



University of Maryland School of Public Health

HLTH 391

Making a Difference: Applying Community Health

Semester: Spring 2020

Section: 0101

Classroom and Time: ESJ 0215: M/W 11:00-12:15 PM

Course webpage: <https://www.elms.umd.edu/>

Professor	Teaching Assistant
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Course Description: In this scholarship in practice course we further explore and APPLY community health concepts introduced in your earlier classes, including the public health approach, social determinants of health, *Healthy People 2020*, community level theoretical models, healthy public policy, advocacy, health communication, health literacy, cultural humility and cultural competency, and health equity. Specific skills you will develop include community organizing and building, conducting community needs and strengths assessments, serving as a community health resource person, and planning, implementing, and evaluating community health programs/interventions in collaboration with a community partner.

Course Pre- and Co-requisites: Required prerequisites include BSCI202, HLTH140, HLTH230, & HLTH300. HLTH301 can be a co-requisite.

Scholarship in Practice Outcomes

At the completion of this course, students will be able to

1. Articulate the processes required to bring about a successful outcome from planning, modeling, and preparing, to critiquing, revising and perfecting.
2. Demonstrate an ability to collaborate in order to bring about a successful outcome.
3. Recognize how an application of scholarship affects or is affected by political, social, cultural, economic or ethical dimensions.
4. Produce an original project, creative work, or other scholarly work that reflects a body of knowledge relevant to the course.
5. Effectively communicate the application of scholarship through ancillary material (written, oral, visual and/or all modes combined).

Course Learning Objectives

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

1. Identify and apply the components/constructs of several community health models – e.g., the social-ecological model.
2. Understand and apply the following concepts: community organizing and community building, advocacy, healthy public policy, the public health approach, cultural competence, cultural confidence, and cultural humility.
3. Understand the basic components of program planning; explain the difference between goals and objectives.
4. Apply health communication, literacy and advocacy skills when developing community health interventions.
5. Understand the importance of policy for community health change and apply both individual and policy level strategies when addressing public and community health issues.
6. Discuss the primary health concerns of various underserved populations (e.g., LGBTQ+ individuals, people living with a disability, low-income individuals, racial and ethnic minority populations, etc.) and propose strategies/policies public health professionals can implement to address health disparities.
7. Conduct a community health needs and strengths assessment.
8. Plan, implement, and evaluate a community health intervention/program, as required by the scholarship in practice project(s).

Program Competencies Addressed in this Course

The following competencies for the behavioral and community health program are addressed in this course:

1. **Use** basic public health concepts, methods, and tools for data collection and analysis.
2. **Identify** the major health-related needs and concerns of populations and **formulate** basic processes, approaches, and interventions as possible solutions.
3. **Examine** the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.
4. **Demonstrate** the fundamental concepts and features of project implementation, including
5. **Illustrate** the basic concepts of public health-specific writing and communication.
6. **Assess and communicate** individual and community-level needs for health promotion and disease prevention.
7. **Create and apply** strategies that effectively incorporate cultural competences with health promotion and community health initiatives.
8. **Synthesize and apply** principles and theories of community health that are needed for the development of effective and evidence based health promotion and disease prevention strategies.
9. **Promote and advocate** for effective community health initiatives at the local, state, and federal levels.
10. **Collaborate** with community organizations to **apply** public health principles in a real-world setting.

Course Readings: All course readings are located under the **Course Reserves tab** in Canvas. There is no required textbook for this course.

Course Communication: Information regarding timely announcements (i.e., class cancellation, room change, etc.) will be sent via Canvas announcements and email. Please link your phone, computer and other devices in Canvas to ensure you receive important notifications immediately.

Course Requirements and Expectations: This is a “Scholarship in Practice” professional development course—you will **DO public and community health!** You will spend much of your time applying community health concepts and strategies in collaboration with a community partner to address a specific public health issue.

