This course fulfills the requirement of a WRITING INTENSIVE COURSE.

COURSE DESCRIPTION: This course looks at healthcare of groups and communities: this includes community health and public health theories, epidemiology, health promotion, illness prevention, research, ethics, vulnerable populations, and common deviations from health.

COURSE OBJECTIVES: Upon completion of the coursework, a student will be able to:

1. Identify situational stresses affecting individuals, families, aggregates and communities;
2. Identify health issues in the community;
3. Identify primary-, secondary-, and tertiary-level interventions appropriate to community needs;
4. Identify the components of disaster preparedness for a community;
5. Apply research findings in planning programs for communities and/or clients;
6. Identify issues related to quality and financing of health care in communities;
7. Identify available community resources;
8. Identify the significance of epidemiologic impact on community health;
9. Explain the importance of trans-cultural assessment when planning community interventions;
10. Identify community health and public health theories;
11. Identify factors associated with shared responsibility for community health;
12. Utilize electronic resources to retrieve health information.

REQUIRED TEXTBOOKS:


RECOMMENDED TEXTBOOK:

SUGGESTED ADDITIONAL TEXTS & INTERNET SITES:
LibGuides at MU Library Web site developed for this course under SONHS
New Jersey Department of Health and Senior Services. Retrieved from [http://www.state.nj.us/health/](http://www.state.nj.us/health/)

EVALUATION METHODS:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Process Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Community Assessment Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Interventions/Solutions Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Case Study Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Media Health Communication Message</td>
<td>5%</td>
</tr>
</tbody>
</table>

TEACHING STRATEGY IN DR. BERIĆ’S CLASSES

The process for teaching/learning in this class is a *group process.* We all are teachers and students. By alternating roles, we (students and teachers) learn together by asking questions, providing explanations, clarifying, summarizing, asking for explanations, asking for reasons behind the beliefs and statements, making judgments, teaching, presenting, inquiring together, in our common space, in our classroom. In this process of teaching/learning, or the *community of health inquiry,* we include guest speakers from the field of public health or health promotion, as well as campus resources, such as Monmouth University Librarian Eleonora Dubicki, the Writing Center and the Center for Student Success. We also step outside the classroom to go to the Library, to work on projects and assignments with other classmates, or to go to lectures and events on campus. These activities are a part of the process or teaching/learning strategy in this class.

That is the reason why *participation in this process* is valued greatly and is assigned 25% of the grade. For the same reason, absences are excused but counted as absences because they result in missing the process of interaction and learning with others through action and inquiry on the topic.

The teaching method, and the teaching/learning strategy in this class are supported by theories of learning through action in pedagogy, community psychology, and philosophy for children. This practice is framed within the *Psychological Empowerment Theory* (Zimmerman, 1995) with *construction of knowledge in social context* (Vygotsky, 1978) and by development of (philosophical) *community of inquiry* (Lipman, 1998, 2003) through students’ active engagement and conscious participation in the learning process (Freire, 1974), which we call *empowerment in college health classes* (Beric, 2006).
ADDITIONAL COURSE INFORMATION & REQUIREMENTS:

1. Read all assigned readings before class and bring question for discussion in class;
2. Bring the textbook with you to every class session—the text is a starting point for our discussions;
3. Form a circle for discussion regularly, for every class session;
4. Hand-in assignments on time. Points will be deducted for late submission;
5. You are expected to be present for every class session. Points from the Classroom Participation part of the grade will be deducted for missed classes, regardless of the reason for absence;
6. Please refrain from late arrival and leaving early from the class in session. Three late arrivals and/or early departures will be counted as a full absence, as well as missing more than 50% of a class;
7. If you have a disability and/or need accommodations, you must notify the Office of Disability Services and let me know;
8. Respect yourself and other members of the class at all times. Respect our personal similarities and differences and appreciate diversity among us in the group;
9. Express freely your questions and doubts and respond to others’ in the same manner;
10. You are invited to re-submit papers with revisions according to my comments. All primary papers need to be submitted with revisions. Your grade can increase up to 0.5 of the grade (for example, the B- will become a B).

