

HS 200 Contemporary Practice Seminar

Fall 2007
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SPX 211
Mondays 6 – 8:45 p.m.

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"We are dreamers and our dreams have to do with the basic purposes of an open society"
Dorothy Nyswander, 1963

Course Description

Introduction to the philosophy, ethics, historical roots, and approaches of contemporary public health education and health promotion. Emphasis is on frameworks and strategies used in practice.

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I. Course Design

Course Theme

This seminar provides a graduate level review of the practice of community health education/health promotion and the broader field of public health. The seminar draws heavily on a broad network of community contacts and multidisciplinary reading for an overview of the field. The course is designed to provide a strong, common foundation for the core MPH courses and to establish an orientation to graduate work that is centered on clear personal and professional objectives. During fall 2007, particular emphasis will be placed on the role and contributions of health education to multidisciplinary and multisectoral community development and public health efforts.

Overall Course Objectives

This seminar is designed to meet the following objectives:

1. To establish a common foundation for graduate study based on the process and the professions of public health, community health education, and health promotion.
2. To review the history, conceptual frameworks, methods, and contributions of public health, health education, and health promotion.
3. To explore contemporary opportunities and challenges to public health and the community health education/health promotion response.
4. To provide a forum for discussion of the philosophy, ethics, and politics of health education, health promotion, and public health.
5. To experience and reflect upon the academic expectations and lively possibilities of SJSU's MPH campus program, including the responsibilities and commitments associated with its setting and role in a community-engaged department.

Essential Learning Objectives of the MPH Program addressed in HS 200

Upon completion of the course, students will be able to:

1. Define public health, its essential functions and priority content areas, and the social ecological model for understanding and addressing public health.
2. Describe U.S. health status, including disparities and structured inequities, and the use of objectives and leading indicators to address population health through program and policy design and interventions.
3. Discuss the broader social and historical contexts of current health issues and public health strategies, including the roles and contributions of the specialized area of community health education and promotion in different practice settings and relationships.
4. Identify and discuss promising contemporary theories and strategies for improving and protecting public health through health education and health promotion.
5. Identify the key components of the code of ethics for the health education profession.
6. Describe the key public health and health education professional organizations and the benefits of leadership and professional membership.
7. Discuss the history, rationale, current status, and future directions of professional quality assurance in health education and public health.
8. Articulate personal values, relevant experiences, and commitments to public health and professional practice upon entering the MPH Program.

II. Instructional Support for HS 200

WebCT

The course will utilize the WebCT e-campus service for instructional support. The syllabus, course assignments, supporting material, and many class presentations will be available through webCT. The technology may also be used for class discussions, team updates, and session evaluations.

Students who register prior to August 22 will automatically be entered into webCT and will be able to access the course material even before the semester begins. Those who add after August 22 will be entered into the course site within 3 business days after the first class meeting.

You can access our course site at the webCT home page: <http://sjsu.webct.com/webct/public/home.pl>

Problems with webCT?

Be sure to perform the browser Tune-up before you begin the class by visiting:
<http://www.webct.com/tuneup>

If you have questions or concerns about the webCCT technology, you can get answers from the help desk at helpdesk@sjsu.edu, or call 408-924-2670 and the eCampus website: <http://online.sjsu.edu/>

The Martin Luther King, Jr. Library

San José State University's library is an important resource for MPH students. In addition to the award-winning and state-of-the-art building, wireless access, meeting spaces, café, and study areas, the library provides access to an extraordinary number of relevant collections. Online access makes it easy to search for what you need – although some of us old-timers believe there is nothing quite as powerful as actually being in the library!

The Health Science Librarian: Each discipline has a dedicated expert librarian, available to assist students in person, online, and over the phone. The Health Science Librarian is Mr. Henry Meserve. You can reach him in the library, at hmeserve@sjsu.edu, and (408) 808-2093. In addition, Christina Peterson, another university librarian, is very knowledgeable about the public health journals and databases.

III. Reading, Exams, and Assignments

Reading

HS 200, like all MPH courses, requires serious reading in advance of class sessions. The weekly reading for HS 200 ranges from 30– 75 pages, or the equivalent of 1 – 3 text chapters or 3 – 7 journal articles each week. Reading is critical to establishing the foundation for graduate study in public health, as well as meaningful class discussions.

Our primary text will be the new book by Larry Cohen, Vivian Chávez, and Sana Chehimi, Prevention Is Primary (Jossey-Bass, 2007). The text may be purchased at the SJSU Spartan Bookstore or ordered online from Barnes & Noble or other booksellers. This book will be used extensively in HS 200 and again in MPH courses in subsequent semesters. It is an excellent investment.

Additional reading will come from a variety of health education and public health journals, texts, monographs, and program documents. Two books have been ordered that are highly encouraged as essential references throughout the MPH program:

Bensley R and Brookins-Fisher J (2003). Community Health Education Methods. Boston; Jones and Bartlett.

