

**Community Oriented Public Health Practice  
HS 595B  
Field Experience in Public Health Practice**

**Syllabus  
Winter 2003**

**Lead Faculty:**

**University of Washington**

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**Public Health-Seattle&King County**

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SNN #

website:

<http://courses.washington.edu/hs595B>

**Community Oriented Public Health Practice  
Field Experience in Public Health Practice  
HS 595B**

**Winter 2002**

**Purpose**

The purpose of field experience during the first year of the COPHP program is to provide students an opportunity to practice the application of their classroom learning within a local health department. The student is expected to function in a role as a student/practitioner within the health department. In that role the student will practice the application of theory, knowledge and skills being learned in the classroom during the first year of their MPH studies. Field experience is considered to be service learning and therefore it is expected that the student will make a substantive contribution to the work of the health department within the limits of their responsibility and authority. The result is a service learning experience that should be of mutual benefit to the health department, the student and the university and, most importantly, to the community served by the health department.

During year 1 Field Experience consists of two modules. The first module, Field Experience 595A is an Autumn Quarter course that is designed to provide the student with an enhanced knowledge base about Public Health-Seattle & King County, its structure, functions, and the communities it serves. This knowledge will enable the student to both learn and serve more effectively in Field Experience 595B during the Winter, Spring and Summer Quarters of year 1. Public Health-Seattle & King County will serve as the field experience site for the first year due to its long history of collaboration with the University of Washington and because it is an outstanding example of a large community oriented public health agency. It will provide the class with a common field experience problem during the first quarter and a common practice model for applying learning from the PBL curriculum during the first year.

The second module, Field Experience 595B begins during the Winter Quarter, 2003 and continues through the Summer Quarter, 2003. In this course students will be assigned as individuals or small team to a project or program within Public Health-Seattle & King County with supervision from a PH-S&KC employee who is also a clinical faculty member at the University. A faculty member from the COPHP faculty will also be assigned to each student team and will collaborate with the site supervisor to provide supervision, consultation and expert assistance to the team as appropriate. Assignments for Field Experience 595B will be announced in November.

During the second year the student will have an individual and/or small team placement in Field Experience 595C. This placement may be within a public health agency, voluntary health agency, community health clinic or other organization or agency that provides public health services. These placements will be described and discussed during Summer, 2003 with final placement decisions made during the last week of that summer quarter.

## **Field Experience 595B Objectives**

1. Demonstrate an ability to work as a member of a team within PHS&KC to analyze data and develop programmatic responses to public health needs
2. Demonstrate their ability to communicate effectively with professional colleagues, clients and community groups
3. Demonstrate knowledge, attitudes and skills and behaviors associated the professional practice of public health
4. Demonstrate the ability to apply knowledge and skills from COPHP curriculum to public health problems, activities and programs
5. Demonstrate knowledge, attitudes and skills associated with community organization and cultural competence

## **Field Experience 595B Activities 2002-03 Winter-Summer 2003**

- Field Experience 595B placement begins and continues on weekly schedule
- Monthly student/supervisor/advisor learning conferences
- Winter and Spring class sessions
- Field Experience 595B Symposium
- Evaluation of student learning
- Evaluation of service contribution
- Evaluation of supervision and advising
- Discussion of Field Experience 595C placement opportunities
- Determination of Field Experience 595C placements

## **Required Texts and Materials**

Cross, Terry, et. el. (1989) *Towards a Culturally Competent System of Care. Volume 1.* CAASP Technical Assistance Center. Georgetown University Child Development Center. 3800 Reservoir Road, N.W., Washington, D.C. 20007. (202) 687-8635.

Other readings and materials that are necessary to complete field experience assignments

## **Winter, Spring & Summer Quarters Class Schedule**

### **January 21, 2003**

#### **Addressing Culturally Competent Research in Public Health**

10:00 - 12:00

Lead Faculty – Shiu-Thornton, Sappington & Thompson

Continuing to utilize Terry Cross', et. el. framework for cultural competency, this session will present CBPR [community based participatory research] as a methodological example for conducting culturally competent research.

REQUIRED READINGS:

Cross, Terry, et. el. (1989)  
*Towards a Culturally Competent System of Care. Volume 1.* CAASP Technical Assistance Center. Georgetown University Child Development Center. 3800 Reservoir Road, N.W., Washington, D.C. 20007. (202) 687-8635.

