

***HEA 466 COMMUNITY HEALTH INTERVENTIONS II***  
**Course Readings and Weekly Deliverables, Fall 2014**  
*(rev. 18 Nov 2014, Subject to change throughout Semester)*

**Instructor:** Vincent T Francisco, PhD  
Department of Public Health Education  
The University of North Carolina at Greensboro  
Email: [vincent\\_francisco@uncg.edu](mailto:vincent_francisco@uncg.edu)

**Meeting Time:** Tuesday and Thursday, 3:30-4:45 PM  
**Meeting Place:** Bryan 121

**Office Hours:** Tuesdays 1 to 3pm, and by appointment

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*"If you are going to work with small groups and your aim is to change society, and you know that you need masses of people to accomplish that, you have to work with those people who can multiply what you do. It's a matter of having a concept of education that is yeasty, one that will multiply itself."*

--Myles Horton  
Founder of the Highlander Folk School

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**ACCESS TO COURSE MATERIALS AND REQUIRED READINGS:**

There are two required course materials for this class.

- The primary readings will be from the **Community Tool Box** (<http://ctb.ku.edu/>) and will be supplemented with articles from the peer-reviewed literature.
- All other course materials (including readings not on the CTB) will be available on BlackBoard for the Course (<http://blackboard.uncg.edu/>). This includes the course syllabus, handouts, and assignments.

**PREPARATION AND FORMAT FOR CLASS SESSIONS:**

***Preparation for class sessions:***

- Participants complete reading assignments before each Tuesday class on a featured discussion topic (e.g., community assessment; strategic planning; advocacy; community documentation and evaluation). All primary readings are available using the free, on-line Community Tool Box (<http://ctb.ku.edu/>). Each section or module contains information on what, why, when, how-to's, examples, and other resources related to the topic. "Hard" or printed copies can be printed directly from the Community Tool Box if you wish to do so, but that is not encouraged since many of the sections are long.
- **Journal** (<http://blackboard.uncg.edu/>): Questions or prompts specific to the material in the module will be posted each week. One response will be due each for each week. Responses must be a *minimum* of 350 and a *maximum* of 500 words. It should demonstrate that you have reviewed the material carefully and thoughtfully. It should be grammatically correct, free of typos, and it should clearly and concisely answer the question. Responses should be concrete and specific, demonstrating that you have not only read and watched the material but grappled with its meaning. At the end of the course, I will randomly select 2 responses for in-depth review and grading. Completion of each response that meets the word length, and the above criteria, will be worth 10 points. Each of the two fully graded response will be worth 25 points.

- **On-line take-home quiz:** Before the start of each Tuesday class (by 2pm), students should take a quiz on the reading assignments for that session. To do so, they should connect to the appropriate class session on Blackboard (<http://blackboard.uncg.edu/>) and follow the instructions to take the quiz.

***During class sessions:***

- Mini-lectures, guided discussion and cooperative learning exercises: Used to build core ideas and skills featured that week (e.g., community leadership; strategic planning).
- In-class application exercises: Used to practice and connect the skills to local work (e.g., preparing a strategic plan for a local initiative). [Participants will work in teams organized by a shared place (e.g., east Greensboro, Winston-Salem) and/or interest (e.g., neighborhood development, substance abuse; youth violence). Each week's product (e.g., part of a strategic plan) will be integrated into a final group product for the course.]
- Journal: Based on entries in the online "Journal", a group dialogue about problems or issues currently being faced in the work, our experience with the problem, and ideas for dealing with it.
- Lessons learned: An ongoing dialogue about what we are learning about the work of building healthy communities.

***Between class sessions:***

- Journal (<http://blackboard.uncg.edu/>): Use the Journal to reflect on the readings and the other materials covering the theme for the week, and the class overall. They can be used to provide and receive support and guidance in a mutual "learning community" that includes the instructor and other class members when we bring the reflections in the Journal to class sessions. If access to personal computers is a problem, use the campus computer labs, or work with other students to get local access.
- Personal assistance: E-mail the instructor [vincent.francisco@uncg.edu](mailto:vincent.francisco@uncg.edu) to get help with questions or issues related to the course.

