

NEW YORK CITY COLLEGE OF TECHNOLOGY
THE CITY UNIVERSITY OF NEW YORK
HUMAN SERVICES DEPARTMENT

HEA 1102 COMMUNITY HEALTH

Section Number: _____ **Instructor:** _____

Email Address: _____ **Office Hours :** _____

Course Description: This course is designed to familiarize students with several areas related to community health. Concerns with various diseases that impact humans from a community, state, national and world level will be addressed. Issues related to global concerns such as acid rain, global warming, and depletion of the ozone layer, starvation and water pollution will be addressed. Students will learn about those agencies, which are useful to the problem areas. They will also become aware of the health promotion and health policy issues that will direct a better future for all citizens around the globe.

Prerequisites: The student must be CUNY certified in reading and writing.

Credits: 3

Hours: 3

Required Text:

McKenzie, J. C. & Pinger, R. R., (2015). *An Introduction to Community and Public Health*. (9th Ed.). Sudbury, MA: Jones and Bartlett Publishers.

The New York Times: Weekly Science Times.

Participation: Student participation is evaluated by the instructor, when computing the final course grade. Students are expected to participate in discussion and in-class activities, regularly administered by the instructor. To ensure a learning environment, that supports quality student participation, unapproved technology/cell during class is prohibited.

Attendance: Instructors are required to submit student attendance to financial aid and registrar.

Grading system:

Class participation	25%
Term project and presentation	25%
5 th and 10 th week examinations	25%
Final examination	25%
Total	100%

Instructional/Learning Methods

Lectures

Class discussion

Audio-visual aids

Guest speakers

Field trips

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Term Project: Working in small groups, (size dependent upon the number of students in the class), students will:

- ❖ Choose a local community
- ❖ Visit that community and conduct an observation
- ❖ Based upon the observation write a description of the community (at least one page).
- ❖ Identify an existing community health problem within that community.
- ❖ Describe the problem and discuss why this problem is of interest to you. (at least one page).
- ❖ Describe the impact of this problem upon the community. (at least one page).
- ❖ Use class readings and discussions as your frame of reference for describing the impact of the problem upon the community.
- ❖ Develop a literature review of at least (5) five current readings relating to the problem (at least five pages).
- ❖ Literature must be selected from professional sources: New York Times, Professional health journals, and/or the Internet.
- ❖ Identify the governmental agencies responsible for addressing the problem you have described. Contact the appropriate individual/s at that agency or agencies.
- ❖ Maintain a log of your contacts.
- ❖ Write a letter to the individual/s contacted expressing your concern about the problem, and find out what plans, if any the agency has for addressing the problem.
- ❖ Based upon your knowledge of the role and responsibilities of a health inspector, write five objectives for addressing the community problem.
- ❖ Write a concluding statement expressing how this experience has impacted upon and expanded your thinking about community health issues.

Students will be required to submit:

1. A typed, double spaced outline by the fourth (4th) week of classes.
2. A typed, double spaced Literature review by the sixth (6th) week of classes.
3. A professionally bound, typed, final documentation (according to APA style) of the project by the tenth (10th) week of classes and

4. Must participate in a thirty (30) minute group discussion of the project. Participation in the group discussion **is required in order to receive any credit for the project.**

Course Objectives:

KNOWLEDGE: Upon course completion, students will be able to:

	Knowledge	Measurable Outcome
1.	Demonstrate knowledge of a number of communicable diseases such as AIDS, Sexually transmitted diseases (STD'S), respiratory diseases, infectious diseases, A number of chronic illnesses, such as heart diseases, diabetes, cancer and arthritis and health issues they create.	In exam #1, students will be able to discuss knowledge of a number of communicable diseases.
2.	Demonstrate knowledge of community health issues depending on various minority populations.	In exam #2, students will be able to demonstrate knowledge of various health issues of minority populations.
2.	Demonstrate knowledge of a number of communicable mental health diseases.	In exam #2, students will be able to demonstrate knowledge of mental health diseases.
2.	Demonstrate knowledge related to the functioning of different governmental agencies involved in community health, such as the Center for Disease Control (CDC), Food and Drug Administration (FDA), and The National Institutes for Health (NIH).	In exam #1, students will be able to display knowledge on the functioning of different governmental agencies.
3.	Demonstrate knowledge related to future concerns about world and local ecology inclusive of water pollution, air pollution, ozone layer depletion, radon gas, starvation, and acid rain.	In the final exam, students will be able to address and demonstrate knowledge on environmental issues.
4.	Demonstrate knowledge related to the function of Federal, State and City government's involvement with community health care.	In the final exam, students will be able to demonstrate knowledge of government's involvement with community health care.
5.	Demonstrate knowledge of health promotion and prevention as well as the current health policy issues affecting us during the decade of the 2000's.	In exam #1, students will be able to demonstrate knowledge of health promotion and prevention.
6.	Demonstrate knowledge of the World Health Organization body (WHO) and objectives for the year 2000.	In exam #1 and exam #2, students will be able to identify the objectives of WHO.
7.	Demonstrate knowledge of the year 2000 objectives inclusive of alcohol and drug abuse, health care minority populations as well as occupational safety.	In exam #2, students will be able to demonstrate knowledge.

