

MIDSTATE COLLEGE
411 W. NORTHMOOR RD. PEORIA, IL 61614
(309) 692-4092 (800) 251-4299
Winter 2019

Course number: HSM 310 Principles of Community Health

Credit hours: 4 quarter hours

Method of Delivery: e-learning

Course Description:

An introduction to the variety of health services required in the community including mental health, chemical dependency treatment, school and public health departments. History, services and resources of major community health services will be addressed.

Prerequisites: None

Text: An Introduction to Community Health 9th Edition

Authors: James Mckenzie/Robert Pinger/Jerome Kotecki

Publisher: Prentice Hall ISBN-10: 9781284108415 Edition: 9th

Course Requirements:

1. Complete course work as assigned by instructor.
2. Complete hands-on project covering chapter concepts.

TOPICS:

1. Defining a community
2. History of community health
3. Organizations that help communities
4. Rates in epidemiology
5. Epidemiological studies/ Infectious Disease
6. Organizing a community
7. Program planning for health promotion
8. Effectiveness of school health programs
9. Health issues of women, infants, and children
10. Health issues of adolescents and young adults
11. Health issues of adults and geriatric persons
12. Racial disparity in healthcare
13. Issues in healthcare of mentally ill
14. Substance abuse issues effecting health
15. Environmental hazards effecting health
16. Injuries at home
17. Injuries on the job
18. Intentional injuries

LEARNING OBJECTIVES: At the completion of this course, the student will be able to:

1. Define and describe community health in the past and present.
2. Use rates and formulas in completing an epidemiological study.
3. Identify agencies and programs dedicated to community health.
4. Recognize issues for common health communities.
5. Describe organization and management of health promotion & programs

MIDSTATE GRADING SCALE:

90 - 100 A

80 - 89 B

70 - 79 C

60 - 69 D

0 - 59 F

MIDSTATE PLAGIARISM POLICY:

Plagiarism is using another person's words without giving credit to the author. Original speeches, publications, and artistic creations are sources for research. If students use the author's words in a paper or assignment, they must acknowledge the source. Plagiarism is strictly against the academic policy of the college and is grounds for failing the course. If repeated, plagiarism may result in suspension from the college. (See the Midstate College catalog and/or Student Handbook for additional information.)

In courses containing writing assignments, the college promotes the use of an electronic resource which compares the student's writing against previously submitted papers, journals, periodicals, books, and web pages. Students and instructors can use this service to reduce the incidence of plagiarism. This electronic resource has been found to conform to legal requirements for fair use and student confidentiality. It is able to provide a report to the student indicating the parts of the assignment that match.

Student Success:

The Office of Student Success is available to students seeking tutoring for individual classes or who need assistance with writing assignments. Information is also available on test taking techniques, how to take notes, developing good study skills, etc. Contact Student Success in Room 110 (in person); (309) 692-4092, extension 1100 (phone); studentsuccess@midstate.edu (email).

INSTRUCTOR INFORMATION

Name: Bobbie Gossett

Room Number:

Email: blgossett@midstate.edu

Office Hours: Times available by appointment

PARTICIPATION REQUIREMENTS:

1. Students must post **twice** to the discussion forums for full credit. You cannot just “Agree” with other students. You are expected to have personal opinions based on facts presented by “experts” or concerns that you can support with critical thinking skills. I have posted the rubric for how I look at the material you post. Posts must be in by Saturday 11:30 pm to receive full credit. As a class discussion, your classmates deserve time to respond to your posts.
2. You are expected to post a weekly summary of what you have learned for the week. It should be a list of **10 facts** not topics we studied. For example, “We studied dogs” is not acceptable. You may say “Dogs have four feet called paws.” That is a fact. If you make an outline or take notes on the material you read, you may use it in place of a summary.
3. There are weekly “questions”. These are not graded. They are to help you study the important information. If you don’t use them, you may have trouble on your tests.
4. The Infectious Disease Research paper will take some time to complete. It will be due before/after midterm’s week. You will get specifics on the project the first few weeks of class. (Due date subject to change)
5. Students will have a “Project” to research, organize and write. **Please review definitions of plagiarism on syllabi.** You may start working on this project early. Each question should take about a page to answer fully. You may also complete your project via power point. Select only **9** questions.

POLICY REQUIREMENTS:

1. Please read assigned chapters and listen to the brief lectures. If you do not actively participate in learning the material, it will be reflected in your grade. . There is no classroom experience, so feel free to ask many questions and work at your own pace, while meeting assignment timeline.
2. **Late Work: All work is to be completed on time.** You are expected to use your class syllabus to plan for assignments, discussion forums, summaries, and tests. **Late discussions and summaries will not be accepted.** If you will be missing class for a week and want to make arrangements to make-up work, please speak to your instructor before you will be missing. Late tests and projects will be accepted but there will be a 20% penalty for each week or portion of a week it is late.

ASSESSMENT OF LEARNING: 2 tests, 2 projects, weekly discussion, and weekly summary.