**PRODUCT RESULTING FROM PARTICIPATION IN THE COURSE:**

- Group Products: Each team (of about 3-5 people) works together throughout the course to apply the skills to a local issue or concern. [Some possible issues include preventing substance abuse, adolescent pregnancy, academic failure, child abuse and neglect, violence; or promoting child development, youth development, healthy lifestyles, economic self-sufficiency, independent living of older adults.] The final product of each team's effort is a "Community Partnership" to address an issue that matters to the local community. Support will be provided, including relevant reading and practice through application exercises, to prepare draft sections for the teams' project proposal. With adaptation, the project proposal can be submitted to a funding agency interested in supporting local partnerships for community health and development.

***THE COURSE OUTLINE FOLLOWS (15 WEEKS):***

<u>Week</u>	<u>Dates</u>	<u>Topic</u>
<b>1</b>	<b>8/19 and 21</b>	<b><i>An Introduction to Community Health and Development</i></b>

Content and Learning Objectives

An introduction to the course:

- 1) Meet the instructor for the course
- 2) Understand the vision, mission, objectives, and learning strategies for the course
- 3) Understand the Course Syllabus

An introduction to the topic of building healthy communities

- 4) Understand the idea of community health and development (e.g., what is it?, why is it important?, some principles, assumptions and values that guide the work)
- 5) Understand some models for building healthy communities
- 6) Review core competencies in the work of community health interventions

An introduction to the Community Tool Box and related Course Resources

- 7) Be able to connect to the Course homepage (<http://blackboard.uncg.edu/>), navigate to sections, and print Course Materials
- 8) Be able to connect to the Community Tool Box (<http://ctb.ku.edu/>), navigate in the Tool Box, and print Course Reading Assignments from the Tool Box or Course home page
- 9) Be able to navigate and contribute to the Discussion Forum (<http://blackboard.uncg.edu/>)

Assignments and Readings for This Week (review these before coming to class, we will refer to them throughout the rest of the semester)

- 1) Fawcett, S. B., et al. (2001). Promoting Health for All: An Action Planning Guide for Improving Access and Eliminating Disparities in Community Health. KU Work Group: Lawrence KS.
- 2) Williams, B. & van 't Hof, S. (2014). Wicked Solutions: A Systems Approach to Complex Problems.
- 3) Institute of Medicine. (2002). Report brief. Future of the Public's Health in the 21<sup>st</sup> Century. Washington DC: National Academy Press.
- 4) Institute of Medicine. (2002). Chapter 4: The community, pp. 178-211. Future of the Public's Health in the 21<sup>st</sup> Century. Washington DC: National Academy Press.
- 5) Institute of Medicine. (2002). Appendix A: Models of health determinants, pp. 401-406. Future of the Public's Health in the 21<sup>st</sup> Century. Washington DC: National Academy Press.
- 6) Institute of Medicine. (2002). Appendix B: Models for collaborative planning in communities, pp. 406-410. Future of the Public's Health in the 21<sup>st</sup> Century. Washington DC: National Academy Press.

<u>Week</u>	<u>Dates</u>	<u>Topic</u>
<b>2</b>	<b>8/26 and 28</b>	<b><i>Building Community Leadership</i></b>

Content and Learning Objective

- An introduction to community leadership
  - 1) Enhance what we know about community leadership and its core tasks (i.e., envisioning goals, affirming values, motivating, managing, achieving workable unity, explaining, serving as a symbol, representing the group, renewing)
- Assessing and improving your personal effectiveness as a leader
- Applying ideas of leadership to your community initiative

Reading Assignments

From the Community Tool Box (<http://ctb.ku.edu/>):

- (2-1) Chapter 1, Section 3. Building Capacity for Community Change
- (2-2) Chapter 13, Section 1. Developing a Plan for Building Leadership
- (2-3) Chapter 14, Section 1. Learning How to Be a Community Leader
- (2-4) Chapter 14, Section 7. Building and Sustaining Relationships

From Peer-Reviewed Literature:

- (2-5) Stokols, D. (1992). Establishing and maintaining healthy environments: Toward a social ecology of health promotion. *American Psychologist*, 47(1), 6-22.

