

HEA 466 COMMUNITY HEALTH INTERVENTIONS II **Course Syllabus, Fall 2014**

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Meeting Time: Tuesdays and Thursdays, 3:30-4:45 PM
Meeting Place: Bryan 121

Office Hours: 1pm to 3pm Tuesday, and by appointment

"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

This course will provide student participants with a solid background in theory and practice in selecting, developing and implementing community-level interventions to improve the health of communities.

This syllabus is *subject to change throughout the semester*. Changes will be discussed in class, and a revised syllabus will be posted to the Blackboard course site. Changes may include revisions to the readings, assignments and due dates for course products.

COURSE OBJECTIVES:

The *primary* objectives of the course are to:

- 1) Have students review and understand various models of community health and development;
- 2) Review and understand various examples of intervention strategies and tactics;
- 3) Build skills associated with community health initiative development;
- 4) Understand current and future directions in public and community health.

COURSE LEARNING STRATEGIES AND COMMUNICATION METHODS:

- 1) Provide information and "how-to tools" for building healthy communities using the internet-based Community Tool Box (<http://ctb.ku.edu/>). The Tool Box provides a free and flexible "textbook". It ensures access to resources for building healthy communities both during and after the course.
- 2) Use group problem solving and dialogue about lessons learned to capture and share participants' experience with the work of building healthy communities.
- 3) Use the "Discussion Forums" in BlackBoard to connect participants with each other between course sessions.

ACCESS TO COURSE MATERIALS AND REQUIRED READINGS:

There are required course materials for this class. There is no book to purchase.

- 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 will be available on BlackBoard for the Course (<http://blackboard.uncg.edu/>). This includes the course syllabus, readings, worksheets, handouts, and assignments.

- See the **“Readings and Weekly Products”** document for more specific details about weekly readings 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 (by 2pm on Tuesdays). 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 formally graded responses 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., Greensboro, Guilford County) and sector (e.g., faith community, business, community and cultural organizations, government organizations, schools, health organizations). Each week's product (e.g., part of a strategic plan) will be integrated into a final group product for the course.]
- Journal/Discussion Forum: 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:

- Personal assistance: E-mail the instructor 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. [This semester, the common theme will be increasing Access to Care and reducing Disparities in Health Outcomes.] 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 proposals. With adaptation, the project proposals can be submitted to a funding agency interested in supporting local partnerships for community health and development.

SUMMARY OF WEEKLY TOPICS:

<i>Week</i>	<i>Dates</i>	<i>Topic</i>
1	8/19 and 21	<i>An Introduction to Community Health and Development</i>
2	8/26 and 28	<i>Building Community Leadership</i>
3	9/2 and 4	<i>Group Facilitation</i>
4	9/9 and 11	<i>Community Assessment, Information Gathering, and Listening: Part I</i>
5	9/16 and 18	<i>Community Assessment, Information Gathering, and Listening: Part II</i>
6	9/23 and 25	<i>Analyzing the Issue or Problem</i>
7	9/30 and 10/2	<i>Strategic Planning I: Outlining a Vision, Mission, and Objectives</i>
8	10/7 to 9	<i>Strategic Planning II: Identifying Targets, Developing Strategies and an Action Plan</i>
9	10/16 and 21	<i>Developing a Community Initiative</i>
10	10/23 and 28	<i>Systems Intervention, Program Development, and Implementation</i>
11	10/30 and 11/4	<i>Community Organization and Advocacy</i>
12	11/6 and 11/8	<i>Evaluating and Documenting Community Initiatives</i>
13	11/13 and 18	<i>Grants and funding sources</i>
14	11/20 and 25	<i>Institutionalization, Lessons Learned, and Next Steps</i>
15	12/4, 5, and 8	<i>Stuff due for final grade</i>

Course Requirements and Policies

Course requirements include reading and in-class discussion, keeping a weekly journal, in-class application exercises, exploring personal attributes that enhance effectiveness as a community leader, and a team (group) project on preparing a project proposal/grant application for a community partnership. **All written assignments should be sent by email attachment to Instructor.**

A description of each type of assignment follows:

- (1) Class attendance and participation. All course participants are expected to be knowledgeable and active members of each class. Active membership in the class means that you will be asking questions relevant to the topic of that class session, and engage in civil dialog with the instructor and classmates about the topics during each class session. Regular attendance and the quantity and quality of participation will be used to assign a grade for participants.
- (2) Journal. Questions or prompts specific to the material 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. I will randomly select 2 responses during the semester for grading. Completion of each response that meets the word length, and the above criteria, will be worth 10 points per week. Each of the two fully graded responses will be worth 25 points. ALL JOURNALS CLOSE AT 200 ET-US ON TUESDAY AND WILL NOT BE REOPENED FOR ANY REASON.
- (3) Group product(s) for each week. During each week, participants will work in small groups and use the session's ideas to prepare a group product related to the Community Group Project (e.g., part of a strategic plan). Each member receives the group's collective grade for the product. There will be related materials posted on BlackBoard, but each week's product will include the meeting minutes from your activities every week, and a piece of the grant

application, as described in the “Products Due” section for each week within this syllabus. A copy of all products should be emailed to Instructor, **by 5 p.m. of the day after the class they were produced.**

