health Needs & Strengths Assessment Paper due (given to a partner to review)
# 18	10/24/19	Lab:evaluating community health interventions practice; implement action plans	Check-in 9
# 19	10/29/19	The Built Environment and Population Health	County Health Needs & Strengths Assessment Paper peer comments due
# 20	10/31/19	Lab: built environment and population health practice; implement action plans	Check-in 10
# 21	11/05/19	Lab: implement action plans	County Health

			Needs & Strengths Assessment Final Paper Due
# 22	11/07/19	Public Health Ethics Case Studies	Check-in 11
# 23	11/12/19	The Need for Policy to Improve Community Health	
# 24	11/14/19	Lab: public health ethics and community health policy practice; implement action plans	Check-in 12
# 25	11/19/19	Race and Racism; Cultural Competence and Cultural Humility	
# 26	11/21/19	Lab: race, racism, cultural competency, and cultural humility practice; implement action plans	Check-in 13
# 27	11/26/19	Final Presentations - Film Festival	Summary Presentation Due Summary Paper Due
		THANKSGIVING BREAK (no class 11/28/19)	
# 28	12/03/19	Final Presentations - Sleep Out	Summary Presentation Due 11/26/19 Summary Paper Due 11/26/19
# 29	12/05/19	Course wrap-up with optional exam review during TA office hours after class	Infographic Due
FINAL		Final Exam 12/14/19 10:30-12:30	

Detailed Course Session Outline	
Session 1	08/27/19
Topic: Introduction to HLTH 292 and Syllabus Review	
Learning Objectives for session: None	
Required readings:	
<ul style="list-style-type: none"> ● Review course syllabus on ELMS 	
Assignments: None	
Session 2	08/29/19
Topic: Scholarship in Practice Lab—What is Community Health? (including an overview of American Community Survey)	

Learning Objectives for session:

- Explain how health promotion, health education, public health, and community health are related in community settings. (#1)
- Conduct a community health needs and strengths assessment. (#8)

Required Video:

- <https://www.youtube.com/watch?v=Vps8NmrVBL8>

Required Website Review:

- <https://www.census.gov/programs-surveys/acs/>

Assignments

- Check-in 1

Session 3

09/03/19

Topic: Primary Prevention beyond the individual; Social determinants of health and health inequities

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
- Thomas, J.C., Sage, M., Dillenberg, J., & Guillory, V. J. (2002). A code of ethics for public health. *American Journal of Public Health*, 92(7), 1057-1059.

Seattle Times, Nearly Every Native American Woman in Seattle Survey Said She Was Raped or Coerced into Sex: <https://www.seattletimes.com/seattle-news/homeless/survey-reveals-high-rates-of-sexual-assault-among-native-american-women-many-of-them-homeless/>

Assignments: None

Session 4

09/05/19

Topic: Scholarship in Practice Lab—background information on community agencies; health issues

Learning Objectives for session:

- Explain how health promotion, health education, public health, and community health are related in community settings. (#1)

Required readings:

- Read website of Covenant House: <https://www.covenanthouse.org/>
- National Coalition for the Homeless, Youth Homelessness (expand and read all tabs): <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
- Healthy People 2020 Social Determinants of Health: <https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of->

<p><u>health</u></p> <ul style="list-style-type: none"> • Braveman, P., Egerter, S., & Williams. D.R. (2011). The social determinants of health: coming of age. <i>Annual Review of Public Health</i> 32, 381-398. • “Being Black in America Can Be Hazardous To Your Health” by Olga Khazan: https://www.theatlantic.com/magazine/archive/2018/07/being-black-in-america-can-be-hazardous-to-your-health/561740/ <p>Assignments:</p> <ul style="list-style-type: none"> • Check-in 2
<p>Session 5 09/10/19</p>
<p>Topic: The Importance of Community Partners; Coalition Building; Digital Campaigns</p> <p>Learning Objectives for session:</p> <ul style="list-style-type: none"> • 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) <p>Required readings:</p> <ul style="list-style-type: none"> • Cohen et al., Chapter 5 <p>Assignment:</p> <ul style="list-style-type: none"> • E-mail the teaching team if you need to borrow a laptop for an in-class activity on 9/17
<p>Session 6 09/12/19</p>
<p>Topic: Scholarship in Practice Lab– groups assigned, communications plans and group expectations contracts established</p> <p>Learning Objectives for session:</p> <ul style="list-style-type: none"> • Explain how health promotion, health education, public health, and community health are related in community settings. (#1) <p>Required readings:</p> <ul style="list-style-type: none"> • Morton, M. H., Dworsky, A., Matjasko, J. L., Curry, S. R., Schlueter, D., Chávez, R., & Farrell, A. F. (2018). Prevalence and correlates of youth homelessness in the United States. <i>Journal of Adolescent Health</i>, 62(1), 14-21. <p>Assignments</p> <ul style="list-style-type: none"> • Check-in 3
<p>Session 7 09/17/19</p>
<p>Topic: Planning Community Health Interventions: MAP-IT (Mobilize, Assess, Plan, Implement and Track)</p> <p>Learning Objectives for session:</p> <ul style="list-style-type: none"> • Understand and apply the components of Mobilize, Assess, Plan, Implement and Track (MAP-IT). (#2) <p>Required readings:</p>

