



**University of Maryland College Park**  
**School of Public Health**  
**Department of Behavioral and Community Health**

**HLTH 391 – Principles of Community Health I (0101)**

**Semester:** Fall 2015  
**Classroom and Time:** 0303 SPH Bldg. 9:30 – 10:45 AM  
**Instructor:** Sharon M. Desmond, Ph.D. **Office Hours:** Tues. 2:00 – 4:00 PM  
**Office:** 2376 SPH Bldg. Thurs. 8:00 – 10:00 AM  
**Phone:** 301-405-2526 And by appointment  
**Email:** [desmond@umd.edu](mailto:desmond@umd.edu)

**Course Required Pre and Co-Requisites**

Required Prerequisites

BSCI 105, BSCI 201, BSCI 202, HLTH 130, HLTH 140, HLTH 200, HLTH 230, and HLTH 300

Required Pre or Co-requisite

HLTH 301

**Required Text and Other Readings**

Cohen L, Chavez V and Chehimi S (Editors): Prevention is Primary: Strategies for Community Well-being, 2nd Edition, John Wiley and Sons, San Francisco, 2010. ISBN: 0470873361, 9780470873366.

Northwest Earth Institute: A World of Health: Connecting People, Place and Planet, Portland, 2010.

Assigned peer-reviewed journal articles and other readings; see Session Outline below.

**Recommended Books**

Northwest Earth Institute: Seeing Systems: Peace, Justice and Sustainability, Portland, 2014.

Northwest Earth Institute: Change Is Our Choice: Creating Climate Solutions, Portland, 2015.

**Course Description**

The purpose of this course is to explore public and community health principles and practices **from a systems and social justice perspective**. **Systems theory**, healthy public policy, cultural competence and cultural humility, community organizing and building, and social determinants of health will be examined, as well as **equitable and sustainable solutions** to current community health issues. This scholarship in practice course will enable student development of specific skills —advocacy, health communication, asset mapping and behavior modification skills—and abilities—conducting a community needs and strengths assessment, serving as a community health resource person, and planning, implementing and evaluating a community health program.



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#### Course Learning Objectives

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

1. Explain how health promotion, health education, public health, community health and medicine are related.
2. Demonstrate use of *Healthy People 2020* as a resource for community health professionals. Know and apply the components of Mobilize, Assess, Plan, Implement and Track (MAP-IT).
3. Explain and apply systems theory, as well as community development, social planning, and social action strategies.
4. Understand and apply the concepts of community organizing and community building, advocacy, cultural competence and cultural humility.
5. Develop culturally competent community health interventions and be able to discuss how social, political and economic differences impact the health of communities.
6. Know the tenets and underlying philosophy behind the Public Health Code of Ethics and the precaution adoption principle
7. Use plain language and other health communication and advocacy skills when developing community health interventions
8. Describe mental health problems facing U.S. populations today, their causes, and strategies/initiatives used to alleviate them
9. Explain violence as a public health issue, discuss the etiology of both unintentional and intentional injuries in the U.S.; and propose intervention strategies (educational, technological, legal, and environmental) to prevent both intentional and unintentional injuries
10. Discuss the primary health concerns of various underserved populations (GLBTQ individuals, people living with a disability, low-income individuals, racial and ethnic minority populations, among others) and strategies/policies public health professionals can implement to address the associated health disparities
11. Identify environmental health issues facing communities and propose potential sustainable solutions
12. Conduct a needs and strengths assessment in a community (using secondary data)
13. Plan, implement and evaluate a community health intervention
14. Serve as a facilitator for a specific community health issue
15. Improve her/his writing skills

#### Program Competencies Addressed in this Course

The following Behavioral and Community Health competencies are addressed in this course:

1. Identify individual and community level needs and strengths for health promotion and disease prevention (primary).
2. Identify principles of community health necessary for the development of effective health promotion and disease prevention strategies (primary).
3. Apply statistics and research methods to accurately describe the distribution of risk and protective factors and examine the determinants of population health (primary).
4. Apply statistics and research methods to community health program evaluations (secondary).
5. Describe how to plan, implement and administer short and long term community health interventions (primary).



