### Course Description

Provides practical guidance in the areas of community health, health education, and health promotion. This course also covers information about the design, development, and evaluation of programs in the community. Consideration is given to racial, ethnic, socio-economic, political, and residential patterns of health and the impact that each has on community health.

### Course Textbook


### Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Determine strategies to confront prevalent community health issues facing the United States.
2. Discuss how epidemiology is used to prevent and control disease.
3. Recognize effective organization and promotion of health programming for community health on a global scale.
4. Compare and contrast the different approaches of caring for different age groups in community health.
5. Explain competencies necessary to provide culturally appropriate services to diverse populations.
6. Evaluate the current treatment of mental disorders and any necessary changes in these approaches.
7. Formulate plans to educate the community on issues of alcohol, tobacco, and drug use.
8. Distinguish the various forms of healthcare delivery in the United States and methods for improvement.
9. Recommend methods for controlling pollution and diseases caused by pollution.
10. Propose ideas for dealing with intentional and unintentional injuries within the community.

### Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

### Course Structure

1. **Study Guide**: Each unit contains a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. **Learning Outcomes**: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. **Unit Lesson**: Each unit contains a Unit Lesson, which discusses lesson material.
4. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbook and/or outside resources.
5. **Suggested Reading**: Suggested Readings are listed in Units I and II. Students are encouraged to read the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings.
6. **Learning Activities (Non-Graded)**: These non-graded Learning Activities are provided to aid students in their course of study.
7. **Discussion Boards**: Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
8. **Unit Assessments:** This course contains three Unit Assessments, one to be completed at the end of Units V-VII. Assessments are composed of written-response questions.

9. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units I-IV and VI-VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.

10. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

11. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

---

**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on "CSU Online Library." You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

---

**Unit Assignments**

**Unit I Scholarly Activity**

**Mental Health**

Visit the following website: [http://www.mentalhealth.gov/what-to-look-for/index.html](http://www.mentalhealth.gov/what-to-look-for/index.html). Choose one of the categories of mental health conditions (e.g., anxiety disorders, behavioral disorders, eating disorders, mental health and substance-use disorders, mood disorders, personality disorders, psychotic disorders, or suicidal behavior). Conduct brief research, and complete the following:

1. Define the condition.
2. Describe the treatment option for the disorder you have chosen.
3. Describe whether you believe the services available for this disorder are effective.
4. Discuss the agency or organization you would contact to assist someone with mental conditions.
5. Explain why you choose this agency or organization, and describe the purpose of this agency or organization.

Your APA-formatted paper should be at least two pages in length (not including the title and reference pages). All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

---

**Unit II Case Study**

**Substance Abuse**

As you have learned, and probably know, many people abuse different substances. There are quite a number of programs that seek to help those who struggle with substance abuse.

Select one of the following topics:

- Alcohol abuse
- Tobacco abuse
- Substance abuse
Upon selecting your topic, begin researching how community/public health programs in your community (city, county, or state) can help decrease the number of people using alcohol, tobacco, or other substances. Select a program, and describe the following:

1. the program you have selected,
2. the abuse issue (alcohol, tobacco, or other substance abuse) the program is striving to combat, and
3. your analysis of the program’s successfullness.

Be sure to use descriptive epidemiology to discuss why it is a community health concern.

Your APA-formatted response should be at least 500 words (not including title and reference pages). Please use the textbook, one online resource, and at least one resource from the CSU Online Library for reference. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

The librarians’ contact information can be located on the right side of the CSU Online Library page in the student portal should you need assistance.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit III Article Review

Locate an epidemiological article that looks at a disease prevention program or a health education program. The program should be of interest to you. Read this article carefully. Write a paper discussing:

1. the disease/condition,
2. how epidemiology and biostatistics are evident in this article,
3. the main independent and dependent variables,
4. the statistical tests that were used, and
5. the importance of the study results.

