Course Description

Focuses on strategies capable of being incorporated into the emergency medical service (EMS) system as part of community relations efforts and education of the community through events and home-based instruction. Managers should work diligently to engage staff in prevention and wellness initiatives as opposed to limiting activities to emergency response. In addition, the EMS system should be part of the community and work as a partner to improve the community’s overall health and safety. Explores methods used to reduce community-based risk of mortality related to preventable injuries, to reduce inappropriate use of emergency resources, and to promote community health strategies.

Course Textbook


Course Learning Outcomes

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

1. Discuss the importance of engaging in community risk reduction for the EMS organization.
2. Describe programs that may be introduced into the community to identify potential risks for vulnerable populations, including the elderly and pediatrics.
3. Explain the benefit of using standard or recognized existing programs to address community risk concerns.
4. Differentiate between education delivered in community-based events and in-home interactions, including benefits of both.
5. Discuss the importance for the EMS organization to participate in community-wide disaster preparedness.
6. Describe the role of EMS in pandemic planning in conjunction with public health and other health providers.

Credits

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

Course Structure

1. **Unit Learning Outcomes:** Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook. Chapter presentations are provided in each unit study guide as Supplemental Reading to aid students in their course of study. Suggested Further Readings are listed in the Unit II, III, and IV study guides. The readings themselves are not provided in the course, but students are encouraged to read the resources listed if the opportunity arises as they have valuable information that expands upon the lesson material.
4. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided in Units I-VI to aid students in their course of study.
5. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.
6. **Unit Quizzes:** This course contains six Unit Quizzes, one to be completed at the end of Units I-VI. Quizzes are used to give students quick feedback on their understanding of the unit material and are composed of fill-in-the-blank questions.

7. **Assignments:** Students are required to submit for grading Unit Assignments in each unit. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each unit assignment. Specific information about accessing these rubrics is provided below.

8. **Final Exam:** Students are to complete a Final Exam in Unit VIII. All Final Exams are proctored—see below for additional information. You are permitted four (4) hours to complete this exam in the presence of your approved proctor. This is an open book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams. The Final Exam is composed of multiple-choice, written response, and matching questions.

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

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

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**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.

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**Unit Assignments**

**Unit I Project**

This course contains a series of projects for you to complete, and each project is an imperative part of preparing a risk reduction program. This is the first project and a very important one as all of the decisions for the following projects will stem from the information gathered for the Unit I Project.

Before you can implement a health intervention, it is important to first know your community, the risks, and the stakeholders. Prepare a report that you could use as justification to develop and implement a health intervention program in your area. Be sure that you identify and describe all three areas: community, risk, and stakeholders.

*The Community:* Before you can fully understand and identify a risk, you will need to understand your community. People-related data will provide the information needed to not only identify where people live, but how people live. It will help to understand the social, cultural, and economic conditions of your area. A reliable source of demographic information is the U.S. Census Bureau. This data is collected every 10 years to determine the number of people who live in a community. In addition, a second type of census that is tasked by the Bureau is the American Community Survey. The goal is to survey each U.S. resident every seven years to create demographic profiles of communities. This data is important to risk reduction practitioners because of the information about where and how people live. Data resulting from the American Community Survey can be accessed through the American FactFinder database:

http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml

In addition to the American FactFinder Database, other local data sources should be found and utilized.

*Part 1.* Use FactFinder, in addition to other local sources that should be identified within your report, to build a demographic, social, economic, and housing profile of your community. In addition, include a narrative that details how the community has changed over the past 20 years, and predict how the profile may look in the next 10 years.
The Risk. What is occurring in your community? Local data sources should be identified to determine community health risks using the following six attributes:

- Frequency: how many times is it happening?
- Morbidity and mortality: number injured or killed?
- Rate of rise of the occurrence: are the numbers going up or down?
- Geographic distribution: where is it happening?
- Financial impact: what is the cost to the host, the community, and the organization?
- Populations: who is experiencing this issue?

Part 2. Identify local data sources and identify three risks that are occurring within your community. For each risk, be sure to use the six attributes to support your position.

The Stakeholders. A stakeholder is simply any individual, group, or organization that has an interest in the risk being considered.

Part 3. Identify a minimum of three individuals, three groups, and three organizations within your community that you would consider as stakeholders for your community risk reduction project. Simply list the individuals, groups, and organizations, and provide a brief rationale as to why they have and/or should have an interest in your risk reduction project.

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

Unit I Reflection Paper

For this exercise, write a brief essay to support your position to the question, Do community-based health intervention programs really work? Refer to the five case studies found in Chapter 2 of the textbook, Community-Based Health Interventions, on pages 15-18 to support your position. In addition, identify and make reference to a minimum of two other sources that will support your position.

Your response should be at least 150 words, and remember to apply APA style for your citations and references.

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

Unit II Project

Identify one community risk from the list of three that were identified in the Unit I assignment. This risk will be used throughout the remainder of this course. Consider the risk with an ecological focus on types of prevention (i.e., primary prevention, secondary prevention, and tertiary prevention) in each of the four levels (i.e., group level, organizational level, community level, and policy level). Consider the blank chart on Page 50 of your textbook as a sample. Fill in the table and note the difficulties you had in providing examples of each cell. Were certain cells more difficult to fill than others? Explain your answer. Click here to download a template for this project.

