University of Maryland College Park
School of Public Health

HLTH 780 – Community Health

Semester:	Fall 2019	Office Hours
Classroom and Time:	1242A SPH, Monday 4:00 – 6:45 p.m.	Wed. Noon – 2:00 PM
Instructor:	Sharon M. Desmond, Ph.D.	And by Appointment
Office:	1234J SPH Bldg.	Email: desmond@umd.edu
Phone:	301-405-2526	

Course Description

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

Course Learning Objectives

1. Identify critical stakeholders and community partners involved in the planning, implementation and evaluation of public health programs, policies and interventions.
2. Demonstrate her/his understanding of the complexity of public health/community health problems using social ecological and systems theory.
3. Provide examples of public health initiatives in communities, the medical care system, state health agencies, advocacy groups, health organizations and the federal government.
4. Critique the administrative components of community-based organizations, making certain you have an understanding of an appreciation for leadership and management effectiveness, mission statements, strategic planning (both short- and long-term goals), staffing plans, and budgets.
5. Apply the principles of community-based participatory research to improve health in diverse populations, and understand the strengths and limitations of community health partnerships/collaborations.
6. Implement a culturally tailored community health program in a community.
7. Apply social justice and human rights principles when addressing community needs.

Course Learning Objective If Not Already Covered

1. Know and understand the PRECEDE-PROCEED model.

Program Competency Addressed in this Course
1. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions

Skills Learned or Reinforced in this Course
1. Program planning, implementation and evaluation
2. Data analysis
3. Critical Thinking
4. Making public presentations
5. Clearly articulating thoughts

Required Texts and Other Readings
Minkler, M (ed.): Community Organizing and Community Building for Health and Welfare, Third edition, Rutgers University Press, New Brunswick, 2012.

Book Club Book—to be determined

Journal articles and other readings are available in Canvas; please see the reading schedule below in the Course Sessions outline.

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

Course Requirements and Expectations:
Your involvement in this "scholarship in practice" seminar course is critical to the success of the seminar. Your thoughts, ideas, questions and comments will enrich our experience—we are all co-instructors! Make certain you are prepared and ready to be fully engaged (i.e. assignments and readings completed the day we are covering the topic). If you cannot be here please let us know prior to class—you will be missed! Instructional methods used in this course include group discussions, small group projects, experiential activities, and lecture.

I am committed to fostering an inclusive and equitable classroom environment. This is especially critical in this seminar given we will be sharing our ideas in class discussions. Please, if you wish, tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone uses are not necessarily indicative of their gender identity. Please visit trans.umd.edu to learn more. Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability (i.e., all aspects of your identity), is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and ask you do the same–-thank you!

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

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

In addition to our discussions, part of most classes will include time for you to plan and evaluate your community health intervention. All assignments are to be typed and double-spaced. Most will be submitted electronically via Canvas; occasionally a hard copy may be requested. Additional information about all assignments is provided on Canvas under the "Assignments" tab. Make certain you read that information before you begin an assignment.

Graded Assignments

Final Exam (15 points)
We will have a group discussion of important concepts discussed over the semester the day of the final. If you participate thoughtfully and comprehensively, you will earn full points.

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

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

Book Club (30 points each for a total of 90 points)
We will read three different books (to be selected) and discuss each one over the semester. On the days we discuss a specific book, please bring with you **five** open ended questions for discussion. Make certain you put the question in context for our discussion. You must be present the days we discuss each book to earn full points on this assignment. Prior to class, upload to Canvas a 2-3 page typed, double-spaced **personal reaction** to the book. Make certain the paper is well-written with no grammatical errors and well organized. Make certain you cite any references and sign the honor pledge. Please use 11-point font and one-inch margins. The paper should not be a summary of the book (except for a brief paragraph), instead, discuss what you learned from reading it both personally and as a public health professional.

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

1. Describe the community (i.e. population), the specific health issue/problem and explain why you chose this specific intervention (literature review section can also include grey literature, key informant interview data, etc.).
2. Develop a detailed description of the intervention itself (i.e., goals, objectives, specific content), including a description of the theoretical underpinnings of your intervention.
3. Implement the intervention.
4. Describe the specific plan/processes/steps you actually followed (i.e. process/formative evaluation of your intervention).
5. Describe the outcome and your conclusions. Were your criteria for success met? What challenges did you experience? What worked well and what would you do differently if you could do it again?
6. Is your intervention sustainable? What will happen with any "deliverables" you created? How have you shared your findings/policy/project?

The goal is to identify your community intervention project by the third week of the semester. You must work with a community partner and the projects will vary. Perhaps you will help a community or organization advocate for a specific policy change, or assist a community group develop and implement a media campaign, or a health education or behavior change program. Each student pair and community partners will make a 30-minute presentation at the end of the semester.

Use of Course Assistance Websites and Online Group Forums
Course assistance websites, such as CourseHero and others, are not permitted--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. Use of online or virtual forums for course-wide discussion (e.g., GroupME, WeChat, etc.) is permissible although collaboration on graded assignments is strictly prohibited.

