

*Department of Family Medicine & Public Health Sciences (DFMPHS)  
School of Medicine, Wayne State University, Detroit, Michigan  
FPH 7760: Community Health Education*

**Semester: Winter 2021 Online** (canvas.wayne.edu)

January 14, 2021 to April 29, 2021(Final Exam Week), 2:30 pm – 5:00 pm

Platform: canvas.wayne.edu/Courses/Community Health Ed Sec 001/Winter 2021\_001

3 graduate credits

**Instructor:**

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Virtual Office hours: By appointment

**Prerequisites**

The course is a DFMPHS elective open to graduate/professional students in the School of Medicine, College of Nursing, School of Social Work, College of Education, Eugene Applebaum College of Pharmacy and Health Sciences, College of Nutrition and Food Sciences, and other fields relevant to Public Health.

**Course Description**

Overview of community and public health education theoretical foundations, analysis of community and public health strategies for local, national and cross-border/international public health; application of theoretical models and cultural competency to public health education planning, evaluation and research.

**Course Overview**

The course provides students interested in public health practice and translational research an opportunity to explore an interdisciplinary approach to local, national and cross-border/international public health education.

- Coursework, guest lectures and expert panels will introduce students to local, national and international/cross-border public health education strategies.
- Structured online class activities include:
  - Interactive public health quizzes on national and international public health
  - PowerPoint presentations with online text quizzes for knowledge and skills
  - Community and public health panel of leadership reflection and concept map
- Students will present on a translational public health education topic in a structured, peer-reviewed Class Symposium.

## Course Materials

### Required Text

Sharma M & Branscum P (2020). *Introduction to Community and Public Health*. San Francisco, Jossey-Bass.

The textbook is available through Barnes & Noble Bookstore in paper copy (with free of charge shipping) or digitally. Go to [wayne.bncollege.com](http://wayne.bncollege.com) and Courses/FPH 7760/ Rent/Buy/Digital options. Tel: (313) 577-2436, Monday – Friday, 8 am – 5 pm.

### Required Resources (Public Domain)

American Public Health Association. *The Nation's Health: Public Health Quiz*.

[www.thenationshealth.org](http://www.thenationshealth.org)

Class discussion will address national and international public health challenges, posted each Thursday. (Please note: These are different from the scheduled text quizzes.)

### Key Journals /Websites

U.S. Department of Health and Human Services. Healthy People 2030

<https://www.healthypeople.gov-2030>

World Health Organization (WHO) Sustainable Development Goals 2030 [www.who.int](http://www.who.int)

Students can access articles in the *American Journal of Public Health* and *Canadian Journal of Public Health* through WSU PubMed. The *Michigan Journal of Public Health* can be accessed through the Michigan Public Health Association [www.mipha.org/mjph](http://www.mipha.org/mjph)

## MPH Foundation Competencies & Course Learning Objectives

After completion of this course it is expected that the student will be able to:

- (1) Define basic terms and identify key issues in community and public health education (Chapter 1).
- (2) Apply epidemiological methods to the breadth of settings and situations in public health practice (CEPH FC#1)
  - a. Explain the epidemiological triad (Chapter 2)
  - b. Discuss the epidemiology of common lifestyle risk factors in infectious and chronic disease. (Chapter 3)
  - c. Describe different types of epidemiological studies and relate them to infectious and chronic disease. (Chapter 4)
- (3) Select quantitative data collection methods appropriate for a given public health context (CEPH FC# 2a)
  - a. Discuss the role and identify key measures of descriptive biostatistics used in community and public health. (Chapter 5)
- (4) Design a population-based policy, program, project or intervention. (CEPH FC#9)
  - a. Differentiate between primary, secondary and tertiary prevention. (Chapter 6)
  - b. Describe core elements of planning models: implementation & evaluation. (Chapter 7)
  - c. Identify theories used in planning health education and promotion. (Chapter 8)
- (5) Apply awareness of cultural values and practice to the design of public health programs (CEPH FC#8) and describe the importance of cultural competency in communicating public health content (CEPH FC #20)
  - a. Differentiate between cognitive, affective and environmental tailoring of health messages. (Chapter 9)