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6. Communicate and disseminate the results of community health program evaluations (secondary).
7. Describe how to advocate for effective community health initiatives at the local, state and federal levels (primary).
8. Identify strategies that effectively incorporate cultural competence in health promotion and community health initiatives (primary).
9. Demonstrate competency in planning, preparing, and delivering effective community health programs (primary).

## Course Policies and Requirements

In this professional development course students will learn about and apply basic public and community health principles; analyze data to conduct a community needs and strengths assessment, and participate in a scholarship in practice project. Students will be assigned a specific community health project; potential projects include developing and implementing: 1) an evaluation plan and assessment tool for a non-profit organization, 2) a health festival for a specific community, 3) an advocacy plan to ensure healthy school lunches at an area school, 4) a jobs training program for homeless young adults, or 5) a safe playground for low-income preschoolers (among others).

Course instructional methods include a variety of experiential activities (both in and outside of the classroom), class discussions, group work, presentations, and lecture. Your involvement is critical to the success of our class—COME TO CLASS AND PARTICIPATE! Your thoughts, ideas, questions and comments will enrich everyone's experience! Additionally, exciting, interesting and fun activities are planned—you won't want to miss them! When you are in class be physically and mentally present and actively engaged! ☺ Cell phone use during class is NOT ACCEPTABLE. Please do not have cell phones out during class time, thank you.



Please complete reading assignments prior to class meetings. In fact, read ahead! ☺ You are responsible for information provided via course readings regardless of whether it is discussed in class or not. It is also your responsibility to bring up any questions you may have regarding course readings and content. Finally, all assignments are to be typed and double-spaced. Most will be submitted electronically via Canvas; occasionally hard copies will be requested. Additional information about all assignments is provided on Canvas.



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**Community Concern Facilitated Discussion (10 points)** Each student will facilitate a 10-minute engaging discussion on a COMMUNITY health issue or current event (i.e. something you recently read about, heard on the news, or that you are personally interested in). This is NOT a presentation! The facilitator does not talk, other than briefly introducing the topic and asking the open-ended discussion questions. The purpose of this assignment—your role—is to facilitate a discussion.

**In-Class/Lab Activities and Homework Assignments (60 points)** There will be a variety of in-class and lab activities, and homework assignments throughout the semester; point values will vary (2-5 points each). In-class activities CANNOT be made-up if you are not present; however, homework and some lab assignments can be made up with an acceptable excused absence.

**Community Needs and Strengths Assessment Paper (30 points)**  
Students will conduct a needs and strengths assessment on a specific community, city or county to determine health priorities that must be addressed over the next five years. Using secondary data sources, provide a brief overview of the community, city or county, describe its demographic, social, and epidemiological characteristics (primarily using tables, graphs and charts), and then, **BASED ON THE DATA** come up with specific health recommendations for the community, city or county. More specific details and a grading rubric for this assignment can be found on Canvas, under “Assignments.”

**Scholarship in Practice Project (80 points)**  
Again, small groups will be formed and students will work together to plan, implement and evaluate a specific public/community health intervention. Examples of possible interventions include (but are not limited to): 1) developing and implementing a survey and evaluation plan for a local non-profit organization, 2) planning and implementing a health and jobs festival for transitioning youth living with a disability, 3) creating and implementing an advocacy plan to ensure healthy school lunches at an area school, 4) implementing a jobs training program for homeless young adults, or 5) building a safe playground for low-income preschoolers. You will be working on these projects throughout the semester, both in class and on your own time. Specific action plans for each group will be developed by the second week of the semester; all groups will share what they did with the entire class the last week of the semester. Additional details will be available on Canvas under “Assignments.”

**Tests (180 points)**  
The midterm (90 points) and final (90 points) will consist of multiple choice, definition, listing and essay items. Test items are based on assigned readings, class lectures, discussions and activities, videos, peer presentations and guest lectures.

**BCH Undergraduate Final Program Portfolio Assignment**  
In HLTH491 (your internship) each student is responsible for the development of a "Final Program Portfolio." The portfolio includes material reflective of your internship and academic experiences as a community health major. The academic section includes a specific deliverable (assignment) for each of your core courses. The portfolio deliverable for HLH391 is a **summary of your scholarship in practice community intervention**. Please include the following in your



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summary: 1) pictures or video of various project phases (if applicable); 2) a one paragraph descriptive overview of your project, 3) a one-two paragraph description of your specific contributions; and 4) a 3-4 paragraph personal reflection about the experience and what you learned. SAVE both an electronic and hard copy of this assignment for inclusion in your Final Program Portfolio. For more information about the Final Program Portfolio, please refer to the Undergraduate Internship Program Manual located on our departmental website at <http://www.sph.umd.edu/bch/>.

