

University of Maryland, College Park
Department of Public and Community Health

HLTH 391 (0101) – Principles of Community Health I

Instructor: Assoc. Prof. Sharon M. Desmond
Office/Phone: HHP 2376 / 301-405-2526
Email: desmond@umd.edu
Semester: Fall 2005
Classroom/Time: HHP 1302 / T Th 12:30 - 1:45 PM

OFFICE HOURS
 Tuesday 9:00 - 10:30 AM
 Wednesday 4:00 – 7:00 PM
 Thursday 9:00 - 10:30 AM
 And by Appointment

Required Textbooks & Other Readings	<p><u>Required</u> McKenzie JF, Pinger RR and Kotecki JE: <u>An Introduction to Community Health</u>, Fifth edition, Jones and Bartlett, Sudbury, 2005.</p> <p>Department of Health and Human Services (DHHS): <u>Healthy People 2010 Understanding and Improving Health</u>, Second edition, Government Printing Office, 2000.</p> <p><u>Recommended</u> Kreuter MW, Lezin NA, Kreuter MW and Green LW: <u>Community Health Promotion Ideas that Work</u>, Second edition, Jones and Bartlett, Sudbury, 2003.</p>
Course Description	<p>The purpose of this course is to provide a broad overview of basic community health principles. Various concepts and issues will be studied, including the history of community health, health promotion, public health, community building and organization, community asset mapping, personal and social factors affecting the health of communities, epidemiology, health policy and advocacy, mental health issues, minority health issues, intentional and unintentional injuries, and personal health status across the lifespan.</p>
Course Objectives	<p><u>At the conclusion of this course, the student will be able to:</u></p> <ol style="list-style-type: none"> 1. Explain how health promotion, health education, health protection, health services, public health and community health are related 2. Describe community/public health benchmarks in the United States from the 1900s to the present time 3. Describe the health-oriented attitudes and behaviors common in each of the following historical time periods: Egyptians and Babylonians; Greeks and Romans; the Dark Ages; the Renaissance; and, the Colonial period in America 4. Describe the various periods of the modern era of public health (beginning in 1850), include bacteriology, health resources development, reform, social engineering, and health promotion 5. Describe the development and content of the national health goals and objectives for the nation, beginning with the Surgeon General's 1979 <u>Healthy People</u> report and ending with the <u>Healthy People 2010</u>

<p>Course Objectives (cont.)</p>	<p>document</p> <ol style="list-style-type: none"> 6. Identify the focus areas in the “Healthy People in Healthy Communities” document and the “Understanding and Improving Health” document 7. Outline the historical progression of community and public health education in the U.S. 8. Define epidemiology, demography, life span, life expectancy, years of potential life lost, sensitivity and specificity of a test, relative risk and odds ratio 9. Calculate mortality rates, specific mortality rates, crude and age-adjusted mortality rates, and incidence and prevalence rates 10. Compare and contrast the different types of epidemiological studies 11. Explain components of various community health models, including PRECEDE-PROCEED, the social-ecological model and systems theory 12. Demonstrate understanding and application of the "Health Field Concept" and "integrated community programs" 13. Identify effective community health education interventions targeting the leading causes of death in infants, children, adolescents, adults and older adults 14. Describe mental health problems facing U.S. populations today, their causes, and strategies/initiatives used to deal with them 15. Describe the current drug problem facing communities in the U.S. today, factors that contribute to it as well as prevention and control strategies 16. Discuss the etiology of both unintentional and intentional injuries in the U.S. (including those in the workplace) 17. Propose intervention strategies (educational, technological, legal, and environmental) to prevent intentional and unintentional injuries 18. Discuss the primary health concerns of various underserved and minority populations in the U.S. 19. Develop culturally competent community health programs 20. Discuss how social, political, economic and religious differences impact the health of ethnically diverse people 21. Identify the means of transmission of common communicable diseases in a community and recommend ways to control the spread of disease 22. Conduct a needs and strengths assessment in a specific community 23. Implement a community health fair in a specific community 24. Identify the roles and responsibilities of health educators 25. Present interesting and clearly understood health information to a group 26. Write better than he/she did prior to this class
<p>Course Policies</p>	<p><u>Class Attendance and Missed Exams:</u> Please come to class! Your thoughts, ideas, questions and comments will enrich other’s learning experience. Besides, exciting, interesting and fun activities have been planned! If you miss a class, get the notes from a fellow student. If you are ill or encountering difficulties, see me as soon as possible or contact the Learning Assistance Service (301-314-7693) and or the Counseling Center (301-314-7651).</p> <p>Please complete reading assignments <u>before</u> class meetings so you can fully participate in discussions and activities. However, if you did not read the</p>

Course Policies (cont.)	<p>material, it is MUCH better to come to class rather than skip it all together! Try not to fall behind in your reading! In fact, read ahead! ☺ Make-up exams will be given only if you discuss the need with me <u>prior to</u> the scheduled examination date, and the reason is acceptable.</p> <p><u>Accommodations for students with disabilities:</u> If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, please talk to me as soon as possible. You will need documentation from Disability Support Service (301-314-7682). If you intend to take any or all exams at DSS it is your responsibility to notify me as soon as possible.</p> <p><u>Academic Integrity:</u> 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, shall constitute academic dishonesty:</p> <ul style="list-style-type: none"> ✓ 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. <p>For more information see: http://www.inform.umd.edu/CampusInfo/Departments/PRES/policies/iii100a.html</p> <p><u>Religious Observances:</u> The University System of Maryland policy provides that students <i>should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor <u>in advance</u> of any intended absences for religious observance.</i></p>
--------------------------------	--