Israel, Barbara A., Amy J. Schulz, Edith A. Parker, and Adam B. Becker. (1998)  
"Review of Community-Based Research: Assessing Partnership Approaches to Improve Public Health." In *Annu. Rev. Public Health.* 19:173-202.

**February 18, 2003**

**Video presentation and discussion: THE DEADLY DECEPTION: TUSKEGEE STUDY OF UNTREATED SYPHILIS 1932-1972**

10:00 - 12:00

Lead Faculty – Shiu-Thornton, Sappington & Thompson

Discussion will address the historical context and lessons learned presented in the video and the application of these issues to current public health research. Students will be asked to reflect on, and integrate the larger themes of culturally competent research, CBPR, and the historical legacy of research in vulnerable, underserved communities within the context of their fieldwork experience.

**March 18, 2003**

**Group Discussion: Sharing fieldwork experiences**

10:00 - 12:00

Lead Faculty – Sappington, Shiu-Thornton, & Thompson

**April 22, 2003**

**Implementing Cultural Competency in Health Education & Promotion**

10:00 - 12:00

Lead Faculty –Shiu-Thornton, Thompson & Sappington

**May 20, 2003**

**Group Discussion: Sharing Field Work Experiences**

10:00 - 12:00

Lead Faculty – Sappington, Shiu-Thornton, & Thompson

**July 22, 2003**

**Final Fieldwork Symposium**

**8:00 - 1:00**

Lead Faculty –Sappington, Shiu-Thornton, & Thompson

Each individual student or student team will make a 20 minute presentation summarizing the activities in their field experience, significant accomplishments, skills and knowledge learned and integration with COPHP curriculum.

### **Coordination with PBL Seminars**

It is expected that learning experiences associated with 595A, B and C will be variably integrated with PBL seminars. For instance a PBL seminar may be focused on community assessment as the class is collecting community information and instruments discussed in the seminars may be used in the field experience activities. At other times the field experience may serve as the basis for a seminar topic. For instance a discovery of data described and incidence and prevalence may cause a seminar discussion on the differences in those concepts. It is impossible to schedule the PBL seminars to always cover the issues present in a field experience assignment at the time those issues are encountered. There will be both gaps and overlaps in these two curriculum components from week to week but by the end of the two years the synchronicity between the seminars and field experiences should be complete.

### **Expectations of Students & Grading Policy**

Field Experience 595B is built around the assumption that the best learning occurs when it is in response to agency and community needs. For that reason the course is not a graded course. It is a credit/no credit course and the student will receive credit if fieldwork assignments are completed on time and are jointly evaluated as successful by the site supervisor, the faculty advisor, the student and Field Experience 595 faculty.

Students are expected to report to their field experience assignments as agreed with their site supervisor and to maintain a schedule that is agreed to by both parties. They are expected to abide by the policies of PHS&KC that define the agency expectations for professional public health staff. They are expected to produce activities and products as agreed. They are expected to coordinate the meetings of site supervisors, faculty advisors and students.

Each student or team is expected to develop a written and oral summary of their field experience that will include:

- A copy of the original Field Experience Agreement
- A journal discussing their observations, thoughts, plans, problems, accomplishments, etc. (This should include weekly entries at a minimum)
- Written descriptions of specific activities, projects and programs on which the student works including products such as survey designs and results, data analysis, program plans, public presentations, etc.

- A written evaluation of their field experience activities and a self-evaluation of their performance during their placement with the agency
- An oral presentation (15-20 minutes) with power point slides summarizing activities and learning

The written report is due on July 22 with the oral presentation.