Edberg M. (2007). Essentials of Health Behavior. Boston; Jones and Bartlett.

Articles, government documents, and other course material will be made available through webCT. A special feature of the Fall 2007 campus HS 200 course will be articles published within the past six months in the key journals of our field – American Journal of Public Health, Health Education and Behavior, Health Promotion Practice, and Health Education.

Specifics of each week's reading assignment will be provided throughout the semester. Seminar participants are expected to have prepared and reviewed the assigned reading prior to each class session. Be sure to save and organize these readings! They will be useful in other courses and professional activities throughout the course of the MPH program.

Exam and Self-Assessments (aka Quizzes)

There will be one examination near the end of our course (November 5, in class). The exam format will be a mix of questions: short answer, fill-in, list/define, some multiple choice, and some essay. The exam will cover all course material – reading, presentations, exercise, activities, and discussions

Three quizzes will be posted to webCT during the semester (9/19, 10/10, 11/14). The timed quizzes will be posted for 4 days (Wednesday – Saturday) and can not be printed. The quizzes will help seminar participants identify “testable” material from the reading and discussions. Quizzes are optional and for self-assessment only. They will not be considered in the semester grade but will help in preparation for the final. The final exam, administered in class with one single sided 8/5 x 11” note sheet as reference, will be worth 20% of the semester grade.

Writing Assignments

HS 200 lays the foundation for graduate study of public health through a series of short writing assignments. Together, the assignments are worth 35% of the semester grade.

- **Mission Statement*** (*Due September 10*)
Based on the Statement of Purpose in their graduate school applications, each Seminar participant will develop a 2-3 page mission statement expressing the purpose of their “lifework” and establishing overall direction for this time in their lives.
- **Day in the Life*** (*September 24*)
Following a format developed by the Colorado Department of Public Health, each Seminar participant will write a short story depicting the ways in which public health impacts us all, from the moment we wake up until we end the day.
- **Skills Assessment*** (*October 8*)
Seminar participants will assess their skills against the advanced competencies of the health education profession and identify priority areas for development during the first semesters of the MPH program.
- **Topic related Assignments** (*Ongoing throughout the semester*)
In-class and homework assignments may be given during the semester that relate to emerging topics, class discussions, or presentations. All writing homework will be assigned with at least one week to complete the work.

Community Service Project (October 22, Reflective Paper due October 29)

During Fall 2007, all campus Seminar members will participate in a community service project in the nearby Brookwood Terrace – Five Wounds neighborhood. Details of the specific project will be presented in class and based on the priorities of the CommUniverCity Steering Committee and the neighborhood association. This is our chance to do something together that benefits the local community – it should be interesting, fun, and different! A reflective paper after the experience will be a key part of this assignment. The Community Service Project and paper are worth 10% of the semester grade.

Presentations and Facilitation

Seminar participants will be involved in class presentations, team work, and group facilitation in several ways throughout the semester. The two formal activities described below are part of the larger course participation grade (25%) for the semester.

- **Reading Highlights and Applications** (*Ongoing throughout the semester*)
Seminar participants will work in small groups to prepare a class handout summarizing and integrating the week’s assigned reading, identifying key terms, and either posing questions for class discussion/guest presentations or developing an icebreaker/closing activity for the

session. The type of activity (questions, icebreaker, or closing) needs to be identified by the Wednesday before the session. Handouts and a brief report of how the work was accomplished are due via webCT by noon on the day of the presentation (one submission per team); individual follow-up on how it went and lessons learned are due within 48 hours of the class session. All seminar participants will evaluate the discussion/activity and provide feedback to the group. The individual component of the preparation and presentation is worth an additional 5% of the semester grade.

- **News Reports** (*Ongoing submission, summary assignment at end of semester*)
Whether they are labeled as breaking news, human interest, or opinion pieces, public health is in the news everyday (although not always framed as “public health issues”). Seminar participants are encouraged to read the news regularly – both for current information and to monitor this aspect of the public discourse on public health issues. At some point between September 10 and October 15, each seminar participant will post a public health-related article (or link to an article) that appeared in the news that week, along with a brief commentary on the “lively possibilities” and/or limitations in the framing of the issue. These articles will be incorporated into upcoming class sessions by the instructors and reading highlights teams as appropriate.

Integrative Assignments

As the semester draws to a close, Seminar participants will focus on a set of integrative assignments, culminating in the production and presentation of the first edition of their individual MPH Portfolios.

- **Framework for Practice*** (*Due November 19*)
By the end of the semester, each Seminar participant will develop an individualized framework that integrates course reading and key ideas. The 2 – 3 page Framework for Practice will help participants organize and synthesize what they have read over the semester. The framework may also provide a useful base for future assignments and opportunities, while marking the core ideas that emerged from the first semester of the MPH program.
- **Action Plan*** (*Due November 19*)
Near the end of the semester, each participant will develop an individual Action Plan for graduate school. The Plan will be based on all of the above assignments, the experiences, and perspectives gained throughout the first semester(s) of the program, and individual goals and objectives for professional preparation.
- **MPH Portfolio** (*Due November 19*)
All of the assignments listed with * are required parts of the final class assignment – the first iteration of the MPH Portfolio. Work from other courses may be added to the portfolio if desired. The MPH Portfolio is further developed over the coming semesters and submitted in the final weeks before graduation. The Portfolio is organized in a binder following a standard Table of Contents.

