RHODE ISLAND COLLEGE

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

FNED 303 INTRODUCTION TO COMMUNITY HEALTH (3)

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Department: Health and Physical Education Department, Chair: Dr. Betty Rauhe, 401 456-9787

1. COURSE INFORMATION

Catalogue: Readings, discussions and presentations are given on the critical issues of community health. Included are interpretations of vital statistics, special populations and communicable diseases. *(Formerly Community Health and Safety)* 3 Credits; Prerequisites: HED102 Personal Health & HED202 Principles of Health Education

Extended: This course is designed to broaden students understanding of community health. Students will be introduced to the core functions and elements of public health and community health. Emphasis will be placed on planning, implementing and evaluating community health programs, basic epidemiology, the role of behavior and environment on health and accessing health resources. Class activities and discussion will focus on applying health behavior theory to various community health topics including racial and ethnic disparities, maternal and child health, adolescent and adult health, mental health and global health issues. Students will also investigate the structure and functions of various community agencies and health service organizations.

Relationship to Professional Program: This course is required for all health education majors. It will facilitate their preparation in health content, health education standards, and health education responsibilities and competencies. This course addresses many of the "Responsibilities and Competencies for Health Educators" as addressed by the National Commission on Health Education Credentialing. This course strives to build many of the skills necessary to meet these competencies.

Relationship to Conceptual Framework: Emphasis on developing the students' understanding of and respect for diverse communities, development of students' perception of the professional abilities and roles of the community health educator, and ability to collaborate to develop community health education priorities and policies.

Learning Objective	*Standards (RIPTS, SPA or NCATE,* FSEHD *Conceptual Framework*	*How is it assessed?*
1. Students will describe and be able to apply the three phases of community health education (planning, implementation and evaluation) to real world situations.	RIPTS #2; AAHE #2, 3, 4; Knowledge	Class Activities; Obesity Assignment; Exam
2. Students will be able to describe the interdependence between behavior Special Population Assignment; and environment on the health of communities.	RIPTS #1, 5; AAHE #1; Knowledge	Needs Assessment Data Project; Exam Class Activities; Obesity Assignment;
3. Students will be able to conduct a basic needs assessment to determine community health education priorities.	RIPTS # 2, 7; AAHE #1; Knowledge, Professionalism	Needs Assessment Data Project

4. Students will be able to collect and organize data to make an argument for community health education priorities and to describe community characteristics.	RIPTS #5, 8; AAHE #1, 7; Knowledge, Professionalism	Needs Assessment Data Project; Needs Assessment Class Activity
5. Students will be able to apply health behavior theories in the development of health education programs.	RIPTS #2, 3, 5; AAHE #3, 5; Knowledge, Professionalism	Homework Assignment; Special Populations Assignment; Class Activities; Exam
6. Students will be able to describe the term "community" and discuss the meaning of diversity and cultural competence within the context of community health education.	RIPTS # 2, 4, 6; AAHE#6, 7; Diversity	Special Populations Assignment; Class Activities; Guest Speaker; Exam
7. Students will describe the various venues in which community health education takes place.	RIPTS #2, 4, 7; AAHE# 6; Professionalism	Class Activities; Homework Assignment; Exam; Special Populations Assignment

2. COURSE TEXTS AND MATERIALS

Doyle, E. & Ward, S. (2001). The Process of Community Health Education and Promotion, Lake Grove, IL: Mayfield.