**HLTH391 Senior Audit** Undergraduate Program Director Ms. Jenny Hodgson will conduct a senior audit with the class. You will receive an individualized copy of your program plan of study, which will indicate academic progress thus far as well as remaining coursework required to graduate in the major. An explanation of this document and other important information for Community Health majors will be provided. Students **must** attend this session and will **not** be cleared to register for HLTH420 and HLTH490 without completing this process.

#### **University and Departmental Policies**

##### Email – The Official University Correspondence

**Please verify your email address** by going to [www.my.umd.edu](http://www.my.umd.edu). All enrolled students are provided access to the University's email system and an email account. *All official University email communication will be sent to this email address* (or an alternate address if you provided one). Email has been adopted as the primary means for sending official communications to students, please check email on a regular basis. I will use email to communicate important and time-sensitive information regarding the class.

You are responsible for keeping your email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from "full mailbox" or "unknown user" errors for example), will not excuse you from missing important class announcements, messages, and deadlines, etc. Again, your email address can be quickly and easily updated at [www.my.umd.edu](http://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](http://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 some form of 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. Whenever feasible, you should try to contact me in advance. Multiple or prolonged absences, and absences that prevent attendance at a major scheduled grading event (like an exam or in-class presentation) will require written documentation from an appropriate source. A link for information on the policy covering absences from class can be found at <http://www.president.umd.edu/policies/v100g.html>.



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#### Late work and Missed Exams / Assignments

Late homework and papers will be accepted although one letter grade will be deducted for each late day. Make-up tests will be given **ONLY** if you discuss the need with me prior to the scheduled date, the reason is acceptable and you have proper documentation. All make-up tests are in-person oral exams. Again, in-class activities cannot be made-up.

#### Copyright Protection

My lectures and course materials (including power point presentations, tests, outlines, and similar materials) are protected by copyright. I am the exclusive owner of copyright in those materials I create. 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 my express written consent. Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course website, I will ask for your written permission.

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 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.



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#### 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 examinations and assignments due to inclement weather and 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

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and critically important to the improvement of this course as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations starting about two weeks prior to the last day of the term before exams begin. You will receive email reminders from the university and me—please participate! Your voice matters! Please go directly to the website ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)) to complete your evaluation. Thank you!





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**Grading Procedures**

Assignments	Points
Community health Facilitated Discussion	10
In-Class & Lab Activities/Homework Assignments	60
Community Needs & Strengths Assessment Paper	30
Scholarship in Practice Project	80
Midterm	90
Final Exam	90
<b>Total Points</b>	<b>360</b>

The total number of points students can earn in this class is 360. Below are the corresponding grades for the number of points earned. It is departmental policy that extra credit is not provided in any course.

360 – 350	A+	323 – 313	B+	286 – 276	C+	249 – 239	D+	≤ 212	F
349 – 335	A	312 – 298	B	275 – 261	C	238 – 224	D		
334 – 324	A-	297 – 287	B-	260 – 250	C-	223 – 213	D-		

**Course Outline / Course Calendar**

Course Schedule Summary			
Session	Date	Topic	Assignment
#1	9-1	Welcome! Creating Community; Syllabus Review; Scholarship in Practice projects	Facilitated Discussion Pairs Scheduled
#2	9-3 Lab	Scholarship in Practice Project: Group Assignment and Plan of Action	Community Health Praxis Projects
#3	9-8	Defining Community Health and Primary Prevention; Public Health: A Social Justice and Systems Theory Perspective	Chapter 1
#4	9-10 Lab	Scholarship in Practice Projects	
#5	9-15	Community Organizing and Community Building;	Chapter 4
#6	9-17 Lab	Applying Locality Development, Social Planning and Social Action models; Dave Meslin “The Antidote to Apathy” at <a href="http://www.ted.com/talks/dave_meslin_the_antidote_to_apathy">http://www.ted.com/talks/dave_meslin_the_antidote_to_apathy</a> (7 minutes); Derek Sivers “How to Start a Movement” at <a href="http://www.ted.com/talks/derek_sivers_how_to_st">http://www.ted.com/talks/derek_sivers_how_to_st</a>	