- b. Discuss the techniques of cultural competence (Chapter 15)
- (6) Assess population needs, assets and capacities that affect communities' health (CEPH FC#7)
  - a. Explain basic global population trends . (Chapter 10)
- (7) Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings. (CEPG FC #5)
  - a. Review organization, financing and delivery of health services and public health systems in the United States and internationally. (Chapter 13)
- (8) Apply systems thinking to a public health issue. (CEPH FC #22)
  - a. Use a concept map to analyze the role of systems thinking and leadership in public health. (Chapter 15)

## **Grading Policies**

### Class work and Homework

Students will be required to participate in class discussions, including a reflective paper and concept map, development of an abstract and poster presentation for the class symposium, and completion of quizzes. Quizzes are posted on the Canvas website. Please use Chrome/Firefox for access. Student Presentations and Reports: Students will be required to use EndNoteX9 for all reference citations. Class review of EndNotesX9 will be provided during class.

### Assessment/Grading

The final grade will be calculated from the following:

50 points	Text Quizzes
20 points	Concept Map & Reflective Paper
30 points	Symposium Abstract Presentation & Virtual Poster

### Grading Scale: Letter grades will be assigned as follows:

A	95 – 100 points
A-	90 – 94 points
B+	85 – 89 points
B	80 – 84 points
C+	75 – 79 points
C	70 – 74 points
F	<70 points

## **Methods of Instruction**

Community Health Education is an online course that meets for sixteen sessions (including finals week). WSU Zoom and Microsoft TEAM will be used for class sessions. The schedule includes both synchronous and asynchronous sessions.

Students will acquire knowledge through required text, journal and online resources, including weekly online class discussion including using the United States Healthy People 2030 Framework and American Public Health Association news discussion. They will demonstrate critical thinking and competencies through creation of a reflective paper and concept map based on a public health expert panel and development of an abstract and virtual poster presentation in an online Community & Public Health Education Symposium.

## Evaluation

### Methods of Student Evaluation

Students will be required to participate in class discussions, complete tests/essays, interact with public health experts, and complete assignments of a reflective paper and abstract resulting in a presentation/poster. Required textbook tests are posted on WSU Canvas (<https://canvas.wayne.edu>). Chrome is recommended for Canvas access.

### Method of Student Evaluation and Assignments

<i>Assessment Method</i>	<i>Points (see Assignment Detail)</i>	<i>Learning Objectives</i>
Quizzes	50 (5 quizzes, 10 points each)	1, 2, 3, 4, 5, 6, 7, 8
Abstract and Poster Presentation	30	5, 6, 7, 8
Reflection/Concept Map	20	5, 6, 8

### Grading Policy for Missed Tests, Assignments

There will be no make-up sessions. All quizzes are online and asynchronous.

### Attendance Policy

Because of the importance of participation of all class enrollees, online attendance for synchronous sessions is important. It is expected students will make all efforts to participate with advance notice to the instructor for alternative schedules. There will be no makeup sessions.

### Other Course Policies, Expectations and Requirements

Students are required to have access to a computer and the internet to participate in the class and complete class assignments.

## University and Course Policies

Religious Holidays: Because of extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious obligations observations are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

Students Disabilities Services: If a student has a documented disability that requires accommodations, they will need to register with Student Disability Services for coordination of academic accommodations. The Student Disability Services (SDS) office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (Videophone use only). Once the accommodation is in place, students will meet with instructor privately to discuss needs. Students who are registered with Student Disability Services should present the required test permit to the professor least one week in advance of the final exam. Federal law requires that students registered with SDS are entitled to the reasonable accommodations specified in the student's accommodation letter.

Academic Dishonesty: Plagiarism and Cheating: Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct All forms of academic behavior are prohibited at Wayne State

University the Department of Family Medicine & Public Health Sciences as outlined in the Student Code of Conduct (<http://www.doso.wayne.edu/student-conduct-services.html>).

Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade on the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct. The Instructor may use University text-matching software to screen assignments.

- Cheating: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student's test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.
- Fabrication: Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.
- Plagiarism: To take and use another's words or ideas as one's own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thought of another appear as your own.
- Other forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student's access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

#### Course Drops and Withdrawals:

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Student who wish to withdraw from the class can initiate a withdrawal request on Pipeline. You will receive transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week.