- <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
 - MAP-It at Work: “Workplace Wellness Committee”
(<https://www.healthypeople.gov/2020/implement/workplaceWellness>)

In-class assignment:

- MAP-IT Worksheet: **Bring your laptop to class.**

Assignments: None

Session 8

09/19/19

Topic: Scholarship In Practice Lab—planning community health interventions practice; preparing for Pitch Day

Readings:

- Community Toolbox, Creating SMART-C Objectives: <https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/create-objectives/main>
- Community Toolbox, Developing Successful Strategies: <https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/develop-strategies/main>
- Community Toolbox, Developing an Action Plan: <https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/develop-action-plans/main>

Assignments:

- Check-in 4

Session 9

09/24/19

Topic: Scholarship in Practice Project Pitch Day 1

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:

- Beauchamp, D. E. (1976). Public health as social justice. *Inquiry*, 13(1), 3-14.

Assignments: Group project ideas slides due (all groups)

Session 10	09/26/19
<p>Topic: Scholarship in Practice Project Pitch Day 2</p> <p>Learning Objectives for session:</p> <ul style="list-style-type: none"> ● 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) <p>Required readings:</p> <ul style="list-style-type: none"> ● Centers for Disease Control and Prevention’s REACH Initiative: https://www.cdc.gov/nccdphp/dnpao/state-local-programs/reach/index.htm ● REACH community examples: https://www.youtube.com/watch?v=6s6nhK4o_gU <p>Assignments:</p> <ul style="list-style-type: none"> ● Check-in 5 	
Session 11	10/01/19
<p>Topic: PRECEDE-PROCEED Model Phases 1 and 2; Community Needs and Strengths Assessments</p> <p>Learning Objectives for session:</p> <ul style="list-style-type: none"> ● Identify the components/constructs of a community health model (PRECEDE-PROCEED), and explain their application in a community setting. (#3) ● Conduct a community health needs and strengths assessment. (#8) <p>Required readings:</p> <ul style="list-style-type: none"> ● Cohen et al., pp. 214-216 ● Community Toolbox, PRECEDE-PROCEED: https://ctb.ku.edu/en/table-contents/overview/other-models-promoting-community-health-and-development/preceder-proceder/main <p>Assignments: None</p>	
Session 12	10/03/19
<p>Topic: Scholarship In Practice Lab—assessing community needs and strengths; action plans developed and submitted</p> <p>Learning Objectives for session:</p> <ul style="list-style-type: none"> ● Work with a team to plan, implement and evaluate a community health intervention. (#9) <p>Required readings</p> <ul style="list-style-type: none"> ● Aparicio, E. M., Phillips, D. R., Okimoto, T., Cabral, M. K., Houser, C., & Anderson, K. (2018). Youth and provider perspectives of Wahine Talk: A holistic sexual health and pregnancy prevention program developed with and for homeless youth. <i>Children</i> 	

<p><i>and Youth Services Review, 93, 467-473.</i></p> <p>Assignments:</p> <ul style="list-style-type: none"> • Check-in 6 • Action Plan submitted 	
Session 13	10/08/19
<p>Topic: Developing Community Health Interventions</p> <p>Learning Objectives for session:</p> <ul style="list-style-type: none"> • 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) <p>Required readings:</p> <ul style="list-style-type: none"> • Cohen et al., Chapter 2 <p>Assignments: None</p>	
Session 14	10/10/19
<p>Topic: Scholarship in Practice Lab—Developing community health interventions practice; implement action plans</p> <p>Learning Objectives for session:</p> <ul style="list-style-type: none"> • Work with a team to plan, implement and evaluate a community health intervention. (#9) <p>Required readings:</p> <ul style="list-style-type: none"> • TedTalk, A Guerilla Gardener in South Central Los Angeles: https://www.ted.com/talks/ron_finley_a_guerilla_gardener_in_south_central_la <p>Assignments:</p> <ul style="list-style-type: none"> • Check-in 7 	
Session 15	10/15/19
<p>Topic: MAP-IT Part 2</p> <p>Learning Objectives for session:</p> <ul style="list-style-type: none"> • Work with a team to plan, implement and evaluate a community health intervention. (#9) <p>Required readings:</p> <ul style="list-style-type: none"> • World Health Organization Podcast, A Global Perspective on Mental Health: http://terrance.who.int/mediacentre/podcasts/WHO_podcast_114.mp3 <p>Assignments: None</p>	
Session 16	10/17/19

Topic: Scholarship in Practice Lab – MAP-IT practice; implement action plans

Learning Objectives for session:

- Work with a team to plan, implement and evaluate a community health intervention. (#9)

Required readings:

- Unnatural Causes, Immigrant Health:
<https://www.unnaturalcauses.org/assets/uploads/media/iton.mp3>
 - Featuring Anthony Iton, Director, Alameda County Department of Public Health

Assignments:

- Check-in 8

Session 17

10/22/19

Topic: Evaluating Community Health Interventions

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>
- Developing an Evaluation Plan
<https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/evaluation-plan/tools>

