Course Description

This course provides practical guidance in the areas of community health, health education, and health promotion. This course will also cover information about the design, development, and evaluation of health programs in the community. Consideration will be given to racial, ethnic, socioeconomic, political, and residential patterns of health and the impact that each has on community health.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Determine the most important community health issues facing the United States today and methods that can be used to confront those issues.
2. Discuss the science of epidemiology and how it is used to prevent and control disease and health conditions within the realm of community health.
3. Perceive the importance of effective community organizing and health promotion programming for community health in the United States and throughout the world.
4. Compare and contrast the different approaches that must be taken when caring for different age groups in community health.
5. Explain competencies necessary to provide culturally appropriate services to diverse populations.
6. Evaluate the current approaches used to treat mental disorders and highlight any necessary changes in these approaches.
7. Formulate plans to educate the community about issues regarding alcohol, tobacco, and drug use.
8. Distinguish the various forms of healthcare delivery in the United States today and discover methods for improving healthcare delivery.
9. Recommend methods for controlling pollution and diseases caused by pollution.
10. Propose ideas for dealing with intentional and unintentional injuries within the community.
11. Develop successful programs to help maintain safety and health in the workplace.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes**: Each unit contains Unit Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson**: Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbook. Chapter presentations are provided in each unit study guide as Supplemental Reading to aid students their course of study.
4. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided in Units I-VIII to aid students in their course of study.

5. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.

6. **Discussion Boards:** Discussion Boards are a part of all CSU term courses. Information and specifications regarding these assignments are provided in the Academic Policies listed in the Course Menu bar.

7. **Unit Assessments:** This course contains two Unit Assessments, one to be completed at the end of Units VI and VII. Assessments are composed of multiple-choice questions and written response questions.

8. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units I-V. Specific information and instructions regarding these assignments are provided below. A grading rubric is included with the Unit I-V Assignments. Specific information about accessing these rubrics is provided below.

9. **Course Project:** Students are required to submit for grading a Course Project in Unit VIII. Specific information and instructions regarding this assignment are provided below. A grading rubric is included with the Course Project. Specific information about accessing this rubric is provided below.

10. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

11. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**CSU Online Library**

There is a virtual library with resources, including both journals and ebooks, to support your program and your course at Columbia Southern University. eResources are accessible 24 hours a day/7 days a week from the CSU Online Library gateway page. To access the library, log into myCSU, and then click on CSU Online Library. Resources are organized in the library by title, but if you click on Research Guides, you will find eResources arranged by subject.

The Library Reference service is available 7 days a week; you can reach CSU’s virtual librarians by e-mailing thevirtuallibrarian@columbiasouthern.edu. These professional librarians will be glad to help you develop your research plan or to assist you in any way in finding relevant, appropriate, and timely information.

Librarian responses may occur within minutes or hours, but it will never take more than 24 hours for a librarian to send a response to the e-mail address you have provided. Replies to reference requests may include customized keyword search strategies, links to videos, research guides, screen captures, attachments, a phone call, live screen sharing, meeting room appointments, and other forms of instruction.

**Unit Assignments**

**Unit I Case Study**

Assume that your community has a newly-discovered radon health problem. From which state and local government and non-government agencies would you seek advice? Why would they be chosen? How does this fit their mission? What expertise would they have in this area? Your response should be no less than 300 words using APA style, and all references must be cited using APA format.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit II Scholarly Activity**

Studies have found common features among high-performing health departments that manage diabetes. These departments may include receiving external funding for programming, having a self-management education program that is recognized by the American Diabetes Association, and having partnership opportunities. Using your local health department as the basis of study, discuss the diabetes programming and services it utilizes. In your opinion, should more be done to battle diabetes in your area, or do you feel that the services provided are sufficient? Explain why you feel this way. Your response should be no less than 300 words using APA style and all references must be cited using APA format.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit III Scholarly Activity

Using a smoking cessation program in your area, or one that you locate online, write one program goal and one objective for each of the levels presented in Table 5.3 on page 125 in your textbook. Your response should be no less than 300 words using APA style, and all references must be cited using APA format.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit IV Case Study

Interview a staff member at three different nursing homes in your local area. According to them, what are the most pressing nursing home issues in your area? Discuss how you, as a community health care leader, would approach these issues. Your response should be no less than 300 words using APA style, and all references must be cited using APA format.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit V Case Study

Do people in your local area have access to community mental health services? If so, what types of programs are available? If not, determine the reasons why these types of programs do not exist. How could you, as a community health care leader, help make such programs more readily available in your local area? Your response should be no less than 300 words using APA style, and all references must be cited using APA format.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Course Project

The BHA 3501 Course Project gives you the opportunity to study an important community health problem or challenge and analyze it in-depth, presenting your findings in an APA written paper format. Any topic introduced in this course may be selected for your project. It is a good idea to conduct an internet research on potential topics that you are considering for your Course Project before selecting one. You will want to determine that plenty of information is available online for incorporation into your project.

In preparing the Course Project, you will critically analyze issues related to your community health topic, and you will consider both our current healthcare environment and future directions in community health.

Guidelines

The length of the Course Project should be seven to ten pages, double-spaced, and in strict APA format. The Course Project is a significant portion of your grade, so you should consider it a very important activity.

You will need at least five outside sources for your Course Project beyond the course textbook. Web resources and professional journal articles will be key sources in researching your topic. In-text citations and APA referencing are required. You will list all of your sources on a Reference Page at the end of the project.

