

THE UNIVERSITY OF SOUTHERN MAINE
COLLEGE OF NURSING AND HEALTH PROFESSIONS
Fall 2009

Course Number: CON 356

Course Title: Concepts in Community Health

Meeting Time
& Place: Tuesdays 1:00-3:45 p.m.
304 ITV Classroom in Portland

Credit Hours: 3 hours

Placement in
Curriculum: Must be completed prior to beginning NUR 323/325. Open to non-nursing students with junior or above standing.

Faculty: Maggie Fournier, Associate Professor
Cell: 749-4184
337 Masterton
E-mail: maggief@usm.maine.edu

Course
Description: This course introduces the concepts and principles basic to the development and maintenance of the community's health. The epidemiological process guides the survey of current major health issues. The course focuses on the health issues of groups in the community at local, state, national, and global levels. Threats to the global environment are analyzed with an emphasis on long-term sustainability strategies

- Course Objectives:
1. Apply theoretical and empirical knowledge from nursing, the behavioral and physical sciences, and the humanities in community-based practice. (Objective # 1)
 - a. Utilize the epidemiological process to analyze factors that affect the community's health.
 - b. Identify existing and changing health resources, and analyze their strengths and weaknesses.
 - c. Analyze the major issues impacting upon the health of populations and the environment from global, national, regional, and local perspectives.
 2. Demonstrate competent and ethical practice in a variety of settings serving diverse and vulnerable populations. (Objectives # 3 & # 4)
 - a. Utilize a community assessment tool to describe the health of a community.
 - b. Describe health provider roles in health maintenance and promotion for groups in the community.
 3. Collaborate with consumers and other health providers to enhance clients' abilities to attain optimal health. (Objectives #6 & #8)
 - a. Describe the process by which individuals and groups work toward the improvement of community health.

* At any point in the semester, if you encounter difficulty with the course or feel you could be performing at a higher level, consult with me. Students experience difficulty in courses for a variety of reasons. For problems with writing skills and time management, make an appointment to see a student tutor at your campus Academic Support Center.

* This course adheres to the policies of the CONHP's Policies and Civility Statement, which are posted on blackboard (**required reading**)

Evaluation
Methods:

A. Students will form groups of 4 - 6 people to conduct a community health assessment of a population or a public health issue. Topic/population must be negotiated with faculty. Each group will present its findings in a paper and powerpoint (PP) presentation – each individual student will develop 4-5 PP slides related to his/her assigned content area. The group is responsible for selecting the content areas, individual student assignments, organizing the paper and presentation, and developing a reference page for the presentation. **Both the paper and presentation must include a table of contents which identifies the individual student responsible for each section.** Guidelines for this project are outlined in Appendices A, B, and C and are posted on blackboard

Community Health Assessment Paper (individual grade) 30%
Due November 15 – students at sites must send by this date -
(in blackboard digital drop box)

Group PowerPoint Presentation of Assessment 20%
(Due in blackboard digital drop a minimum of 2 days
prior to presentation)

B. Exams 50%
Oct 6 and Nov 10 (25% per exam)

Papers:

All papers must be in APA format according to USM CONHP policy. Students who have not used this format should contact the professor early in the semester and should purchase a copy of the APA manual (5th edition) which is available in bookstores.

** Students are required to attend all student presentations. It is expected that students will attend and participate in all other classes. Attendance will be monitored periodically.

The first 10-15 minutes of each class session will be used to talk about current issues in public health and health care. Be on the lookout for news and journal articles pertinent to these areas.

Text:

McKenzie, James, et al (2008). *An Introduction to Community Health*. Sudbury, Ma.: Jones and Bartlett Publishers.

Other:

Additional readings may be assigned throughout the semester.

Students are encouraged to find articles, films, or novels which expand their understanding of the community. You can find many resources which will enrich your understanding of health in the community and major public health issues. Local and national news media can provide insight into unfolding events which impact health care. Look for these and be prepared to share them in class discussion.

