

**Department of Health Promotion and Behavior
College of Public Health
University of Georgia**

**HPRB 3700
Community Health
Spring 2008**

Course Information

Instructor: Katie Darby Hein, Ph.D.
Office Location: 321 Ramsey Center
Phone: 706-542-4358
Email: khein@uga.edu
Office Hours: Before class and by appointment

Course Meeting Time and Location

Building: Ramsey Center
Room: 205
Day: Wednesday/Friday
Time: 12:20 to 2:15 p.m.

Textbook

McKenzie, J.F., Pinger, R.R. & Kotecki, J.E. (2005). An introduction to community health. 5th edition. Sudbury, MA: Jones and Bartlett.

Course Description

An overview of community health programs. Includes organizational structure of governmental, quasi-governmental, and non-governmental health related agencies. Students will be exposed to various health issues within community subgroups. Also, the analysis of the interrelationship of the political, social, and economic dimensions of community health, as well as cultural diversity issues within domestic and global contexts will be discussed.

Course Goals

To gain knowledge of health related agencies, organizations, and programs. To stimulate thought about community health issues, and to increase awareness of health related topics and community-based health resources. To gain knowledge and understanding of health issues associated with different cultural groups.

Course Learning Objectives

At the end of this course, the student will be able to:

1. describe national (federal, state and community) and international health agencies, as well as non-governmental health organizations.
2. describe key issues in health care delivery.
3. examine multicultural health issues and identify community health resources that address these issues.
4. apply epidemiology in community health planning.
5. identify and describe community health programs addressing selected health problems through the lifespan.
6. identify current trends in preventive health and wellness.
7. explore the most up-to-date community health resources through the World-wide web.
8. Explain community engagement and coalition building in communities.
9. Identify strategies for community organization in communities while considering cultural and social diversity.

Course Requirements for Grading Purposes

A final grade of C or better is required to make progress in the major.

Grading:

Tests (3)	100 points each	30%
Final exam (comprehensive)	200 points	20%
Attendance	100 points	10%
Program paper	100 points	10%
Community resource case study	300 points	30%

Final grades are calculated as follows:

93 to 100% of possible points	A
89 to 92 %	A-
87 to 88%	B+
83 to 86%	B
79 to 82%	B-
77 to 78%	C+
72 to 76%	C
69 to 71%	C-
60 to 68%	D
<60%	F

Grading Policy

Tests and final exam: All tests will be in-class. Tests will include material from the assigned readings, class lectures (including guest speakers), site visit information, and information included in handouts. Tests will primarily be multiple-choice and short answer/essay. Test items are designed to assess your comprehension and application levels, not merely recall of information. Class time will not be set aside for review, but if you would like extra help preparing for tests, I will be happy to help you individually.

Program paper: See description. You will choose an organization/agency/department and examine history, organization, responsibilities, mission, goals, objectives, audience, activities/ programs, budget, and partners. Resource information is included. All references must be in APA format. This assignment will be discussed further in class.

Community resource case study project: See description. This group project will allow experience in needs assessment and community resource identification and is a major contributor to understanding of the course content. This project will be discussed in detail in class.

Late assignments: All assignments including the program paper and community resource case study project are due at the beginning of the class period on the due date. Beginning of the class period is defined as 12:20 p.m. or when I call for papers to be turned in. No assignment may be turned in electronically; you must turn in a **bound** hard copy. If you will not be in class, you may have someone else turn in your work for you. A late paper will be graded as follows:

- Turned in any time between 12:20 and 3:20 p.m. on the due date, grade starts from 90%.
- Turned in any time between 3:20 p.m. on the due date and 9:00 a.m. on the next **calendar** day, grade starts at 80%.
- If not turned in by 9:00 a.m. on the day following the due date, grade is 0.

Attendance Policy

Attendance: Regular attendance is necessary and expected of all students, particularly when we have guest speakers or site visits. Attendance is thus weighted as heavily as a test grade. You will receive the percentage for attendance of the classes that you attend. Additionally, field trip and guest speakers cannot be made up. You are strongly encouraged not to miss class when we have a field trip or guest speaker.

Course Policies

Make-up tests: Make-up tests will only offered on an individual basis and only due to personal emergencies. Personal emergencies do not include not sleeping the night before the exam, accompanying someone else for a personal emergency, or lack of transportation that is foreseeable. **You must contact me BEFORE test time in order to schedule a make-up test.** Make-up tests will not be identical in form or content to the original tests. I **strongly** recommend that you do not miss tests.

University policy does not permit rescheduling of the final exam with the exception of individual students who have two exams scheduled at the same time or three final exams on the same day.

The final exam will not be rescheduled, even when inconvenient for travel or other plans.