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

Unit II Reflection Paper

Write a brief essay to support your position on the following scenario:

An organization is trying to reduce the number of cardiac emergencies that are happening within their community. As part of their intervention strategies, they consider conducting regular blood pressure checks and tracking vitals for their target population. During monthly visits to the participants, the organization tracks the patient’s information and records the patient’s vital signs within a database on a laptop computer. In addition, as part of the strategy, the organization sends out weekly e-mails to the target population with information about eating healthily, dieting, and other related information that may help them reduce their chances of having a cardiac episode. The organization is a small all-volunteer EMS organization serving a population of 3500 residents. Current demographics identified that 20% of the population is over 65
years of age. The program began with 100 participants and is currently in its third year with a total of 350 participants. Are there any ethical concerns regarding this program? Explain.

Your response should be at least 150 words, and remember to apply APA style for your citations and references.

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

Unit III Project

As you continue to gather support for your program, you will discover missing pieces. To help fill in the blanks, surveys and questionnaires can be used to gather additional data that may be specific to your community risk and/or program.

Develop a 10-question survey that can be used to gather additional data related to your community risk. For each question of your survey, identify if the question is considered an open-ended or close-ended question. Also, identify if the question was designed to gather quantitative or qualitative data. Finally, briefly answer the questions below.

- What missing data the survey is trying to collect?
- What would be the preferred method used to conduct the survey?
- Who would be receiving the survey?

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

Unit III Reflection Paper

Examine the data on the National Center for Health Statistics’ web site (www.cdc.gov/nchs), and discuss which features you find the most useful and which features you find the least useful. Be sure to support your position.

Your response must be at least 150 words.

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

Unit IV Project

Complete a program plan for the risk that has been identified within your community. The program plan should include each of the following components:

- Identify the goal of the program
- Complete a Logic Model: Group-level domain
- Complete a Logic Model: Organizational-level domain
- Complete a Logic Model: Community-level domain
- Complete a Logic Model: Policy-level domain

In the textbook, pages 105-112 contain an example of each of the four logic models for a program goal to prevent or delay the initiation of smoking among middle school children living in Community X.

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

Unit IV Reflection Paper

For this exercise, read the following scenario, and respond to the questions provided.

You are assessing a rural town with a population of about 12,000 people. The economic base of the town includes farming and a small manufacturing plant. You begin by conducting a windshield survey in which you drive around the area and record your impressions of the apparent resources and deficiencies. In the main street downtown area, you see the following:

- a municipal building,
- a grange,
- a library,
- three antique stores,
• two banks,
• one physician practice, one law practice, one dental office, and
• an auto supply store.

On the road leading into town are two motels, a supermarket, two banks, a gas station, a chain drugstore, a car dealership, five different fast food restaurants, a bowling alley, a hospital, and a big box store.

While driving around town for an hour or two, you also notice the following:

• five churches, one of which is operating a food pantry;
• a police department, a fire department, a county health department;
• one community college, one high school, two middle schools, four elementary schools;
• three small markets; and
• a crisis pregnancy center.

If secondary data sources you have been examining suggest that underage drinking and driving is a problem in the community, where would you go to gather first-hand or primary information about the problem? What types of questions would you ask?

Where would you go if the primary data sources suggested that cardiovascular disease had a disproportionate impact on the death rate in this community? How do your answers to the preceding questions differ?

Your response should be at least 150 words.

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

Unit V Project

Design a program evaluation for a risk that has been identified within your community. The evaluation should include all four stages of evaluation design:

• **Step 1: Set a Timeline**  
  Develop a Gantt chart. A Gantt chart details in visual form the start and end dates for the activities that will need to be accomplished during the program. Table 9.2 on page 117 of your student textbook illustrates an example of a Gantt chart. Your program should include a Gantt chart showing the start and end dates of the first year’s activities.

• **Step 2: Establish Which Objectives and Outcomes to Evaluate**  
  Identify program objectives and anticipated outcomes (what you want the program to accomplish).

• **Step 3: Determine the Appropriate Type of Evaluation**  
  Identify methods of evaluation that will be used to benchmark the success of the program.

• **Step 4: Select Reliable Indicators**  
  Describe the indicators that will be used to measure each objective.

In your textbook, pages 130-135 provide the information needed to design the evaluation. Follow the four steps as a guide for developing a program evaluation for your community risk.

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

Unit V Reflection Paper

What triangulation methods might be used to evaluate a community-based after-school intervention with an overall aim of decreasing substance abuse among thirteen- to seventeen-year-olds?

Your response must be at least 150 words.

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

Complete a cost vs. benefit analysis report for your risk reduction program. The report should justify why the additional expenses (time, money, and other resources) are reasonable in regards to the public's willingness to incur the expenses in order to avoid the costs of the current risk. Draft at least three paragraphs.

- The first paragraph describes the costs.
- The second paragraph describes the benefits.
- The third paragraph includes your concluding statements based on the costs and benefits.