At the
Movies:

Each student is encouraged to watch a minimum of two of the following films which have an environmental or occupational health theme and be prepared to discuss in class and relate to current issues and public policies:

The China Syndrome
Silkwood
The Insider
Norma Rae
Erin Brockovich
China Syndrome

* Other films identified in class

Course Outline

- Sept 1 Introduction to Course
Fournier History of Public Health
Introduction to Healthy People 2010
Film: *Unnatural Causes: In Sickness and in Wealth*
Text: Chapters 1, 2, and 13
- Sept 8 Community Health Assessment
Peake-Godin Identification of At-Risk and Vulnerable populations
Determinants of Health
Film: *Unnatural Causes: Place Matters*
Project groups formed and meet with faculty
Text: Chapters 5, 10, and 11
- Sept 15 Epidemiology Part I
Fournier Definitions, Design, and Methods
Text: Chapters 3 and 4
Video: The Hidden Epidemic: Heart Disease in America
- Sept 22 Epidemiology and Prevention: Communicable and Chronic Disease
Fournier **Text: Chapters 7, 8, and 9**
Pandemic: HIV, H5N1/H1N1 (Barry-guest)
Text: Chapter 12
Video: Predicting Pandemics
Assignment: View film in lab before Oct 1- "And the Band Played on"
- Sept 29 Public Health Interventions: Sanitation Inspection as Primary Prevention (Speaker:
Fournier Peter Stead, Health Inspector and Officer and Anita Anderson, State Inspector)
Disaster Preparedness (Morgan Dickerstaff, American Red Cross)
- Ethical Principles Applied to Public Health Practice and Policy
Allocation of Resources
Text: Chapter 14
- Oct 6 **Exam I**
Fournier Work on paper/presentation
Bioterrorism (via I-pod) – see directions on blackboard
Presenter: Amber Merrill
Readings: TBA
- Oct 13 No class – October break, Columbus Day
- Oct 20 Environmental Health and Disease
Fournier **Film: Warnings from the Ice**
Text: Chapters 15 and 16
- Oct 27 Promoting Health: Beliefs and Behaviors and Interventions
Peake-Godin Occupation and School Health
Text: Chapters 6, 17, and 18
- Nov 3 Environmental Health / Global Health Challenges
Fournier **Film: Blue Gold**

Nov 10 **Exam II**
Fournier Finalize Presentations

Nov 17 **Community Assessment Papers Due**
Fournier Community Assessments / Presentations

Nov 24 Student Presentations
Fournier

Dec 1 Student Presentations
Fournier

Dec 8 Student Presentations
Fournier Course Evaluations

APPENDIX A

Community Health Assessment Project

*Form a group of 4 - 6 people

1. Select a vulnerable population, a particular group at risk, or a specific community health issue. Consult with faculty re: topic selected
2. Analyze the selected topic in terms of what are the major aspects that need to be researched and addressed in the paper and powerpoint presentation. This should include:
 - A. Provide an in depth discussion of the how the population meets the criteria of being a vulnerable **or** an in depth discussion of the at risk group or health problem, justifying your selection, i.e., why it is important to study. Use secondary data to support your decision.
 - B. Describe the community/population at risk and/ or describe the health problem. Remember this is not a pathophysiology or clinical course – provide only a brief overview of disease processes and treatment. The etiology and associated factors are most relevant.
 - C. Through a literature review, explore the natural history of the selected health problem or the risks of the selected group/ population) in the at-risk group. Healthy People 2010 should be referenced in each paper.
 - D. Identify health resources available in the community.
3. Data collection/assessment.
 - A. Select the appropriate secondary data, e.g., indicators, such as rates for morbidity, mortality, disability days, level of functioning, or self-report measures.
 - B. Identify the methods and sources you used to gather additional data.
 - C. Develop an aggregate/community diagnoses based on findings.
4. Propose solutions for the health problem in the at-risk group.
 - A. Develop and prioritize goals based on **the levels of prevention** – be sure to address the three levels of prevention.
 - B. Identify the major obstacles which might interfere with the achievement of these goals.
 - C. Propose a plan to meet these goals.
 - D. Discuss how achievement of the goals could be evaluated.
5. It is required that each group meet with faculty to review the proposed assessment topic and outline of approach. End of class time will be allocated for group meetings and consultation with faculty throughout the semester.
6. If there are problems with group dynamics, please consult with faculty **as soon as possible** in order for timely problem solving to occur.

**4-5 pages per student for length – must include table of contents with student author attached

APPENDIX B

Community Health Assessment Project Evaluation Tool (for both paper and presentation)

Criteria for Evaluation

1. Gives evidence of:
 - adherence to paper criteria
 - reasoning (diagnostic, ethical, moral or scientific)
 - analysis (use of secondary data and key informants' interviews)
 - utilization of literature research & other supportive documents
 - decision making relevant to community health planning (collaborative problem solving and decision making)
 - ability to propose solutions to health problems
 - creativity

2. Reflects students' abilities:
 - research a selected topic and identify pertinent data
 - written (APA format)
 - verbal & non verbal communication
 - group process
 - information technology
 - media production
 - clarity & accuracy

APPENDIX C

Suggested Topics and Outlines for Assessments (papers and presentations)

Students may select a topic from the following list or negotiate with faculty re: another topic. The rationale for this is to prevent certain populations/ groups from being studied by different student groups at too frequent intervals. This list includes topics that are of state, national, and/or international concern.