## **Faculty Contact Information:**

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## **Attachments**

## **Attachment A**

### **Agency/University/Student Practicum Agreement**

Field Experience 595A, B & C are all based on an agreement between three parties each of who has specific responsibilities that are necessary to make Field Experience an effective service-learning experience. Those responsibilities are:

#### **The University**

The University will:

- Select students capable of providing service to the field agency and its clients while engaged in field experience
- Provide students with classroom and assigned learning activities that will enable them to function in their field experience assignments
- Develop and conduct field experience orientation activities for students and agency supervisors
- Designate a faculty advisor for each student field experience team
- Provide regular advising to student teams in collaboration with agency supervisors
- Develop and conduct regular student/faculty and student/supervisor/advisor learning conferences
- Organize and conduct special seminars in response to specific educational needs identified by students, the agency and the university
- Evaluate the student's performance in collaboration with agency supervisors
- Evaluate the quality of the service-learning associated with field experience in collaboration with the agency supervisors and the students
- Make modifications in future curricula to address educational problems identified in evaluations of fieldwork experiences

#### **The Agency**

The agency will:

- Designate a work-unit or project within which the student will conduct service-learning activities during field work
- Develop outcome objectives for the field experience assignment to guide the student team in their activities
- Designate an agency supervisor for each student field experience team
- Provide regular supervision to student teams in collaboration with university advisors
- Provide adequate work-space, support and supplies to enable the student to function effectively as a field work student in the agency
- Participate in student/supervisor/advisor learning conferences
- Evaluate the student's performance in collaboration with university advisors
- Evaluate the quality of the service-learning associated with field experience in collaboration with the university advisors and the students
- Make modifications in agency systems to address service-learning problems identified in evaluations of field work experiences (If the agency wishes to continue serving as the field site for Field Experience 595A & B in future years)

**The Student**

The student will:

- Actively participate in classroom and assignment activities to develop knowledge and skills to enable participation in field experience
- Actively participate as a member of the class team to complete activities associated with Field Experience 595A objectives
- Carry out duties assigned to the team by the agency supervisor in Field Experience B & C
- Participate in student/supervisor/advisor learning conferences
- Evaluate the quality of the service-learning associated with Field Experience 595B & C in collaboration with the university advisors and agency supervisors
- Make recommendations regarding opportunities for improvement of agency support of Field Experience 595 B & C student activities
- Make recommendations regarding opportunities for improvement of university support of Field Experience 595A, B & C student activities

## Attachment B

### COPHP Field Experience 595 B Winter-Summer 2003 PH-S&KC Project Staff and Summaries 2002-2003

<b>Project</b>	<b>Student(s)</b>	<b>Supervisor</b>	<b>Faculty</b>
King County Asthma Forum and Allies Against Asthma	Elizabeth Dadko	Kimberly Wicklund	S. Bezruchka
Cancer Prevention Network	Ellen Wolter	Gary Goldbaum	C. Watts
HIV/AIDS Program	Jsani Henry Kat Bahramian	Karen Hartfield	M. Weaver
Healthy Aging Partnership	Denys Williams	Cheza Collier	J. Logerfo
Housing and Health	Daniel Aukerman	Donna Higgins	Bud Nicola
Violence and Injury Prevention	Amanda Marr	Tony Gomez	j. sappington
Kids Get Care Linking CBOs with Safety Net Clinics	Sara Teitelman	Lisa Podell	F. Connell
Kids Get Care Development of Oral Health Cultural Profiles	Nicole Burkette	Lisa Podell	S. Shiu-Thornton
Physical Activity Promotion Initiative	Nicole Willis	Cheza Collier	M. Oberle
REACH (Racial and Ethnic Approaches to Community Health in Chronic Disease Prevention and Healthy Aging	Mary Brewer Ellen Leuchtmann	Cheza Collier	A. Cheadle

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**Project Name: The King County Asthma Forum and Allies Against Asthma**

**Purpose and Description of Project**

The King County Asthma Forum is a local asthma coalition that brings together individuals and agencies to establish an on-going asthma network to communicate about, collaborate on, and coordinate projects that improve and support asthma prevention, diagnosis and management in King County. The KCAF is one of 7 coalitions in the nation funded by the Robert Wood Johnson Foundation to sponsor the Allies Against Asthma (AAA) program. AAA is a national demonstration program supporting coalition-based efforts to improve asthma care for children and adolescents. In King County, AAA exists to make a positive difference in the lives of children with asthma by facilitating a coordinated, integrated approach to asthma management.

AAA serves South Seattle and Southwest King County with special emphasis on the Rainier Valley and White Center-Highline. Services are tailored for children and adolescents ages 2 through 17, whose families speak English, Spanish and Vietnamese. The program provides a number of services to enhance asthma management and coordinate care for low income children and youth. Interventions are focused on 5 key areas: clinics, homes, neighborhoods, childcare centers, and schools.