Course instructional methods include: experiential activities, class discussions, group-work, viewing videos, writing papers, and listening to lectures. **YOUR PERSONAL INVOLVEMENT IS CRITICAL** to the success of our class—it is essential you come to class and participate! Your thoughts, ideas, questions and comments are important and will enrich everyone’s experience. Exciting, interesting and fun community health activities are planned! You do not want to miss out and we do not want to miss your input—come to class!

Lecture notes will be posted to Canvas prior to class meetings. You can print them out and bring them to class to add additional notes/comments or simply use a notebook. For the lab sessions on Tuesdays, please bring your computers with you. Please make certain your phones are on silent and put away during class time (i.e., not on your desk or in your lap).

Please complete all reading assignments and out of class assignments BEFORE class.

All assignments must be (1) typed, (2) double-spaced, (3) in 11-point font, and 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 this information and review the grading rubric prior to completing any assignment.

Major Graded Assignments

❖ In-Class and Out-of-Class Activities/Assignments (60 points)

There will be a variety of in- **and** out-of-class assignments and activities throughout the semester, each with various points, for a total of **60** points. Examples of in-class activities include: completing a group worksheet with your peers, participating in a small group discussion, completing a brief survey on a community health issue, or watching and responding to a short video. Examples of out-of-class assignments are: completing **and** uploading the Statement of Understanding, reviewing a website and answering questions about it, distributing a survey to ten of your friends, or looking up information on-line in preparation for a class discussion. In class and out of class assignments may be made up **only if you have a university excused absence**. Again, altogether these assignments/activities are worth **60** points total.

❖ Community Health Assessment Paper (100 points)

A community health assessment, also known as community health needs assessment, is a fundamental tool of public health practice. Its aim is to describe the health of the community, by presenting information on health status, community health needs, resources, and epidemiologic and other studies of current local health problems. The assessment is conducted through systematic, comprehensive data collection and analysis.

You will write a 10 to 15-page community health assessment paper to determine the health priorities for a specific community (of your choosing) over the next five years. Using secondary data sources, you will provide a brief overview of the community and describe the community's demographic, social, and epidemiological/health characteristics. You will then identify specific health recommendations to be achieved over the next five years (by 2025). **This assignment also serves as your HLTH 391 Senior Portfolio deliverable—make certain you save it.**

The reason for this paper's length is because you need to include a minimum of 15 tables, graphs, or charts depicting the data. You will actually only have approximately 4 - 5 pages of actual text. Specific details about what to include in your paper and the format are described under this assignment on Canvas. You will also find the grading rubric on Canvas.

❖ Scholarship in Practice Project (200 points)

Students will work together in groups with a community partner to develop a public/community health project. This may include a plan, an implementation strategy, or an evaluation. Projects vary and you will be working on them throughout the semester on Scholarship in Practice Lab days—some out of class time may also be necessary. Community partners and project topics will be identified during the first few weeks of the semester. Specific details about the scholarship in practice project components and grading rubrics are available in Canvas.

❖ Exams – Midterm and Final (120 points each, 240 points total)

The midterm and final exam may consist of multiple choice, definition, listing, and essay items. Test items are based on assigned readings, class lectures (including guest lectures), as well as in-class activities, discussions, and videos.

University Related Course Policies

The link to access new information regarding university related course policies is below:

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

Policy descriptions, resources, and links to official policy documents are provided for each of the following topics: Academic Integrity, Code of Student Conduct, Sexual Misconduct, Discrimination, Attendance, Absences, or Missed Assignments, Student Rights Regarding Undergraduate Courses, Official UMD Communication, Mid-Term Grades, Complaints About Course Final Grades, Copyright and Intellectual Property, Course Evaluations and Campus Resources.

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. 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." We 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 us 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. The absence policy can be found at: <http://www.president.umd.edu/policies/v100g.html>.

