

SAMPLE COURSE MATERIALS

Includes: description/objectives, class projects, schedule, student journal questions, student pre/post-test, booklist.

For questions, contact
Rowena A. Turner
Morehouse School of Medicine
(404)752-1940
turnerr@msm.edu

COMMUNITY HEALTH COURSE

Course Description and Objectives

This course is designed to introduce students to the role and function of interdisciplinary health teams. Emphasis will be placed on access and barriers to health services, team collaboration, community interventions, and health promotion and disease prevention. The goals of this course are addressed over two (2) semesters. _____

During the second semester, students will continue to work in their preassigned small groups at community sites. Students will plan, develop and conduct an intervention to address the community health problem (s) identified during the 1st semester.

Second semester objectives are:

- Students will develop, implement and evaluate the interdisciplinary interventions for their community addressing community health issues
- Students will collaborate in small group activities to develop cohesive small group and to develop a greater understanding of the roles of the various disciplines included in the health care team.

CLASS PROJECTS

Small Group Activities

In the same multi disciplinary small group as last semester, students will utilize information from the fall semester activities such as walking tours, windshield surveys, interviews with community representatives, focus group and survey results to develop a community intervention.

Student Individual Assessment/Exams

An exam covering lectures and chapters 17-22 will be given on February 14th. The exam will be multiple choice and will be about 100 questions.

Roundtable Presentation

Each person will participate in a committee of 2-3 people to make a presentation on their group intervention and class activities in a small group setting. Round table participants will be students from other groups, faculty, community representatives and local political figures. Students will have about 20 minutes for the presentation followed by 20 minutes of questions from the participants. Presentations will be graded using the presentation evaluation form by the faculty members participating in each round table. Student are required to attend all presentations. **Non attendance will result in points deducted from students grade.**

Presentation evaluation form is on page 12

Date of Roundtable Presentation is May 2, 2001

Group paper

Each group will develop a paper describing their community interventions. Papers should be written in scientific style. Refer to various journals and handouts for suggestions. Papers are due to Ms. Rowena Turner on May 2, 2001.

**Spring 2001
CLASS SCHEDULE**

**Day: Wednesday
Time: 9:00 AM - 12:00 Noon**

DATE	FACULTY	TOPIC
January 10	Dr. Meryl McNeal Ms. Lorine Spencer Dr. Sherry Crump	<ul style="list-style-type: none"> • Spring Semester Syllabus • Relating 2nd Semester to 1st Semester • Moving from assessment to implementation and evaluation • Panel: Interventions with different populations <p>Reading Assignment: Review Chapters 17-18 Meeting Place: Southside Health Care, Inc.</p>
January 17	Resource Faculty	<p>Small groups in the community Small Group Activity in the community Share materials and fact sheets on 1st semester findings Activities: Review fall activities, Review assessment findings Reading Assignment: Review Chapters 19-20 Meeting Place: Community Sites</p>
January 24	Resource Faculty	<p>Small groups in the community Activities: Review fall activities, Review assessment findings</p> <p>Begin process of identifying community intervention Reading Assignment: Review Chapters 21-22 Meeting Place: Community Sites</p>


January 31	Resource Faculty	<p>Small groups in the community</p> <p>Meeting Place: Community Sites</p>
------------	------------------	--

Day: Wednesday
Time: 9:00 AM - 12:00 Noon

DATE	FACULTY	TOPIC
February 7		<p>Continue small group activities</p> <p>Review chapters 17-22</p> <p>Meeting Place: Community Sites</p>
February 14		<p>EXAM DAY</p> <p>Meeting Place: 1st year classroom MSM</p>
February 21		<p>X Continue small group activities</p> <p>Meeting Place: Community Sites</p>
February 28		<p>X Continue small group activities</p>

		Meeting Place: Community Sites
--	--	---------------------------------------

Day: Wednesday
Time: 9:00 AM - 12:00 Noon

DATE	FACULTY	TOPIC
March 7		MSM & CAU students meet with group leaders and continue small group activities GSU Spring Break Meeting Place: Community Sites
March 14		
March 21		GSU & CAU Students meet in communities MSM Spring Break Meeting Place: Community Sites
March 28		Continue small group activities Meeting Place: Community Sites

COMMUNITY HEALTH COURSE

Spring 2001

CLASS SCHEDULE

Day: Wednesday

Time: 9:00 AM - 12:00 Noon

DATE	FACULTY	TOPIC
April 4		Continue small group activities Meeting Place: Community Sites
April 11		Continue small group activities Meeting Place: Community Sites
April 18		Optional class for CAU & GSU Students Continue on Paper and presentation
April 25		Finalize paper, prepare for roundtable presentations Meeting Place: Community Sites

DATE	FACULTY	TOPIC
-------------	----------------	--------------

May 1		<p>Papers are due to Ms. Rowena Turner in the Harris Building , Room 23B before 5:00 P.M.</p> <p>TWO (2) COPIES OF THE PAPER ARE DUE ALONG WITH COURSE EVALUATIONS AND THE POST TEST</p>
May 2		<p>Round table presentation</p> <p>Meeting Place: See Room Assignments</p>
May 9	Dean's Office	<p>Medical Students meet with Dean Elk's office staff to complete course evaluation</p> <p>Meeting Place: 1st year classroom</p>

STUDENT JOURNAL QUESTIONS

March 21 - 28

1. What expectations or myths did you have prior to the experience?
2. Describe the most enjoyable aspects of your experience?
3. Describe the most frustrating aspects of your experience?
4. Describe the most surprising aspects of your experience?
5. What have you learned about yourself?

