

HEA 123 **Introduction to Community Health**  
Fall 2008  
University of Maine Farmington

Maurice Martin, Ph.D., M.Ed., CHES  
224 Education Center, 778-7181

**Course Description:** This course serves as introduction to the unique discipline of Community Health Education. Theory and practice of health education and national competencies for the Certified Health Education Specialist (CHES) are evaluated in occupational settings such as school, worksite, health care and community health. The relationship between coordinating networks, health service organizations, government, and voluntary-based health agencies are examined. This course provides students with the knowledge required to: assess individual and community needs for health education; conduct evaluation and research related to health education; serve as a health education resource person; and communicate and advocate for health and health education.

**Overview:** The national goals referred to in the *Healthy People 2010* document call for an increase in the quality and quantity of life while eliminating health disparities. We are challenged as professionals to take steps that ensure that optimal health and long life are enjoyed by all. Students taking this course will experience a cursory exposure to health education and health promotion as a profession.

**Required Text:**

An Introduction to Community Health, 6<sup>th</sup> ed., McKenzie, Pinger, and Kotecki, Jones and Bartlett Publishers, 2008. ISBN 0-7637-4634-7.

**Note:** Equal education opportunity is offered to students with special needs due to disability. Please notify me if reasonable accommodations will be needed to meet course requirements.

**A few words from the professor:** The following is designed to provide you with an outline of learning activities, expectations, a schedule of assignments, assessment, and some general information I hope you will find useful. However, it is not intended as a contract or otherwise binding document. With your input, it is subject to change and improve. (of course to be absolutely clear... I do reserve the last word : )

**Course Objectives**

By successfully completing the requirements of this course, students will satisfactorily attain knowledge and comprehension of health education practices by:

- Using computerized sources (BRFSS, NHANES, YRBS etc) of health related data.
- Identifying diverse factors that influence health behaviors.

- Identifying behaviors that tend to promote or compromise health.
- Determining the extent of available health education services.
- Identifying gaps and overlaps in the provision of collaborative health services.
- Comparing evaluation results to other findings.
- Determining the relevance of various computerized information resources.
- Accessing health information resources.
- Employing electronic technology for retrieving resources.
- Analyzing factors (e.g. social and cultural, demographic and political) that influences decision makers.
- Demonstrating proficiency in communicating health information and health education needs.

### Course Requirements and Grading:

- There will be 9 quizzes, 10 – 15 points each, one will be dropped = 100 points (make-ups are not available)
- There will be two exams, 100 points each = 200 points (make-ups are not available)
- Final exam = 200 points (ditto)
- 2 Papers 50 points each = 100 points
- Individual health topic project = 100 points
- Class participation up to 50 points

Total 750 points

> 700 points	A
645 – 699	B
593 – 644	C
540 – 592	D
<540	Game over, try again

**Quizzes:** About once a week, there will be a little 10-15 question (Knowledge and Comprehension) quiz. The purpose of this is two fold; 1) to help you keep up with the reading and check your own understanding as we move quickly through the material, and 2) to help me identify what specific areas we will need to revisit in greater detail.

**Exams:** There will be two “mid-term” (Comprehension Domain) exams. These will be posted well in advance of the due date and closed on the specified date. They are expected to take 1.5 -2.0 hours to complete and will involve a fair amount of writing. A scoring rubric may be provided for you, along with all other guidelines and requirements. (Make-ups are not available)

**Final Exam:** The final exam will be based in application. It will be completed in small groups. Your class will be divided into 6 or more groups who will select a topic and venue to provide a dramatization, demonstration, translation or application of a project that reflects your ability to apply your knowledge and

comprehension of a Community Health topic. Each group will be given 20 minutes on final exam day to show their stuff and will share the final grade on that part. (You will be grouped according to interest and schedule, entirely at my discretion).

**Papers:** You will be asked to write two short (3-5 page) papers, one (1) from each of the selected titles listed below. (Expect to share these with peers for review). These assignments are designed to provide an opportunity for you to not only “reach out” beyond peer reviewed literature but also to express your own bias’ (we all got ‘em, let’s get it off our chests). However, the works must be original, involve some “qualified” community member input, imaginative, factual and be properly referenced in APA format, ready to submit proudly to whom ever you would like to pay attention to you.

(More details will be provided)

**Individual health topic project:** The intent of this project is to provide evidence that have successfully met the criteria for achieving all or a portion of the objectives of the course. The format will be entirely up to you, and should be worthy of exhibition in a professional portfolio. It could be a;

- Written paper, correctly cited and referenced.
- Visual evidence of event participation.
- Data chain
- Other neat things approved by the professor.

**Couple of things to keep in mind:**

- 1) Attendance is of course required.
- 2) Assignments are of course due on the date on the date displayed on the syllabus - roughly.
- 3) Everything of course must be typed.
- 4) Of course spelling and grammar count.
- 5) Class participation is important... of course.
- 6) Chances are really poor that I will ever “call you back.”
- 7) Cell phones and other electronic gadgets really bug me, I recommend you keep ‘em off : )
- 8) Plan to go to the fair – save up!!!