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CHTH 355.01: Theory and Practice of Community Health Education

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CHTH 355: Theory and Practice of Community Health Education
(Service Learning)
School of Public and Community Health Sciences

Instructor: Ashley Glass

Office: Zoom

Hours: By appointment via zoom

Fall Semester, 2022

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PURPOSE: The purposes of this course are as follows: 1) to provide students with knowledge and skills pertinent to the development, implementation, and evaluation of successful health promotion programs, 2) to provide students with the opportunity to apply that knowledge and their skills in a service-learning situation, and 3) to improve students' writing, critical thinking and problem solving skills.

OBJECTIVES:

Upon completion of this course students will be able to:

1. describe the role and function of public and community health educators in contemporary society
2. describe multiple factors that influence the health of individuals and communities
3. explain the impact of social determinants of health on the morbidity and mortality of a specific group or community
4. describe several models for health promotion program planning
5. design an approach for collecting information about a population's needs
6. develop one qualitative and one quantitative instrument for collecting information about a population's needs
7. determine the appropriate focus for a health promotion program based upon the needs of the priority population
8. describe community level theories of human behavior as they relate to community health promotion interventions
9. identify procedures for implementation of programs and interventions designed to produce positive changes in the target population
10. create a planning document that addresses the health needs of a specific priority population
11. demonstrate practical application of knowledge and skills through engaging in health promotion activities with a community partner

12. compare and contrast various evaluation instruments and designs for assessing program process and impact

TEXTBOOK: *The Process of Community Health Education and Promotion* (3rd Edition – 2019). Eva Doyle, Susan Ward and Jody Ooman-Early; Waveland Press, Inc.

READINGS: Posted weekly on Moodle

UNDERGRADUATE COMPETENCIES:

Council on Education for Public Health (CEPH) Undergraduate Foundational Domains:

- the history and philosophy of public health as well as its core values, concepts and functions across the globe and in society
- the basic concepts, methods and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice
- the socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities
- the fundamental concepts and features of project implementation, including planning, assessment and evaluation
- basic concepts of public health -specific communication, including technical and professional writing and the use of mass media and electronic technology

Community Health Concentration Competencies (CHES)

https://assets.speakcdn.com/assets/2251/hespa_competencies_and_sub-competencies_052020.pdf

- Area I: Assessment of Needs and Capacity
- Area II: Planning
- Area III: Implementation
- Area IV: Evaluation and Research
- Area VI: Communication

COURSE REQUIREMENTS:

1. Attendance at all class sessions is required – this includes all in-person as well as remote (Zoom) class meetings.
2. Participation in the Group Service Learning Project is required. You will be assessing the quantity and quality of your contribution to the success of the project.***
3. Student/Instructor Meetings are encouraged if you are experiencing problems completing assignments or completing the project. I strongly encourage you to meet with me if you have questions or concerns. At your request, I will be happy to meet with you outside of

class time via Zoom.

4. Four Quizzes and two Exams will be given. Exams and quizzes will be open book, open notes. Quiz questions will be based on information from your textbook. Exams will reflect information from your readings, lecture, and class discussions.

If you are unable to take a quiz or an exam, e-mail or call me before the test so that we can schedule a make-up time. It is your responsibility to contact me prior to the exam.

5. Assignments* will focus on the development of a health promotion program plan for a specific priority population. As a part of your community service learning project you will be required to:
1. provide a written description of your priority population and their specific health needs;
 2. develop a written intervention plan incorporating concepts from models discussed in class and theory-based intervention strategies;
 3. assist with the development and/or implementation of a health promotion program for your priority population (dependent upon COVID 19 guidelines)
 4. write a report describing the strengths, challenges and lessons learned regarding your service-learning project
 5. submit an electronic copy of a program plan; and
 6. complete five point activities as assigned.

***** Note that this is Service Learning Course:** *Service Learning is a method of teaching and learning in which students, faculty and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community, as identified through collaboration with community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical reflection meant to prepare students to be civically responsible members of the community. At its best, service learning enhances and deepens students' understanding of an academic discipline by facilitating the integration of theory and practice, while providing them with experience that develops life skills and engages them in critical reflection about individual, institutional, and social ethics.*

APPROXIMATE ASSIGNMENT DUE DATES (Actual due dates to be determined in class):

	ASSIGNMENT	APPROXIMATE DUE DATE (due by midnight)
#1	First Draft Of Community Data Paper Final Draft of Community Data Paper	Tentatively Thursday, Sept. 22nd Tentatively Thursday, Sept 29th
#2	First Draft of the Secondary Data Paper Final Draft of the Secondary Data Paper	Tentatively Thursday, Oct 6 th Tentatively Thursday, Oct. 13 th
#3	First Draft of the Primary Data/Survey Paper Final Draft of the Primary Data/Survey Paper	Tentatively Tuesday, Oct. 18 th Tentatively Tuesday, Oct 25th
#4	Final Draft of Data Analysis Paper	Tentatively Thursday, Nov. 3rd

#5	Final Draft of Intervention Plan	Tentatively Thursday, Nov. 10 th
#6	PDF of Program Plan	Tentatively Tuesday, Nov. 22 nd
#7	Project Assessment Report	Tentatively, Tuesday, Nov. 29 th

****Two points will be deducted for each weekday that an assignment is late unless you have made arrangements with me prior to the due date.***

