

**CITY COLLEGE OF SAN FRANCISCO  
HEALTH EDUCATION DEPARTMENT**

**Health 64 – Health Education Practice (Fall 2010)**

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**COURSE DESCRIPTION:**

This course provides an introduction to the principles of Health Education in community settings, with a work-base focus. Basic health education theories and practice will be covered with a focus on meeting the needs of diverse communities and adult learners with participatory methods. Application of health education prevention and management strategies will cover a variety of public health and social justice areas. A critical analysis identifying the underlying social, economic, and environmental forces creating the health and social inequalities will also be conducted. Finally, skills for community based participatory research (CBPR) and community organizing for policy development will be learned as strategies for environmental change in health promotion and education.

- **Credit earned in Health 64 is ACCEPTED for transfer by the California State Colleges and Universities.**
- **It is an elective course and fulfills part of the Community Health Worker Certificate and the HIV/STI Prevention Education program.**
- **For the HIV/STI Prevention Education and the Community Health Worker Certificate, students must earn a grade of “C” or better.**

**COURSE OBJECTIVE:**

Students will be able to draw from knowledge and skills related to public health practice in the areas of health promotion, education and prevention and popular education. Students will explore approaches to improve personal and community health, and increase awareness of disease. Students will also learn how to influence policy to improve health.

**CLASS SCHEDULE:**

Classroom (face-to-face) meetings are on Tuesdays, 5 – 8 pm.

Class Session	Date	Topic
1	9/21 (Tuesday), classroom	Getting Started and Introductions
2	9/28 (Tuesday), online	Intro to Health Education and Public Health
3	10/5 (Tuesday), classroom	Health Disparities
4	10/12 (Tuesday), online	Prevention
5	10/19 (Tuesday), classroom	Education for Transformation
6	10/21 (Thursday), online	Working One-on-One with Clients
7	10/26 (Tuesday), classroom	Behavior Change
8	10/18 (Thursday), online	Organizing and Facilitating a Presentation
9	11/2 (Tuesday), classroom	Community Action Model (CAM)

10	11/4 (Thursday), online	Creating Health Education Materials
11	11/9 (Tuesday), classroom	Asset Mapping
12	11/11 (Thursday), online	Creating a Fact Sheet
13	11/16 (Tuesday), online	Data and Evaluation
14	11/18 (Thursday), online	Health Insurance and Chronic Diseases
15	11/23 (Tuesday), online	Ice Breakers and Final Presentation Outlines
16	11/30 (Tuesday), classroom	Student Presentations, Part 1
17	12/2 (Thursday), classroom	Student Presentations, Part 2
18	12/7 (Tuesday), classroom	Student Presentations, Part 3

### ASSIGNMENTS:

All of your readings will be online in Moodle. You are to read all assigned readings *before* the day of the lecture/class.

<p><b>Your Experience with Public Health Practice</b></p> <p>Write a two (2) page paper about either one of these: 1) personal experiences you have had with the public health system or a public health issue; or 2) your client's experiences with public health (to the best of your knowledge). Describe the experience in detail and discuss the root causes that impact the health issue (e.g. how poverty impacts a person with drug use or diabetes). Discuss what you might do to help improve the situation.</p>	<p><b>100 pts</b></p>
<p><b>Case Study Using Stages of Change Theory</b></p> <p>Create a case study from a personal experience or of someone you know. Describe and provide detail on the situation you want us to know about (what is it, what lead to it, etc.)</p> <p>Identify what stage he/she is at. How can you use the "ruler" to help this client make a change? What can you do to ensure he/she doesn't relapse?</p>	<p><b>100 pts</b></p>
<p><b>Creating a Fact Sheet</b></p> <p>Choose a health issue of interest that you would like to know more about and want to share with the class. Create a fact sheet including: a simple definition of the disease, its cause, symptoms, complications, management of it, and how to prevent it. Your fact sheet should be between one and two pages.</p>	<p><b>100 pts</b></p>
<p><b>Asset Mapping (Community Diagnosis)</b></p> <p>Using what you learned in class, do a diagnosis of the community where you live by doing the following: Scan the neighborhood within a two-block radius from where you live. Identify any environmental conditions that might affect human health either positively or negatively, e.g. – busy street (toxic fumes), animal feces, stagnant water, garbage (organic or inorganic), noise, fast food outlets, liquor stores,</p>	<p><b>100 pts</b></p>