COURSE OUTLINE: Tentative Schedule of Classes

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.5</td>
<td>Introduction to course content &amp; people</td>
<td>Syllabus HE 435-50</td>
</tr>
<tr>
<td></td>
<td>Introduction to community organizing and community building</td>
<td>Minkler, Chapter 1.</td>
</tr>
<tr>
<td></td>
<td>Community health: Yesterday, today &amp; tomorrow</td>
<td>McKenzie, Chapter 1</td>
</tr>
<tr>
<td>9.12</td>
<td>Organizations that help shape community health</td>
<td>McKenzie, Chapter 2</td>
</tr>
<tr>
<td></td>
<td>Epidemiology: The study of disease, injury…</td>
<td>McKenzie, Chapter 3</td>
</tr>
<tr>
<td></td>
<td>Epidemiology: Prevention and control of diseases and health conditions</td>
<td>McKenzie, Chapter 4</td>
</tr>
<tr>
<td>9.19</td>
<td>Why organize? Problems &amp; promise …</td>
<td>Minkler, Chapter 2</td>
</tr>
<tr>
<td></td>
<td>Improving health through community organization and community building</td>
<td>Minkler, Chapter 3</td>
</tr>
<tr>
<td></td>
<td>Community organizing/building and health promotion programming</td>
<td>McKenzie, Chapter 5</td>
</tr>
<tr>
<td>9.26</td>
<td>MU Library session w/librarian – literature search for assignments</td>
<td>Minkler, Chapter 4</td>
</tr>
</tbody>
</table>
10.3. Community assessment and issue selection, Minkler, Chapter 9
    Mapping community capacity, Minkler, Chapter 10
    Selecting and cutting the issue, Minkler, Chapter 11

10.10. **Community Assessment Paper Due**
    The Coordinated School Health Program, McKenzie, Chapter 6

*Guest Speaker: Moleen Madziva, native of Macheke, Zimbabwe*

10.17. Maternal, infant and child health, McKenzie, Chapter 7

*Guest Speaker: Robyn D’Oria – Central Jersey Family Health Consortium*

10.24. Adolescents, young adults and adults, McKenzie, Chapter 8

*Guest Speaker from community – Kristen Gillette – Kortney Rose Foundation*

Community health and minorities, McKenzie, Chapt.10
African American barbershops and beauty…., Minkler, Chapter 13

10.31. Elders, McKenzie, Chapter 9

A Case study in San Francisco Meat District – role play & community action

11.7. Environmental concerns: Wastes and pollution, McKenzie, Chapter 15
    The impact of environment on human health, McKenzie, Chapter 16

Rachel Carson – a famous DDT story…

Safety and health in the workplace, McKenzie, Chapter 18

11.14. **Interventions/Solutions Paper Due**
    Health care system: Access & issues, McKenzie, Chapter

“Obama Care” – review and critique

Community, community development, and the…., Minkler, Chapter 6

11.21. Friday classes meet / follow Friday schedule – NO CLASS

Happy Thanksgiving!

11.28. In-class Case Studies Student Presentations

12.5. In-class Case Studies Student Presentations

12.12. In-class Case Studies Student Presentations

12.19. 5:30 – 7:30 p.m. Final Exam Session
ASSIGNMENTS

I. COMMUNITY ASSESSMENT PAPER (300 points)

**Suggestion:** The research about the community, the community assessment could be done in groups of two or three students, while *the paper is individual*; each student will submit a paper according to the requirements provided below.

**Identify, review, summarize and record:**

a. The Community of Interest: a town or county in New Jersey, or a country in Africa, Europe, or Asia, that you will be assessing and studying

b. Demographic characteristics of the population, such as age, ethnic backgrounds, and income levels

c. How many people have health insurance, how many are on Medicare or Medicaid, how many are uninsured? What health care is available? Hospitals? Primary care offices? How many? Do they take all insurance, or only private insurance? Clinics? Mental health services? Alcohol and drug rehabilitation programs? Pharmacies?

d. Available resources in the community: schools, hospitals: public, private; health centers; transportation: public or individual cars; businesses; churches, etc.

e. Additional resources?


g. Geographic location: Near an industrial region? Near major highways? Quality of air and water, and other possible forms of pollution or contamination? Parks and recreational areas?

h. Housing: Mostly private homes? Public housing? Senior citizen housing?


**Incorporate peer-reviewed literature to discuss health issues in the community:**

The focus should be on *research studies* that deal with health promotion, prevention and improvement in lifestyles.

Search the health promotion and public health literature first, and then go to the other databases available through the Monmouth University library.

**No study published before 2000 should be used.**

At least three research studies must be reported (articles from refereed journals).

Use the *Healthy People 2020* report as a guide and reference.

Hand in two copies of the paper, one to be kept in the Professor’s file.

If you have a problem finding studies, please *ask questions during the Library session and ask me. Prepare well for the Library session with the librarian to have a productive search.*

It is anticipated the paper should be between 5 and 8 pages in length with 1” margins, Times

PLEASE NOTE: Because this is a writing-intensive course, the paper will be checked for punctuation and grammar, in addition to style and content. The paper will be returned to you so you can resubmit it with appropriate changes.