Other Assignments and Products Due This Session

- 1) Group Product: Developing a Capacity Building Plan. **(Due to Instructor by 5:00pm Friday).**
- 2) Group Product: Minutes from group meetings to develop products. **(Due to Instructor by 5:00pm Friday).**

<u>Week</u>	<u>Dates</u>	<u>Topic</u>
<b>3</b>	<b>9/2 and 4</b>	<b>Group Facilitation</b>

Content and Learning Objectives

- An introduction to facilitating the work of people in groups
  - 1) Understand important skill areas related to group leadership: facilitating group meetings and recording products of meetings
- An orientation to the final group project (due from each team at the end of the course)

Reading Assignments

From the Community Tool Box (<http://ctb.ku.edu/>):

- (3-1) Chapter 16, Section 1. Conducting Effective Meetings
- (3-2) Chapter 16, Section 2. Developing Facilitation Skills
- (3-3) Chapter 16, Section 3. Capturing What People Say: Tips for Recording a Meeting
- (3-4) Chapter 16, Section 4. Techniques for Leading Group Discussions

From Peer-Reviewed Literature:

- (3-5) Vicki L. Collie-Akers, VL, Fawcett, SB, Schultz, JA, Carson, V, Cyprus, J, & Pierle, JE. (2007). Analyzing a community-based coalition's efforts to reduce health disparities and the risk for chronic disease in Kansas City, Missouri. *Preventing Chronic Disease*, 4(3), 1-9.

Other Assignments and Products Due This Session

- 1) For this session, be sure to complete the "Journal" (<http://blackboard.uncg.edu/>) -- discussion questions are posted with the Journal announcement for this week. **(Due by the start of Tuesday class session, 3pm).**
- 2) In-class application exercises: "Facilitating Group Activities" **(Due to Instructor by 5:00pm Friday).**
- 3) Minutes from group meetings to develop products. **(Due to Instructor by 5:00pm Friday).**
- 4) On-line take-home quiz **(Due before the start of Tuesday class session, 3pm).**

<u>Week</u>	<u>Dates</u>	<u>Topic</u>
4	9/9 and 11	<b>Community Assessment, Information Gathering, and Listening: Part I</b>

### Content and Learning Objectives

- An introduction to community assessment
- Identifying issues that matter to local people
- Determining the level of the problem
- Describing your community
- Applying community assessment techniques to your community initiative

### Reading Assignments

From the Community Tool Box (<http://ctb.ku.edu/>):

- (4-1) Chapter 3, Section 1 – Developing a Plan for Identifying Local Needs and Resources
- (4-2) Chapter 3, Section 2. Understanding and Describing the Community
- (4-3) Chapter 3, Section 3. Conducting Public Forums and Listening Sessions
- (4-4) Chapter 3, Section 4. Collecting Information about the Problem
- (4-5) Chapter 3, Section 5. Analyzing Community Problems

From Peer-Reviewed Literature:

- (4-5) Kreuter, MW, Lezin, NA, & Young, LA. (2000). Evaluating community-based collaborative mechanisms: Implications for practitioners. *Health Promotion Practice, 1*(1), 49-63.

### Other Assignments and Products Due This Session

- 1) For this session, be sure to complete the "Journal" (<http://blackboard.uncg.edu/>) -- discussion questions are posted with the Journal announcement for this week (**Due by the start of Tuesday session, 3pm**).
- 2) **Prepare before class:** Find health data (e.g., information on incidence and prevalence of youth violence or child abuse) in your local library, health department, or the Internet. Please be sure to check the Blackboard course site for the 8 Fact Sheets, and URLs for other web sites with data about Guilford County. [*We will use these data for the in-class exercise.*]  
**Useful URL's:**  
 County Health Rankings (<http://www.countyhealthrankings.org/>)  
 Healthy People 2020 (<http://www.healthypeople.gov/>)  
 NC Center for Health Statistics (<http://www.schs.state.nc.us/>)  
 Healthy NC Objectives (<http://publichealth.nc.gov/hnc2020/objectives.htm>)  
 Kids Count (<http://www.kidscount.com/>).  
 Guilford County Health Department:  
<http://www.co.guilford.nc.us/government/publichealth/index.asp>  
 North Carolina Child Advocacy Institute data: <http://www.ncchild.org/data.htm>  
 North Carolina Public Health: <http://www.ncpublichealth.com/>
- 3) In-class application exercises: "Conduct a Listening Session" and "Assessing the Incidence and Prevalence of the Problem"
- 4) Minutes from group meetings to develop products. (**Due to Instructor by 5:00pm Friday**).
- 5) On-line take-home quiz (**Due before the start of Tuesday session, 3pm**).

