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Kingsborough Community College

2020

COH-2000 - Community Health Interventions

Jose Nanin

CUNY Kingsborough Community College

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FULLY ONLINE

Kingsborough Community College, CUNY
Department of Health, Physical Education and Recreation
Community Health Program

FALL 2020 SEMESTER

COH 2000 - Community Health Interventions **Professor Jose Nanin, EdD, MCHES**

Section I (#16649) – FULLY ONLINE



Days: First *online* session: Monday 9/14/2020

- New online sessions on Mondays starting 9/14/20 until 12/14/20.
- Final exam will be available on Tuesday 12/15/20 and due on Saturday 12/19/20.

Office Hours - Refer to *Virtual Office Hours* tab on Blackboard.

Dr. Nanin's Contact Information:

- **Email:** jnanin@kbcc.cuny.edu

Course Overview

The purpose of this FULLY ONLINE course is to expose students to a range of health promotion and disease prevention and management strategies used by community health specialists to address community health challenges.

Through **readings, videos, online course assignments, online discussions, and student presentations**, we will compare and contrast community health interventions created to improve the health of specific priority populations and communities-at-large.

*Through **online class participation, recommended one-on-one advisement sessions, and online writing assignments using Blackboard (BB)**, students will assess for themselves their level of preparedness and readiness to be professionals in the public/community health fields. In addition, students will experience some of the theoretical and practical concepts covered in class by participating in one or more classroom activities as well as collaborating with KCC staff, faculty, peers, and others. The course will ultimately teach students about the process of planning, designing, implementing, and evaluating community-based health interventions that will reduce health disparities in various communities in the U.S. and around the world. There will be a special focus on the benefits of using client-centered counseling / motivational interviewing as the basis of interventions in particular communities.

General Education Skills

This course is designed to help fulfill student learning goals at Kingsborough Community College. These goals include the practice and enhancement of effective communication skills, critical thinking, quantitative reasoning, technological skills, as well as the ability to use tools and resources to acquire learning. In order to support mastery, the following student learning objectives and assignments have been created for the course.

Student Learning Objectives

By the end of this course, students, in the assessment methods noted, will demonstrate their ability to:

- Describe the roles, responsibilities, limitations, desired qualities, and history of *Community Health Workers* and other public health professionals in the US (Online assignment)
- Describe key community health principles and values (Group discussions; quiz)
- List the three levels of prevention (Group discussions; quiz)
- Describe planning, designing, implementing, and evaluating community-based health interventions (Group discussions, quizzes)
- Explain the benefits of motivational interviewing/client-centered counseling within community-based health interventions (Group discussions, quizzes)
- Critique community health interventions based on understanding key principles of community health interventions (Individual online writing assignments; final exam)
- Evaluate one’s level of preparedness for the community/public health field (Reflection online assignment)

Accommodations:

I encourage students with disabilities in all courses to register with Access-Ability Services by clicking on this link [Access-Ability Services](#) to ensure they can receive the appropriate accommodations they are entitled to. Disabilities are often non-visible, such as chronic diseases, learning disabilities, head injury, attention deficit/hyperactive disorder or psychiatric disabilities. Additionally, if you are unsure, but have received academic modifications or accommodations in the past, you may be eligible for services here at Kingsborough and I encourage you to reach out to Access-Ability Services in room D205 on campus or email them at aas@kbcc.cuny.edu.

Learning Evaluation Activities

	<u>Points</u>	<u>Due Date</u>
• Discussion Boards	300	Ongoing
• Quizzes	200	
○ Online quizzes (4 x 50 points each)– based on readings		About every 2-3 weeks
• Writing Assignments		
○ Final Essay Exam+	500	See BB

TOTAL FOR GRADE **1000** (equivalent to 100%)

+Detailed instructions on Blackboard.

Required Reading

No textbook is required for this course. All reading material will be provided to you from various sources as *OER (Online Education Resources)*. Please make sure to follow the links provided to you under each assignment as well as recommended resources. You **MUST** read the articles, watch assigned videos, and refer to other resources as assigned. They are necessary for completion of each week’s assignments. Completion of each weekly assignment will be necessary for developing and completing your final exam.

OER Articles/Readings used in this course include, but are not limited to:

Reading or video on Professionalism in Community and Public Health Work

- Ruiz, Y., Matos, S., et al. (2012). Lessons Learned From a Community–Academic Initiative: The Development of a Core Competency–Based Training for Community–Academic Initiative Community Health Workers. *American Journal of Public Health*, 102(12), 2372-2379. Available at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3519306/> .

Reading or video on Ethical Issues in Community and Public Health Work

- University of Washington Public Health Info: <https://depts.washington.edu/bioethx/topics/public.html>
- Ethical Issues in Public Health (Marymount University, Video of slide show): <https://slideplayer.com/slide/4669301/>

Reading or video on The Importance of Data and Information in Creating Interventions

- Luck, J. et al. (2006). *Using Local Health Information To Promote Public Health*. Available at <https://www.healthaffairs.org/doi/full/10.1377/hlthaff.25.4.979>.

Reading or video on Assessing Community Needs

- New York City Department of Health and Mental Hygiene (NYC DOHMH) ***Community Health Profiles*** available at <https://www1.nyc.gov/site/doh/data/data-publications/profiles.page>
- Community Toolbox from University of Kansas: <https://ctb.ku.edu/en>
- Community Toolbox from University of Kansas - Assessing Community Needs and Resources: <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources> ; <https://ctb.ku.edu/en/assessing-community-needs-and-resources>

Reading or video on Planning A Community-based Intervention

- Community Toolbox from University of Kansas – Developing Action Plans: <https://ctb.ku.edu/en/developing-strategic-and-action-plans>
- MetroWest Health Foundation - Video on Logic Modeling: <https://www.youtube.com/watch?v=iR99VvJuG5A>

Reading or video on Implementing Community-based Interventions

- Community Toolbox from University of Kansas - Developing an Intervention: <https://ctb.ku.edu/en/developing-intervention>

Reading or video on Outreach

- Callen-Lorde Community Health Center’s webpage at <http://callen-lorde.org> .
- Callen-Lorde Community Health Center’s Community Health Education information at <http://callen-lorde.org/our-services/education-and-training/> and information on their Health Outreach to Teens program <http://callen-lorde.org/hott> . Video about the their HOTT program is also available at <http://www.youtube.com/watch?v=ZW-TuNYM0TA..>)

Reading or video on Home visits

- Gogia, S. & Sachdev, H. (2010). *Home visits by community health workers to prevent neonatal deaths in developing countries: a systematic review*. Available at <http://www.who.int/bulletin/volumes/88/9/09-069369/en/> .

Reading or video on Educational Materials

- Harvard School of Public Health – Assessing and Developing Health Materials – available at <https://www.hsph.harvard.edu/healthliteracy/practice/innovative-actions/>

Reading or video on Motivational Interviewing

- Videos on Motivational Interviewing by Keri Bolton Oetzel, PhD: http://www.youtube.com/watch?annotation_id=annotation_28363&v=zL9egqQXIII&feature=iv (Make sure to click and watch parts 2, 3, 4, and 5 after watching part 1. Don't pay attention to the dates and places she mentions about training. Dr. Oetzel prepared this for trainings she was conducting.)
- Two videos on Motivational Interviewing by the Heart Foundation of Australia: "Introduction" (<http://www.youtube.com/watch?v=lufiDGIIckM>) AND "Setting the Scene" (http://www.youtube.com/watch?v=-aTe4LpGz_E)

Study guide for the Online Final Exam

Overview: For this exam, you will discuss a disease or health issue affecting a specific NYC community (geographic, gender, racial, ethnic, religious, economic, behavioral, or a specific group of people – pregnant women, prisoners, senior citizens, etc.) and *your idea of an intervention that should be developed and implemented to address that problem*. You are encouraged to include information and concepts from any other Community Health course you are taking or have taken (COH 1100, 1200, 1300, and/or 91E1).

There are many health disparities experienced by New Yorkers. These disparities are measured by the New York City Department of Health and Mental Hygiene (NYC DOHMH). They produce data via Community Health Profiles, which are provided at <https://www1.nyc.gov/site/doh/data/data-publications/profiles.page> . At this website, health information for specific neighborhoods throughout the 5 boroughs of NYC are provided.

Your Situation

You work for the NYC DOHMH as a community health worker and you're part of a team of public health officials assigned to a specific NYC borough (i.e., Brooklyn, the Bronx, Manhattan, Queens, and Staten Island). You need to do your best to help members of your specific borough become healthier by the end of 2020 by planning, designing, and conducting interventions to reduce health disparities in that borough.

First, you will be assigned a borough and district (neighborhood) that requires your services and expertise. Then, you will review the Community Health Profiles. (NOTE: To make sure many areas of NYC are represented and provided with services, you will be assigned to a borough and district between weeks 2 and 4 of the course.)

Once you know which borough you are providing services to, you will collect information to answer the following questions:

- I. The Community District and borough you've been assigned and why this area of NYC needs your help**

2. **The racial/ethnic background of the community**
3. **One other fact about the community that is important to know (citing information from the Community Health Profile report)**
4. **The community district's self-reported health indicator (under the "Healthy Living" section of the report), and how that community compares to all of New York City (i.e., do they have a less or more positive outlook about their health than the rest of NYC?)**
5. **Neighborhood Health Disparity: Explain one of the health disparities discussed in any of these sections of the report: Healthy Living, Health Care, or Health Outcomes**
6. **Barriers to improving health: Give two reasons why the disparity you chose exists according to information in that section and from one of these sections of the report: Neighborhood Conditions; Social and Economic Conditions**
7. **Prevention of diseases and unhealthy condition: Explain the three levels of prevention we focus on in community health work. Explain each one and give one example of an intervention effort you would conduct for each. Make sure your intervention is related to the health disparity you chose in #5.**
8. **Lastly, how can any one of these interventions help to reduce the health disparity you've been discussing in the paper: home visits, community outreach, OR client-centered counseling/motivational interviewing?**

More details about the exam will be provided throughout the semester.

NOTE: YOU MUST COMPLETE THE FINAL ONLINE EXAM ON TIME. IF FINAL EXAM IS NOT COMPLETED BY THE DEADLINE POSTED ON BLACKBOARD, YOU WILL RECEIVE A GRADE OF ZERO. NO EXCEPTIONS!

*****COURSE SCHEDULE AND MORE DETAILS ARE PROVIDED ON THE FOLLOWING PAGES. PLEASE REVIEW CAREFULLY. *****

Dates	Topics	Assignments
ALL READING AND STUDY MATERIALS WILL BE PROVIDED TO YOU ONLINE.		
WEEK 1	Course Overview	
WEEK 2	Community Health Concepts Review & Introduction to Interventions	
WEEK 3	Public/Community Health Career Opportunities	
WEEK 4	Ecological Theory and Levels of Prevention Community-Based Health Interventions: Past and Present Informing the Future Ethical Issues in Community and Public Health Work	
WEEK 5	Levels and Types of Interventions to Reduce Health Disparities AND Theory as a Framework for Interventions	
<i>Quiz #1 (on syllabus content and review of COH concepts) posted this week</i>		
WEEK 6	The Importance of Data and Information in Creating Interventions	
WEEK 7	How To Use Logic Modeling for Planning an Intervention Implementing Interventions to Reduce Health Disparities	
<i>Quiz #2 (on readings and assignments) posted this week</i>		
WEEK 8	The Importance of Program Evaluation Getting Money to Help Communities Become Healthier	
WEEK 9	Interventions: Present & Future <i>Quiz #3 (on (on readings and assignments) posted this week</i>	
WEEK 10	Methods Used in Interventions: Home Visits Methods Used in Interventions: Community Outreach	
WEEK 11	Developing Educational Materials <i>Quiz #4 (on (on readings and assignments, including information on Home visits and Community outreach) posted this week. ***LAST QUIZ***</i>	
WEEK 12	Methods Used in Interventions: Client Centered Counseling and Motivational Interviewing	

FINAL EXAMS WEEK	<p style="text-align: center;">**FINAL EXAM DUE THIS WEEK**</p> <p><i>Availability and completion deadline of the final exam for this course are provided below under “Important Dates.”</i></p> <p><i>Instructions will be provided when exam becomes available.</i></p>
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IMPORTANT DATES:

Please note that the last day to officially withdraw from this course to receive a “W” grade is on the last day of classes, **SUNDAY 12-13-20.**

FINAL EXAM WEEK for KCC is from Tuesday 12/15/20 through Monday 12/21.

Our final exam will be available starting on Tuesday 12/15/20 and must be completed by 11:59pm on Saturday 12/19/20.

Again, this course is conducted FULLY ONLINE. Because you can do most online assignments at your own pace (by the posted deadlines), holidays (like religious holidays, Columbus Day, Thanksgiving) and important school dates (for example, days when a Wednesday is on a Monday schedule) do not affect the schedule of this course. You may access and review the Academic Calendar here: [KCC Academic Calendar](#)

BLACKBOARD (BB)

All course documents, exams, extra readings, PowerPoint presentations, and assignments are on BB.

**HAVE YOUR KCC USERNAME AND PASSWORD READY TO USE IMMEDIATELY!
THIS IS A FULLY ONLINE COURSE!**

Questions regarding Blackboard and Student email? Not sure how to get on to Blackboard?

Contact Student Help Desk by phone: 718.368.6679
or email HelpDesk@Student.Kingsborough.edu
or click here: [Blackboard Help](#)

Computer matters

We will be using Blackboard for all components of this course, including all your reading materials and assignments. Make sure you have access to:

- PC or Mac with Internet access
- Access to KCC’s Blackboard — if you have an access problem, call or email the Help Desk immediately! You cannot pass this course without access to Blackboard via the internet.
- [Adobe Acrobat Reader](#) (preferably version 10 or above)—you can download it by [clicking here](#)
- Microsoft Word and Microsoft PowerPoint, which are available as part of the Microsoft Office Suite, a free download to students via your email accounts. [Click here](#) to start the download process.
- Adobe Flash —which you can download by [clicking here](#)

If you need to borrow a computer as a KCC student, you may do so from the KCC Media Center. Please [click here](#) for information.

Netiquette guidelines: *Netiquette* is a term used to refer to proper communication and behavior in an online environment. It is important you practice proper netiquette in any online course you are taking. [Click here](#) for a quick refresher video about how to properly address your professors and fellow students, how to communicate through email and discussion boards, and other matters that help make an online course safer and more comfortable for everyone.

Getting Into and Onto Blackboard

You must have your KCC user ID and password to get access to Blackboard. You can start using Blackboard as soon as you receive an email welcoming you to the HS 4100 course. Get your first assignments; begin to download readings, and to start posting your feedback to assignments in the “Discussion” section of the site.

We will be using the Discussion feature of Blackboard to post ideas and responses as well as sending emails to everyone using Messages under the Tools tab. Through the use of these features, everyone will be able to respond to everyone else with feedback, comments, or anything you feel is worth saying in response to the original person’s email message.

E-Mail and Discussion Board Protocol

Emails and discussion board posts are not texts. Write in complete sentences and full words. When sending emails to each other, including Dr. Nanin, make sure to type “HS 4100” in the Subject line of the email so people will recognize that it’s a course-related message. Send your emails from your KCC email account; many unrecognized email addresses may go to the “junk mail” folder and will not be read.

I will monitor emails throughout the week. If there is something really pressing that needs an immediate response, please make sure you say “URGENT” in your email subject line (I will do the same) OR send it to me at jnanin@kbcc.cuny.edu.

CUNY First

Having problems with registration or anything else related to the new CUNY First system?? Then use the following phone numbers for assistance:

1. Email support: 718-368-6679 or go online to <https://kbam.kingsborough.edu>
2. CUNY First Support: 718-368-6888

Or, if you’re on campus, go to these locations: L-106, L-107, M-200, and M-224.

Mutual understandings to enhance our time together

Preparedness

Check Blackboard for your weekly assignments and important updates. Make sure you always have access to computers with Internet access. The majority of the course is online!

Homework

Check Blackboard on a consistent basis (i.e., at least twice a week). It is your responsibility to keep up with all assignments and remember due dates.

Academic Integrity

“Plagiarism is passing off a source’s information, ideas, or words as your own by omitting to cite them, an act of lying, cheating, and stealing. Plagiarus means kidnapper, in Latin, because in antiquity plagiarii were pirates who sometimes stole children: when you plagiarize, as several commentators have observed, you steal the brainchild of another. But since you also claim that it’s your own brainchild, and use it to get credit for work you haven’t really done, you also lie and cheat. You cheat your source of fair recognition for his or her efforts, and you cheat the students who have completed the same assignment without plagiarizing.”

(<http://people.brandeis.edu/~teuber/usemplagiarism.html>)

Plagiarism, if suspected, will be questioned; if found, will not be tolerated (Paper will be returned ungraded and assignment considered not done). Please provide appropriate citations and acknowledgments for the work others have done. You were smart to find it and to recognize its value; be even smarter and respectful: acknowledge your sources. Academic and personal misconduct by students in this class are defined and dealt with in accordance with CUNY/KCC policies.

***Please [click here](#) for policy details about plagiarism and academic dishonesty on the KCC website.

Disruptions

Please make sure to use appropriate language in your online discussions and emails.