University Course Related Policies
All University of Maryland-approved course policies are provided at the following website
http://www.ugst.umd.edu/courserelatedpolicies.html
Policy descriptions, resources, and links to official policy documents are provided for each of the following: **Academic Integrity** (What is cheating? What is plagiarism? What is the Honor Pledge?); **Code of Student Conduct** (What behavior is prohibited?); **Sexual Misconduct** (What to do in case of sexual harassment or sexual assault); **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 the first week of class. Read this prior to Schedule Adjustment date.); **Course and Credit Changes and Withdrawals**; **Reasonable Expectations of Faculty in Conducting Academic Courses**; **Official UMD Communication** (Use of email, communication with faculty, communication about cancelled class meetings, and weather-related or other urgent notifications); **Arbitrary and Capricious Grading Policy**; **Incomplete Grades**; **Good Standing and**

Academic Probation and Dismissal; **Leave of Absence Policies**; **Graduate Students Rights and Responsibilities**; **Grievance Procedure**; **Other Resources** (Ombuds Office, counseling, learning workshops, tutoring, writing help, questions about graduation, 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, I will use email to communicate important and time-sensitive information about the class. You are responsible for keeping your email address up to date or for redirecting or forwarding email to another address. Your email address can be quickly and easily updated at *www.my.umd.edu* or in-person at the Student Service Counter on the first floor of the Mitchell Building. For technical support regarding your University email, please go to *www.helpdesk.umd.edu* or call 301-405-1400.

Absence Policy
In accordance with University policy if you are absent for a single (1) class meeting due to illness, or a personal or family emergency, this absence will be considered "excused" and I will accept a note from you attesting to the date of the illness/incident, along with an acknowledgement that the information is true. When possible, please contact me in advance. Multiple or prolonged absences, and absences that prevent attendance at a major scheduled grading event (like a test or in-class presentation) will require written documentation from an appropriate source. Please go to *http://www.president.umd.edu/policies/v100g.html* for information on the policy covering absences.

Late work and Missed Tests / Assignments
Late homework and papers will be accepted if you let me know ahead of time about needing an extension.

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

Special Accommodations / Disability Support Services / Learning Assistance Services
If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (301-314-7682). If you are ill or encountering personal difficulties, please let me know as soon as possible and contact the Student Health Center (301-314-8180) and or the Counseling Center (301-314-7651) for assistance. If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service (301-314-7693). Their educational counselors can help with time management, reading or math learning skills, note taking and exam preparation skills. All their services are free to UM students.

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

- CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information regarding academic integrity, please see: *http://www.shc.umd.edu/code.html*. The Honor Pledge is a statement I am asking you to please write by hand and sign on examinations, papers, or any other academic assignment you turn in. The Pledge reads:

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

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

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

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

Course Total Points and Grades

Community Health Organization Interview and Fact Sheet	30
Book Discussion Questions and Paper (30 points each)	90
Chapter/Article discussion questions or comments (5 points each)	25
Community Health Intervention Project	100
Final Exam	15

A	B	C	D	F
260 - 252 (+)	234 – 226 (+)	208 – 200 (+)	182 – 201 (+)	< Or = 156
251 – 244	225 – 218	199 - 192	200 - 191	
243 – 235 (-)	217 – 209 (-)	191 – 183 (-)	190 – 157 (-)	

Seminar Sessions Outline	
Session 1	**Thursday/8-29**
Welcome to our HLTH780 Community! Icebreakers; Syllabus Review; Community Health Intervention Projects	
Session 2	**Thursday/9-5**
Understanding and defining community and community health; Common Terminology; Introduction to Community Organizing and Community Organizing Required reading: Minkler, Chapters 1 and 2 **Assignment: Discussion Questions/Comments for Chapter 1 due**	
Session 3	**Thursday/9-12**
Community Building and Community Organizing; Alinsky and Friere Approaches Required reading: Minkler, Chapters 3 and 4 **Assignment: Discussion questions/Comments for Chapters 3 & 4 due**	
Session 4	**Thursday/9-19**
Community Level Theories and Models (Systems Theory, Social Ecological Model, PRECEDE-PROCEED Model) Required Reading: Systems Thinking article; Golden et al (2015); Minkler Chapter 5 **Assignment: Discussion Questions/Comments on chapter and articles due**	
Session 5	**Thursday/9-26**
Cultural Competence and Cultural Humility; Viewing/Discussion of the documentary "13th " Required reading: Tervalon M and Murray-Garcia J (1998; Jones CP, Jones CY, Perry GS, Barclay J and Jones CA (2009); Jones CP (2000) **Assignment: Discussion Questions/Comments on articles due**	
Session 6	**Thursday/10-3**
Healthy Communities—Resources and Programs that Work • CDCs Healthy Communities Program. http://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/ and http://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/overview/index.htm	
Session 7	**Thursday/10-10**
Book Discussion **Assignment: Book Reaction paper due**	
Session 8	**Thursday/10-17**
Health Organizations Seminar **Interview Questions and Health Organization fact sheet, info-graphic or brochure due**	
Session 9	**Thursday/10-24**

Community Partnerships and Community Based Participatory Research (CBPR) Required reading: Minkler, Chapters 6, 8 and 17 **Assignment: Discussion Questions/Comments due**	
Session 10	**Thursday/10-31**
Book Discussion (off-campus) **Assignment: Book Reaction paper due**	
Session 11	**Thursday/11-7**
Community Health Organizations: Leadership, Administration and Management • Learning how to be a community leader at http://ctb.ku.edu/en/tablecontents/sub_section_main_1129.htm • Understanding people's needs at http://ctb.ku.edu/en/tablecontents/section_1135.htm • Developing a management plan at http://ctb.ku.edu/en/tablecontents/sub_section_main_1144.htm • Day-to-day maintenance of an organization at http://ctb.ku.edu/en/tablecontents/sub_section_main_1151.htm	
Session 12	**Thursday/11-14**
Administration and Budgets (Guest Presenter)	
Session 13	**Thursday/11-21**
Book Discussion **Assignment: Book Reaction paper due**	
Happy Thanksgiving!	**Thursday/11-27**
Thanksgiving Recess	
Session 14	**Thursday/12-5**
Community Health Intervention Presentations and papers due	
Final Exam	**Thursday/12-12**