

University of Maryland, College Park

Department of Public and Community Health

HLTH 490 - PRINCIPLES OF COMMUNITY HEALTH II

Instructor: Lori Marks, PhD
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Semester: Fall 2007
Classroom/Time: HHP 1301/Mon 11:00am – 12:15pm
 Wed 11:00 am – 2:00 pm

OFFICE HOURS

Room 1238,
 Tues., Thurs. 11:00am – 12:00 noon
 By appointment

Required Textbook	Course materials will be posted on Blackboard (www.elms.umd.edu).
Course Description	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. Students will work with a community organization to select a community health problem and develop a grant 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.
Course Objectives	<p>This course will synthesize previous course work in public and community 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 request funding for a community health program. Through the process of developing a grant proposal, students will learn to understand and synthesize the components of the PRECEDE-PROCEED model, applying it to a specific community group. 2. Develop skills necessary for working in teams. 3. Practice interviewing and other professional job search skills. 4. Obtain an internship site. 5. Develop a practical understanding of the roles of community health educators. 6. Understand health organizations and services at the local, state and national levels. 7. Understand the function and structure of the U.S. health care system. 8. Understand the various environmental hazards with which communities must contend.

<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 foundations and organizations prepared to provide funding for programs that effectively improve health and the quality of life of community members. Securing these funds, however, is not easy and competency in this area is essential to community health educators. Students will learn how to solicit and receive funds by developing a grant proposal for a specific community health need. Students will work in small groups with a local organization to develop a grant proposal relevant for that organization. Each student will be responsible for writing parts of the grant proposal and groups will present the proposals in class.</p> <p><u>Internship Preparation:</u> Most students will be starting their internships next semester. During this semester, students will be expected to research, choose, and secure an internship site by the last day of class. In order to successfully secure an internship, students will go through the necessary exercises as a class to ensure that everyone is proceeding in the placement process. There will be six graded assignments: learning goals, a completed resume, a cover letter, a meeting with an advisor, an evaluated interview at a site, and completion of three interviews.</p> <p><u>Final Exam</u> The final exam will require that students synthesize the knowledge gained through activities, reading, and class lectures this semester.</p>
<p>Course Policies</p>	<p><u>Class Structure</u> Class meets every Wednesday 11 a.m. – 2 p.m. Monday class sessions are designated for small work group meetings, grant writing review, and internship advising. Students are required to attend every Wednesday session, at least two Monday work group meetings, and at least one internship advising meeting scheduled with the instructor. Attendance will be recorded as part of the final class grade</p> <p><u>Attendance Policy:</u> Attendance at every class meeting is expected. Any <u>unexcused</u> class absence will result in a <u>25-point deduction</u> from the total number of points accumulated.</p> <p><u>Arriving Late to Class:</u> 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.</p> <p><u>Late Work and Final Exam Policy:</u> All work is due at the beginning of class on the day it is listed on the syllabus. Work will not be accepted after the due date except in an extreme circumstance approved by the instructor. No make-up exams will be given.</p>

Email Policy:

Please feel free to email questions and concerns to your instructor. Email will be answered within two business days.

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 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>.

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.

To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."

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.**

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<u>Date</u>	<u>Topic</u>	<u>Required Reading/Assignment</u>
Wed 8/29	Introduction to Course	
Wed 9/5	Resumes and Cover Letters Guest Speaker: Stacey Brown, Career Center Grant Writing Topic Selection	Handouts
Wed 9/12	Orientation to the Internship	Handouts
Mon 9/17	Small Group Meetings and Internship Advising	
Wed 9/19	Review of PRECEDE/PROCEED Social Assessment Grant Writing Workshop	Blackboard document <i>Learning Goals Due</i>
Mon 9/24	Small Group Meetings and Internship Advising	
Wed 9/26	National Context of Community Health Services Mission Statements	Handouts
Mon 10/1	Small Group Meetings and Internship Advising	
Wed 10/3	Interviewing Resume Peer Review	<i>Resume and Cover Letter Drafts Due</i>
Mon 10/8	Small Group Meetings and Internship Advising	
Wed 10/10	Career Expo – HHP Atrium 10:00 a.m. – 2:00 p.m.	<i>Resume and Cover Letter Due</i>
Mon 10/15	Small Group Meetings and Internship Advising	
Wed 10/17	Overview of County Health Departments Epidemiological Assessment	Blackboard document
Mon 10/22	Small Group Meetings and Internship Advising	
Wed 10/24	Behavioral Assessment Writing Organization Goals and Objectives Structure of the Health Care System	Blackboard document <i>Community Organization Mission Statement Due</i>
Mon 10/29	Small Group Meetings and Internship Advising	
Wed 10/31	Educational Assessment	Blackboard document <i>Problem Statement Needs Assessment Section Due</i>

Mon 11/5	Small Group Meetings and Internship Advising	
Wed 11/7	Career Panel and Intern Poster Presentation	<i>Goals and Objectives Section Due</i>
Mon 11/12	Small Group Meetings and Internship Advising	
Wed 11/14	Administrative Assessment Budgets Environmental Health	Blackboard document <i>Methodology Section Due</i>
Mon 11/19	Applying to Graduate School Guest Speaker: Erin Thiel, Student Services	Blackboard document <i>Budget Section Due</i>
Wed 11/21	No Class Meeting (Use time for interviewing/travel)	
Mon 11/26	Small Group Meetings and Internship Advising	
Wed 11/28	Evaluation Health Policy	Blackboard document
Mon 12/3	Presenting Grant Proposals	<i>Evaluation Section Due</i>
Wed 12/5	Presenting Grant Proposals	
Mon 12/10	Presenting Grant Proposals	<i>Final Grant Proposal Due</i>
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Sat 12/15	Scheduled Final Exam 8:30 AM – 10:00 AM	

Evaluation		Grading	
Grant Proposal Team Grade	60 points	328-340 points	A+
Grant Presentation Team Grade	20 points	315-327 points	A
Individual Grant Section Grade	60 points	305-314 points	A-
Attendance at Two Workgroup Meetings	20 points	294-304 points	B+
Final Exam	100 points	281-293 points	B
Internship Preparation		271-280 points	B-
• Learning Goals	10 points	260-270 points	C+
• Resume	20 points	247-259 points	C
• Cover Letter	10 points	237-246 points	C-
• Internship Advising Meeting	10 points	226-236 points	D+
• Evaluated Interview	10 points	213-225 points	D
• Completion of Three Interviews	20 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