**Project Location(s):**

Near Boeing Field in south Seattle at:  
9010 East Marginal Way South, Suite 100

**Special Requirement(s) such as personal auto, bilingual, Epi-Info, etc.:**

- Personal auto desired, but not required.
- Proficiency with Microsoft Word and Excel
- Bilingual in Spanish or Vietnamese a plus

**Roles and Activities of Students (Examples of kind of work activities students will be engaged in):**

- Evaluation activities including qualitative data collection, data entry, observation, survey administration, and participation in KCAF committee meetings.
- Medical chart review to assess quality of care provided to low income pediatric asthma patients
- Collection, development, and testing of asthma education materials in multiple languages and formats
- Providing community education about asthma at health fairs and neighborhood meetings
- Providing technical assistance and support to neighborhood asthma groups
- Development of emergency department asthma surveillance system

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**Project Name:** \_Cancer Prevention Network, or possible other cancer prevention work, in Chronic Disease Prevention and Healthy Aging\_

**Purpose and Description of Project (2-3 brief paragraphs):**

The objective of this project is to establish a PRC Cancer Prevention and Control Network to expand community-based intervention research on cancer prevention and control and facilitate the translation of effective interventions into practice. This is a new project in partnership with the Health Promotion Research Center (HPRC) at the University of Washington and the Fred Hutchinson Cancer Research Center (FHCRC) to assess cancer prevention/research needs and develop appropriate research intervention projects. Our role will be further developed, but currently includes qualitative assessment and community liaison activities.

**Project Location(s):**

400 Yesler Way, Yesler Building, 5<sup>th</sup> Floor, South Downtown, Seattle

**Special Requirement(s) such as personal auto, bilingual, Epi-Info, etc.:**

**Roles and Activities of Students (Examples of kind of work activities students will be engaged in):**

To be developed: Assist in qualitative assessment of cancer knowledge and needs, assist in development of, grantwriting for, and implementation/evaluation of programs to prevent cancer in King County. Attend appropriate HPRC and FHCRC meetings. Attend State Department of Health-sponsored cancer prevention meetings.

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**Project Name: HIV/AIDS Program – Planning Community-Based Prevention Services**

**Purpose and Description of Project**

This project is best described as a comprehensive community planning project. All states receiving federal CDC HIV prevention funds are required to engage at risk communities in a detailed planning process to identify priority target populations and intervention strategies. Washington State allows each of its six AIDSNET regions to set regional priorities. In King County, we work with a diverse 30 member planning group to:

- Identify epidemiologic data needs
- Analyze and present data to the planning group
- Review public health recommendations
- Conduct qualitative needs assessments and report findings to the committee
- Develop and review a community resource inventory
- Characterize and prioritize subpopulations
- Write a comprehensive literature review of effective HIV interventions
- Prioritize intervention strategies for each subpopulation, based on literature.

Public Health is then responsible for writing and releasing a RFP and allocating funds based on priorities.

Students could be involved in activities beginning in Fall 2002. The project would end by November 2003.

**Project Location(s):**

400 Yesler Way, 3<sup>rd</sup> floor and various sites around Seattle as needed. Accessible by bus.

**Special Requirement(s) such as personal auto, bilingual, Epi-Info, etc.:**

Basic Word and Excel skills preferred. Excellent communication skills and ability to work with diverse populations.

**Roles and Activities of Students (Examples of kind of work activities students will be engaged in):**

Combination of basic epi, qualitative assessment, planning and administrative duties.

- Prepare epidemiologic data for presentation
- Conduct needs assessments (e.g. interviews and focus groups)
- Conduct community resource inventory
- Assist with community planning process (attend meetings, help with meeting organization)
- Literature reviews
- RFP development
- Assist with Allocations Panels

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**Project Name:** \_Healthy Aging Partnership (HAP) and other possible older adult work, in Chronic Disease Prevention and Healthy Aging\_

**Purpose and Description of Project (2-3 brief paragraphs):**

The HAP is a partnership of 30 community agencies serving older adults. A partial list of HAP members includes:

