COURSE DESCRIPTION:

This course emphasizes the health of communities and populations and the role of the health professional in health promotion and disease prevention. Topics include population-based health issues such as environmental health, epidemiology, and communicable disease. In a clinical setting, students will work with persons in a variety of community settings and learn how to assess and screen individuals and families within communities, address identified needs, educate people across the lifespan, collaborate with other health care professionals, make referrals, and participate in health promotion clinics. Students will gain an understanding of the interdisciplinary nature of population-based health and the overall effects on health in the US and abroad.

Credit Hours: 3 credit hours.

COURSE OBJECTIVES:

1. Explore and develop an understanding of “upstream thinking” and the rational for a population-based approach to community health.

2. Define vulnerable populations and identify appropriate and potentially effective health promotion strategies.

3. Identify and explore key health issues that affect large aggregates and appropriate strategies for mitigation.

4. Apply the process of assessment, planning, intervention, and evaluation to aggregates in the community using selected theory bases.

5. Identify, compare, and contrast the role of the Bachelor’s prepared health professional in population-based practice in: public health; social work, school nursing; home health; occupational health; faith; and volunteer.

6. Recognize cultural competence and demonstrate the skill to care for the community.
7. Select, critique, and report on a policy option using data and information to identify and evaluate intended and unintended impact on the health of the community or specific sub-population.

TEXT: **NONE.** Current Internet-based documents and resources will be utilized as determined by the Instructor.

**COURSE ACTIVITIES:**
This course requires the students to read text and web assignments and participate in classroom discussions. Students will submit written assignments and participate/lead small group discussions designed to internalize the concepts and applications of public health. The reading assignments combined with class discussion assists the student to learn the role of a public health professional. Students have the opportunity to experience the role of the public health professional in the community setting.

**GRADING**

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<th>Component</th>
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<tr>
<td>Participation</td>
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<tr>
<td>Written assignments</td>
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<td>Final paper</td>
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<td>Presentation</td>
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<th>Score Range</th>
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**Class Participation**
Total points possible/week = 10
The combined score of class participation represents 25% of your final grade. **You may miss one class without it adversely affecting your grade.** If you miss more than one class, you will need to make arrangements with the instructor for makeup work, which will include an additional paper or class presentation.

**Six Written Assignments**
Points awarded as follows: Total points possible/paper = 15
The combined score of the 6 papers represents 25% of your final grade.

Final paper
Total points possible = 15
The score of the final paper represents 25% of your final grade.

Late papers
Papers will be accepted up to one week after the class meets, by 6pm on the evening of the next class. Late papers will be accepted if received by 5pm on the Friday of the week they are due.
There will be a 50% markdown for late papers.

Final Presentation
Points possible = 24
The score of the final presentation represents 25% of your final grade.
Final presentations will take place on the last class meeting date. Presentation should be approximately 25 minutes including 5 minutes of Q&A. Presentations can be either group or individual per student choice.

March 9, 2015
Activity: Lecture, Q&A
Assignment #1 Paper (Due Next Week) Windshield Survey- Not necessary to incorporate into final paper.
Define your community geographically and conduct the windshield survey.
Windshield survey guidelines to be found at KU Community Tool Box.

March 16, 2015
Activity: Lecture, Group Discussion,
Assignment #2 Paper (Due Mar 23rd): Identification of Priority issue with supporting written data
Identify your key issue and support rationale for addressing it
Include: Current status and history if applicable
Resources presently being utilized (by whom and how)
Potential resources
Potential partners

March 23, 2015
Activity: Lecture and Computer Lab
Assignment #3 Paper (Due Mar 31st): Data Spreadsheet
Using at least 5 data sources, describe your community in metrics.
March 30, 2015
Activity: Computer Lab, Lecture, Discussion
Assignment #4 Paper (Due Next Week): Identify at least three best practices and provide rationale for the one you plan to use.

Include: History of the practice (who is using it, where, success, etc)
Why it would work here
Why it would work with this population
Where you would get the resources
How does it fit a public health/community health model?

April 6, 2015
NO CLASS
Activity: To be developed
Assignment #5 Paper (Due Next Week): Completed workplan (results based accountability format)

April 13, 2015
Activity: Group Discussion
Assignment #6 Paper (Due Next Week: Final Paper First draft)

Include: Target population description; Document need for program; Describe program; Integrate logic model; Budget; Evaluation- How will you know you are successful- include both process and outcome measures.

April 20, 2015
Activity: Lecture, Group and Individual Presentations
Assignment Final Paper (Due Next Week: Final Paper Final draft)

April 27, 2015
Assignment:
Activity: Group and Individual Presentations; Wrap-up

May 4, 2015
Will meet only if needed.

TAnderson: 10/11; 1/13; 8/13; 1/14; 1/15, 1/16