Late Work and Missed Exams / Assignments

Students are expected to be in attendance on the specified date and time set in the syllabus for all exams. Make up exams will be considered only for those students who have a legitimate reason for the absence and who **provide written documentation** to substantiate their absence from class. In such an event, **we MUST be contacted on the exam day prior to the start of the exam.**

Again, all assignments are to be submitted **VIA CANVAS** on the due date and time specified. **Please plan accordingly. ALL LATE ASSIGNMENTS will have 10% deducted from the total score for each day of lateness.** Please do not leave your submissions until the last minute.

Copyright Protection

Class lectures and materials are protected by copyright. This comprises all tangible course materials including, but not limited to written or recorded lectures, PowerPoint presentations, handouts, tests, and other assignments. These materials **may not** be reproduced (e.g., students may not copy and/or redistribute these materials) for anything other than personal use without the explicit written permission of the instructor. He is the exclusive owner of copyright of those materials he creates. However, 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 the express written consent of the instructor. Persons who publicly distribute or display or help others publicly distribute or display copies or modified copies of an instructor's course materials may be considered in violation of the University Code of Student Conduct, Part 9(k).

Religious Observances

The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; you will be given an opportunity, whenever feasible, to make up (within a reasonable time) any academic assignment missed due to your participation in religious

observances. **It is your responsibility to inform us 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 Dr. Butler or one of the teaching assistants know as soon as possible. Other resources available to you include the Student Health Center (301-314-8180) and/or the Counseling Center (301-314-7651). If you are experiencing difficulties keeping up with the academic demands of this course, contact one of us and/or 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 UMD students.

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit <http://go.umd.edu/basic-needs> for information about resources the campus offers you and let me know if I can help in any way.

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. We invite you, if you wish, to 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 indicates are not necessarily indicative of their gender identity.

Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among 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.

We will do our best to address and refer to all students accordingly and will support you in doing so as well.

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 we are asking you to please write and sign on examinations, papers, or any other academic assignment you submit. 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 in 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>.

IF THE COURSE INSTRUCTOR OR A TEACHING ASSISTANT OBSERVES YOU LOOKING AT ANOTHER STUDENT'S EXAM PAPER, COMPUTER, OR TALKING TO ANOTHER STUDENT DURING AN EXAM, YOU WILL RECEIVE A ZERO ON THAT EXAM.

Incident Weather / University Closings

If the University is closed for an emergency or extended period of time, we will communicate with you regarding schedule adjustments, including rescheduling examinations and assignments. 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 the student experience, the course and curriculum delivery, and faculty instruction. Your evaluations help instructors improve their courses, help deans and department chairs decide on merit pay for faculty, renewal of contracts, and support tenure and promotion decisions; and help current and future students decide on classes. **The system (www.CourseEvalUM.umd.edu) will open at the end of the semester.**

Grading Procedures

Assignments	Points
In-Class and Out-of-Class Activities/Assignments	60
Community Health Assessment Paper – This paper is also your HLTH391 senior portfolio deliverable ; save it!	100
Scholarship in Practice Project <ul style="list-style-type: none"> • Action Plan and Logic Model (30) • Power Point Presentation (30) • Paper (200 points total) <ul style="list-style-type: none"> ○ Mission/Goal of Partner Organization (20) ○ Public Health Issue Literature Review (30) ○ Methodology (20) ○ Project Deliverable (40) ○ Conclusion and Critical Reflection (20) • Individual “Scholarship in Practice Group” Evaluation (10) 	200
Midterm	120
Final	120
Total Points	600

Grading Procedures (continued)

Points	Percentages	Grades
580-600 points	96.6-100	A+
560-579 points	93.3-96.5	A
540-559 points	90-93.2	A-
520-539 points	86.6-89.9	B+
500-519 points	83.3-86.5	B
480-499 points	80-83.2	B-
460-479 points	76.6-79.9	C+
440-459 points	73.3-76.5	C
420-439 points	70-73.2	C-
400-419 points	66.7-69.9	D+
380-399 points	63.3-66.5	D
360-379 points	60-63.2	D-
359 points and below	59.8 or below	F