- Asian Counseling and Referral Services
- Comprehensive Health Education Foundation
- ElderHealth Northwest
- Group Health Cooperative - Center for Health Studies
- Harborview Medical Center
- King County Department of Community and Human Services - Mental Health Division
- King County Department of Community and Human Services - Community Services Division – Aging Program
- Mayor’s Council on African American Elders
- Public Health – Seattle & King County
- Seattle-King County Aging and Disability Services
- Senior Services
- University of Washington Health Promotion Research Center
- Visiting Nurse Services of the Northwest
- Washington Dental Service Foundation

The HAP creates, seeks funding for and implements new projects to promote healthy aging, as determined by the HAP membership. The HAP’s Senior Information Campaign is conducted by a contracted public relations specialist and publicizes the toll-free telephone line accessing Information and Assistance at Senior Services and also promotes public health messages for older adults. These messages include promotion of physical activity, healthy nutrition, immunizations for flu and pneumonia, fall prevention, depression prevention, and other important topics related to improving the health and quality of life for senior adults. This program focuses primarily on King County residents, but the information campaign extends to Kitsap, Pierce and Snohomish counties as well.

The Health Promotion Research Center (HPRC) has supported most of the HAP programs through evaluation support, as well as planning and development of projects. The Comprehensive Health Education Foundation (CHEF) leads the development of HAP workshops. The Chronic Disease Prevention and Healthy Aging provides meeting facilitation, staff support and part of the leadership for the HAP.

**Project Location(s):**

400 Yesler Way, Yesler Building, 5<sup>th</sup> Floor, South Downtown, Seattle

**Special Requirement(s) such as personal auto, bilingual, Epi-Info, etc.:**

**Roles and Activities of Students (Examples of kind of work activities students will be engaged in):**

Attend monthly Healthy Aging Partnership meetings. Assist in evaluation of the senior information campaign. Assist in developing educational workshops on topics of interest to older adults. An upcoming workshop will focus on substance abuse. An expected workshop in 2003

will focus on nutrition. Assist in writing grant proposals and assist in developing miscellaneous projects as they arise.

A previous student intern conducted an evaluation of the African American Elders Project, a community-based project serving frail, isolated older adults from the African American community in Seattle.

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**Project Name: Housing and Health: Assessment for Action**

**Purpose and Description of Project**

The Housing and Health Working Group includes representatives of multiple community-based organizations and government agencies concerned with the effects of substandard housing on health. To inform the working group's activities, more input is needed from "front-line" housing providers and advocates about what housing and health issues should be addressed in Seattle and King County. More information is also needed from community members living in substandard housing and seeking healthy housing. To get the providers and community-members ideas and opinions about housing and health issues that need to be addressed, we will conduct a community scan. The scan will consist of interviews as well as a "windshield survey" in which observations of housing conditions are made by walking or driving through selected neighborhoods.

**Methods:**

The students and their mentor will work closely with the Housing and Health Working Group to develop the interview instruments.

We will use a snowball sampling technique to identify individuals who should be interviewed. We will begin interviews with members of the Housing and Health Working Group and ask them for referrals to other individuals who should be interviewed. We will then interview those individuals and ask them for names of people who should be interviewed. We will continue this process until we reach a redundancy in the names of people being referred for interviews OR until we reach redundancy in the information we are receiving.

The interviews will be conducted in person or by phone.

**Project Location(s):** Public Health, Seattle & King County (999 3<sup>rd</sup> Ave, Seattle).

**Special Requirement(s) such as personal auto, bilingual, Epi-Info, etc.:**

A personal automobile will be useful, but since the interviews can also be conducted by phone, a car is not necessary. Epi-info skills are desirable, but not necessary.

Good communication skills are needed and an interest in how social factors affect health is desired.

**Roles and Activities of Students (Examples of kind of work activities students will be engaged in):** Students will help develop the survey instruments, conduct the interviews, and design the windshield survey and carry it out. Following data collection, students will enter and analyze data and write a report on prevailing housing and health issues in Seattle and King County reflecting the findings of the surveys. If students are interested, mentor will work with them to write a paper for publication in a peer-reviewed journal on the methods and findings.