Your APA-formatted review should be at least two pages (not including title and reference pages). All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit IV Scholarly Activity

Intervention Program

Imagine you are a director of community health for your local health department. You have been tasked with creating a six-week intervention program. Choose between one of the following community health issues:

1. diabetes,
2. heart disease,
3. mental illness,
4. water pollution.

Using a racial or ethnic minority group as your target population, create 10 objectives for a six-week intervention program that will combat the issue. Be sure to consider the following questions:

1. What is the health issue? Why is it a community health issue?
2. Which racial/ethnic minority group did you choose? Explain how your intervention program will address the cultural and language characteristics of your chosen group. What is your plan for delivering appropriate health education and care to this group?
3. What are the 10 objectives of the program? Please be sure your goals are SMART (View pages 202-204 in the textbook for details of SMART acronym).

Your APA-formatted paper should be at least two pages (not include the title or reference page). Please use the textbook, one online resource, and at least one resource from the CSU Online Library for reference. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.
The librarians’ contact information can be located on the right side of the CSU Online Library page in the student portal should you need assistance.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VI Scholarly Activity**

After reviewing the following website, [http://www.cdc.gov/nceh/airpollution/default.htm](http://www.cdc.gov/nceh/airpollution/default.htm), select one of the following issues:

- asthma,
- mold,
- lung cancer, or
- carbon monoxide poisoning.

Address the following questions in your essay:

1. What is the issue?
2. Does air pollution play a role in the issue? How?
3. What are the treatment options for the issue?
4. How can the Environmental Protection Agency help with this issue?
5. As a community health leader, discuss recommendations and how we can address the issue of air pollution.

Your APA-formatted essay should be at least two pages (not including the title and reference pages). All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VII Scholarly Activity**

**Community Health Education**

Imagine you are a community health educator. Select a global health issue from the following website: [http://www.globalhealth.gov/global-health-topics/](http://www.globalhealth.gov/global-health-topics/). Find an agency or organization that provides community education. Discuss the services and programs that are available. How is the program funded?

Your APA-formatted response should be at least one page in length (not including title and reference pages). You are required to use at least your textbook as source material for your response. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VIII Final Project**

**Health Promotion Program**

In this final project, you will create and evaluate a health promotion program that targets one of the following issues:

- Tobacco Cessation
- Diabetes
- Obesity
- Substance Abuse

After reviewing the Unit VIII study guide, examine the program and discuss the five major components of community health programming and the six steps of evaluation. Be sure to address the following:

1. Provide detailed background information on the topic.
2. Prove a minimum of three specific and realistic goals/objectives.
3. Provide detailed information on how you will use the five steps of programming (program planning) to create a community health intervention/program.
4. Provide detailed information on how you will use the six steps of evaluation to evaluate your program.
Your APA-formatted paper should be at least five pages (not including the title or reference pages). You are required to use at least your textbook as source material for your response. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking [here](#). This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

**Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.**

**Communication Forums**

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.](#)

**Ask the Professor**

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.
Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

**Student Break Room**

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards (8 @ 2%)</td>
<td>= 16%</td>
</tr>
<tr>
<td>Unit V Assessment</td>
<td>= 8%</td>
</tr>
<tr>
<td>Unit VI and VII Assessments (2 @ 4%)</td>
<td>= 8%</td>
</tr>
<tr>
<td>Scholarly Activities (4 @ 9%)</td>
<td>= 36%</td>
</tr>
<tr>
<td>Unit II Case Study</td>
<td>= 9%</td>
</tr>
<tr>
<td>Unit III Article Review</td>
<td>= 9%</td>
</tr>
<tr>
<td>Unit VIII Final Project</td>
<td>= 14%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>= 100%</td>
</tr>
</tbody>
</table>