METHODS OF EVALUATING STUDENT PERFORMANCE:

Infectious Disease Research Project	20%
Discussion Forum	10%
Summary	10%
Midterm Test	20 %
Final Exam	20%
Written Project	20%

MIDSTATE GRADING SCALE:

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

WEEK –BY- WEEK SCHEDULE

Week 1

Topics covered:

- What makes up a community?
- Define community health terms
- What organizations assist communities seek health?
- History of community health

Objectives: Define and describe community health in the past and present
Identify agencies and programs dedicated to community health

Assignments: Familiarize yourself with course & syllabus

Post Autobiography & Discussion

Read Chapters 1 & 2

Week 1 Power point and Videos

Summary: Submit weekly summary

Week 2

Topics covered:

- Important rates in epidemiology
- Epidemiological studies
- Prevention & control of diseases
- Defining the activities of epidemiologists and their relationship in studying diseases in the community

Objectives: Use rates and formulas in completing an epidemiological study

Assignments: Read Chapter 3 & 4
View week 2 power point
Complete Work on Infectious Disease Research Project (Due Week 3)

Summary: Submit weekly summary
Post at least twice to Discussion Forum

Week 3

Topics covered:

- Organizing a community to promote health
- Program planning to promote health

Objectives:

Describe organization and management of health promotion and programs

Assignments: Read Chapter 5
Listen to week 3 audio lecture
Select your 2 infectious diseases that you will be writing about.

Summary & Discussion:

Submit weekly summary
Post at least twice to Discussion Forum

Week 4

Topics covered:

- Effectiveness of school health programs
- Health of women of childbearing age
- Health of infants
- Health of children

Objectives: Recognize issues for common health communities
Use rates and formulas in completing an epidemiological study
Describe organization and management of health promotion and programs
Define and describe community health in the past and present
Identify agencies and programs dedicated to community health

Assignment:

Read Chapters 6 & 7
Listen to week 4 audio lecture

Summary & Discussion:

Submit weekly summary
Post at least twice to Discussion Forum on “Schools & WIC”

Week 5

**Take Midterm Test/ Submit infectious Disease paper
Begin preparing for final project**

Week 6

Topics covered:

- Unique behaviors of adolescents & young adults
- Health profiles of adolescents & young adults
- Health profiles of adults
- Health profiles of geriatrics
- Ways to address health needs of community by age

Objective: Recognize issues for common health communities

Assignments:

Read chapters 8 & 9
Listen to week 6 audio lecture
Submit Weekly Summary
Post at least twice to Discussion Forum on adolescence

Week 7

Topics Covered:

- Racial disparities in healthcare
 - Strategies for equality
- Objective:** Recognize issues for common health communities

Assignment: Read Chapter 10

Listen to week 7 audio lecture

Summary & Discussion:

Submit Weekly Summary
Post at least twice to Discussion Forum on disparity in services

Week 8

Topics covered:

- History of care for mentally ill
- Current concerns with the MI population
- Needs for providing care to the mentally ill
- Substance abuse issues & review of substances
- Prevention of SA
- Treating the substance abuser

Objective: Recognize issues for common health communities

Assignments:

Read Chapter 11 & 12

Listen to week 8 audio lecture

Summary & Discussion: Submit weekly summary

Post at least twice to Discussion Forum on Mental

Health

Week 9

Topics covered:

- Issues of health r/t waste
- Issues of health related to pollution
- Supportive agencies
- Limiting exposure to environmental hazards

Objective: Recognize issues for common health communities

Assignment: Read Chapter 14

Listen to Week 9 audio Lecture

Summary & Discussion: Post at least twice to Discussion Forum

Submit weekly summary

Week 10

Topics covered:

- Nature & demographics of intentional injuries
- Nature & demographics of non-intentional injuries
- Health issues related to occupation
- Ways to improve health of workers
- Safety in the home

Objective: Recognize issues for common health communities

Assignment:

Read Chapter 15 & 16

Listen to Week 10 audio lecture

Summary & Discussion: Submit weekly summary

Post twice to discussion on violence

Week 11

Topics covered:

- Wrap-up course material

Objective: Recognize issues for common health communities

Assignment: Study for Final Exam

Submit Community Health Research Project Paper by `

Sunday at Midnight

Summary & Discussion Post at least twice to Discussion Forum

Submit weekly summary

Week 12

Assignment: Take final exam by Sunday Evening

Community Health Research Project Rubric

Do not cut and paste a website or copy information from any source without using quotes and documenting the site. "0" will be given for unoriginal material.

Excellent means answering every detail of question using good judgment, textbook info is applied to situation, & critical thinking is used.

Good means answering every detail of question & applying text book info to the question using good judgment but little critical thinking used.

Fair means using textbook info without investment of critical thinking.

Poor means misunderstanding question or textbook info. Answering somewhat incorrectly and obviously, not understanding question.

Awful means little effort was made to answer question; totally wrong answer.

	Excellent 10 points	Good 8 points	Fair 6 points	Poor 4 points	Awful 2 points
Question 1					
Question 2					
Question 3					
Question 4					
Question 5					
Question 6					
Question 7					
Question 8					
Question 9					
Completion	Done & emailed before end of week 11	Done and Delivered by hand week 11	Delivered by hand on week 12	Emailed or Delivered by hand end of week 12	No points after Week 12.

