

University of Maryland, College Park

Department of Public and Community Health

HLTH 490 - PRINCIPLES AND METHODS OF COMMUNITY HEALTH EDUCATION

<p>Instructor: Lori Simon-Rusinowitz, PhD</p> <p>Office/Phone: HHP 2360 / 301-405-2548</p> <p>Email: LS119@umail.umd.edu</p> <p>Semester: Fall 2002</p> <p>Classroom/Time: HHP 1301/ M 2:00 – 3:15PM W 2:00 – 5:00 PM</p> <p>Teaching Assistant: Michele DeBarthe Sadler, 301-405-2530</p>	<p style="text-align: center;"><u>OFFICE HOURS</u></p> <p style="text-align: center;">Monday – 3:30 - 4:30</p>
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Required Textbooks & Other Readings	<p>Green, L.W., Kreuter, M.W. (1999). <i>Health Promotion Planning: An Educational and Ecological Approach</i>. Third Edition. Mountain View, CA: Mayfield Pub. Co.</p> <p>Breckon, D.J., Harvey, J.R., Lancaster, R.B. (1998). <i>Community Health Education: Settings, Roles, and Skills for the 21st Century</i>. Fourth Edition. Gaithersburg, MD: Aspen Publishers, Inc.</p>
Course Description	<p>Students will be involved in the applied aspects of community health education. Students will apply theory to actual community problems and learn to plan, develop, and evaluate programs while working in project teams. Each team will select a community health problem and develop a proposal to address the problem. This course will help students gain confidence in their ability to function as community health educators and prepare them for their internship experience.</p>
Course Objectives	<p>This course will synthesize previous course work in health education, and apply this knowledge and skill to an actual community health problem. Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Write a grant proposal to a foundation to request funding for a community health education program. Through the process of developing a grant proposal, students will learn to: <ol style="list-style-type: none"> A. Understand and synthesize the components of the PRECEDE-PROCEED model, applying it to a specific community group. B. Conduct a needs assessment of a community to determine a target population, a health aim, and objectives for change. C. Develop a health education program to achieve specified health objectives at the community level. D. Display improved written and oral communication skills through papers,

	<p>presentations, interviews, and peer critiques.</p> <p>E. Develop skills necessary for working in teams.</p> <ol style="list-style-type: none"> 2. Obtain an internship site. 3. Develop a practical understanding of the various roles of community health educators.
<p>Course Requirements</p>	<p><u>Grant Proposal:</u> Health education programs in the community often rely on charitable contributions and grants for funding and operational expenses. There are numerous organizations that are prepared to provide necessary funds to worthy organizations that are effectively improving health and the quality of life. Securing funds is not easy; however, there are many essential steps that an organization must go through to solicit and receive these funds. As a semester-long group project, students will go through these steps to develop and submit a program for funding by a nonprofit foundation. Students will present their final proposal to the class.</p> <p><u>Team Building and Peer Review:</u> Students will work in teams to develop grant proposals. Each team will submit one complete grant proposal consisting of the sections outlined by the instructor. Each team member is responsible for critically reviewing all sections and for writing one section of the proposal. Before turning in the individual sections, students will provide copies of a draft to all other team members. Team members will return drafts with written comments to the section writer before the due date for that section. Each section writer will submit the revised section to the instructor with all other team members' comments attached. Students' final course grades will be based on the team proposal grade, their individual section grade, their written critiques of the other proposal sections, and a team participation grade.</p> <p><u>Midterm Exam:</u> The midterm examination will be based upon class lectures and text readings. The midterm will consist of multiple-choice questions.</p> <p><u>Internship Preparation:</u> Most of you will be starting your internships in the following semester, so it is necessary that you are prepared. During this semester, you will be expected to research, choose, and secure an internship by the last day of class. In order to successfully secure an internship, we will go through the necessary exercises as a class to ensure that everyone is proceeding in the placement process. There will be five graded assignments: learning goals, a completed resume, a cover letter, a meeting with your advisor, and an evaluated interview at a site.</p>
<p>Course Policies</p>	<p><u>Attendance Policy:</u> Attendance at every class is expected. Students are responsible for obtaining notes from other students for any classes they miss. Attendance at the Wednesday lab sessions is <u>mandatory</u>. Any <u>unexcused</u> lab absence will result in a <u>10-point deduction</u> from the total number of points accumulated.</p>

Arriving Late to Class:

Lateness is disruptive to the class. If there will be a circumstance in which it will be inevitable for you to be late, it is your responsibility to let the instructor know ahead of time. Excessive lateness can count against you in the grading process.

Late Work and Make Up Tests:

All work is due at the beginning of class on the day it is listed on the syllabus. Any work not handed in at the beginning of class on the due date will receive a reduction of one letter grade. Work not handed in by 5 p.m. the following day will receive an additional letter grade reduction. Work will not be accepted beyond this point except in an extreme circumstance approved by your instructor.

Accommodations for students with disabilities:

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 (314-7682.) If you intend to take any or all exams at DSS it is your responsibility to notify me as soon as possible.

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, shall constitute 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 see:

<http://www.inform.umd.edu/CampusInfo/Departments/PRES/policies/iii100a.html>

Religious Observances:

The University System of Maryland policy provides that students *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 in advance of any intended absences for religious observance.**

- S y l l a b u s -

<u>Date</u>	<u>Topic</u>	<u>Required Reading/Assignment</u>
Wed 9/4 (Lab)	<ul style="list-style-type: none"> • Introduction to Course • Team Building 	Chapter 22 (Breckon)
Mon 9/9	Overview of Prince George's County Health Dept. Guest Speaker: Fran Preneta	Chapter 7 (Breckon)
Wed 9/11 (Lab)	Orientation to the Internship	Chapter 4 (Breckon) pp. 195-198 (Breckon)
Mon 9/16	Social Assessment Lecture	<ul style="list-style-type: none"> • Chapter 1, 2 (Green) • pp. 153-156 (Breckon)
Wed 9/18 (Lab)	<ul style="list-style-type: none"> • Grant Proposal Writing • Resumes and Cover Letters Guest Speaker: Career Center	<ul style="list-style-type: none"> • Chapter 28 (Breckon) • Chapter 14 (Breckon)
Mon 9/23	Epidemiological Assessment Lecture	<ul style="list-style-type: none"> • Chapter 3 (Green) • 153-156 (Breckon) • <i>Draft Resume & Cover Letter Due</i>
Wed 9/25 (Lab)	<ul style="list-style-type: none"> • Critique of Scientific Writing • Social Assessment and Epidemiological Assessment Application Work Session • Peer review of resumes and cover letters 	<ul style="list-style-type: none"> • pp. 199-207 (Breckon) • Bring materials for work session • Bring draft resume & cover letter for peer review • <i>Learning Goals Due</i>
Mon 9/30	Behavioral Assessment Lecture	<ul style="list-style-type: none"> • Chapter 4 (Green) • pp. 153-156 (Breckon) • <i>Revised Resumes and Cover Letters Due</i>
Wed 10/2 (Lab)	Navigating the Library to Conduct Proposal Research Meet at McKeldin Library, Room 6101 Guest Speaker: Barbara Nail-Chiwetalu	Chapter 26 (Breckon) Bring materials for work session
Thursday 10/3 10 – 11:30 AM	<u>Recommended Session:</u> GREs and Graduate School Guest Speaker: Career Center	
Mon 10/7	Educational Assessment Lecture Review for Midterm Exam	<ul style="list-style-type: none"> • Chapter 5 (Green) • pp. 153-156 (Breckon) • <i>Draft of Problem Statement/Needs</i>

Assessment Due

Wed 10/9(Lab)	<ul style="list-style-type: none">Behavioral Assessment Application Work SessionPeer review of Problem Statement/Needs Assessment<u>Required Session:</u> College of Health and Human Performance Career Expo, 10:00 AM - 2:00 PM	<ul style="list-style-type: none">Bring materials for work sessionBring draft Problem Statement/Needs Assessment for peer review
Mon 10/14	Midterm Exam	
Wed 10/16 (Lab)	Educational Assessment Application Work Session	<ul style="list-style-type: none">Bring materials for work sessionRevised Problem Statement/Needs Assessment DueDraft Goals and Objectives Due
Mon 10/21	Peer Review of Goals and Objectives	Bring draft Goals and Objectives for peer review
Wed 10/23 (Lab)	Intern Poster Presentation and Career Panel	
Mon 10/28	Administrative Assessment Lecture	<ul style="list-style-type: none">Chapter 6 (Green)Revised Goals and Objectives Due
Wed 10/30	Internship Site Interviews	
Mon 11/4	Evaluation Lecture	<ul style="list-style-type: none">Chapter 7 (Green)Chapter 27 (Breckon)Draft Methodology Due
Wed 11/6 (Lab)	<ul style="list-style-type: none">Peer Review of MethodologyPreparing the Budget <p>Guest Speaker: Christine Lothen-Kline, Department of Public and Community Health</p>	<ul style="list-style-type: none">Bring draft methodology for peer reviewChapter 19 (Breckon)
Mon 11/11	Grant Presentation Overview Grant Proposal Work Session	Bring materials for work session
Wed 11/13 (Lab)	Administrative Assessment Application Work Session	<ul style="list-style-type: none">Bring materials for work sessionFinal Methodology DueDraft Budget Due
Mon 11/18	Peer Review of Budget	Bring draft Budget for peer review
Wed 11/20 (Lab)	Evaluation Application Work Session	Revised Budget Due

Mon 11/25 Grant Proposal Work Session

Draft Evaluation Due
Bring materials for work session

Wed 11/27 (Lab) **Thanksgiving Wednesday – No Class**

- Mon 12/2
- Peer Review of Evaluation
 - Grant Presentation Planning

- Bring draft evaluation for peer review
- ***Draft Cover Letter, Summary, & Qualifications of the Organization Due***

- Wed 12/4 (Lab)
- Peer Review of Cover Letter, Summary, & Qualifications of the Organization
 - Grant Presentation Planning

- Bring draft Cover Letter, Summary, & Qualifications of the Organization for peer review
- ***Revised Evaluation Due***

Mon 12/9 Grant Presentations
EXTENDED DAY

Revised Cover letter, Summary, & Qualifications of the Organization Due

Thur 12/19 Final Exam
1:30 – 3:30

Final Grant Proposal Due

Evaluation		Grading	
Midterm Exam	100 points	328-340 points	A+
Grant Proposal Team Grade	50 points	315-327 points	A
Grant Proposal Team Presentation Grade	20 points	305-314 points	A-
Grant Proposal Section Grade	60 points	294-304 points	B+
Grant Proposal Review Grade	25 points	281-293 points	B
Team Participation Grade	25 points	271-280 points	B-
Internship Preparation		260-270 points	C+
• Learning Goals	10 points	247-259 points	C
• Resume	20 points	237-246 points	C-
• Cover Letter	10 points	226-236 points	D+
• Meeting with Advisor	10 points	213-225 points	D
• Evaluated Interview	10 points	203-212 points	D-
TOTAL	340 points	202 & below	F