EVALUATION:

Exam #1	75pts.		A = 94-100% of total points
Exam #2	75 pts.		A- = 90-93% of total points
Community Data Paper	40 pts.		B+ = 87-89% of total points
Secondary Data Report	40 pts.		B = 84-86% of total points
Primary Data Report	55 pts.		B- = 80-83% of total points
Data Synthesis Report.....	45 pts.		C+ = 77-79% of total points
Intervention Plan.....	50 pts.		C = 74-76% of total points
Final Project Analysis	20 pts.		C- = 70-73% of total points
PDF of Program Plan	20 pts.		D+ = 67-69% of total points
Five Point Activities	5 to 20 pts.		D = 64-66% of total points
Total Points = 425-440			D- = 60-63% of total points
			F = > 60% of total points

****The Writing and Public Speaking Center provides one-on-one tutoring to students at all levels and at any time in the writing process. Visit now. Visit often. They are ready when you are. www.umt.edu/writingcenter. I strongly encourage you to use their services!***

Although it is good to have an end to journey toward, it is the journey that matter in the end.
~Ursula LeGuin~

Grades will be recorded in Moodle as raw number of points earned per assignment. You will need to calculate percentages based on that number.

TENTATIVE SCHEDULE

PLEASE
NOTE

This schedule and the corresponding assignment due dates are tentative. The timeline for completion of the assigned paper and projects is, in large part, dependent upon the schedules of the organizations and individuals in the community with whom you will be working. While this document serves as a guide for progress, we will work as a group to establish realistic deadlines based upon the challenges we encounter in our community projects.

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
INTRODUCTION TO HEALTH EDUCATION AND PUBLIC HEALTH		
<u>WEEK #1:</u> Aug.30 & Sept. 1	<ul style="list-style-type: none"> • Course Introduction • Introduction to Social Determinants of Health • Defining Health, Health Education and Public Health 	Chapt. 1
<u>WEEK #2:</u> Sept. 6 & 8	<ul style="list-style-type: none"> • The Big Picture: Program Planning Overview • Planning for Service Learning Projects 	Assigned Readings
PLANNING AND IMPLEMENTING		
<u>WEEK #3:</u> Sept. 13 & 15	<ul style="list-style-type: none"> • Terminology/Epidemiology • Conducting a Needs/Capacity Assessment • Methods of Data Collection – Primary & Secondary 	Chapt. 3 <i>Quiz over Chapt. 3</i>
<u>WEEK #4:</u> Sept. 20 & 22	<ul style="list-style-type: none"> • Gathering Secondary Data • Gathering Primary Data • Developing a Needs Assessment Survey 	Chapt. 6 <i>Quiz over Chapt. 6</i>
<u>WEEK #5:</u> Sept. 27 & 29 <i>Program Planning Break</i>	<ul style="list-style-type: none"> • Examining the Social Determinants of Health • Health Equity 	Chapt. 2 (pgs. 26-34) Chapt. 4 <i>Quiz over Chapt. 4</i>
<u>WEEK #6:</u> Oct. 4 & 6	<ul style="list-style-type: none"> • Writing Program Goals and Objectives 	Chapt. 7 <i>Quiz over Chapt. 7</i>
<u>WEEK #7:</u> Oct. 11 & 13	<ul style="list-style-type: none"> • Levels of Intervention • Developing Intervention Strategies • Writing an Intervention Guide/Plan • Review for Exam #1 	Chapt. 7

<u>WEEK #8:</u> Oct. 18 & 20	<ul style="list-style-type: none"> • Overview of Program Planning Logic Models • Exam #1 (Oct. 20th) 	Chapt 7
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PROFESSIONAL ISSUES IN COMMUNITY HEALTH EDUCATION

<u>WEEK #9:</u> Oct. 25 & 27	<ul style="list-style-type: none"> • Competencies of Professional Public and Health Educators (CHES vs CPH certification) • Careers in Public and Community Health 	Chapt. 1 (pg. 14-21) Appendix F
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<u>WEEK #10:</u> Nov. 1 & 3	<ul style="list-style-type: none"> • Communicating Health Information • Finalize Intervention Plan 	Chapt. 11
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THEORIES OF CHANGE AT THE COMMUNITY LEVEL

<u>WEEK #11:</u> Nov. 10 <i>(November 8th NO CLASS)</i>	<ul style="list-style-type: none"> • Intro to Social Marketing • Diffusion of Innovations Theory 	Chapt. 8 (pgs. 182-190)
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<u>WEEK #12:</u> Nov. 15 & 17	<ul style="list-style-type: none"> • Persuasive Communication • Empowerment/Community Organizing 	Chapt. 2 (pgs. 34-51)
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<u>WEEK #13:</u> Nov. 22 <i>(NO CLASS NOV. 24 Thanksgiving Break)</i>	<ul style="list-style-type: none"> • Intro to Program Evaluation • Levels of Program Evaluation 	Chapt. 9
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<u>WEEK #14:</u> Nov. 29 & Dec. 1	<ul style="list-style-type: none"> • Designing an Evaluation Instrument 	Chapt. 9
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<u>WEEK #15:</u> Dec. 6 & 8	<ul style="list-style-type: none"> • Sharing Project Challenges and Successes • Wrap-up & Course Evaluation 	
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<u>WEEK #16:</u> TBD	FINAL EXAM – TBD	
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