April 4

6. What have you learned about the community?
7. What have you learned about the needs of this community?
8. What did you like/dislike about the community agency?

April 11

9. Has this experience changed you ideas or approaches to interacting with people?
10. Have you felt useful as a volunteer?
11. Describe how this service learning has influenced your academic life?

April 18

12. How has service learning affected your personal life?
13. I think the future of service learning student activities should
14. I think student learning activities at this site can

Interdisciplinary Pretest

Fall 2000-2001

Directions:

Rate your agreement or disagreement with following statements according to the following scale:

- A. Agree strongly
- B. Agree
- C. Not sure
- D. Disagree
- E. Disagree strongly

- ___1. The doctor is the captain in delivering health care.
- ___2. It is important to have interdisciplinary meetings in the health care setting.
- ___3. It is the responsibility of the physician to decide on a patient's diet.
- ___4. Physician's Assistant and Nurse Practitioners are presently allowed too much responsibility for patient care.
- ___5. Physicians should be the major decision-makers throughout the health care system.
- ___6. The most important factor which prevents people from gaining access to the health care system is money.
- ___7. Most physicians are community leaders who spend a lot of their free time in civic activities.
- ___8. All health professionals should be required to have continuing education.

Please answer the following questions using this key:

- 01 (Physician)
- 02 (Nurse)
- 03 (Social Worker)
- 04 (Allied Worker)
- 05 (Physician & Nurse)
- 06 (Physician & Social Worker)
- 07 (Physician & Allied Worker)
- 08 (Nurse & Social Worker)
- 09 (Nurse & Allied Worker)
- 10 (Social Worker & Allied Worker)
- 11 (Physician, Nurse, & Social Worker)
- 12 (Physician, Nurse & Allied Worker)
- 13 (Nurse, Social Worker & Allied Worker)
- 14 (Physician, Social Worker & Allied Worker)
- 15 (All)

Using the above key identify all member(s) of the health care team who provides each of the following services.

- ___9. Refer for home health services.
- ___10. Administers medication to patients.
- ___11. Provides primary care.
- ___12. Provides counseling and education.
- ___13. Develops health education programs in community.
- ___14. Provides physical exam and screening.
- ___15. Provides screening
- ___16. Provides discharge planning.
- ___17. Takes medical history.
- ___18. Teaches activities of daily living.
- ___19. Makes diagnosis psycho social aspects of illness.

- ___20. Diagnose health problems.
- ___21. Your professional area is (Please Check)
- ___ Nursing ___ Allied Health
- ___ Medicine ___ Social Work
- ___22. When you complete your training where would you like to practice. Rate your preference from 1 (highest) to 8 (lowest).
- ___ Rural underserved
- ___ Urban underserved
- ___ Specialty practice
- ___ Public health
- ___ Community health center
- ___ Managed care facility
- ___ Research
- ___ Teaching
23. Describe two (2) major functions for the following disciplines.

Nurse Practitioner: _____

Social Worker: _____

Thank you!

REFERENCE BOOK LIST

- Green, Lawrence W. and Kreuter, Marshall W.: Health Promotion Planning: An Educational and Environmental Approach, Mountain View, CA, Mayfield Publishing Company
- Aday, LuAnn: At Risk in America: The Health Care Needs of Vulnerable Populations in the United States. 1993. San Francisco, Jossey-Bass, Inc.
- Braithwaite, Ronald L. and Taylor, Sandra, eds. Health Issues in the Black Community, 1992. San Francisco, Jossey-Bass, Inc.
- U.S. Preventive Services Task Force; Guide to Prevention Services: An Assessment of the Effectiveness of 169 Interventions, 1989, Baltimore, Williams & Wilkins.
- Last, John and Wallace, Robert Maxcey-Rosenau Public Health & Preventive Medicine. 13th Edition, 1992, Appleton and Lange, Norwalk, Connecticut
- Healthy People 2010 Full Report and Summary, US Department of Health and Human Services, Public Health Service, Washington, DC.
- Bodenheimer, Thomas and Grumbach, Kevin: Understanding Health Policy, A Clinical Approach, 1995, Appleton and Lange, Norwalk, Connecticut.
- Richards, Ronald, ed. Building Partnerships, Educating Health Professionals for the Communities They Serve, 1996, Jossey-Bass, Inc., San Francisco, California.
- Kreuter, Marshall W., Lezin Nicole A., Kreuter, Matthew W., and Green, Lawrence W.: Community Health Promotion Ideas That Work, 1998, Jones and Bartlett, Sudbury Massachusetts.
- Community Health Education and Promotion, 1997 Publisher: Aspen Publisher, Inc.
Sara Nell Di Lima, Sandra Bloom Painter and Christina S. Schust Editors
- Handbook of Black American Health:the mosaic of conditions, issues, policies, and prospects
edit by Ivor Lensworth Livingston, first published in 1994 by Greenwood Press, 88 Post Road West, Westport, CT 06881