CHES-Based Competencies Addressed in HLTH 490

- I.** Assessing individual and community needs for health education
 - A.** Obtain health related data about social and cultural environments, growth and development factors, needs, and interests.
 - 1. Select valid sources of information about needs and interests.
 - 2. Utilize computerized sources of health-related information.
 - 3. Employ or develop appropriate data-gathering instruments
 - B.** Distinguish between behaviors that foster and those that hinder well-being.
 - 1. Investigate physical, social, emotional, and intellectual factors influencing health behaviors.
 - 2. Identify behaviors that tend to promote or compromise health.
 - 3. Recognize the role of learning and affective experiences in shaping patterns of health behavior.
 - C.** Infer needs for health education on the basis of obtained data.
 - 1. Analyze needs assessment data.
 - 2. Determine priority areas of need for health education.
- II.** Planning effective health education programs.
 - A.** Recruit community organizations, resource people, and potential participants for support and assistance in program planning.
 - 1. Communicate need for the program to those who will be involved.
 - 2. Obtain commitments from personnel and decision makers who will be involved in the program.
 - 3. Seek ideas and options of those who will affect or be affected by the program.
 - 4. Incorporate feasible ideas and recommendations into the planning process.
 - B.** Develop a logical scope and sequence plan for a health education program.
 - 1. Determine the range of health information requisite to a given program of instruction.
 - 2. Organize the subject areas comprising the scope of a program in logical sequence.
 - C.** Formulate appropriate and measurable program objectives.
 - 1. Infer educational objectives facilitative of achievement of specified competencies.
 - 2. Develop a framework of broadly stated, operational objectives relevant to a proposed health education program.
 - D.** Design educational programs consistent with specified program objectives.
 - 1. Match proposed learning activities with those implicit in the stated objectives.
 - 2. Formulate a wide variety of alternative educational methods.
 - 3. Select strategies best suited to implementation of educational objectives in a given setting.
 - 4. Plan a sequence of learning opportunities building upon and reinforcing mastery of preceding objectives.
- III.** Implementing health education programs.
 - A.** Exhibit competence in carrying out planned educational programs.
 - 1. Apply individual or group process methods as appropriate to given learning situations.
 - 2. Utilize instructional equipment and other instructional media effectively.
 - 3. Select methods that best facilitate practice of program objectives.
 - B.** Select methods and media best suited to implement program plans for specific learners.
 - 1. Analyze learner characteristics, legal aspects, feasibility, and other considerations influencing choices among methods.
 - 2. Evaluate the efficacy of alternative methods and techniques capable of facilitating

program objectives.

3. Determine the availability of information, personnel, time, and equipment needed to implement the program for a given audience.
 - C. Monitor educational programs, adjusting objectives and activities as necessary.
 1. Compare actual program activities with the stated objectives.
 2. Assess the relevance of existing program objectives to current needs.
 3. Revise program activities and objectives as necessitated by changes in learner needs.
 4. Appraise applicability to resources and materials relative to given educational objectives.
 - IV. Evaluating effectiveness of health education programs.
 - A. Develop plans to assess achievement of program objectives.
 1. Determine standards of performance to be applied as criteria of effectiveness.
 2. Establish a realistic scope of evaluation efforts.
 3. Develop an inventory of existing valid and reliable tests and survey instruments.
 4. Select appropriate methods for evaluating program effectiveness.
 - B. Infer implications from findings for future program planning.
 - V. Coordinating provision of health education services.
 - A. Develop a plan for coordinating health education services.
 1. Determine the extent of available health education services.
 2. Match health education services to proposed program activities.
 3. Identify gaps and overlaps in the provision of collaborative health services.
 - B. Facilitate cooperation between and among levels of program personnel.
 1. Promote cooperation and feedback among personnel related to the program.
 2. Apply various methods of conflict reduction as needed.
 3. Analyze the role of health educator as liaison between program staff and outside groups and organizations.
 - C. Formulate practical modes of collaboration among the health agencies and organizations.
 1. Stimulate development of cooperation among personnel responsible for community health education programs.
 2. Suggest approaches for integrating health education within existing health programs.
 3. Develop plans for promoting collaborative efforts among health agencies and organizations with mutual interests.
 - D. Organize in-service training programs for teachers, volunteers, and other interested personnel.
 1. Develop plans for promoting collaborative efforts among health agencies and organizations with mutual interests.
 - VI. Acting as a resource person in health education.
 - A. Utilize computerized health information retrieval systems effectively.
 1. Match an information need with the appropriate retrieval system.
 2. Access principal on-line and other database health information resources.
 3. Use a system of data retrieval commensurate with program needs.
 - B. Select effective educational resource materials for dissemination.
 1. Assemble educational material of value to the health of individuals and community groups.
 2. Evaluate the worth and applicability of resource materials for given audiences.
 3. Apply various processes in the acquisition of resource materials.
 4. Compare different methods of distributing educational materials.
 - VII. Communicating health and health education needs, concerns, and resources.
 - A. Interpret concepts, purposes, and theories of health education.

- B.** Predict the impact of societal value systems on health education programs.
 - 1.** Investigate social forces causing opposing viewpoints regarding health education needs and concerns.
 - 2.** Employ a wide range of strategies for dealing with controversial issues.
 - C.** Select a variety of communication methods and techniques in providing health information.
- VIII.** Professional development (internship preparation)
- A.** Developing career goals
 - B.** Job search skills