<u>Week</u>	<u>Dates</u>	<u>Topic</u>
5	9/16 and 18	<b>Community Assessment, Information Gathering, and Listening: Part II</b>

Content and Learning Objectives

- An introduction to assessing community needs, assets and resources
- Identifying community assets and resources through Assets Mapping
- Using Assets Mapping with community initiatives
- Determining the level of the problem

Reading Assignments

From the Community Tool Box (<http://ctb.ku.edu/>):

- (5-1) Chapter 3, Section 7. Conducting Needs Assessment Surveys
- (5-2) Chapter 3, Section 8. Identifying Community Assets and Resources
- (5-3) Chapter 3, Section 10. Conducting Concerns Surveys
- (5-4) Chapter 3, Section 14. SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats
- (5-5) Chapter 3, Section 17. Leading a Community Dialogue on Building a Healthy Community

From Peer-Reviewed Literature:

- (5-6) Tencati, E, Kole, SL, Feighery, E, Winkleby, ME, &Altman, DG. (2002). Teens as advocates for substance use prevention: Strategies for implementation. *Health Promotion Practice*, 3(1), 18-29.

Other Assignments and Products Due This Session

- 1) For this session, be sure to complete the "Journal" (<http://blackboard.uncg.edu/>) -- discussion questions are posted with the Journal announcement for this week. **(Due by the start of Tuesday session, 3pm).**
- 2) In-class application exercise: "Planning a Needs Assessment" and "Developing a Community Assets Map"
- 3) Minutes from group meetings to develop class products. **(Due to Instructor by 5:00pm Friday).**
- 4) On-line take-home quiz **(Due before the start of Tuesday session, 3pm).**

<u>Week</u>	<u>Dates</u>	<u>Topic</u>
6	9/23 and 25	<i>Analyzing the Issue or Problem</i>

Content and Learning Objectives

- An introduction to problem solving
- Analyzing and identifying "root" causes of the problem
- Naming and framing selected issues and problems

Reading Assignments

From the Community Tool Box (<http://ctb.ku.edu/>):

- (6-1) Chapter 17, Section 3. Defining and Analyzing the Problem
- (6-2) Chapter 17, Section 6. Generating and Choosing Solutions
- (6-3) Chapter 17, Section 7. Putting Your Solutions into Practice
- (6-4) Chapter 17, Section 4. The "But Why?" Technique
- (6-5) Chapter 32, Section 5. Reframing the Debate

From Peer-Reviewed Literature:

- (6-6) Kegler, MC, Bird, ST, Kyle-Moon, K, & Rodine, S. (2001). Understanding teen pregnancy from the perspective of young adolescents in Oklahoma City. *Health Promotion Practice*, 2(3), 242-254.

Other Assignments and Products Due This Session

- 1) For this session, be sure to complete the "Journal" (<http://blackboard.uncg.edu/>) -- discussion questions are posted with the Journal announcement for this week. **(Due by the start of Tuesday session, 3pm).**
- 2) In-class application exercise: the "But Why" method
- 3) Group Product: Minutes from group meetings to develop products. **(Due to Instructor by 5:00pm Friday).**
- 4) On-line take-home quiz **(Due before the start of Tuesday session, 3pm).**



<u>Week</u>	<u>Dates</u>	<u>Topic</u>
7	9/30 and 10/2	<b>Strategic Planning I: Outlining a Vision, Mission, and Objectives</b>

Content and Learning Objectives

- Developing a vision statement
- Developing a mission statement
- Creating objectives

Reading Assignments

From the Community Tool Box (<http://ctb.ku.edu/>):

- (7-1) Chapter 8, Section 1. VMOSA (Vision, Mission, Objectives, Strategies, Action Plan): An Overview
- (7-2) Chapter 8, Section 2. Proclaiming Your Dream: Developing Vision and Mission Statements
- (7-3) Chapter 8, Section 3. Creating Objectives

From Peer-Reviewed Literature:

- (7-4) Kelly, PJ, Bobo, TJ, McLachlan, K., Avery, S, & Burge, SK. (2006). Girl World: A primary prevention program for Mexican American girls. *Health Promotion Practice*, 7(2), 174-179.