Course Outline / Course Calendar

Course Schedule Summary			
Session	Date	Topic	Assignments
#1	1/27	Welcome to our HLTH 391 Community! Syllabus Review Understanding the Challenge to Change-Part I	
#2	1/29	Understanding the Challenge to Change-Part II	Syllabus "Statement of Understanding" Due
#3	2/3	How do you get to know the community? Community Health Assessments; Focus Groups, Observations, Interviews	Readings: Knowing Your Community; Assessing Community Needs
#4	2/5	Everything Happens Through Relationships with People	Reading: People - The Most Valuable Resource
#5	2/10	Introduction to Cultural Humility	
#6	2/12	Scholarship in Practice Lab	Knowing Your Community Assignment Due
#7	2/17	Theories and Organizing Models to Promote Change	Reading: Theoretical Frameworks for Community Change
#8	2/19	Senior Audit, Career Advancement, & Internship Lab Guest: Mr. Matt Wootten, UG Academic Advisor	Attendance is mandatory
#9	2/24	See Yourself as the Change Agent	Reading: Putting Yourself in the Picture
#10	2/26	Scholarship in Practice Lab	Project Action Plan and Logic Model Due
#11	3/2	Midterm Exam	
#12	3/4	Scholarship in Practice Lab	
#13	3/9	Cultural Competence, Cultural Confidence, and Cultural Humility	
#14	3/11	Scholarship in Practice Lab	Project Literature Review Due
#15	3/16	No class – Spring Break	
#16	3/18	No class – Spring Break	
#17	3/23	Program Planning, Implementation, & Evaluation	Readings: Planning a Community-Based Intervention; Implementing a Community-Based Intervention; Evaluating a Community-Based Intervention
#18	3/25	Scholarship in Practice Lab	
#19	3/30	Getting Information to and From People	Reading: Getting the Word Out
#20	4/1	Scholarship in Practice Lab	
#21	4/6	Ethics I	Reading: Ethical Issues
#22	4/8	Scholarship in Practice Lab	Community Health Assessment Paper Due
#23	4/13	Ethics II	
#24	4/15	Scholarship in Practice Lab	
#25	4/20	Advocacy I	
#26	4/22	Scholarship in Practice Lab	
#27	4/27	Advocacy II	

#28	4/29	Scholarship in Practice Group Presentations	
#29	5/4	Scholarship in Practice Group Presentations	
#30	5/6	Scholarship in Practice Group Presentations	
	5/11	Course Rap Up	Group Power Point Due Group Paper Due; Individual "Scholarship in Practice Group" Evaluation Due
		Final Exam TBD**	

****Please make sure to check the exam schedule once it is released in March. You must take your exam at the University scheduled time. Based on the traditional University schedule, the time for our exam is typically the first Saturday of Final Exams week from 8:00 – 10:00 am. However, this is subject to change. Most importantly, do not plan vacations or other events during the ENTIRE final exam period to prevent missing your HLTH 391 final exam and receiving a "0" grade.**

SYLLABUS IS SUBJECT TO CHANGE

Statement of Understanding

Please **UPLOAD** this statement of understanding on Page 11 by **midnight on January 29, 2020**. We will answer any questions you may have about the syllabus during that time period. Once all your questions have been answered, please either: (1) print, sign, scan, and then upload or (2) put an electronic signature (you can use a different font and change your signature color to blue if you do not have an electronic signature). Please only upload the Statement of Understanding on page 11 **NOT** the entire syllabus. (10 points)

HLTH 391 Spring 2020 Syllabus

Statement of Understanding

I have read, reviewed, and understand the content (i.e., expectations, due dates, and policies) of this syllabus.

(Print Name)

(Signature)

(Date)