The BHA 3501 Course Project will include at least the following sections; you may want to include others if you deem them appropriate:

1. Table of Contents
2. Introduction of your Topic
3. Challenges and Problems Associated with your Topic
4. Review of the Community Health Literature
5. Critical Analysis of Challenges/Problems
6. Recommended Solutions
7. Implementation of Solutions
8. Justification of Solutions
9. Conclusion
10. References

The professor is happy to review drafts of your Final Course Project so that you can have feedback and make any necessary improvements before the work is considered final for submission. If you are submitting a draft review, please
do so during Unit VI of the course, so that professor has time to review and comment. Your professor is here to help you succeed!

Some possible Course Project topics for your consideration include:

- History of Public Health Practices
- Government Roles in Community Health
- Epidemiology of Communicable Diseases
- Epidemiology of Non-communicable Diseases
- Community Organizing for Health
- Coordinated Programs for School Health
- Maternal Community Health Priorities
- Infant Community Health Priorities
- Child Community Health Priorities
- Adolescent/Young Adult Community Health Priorities
- Adult Community Health Priorities
- Elder Community Health Priorities
- Community Health and Minority Groups
- Treatment of Mental Illness
- Drug Abuse and Community Health
- Impacts of Pollution on Community Health
- Intentional Injuries and Community Health
- Unintentional Injuries and Community Health
- Domestic Violence and Community Health
- Occupational Injuries and Disease in Community Health

If you do not find a Course Project topic of particular interest on this list, you are permitted to propose your own topic for approval. A strong recommendation is to begin the Course Project research and writing by Unit II of the course!

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**APA Guidelines**

CSU requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. Students can find CSU’s Citation Guide in the myCSU Student Portal by clicking on the “Citation Resources” link in the “Learning Resources” area of the myCSU Student Portal. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

To view the Assessment (Written Response) rubrics, click the Academic Policies link on the Course Menu.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.
**Communication Forums**

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.](#)

**Ask the Professor**

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

**Student Break Room**

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

**Grading**

- Discussion Boards (8 @ 2%) = 16%
- Unit Assessments (2 @ 10%) = 20%
- Case Studies (3 @ 6%) = 18%
- Scholarly Activities (2 @ 5%) = 10%
- Course Project = 36%
- **Total** = 100%

**Course Schedule/Checklist (PLEASE PRINT)**

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
## BHA 3501, Community Health

### Course Schedule

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

### Unit I

**Community Health and the Organizations That Help Shape It**

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<tr>
<th>Review:</th>
<th>Unit Study Guide</th>
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<td><strong>Learning Activities (Non-Graded):</strong> See Study Guide</td>
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<tr>
<th>Read:</th>
<th>Chapter 1: Community Health: Yesterday, Today, and Tomorrow</th>
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<td>Chapter 2: Organizations That Help Shape Community Health</td>
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<td><strong>Supplemental Reading:</strong> See Study Guide</td>
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<th>Submit:</th>
<th><strong>Case Study</strong> by Tuesday, Midnight (Central Time)</th>
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### Notes/Goals:


### Unit II

**The Study of Epidemiology**

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<th>Read:</th>
<th>Chapter 3: Epidemiology: The Study of Disease, Injury, and Death in the Community</th>
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<td>Chapter 4: Epidemiology: Prevention and Control of Diseases and Health Conditions</td>
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### Notes/Goals:


### Unit III

**Community Organizing/Building, Health Promotion Programming, School Health Programs, and Maternal, Infant, and Child Health**

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Chapter 5: Community Organizing/Building and Health Promotion Programming
- Chapter 6: The School Health Program: A Component of Community Health
- Chapter 7: Maternal, Infant, and Child Health
- **Supplemental Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- **Scholarly Activity** by Tuesday, Midnight (Central Time)

### Unit IV

**Adolescents, Young Adults, Adults, and Elders**

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Chapter 8: Adolescents, Young Adults, and Adults
- Chapter 9: Elders
- **Supplemental Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- **Case Study** by Tuesday, Midnight (Central Time)

**Notes/Goals:**
## BHA 3501, Community Health

### Course Schedule

#### Unit V
**Community Health and Minorities and Community Mental Health**

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Chapter 10: Community Health and Minorities
- Chapter 11: Community Mental Health
- **Supplemental Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- **Discussion Board Comment:** Comment on another student's Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- **Case Study** by Tuesday, Midnight (Central Time)

**Notes/Goals:**

#### Unit VI
**Alcohol, Tobacco, and Other Drugs and Health Care Delivery in the United States**

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Chapter 12: Alcohol, Tobacco, and Other Drugs: A Community Concern
- Chapter 13: Health Care Delivery in the United States
- **Supplemental Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- **Discussion Board Comment:** Comment on another student's Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- **Assessment** by Tuesday, Midnight (Central Time)

**Notes/Goals:**
### Unit VII

**Community Health and the Environment and Injuries as a Community Health Problem**

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Chapter 14: Community Health and the Environment
- Chapter 15: Injuries as a Community Health Problem
- **Supplemental Reading:** See Study Guide

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- Assessment by Tuesday, Midnight (Central Time)

### Unit VIII

**Safety and Health in the Workplace**

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Chapter 16: Safety and Health in the Workplace
- **Supplemental Reading:** See Study Guide

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- Course Project by Tuesday, Midnight (Central Time)

**Notes/Goals:**