Other Assignments and Products Due This Session

- 1) For this session, be sure to complete the "Journal" (<http://blackboard.uncg.edu/>) -- discussion questions are posted with the Journal announcement for this week. **(Due by the start of Tuesday session, 3pm).**
- 3) Minutes from group meetings to develop products, summary of Vision, Mission and Broad Health Objectives. **(Due to Instructor by 5:00pm Friday).**
- 3) On-line take-home quiz. **(Due before the start of Tuesday session, 3pm).**

<u>Week</u>	<u>Dates</u>	<u>Topic</u>
<b>8</b>	<b>10/7 and 9</b>	<b><i>Strategic Planning II: Identifying Targets, Developing Strategies and an Action Plan</i></b>

Content and Learning Objectives

- Identifying targets of change (those experiencing the problem) and agents of change (those who can do something about it)
- Developing strategies
- Developing an action plan

Reading Assignments

From the Community Tool Box (<http://ctb.ku.edu/>):

- (8-1) Chapter 18, Section 3. Identifying Targets and Agents of Change: Who Can Benefit and Who Can Help
- (8-2) Chapter 8, Section 4. Developing Successful Strategies: Planning to Win
- (8-3) Chapter 8, Section 5. Developing an Action Plan
- (8-4) Chapter 8, Section 7. Identifying Action Steps in Bringing About Community and Systems Change

From Peer-Reviewed Literature:

- (8-5) Paine-Andrews, AL, Fisher, JK, Harris, KJ, Lewis, RK, Williams, EL, Vincent, ML, Fawcett, SB, & Campuzano, MK. (2000). Some experiential lessons in supporting and evaluating community-based initiatives for preventing adolescent pregnancy. *Health Promotion Practice*, 1(1), 66-76.

Other Assignments and Products Due This Session

- 1) For this session, be sure to complete the "Journal" (<http://blackboard.uncg.edu/>) -- discussion questions are posted with the Journal announcement for this week. **(Due by the start of Tuesday session, 3pm).**
- 3) Minutes from group meetings to develop products; revised Vision, Mission and 3 Broad Health Objectives; preliminary Action Plans for 12 specific community systems changes. The preliminary action plans should include the specific new or modified program, policy or practice change. The preliminary action plans should include information about who will do what by when, and assign responsibility to people beyond the group project team. **(Due to Instructor by 5:00pm Friday).**
- 3) On-line take-home quiz. **(Due before the start of Tuesday session, 3pm).**

<u>Week</u>	<u>Dates</u>	<u>Topic</u>
<b>9</b>	<b>10/16</b>	<b><i>Developing a Community Initiative</i></b>

Content and Learning Objectives

- Introduction to collaboration, negotiation and cultural competence in Community Health intervention
- Understand collaboration (and related aspects such as networking, coordination, cooperation, and negotiation) as one of several strategies for working together to address community issues
- Assessing and enhancing collaboration
- Building cultural competence for Community Health outcomes

Reading Assignments

From the Community Tool Box (<http://ctb.ku.edu/>):

- (9-1) Chapter 24, Section 3. Relationships Among Organizations: Promoting Networking, Coordination, Cooperative Agreements, and Collaborative Arrangements
- (9-2) Chapter 24, Section 4. Developing Multi-sector Collaborations
- (9-3) Chapter 18, Section 1. Designing Community Interventions
- (9-4) Chapter 27, Section 1. Understanding Culture and Diversity in Building Communities

From Peer-Reviewed Literature:

- (9-5) Tandon, D, Parillo, K, Jenkins, C, Jenkins, J, & Duggan, A. (2007). Promotion of service integration among home visiting programs and community coalitions working with low-income, pregnant, and parenting women. *Health Promotion Practice*, 8(1), 79-87.

Other Assignments and Products Due This Session

- 1) For this session, be sure to complete the "Journal" (<http://blackboard.uncg.edu/>) -- discussion questions are posted with the Journal announcement for this week. **(Due by the start of Thursday session, 3pm).**
- 2) In-class application exercise: *Improving Community Change Objectives by Sector*
- 3) Minutes from group meetings to develop products. **(Due to Instructor by 5:00pm Friday).**
- 4) On-line take-home quiz **(Due before the start of Thursday session, 3pm).**

<u>Week</u>	<u>Dates</u>	<u>Topic</u>
<b>10</b>	<b>10/21 and 23</b>	<b><i>Intervention, Program Development, and Implementation</i></b>