Discipline

Instances of academic dishonesty or disruptive or inappropriate classroom behavior will be reported immediately to the Office of the Vice President of Student Affairs... SERIOUSLY!

Absences

Attendance is a “big deal” to me, to Kingsborough, and to CUNY. As per school policy, students who are absent more than 6 hours from class (i.e., not completing 6 online assignments) will be dropped from the course and given a grade of WU. See pages 8-10 of KCC Student Handbook [here](#) .

Please inform me if you plan to be off-line for more than a week (i.e., because of illness or an emergency). I just want to make sure that you are staying in the course. 😊

Lateness

As a courtesy to your fellow students and myself, please do not be late with submitting your assignments. Regular lateness delays grading and disrupts the class flow; therefore, is not acceptable.

However, that said, I'd rather you submit something late than not at all. You are a valuable member of the group and I want you to do well!

Work Quality

Work that is not academically acceptable – that is handwritten, messy, filled with various fonts, grammatical and spelling mistakes, and plagiarized - will be returned for rewriting. That work is considered late. See work lateness policy below.

Work Lateness

Grades for online assignments will be reduced 2 points for each 10 points that an assignment is worth (e.g., 2 points reduction if assignment is worth 10 points, 4 points if assignment is worth 20 points, 8 points if assignment is worth 40 points, etc.). “Late” period begins immediately the day after the due date and is indicated by Blackboard as such. NOTE: Unless I approve your lateness in advance (or medical documentation for your lateness is provided), I will NOT accept any assignments that are more than one (1) week late.

Back Up Copies

Keep or be able to produce, if necessary, a copy of any written assignment you submit on Blackboard. Save your assignments on a flash drive or in a “cloud service” like Microsoft OneDrive (which is included with your KCC email or at <https://onedrive.live.com/about/en-nz/>), Dropbox (www.dropbox.com), or Google Drive (<https://www.google.com/drive/>).

Grades

I use Blackboard to enter your class grades and then Blackboard calculates your grades according to the sum of all points shown on page 2 and school grading policy. Those grades based on a sum totaling 1000 points will be

converted to percentages to determine your final grade (e.g., a total of 918 out of 1000 will become a grade of 91.8%, equal to an A-). This means that, even if you get high grades on some major assignments, your grade will decrease if you don't do well on all required assignments.

97-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+
94-96 = A	84-86 = B	74-76 = C	60-66 = D
90-93 = A-	80-83 = B-	70-73 = C-	59 or less = F

Emergency Contact

If you need to reach me, the easiest way is to email me at jananin@kbcc.cuny.edu . As a last resort, call the Health, Physical Education, and Recreation department office: 718-368-5696.

Civility in the Classroom (including online courses)

KCC is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. Civility in the offline and online/virtual classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything which is said or discussed in the classroom, yet courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability are not acceptable. Whether we are students, faculty, or staff, we have a right to be in a safe environment, free of disturbance, and civil in all aspects of human relations. Rude and disrespectful behavior will not be tolerated. Having fun and getting really involved is strongly encouraged!

CUNY as Sanctuary

Statement from Professor Nanin and various other faculty at KCC and CUNY: “As an educator, I fully support the rights of undocumented students to an education and to live free from the fear of deportation. If you have any concerns in that regard, feel free to discuss them with me, and I will respect your wishes concerning confidentiality. Furthermore, I am committed to resisting any and all attacks on immigrants, including threats of deportation, and will urge CUNY to serve as a sanctuary.”

Diversity and Inclusivity

Professor Nanin is current member and former co-coordinator [KCC Safe Zone program](#). The program is designed to address the issues faced by lesbian, gay, bisexual, transgender, and queer as well as questioning students, faculty, and staff. Its most concrete goal is to identify and educate campus members who will become Safe Zone Allies--a campus-wide network of committed individuals who serve as the first points of contact for those who need to speak to a caring person about LGBTQ issues. Behavior that is offensive and oppressive to LGBTQ and other groups will not be tolerated.

At KCC, we affirm all forms of gender expression and identities. If you prefer to be called a different name than I was given on the roster, please let me and your classmates know. Feel free to inform us on your preferred gender pronoun if you have a preference.

In addition, gender-neutral bathrooms are located on campus at these places: A117, A119, L303, L504, M436, T4 154, T8 108B, V211, and V212.

As previously mentioned, KCC is a Safe Zones campus, which means many faculty and staff specially trained to support you; look for the Safe Zones labels on many office / department doors to know where they are. For additional info, please [click here](#) .