Drafts: I will be glad to edit drafts of your program paper and community resource case study project, provided you ask me early enough to allow me time to read it and give it back. Papers due on a Monday would require more time than bringing a draft on the preceding Wednesday, for example. I encourage you to turn in drafts.

Class discussions: We may discuss some controversial topics in this class. You are expected to conduct yourself as a professional at all times. Everyone has the right to voice his or her own opinion in this class, even if that opinion conflicts from your own. Everyone will be given a fair opportunity to speak and everyone will be expected to listen. Personal remarks aimed at a classmate are not appropriate and will not be tolerated. Guest speakers should also be treated professionally. Class discussions allow examining an issue from opposing sides in a safe and comfortable atmosphere. If you cannot conduct yourself in a professional manner, you will be asked to leave.

Written work: All written assignments must have a cover page that includes the course number, the assignment, the due date, and your name. Always use 12-font, double space, and 1 inch margins on your written assignments unless otherwise noted. Always paginate. All assignments should be stapled or bound. When references are required, use appropriate and current APA style.

Extra credit: Extra credit opportunities **may** be provided periodically throughout the semester. These opportunities will be random and will not be announced ahead of time. In order to get extra credit, you must be present on the day the extra credit opportunity is announced. Specific instructions will only be given on that day.

Cultural diversity: In partial fulfillment on the UGA Cultural diversity requirement, at least 10 class periods will be devoted to exploration, examination, awareness and understanding of the characteristics and issues specifically associated with, and related to African Americans, people with disabilities, Hispanics, Native Americans, Asian Americans and Pacific Islanders, and gays and lesbians. A qualified guest speaker will present an introductory historical perspective on each of these diverse populations, focusing on the cultural, religious and political background unique to each group. A second presentation will analyze the impact of these characteristics on the health issues important to each population. Epidemiological information will be examined and community resource specific to each group will be discussed. Cultural diversity issues not specifically associate with one of these groups (such as age, educational and economic status) will be addressed throughout the course as appropriate.

In the classroom: It is University policy that food and drink (other than water) not be allowed in the classroom. Also, please turn off or silence cell phones during class time.

University Honor Code and Academic Honesty Policy

Honesty: Please read the Honesty Policy in the UGA Bulletin and Student Handbook found at www.bulletin.uga.edu. All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work. Written work must be your own work, and a grade of 0 will be given for any assignment or test that is not your own work or that violates any University or class honesty policy. If you are dishonest in your work it will be referred to the Office of Judicial Programs. More information, as well as “A Culture of Honesty,” may be found at www.uga.edu/ovpi

Students with Disabilities

Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor or designate during regular office hours or by appointment.

General Disclaimers

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Program Paper

1. Organizations (choose one):

Special supplemental food program for women, infants and children (WIC)
American Heart Association
Robert Wood Johnson Foundation
Head Start
Medicare
Centers for Disease Control and Prevention
Environmental Protection Agency
American Medical Association
American Public Health Association
Indian Health Service
Blue Cross/ Blue Shield
Mothers Against Drunk Driving
World Health Organization
Planned Parenthood Association
W.R. Kellogg Foundation
U.S. Department of Housing and Urban Development
Hospital Corporation of America
Peace Corps
American Cancer Society
Department of Family and Children Services

2. Body of the paper thoroughly examines history, mission, and funding (6-8 pages). Be sure to include the following (you may label each section if this helps you):

- A. General introduction
- B. Genesis/ history of the program/agency/department
- C. Organization of the program/agency/department
 - a. organizational chart (if available)
- D. Current status of the program/agency/department
 - a. responsibilities
 - b. mission statement
 - c. goals/ objectives
 - d. target audience
 - e. program/ activities
- E. Budget/ funding sources
- F. Other health partners
- G. Resource information
 - a. where to find information about this program/agency/department
(please note, this is not your references---it is a critical part of the body of the paper)

3. References:

- A. APA style
- B. Be sure to include citations in text and include a reference page at the end.

Community Resource Case Study Project

1. Students will work in groups of four or five. Each group of students will be given one case study to research. Groups must sign up by Wednesday, January 23rd. Case studies will be assigned that day.
2. Based on the assigned case study, students will:
 - A. identify the relevant health issue(s) described
 - B. decide which community agencies (at least 3) can provide assistance to the individuals described in the case studies
 - C. provide a written list to the instructor of these agencies BEFORE any are contacted (students MAY NOT approach any agencies without prior approval)
 - D. contact the approved agencies
 - E. gather information relevant to the case study which must include at least one site visit to one approved agency
 - F. prepare a written report
3. The written report will consist of 12-14 pages:

Narrative Statement (pages 1-8):

- A. definition and discussion of the health issue. For example, if the health issue is cancer, then Section A will be a clinical description of cancer separate from the case study that would include a discussion of general prevention and treatment options and mortality information.
- B. identification of the primary person needing assistance and discussion of how they are impacted by the health issue, followed by a discussion of how others (either mentioned or implied) are impacted if appropriate.
- C. detailed explanation of the steps needed to address or resolve the health issue. For example, Person A would first need to address the substance abuse issue in her life by seeking treatment at an inexpensive outpatient facility and so forth.
- D. discussion of the health issue in the context of cultural diversity. For example, if the cultural group is African American and the health issue is high blood pressure, then diet and heredity should be included and the role of the church in the health of the African American community should be discussed.