Students enrolled in the 10<sup>th</sup> week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at:

<http://reg.wayne.edu/pdf-policies/students.pdf>

#### Student Services:

- *The Academic Success Center* (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit [www.success.wayne.edu](http://www.success.wayne.edu) for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).
- *The Writing Center* is located on the 2<sup>nd</sup> floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit

<http://classweb.clas.wayne.edu/writing> to obtain information on tutors, appointments, and the type of the help they can provide.

- *Library Research Assistance* is available for a research assignment, paper or project, or if you are trying to collect, organize and cite sources. Wayne State librarians provide on campus or online personalized help. Contact them at <https://www.library.wayne.edu/consult>

## **Other Policies**

### Class Recordings

Audio and/or video recording is to be used only for the students' personal instructional use. Such recordings are not intended for a wider public audience, such as posting to the internet or sharing with others. All class communication will be recorded with appropriate accommodation, including captions to follow dialogue. All students will be muted upon entry and the Instructor will unmute students for participation.

Students registered with Student Disabilities Services who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason they cannot, such as discussion of confidential or protected information.

### Online Courses

Classes will not be held in case of school closure. Computer hardware and software requirements adhere to Wayne State University/Canvas standards. There are no extra fees associated with access to required course materials. Online tests are asynchronous, confidential to the assigned student, and administered securely through Canvas. Please refer to other information throughout the Syllabus for guidance. Because this is a synchronous course, student instruction will require reliable hardware and software including the following:

- Hardware: a desktop or laptop computer with reliable internet access and a microphone/speakers.
- Software: web browser (e.g., Firefox, chrome, Safari), Microsoft Office and MS TEAMS, and the Zoom app (free to students). For assistance with any of these technologies, students should contact the C&IT Helpdesk, Monday – Friday from 7:30 am to 8 pm at (313) 577-4357 or [helpdesk@wayne.edu](mailto:helpdesk@wayne.edu). Students who lack adequate hardware or reliable internet access should email the Dean of Students at [doso@wayne.edu](mailto:doso@wayne.edu) or call (313) 577-1010 for assistance.

### Online Community Ground Rules:

1. Consider yourself a member of a community. A community is a group of individuals, working together to support a common goal or interest. We are working together to support the successful achievement of our learning outcomes.
2. Participate regularly in synchronous group conversations and activities.
3. Treat diverse contributions made by other community members with respect. The contributions of each individual play role in the collective strength and diversity of our community.
4. Be a learner. Keep an open mind when introduced to new ideas that may change your perceptions.

## **MPH Program Policies**

### Grade Point Average Requirements for Elective Courses

Community Health Education is an Elective Course. Students who earn less than a B in an elective course will be allowed to balance the grade with subsequent grades to maintain a cumulative GPA of 3.0. However, students who receive a B- or lower in an elective course will be asked to meet with their advisor to ensure that they are aware of Graduate School requirements and to determine if any remedial or supportive action is required.

### **Class Calendar and Sessions**

The Zoom Meetings link below facilitates scheduled class sessions. Individual student project sessions with the Instructor may also be through WSU MicroSoft TEAM.