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

Unit VI Reflection Paper

During a class on risk reduction, students were asked to develop a risk reduction initiative and present the initiative to the class. As part of the assignment, the students were told that they were presenting to a board that will make a decision on funding. A student was requesting $500,000 in funding for a risk reduction initiative with an outcome objective of reducing the number of child deaths from the risk by 50% within five years. Everything sounded great; the student's intervention strategies were solid. Then, someone asked, “What was the total number of children who have died from the risk?” The answer was two. Would you fund this project? Justify your answer.

Your response must be at least 150 words.

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

Unit VII Project

Review your risk reduction program as completed to this point. After reviewing your program, identify three potential pitfalls that you may face. Include each of the following in your assignment:

- Briefly describe three potential pitfalls.
- Explain why it is important to identify these potential pitfalls as they relate to your program
- Briefly describe a plan for handling each potential pitfall

Your response must be at least 250 words.

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

Unit VII Reflection Paper

How would you, as an interventions coordinator, respond to learning that your co-investigator is having a sexual relationship with one of the peer educators in an adolescent pregnancy prevention intervention?

Your response must be at least 150 words.

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

Unit VIII Project

Review your risk reduction program as completed to this point. After reviewing your program, identify three potential methods for integrating social media into your risk reduction program, identify how you would integrate the social media into your program, and provide anticipated benefits of using each of the three social media options that you have identified.

Your description of the three methods of social media must be at least 200 words.

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) Assessment (Written Response) and (2) 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 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 Assessments and Assignments is the method by which your instructor assigns all grades.

Final Examination Guidelines

Final Exams are to be administered to students by an approved Proctor. CSU approves two, flexible proctoring options: a standard Proctor, who is chosen by the student and approved by the university, or Remote Proctor Now (RP Now), an on-demand, third-party testing service that proctors examinations for a small fee.

Students choosing RP Now must have an operational webcam/video with audio, a high-speed internet connection, and the appropriate system rights required to download and install software.

To review the complete Examination Proctor Policy, including a list of acceptable Proctors, Proctor responsibilities, Proctor approval procedures, and the Proctor Agreement Form, go to the myCSU Student Portal from the link below.

http://mycsu.columbiasouthern.edu

You are permitted four (4) hours to complete this exam in the presence of your approved Proctor. This is an open book exam. Only course textbooks, writing utensils, and a calculator, if necessary, are allowed when taking proctored exams. Other materials are not permitted unless specified in the examination instructions and only the sources identified in the instructions may be used as source material.

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.
Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.

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

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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.

### Unit I: Community-Based Health Interventions

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

**Read:**  
- Chapter 1: Improving Health in Community Settings  
- Chapter 2: A Brief History of Community-Based Health Interventions  
- **Supplemental Reading:** See Study Guide

**Submit:**  
- Project  
- Reflection Paper

**Notes/Goals:**

### Unit II: Intervention Strategies

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

**Read:**  
- Chapter 3: Ethical Issues in Community Interventions  
- Chapter 4: Levels and Types of Community-Based Interventions  
- **Supplemental Reading:** See Study Guide  
- **Suggested Further Reading:** See Study Guide

**Submit:**  
- Project  
- Reflection Paper  
- Proctor Approval Form

**Notes/Goals:**

### Unit III: Developing the Intervention

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

**Read:**  
- Chapter 5: A Framework for Designing Community-Based Interventions  
- Chapter 6: Collecting and Managing Data  
- **Supplemental Reading:** See Study Guide  
- **Suggested Further Reading:** See Study Guide

**Submit:**  
- Project  
- Reflection Paper

**Notes/Goals:**
## Unit IV
### Planning a Community-Based Intervention Program

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

**Read:**
- Chapter 7: Assessing Community Needs
- Chapter 8: Planning a Community-Based Intervention
- **Supplemental Reading:** See Study Guide
- **Suggested Further Reading:** See Study Guide

**Submit:**
- Project
- Reflection Paper

**Notes/Goals:**

## Unit V
### Implementation and Evaluation of a Community-Based Intervention Program

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

**Read:**
- Chapter 9: Implementing a Community-Based Intervention
- Chapter 10: Evaluating a Community-Based Intervention
- **Supplemental Reading:** See Study Guide

**Submit:**
- Project
- Reflection Paper

**Notes/Goals:**

## Unit VI
### Program Funding & Sustainability

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

**Read:**
- Chapter 11: Funding and Sustainability
- **Supplemental Reading:** See Study Guide

**Submit:**
- Project
- Reflection Paper

**Notes/Goals:**
<table>
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<tr>
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<th>Avoiding the Pitfalls</th>
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<tbody>
<tr>
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| Read:                | □ Chapter 12: Implementation Pitfalls  
|                      | □ Supplemental Reading: See Study Guide  |
| Submit:              | □ Project  
|                      | □ Reflection Paper  
|                      | □ Request to take Final Exam  |

Notes/Goals:

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| Read:                 | □ Chapter 13: The Future of Community-Based Health Interventions  
|                       | □ Supplemental Reading: See Study Guide  |
| Submit:               | □ Project  
|                       | □ Final Exam  |

Notes/Goals: