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PUBH 542.01: Applied Theoretical Foundations of Community Health

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PUBH 542

Theoretical Foundations of Community Health

3 credit hours

Fall 2022

Instructor:

James Caringi, Ph.D.

Professor

School of Public and Community Health Sciences (<http://health.umt.edu/publichealth/>)

College of Health

Course Format:

In person, online assignments, Moodle through UM Online

Office Hours:

In-person by appointment.

Dr. Caringi is typically available via e-mail 8:00 am - 6:00 pm Monday through Friday.

Instructor Contact Information:

Email: james.caringi@umontana.edu

Skaggs Building Room 202 (office)

Phone: 406-529-2839 (mobile)

Course Description:

The purpose of this course is to provide students with a theoretical and functional understanding of professions related to community health education and public health and of the practices associated with improving the health of communities.

Required Text:

Prevention is Primary: Strategies for Community Well-Being (2010 - 2nd ed.) Larry Cohen, Vivian Chavez, Sana Chehimi. Josey-Bass. ISBN 978-0-470-55095-3.

Electronic Copy: http://www.coursesmart.com/IR/4302601/9780470550953?_hdv=6.8

Recommended Text:

The Process of Community Health Education and Promotion (2010 – 2nd ed.) Eva Doyle, Susan Ward, and Jody Oomen-Early. Waveland Press, Inc .ISBN 1-57766-610-0.

Course Objectives:

At the end of the course, the student should be able to:

- Understand the theory behind community health interventions
- Incorporate a functional understanding of professions related to community health education and public health
- Understand the practices associated with improving the health of communities.

Council on Education for Public Health (CEPH) Master's Foundational Competencies:

This class will address the following **Foundational Competencies**:

- **MPH-5.** Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
- **MPH-6.** Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
- **MPH-13.** Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
- **MPH-22.** Apply systems thinking tools to a public health issue

Apply systems thinking tools to a public health issue

CLASS SPECIFIC POLICIES AND RESOURCES

Course Format

This course will be conducted in-person. Content will be posted and assignments will be submitted on Moodle. You can access the Moodle course site at <https://moodle.umt.edu>.

Minimum Technical Requirements

For information about technological requirements and recommendations, visit the System Requirements for Moodle. Course Participation & Communication

University Class Attendance/Absence Policy

Students who are registered for a course but do not attend the first two class meetings may be required by the instructor to drop the course. Students not allowed to remain must drop the course through CyberBear to avoid receiving a failing grade. Students are expected to attend all class meetings and complete all assignments for courses in which they are enrolled. Instructors are encouraged to notify advisors or the appropriate administrators regarding students with excessive unexcused absences. Instructors may excuse brief and occasional absences for reasons of illness, injury, family emergency, religious observance, cultural or ceremonial events, or participation in a university sponsored activity. (University sponsored activities include for example, field trips, ASUM service, music or drama performances, and intercollegiate athletics.) Instructors shall excuse absences for reasons of military service or mandatory public service.

Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student's customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student's attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.

Instructors may establish absence policies to conform to the educational goals and requirements of their courses with due consideration of the class's diversity. Such policies should be set out in the course syllabus and should include the procedures for giving timely notice of absences, explain how work missed because of an excused absence may be made up, and stipulate any penalty to be assessed for excessive or unexcused absences.

The UM Faculty Senate encourages the faculty to accommodate students incurring an excused absence by allowing them to make up missed work when this can be done in a manner consistent with the educational goals of their courses. Students expecting to incur excused absences should consult with their instructors early in the term to be sure that they understand the absence policies for each of their courses.

Class Specific Attendance Policy

Students are expected to attend and be active participants in the class. Students who know they will be absent should contact the instructor in advance. Any student missing more than two classes will need to contact the instructor to discuss implications. Students who miss more than three classes may be assigned a failing grade.

Classroom Climate & Inclusivity

The University of Montana (UM) School of Social Work mission names a commitment to prepare graduates, "who will promote and support the profession's historic commitment to social justice and equality through direct-practice activities and community-based efforts that reflect the needs and dignity of all people. The program educates students to become competent, ethical, and collaborative practitioners, community leaders, and researchers who appreciate diversity, use critical thinking skills, and understand the intersection of rural and global contexts. Graduates will embrace advances in knowledge and practice, promote the wellbeing of people, and create a more humane society." Therefore, the instructor and students in the course will form a community where we encourage each other to critically examine issues related to power, privilege, and oppression. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space where each person takes responsibility for their own language, actions, and interactions. The instructor will work with guest speakers and those enrolled in the course to create a classroom climate where we listen to each other and pay attention to how our words and actions have an impact on each other and the learning environment. We share the task of developing our professional voice, respecting one another, and being open to diverse perspectives and ideas. We recognize that all people make mistakes, may unintentionally offend others via microaggressions, or be triggered when interacting in multicultural groups and therefore these interactions will be viewed as opportunities for mutual learning and discussion.

The UM Diversity Strategic Plan recognizes and embraces several different identities including: "age, ideas and perspectives, disabilities, creed, ethnicity, gender identity, gender expression, veteran status, national origin, race, religious and spiritual beliefs, sex, sexual orientation, and the socioeconomic and geographic composition." Overt slurs, microaggressions, or disrespect in relation to these identities or world views, immigration status, size, marital status, political affiliation, or any other identities, will be addressed directly as appropriate. The direct conversations may occur individually, in a group, or in writing (such as via email or written feedback on assignments). As a result, some class discussions may be difficult, challenging, or uncomfortable. We will negotiate and renegotiate guidelines about class discussions throughout the course, as needed. Students are encouraged to dialogue with the instructor and their classmates, as they are able, to create an inclusive and engaging classroom climate where all students are actively engaged in learning that respects diverse perspectives and is culturally safe.

Course Grading

Students will be graded on the following:

1. Class participation 10%
 - a. 5% for leading text discussion question
 - b. 5% for leading a discussion related to a current event
2. Student lead weekly facilitation activities / discussion, 10%
3. Professional Philosophy Paper: 20%
4. Final Project 60%:
 - a. Final Paper
 - i. Presentation
 - b. Real world project of your choice (must relate to course objectives)
 - c. Design a final project with your professor (must relate to course objectives)

Grading Scale

A	94-100%	C-	70-73%
A -	90-93%	D+	67-69%
B +	88-89%	D	64-66%
B	84-87%	D-	60-63%
B -	80-83%	F	59% or lower
C +	78-79%		
C	74-77%		

Late Work Policy

Specific due dates for every assignment are provided in Moodle, including forum discussions. Unless otherwise stated, assignments are due on those days.

Moodle Course Procedures and Expectations

Moodle will be used in this class throughout the semester. While class content, expectations and assessment will (most likely) not change dramatically, the instructor may make mid-course revisions especially in response to student feedback (and due to the changing landscape of COVID-19).

Announcements and Syllabus Changes

Class announcements will be posted by the instructor weekly. Moodle system administrators will sometimes post announcements about the Moodle system. This syllabus is subject to change by the instructor, with any changes to be communicated during the weekly announcements.

Communication

Communication will take place using e-mail, discussion boards, and the virtual Moodle classroom. **Please check your UM email account frequently, as this is how I will communicate directly with you.** Discussion boards are appropriate for questions or discussions that would normally occur in the classroom. Please remember that the discussion board is public and your classmates can read what you post there.

INSTITUTIONAL POLICIES & STUDENT RESOURCES

Student Conduct Code

The Student Conduct Code at the University of Montana embodies and promotes honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in our academic community. This Code describes expected standards of behavior for all students, including academic conduct and general

conduct, and it outlines students' rights, responsibilities, and the campus processes for adjudicating alleged violations.

Plagiarism

The UM Student Conduct Code defines plagiarism as "Representing another person's words, ideas, data, or materials as one's own or the student's own previous work as if it were the student's own original work." For further information on expectations of academic honesty, please see the Student Conduct Code.

Accessibility & Disability Services for Students

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the [Office for Disability Equity](#) (ODE). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with ODE, please contact ODE in Lommasson Center 154, ode@umontana.edu, or 406-243-2243. You can also visit the [Accessibility](#) website for a complete list of resources.

Student Affairs

At the University of Montana, we are and always have been advocates for a holistic approach to higher education. We believe that students like you are happier, healthier and much more academically productive when we consider the whole student in our approach to education and student service. Visit the [Student Affairs Student Support Resources](#) website for a list of resources and contacts, including:

- Counseling and Advocacy Support Services
- Academic Support
- Career and Financial Support
- Specialized Support

Student Advocacy Resource Center

The [Student Advocacy Resource Center](#) (SARC) provides free and confidential support and brief counseling services for students who have experienced gender-based discrimination. SARC can be reached at 243-4429. Students are also welcome to call their 24-hour support line (406) 243-6559. Speaking with a confidential resource does not disqualify students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through SARC.

Food and Housing Security

Any student needing access to food or housing, which may have an impact on their academic performance is encouraged to contact the [University of Montana Food Pantry](#) or Associated Students of the University of Montana [Bear Necessities](#). Bear Necessities provides support for students living through or on the edge of basic needs insecurity. Through connecting students with badly-needed resources, helping determine priorities and next steps, and providing emotional support, Bear Necessities staff can wade through difficult situations with students so they do not need to go it alone. If you feel comfortable, please discuss this with your advisor or professor as well, so that they may provide referrals for further resources.

Office of Equal Opportunity and Title IX

The [Office of Equal Opportunity and Title IX](#) supports UM's commitment to diverse and inclusive working and learning environments free from all forms of discrimination, harassment and sexual misconduct. We work to eliminate barriers inhibiting individuals from achieving their full potential in education, employment, and other programs at the University.