<https://wayne-edu.zoom.us/j/93804471265?pwd=MHI0UEhzYVUzVmZQc3hmb0tFd3F5Zz09>

Sessions	Activity & Readings	Assignment Due
1 (Syn) Jan 14	Course Introduction & Syllabus Overview <ul style="list-style-type: none"> <li>○ Sharma, Chapter (Ch) 1. Community &amp; Public Health (PowerPoint and Lecture)</li> <li>○ APHA Public Health News Quiz &amp; Discussion</li> </ul>	
2 (Syn) Jan 21	<ul style="list-style-type: none"> <li>○ Guest Lecture: EndNotes Reference Library</li> <li>○ Sharma, Ch 2. Descriptive Epi in PH;</li> <li>3. Analytical Epi in PH;</li> <li>4. Descriptive Biostats in PH;</li> <li>5. Inferential Biostats in PH</li> <li>○ APHA Public Health News Quiz &amp; Discussion</li> </ul>	Test 1.1 (Chapter 1): available 1/21/21, complete by 1/28/21
3(Syn) Jan 28	<ul style="list-style-type: none"> <li>○ Sharma, Ch 6. Soc &amp; Behavioral Sci in PH;</li> <li>Ch 7. Models in Health Ed &amp; Promotion;</li> <li>Ch. 8. Theories in Health Ed &amp; Promotion</li> <li>○ APHA Public Health News Quiz &amp; Discussion</li> </ul>	Test 1. 2 (Ch 2,3,4,5): available 1/21/21, complete by 2/4/21
4 (Asyn) Feb 4	<ul style="list-style-type: none"> <li>○ Sharma, Ch 9. Methods in Health Ed &amp; Promotion; Ch 10. Population Dynamics</li> <li>○ Symposium/Abstracts Preparation: Individual 15-Minute TEAM Meetings</li> </ul>	Test 1.3 (Ch 6,7, 8): available 1/21/21, complete by 2/11/21
5 (Syn) Feb 11	<ul style="list-style-type: none"> <li>○ Sharma, Ch 13. Public Health Systems, Ch 15. Systems, Leadership &amp; Cultural Competency</li> <li>○ Guest Lecture</li> </ul>	Test 1.4 (Ch 9, 10): available 1/21/21, complete by 2/18/21
6 (Asyn) Feb 18	<ul style="list-style-type: none"> <li>○ Symposium/Abstracts Preparation: Individual 15-Minute TEAM Meetings</li> </ul>	Test 1. 5 (Ch 13, 15): available 1/21/21, complete by 2/25/21
7 (Syn) Feb 25	<ul style="list-style-type: none"> <li>○ Community &amp; Public Health Perspectives Panel</li> <li>○ APHA Public Health News Quiz &amp; Discussion</li> </ul>	Symposium Abstract due
8 (Asyn) Mar 4	<ul style="list-style-type: none"> <li>○ Symposium/Abstract Preparation: Individual 10-Minute TEAM Meetings</li> </ul>	Concept Map & Reflection Paper due
9 (Syn) Mar 11	<ul style="list-style-type: none"> <li>○ Symposium Abstract Presentations</li> <li>○ APHA Public Health News Quiz &amp; Discussion</li> </ul>	Symposium Abstract Due
10 (Asyn) Mar 18	<ul style="list-style-type: none"> <li>○ Symposium Poster Design: Individual 10-minute TEAM meetings</li> </ul>	Symposium Poster Due
11 (Syn) Mar 25	<ul style="list-style-type: none"> <li>○ Guest Lecture/Exercise: Public Health, Community Medicine &amp; Cultural Competency</li> </ul>	
12 (Asyn) July 22	<ul style="list-style-type: none"> <li>○ Symposium/Poster Preparation: Individual 10-Minute TEAM Meetings</li> </ul>	
13 (Syn) Apr 8	<ul style="list-style-type: none"> <li>○ Guest Lecture/Exercise: Public Health, Community Medicine &amp; Cultural Competency</li> </ul>	
14 (Syn) Apr 15	<ul style="list-style-type: none"> <li>○ Symposium on Community Health Education</li> </ul>	Virtual poster presentations
15 (Syn) Apr 22	<ul style="list-style-type: none"> <li>○ Symposium on Community Health Education</li> <li>○ Student Evaluation of Teaching (SET)</li> </ul>	Virtual poster presentations
16 (Syn) Apr 29	<ul style="list-style-type: none"> <li>○ Finals Week</li> </ul>	



## **Community and Public Health Education Assignments and Evaluation**

### Assignment 1: Knowledge Quizzes

#### *Assignment*

The Chapters are noted in the Syllabus as Chapters in Sharma (2020) *Introduction to Community and Public Health textbook*.

#### *Evaluation*

This assignment is worth 50 points.

1. Content for the five quizzes is based on the required text chapters and will be posted on Canvas at the beginning of the semester. Knowledge content will be presented and discussed during class sections,
2. The tests are online and open book. The available date is the same for all quizzes and the required completion dates are shown on the Syllabus Sessions Assignment Due dates. You have one attempt to take the quiz, and upon completion you will see only the score.
3. Each test has true/false, multiple choice questions and short answer questions and is worth 10 points.

### Assignment 2: Concept Map and Reflective Paper

#### *Assignment*

The purpose of the reflective paper is to discuss what you learned from the community and public health education professionals panel, and how interaction with the panel could prepare you for public health education.