McKenzie, J, Pinger, R. & Kotecki J. (2005). An Introduction to Community Health, 5th Edition, Boston, MA: Jones & Bartlett. (on reserve in library)

3. COURSE CALENDAR

Day/week	*Class topic*	*Readings*	*Assignments*
Tue 8/31	Welcome & Introductions What is Community Health?		
Thu 9/02	Factors of Influence on Community Health	Ch. 1 & 2	Obesity Assignment
Tue 9/07	Where does community health take place?		*Obesity Assignment Due*
Thu 9/09	Epidemiology Concepts /Disease Prevention & Control	Ch 3	
Tue 9/14	Health Status Across the Lifespan	Ch 4	HW Ch. 4 Q's: 1, 3, 5
Thu 9/16	Common Data Sources / Building a Profile of RI	**Article: "The Public's Health"**	
Tue 9/21	Planning Part I: Needs Assessments	Ch 6 thru p.145	
Thu 9/23	Planning Part II: Choosing Priorities	Ch 6 146 – end; Ch 7 thru p. 159	Activity
Tue 9/28	Class coalition Meeting; Exam Review	PATCH Handouts	Activity Presentations
Thu 9/30	**Exam #1**: Chapters 1-4 & 6, Class Lectures & Activities, Handouts/Articles		
Tue 10/05	Needs Assessment Project Distributed/Groups Assigned		Homework – Data Sample (Leading Causes of Death)

Thu 10/07	Program Development	Ch 7 159 – 178 *Handouts*	*Continued work on Needs assessment data project*
Tue 10/12	***No class - Monday Schedule***		
Thu 10/14	Program Development Guest Speakers	Ch 7 159 – 178	*Continued work on Needs Assessment data Project*
Tue 10/19	Quality of Life; Future Trends	Ch 14	
Thu 10/21	Using Behavior Theories to Develop Successful Programs Social Marketing (Planning Process), Developing	Ch 8 179-197 Handouts, Ch 5	Class Activity
Tue 10/26	Using Behavior Theories to Develop Successful Programs Social Marketing (Planning Process), Developing	Ch 8 179-197 Handouts, Ch 5	*Continued work on Needs assessment data project*
Thu l0/28	Social Marketing (Planning Process), Developing	Handouts, Ch 5	
Tue 11/02	Cultural Competency; Minority Health Issues		
Thu 11/04	Guest Speaker		
Tue 11/09	Health Care in the U.S.	***Ch 13 & 14 – An Intro. to Community Health (on reserve in library)***	
Wed 11/10	Health Care in the U.S. ***(Thursday – No Classes)***		
Tue 11/16	Needs Assessment Data Project Presentations	Project Paper Due	
Thu 11/18	Needs Assessment Data Project Presentations		
Tue 11/23	Communicating Health Issues	Ch. 13	
Thu 11/25	No Class – Happy Thanksgiving!!		
Tue 11/30	Worksite Wellness: Guest Speaker; Program Evaluation	Chapter 9	
Thu 12/02	Legislating Health	Ch. 12	
Tue 12/07	Special Population/Community Health Agency Presentations		Project Paper Due
Thu 12/09	Special Populations/Community Health Agency Presentations; Exam Review		
Final Exam:	TBA		

4. REQUIREMENTS

1. Participation (class activities and discussions), Class Assignments and Attendance Policy: 30% of the final grade will be based upon participation in class discussions and activities, completion of class assignments and attendance.

Attendance: Students are allowed 3 emergency absences. Each absence thereafter will result in a 5 point deduction from your participation grade. Students are expected to get material from classes missed. Early departures/late arrivals will be counted toward absences (3 = 1 absence).
Class activities and Discussions: Students are expected to participate in all class activities and discussions. To develop a deeper understanding of the variables that influence the health of a community, students will be expected to analyze causes of community health issues, the role of health behavior, and formulate strategies to address current issues during class activities and discussions.

Assignments: A number of class assignments will be given throughout the semester that will enable students to apply concepts of community health to specific health issues. It is the students' responsibility to obtain these assignments if they are absent from class. These assignments are due on the following class period unless otherwise stated. Late submissions will result in partial credit for the assignment. Assignments will address current community health issues including: (a.)obesity; (b.)maternal, infant and child health; (c.) adolescent and adult health; (d.)elders; (e.) mental health; (f.) alcohol, tobacco & other drugs; and (e)environment health.

(RIPTS #2, Conceptual Framework: Self-Reflection; Professionalism)

2. Exams: Two exams will be given during this semester, each worth 20% of your final grade (40% total). Exams will be given in class on the dates listed in the syllabus. Students are expected to take the exam on the day given. Exams will not be cumulative; however, they do build on prior knowledge, and will cover material from class lectures, activities and readings. Exam material will test knowledge and expect students to analyze and apply information to real world community health situations. **40% of your final grade will be based on exams**

(RIPTS #2; AAHE: #1-7; Conceptual Framework: Lifelong Learning)

3. Needs Assessment Data Project: Students will work in groups and research one community health problem in Rhode Island. Data will be collected and compiled in an executive summary and a power point presentation to support implementation of primary, secondary and tertiary prevention strategies for this community health issue. Each group must include the following information regarding their community health issues in the executive summary report and power point: incidence and prevalence rates for Rhode Island and US, mortality rates, disparities in rates among various populations (racial and ethnic groups, gender, SES, geographical regions, etc.), costs of the health issue, an explanation of what accounts for differences in rates, and recommendations for various community health promotion programs. **This project is work 30% of the final grade**

(RIPTS #2, 5, 7, 8; AAHE #1, 7; Conceptual Framework: Advocacy, Collaboration)

Grading:

Class Assignments & Participation	30%
Exams – 2 @ 20% each	40%
Needs Assessment Data Project	30%
Total	**100%**

Grading Scale:

A=94-100	B+=87-89	C+=77-79	D+=67-69
A-=90-93	B=84-86	C=74-76	D=64-66
B-=80-83	C-=70-73	D-=60-63	F = <59

5. RIC POLICIES

- Academic Dishonesty Policy (*Rhode Island College Handbook of Policies, Practices, and Regulations* (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.): http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28

- Request for Reasonable Accommodations for Students with Disabilities: http://www.ric.edu/disabilityservices/faq.php
- The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class of any changes.
- Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.

Needs Assessment Data Project

Community Needs Assessment: 30% of the final grade.

Directions: Directions: Using a number of accurate data sources (internet and professional health and medical journals) students will investigate one community health issues in RI and examine differences (incidence and prevalence) among populations including racial and ethnic groups, US data, SES, gender and age-groups. An executive summary will be written along with a power point presentation which will be used to inform the public about this health issue and to secure funding for a health education/promotion program. Your report must also include recommendations for health promotion programs that address disparities including racial and ethnic groups and SES.

Students will work in groups of two to three, and will be assigned a specific data collection project. Students will present their work to the class on the assigned presentation date, playing the role as specified in the project. Students are expected to make copies of their handout for the class as part of the presentation.

Rationale:

- This purpose of the assignment is provide students experience in collecting *(AAHE Standard #1, Element A)*, organizing *(AAHE Standard #1, Element B)* and presenting *(AAHE Standard #7, Elements B, C)* data in assessing health issues of communities and providing a rationale for health education efforts in community and school settings. *(AAHE Standard # 1, Element C).*

- This skill is essential in program planning, grant writing, advocating for health education, passing legislation and offering health education services to a variety of audiences.

(RIPTS #2, 5, 7, 8; AAHE #1, 7; Conceptual Framework: Advocacy, Collaboration)

Data Sources:
You must use 4 sources for data and information including health journals and the internet. You must use at least **ONE** non-internet source for your data. And you may have to contact a community agency who is currently addressing this health issue for additional information or data.

Recommended sites:

www.cdc.gov	Centers for Disease Control and Prevention home page
www.cdc.gov/cancer/npcr/	CDC Cancer Site
www.cdc.gov/nchs/	National Center for Health Statistics
www.nci.nih.gov/	National Cancer Institute
www.health.ri.gov	RI Department of Health home page
www.verbnow.com	CDC Verb Physical Activity Campaign
www.cdc.nccdphp/dash/yrbs/	Youth Risk Behavior Survey

Other good sources of data:
Hospital Discharge Data
RI Census Data
Youth Tobacco Survey
Medicare & Medicaid Data
Cancer Registry
Emergency Department and Observation Data

Assignment #1

You have just gotten your first job in a community-based organization that is dedicated to reducing the burden of substance use and abuse Rhode Island. You have been hired to design a *population-based* program for your community that incorporates *primary, secondary* and *tertiary* prevention strategies for various populations within your state.