Office for Student Success

The Office for Student Success supports students by collaborating with and supporting academic departments and university offices to provide programs and services that support students' academic growth and personal development.

Writing and Public Speaking Center

The Writing and Public Speaking Center is eager to work with you at any point during a research, writing or presentation project, both in-person and online. Visit the online scheduler to reserve an appointment.

Maureen and Mike Mansfield Library

You can connect remotely with the Maureen and Mike Mansfield Library resources through their robust online services.

Information Technology

Information Technology provides computing, network, and telecommunications infrastructure, supports enterprise level software, and offers a range of technology support services. The services catalog allows you to find and request services online, and track completion of your service requests. Visit the Services catalog for a complete list.

Institutional Loans

UM has institutional funding available for both short-term and long-term loans. Short-term loans are for temporary hardships as they must be repaid within 90 days. Funds, in the form of a check, are usually available to be picked up at Business Services in 24-48 hours (excluding weekends). Conditions on the long-term loans vary by program. Funding for long-term loans cannot exceed a student's Cost of Attendance (COA) minus other aid.

The Truth in Lending Act requires a delay in disbursement of at least three business days on any long-term loan to allow a student time to rethink their decision. Funds for long-term loans are disbursed directly to a student's account. Any resulting credit balance is then refunded to the student.

Course Schedule:

Week	Topic(s)	Assigned Reading / Additional Resources TBD
Week 1 & 2 / Part I: 8/29	<ul style="list-style-type: none"> • Course Introduction – Defining Health • Exploring a Personal Definition of Health • Defining Health Education, Health Promotion, and Public Health • The Imperative for Primary Prevention 	Chapter 1
Week 2: 9/5	<ul style="list-style-type: none"> • Achieving Health Equity and Social Justice • Trend from Individual to Ecological Approaches to Health • Introduction to Social Determinants of Health* (Video – Unnatural Causes) • Student Facilitator: • Dr. Rachel Pedersen, Social Determinants of Health (Tuesday) 	Chapters 2
Week 3: 9/12	<ul style="list-style-type: none"> • Individual, Family, and Community Resilience • Overview PRECEDE Model – Discussing Community Engagement in relationship to logic/ planning models • Student Facilitator: 	Chapters 3
Week 4: 9/19	<ul style="list-style-type: none"> • Community Organizing for Health and Social Justice • Collecting Secondary Data for a Needs Assessment • Student Facilitator: 	Chapters 4
Week 5 / Part II: 9/26	<ul style="list-style-type: none"> • Working Collaboratively to Advance Prevention • Collecting Primary Data – Specific Data Collection Strategies • Organizing a Planning Document for Community Project • Student Facilitator: • Dr. D’Shane Barrett: Health Department Community Health Assessment (Thursday) 	Chapters 5
Week 6: 10/3	<ul style="list-style-type: none"> • The Power of Local Communities to Foster Policy • Thinking Theoretically about Health Education and Health Promotion • Student Facilitator: 	Chapters 6
Week 7: 10/10	<ul style="list-style-type: none"> • Using Media Advocacy to Influence Policy • Introduction to Models of Community Level Change* • Student Facilitator: 	Chapters 7
Week 8: 10/17	<ul style="list-style-type: none"> • The Impact of Corporate Practices on Health and Health Policy • Student Facilitator: 	Chapters 8

	<i>Gretchen Neal: Community Health worker, CDC grant funded program (Tuesday)</i>	
Week 9: 10/24	<ul style="list-style-type: none"> • Primary Prevention and Evaluation • Student Facilitator: • <i>Elizabeth Williams: Program Evaluation and Community Needs Assessment</i> 	Chapter 9
Week 10: 10/31	<ul style="list-style-type: none"> • Preventing Injustices in Environmental Health and Exposures • Student Facilitator: • <i>Dr. Tony Ward (Tuesday)</i> 	Chapter 10
Week 11/ Part III: 11/7	<ul style="list-style-type: none"> • Health and the Built Environment • <i>Dr. Maja Peterson: Current research utilizing mobile health strategies to engage community residents to identify and advocate for positive change in social/physical environmental factors that impact health (Thursday)</i> 	Chapter 11
Week 12: 11/14	<ul style="list-style-type: none"> • Preventing Healthy Food Environments to Prevent Chronic Disease • Introduction to Community Change • Student Facilitator: • <i>Dr. Blakely Brown (Thursday)</i> 	Chapter 12
Week 13: 11/21	<ul style="list-style-type: none"> • BREAK 	
Week 14: 11/28	<ul style="list-style-type: none"> • A Public Health Approach to Preventing Violence • Student Facilitator: • <i>Erica Retsima: Missoula County Public Health Prevention Specialist</i> 	Chapter 13
Week 15: 12/5	<ul style="list-style-type: none"> • Mental Health in the Realm of Primary Prevention • Wrap up • Review for Final Exam • Complete Course Evaluations 	Chapter 15