8.	Demonstrate knowledge of twenty (20) health issues currently confronting people who live in New York City today and suggest at least twenty (20) workable solutions to enhance the health and welfare of the community.	In final exam, students will demonstrate knowledge of twenty health issues in New York City.
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SKILLS: Upon completion, students will be able to:

	Skills	Measurable Outcome
1.	Conduct an observation study of a community to determine the causes of a specific health problem within that community.	By the fourth (4 th) week of class, students will conduct an observation study, identify the problem, and submit it to the instructor.
2.	Identify, contact and utilize the appropriate governmental agency (local, state, or federal) to address specific health concerns within a community.	By the fourth (4 th) week, students will submit an outline describing and discussing the appropriate governmental sources to address community's health issues.
3.	Maintain a journal of twenty (20) current health issues within the community along with twenty (20) recommendations for enhancing the health and welfare of the citizens of the community.	Each week, students will submit their log to the instructor for the review.
4.	Engage in individual oral presentation of at least ten (10) minutes on current, local, national or worldwide health issues.	In the final presentation, students will be able to demonstrate their knowledge on health issues to other students.
5.	Engage in-group presentations of at least thirty (30) bases upon research conducted.	In the final presentation, students will be able to demonstrate their participation of group work.
6.	Demonstrate writing skills relevant to identify health problems, find governmental sources, and address health problems to appropriate sources to increase awareness of community problems.	In the term paper, students will be able to demonstrate their appropriate writing skills to communicate with governmental sources.

VALUES: Upon completion, students will be able to:

	Values	Measurable Outcome
1.	Expand their views of thinking about community health issues from local to global perspectives.	In the final exam, students will be able to reflect their thoughts about community health issues from local to global perspective.
2.	Expand ways of thinking about thinking about their lifestyles in order to enhance their personal health.	In the term paper, students will be able to reflect their thoughts on their lifestyles relating to personal health.
3.	Recognize and value cultural differences related to health.	In the exam #2, students will be able to reflect their understanding of various culture and cultural differences.

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Students are expected to read the assigned chapter(s) before class, and apply the concepts to class discussions, exercises, exams and written assignments.

Week	Topics
1	Community Health: Yesterday, Today and Tomorrow A brief history of community and public health Chapter 1
2	Epidemiology: The study of disease, injury and death in the community The importance of rates. Reporting of births deaths, and diseases. Epidemiological studies. Chapter 3
3	Epidemiology: Prevention and control of diseases and health conditions Classification of diseases and health problems. Communicable diseases, Noncommunicable diseases, prioritizing prevention and control efforts, Prevention, intervention, control and eradication of diseases. Chapter 4
4	Maternal, Infant and Child health: Family and Reproductive health, Maternal health, Infant health, Child health, Community programs for women, infants and children. Chapter 7
5	Exam I
6	Adolescents, Young Adults and Adults Adolescents and Young adults, Adults. Chapter 8
7	Elders, Myths surrounding aging, Health profile of elders, Instrumental needs of elders Chapter 9
8	Community Health and Minorities: Racial and ethnic classifications Health Data Sources and their limitations, Black Americans, Americans Hispanic origin, Asian Americans and Pacific islanders, Native Americans and Alaska natives. Equity in minority health. Chapter 10
9	Community Mental Health: Mental illness in America, History of mental health care in America, Mental health care in America today Chapter 11

10th week exam

- 11 Alcohol, Tobacco, and Other Drugs: A Community Concern
Chapter 12
- The Impact of Environment on Human Health: Biological hazards
 And human health, Chemical hazards and human health, Physical
 hazards and human health, Psychological hazards and human health,
 Sociological hazards and human health, Site location hazards and human
 Health.
Chapter 16
- 12 Injuries As a Community Health Issue: Unintentional injuries,
 Intentional
Chapter 17
- 13 Safety and Health in the Workplace: History of occupational safety
 and health problems, prevalence of occupational injuries, diseases and
 deaths.
Chapter 18
- 14 **Presentations continued**
- 15 **Final Exam and presentations**

ACADEMIC INTEGRITY STANDARDS

CUNY Policy on Academic Integrity

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension and expulsion.

NEW YORK CITY COLLEGE OF TECHNOLOGY POLICY ON ACADEMIC INTEGRITY

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

Definitions and Examples of Academic Dishonesty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list.

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take-home assignment or examination.
- Using notes during a closed-book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (all or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person's ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

Falsification of Records and Official Documents

The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

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BIBLIOGRAPHY

Barrett B, Haylney MS, Muller D. et. al. (2013) "Meditation or exercise for preventing acute respiratory infection, a randomized controlled trial" *Ann Fam Med* 10:337-46

Boyd CJ, Austic E, Jepsen-Ngo Q, et. al. (2015) "A prospective study of adolescents nonmedical use of anxiolytic and sleep medication" *Psychol Addict Behav*

CDC (2015) "Healthcare-associated infections (HAIs)." http://www.cdc.gov/HAI/organisms/cdiff/Cdiff_clinicians.html 29:184-91.

FDA (2015) "Vaccine safety: thimerosal in vaccines." <http://www.cdc.gov/vaccinesafety/concerns/thimerosal>.

Kryger MM, Roth T, Dement WC (2010) "Principles and practice of sleep medicine. 5th ed. Philadelphia: Saunders.

Salas-Salvado J, (2016). "Protective effects of the Mediterranean diet on type 2 diabetes and metabolic syndrome. *Journal of Nutrition* 146:920S-927S.

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Important website during this semester is www.nih.gov