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**Project Name:** Violence and Injury Prevention

**Purpose and Description of Project**

The Violence and Injury Prevention Unit in the Prevention Division is unique in the region in the experience of leading many community based prevention efforts through a local public health department. Violence and Injury issues are the leading causes of death for persons in King County up to age 44. It is the leading cause of years of potential life lost for all ages for most years. Prevention efforts include founding and chairing the KC Traffic Safety Coalition who works to reduce drinking and driving related collisions along Highway 99 in KC. We organize law enforcement, liquor control agents, victims groups as well as the beverage and hospitality industry to educate the community about this issue including organizing traffic safety emphasis patrols. Work also includes legislative analysis for the City of Seattle and KC of traffic, pedestrian, and bicycle related legislation. This year a major effort has been and will be to expand the bike helmet law into Seattle involving numerous groups and agencies.

This Unit also participates on the Safe Storage of Firearms Coalition with the Harborview Injury Prevention and Research Center, the Washington State Dept. of Health, Snohomish Health District, and the Tacoma-Pierce County Health Dept. This work largely entails promotion of the safe storage of firearms as a means to help reduce gun violence. We work with gun safety groups such as Ceasefire Foundation and Million Mom March as well as gun stores and gun promotion groups. This includes educating families, the community, elected officials and others about the need to ask about safe storage of firearms, devices available, and includes promotion of discount devices, the web site –lokitup.org and the toll free information line.

This work Unit also founded and chairs the Seattle-King County Drowning Prevention Coalition. We also help lead and participate on the Statewide Drowning Prevention Network with DOH and Seattle Children’s Hospital. We work to reduce submersions in all settings including private pools, bathtubs, community and apartment pools, beaches, rivers, and boating related tragedies. Our partners include parks departments, boating marine units, aquatic organizations, health agencies and many more. We also help organize a major community education effort titled “April Pool’s Day” bringing attention to the preventable nature of submersion and the fact it is the second leading cause of unintentional injury deaths among many age groups of children in Washington State.

**Project Location(s):** Yesler Building, 5<sup>th</sup> Floor, South Downtown.

**Special Requirement(s) such as personal auto, bilingual, Epi-Info, etc.:**

Access to personal auto could be helpful if community based projects are undertaken.

**Roles and Activities of Students (Examples of kind of work activities students will be engaged in):**

Previous student projects have included surveying and educating restaurants and bars along Highway 99 about drinking and driving and traffic related dangers along that roadway. Students have also surveyed and helped organize the participation of KC gun stores to provide safe storage device discounts and education around that. Other students have helped with water safety work such as helping with community education and media events promoting the use of lifejackets.

**Projects could include community education and organizing, media involvement, grant writing, legislative analysis of violence and injury bills and helping effectively organize the various coalitions. This coming year, bike helmet education and promotion will be important as we make sure schools, and school districts, suburban cities including their police, fire and roads departments are familiar with the reaffirmation of the bike helmet law and expansion into Seattle. There is much work to be done on the safe storage of firearm project including the need to empower women to have education on the issue and effect positive change in their households through health provider education as well as general community promotion. In regards to water safety, we are planning with our partners significant community education especially in spring to try and head off the early season drowning that is too common at present.**

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**Project 2002-03**

Kids Get Care: Linking CBOs with safety net clinics for health care home attachment

**General project described on web site** [www.metrokc.gov/health/kgc](http://www.metrokc.gov/health/kgc)

A student will be used to coordinate the planning and implementation of more directly linking individual Community Based Organizations (CBOs) and schools that serve children with KGC hub sites and other safety net providers. This will involve mapping, interviewing, data analysis, setting up compatible data systems, and working with KGC management, community training and hub site staff. In addition, depending on grant funding being awarded, the student will integrate the conversion and implementation of the new "Community Connectors" described below.

The KGC model will reinvent the traditional outreach role in a more cost effective way as "Community Connectors" so that underserved populations can access not only insurance but services by creating linkages between individual CBOs , hub sites, and other safety net providers. This knowledge transference to CBO staff exponentially amplifies the number of people able to connect kids and families to health care homes where they are then assisted by clinic personnel with insurance enrollment. These "Community Connectors" working in tandem with KGC case managers at the new hub sites will be able to use KGC and agency resources to produce site by site creative programming such as Head Start oral health field trips and language specific family evenings, thus increasing utilization of preventive services with a resulting decrease in Emergency Department visits and an increase in health status.