II. COMMUNITY INTERVENTIONS – SOLUTION PAPER (300 points)

Select one major problem from your community assessment paper. Identify a vulnerable ethnic or other minority group in this population. Discuss briefly what the literature reports about the problem, i.e., childhood carcinoma, poverty, obesity, lack of access to health care, etc. With support from the peer-reviewed literature, discuss how you would implement a program that addresses the problem. Primary, secondary and tertiary level of prevention, interventions will be included as appropriate. At least two or three long-term goals should be written for this program. The goals should be supported by the specific, measurable objectives that will structure the intervention. The program may include interventions such as: primary, secondary and/or tertiary prevention. For an example: educational seminars run by health educators and public health professionals in community centers, schools, or senior citizen centers. You can include other disciplines such as dietary, SW, psychology, pastoral care, nursing, etc. Search the peer-reviewed literature health promotion programs and interventions that have had a positive impact on the community or population. Use those as a model for your thinking and planning.

There must be evidence (citations) in your paper that your proposed interventions are supported by the literature. But, be creative. Develop your own solution to the problem. It is anticipated that the paper will be between 8 and 10 pages in length with 1” margins, Times New Roman, size 12 font.

PLEASE NOTE: Because this is a writing-intensive course, the paper will be checked for punctuation and grammar, in addition to style and content. The paper will be returned to you so you can resubmit it with appropriate changes.

SUGGESTIONS WHEN WRITING THE PAPERS:

APA FORMAT, 6TH EDITION, must be used when writing your papers. Facts, research studies, etc. must be cited in the body of the paper with the full reference citation on a reference page. Be sure to read the APA manual on how to handle quotations AND CONSULT WITH THE PROFESSOR AND THE WRITING CENTER. Quoting without the proper identification of the source or copying word for word from another person’s work is plagiarism. Facts in a paper without citations are a form of plagiarism. Research studies in your paper must include:

- The authors of the study
- The variables studied
- The population involved in the study
- The method(s) used

The results (statistics must be reported if it is a quantitative study. The method of data collection and analysis must be presented if it is a qualitative study.)
For Example:

Kedem, Milkulincer, Nathanson and Bartoov (1990) investigated the relationship between self-esteem and anxiety in two separate samples of infertile (20) and fertile (15) men, median age of 32. Participants responded to a researcher-designed intake questionnaire, which included socio-demographic and medical items relating to the infertility problem, and two questions to assess hope and stress. Using ANOVA, the researchers found that infertile men had significantly lower self-esteem ($F = 3.85, p < .05$) and displayed more somatization ($F = 4.63, p < .05$) than the fertile men. The researchers concluded that the infertile men suffer more from psychological distress than fertile men.

Francis-Connolly (2000) examined the caring and nurturing work of mothering in two groups of mothers. She interviewed 20 mothers of preschoolers and 20 mothers of young adults. All the children were free of disability. Prior to having children, the mothers of the preschoolers said that they did not realize the constant demands of having a young child. Often they felt overwhelmed by the intensity of mothering and were ill-prepared for the intense work that mothering entails. In particular, they talked about the exhausting and constant mothering required for children in this age group. The mothers of these children found they combined caretaking, nurturing, and teaching activities into their mothering. However, these tasks were not separate categories, but were incorporated into other aspects of mothering work.

Use the above two examples as a guide when you write your papers.

If you are unclear about what constitutes a research study, please show me what you are intending to include in your paper. Health, nursing, and medical research have plenty of examples of research studies. When discussing research studies, you will give a brief overview of what the study looked at, what method was used, and what the findings were.

III. CASE STUDY PRESENTATION (100 points)

Directions: Each student will give a 10-15 minute presentation in a case study format. This case will be created based on your Community Assessment and the Solution papers. The presenter will prepare 4 to 5 questions for classmates to answer in class. In addition, students will provide the case study with answers to the instructor at the scheduled class for presentation. The students present in class are expected to discuss the questions posed and in return pose a question to the presenter.

Evaluation and grading of the presentation will be based on:
1. Your ability to present a topic clearly
2. The information that you present on the topic
3. Your ability to discuss the case in a coherent manner
4. Both the instructor and your peers will evaluate your presentation

PLEASE NOTE: Evaluation forms will be distributed to all students, and the grade for the presentation will be 50% from the instructor and 50% from students.