Your task for your new job is to create a presentation for your advisory board on the burden of substance use and abuse in Rhode Island.

Using credible sources, search for statistics in your state. You will be looking for and reporting back on a number of things:

- Overall use in Rhode Island and how it compares to the U.S for various illegal drugs and alcohol.
- Site-specific (illegal drugs and alcohol) incidence and prevalence rates for diseases and disorders associated with substance use and abuse in Rhode Island, and differences among age groups. **You must select at least 3 types of diseases and/or disorders.**
- **Disparities** in incidence/prevalence and mortality from drug and alcohol use among RI populations (minority populations; gender, other, etc.).
- **Disparities** in incidence/prevalence within geographic areas in Rhode Island.
- How do Rhode Island's substance use and abuse rates measure up against the U.S.? What accounts for the higher rates of drug use and abuse in RI?
- **What might account for the various disparities that you find in your investigation?**

Your project must include *(Project components relate to: AAHE Standard #1, Elements A, B, C; AAHE Standard #7, Elements B,C):*

1) An "Executive Summary" summarizing (2-3 pages) your key findings about the burden of substance use and abuse in RI, including a listing of your sources of information and recommendations to address disparities among various groups including racial and ethnic groups.
2) A 10-15 minute presentation with visuals (overheads, power point or other presentation material) displaying data charts and graphs of pertinent information/data.
3) A handout for your audience to enhance your presentation and reinforce your key points – this can be a fact sheet your group creates or the set of your power point slides.
4) A brief discussion (written – no more than 1 page) of the ease with which you were able to collect and interpret the data, and what types of data would have helped in writing your proposal that you were not able to find.

Remember - your goal is to make a point with all the materials you create.

Assignment #2

You have been hired by a school district to design and implement a K-12 curriculum to prevent obesity, type 2 diabetes and risk factors for cardiovascular disease (CVD) such as high cholesterol and high blood pressure in children and adolescents. This is a controversial issue as many parents and school board members feel that this is a waste of tax payers' money since children should focus on reading, writing and math/science during the school day, and many feel that students get enough out of their existing health and PE program.

Your task is to address the PTA and school committee on the need for such a program for your district. You will create a presentation for this group providing a data-based rationale for focusing on these issues in children and adolescents.

Using Rhode Island data and using credible sources including the internet, search for obesity, physical activity, nutrition, diabetes and CVD risk statistics in your state. You will be looking for and reporting back on a number of things for children and adolescents in **your state and as compared to children and adolescents in the U.S.***:*

- Percentage of children and adolescents who are overweight and obese
- Percentage of children and adolescents who have type 2 diabetes, and CVD risk factors (high cholesterol, high blood pressure, tobacco use, etc.)
- Physical activity levels and nutritional information on children and adolescents
- Television/Screen time for children and adolescents
- Community
- **Disparities** in incidence/prevalence among RI populations (minority populations; gender, other, etc.).
- Are there any *trends* in these risk factors in children and adolescents over the past 10, 20 years?
- How often are students in your state participating in Health Education and Physical Education programs?
- Why is it necessary to intervene at this age rather than at a later age? Why is *primary prevention* cost-effective in this case?
- What are the key points for your presentation that the data can support?
- **What might account for the various disparities that you find in your investigation?**

Your project must include *(Project components relate to: AAHE Standard #1, Elements A, B, C; AAHE Standard #7, Elements B,C):*:

1. An "Executive Summary" summarizing (2-3 pages) your key findings about the burden of cancer in RI, including a listing of your sources of information and recommendations to address disparities among various groups including racial and ethnic groups.
2. A 10-15 minute presentation with visuals (overheads, power point or other presentation material) displaying data charts and graphs of pertinent information/data.
3. A handout for your audience to enhance your presentation and reinforce your key points – this can be a fact sheet your group creates or the set of your power point slides.
4. A brief discussion (written – no more than 1 page) of the ease with which you were able to collect and interpret the data, and what types of data would have helped in writing your proposal that you were not able to find.