**Project Locations**

Odessa Brown Children's Clinic/Carolyn Down's family Medical Center  
2101 E. Yesler, Seattle and surrounding area  
Eastside Community Health Center & surrounding area  
Kent Community Health Center and surrounding area  
Joe Whiting/High Point—West Seattle and surrounding areas  
Federal Way community Health Center and surround areas

**Special Requirement**

Personal auto, excellent communication skills

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**Project Name: Kids Get Care; Development of Oral Health Cultural Profiles**

**Purpose and Description of Project**

General project described on web site [www. metrokc.gov/health/kgc](http://www.metrokc.gov/health/kgc)

The project will enhance the outreach efforts of the KGC project by developing oral health cultural profiles on specific low-income and underserved ethnic populations served at the four KGC clinic hub sites to reduce cultural barriers in the delivery of oral health services. Additionally, training will be conducted for volunteer community leaders from each of these ethnic groups regarding preventive oral health practices, the role of dentists and the purpose of dental procedures so that they can advocate for improved oral health within their communities.

***Population Served***

All KGC clinic hub sites serve low-income, underinsured and uninsured populations in four geographical regions of King County. A further demographic snapshot reveals that these clinics also serve high concentrations of the many new refugee and immigrant populations residing in the County.

***Project Description***

The objective of this project is to augment the good work already begun in the KGC oral health expansion project by developing cultural profiles on three specific ethnic populations served at the four KGC clinic hub sites. Currently, these clinics distribute key preventive oral health messages in fliers, brochures and posters in multiple languages in their waiting rooms. However, these educational tools frequently do not incorporate the knowledge, attitudes, practices, and beliefs of many refugee and immigrant families served. Specifically, families originating from Cambodia, Vietnam and Somali have been identified by the clinics as being at risk for poor oral health outcomes because of poor nutrition, lack of familiarity with dental care and little if any experience with preventive oral health care.

Cultural profiles on each of these ethnic groups regarding knowledge, attitudes, practices and beliefs will be informed using focus group discussions among key community leaders. Identification of these voluntary participants for focus group discussions will be facilitated through established relationships between the KGC project and a number of local social service agencies

**Project Location(s):**

**PHSKC – WFC 999 3<sup>rd</sup>**

**Odessa Brown Children’s Clinic/ Carolyn Down’s family Medical Center 2101 E Yesler , Seattle & surrounding area**

**Eastside Community Health Center, Redmond, and east County**

**Kent Community Health Center & surrounding area**

**Joe Whiting/High Point --West Seattle & surrounding area**

**Federal Way Community Health Center & surrounding area**

**Potential 2 new sites in King county**

**Special Requirement(s) such as personal auto, bilingual, Epi-Info, etc.:**

**Personal auto, excellent communication skills**

**Roles and Activities of Students (Examples of kind of work activities students will be engaged in):**

**See Above**

**Project Name: \_Physical Activity Promotion Initiative, in Chronic Disease Prevention and Healthy Aging\_**

**Purpose and Description of Project (2-3 brief paragraphs):**

Increased physical activity is likely to increase quality of life, decrease likelihood of obesity, decrease sick days, improve balance and strength and reduce the risk of many chronic diseases. These chronic diseases include, but are not limited to diabetes, colon cancer, hypertension and heart disease. New data indicate the possibility of a link with breast and pancreatic cancers as well. We hope to achieve an overall improved health status among King County residents who become physically active or increase their physical activity through education, programs and policy changes.

Our plan is to increase partnership opportunities with members of the King County Physical Activity Coalition (KCPAC) and other interested parties, to promote physical activity throughout King County. To expand existing programs and disseminate information to facilitate an increase in physical activity among King County residents, the Chronic Disease Prevention and Healthy Aging program is linking with Seattle Parks and Recreation Department to promote a walking and/or other physical activity program. We are also conducting interviews and qualitative assessment for ongoing formative evaluation in response to programs, providing educational and media methods to promote the physical activity message and any new projects, seeking funding for and implementing new projects to promote physical activity, disseminating information and creating demonstrations for health fairs and other community venues, and developing walking maps for municipalities in King County (the first was developed for Lake Forest Park as a community project jointly led by the city's mayor and Eastside Public Health staff). Other projects are to be developed.