**Course Schedule/Checklist (PLEASE PRINT)**

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

<table>
<thead>
<tr>
<th>Unit I</th>
<th>Background and Introduction to Community Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
<td>□ Unit Study Guide</td>
</tr>
<tr>
<td>Read:</td>
<td>□ Chapter 1: Introduction to Community and Public Health</td>
</tr>
<tr>
<td></td>
<td>□ Suggested Reading: See Study Guide</td>
</tr>
<tr>
<td>Discuss:</td>
<td>□ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)</td>
</tr>
<tr>
<td></td>
<td>□ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)</td>
</tr>
<tr>
<td>Submit:</td>
<td>□ Scholarly Activity by Tuesday, 11:59 p.m. (Central Time)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit II</th>
<th>Descriptive and Analytical Epidemiology in Community Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
<td>□ Unit Study Guide</td>
</tr>
<tr>
<td></td>
<td>□ Learning Activities (Non Graded): See Study Guide</td>
</tr>
<tr>
<td>Read:</td>
<td>□ Chapter 2: Descriptive Epidemiology in Community and Public Health</td>
</tr>
<tr>
<td></td>
<td>□ Chapter 3: Analytical Epidemiology in Community and Public Health</td>
</tr>
<tr>
<td></td>
<td>□ Suggested Reading: See Study Guide</td>
</tr>
<tr>
<td>Discuss:</td>
<td>□ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)</td>
</tr>
<tr>
<td></td>
<td>□ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)</td>
</tr>
<tr>
<td>Submit:</td>
<td>□ Case Study by Tuesday, 11:59 p.m. (Central Time)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit III</th>
<th>Biostatistics in Community Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
<td>□ Unit Study Guide</td>
</tr>
<tr>
<td>Read:</td>
<td>□ Chapter 4: Descriptive Biostatistics in Community and Public Health</td>
</tr>
<tr>
<td></td>
<td>□ Chapter 5: Inferential Biostatistics in Community and Public Health</td>
</tr>
<tr>
<td>Discuss:</td>
<td>□ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)</td>
</tr>
<tr>
<td></td>
<td>□ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)</td>
</tr>
<tr>
<td>Submit:</td>
<td>□ Article Review by Tuesday, 11:59 p.m. (Central Time)</td>
</tr>
</tbody>
</table>
## Course Schedule

### Unit IV
**Models and Theories of Health Promotion**

**Review:**
- [ ] Unit Study Guide
- **Learning Activities (Non Graded):** See Study Guide

**Read:**
- [ ] Chapter 6: Social and Behavioral Sciences in Community and Public Health
- [ ] Chapter 7: Models in Health Education and Health Promotion
- [ ] **Additional Reading Assignment(s):** See Study Guide

**Discuss:**
- [ ] **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- [ ] **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- [ ] **Scholarly Activity** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

### Unit V
**Theories and Methods in Health Promotion**

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Chapter 8: Theories in Health Education and Health Promotion
- [ ] Chapter 9: Methods in Health Education and Health Promotion

**Discuss:**
- [ ] **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- [ ] **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- [ ] **Assessment** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

### Unit VI
**Population Health, Pollution, and Injuries**

**Review:**
- [ ] Unit Study Guide
- **Learning Activities (Non Graded):** See Study Guide

**Read:**
- [ ] Chapter 10: Population Dynamics and Control
- [ ] Chapter 11: Air, Water, and Noise Pollution
- [ ] Chapter 12: Injury Control and Other Environmental Issues

**Discuss:**
- [ ] **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- [ ] **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- [ ] **Assessment** by Tuesday, 11:59 p.m. (Central Time)
- [ ] **Scholarly Activity** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**
## Unit VII: Organization of Health Services and Public Health Systems

**Review:**
- Unit Study Guide

**Read:**
- Chapter 13: Organization, Financing, and Delivery of Health Services and Public Health Systems in the United States
- Chapter 14: Program Planning, Budgeting, Management, and Evaluation in Community Initiatives

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Assessment by Tuesday, 11:59 p.m. (Central Time)
- Scholarly Activity by Tuesday, 11:59 p.m. (Central Time)

---

## Unit VIII: Leadership in Public Health

**Review:**
- Unit Study Guide

**Read:**
- Chapter 15: Systems Thinking and Leadership in Community and Public Health

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Final Project by Tuesday, 11:59 p.m. (Central Time)