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Assignment #3

Your group has been hired by the new Director of the RI Department of Health to conduct a needs assessment on Rhode Island's minority populations, specifically, Rhode Island's Hispanic/Latino population... For the purposes of this project, you will utilize the federal definitions of African American (Black), Caucasian (White), Hispanic/Latino, Asian/Pacific Islander and Native Americans as the groups to investigate. Collect and organize data to present to the Director regarding the health of Hispanics/Latinos (and other minorities as appropriate) in RI including the following information:

- Demographic make up of the state of Rhode Island (age, ethnicity, race, SES, etc)
- Demographic make up of the RI Hispanic/Latino population (age, race, ethnicity, country of origin, socioeconomic status, insurance status, employment status, housing, etc.)
- Health issues of your population (diseases and health risk behaviors AND positive health and behavior traits)
- Health disparities in between your population and the general population and/or Caucasian population in RI (health insurance, health risk behaviors, disease status, etc)
- Definition of your population (who makes up your population/where are they from?)
- Where you got your information and **what might account for the various disparities that you find in your investigation?**
- Priority areas you suggest the Dept of Health focus on for improving the health of minority populations in RI
- Additional data you need in order to know more about the populations

(Use RI data whenever possible; use US data only when RI not available)

Your project must include *(Project components relate to: AAHE Standard #1, Elements A, B, C; AAHE Standard #7, Elements B,C)*::

1. An "Executive Summary" summarizing (2-3 pages) your key findings about the burden of cancer in RI, including a listing of your sources of information and recommendations to address disparities among various groups including racial and ethnic groups.
2. A 10-15 minute presentation with visuals (overheads, power point or other presentation material) displaying data charts and graphs of pertinent information/data.
3. A handout for your audience to enhance your presentation and reinforce your key points – this can be a fact sheet your group creates or the set of your power point slides.
4. A brief discussion (written – no more than 1 page) of the ease with which you were able to collect and interpret the data, and what types of data would have helped in writing your proposal that you were not able to find.

Hint: Start with CDC and RI Dept Health websites for information, and don't forget the Census data. Progreso Latino and Center for Hispanic Policy and Advocacy (CHisPA) are organizations that may also have data you need.

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Assignment #4

The tobacco industry spends $10 million per year in RI ($400 billion worldwide) in promotions, advertising and lobbying to keep people smoking and to get new smokers to start. One thing the industry is against is the recent ban on smoking in all restaurants, bars and public eating places. Many Rhode Island residents are also upset by this new ban. As the head of the state Tobacco Control Program, your group must demonstrate why this ban is good for the health of RI, and why is won't impact negatively on the economy. This includes collecting and reporting back on the following information:

- Health impact and outcomes of tobacco use (all forms of tobacco)
- Who in RI is using tobacco products
- **Disparities** among groups of people who smoke (race, age, gender, ethnicity, etc)
- Why are people smoking?
- Are people utilizing community resources to quit smoking?
- What has been the impact of this legislation in other states (California, Massachusetts, etc) What other states have done this and what have they seen in terms of restaurant revenue, etc?
- Economic impact if everyone suddenly quit tomorrow
- Economic impact of smoking (real cost of smoking on health care system)

(If necessary, use U.S. figures if you can't get RI figures).