**Project Location(s):**

400 Yesler Way, Yesler Building, 5<sup>th</sup> Floor, South Downtown, Seattle

**Special Requirement(s) such as personal auto, bilingual, Epi-Info, etc.:**

An auto would be handy to attend community activities, but not required. Prepare to be physically active!

**Roles and Activities of Students (Examples of kind of work activities students will be engaged in):**

This is a new initiative and student roles will be evolving. Students may assist in conducting focus groups or interviews assessing community assets and needs. Assist in developing and disseminating educational, promotional and/or media materials and project activities. Assist in evaluating physical activity projects. Attend meetings of the Washington Coalition for Promoting Physical Activity and the local King County Physical Activity Coalition, and possibly assist in conducting the latter meetings.

**MPH in Community Oriented Public Health Practice  
Field Experience 595  
Projects 2002-03**

**Project Name:** REACH 2010 (Racial and Ethnic Approaches to Community Health, in Chronic Disease Prevention and Healthy Aging)

**Purpose and Description of Project (2-3 brief paragraphs):**

The mission of the REACH Coalition is to reduce diabetes health disparities experienced by communities of color. Through strong partnerships, we will support the empowerment of individuals, families, and communities, and create sustainable long-term approaches to prevention and control of diabetes utilizing all appropriate community resources in King County.

The Seattle – King County REACH 2010 (Racial and Ethnic Approaches to Community Health) is a CDC-funded community-based initiative working towards the goal of eliminating diabetes-related disparities among African American, Asian American/Pacific Islander American, and Hispanic/Latino populations in Seattle and King County Washington. The REACH 2010 Coalition, which guides this effort, includes a multitude of organizations, experts, people with diabetes, and numerous other agencies and individuals interested in diabetes and the health of people of color. Several benefits of the REACH Coalition model are to facilitate broad community participation, empower and develop community capacity, promote networking and social capital development and increase coordination of services.

The Coalition's tasks were to assess the status of diabetes prevention and control efforts among the specific racial/ethnic communities, to develop a culturally competent intervention plan and to oversee the implementation of that plan. Based on information gathered during community meetings and key informant interviews from people with diabetes, their family members and service providers, the Coalition created a multi-faceted community action plan. Activities are in progress to implement the community action plan. This integrated approach to eliminating disparities related to diabetes includes a wide array of intervention activities in each racial/ethnic community, including:

- ◆ Support groups and peer education
- ◆ General diabetes education classes
- ◆ Faith-based education
- ◆ Education activities at work-sites and pharmacies
- ◆ Self-management classes
- ◆ Enhanced utilization of a computerized diabetes registry
- ◆ Individual case coordination at medical clinics and at a social service agency
- ◆ Restaurant and grocery store information campaigns

These interventions are conducted at multiple community sites and in eight languages. These include Spanish, Cantonese, Mandarin, Korean, Cambodian, Vietnamese, Tagalog and English. The Seattle-King County REACH Coalition is unique in its broad mix of racial and ethnic groups working together toward the same goal.

Our REACH evaluation includes both qualitative and quantitative methods. To date, coalition member interviews reveal a strong dedication to improvement of diabetes

management and commitment to eliminating disparities in health status among racial and ethnic groups.

Principle Investigator: Alonzo Plough, PhD, MPH

Co-Principle Investigator: Cheza Collier, PhD, MPH, MSW

Program Coordinator: Lois Watkins, BS

**Project Location(s):**

400 Yesler Way, Yesler Building, 5<sup>th</sup> Floor, South Downtown, Seattle

**Special Requirement(s) such as personal auto, bilingual, Epi-Info, etc.:**

Auto would be handy to attend community activities, but not required. Bilingual, bicultural students are welcome as this project serves African American, Latino/Hispanic, Chinese, Korean, Filipino, Vietnamese, Cambodian, Samoan communities and others. Many REACH participants are monolingual in their original language.

**Roles and Activities of Students (Examples of kind of work activities students will be engaged in):**

Attend coalition meetings in community setting. Assist in documenting protocols for an upcoming protocol manual. Assist in writing education/protocol manuals. Students may have the opportunity to interview key informants and/or conduct focus groups (depends on language capacity and timing of student involvement). Assist in developing educational, promotional and/or media materials and activities. Assist in data checking, review, analysis and reporting.