AIDS in AFRICA
LYME DISEASE
WEST NILE FEVER
HEPATITIS B or C
TUBERCULOSIS
MALARIA
HEART DISEASE
POVERTY
INFANT MORTALITY
CHILDHOOD IMMUNIZATIONS AND INFECTIOUS DISEASES
LEAD POISONING/MERCURY POISONING
REFUGEE HEALTH
MIGRANT HEALTH
VIOLENCE
ENVIRONMENTAL HEALTH (SPECIFIC FOCUS)
DENTAL CARE
ANTIOTIOTIC Resistant Infections
ACCESS TO HEALTH CARE/INSURANCE
HOMELESSNESS
GLOBAL HEALTH ISSUES

Please do not present on childhood obesity and/or diabetes.

Appendix D

A Few Words about PowerPoint Presentations

- They should be no more 4 – 5 slides per student (Title, introduction slides, and reference slides are in addition to these – also, include a table of contents – identifying the student responsible for each section).
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- Avoid cluttering the slides with lots of text; be aware of using background colors that obscure your text.
- They do not have to cover the entire paper, but what's most important for classmates to know.
- Try to keep it down to 15 minutes with Q & A at the end.
- **Use the technical guidelines in Appendix E for submitting your Power Point to Digital Dropbox and for e-mailing to Alan MacLean.**
- Make a back-up copy on a CD-R (not CD-RW) or flash drive and bring it to class.

Alan must get them a minimum of 2 days BEFORE you present, so plan accordingly

Alan MacLean
University College at Portland Location: (304A Payson Smith Hall – Portland
Campus)
96 Falmouth Street
PO Box 9300
Portland, ME 04104-9300
780-4058
amaclean@usm.maine.edu

APPENDIX E

Technical Guidelines for Power Point projects

1. When preparing your slide presentation, allow approximately 10% around the edges for a border. Television monitors over scan more than computer monitors. Text outside this border will not be visible on the monitor.
2. Text size should not be smaller than 24 points. If all your text won't fit with this font size, create another slide.
3. Due to copyright restrictions, no video, or music can be inserted into presentation, unless WRITTEN permission is granted from the copyright holder of the material.
4. **Files must be saved as PPT files only. Blackboard and ITV do not support VISTA operating system files. PPTX files do not work. They can be converted to PPT files from your power point project with the "Save As" command, and saving as "Windows 1997-2003 document."**
5. Name your power point project file as close to the title of your presentation as possible. For example, if your presentation topic is global water quality, you should name your file as "waterqual.ppt."
6. Back up your project on a CD, DVD, or flash (thumb) drive.
7. **Upload your file to Blackboard, in the proper course, to the "Digital Drop Box". Note that you must both "save" and "send" your document in Digital Drop Box (it is a 2-step process). And e-mail a copy to: amaclean@maine.edu**
8. If you should have to correct or change your project, and need to upload a new version, please remove the old version from the digital drop box.

APPENDIX F

Maggie Fournier

Work Address:

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P.O. Box 9300
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Work Phone: 780-4146

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Helen Peake-Godin

Work Address:

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P.O. Box 9300
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Work Phone: (207) 780-4140

Work Fax: (207) 780-4997

Email: hpeake@usm.maine.edu

Mailing Policy: Portland/ USM

Attendance Policy: *(Not applicable to courses taught asynchronously.)*

Does Instructor want Attendance Faxed? Yes; forward Twice/Semester

Tape Lending Policy: *Not applicable to courses taught asynchronously or over Compressed Video*
Option 3: 1 DO NOT authorize release of my class tapes off University of Maine System premises.

Tape Delay Policy: *1) Tape Delay means delayed viewing at a site/center. Refer to Tape Lending to determine if tape delay students may take tapes home. 2) Not applicable to courses taught asynchronously or over Compressed Video.)*

May students take this professor's courses tape-delay?

No, instructor does not permit tape-delay.

If tape delay IS permitted, are students required to take exams and quizzes at the regularly scheduled time?

Additional Comments about Tape-Delay Exam Arrangements:

Exam/Quiz Make-Up Policy:

Are make-up exams/quizzes allowed?

Yes, but instructor's permission must be gained first.

If instructor permission is required for a make-up, how will sites/centers be notified of instructor's approval? by Instructor/UNET

Student to use original exam or alternate?: Original

Additional comments regarding make-up exams:

Make-ups permitted only in extenuating circumstances. Permission must be sought prior to exam date.