IV. MEDIA HEALTH COMMUNICATION MESSAGE (50 points)

Write a brief message (up to 200 words) to address the health issue and population from your papers. The message is to be sent to the Editor of local newspapers or to the radio and TV
station, or placed on the Web site in your chosen community. Bilingual messages are welcome: English-Spanish, English-other language. **E-mail your HEALTH COMMUNICATION MESSAGE to Dr. Berić at bberic@monmuth.edu by November 21, 2012.**

V. EXTRA CREDIT – RADIO BITS (25 pts)

Monmouth University’s Health Studies Major has up to two minutes of airtime on Wednesdays with WMCX 88.9 FM, a local campus radio station. Students in health classes are participating in providing information for the announcements. **Directions:** Write a short entry with information related to the COMMUNITY HEALTH TOPIC OF YOUR CHOICE, to be well suited for COMMUNITY residents primarily. **E-mail your radio bit to Dr. Berić by April 30, 2012 to receive credit.**

**Suggested topics:**
1. Any content discussed in class or related to the course, according to the textbook.
2. Suggested Web sites to support your announcements:
   - [http://www.cdc.gov](http://www.cdc.gov)
   - [http://www.who.int](http://www.who.int)

**Important points when writing radio announcement:**
1. Catch the listener’s attention – a phrase, sound effect, music.
2. Identify source of information – at the beginning or at the end (e.g., CDC, WHO).
3. Present a message in a way that is interesting.
4. The whole announcement should not be longer than sixty (60) seconds, suggested 5 (five) to 6 (six) sentences – the shorter the better.
5. If the information is lengthier make sure that it is no longer than eight (8) to ten (10) sentences.
6. Your radio announcement should end with the tag line: **This message has been brought to you by: Health Studies Major at Monmouth University and WMCX.**

**Example:** Here’s an energy- and money-saving tip from the U.S. Department of Energy. If you’ll be doing a lot of driving this summer, remember to check your car or truck’s tire pressure every two weeks. Under-inflated tires deflate your wallet by wasting gasoline and wearing out faster. Consult your owner’s manual and then use an accurate gauge to adjust pressure when tires are cold. For heavy loads or continuous highway driving, add several pounds of pressure – up to the maximum stamped on the sidewall. Saving energy saves dollars and makes sense. This message has been brought to you by: Health Studies Major at Monmouth University and WMCX.

**Monmouth University ATTENDANCE POLICY:**

Monmouth University believes that attendance is essential to success in academic courses. Therefore, class attendance is required at Monmouth University. The University believes that learning is an interactive process on the part of the students and is not just a matter of their passive absorption of information. To benefit fully from their respective course, students need to participate in, and contribute constructively to the classroom experience. **In fact, the success of any course depends as much on what students contribute to the class as on what the instructor presents.**
STUDENTS WITH DISABILITIES:
Students with disabilities who need special accommodations for this class are encouraged to meet with me or John Carey, Director of the Department of Disability Services, at 732-571-3460, located in the Student Center, as soon as possible. In order to receive accommodations, students must be registered with the Department of Disability Services as set forth in the student handbook and must follow the University procedure for self-disclosure, which is stated in the University Guide to Services and Accommodations for Students with Disabilities. Students will not be afforded any special accommodations for academic work completed prior to disclosure of the disability and, at the discretion of the University, prior to the completion of the documentation process with Department of Disability Services.

ACADEMIC INTEGRITY:
In order to provide a learning process and academic environment that permits students to pursue their educational goals, you are expected to exhibit honesty in this and every class in which you enroll at Monmouth. Academic dishonesty includes cheating and plagiarism. 

Cheating: includes submitting, without prior faculty permission, any work that has been submitted in identical or similar form in fulfillment of any other academic requirement at any institution. Cheating also includes copying from someone’s test, submitting material for academic evaluation that has been prepared by another individual or by a commercial agency.

Plagiarism: includes submitting written material without proper acknowledgement of the source, deliberate attribution to or citation of a fictitious source, or submitting data, which have been willfully altered or contrived.

Turnitin: Assignments in this course may be checked for plagiarism using Turnitin (http://www.turnitin.com), a Web-based resource that compares the text of student papers to an extensive electronic database. By taking this course, you agree that all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

The Faculty has the right to assign a zero to any assignment that violates this policy.

IMPORTANT TECHNOLOGY INFORMATION:
To access Monmouth University e-mail, the library’s research databases, and computers in campus labs, students must use a “username” and “password.”

Your username is your student ID. For example, s0123456.

Continue to use the password that you have set up for yourself.

If you are a new student using the system, your password can be obtained by calling 732-923-4600 and following the automated prompts.

Explore the Monmouth University Library Site
http://library.monmouth.edu

Monmouth E-Mail: All students must access their Monmouth University e-mail regularly. Go to www.monmouth.edu select Students, then select Webmail. This will bring you to Squirrel Mail where you will enter your username and password as identified above.

LAST DAY TO WITHDRAW WITH A “W” GRADE: Tuesday, November 6, 2012.