

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

**HPRB 7500  
Community Health  
Fall 2008**

**Course Information**

Instructor: Katie Darby Hein, Ph.D.  
Office Location: 321 Ramsey Center  
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Email: [khein@uga.edu](mailto:khein@uga.edu)  
Office Hours: Before class and by appointment

**Course Meeting Time and Location**

Building: Ramsey Center  
Room: 225  
Day: Wednesday  
Time: 3:35 to 6:35 p.m.

**Textbooks and Other Required Course Material**

There are assigned readings for this course rather than a textbook. Students are responsible for assigned readings prior to class as they are the focus of class discussions. Articles will be provided, kept on reserve in room 308 Ramsey, available through listserv or through electronic journals. Students will receive a list of references for all readings in class. Additional resources will be found online or identified through community needs assessments.

**Course Description**

The theoretical and conceptual foundations of community health promotion, the health care system, multicultural issues in community health, and the contribution of community-based organizations and coalitions to the health and well-being of individuals and the communities in which they reside.

**Course Learning Objectives**

As a result of participating in this course, students will be able to:

- Analyze the history of community health promotion both within and outside the realm of public health;
- Discuss the role of communities within the social ecological model of health promotion;
- Describe the concepts and theories related to community organization and community mobilization;
- Discuss the medical care system and health care resources available within communities;
- Examine the contribution to community health of voluntary health-related organizations such as the American Red Cross, the American Heart Association, local coalitions, and other local and national organizations;
- Apply the aforementioned principles to community health needs assessment and planning;

- Apply principles of multiculturalism within a community setting (including issues such as health care for indigent populations, preventive care for hard-to-reach populations, and special populations within a community);
- Describe international issues in community health promotion;
- Identify and discuss legal and ethical issues relevant to community health promotion.
- Examine the role of the environment in health protection of the community.

## Course Requirements for Grading Purposes

### *Community Resource Case Study Project (group assignment):*

The majority of the work in this class will be conducted in a group. At the second class meeting, you will be assigned to a group. Your group will be assigned to a county/community that will be the focus of your group work. All communities are within 1 hour driving distance from Athens. You are expected to spend a significant amount of time in this community. Group and community assignments will be made by the instructor and, although professional interest and individual preference will be accommodated if possible, are not negotiable.

This primary class assignment is broken into components. Each group will conduct a needs assessment and implementation proposal for their assigned community.

The needs assessment will include:

- A driving tour of the community
- An assessment of existing (secondary) data indicating the health issues/ problems in the community
- Interviews with key informants from the school, worksite, health care, and public health settings
- Recommendations for the focus of health promotion interventions based on sound theoretical constructs

The implementation proposal will include:

- Identification of resources available for health promotion intervention in the community
- Identification of barriers/ gaps in resources for intervention in the community
- Development of intervention strategies at a minimum of two levels of intervention based on relevant theory.
- Rationale for intervention selection (research and practically based).
- Identification of potential sources of funding for the proposal

*Other projects: Program paper and site visits*

A **program paper** of a relevant organization, including funding source.

Choose an organization/agency/department that is a funding source for a community health issue of your choosing. Examples include, but are not limited to:

American Heart Association  
 Robert Wood Johnson Foundation  
 Centers for Disease Control and Prevention  
 Environmental Protection Agency  
 National Institutes of Health  
 American Public Health Association  
 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  
American Cancer Society

You should include:

- 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

Three *site visits* of relevant community programs, independent of the case study project, will be made and summarized. Site visits will be described in class.

Visit **three** of the following sites of your choice. Other sites that you negotiate with me may be fine, so feel free to ask. Choose sites you are least familiar with or that are most likely to be helpful to you professionally (either services offered or audience served) that are NOT included in your community case study project. Write up a brief (one page) description of each site including services offered, costs, and target population.

Potential sites or contacts to visit:

Clarke County Health Department  
Teen Matters  
Department of Family and Children Services  
Loran Smith Cancer Support Center  
St. Mary's Wellness Center  
Athens Community Council on Aging  
Advantage Behavioral (either facility)  
American Red Cross  
American Heart Association  
University Health Services—Educational Services  
Mind/Body Institute  
Athens Regional Medical Center (Educational Services, First Steps, Safe Kids)  
Mercy Health Center  
Early Head Start  
Pinewood Estates/Oasis Católico Santa Rafaela  
AIDS Athens  
Athens Nurses Clinic  
Catholic Social Services  
Athens Area Child Abuse Prevention Council  
Athens Neighborhood Health Center

## Grading Policy

**A grade of B or better must be earned to make degree progress.**

### Grading:

Attendance and participation (be prepared!)	200 points
Community needs assessment	300 points
Program paper	100 points
Site visits	30 points each
Points possible:	690

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

## Course Policies

Late assignments: All assignments including the program paper, site visits, and community resource case study project are due at the beginning of the class period on the due date. No assignment may be turned in electronically; you must turn in a **bound** hard copy. Papers not turned in on time will not be accepted.

Drafts: I will be glad to edit drafts provided you ask me early enough to allow me time to read it and give it back. I encourage you to give me drafts.

Class discussions: We will 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 are not appropriate and will not be tolerated.

Written work: All written assignments must have a cover page that includes the course number, the assignment, the due date, and your name(s). 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. Written work must be your own work. If you are unsure what constitutes plagiarism, ask me.

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.

## **Attendance Policy**

### ***Attendance and participation:***

Attendance is expected at all class meetings. Even one absence from a required class meeting (as noted in the course schedule) may result in the drop of a letter grade. This class is highly participatory in nature, and there is no way to make-up a missed class.

Participation in class discussions will be a key component of the evaluation.

Additionally, time has been allowed in the schedule for group meetings and projects. Groups are not required to meet during the regular class time but are expected to meet on a regular basis. Attendance is expected at all group meetings. Your performance as a group, and as an individual member of the group, will be evaluated at the end of the semester by the instructor and the members of your group.

## **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](http://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. 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](http://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.

## Topical Outline

Date	Topic	Readings/ Assignments
August 20	Introductions and overview	
August 20	What is community?  Role of community  Group process	
August 27	Models and approaches to community health	
August 27	Theoretical approaches  Community assessment  Collecting community data  Interviewing strategies	
September 3	Qualitative and quantitative approaches	
September 3	Implementation	
September 10	Socio-demographic profiles  Key informant	
September 17	Health resources, health care, and community services  Health disparities	
September 24	Community mobilization  Community Coalitions  Lay Health workers	

October 1	Cultural competence	
October 8		
October 15	Legal and ethical issues	
October 22		
October 29		
November 5	Funding	
November 12	International issues in community health	
November 19	Environmental health issues	
December 3	Urban health	
Monday, December 15 3:30 p.m.	Presentations	Final case study papers due