Your project must include *(Project components relate to: AAHE Standard #1, Elements A, B, C; AAHE Standard #7, Elements B,C):*:

1. An "Executive Summary" summarizing (2-3 pages) your key findings about the burden of cancer in RI, including a listing of your sources of information and recommendations to address disparities among various groups including racial and ethnic groups.
2. A 10-15 minute presentation with visuals (overheads, power point or other presentation material) displaying data charts and graphs of pertinent information/data.
3. A handout for your audience to enhance your presentation and reinforce your key points – this can be a fact sheet your group creates or the set of your power point slides.
4. A brief discussion (written – no more than 1 page) of the ease with which you were able to collect and interpret the data, and what types of data would have helped in writing your proposal that you were not able to find.

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Assignment #4

Your community coalition is interested in working to improve the physical and social environment of the state of Rhode Island to help control the rise in childhood obesity. Your task is to create a presentation for local PTO's and City Councils on the **burden of obesity** in children and adolescents in

Rhode Island (use National data when you can't find RI data), and the current state of environmental supports/risks that exist in the state. Include in your discussion:

- Percentage of children and adolescents who are overweight and obese
- Percentage of children and adolescents who have type 2 diabetes, and CVD risk factors (high cholesterol, high blood pressure, tobacco use, etc.)
- Physical activity levels and nutritional information on children and adolescents
- Television/Screen time for children and adolescents
- Percent of children who walk/drive/bus to school
- **Disparities** among groups of children/adolescents with regard to obesity data including racial and ethnic groups.
- Community resources for nutrition and physical activity(parks, recreation facilities, after-school programs)
- Community barriers (fast food restaurants, school lunch menu offerings, areas where physical activity is prohibited b/c of lack of sidewalks, lighting, car traffic, etc).
- Are there any *trends* in these risk factors in children and adolescents over the past 10, 20 years?
- How often are students in your state participating in Health Education and Physical Education programs?
- Why is it necessary to intervene at this age rather than at a later age? Why is *primary prevention* cost-effective in this case?
- What are the key points for your presentation that the data can support?

Your project must include *(Project components relate to: AAHE Standard #1, Elements A, B, C; AAHE Standard #7, Elements B,C):*:

1. A written proposal summarizing your key findings (no more than 6 pages), and listing your sources of information and recommendations to address disparities among various
groups including racial and ethnic groups.

2. A 10-15 minute presentation using overheads, power point or other presentation material complete with data charts and graphs of pertinent information/data. In addition, you will make handouts for your audience to enhance your presentation and reinforce your key points. Your goal is to make your point using the data for credibility, to make your audience understand that obesity is not just a "choice" but a combination of lifestyle and environmental factors that all need to be addressed.

3. Finally, include in your written work a brief discussion of the ease with which you were able to collect and interpret the data, and what types of data would have helped in writing your proposal that you were not able to find.

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Criteria/Score	4= Exceeds the Standard	3= Meets the Standard	2= Nearly Achieves the Standard	1= Does not Meet the Standard	0= Non-Responsive
DATA COLLECTION *(AAHE Standard #1, Elements A, B)*	Collects all data asked for and goes beyond to collect additional relevant data	Collects all data asked for in the task directions	Omits data or inaccuracies in data collected	Omission of most of data	Omission of data collection
Presentation *(AAHE Standard #7, Element C)*	Creates a presentation with multiple visual aids and handouts	Creates a presentation with visual aids and handout	Omission of one element of the presentation	Omission of two elements of the presentation	Omission of most elements
Interpretation of data *(AAHE Standard #1, Element C, AAHE Standard #7, Element B)*	Presentation includes additional health recommendations or identifies additional health needs	Organizes the data to present key findings based on the health issue and includes recommendations	Omits or inaccuracies in making key points based on the data	Major omission or off-task in making key points based on the data or off-task	Omission of key findings section
Paper *(AAHE Standard #1, Element A)*	Completed executive summary and provides additional feedback on process and data needs	Completed executive summary including challenges of data collection (data needs feedback)	Omits 1-2 parts of executive summary.	Omits entire feedback section And /or executive summary is very weak.	Omission of executive summary.