TOTAL _____/100

Name _____

Community Health Research Project

Select nine (9) questions from the following questions to write about in detail. **Expect to put a lot of time into this paper. It is in place of a research paper or group project.** You can complete a power point presentation or write one page on each topic. Make certain you answer each question in detail.

1. Explain why heart disease is both a personal health problem and a community health problem. I'm looking for personal & community options for control and prevention. Also, consequences and costs/benefits to person and community.

2. Call a local voluntary health organization in your community and offer to work 10-15 hours. Volunteer the hours & keep a journal of your experience by date. Share your reaction & thoughts based on what you have learned in this class. What community health needs are met by the organization? Describe the structure and financial base of the organization. Suggestions: Alzheimer's Association, Salvation Army Transitional Center, Central Illinois AoA, Red Cross. There are food pantries, meals on wheels, and Big Brother/Big Sisters. You must provide the contact information of the agency where you completed this experienced, as well as, the person at the agencies name.

3. Think about summer drowning. List some primary, secondary and tertiary Preventative measures that a parent and the community can take to reduce the seriousness of injury and number of deaths due to drowning.

4. From your knowledge of your community or using the yellow pages, generate a list of agencies/groups that might be able to help deal with issues regarding:
 1. Postpartum depression
 2. Drowning
 3. Abuse of a senior citizen
 4. Vaccination schedule
 5. Childhood hunger
 6. Drug and alcohol abuse
 7. Measles outbreak
 8. Rats spotted in the neighborhood
 9. Work place injury where employee was crushed by crates

10. Food poisoning outbreak at local restaurant

5. Arrange a visit to an assisted living, independent living center, or senior center. What traditional services (meals, fellowship & recreation) are offered? What about services such as legal assistance? Health assistance? Income counseling? Tax services? Transportation? Housekeeping? Banking? Beauty/barber? Computer? Library? Shopping? Mail? What services will help a healthy, vital senior stay healthy? Why? What are the dangers for elderly living in their homes?
6. Interview 10 adults (age 45 to 64) about their present health status. Ask them questions about their health behavior and health problems. Then summarize the data you collected in writing and compare it to the information in Chapter 8 on this age group. How are the data similar? How are they different? Why might this have occurred?
7. Make arrangements to observe an elementary school classroom in your town for $\frac{1}{2}$ day. While observing keep a chart of all the health activities that take place during the time you are there. Select one activity from your list. Write a 1 page paper describing the activity, why it was health related, how the teacher handled it, how the children responded and what could have been done differently to improve the situation.
8. Review a newspaper's obituary column for 14 consecutive days. Using the information provided in the obituaries, demographically describe those who died by doing a bar graph that plots the deaths by age group. Does this agree with what you learned in chapters 8 & 9? How many of the deaths were by vehicular accident? Which age group was involved? What percentage were infants' deaths? (Chapter 7) Were there any job related deaths? (Chapter 18)
9. Contact your local health department for statistics on Your County's morbidity and mortality by race. Does this match what you would expect? Explore how African Americans & Hispanic persons in your community obtain healthcare. Are there services at the health Department geared to minorities? Discuss this with the health department employee and submit your findings.
10. Check the local newspaper and find three stories dealing with unintentional

injuries. You may use only one motor vehicle accident. Provide copies of the article. (Not the entire newspaper, please...) Summarize each article and then provide your best guess as to what unsafe act or condition preceded the event. Describe economic and physical losses. What will the long terms effects of this accident be?

11. Think about the public health triangle model of disease and gang violence. Describe who and what represents each of these factors. What steps can be taken to reduce gang violence using this public health model? List the steps explaining each on.
12. Research the *Race and Health Initiative*. List **and** explain the six priority areas.
13. Identify what you feel to be the number one waste or pollution problem faced in your community and explain in detail your rationale for your feelings.
14. Make an appointment with a high school or junior high school principal to discuss school violence. What is the number one violence issue that is a concern at that school? What is the policy on bullying? How effectively is it enforced? Is there a violence policy on gun & weapons? How is security maintained in the bathrooms, hallways, school property? Are drills held for hostage taking? How are complaints of violence recorded? How many have occurred last year? Submit 1 page comparing the responses to what you have read in your book.

Please complete and send to blgossett@midstate.edu

I have read the above syllabus for HSM 310 and understand that my grade will be based on the following submissions:

Infectious Disease Project	20%
Discussion Forum	10%
Summary	10%
Midterm Test	20%
Final Exam	20%
Written Project	20%

I understand that I am held accountable for completion of the work within the week that it is due. Late work is not accepted.

I know to contact my instructor, **Bobbie Gossett** at blgossett@midstate.edu for course questions or help. I know to **contact tech support for computer problems at 1-888-272-0067**. I know to contact **Kaitlin Seaman @ 692-4092 ext. 1340** for any problems I have using **JOULE**.

Signature: _____