- (4) On-line quiz. By 200 ET-US before the start of each Tuesday class, participants should take a quiz over the reading assignments for that week. The quiz opens on Thursday evenings at 500pm. To access the quiz, connect to the appropriate class week on the Course home page (<http://blackboard.uncg.edu/>) and follow the instructions to take a quiz. Students should complete this individually (and without help from others). This is a quiz in which students may use their readings and notes to find or check their answers.
- (5) Community Partnership (team). Working as a team, participants will develop a community partnership to address an issue or concern of importance to a local community. The final completed product is due at the beginning of finals week, and is expected to include all the materials developed during the course of the semester, and incorporate all the verbal and written feedback received from the instructor. The Poster and the HHP Poster session (TBA) is part of this grade.
- (6) Rating of individual contribution to the Group Project. At the end of the semester (12/4), all participants provide a rating (10 point scale; 10 being the highest) for each member of the group project team.

COURSE GRADE: The course assignments and point values follow:

(1) Class attendance and participation	56 Points (14 weeks X 4 points each week)
(2) Journal	120 Points (12 weeks X 10 points each week)
(3) Group products, minutes, and application exercises	65 Points (13 weeks X 5 points each week)
(4) On-line take home quizzes	60 Points (12 weeks X 5 points each week)
(5) Final group product summarizing all the semester’s work in the form of a Community Partnership (includes both the Poster and the Project Proposal document)	70 Points, Due by 12/6
(6) Rating of individual contribution to group project	10 Points, Due 12/4

Total 381 Points

Late Assignments: Late assignments will result in an automatic 10% reduction in possible points. Assignments will not be accepted more than one week after the due date, except for extreme circumstances that need to be discussed with the instructor individually. Final grades will be computed using standard percentages as follows:

A	93 to 100%
A-	90 to 92%
B+	87 to 89%
B	83 to 86%
B-	80 to 82%
C+	77 to 79%
C	73 to 76%
C-	70 to 72%
D+	67 to 69%
D	63 to 66%
D-	60 to 62%
F	59% and lower

Expectations of student work at each grade level. For each of the above grade levels, the higher the level, the higher the quality of the work. Much of this quality will be reflected in the journal assignments and other narrative created by the students, but it is also present in the quiz and exam responses. In general, the following expectations exist for each grade level:

- *A* grades represent the highest standard of work performed. Narrative text will reflect an outstanding ability to analyze key ideas, theories and philosophies, critical thinking is demonstrated, as well as the ability to evaluate the significance of the material and relevance to the topic area of this course. Demonstration of course content knowledge on quizzes and exams is similarly outstanding.
- *B* grades represent an ability to analyze key ideas, theories and philosophies, some critical thinking, and a better than average knowledge of the concepts presented. An ability to analyze the relevance of the material is evident.
- *C* grades represent an average understanding and demonstration of understanding of key ideas, theories and philosophies, minimal critical thinking and analysis. You demonstrate that you know the course content, but do not demonstrate more significant analysis of relevance.
- *D* grades represent a lower than acceptable understanding and demonstration of understanding of key ideas, theories and philosophies, minimal critical thinking and analysis. You demonstrate that you know the course content, but do not demonstrate more significant analysis of relevance.
- *F* grades represent an unacceptably poor understanding and almost no demonstration of understanding of key ideas, theories and philosophies, critical thinking and analysis are lacking. You demonstrate that you know some of the course content, but do not demonstrate any significant analysis of relevance.

Disability Services

Any student in this course who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact me as soon as possible to discuss accommodations to ensure full participation and to facilitate the educational experience. More information about resources available, and policies at UNCG can be found at the UNCG Office of Accessibility Resources <http://ods.uncg.edu/>.

Collaboration Between Class Members: Class members are encouraged to collaborate with each other to discuss and reflect on class assignments that include group activities and readings. We urge you to form partnerships or study groups for this purpose. **Class members are not to collaborate on weekly quizzes, or other individual assignments.**

A Note on Academic Misconduct: Except for the collaboratively produced grant proposal and weekly assignments, all individual written assignments (especially the quizzes and journals) must be the student's original work. The collaboratively produced group products and weekly assignments must be the original work of the group itself, and obviously cite the source of any materials taken from anything beyond the group's original work. I do not anticipate any problems of academic misconduct.

Academic misconduct by a student shall also include, but not be limited to, disruption of classes, giving or receiving of unauthorized aid on examinations, reports or other assignments, knowingly misrepresenting the source of any academic work, falsification of research results, plagiarizing of another's work, violation of regulations or ethical codes for the treatment of human subjects, or otherwise acting dishonestly in research.

ACADEMIC INTEGRITY: Students are responsible for familiarizing themselves with the UNCG policy on issues such as cheating, plagiarism, misuse of academic resources, falsification and facilitation of dishonest conduct. Procedures and penalties related to these and other violations of the Academic Integrity Policy are found in the undergraduate bulletin as well as via the following web site: <http://sa.uncg.edu/handbook/academic-integrity-policy/>. Any violation of the Academic Integrity Policy may result in failure of the assignment and subsequently the entire course.