- S y l l a b u s -

9-01-05	Welcome to the Hlth391 community! Introductions and Syllabus Review
9-06-05	Defining Community Health: An Overview; Review of Common Terminology— Primary Prevention, Health Field Concept, Integrated Community Programs; Read pgs. 3-10 and 19-30
9-08-05	The History of Community and Public Health; Read pgs. 10-19; Email health fair topic (and partner's name) to instructor for approval
9-13-05	The History of the Profession; Roles and Responsibilities of Community Health Educators; Read http://www.nchec.org/aboutnchec/rc.htm ; Competencies worksheet

9-15-05	Healthy People 2010: History & current focus areas; National health goals & objectives for the nation; Read <u>Health People 2010: Understanding and Improving Health</u> ; http://www.healthypeople.gov/Document/pdf/uih/2010uih.pdf
9-20-05	The Epidemiological Model; Community Health Models; Systems Theory
9-22-05	Community Based Interventions: Framingham Study, Stanford Five City Project, Focus on Kids and others
9-27-05	Epidemiology; Rates and Ratios Worksheet; Incidence and Prevalence Worksheet; Read pgs.59-90;
9-29-05	Epidemiology (cont.); Sensitivity and Specificity of a Test; Paper Due
10-04-05	Communicable Disease Control; Read pgs.91-115
10-06-05	Community Organization and Community Building; Read pgs. 116-137
10-11-05	PRECEDE-PROCEED Model; Social and Epidemiological Assessment
10-13-05	Needs and Strengths Assessment; Asset Mapping
10-18-05	Read “Healthy People in Healthy Communities” and Review PATCH; http://www.healthypeople.gov/Publications/HealthyCommunities2001/default.htm and http://www.cdc.gov/nccdphp/patch/00binaries/00patch.pdf
10-20-05	Health Fair!
10-25-05	Organizational Change and Advocacy
10-27-05	Midterm
11-01-05	Health Behavior and Lifestyle Change Programs
11-03-05	Community Health Needs of Mothers, Infants and Children; Read pgs.167-205
11-08-05	Community Health Needs of Adolescents, Young Adults and Adults; Read pgs.206-232
11-10-03	Community Health Needs of Older Adults; Read pgs.233-262
11-15-05	Community Health Needs of Minorities and Underserved Populations; Read pgs. 263-304
11-17-05	Community Health Needs of Minorities and Underserved Populations (cont.); Cultural competence
11-22-05	Community Mental Health Issues; Read pgs. 305-335
11-24-05	Happy Thanksgiving!
11-29-05	Alcohol, Tobacco and Other Drugs: Their Impact on the Community; Read pgs. 336-368

12-01-05	Intentional and Unintentional Violence in the U.S
12-06-05	Violence (continued)
12-08-05	Safety in the Workplace and Worksite Health Promotion
12-13-05	Left-overs and Review
12-14-05	Exam Study Day
12-20-05	Final Exam 1:30 – 3:30 PM

<u>Evaluation</u>	<u>Points</u>	<u>Grading</u>
Midterm	360-341 points	A+
	100 340-326 points	A
	325-316 points	A-
Final	100 315-306 points	B+
	305-291 points	B
Timely Topic Presentation	10 290-281 points	B-
	280-271 points	C+
Health Fair	70 270-256 points	C
	255-246 points	C-
Paper	50 245-236 points	D+
	235-221 points	D
In-Class Activities (3 points each)	30 220-211 points	D-
	210 & below	F

Assignments Explained

Timely Topic Presentation (10 points)

Each student will be responsible for making a brief presentation (1-2 minutes) on a community health related current event, and then facilitating a class discussion (8-9 minutes) on the topic. Of primary importance is the DISCUSSION that takes place. Be CREATIVE and actively engage the audience! The idea is for the entire class to have a lively and thoughtful discussion. Submit to me (via email) your topic and list of discussion questions (open-ended) one class period before your presentation date (submitting the discussion questions ahead of time is worth 2 of the 10 points).

Health Fair (70 points)

The class will conduct a health fair this semester on the ground floor of the Health and Human Performance Building. Students will pair up and create a poster on a health topic of their choosing appropriate to the audience (the UMCP community—staff, students and faculty) and approved by the instructor. In addition to the three sided poster, there must be resource materials available for participants to take with them and an activity for them to take part in while learning about the topic the day of the fair.

Assignments Explained (cont.)

Paper (50 points)

Students will write a paper explaining the relationships among four terms: health promotion, health education, community health and public health. In addition to providing definitions for each of these terms, similarities and differences must be discussed and a diagram or figure presented. The paper may NOT EXCEED five pages of type-written double-spaced text (i.e. not including title page, references, diagrams, etc.). It must be professionally written (do not use first person), following APA guidelines. Finally, there must be a minimum of four peer-reviewed references.

In-Class Activities (3 points each)

There will be ten IN-CLASS assignments due through-out the semester. These cannot be made up.

Midterm and Final (100 points each)

The format for the midterm and final will be a combination of true/false, fill-in, multiple choice and essay items. Information will be taken from the text, class lectures, guest speakers, other assigned readings and videos.