Note: The narrative statement must be clearly divided into four sections. Use the headings Section A, Section B, etc. to indicate a separation. The narrative statement must be 12 font and double-spaced.

Resource handout (page 9-10)

This is a directory comprised of the identified community agencies where individuals may receive assistance for the health issue. Complete information about each agency, including street address (and email if appropriate), telephone, fax (if appropriate), services offered and required fees.

Format:

AGENCY NAME (all caps)

Agency address (on one line with no abbreviations and appropriate punctuation)

Phone, fax, email (for example: Phone: 706/111-1212; Fax: 706/111-1213)

Space

Description of services offered with fees noted. Start with a general opening sentence that describes the agency in narrative form. (For example: the County Health Department is a tax supported public health agency that provides general preventive health service to any county resident.) Then either describe or list the services offered (For

example: Special services offered to pregnant women are pap smears (\$10.00), pelvic exams (\$10.00) and maternal vitamins (free). OR Pap smears-\$10.00; Pelvic exams-\$10.00; Maternal vitamins-Free.)

Single space each description. Double space between agency descriptions.

Personal perspective (pages 11-13):

Reflect on the process of gathering information from community agencies. Describe where problems were encountered and specify challenges faced by the individuals in the case studies. Note any insights you have learned that may be of benefit to you in your career.

Each group member must write his or her own Personal perspective. Each Personal perspective must have identification information (name) on it. Personal perspectives must also be 12 font and double-spaced.

References (pages 12-14)

References must be APA style and all citations in the text must be included in the reference section.

Note: Each of the above sections, narrative statement, resource handout, and personal perspective must start on a new page with a title that identifies that section (for example: NARRATIVE STATEMENT) centered at the top of the page. Do not run all the sections together.

4. The completed project must include:

A. a cover page (names of group members, case study number, course number, due date)

B. a copy of the assigned case study

C. the written report followed by the reference page(s)

The entire project should be bound.

Topical Outline (schedule is tentative)

Date	Content	Readings	Assignment Due
W, Jan 9	Introduction Community Health	Ch. 1	
F, Jan 11	Community Health Gov/Quasi-gov/NGOs	Ch. 2	
W, Jan 16	Epidemiology: comm.. disease	Ch. 3	
F, Jan 18			
W, Jan 23	Worksite initiative	Ch. 2	group signup case study
F, Jan 25			
W, Jan 30	Epidemiology: non-comm. Disease	Ch. 4	
F, Feb 1			
W, Feb 6	Native Americans	Ch. 10	
F, Feb 8	Community organizing/coalition building	Ch. 5	
W, Feb 13	Test 1 Case Study Group Meetings	Chs 1-5, 10	12:20 to 1:20 p.m. 1:20 to 2:15 p.m.
F, Feb 15	Health care system/ structure & function	Ch. 13 & 14	
W, Feb 20	Health care system/ SES and health insurance		
F, Feb 22	Aging	CH. 9	
W, Feb 27	Disability		
F, Feb 29	LGBTQ		
W, March 5	School health/adolescents	Ch. 6	
F, March 7	Worksite as community	Ch. 18	
W, March 12	Spring Break		NO CLASS
F, March 14	Spring Break		NO CLASS
W, March 19	Test 2 Case Study Group Meetings	6, 13, 14, 10, 18	12:20 to 1:20 p.m. 1:20 to 2:15 p.m.

F, March 21	African American culture	Ch. 10	
W, March 26	Latino culture	Ch. 10	
F, March 28			
W, April 2	Asian American culture (Honors day second hour)	Ch. 10	Program paper due
F, April 4	Disability Services		
W, April 9	Mental Health issues Drug use and abuse issues	Ch. 11 Ch. 12—non-gov. programs only	
F, April 11	Environmental concerns	Ch. 15, 16	
W, April 16			
F, April 18	Test 3 Case Study Group meetings	9,10, 11, 15, 16	12:20 to 1:20 p.m. 1:20 to 2:15 p.m.
W, April 23	Presentations of case studies		
F, April 25	Presentations of case studies		Case study project due
M, May 5	Final exam	Comprehensive	noon to 3:00 p.m.