1. After the panel presentation, you will be asked to complete a concept map and write a reflection paper that demonstrate your understanding of successes/issues/challenges you learned from the panel. The concept map template will be provided.
2. The one-page reflection paper will answer the following questions:
  - a. What were the important issues you understood from the panel discussion?
  - b. Who are the major public health professionals and why are they involved?
  - c. How might these public health activities and professional challenges influence your future?
  - d. What do you perceive to be critical community and public health education opportunities in the next ten years?

#### *Evaluation*

This assignment is worth a total of twenty points.

- Were panel presentations addressed in the concept map? (10 points)
- Did the reflective essay demonstrate critical thinking from a public health education perspective? (10 points)

### Assignment 3: Abstract and Class Public Health Education Symposium Presentation/Poster

#### *Assignment*

In coordination with the Instructor, students will develop an abstract and be assigned a region and topic for poster presentation at the Class Symposium.

1. Students will be assigned to develop a prospective community health education intervention for one of four *United States Census Regions* or have the option to be assigned to one of two United States and Canada/Mexico *Special Interest Cross-Border Initiatives*.
  - Census Bureau Regions

- Northeast
  - Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, New Jersey, New York, Pennsylvania
- Midwest
  - Illinois, Indiana, Michigan, Ohio, Wisconsin, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota
- South
  - Delaware, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, District of Columbia, West Virginia, Alabama, Kentucky, Mississippi, Tennessee, Arkansas, Louisiana, Oklahoma and Texas)
- West
  - Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming, Alaska, California, Hawaii, Oregon, Washington
- Special Interest Cross-Border Initiative Areas
  - United States – Canada “Great Lakes Border Health Initiative”
    - United States’: Michigan, Minnesota, New York, Wisconsin, Ohio, Indiana and Pennsylvania, and
    - Canadian Provinces: Ontario, Manitoba, Quebec, New Brunswick, Saskatchewan, British Columbia.
  - United States – Mexico “Healthy Border 2020”
    - United States’: California, Arizona, New Mexico, Texas, and
    - Mexico’s States: Baja, Sonora, Chihuahua, Coahuila, Nuevo Leon, Tamaulipas.

## 2. *Healthy People 2030 Topic Areas*

In coordination with the Instructor, you will be given a choice from a selection of *Healthy People 2030 Framework Proposed Objectives*. Social Determinants of Health (e.g., Economic stability, Education access and quality, Health care access and quality, Neighborhood and built environment, Social and community context) will be incorporated into the proposed prospective interventions.

- Infectious and Respiratory Diseases
  - Access to Health Services
    - Preparedness
  - Healthcare Associated Infections
    - Occupational Safety and Health
  - Educational and Community-Based Programs
    - Health-Related Quality of Life and Well-Being
  - HIV/AIDS and Hepatitis C
  - Immunization
  - Sexually Transmitted Disease
  - Global Health
- Lifespan
  - Early and Middle Childhood, Adolescent Health
  - Maternal, Infant and Child Health
    - Family Planning

- Older Adults, Dementia
  - Lesbian, Gay, Bisexual and Transgender Health
  - Nutrition and Weight; Physical Activity
  - Oral, Vision and Hearing Health
  - Sleep Health
  - Chronic Diseases
    - Arthritis
    - Cancer
    - Chronic Kidney Disease
    - Diabetes
    - Heart Disease and Stroke
  - Injury and Violence Prevention, Mental Health
  - Substance Abuse and Tobacco Use
3. Cultural and linguistic competence will be imbedded in a participant informed consent protocol to include translation, as appropriate, using guidance from the WSU Institutional Review Board ([www.irb.wayne.edu](http://www.irb.wayne.edu)).

*Evaluation*

Students will receive specific templates for the one-page Abstract and 3X5 virtual Poster PowerPoint. This assignment is worth 30 points, with an Abstract for to the class audience which introduces a virtual Poster PowerPoint presentation in the context of a Class Symposium on community health education and social determinants of health.

- Did the proposed community/public health education intervention use guidance from appropriate sources, including cultural competency and confidentiality? (10 points)
- Were Abstract Endnotes citations references reflective of the breadth and depth of the presentation?(10 points)
- Was the Poster PowerPoint presentation clear and completed within the allotted time? (10 points)