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		<a href="#">art_a_movement?language=en</a> (3 minutes)	
#7	9-22	Community Based Participatory Research (CBPR); Developing Community Partnerships	Chapter 5
#8	9-24 Lab	Community Health Organizations: Virtual Tour and Fact Sheet; Guest Speaker: SPH CASA Personnel (Professional Development)	Community Health Organization Fact Sheet
#9	9-29	Cultural Competence and Cultural Humility; Tervalon and Murray-Garcia "Cultural Humility: People, Principles and Practices" video at <a href="https://www.youtube.com/watch?v=SaSHLbS1V4w">https://www.youtube.com/watch?v=SaSHLbS1V4w</a> (30 minutes)	
#10	10-1 Lab	Senior Audit Ms. Jenny Hodgson, UG Program Director	Mandatory Attendance
#11	10-6	Community Needs and Strengths Assessment; MAP- IT (Mobilize, Assess, Plan, Implement and Track)	Chapter 3
#12	10-8 Lab	Conducting a Community Needs and Strengths Assessment	
#13	10-13	Health Communication Campaigns; Health Literacy; Health Advocacy; <a href="http://www.cdc.gov/healthcommunication/Campaigns/">http://www.cdc.gov/healthcommunication/Campaigns/</a> ; <a href="http://www.itgetsbetter.org/">http://www.itgetsbetter.org/</a>	Chapter 7
#14	10-15 Lab	<b>Midterm</b>	<b>Midterm</b>
#15	10-20	Community Health Interventions: A focus on Policy	Chapters 5 and 8
#16	10-22 Lab	Larry Cohen "From Kools to Cancer Sticks: How policies change norms and improve health" at <a href="https://www.youtube.com/watch?v=rw1viXQKrVA">https://www.youtube.com/watch?v=rw1viXQKrVA</a> (8 minutes)	
#17	10-27	Community Health Interventions: Specific Examples (Violence Prevention and HIV Prevention)	Chapters 13 and 14
#18	10-29 Lab	Developing a Community Intervention using Systems Theory	
#19	11-3	Minority Health Issues; <b>Health Equity</b>	Chapter 2
#20	11-5 Lab	Discussion (Dr. Camara Jones): Levels of Racism: A Theoretical Framework and a Gardener's Tale at <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1446334/pdf/10936998.pdf">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1446334/pdf/10936998.pdf</a> ; Systems of Power, Axes of Inequity: Parallels, Intersections, Braiding the Strands at <a href="http://journals.lww.com/lww-medicalcare/Fulltext/2014/10001/Systems_of_Power,_Axes_of_Inequity_Parallels,.12.aspx">http://journals.lww.com/lww-medicalcare/Fulltext/2014/10001/Systems_of_Power,_Axes_of_Inequity_Parallels,.12.aspx</a> and Medicine and Social Justice at <a href="http://medicinesocialjustice.blogspot.com/2015/04/racism-and-social-determinants-of.html">http://medicinesocialjustice.blogspot.com/2015/04/racism-and-social-determinants-of.html</a>	
#21	11-10	<b>Environmental Justice and Sustainable Communities</b>	Chapters 10, 11 & 12



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#22	11-12 Lab	Annie Leonard: The Story of Stuff (22 minutes), The Story of Bottled Water (8 minutes) and The Story of Solutions (9 minutes) at <a href="http://storyofstuff.org/movies/">http://storyofstuff.org/movies/</a>	
#23	11-17	Evaluating Community Health Interventions	Chapter 9
#24	11-19 Lab	Scholarship in Practice Projects	
#25	11-24	Addressing Community Mental Health	Chapter 15
#26	11-26 Lab	<b>Happy Thanksgiving!</b>	
#27	12-1	Public Health Ethics;	
#28	12-3 Lab	Public Health Ethics: Case Studies (Precautionary Principle, Healthy Equity and Environmental Justice examples, among others).	
#29	12-8	Scholarship in Practice Projects: Group Presentations	
#30	12-10	Scholarship in Practice Projects: Group Presentations	
<b>Tuesday</b>	<b>12-15</b>	<b>8-10 AM</b>	<b>Final Exam</b>