IV. Course Policies and Evaluation

Seminar Format

This class will be conducted as a highly interactive graduate level seminar. Presentations by faculty, class members, and community guests will be integrated with the reading and homework for that week, posted news reports, class activities, and discussion of current events in public health and health education. Participants will have an active role in planning and evaluating segments of many class sessions.

Class Participation

Active participation in Seminar is key to both group and individual success. Participation and presentations are worth 25% of the semester grade and will be based on the instructors' assessment of the following:

- Evidence of preparation for class
- Respectful engagement in class sessions
- Quality of listening to others
- Contributions to both full class and small group discussions
- Active linkage of reading and discussion topics for the benefit of the group
- Participation in group activities (i.e., planning, presentations, evaluation)
- Class leadership

Note on class participation: It is not possible to achieve full credit for participation without being an active part of class discussions – including discussions in the full class – as well as respectful listening and engagement. Public health leadership requires comfort and confidence with both skills. Our class, like public health, needs all voices, a full range of perspectives, and insight from everyone. Engaged participation is critical to our individual and collective success.

SJSU Academic Integrity Policy

Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. The policy on academic integrity can be found at http://sa.sjsu.edu/student_conduct.

HS 200 requires both individual and group work. If you are uncertain whether or not collaboration is possible or required, please ask one of the instructors! Effective and courageous public health leadership requires both individual accountability and group effort. The same is true of HS 200.

Plagiarism

Plagiarism is taking the ideas, images, or writing of another person and presenting them as one's own. Whenever you use someone else's intellectual contributions, you must give appropriate credit. Not only does this appropriately respect the original author, but it also facilitates development of your own voice, skills, and unique writing style.

Campus policy in compliance with the Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability. You may read the specific policy at http://www.drc.sjsu.edu/about/policies_guidelines/PresidentialDirectiveFY97-03.pdf.

Graduate Level Writing Review

HS 200 is the setting for preliminary review of each participants' writing skills and preparation for graduate level writing. The assessment is done across four HS 200 assignments (Mission Statement, Day in the Life, Skills Assessment, and Framework for Practice) and an assignment given in HS 201 Groups and Training. Each assignment will focus on a specific aspect of public health writing. Evaluative rubrics will be used to help participants identify areas that need attention before progressing on to the program planning and research methods courses, HS 272 and 295 respectively.

Grading

Semester grades will be determined by the instructors on the following basis.

Writing and homework	35%
Final Exam	20%
Course participation and presentations	25%
Community Service Project (10/22 & 10/29)	10%
Individual component of team presentations	5%
Portfolio	5%

A+ = 4.3	B+ = 3.3
A = 4.0	B = 3.0
A- = 3.7	B- = 2.7

Note: Work lower than 2.7 is not accepted in HS 200 and must be repeated

V. Key Dates

8/22	<u>Nyswander Lecture:</u> Larry Cohen, Executive Director, Prevention Institute, SJSU Engineering Auditorium, 5:30 – 7:00 p.m.
8/27	First Seminar meeting
9/3	Labor Day – no class
9/10	Mission Statement due
9/19	Quiz #1 posted through Saturday 9/22
9/24	Day in the Life due
10/8	Skills Assessment due
10/10	Quiz #2 posted through Saturday 10/13
10/22	Community Service Project
10/29	Community Service Project Reflection Paper due
11/5	Exam (can be taken early for those attending SOPHE and APHA)
11/14	Quiz #3 posted through Saturday 11/17
11/19	Final Session, Portfolio (including Action Plan and Reading Synthesis) due

Schedule of Topics

Part One: The Concepts and Concerns of Community Health Education

August 27	Introduction to public health and health education: Community-based practice, equity, and the goals of an open society
September 3	Labor Day – no class
September 10	History and foundations of public health: Social justice, personal and social responsibility, the social ecological model <i>Mission Statement due</i>
September 17	<i>Who Will Keep the Public Healthy?</i> The public health workforce in the 21 st century
September 24	Health education in public health: The process and theories of change <i>Day in the Life due</i>
October 1	Public health ethics
October 8	Public health advocacy <i>Skills Assessment due</i>

Part Two: Evidence-based Practice

October 15	How We Know What We Know: Studies and Stories for Change
October 22	Community Service Project
October 29	The Organizing Principle of Health Education: Program Planning, Implementation, and Evaluation
November 5	Exam (Can be taken early at the Testing Center for those attending SOPHE and APHA)
November 12	Veteran's Day – No class

Part Three: Community-based Practice

November 19	Where We've Been and What's Ahead <i>Portfolios due</i>
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