Assignments:

- Draft of County Health Needs & Strengths Assessment Paper due (given to a partner to review)

Session 18

10/24/19

Topic: Scholarship in Practice Lab – evaluating community health interventions practice; implement action plans

Learning Objectives for session:

- Work with a team to plan, implement and evaluate a community health intervention. (#9)

Required readings:

- Unnatural Causes, Racial and Place-based Inequities:
<https://unnaturalcauses.org/assets/uploads/media/krieger.mp3>
 - Featuring Nancy Krieger, Professor, Harvard School of Public Health

Assignments:

- Check-in 9

Session 19

10/29/19

Topic: The Built Environment and Population Health

Learning Objectives for session:

- Identify environmental health issues facing communities and propose potential

<p>sustainable solutions. (#7)</p> <p>Required readings:</p> <ul style="list-style-type: none"> • Cohen et al., Chapter 11 <p>Assignments:</p> <ul style="list-style-type: none"> • County Health Needs & Strengths Assessment Paper peer comments due 	
Session 20	10/31/19
<p>Topic: Scholarship in Practice Lab – built environment and population health practice; implement action plans</p> <p>Learning Objectives for session:</p> <ul style="list-style-type: none"> • Identify environmental health issues facing communities and propose potential sustainable solutions. (#7) <p>Required readings:</p> <ul style="list-style-type: none"> • None <p>Assignments:</p> <ul style="list-style-type: none"> • Check-in 10 	
Session 21	11/05/19
<p>Topic: Scholarship in Practice Lab – implement action plans</p> <p>Learning Objectives for session:</p> <ul style="list-style-type: none"> • Work with a team to plan, implement and evaluate a community health intervention. (#9) <p>Required readings:</p> <ul style="list-style-type: none"> • Healthy Communities Podcast, Episode 3: Grow-Mobile: http://hwcdn.libsyn.com/p/9/c/9ccb333422d87399/DeKalb_Pod_Draft.mp3?c_id=20870161&cs_id=20870161&expiration=1531352381&hwt=2f5de1404e9673d66cc6aee86f97f118 • 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: http://hwcdn.libsyn.com/p/9/f/c/9fcedb1aaf2389f8/NHPodcastOct15_Mixdown_1.mp3?c_id=9702196&cs_id=9702196&expiration=1531350915&hwt=109f208d92c09390a28e744d5c55a20c <p>Assignments:</p> <ul style="list-style-type: none"> • County Health Needs & Strengths Assessment Final Paper Due 	
Session 22	11/07/19

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:

- Buchanan, D. R., & Miller, F. G. (2006). Justice and fairness in the Kennedy Krieger Institute lead paint study: the ethics of public health research on less expensive, less effective interventions. *American Journal of Public Health, 96*(5), 781-787.

Assignments:

- Check-in 11

Session 23

11/12/19

Topic: The Need for Policy to Improve Community Health

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: None.

Session 24

11/14/19

Topic: Public health ethics and community health policy practice; implement action plans

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:

- Bowen, F., Newenham-Kahindi, A., & Herremans, I. (2010). When suits meet roots: The antecedents and consequences of community engagement strategy. *Journal of Business Ethics, 95*(2), 297-318.

Assignments:

- Check-in 12

Session 25

11/19/19

Topic: Race and Racism; Cultural Competence and Cultural Humility

Required readings:

- Jones, C. P. (2000). Levels of racism: a theoretic framework and a gardener's tale. *American Journal of Public Health*, 90(8), 1212.
- Tervalon, M., & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved*, 9(2), 117-125.
- Vanidestine, T., & Aparicio, E. M. (2019). How social welfare and health professionals understand “race,” racism, and whiteness: A social justice approach to grounded theory. *Social Work in Public Health*, 34, 430-443.

Assignments: None

Session 26
11/21/19

Topic: Scholarship in Practice Lab –race, racism, cultural competency, and cultural humility practice; implement action plans

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
- Audio: Police Shooting and Mental Health of Black Americans:
<https://www.thelancet.com/doi/story/10.1016/audio.2018.06.21.107151>

Assignments:

- Check-in 13

Session 27
11/26/19

Topic: Final Presentations

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)

<p>Required Readings:</p> <ul style="list-style-type: none"> • None <p>Assignments:</p> <ul style="list-style-type: none"> • Summary Presentation Due • Summary Paper Due 	
<p>Note: No Session on 11/28/2019 - THANKSGIVING</p>	
<p>Session 28</p>	<p>12/03/19</p>
<p>Topic: Final Presentations</p> <p>Topic: Scholarship in Practice Lab – groups present project experiences, followed by brief discussion</p> <p>Learning Objectives for session:</p> <ul style="list-style-type: none"> • 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) <p>Required readings:</p> <ul style="list-style-type: none"> • None <p>Assignments:</p> <ul style="list-style-type: none"> • Summary Presentation Due • Summary Paper Due 	
<p>Session 29</p>	<p>12/05/19</p>
<p>Topic: Course wrap-up with optional exam review during TA office hours after class</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Infographic due 	
<p>Final Exam: Saturday December 14 10:30AM-12:30PM</p>	