farmers markets, trees, parks, unhealthy housing. Draw the area and mark the geographic boundaries and characteristics of neighborhood. List the areas on your map that could have an effect on human health (negatively or positively). Use no more than one page for your map and the description of your research and findings.	
<b>Naming the Issue: Creating a Code</b>  Following the guidelines for creating a code found in your CAM reading; choose an issue you feel is important that affects people living in your community. Design a “code,” a way to get people to talk about the issue. Be as creative as you can, and remember that you want to get people interested without using words to describe what the issue is.	<b>100 pts</b>
<b>Final Presentation 10 minutes each</b>  <ul style="list-style-type: none"> <li>• Case Study Final: Review topics discussed during semester and select 5 topics where you have applied what you’ve learned.</li> <li>• Think about the following and present: the topic, how you applied it or plan to apply it, how effective it was, what challenges you encountered and how you dealt with them, what you would do differently.</li> </ul>	<b>300 pts</b>
<b>Class Participation/Attendance</b>	<b>300 pts</b>
<b>TOTAL</b>	<b>1000 pts</b>

**GRADING:**

**A: 900 – 1,000 points**  
**B: 800 – 899**  
**C: 700 – 799**  
**D: 600 – 699**  
**F: 599 and under**

### **ATTENDANCE POLICIES AND STUDENT RESPONSIBILITIES**

1. A student is expected to attend all classes. An informed absence will allow for a make-up exam or assignment, if needed. Informed absence means that you make specific arrangements with the instructor before class begins on that class date for special circumstances. **A non-informed absence will not.**

According to the Health Education Department policy, a student with more than 3 absences for a once-a-week class can receive an “F” grade, regardless of accumulated points.

2. Arrive to class on time. In addition to being disruptive to the instructor, tardiness is rude to your classmates. At the beginning of each class, the instructor will pass out the attendance sheet. Please remember to sign-in (signatures only) on the attendance sheet.

*If you are more than 30 minutes late, or if you are not present after the break, you will only receive ½ credit for attendance for that class.*

**No attendance points will be earned if you fail to sign-in on the attendance sheet.**

3. Complete assigned reading **before** the next class meeting.
4. Participation in class activities and discussion is an important aspect of the course. When you miss class – class misses you. The course is structured such that class sessions build on each other. Participation will be evaluated through your ability to pay attention and being prepared for class demonstrated by taking notes, asking appropriate questions, and contributing to discussion. Part of your participation grade will be based on the number of class sessions you attend. Class sessions are a time to explore, challenge, and expand ideas through discussion and reflection.
5. One standard for professionalism that we hold in the program is the typing of your assignments. **All assignments must be typed.** We will go over resources for access to computers. No non-typed work will be accepted.
6. Turn in completed homework assignments and reports on time. Assignments may be e-mailed on the due date before 12 noon or can be brought to class. Late homework and assignments are graded down 10 – 20 % each week. Late assignments will NOT be accepted after the second week, unless prior arrangements have been made with the instructor (me).
7. **Students are responsible for getting the class assignments and lecture notes from a classmate if they miss a class.**

**\*\*\*A PERMANENT “F” GRADE, REGARDLESS OF ACCUMULATED POINTS, WILL BE GIVEN TO ANY STUDENT GUILTY OF SIGNATURE FORGERY, PLAGIARISM, COPYING ANY TYPE OF ASSIGNMENT OR HOMEWORK FROM CLASSMATES, AND/OR CHEATING ON EXAMINATIONS. Inappropriate or disruptive behavior will not be tolerated. Be aware of the City College policy regarding student conduct. (pg. 40 CCSF Catalog) \*\*\***

### **IMPORTANT INFORMATION:**

1. If a student chooses to drop the class, it is the student’s responsibility for dropping this class within the appropriate deadlines. For deadlines, check the CCSF catalog or consult Records and Admissions.
2. A student’s failure to “officially” withdraw/drop may result in a “F” grade. It is NOT the instructor’s responsibility for withdrawing/dropping you.
3. An Incomplete will not be given unless requested.
4. The instructor may withdraw a student for excessive absences (3 absences determined sign-in sheet). Reinstatement will be at the discretion of the instructor.