Content and Learning Objectives

- Identifying personal and environmental factors that contribute to risks or protection
- Identifying components and elements of the intervention (e.g., information and skill building, modifying barriers and access, modifying incentives and disincentives)
- Delivering the intervention through collaborating community sectors (e.g., schools, health organizations, religious organizations)

Reading Assignments

From the Community Tool Box (<http://ctb.ku.edu/>):

- (10-1) Chapter 19, Section 1. Criteria for Choosing Promising Practices and Community Interventions
- (10-2) Chapter 19, Section 2. Understanding Risk and Protective Factors: A Tool for Selecting Ingredients for Community Health and Development Issues
- (10-3) Chapter 19, Section 3. Identifying Strategies and Tactics for Reducing Risks
- (10-4) Chapter 18, Section 2. Participatory Approaches to Planning Community Interventions

From Peer-Reviewed Literature:

- (10-5) Baker, EL, Potter, MA, Jones, DL, Mercer, SL, Cioffi, JP, Green, LW, Halverson, PK, Litchveld, MY, & Fleming, DW. (2005). The public health infrastructure and our nation's health. *Annual Review of Public Health, 26*, 303–18.

Other Assignments and Products Due This Session

- 1) For this session, be sure to complete the "Journal" (<http://blackboard.uncg.edu/>) -- discussion questions are posted with the Journal announcement for this week. **(Due by the start of Tuesday session, 2pm).**
- 2) In-class application exercise: "Identifying Program Components and Elements." This will produce a table of program components and elements that outline the intervention, targets and agents of change, and the context under which the program will be implemented **(Due to Instructor by 5:00pm Friday).**
- 3) Minutes from group meetings to develop products. **(Due to Instructor by 5:00pm Friday).**
- 4) On-line take-home quiz. **(Due before the start of Tuesday session, 2pm).**

<u>Week</u>	<u>Dates</u>	<u>Topic</u>
11	10/28 and 30	<b>Community Organization and Advocacy</b>

Content and Learning Objectives

- Community organizing
- Advocating for community change
- Assessing (and improving) your personal effectiveness as a leader

Reading Assignments

From the Community Tool Box (<http://ctb.ku.edu/>):

- (11-1) Chapter 1, Section 8. Some Lessons on Community Organization and Change
- (11-2) Chapter 30, Section 1. Overview: Getting an Advocacy Campaign Off the Ground
- (11-3) Chapter 30, Section 2. Survival Skills for Community Advocates
- (11-4) Chapter 35, Section 1. Overview of Opposition Tactics: Recognizing the 10 D's
- (11-5) Chapter 30, Section 7. Developing a Plan for Advocacy

From Peer-Reviewed Literature:

- (11-6) Moseley, C, Valentine, J, & Foust, E. (2002). Lessons learned from syphilis elimination in Guilford County. *Health Promotion Practice*, 3(2), 188-196.

Other Assignments and Products Due This Session

- 1) For this session, be sure to complete the "Journal" (<http://blackboard.uncg.edu/>) -- discussion questions are posted with the Journal announcement for this week. **(Due by the start of Tuesday session, 2pm).**
- 3) Minutes from group meetings to develop products. **(Due to Instructor by 5:00pm Friday).**
- 3) On-line take-home quiz. **(Due before the start of Tuesday session, 2pm).**

<u>Week</u>	<u>Dates</u>	<u>Topic</u>
12	11/4 and 6	<i>Evaluating and Documenting Community Initiatives</i>

Content and Learning Objectives

- An introduction to evaluating community initiatives
- Examining process through surveys and interviews
- Documenting and reporting intermediate outcomes
- Understanding and improving an intervention or program through evaluation of process, intermediate outcomes, and more distant outcomes

Reading Assignments:

From the Community Tool Box (<http://ctb.ku.edu/>):

- (12-1) Chapter 36, Section 1. A Framework for Program Evaluation
- (12-2) Chapter 36, Section 5. Developing an Evaluation Plan
- (12-3) Chapter 38, Section 1. Measuring Success: Evaluating Community Health Initiatives
- (12-4) Chapter 38, Section 2. Gathering Information: Monitoring Your Progress
- (12-5) Chapter 38, Section 4. Rating Member Satisfaction
- (12-6) Chapter 38, Section 8. Interviews with Key Participants: Analysis of Critical Events

From Peer-Reviewed Literature:

- (12-7) Wallerstein, N, Polascek, M, & Maltrud, K. (2002). Participatory evaluation model for coalitions: The development of systems indicators. *Health Promotion Practice*, 3(3), 361-373.

Other Assignments and Products Due This Session

- 1) For this session, be sure to complete the "Journal" (<http://blackboard.uncg.edu/>) -- discussion questions are posted with the Journal announcement for this week. **(Due by the start of Tuesday session, 2pm).**
- 2) In-class application exercise: "Developing and Assessing an Evaluation of a Community Intervention (Part 1)"
- 3) Minutes from group meetings to develop products. **(Due to Instructor by 5:00pm Friday).**
- 4) On-line take-home quiz. **(Due before the start of Tuesday session, 2pm).**

<u>Week</u>	<u>Dates</u>	<u>Topic</u>
<b>13</b>	<b>11/11 and 13</b>	<b>Grants and Funding Sources</b>

Content and Learning Objectives

- Understand the difference between grants, donations, investments and in-kind contributions
- Identify relevant funding sources for a community health initiative
- Develop a plan to use funding to facilitate community health improvement

Reading Assignments

From the Community Tool Box (<http://ctb.ku.edu/>):

- (13-1) Chapter 42, Sections 1-5: Getting Grants and Financial Resources
- (13-2) Chapter 43, Section 1: Planning and Writing an Annual Budget
- (13-3) Chapter 44, Section 2: Establishing Micro-Grants Programs

Other Assignments and Products Due This Session

- 1) For this session, be sure to complete the "Journal" (<http://blackboard.uncg.edu/>) -- discussion questions are posted with the Journal announcement for this week. **(Due by the start of Tuesday session, 2pm).**
- 2) In-class application exercise: "Developing and Assessing an Evaluation of a Community Intervention (Part 2)" **(Due to Instructor by 5:00pm Friday).**
- 3) Minutes from group meetings to develop products. **(Due to Instructor by 5:00pm Friday).**
- 4) On-line take-home quiz. **(Due before the start of Tuesday session, 2pm).**

<u>Week</u>	<u>Date</u>	<u>Topic</u>
<b>14</b>	<b>11/18 and 20</b>	<b><i>Institutionalization</i></b>

Content and Learning Objectives

- Institutionalizing your initiative

Reading Assignment:

From the Community Tool Box (<http://ctb.ku.edu/>):

- (14-1) Chapter 46, Section 1. Strategies for the Long-Term Institutionalization of an Initiative
- (14-2) Chapter 46, Section 2. Strategies for Sustaining the Initiative
- (14-3) Chapter 46, Section 3. Promoting Adoption of the Initiative's Mission and Objectives
- (14-4) Chapter 46, Section 5. Marketing the Initiative to Secure Financial Support

Other Assignments and Products Due for this Session:

- 1) For this session, be sure to complete the "Journal" (<http://blackboard.uncg.edu/>) -- discussion questions are posted with the Journal announcement for this week. **(Due by the start of Tuesday session, 2pm).**
- 2) In-class application exercise: "Planning for Institutionalization" **(Due to Instructor by 5:00pm Friday).**
- 3) Minutes from group meetings to develop products. **(Due to Instructor by 5:00pm Friday).**
- 4) On-line take-home quiz. **(Due before the start of Tuesday session, 2pm).**



<u>Week</u>	<u>Date</u>	<u>Topic</u>
<b>15</b>	<b>11/25</b>	<b><i>Lessons Learned, and Next Steps</i></b>

Content and Learning Objectives

- Tying it all together
- Review of the semester and development of lessons learned

Reading Assignment:

From the Community Tool Box (<http://ctb.ku.edu/>):

(15-1) Chapter 1, Section 7: Working Together for Healthier Communities

(15-2) Chapter 1, Section 8: Some Lessons Learned on Community Organization and Change

<u>Week</u>	<u>Date</u>	<u>Topic</u>
<b>15</b>	<b>12/4 to 8</b>	Final Course Materials Due to Instructor

**There is NO final exam for this course.**

Assignments due **Wednesday 12/4 by 5:00pm:**

- 1) Ratings of individual contribution to Group Grant Application (form available on Blackboard)

Assignment due **Friday, 12/8 by 5:00pm:**

- 1) Final version of the group project for a Community Partnership (group)