E33.2410
COMMUNITY BASED HEALTH INTERVENTIONS
FALL 2007

Professor:

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Lectures: Tuesdays, 4:55-6:35
Location: Waverly, Room 433
Office Hrs: Tuesdays 2:30 -4pm or by appointment

COURSE OVERVIEW
This course engages students in assessing, describing, selecting and evaluating community based health interventions. It traces the origins of community based approaches to improving health, examines the evolution of such approaches, and introduces students to the health promotion theories that underlie some of the most well-known community based health interventions. It considers the elements of such interventions and examines the debate about their effectiveness. In the second half of the course, students examine a variety of public health interventions addressing current health issues in the US today, focusing on factors influencing the design of interventions, the choice of methods selected, methods for assessing the magnitude of change effected by the intervention, and ethical and political issues raised by the interventions.

COURSE LEARNING OBJECTIVES
By the conclusion of the course, students will be able to:

1. Describe examples of community-based interventions designed to address current public health problems.
2. Identify basic principles that underlie the choice of health interventions, and evaluate their strengths and limitations.
3. Critically analyze and evaluate the choice of program design, target populations, evaluation and effectiveness of health interventions.
4. Describe the principal organizational and political barriers to the design, implementation and evaluations of community health interventions.
5. Identify the principal ethical issues involved in community health interventions.

COURSE ASSIGNMENTS AND REQUIREMENTS
This course will rely heavily on class participation, discussions and written assignments. The following items will be used to assess students’ progress in meeting the above course objectives. This course requires that you do the reading as scheduled, in advance of class. Details regarding the course requirements will be reviewed in class.
BLACKBOARD QUESTIONS
During the first half of the course, questions will be posted by the instructor on Blackboard under “Discussion Boards” and will relate to the readings for the next class period. All students must respond. Each student is to choose one question and post their response on Blackboard for others to read. Students are expected to come ready to discuss all questions during the next class period.

Responses are due by 5pm on the Monday before the next class.

REFLECTIONS ABOUT THE READINGS
Each student will chose a public health topic from the second part of the course to address in a 3-5 page double spaced paper, due the day the readings are to be discussed. These are due to me in class the day the readings and the topic are discussed. The paper should briefly summarize the issues raised in the readings, and reflect on key issues, areas for critique, unanswered questions, or ideas for further consideration. Students are encouraged to think about issues raised in part 1 of the course. These will be graded on the clarity of the presentation of ideas.

In class that evening, students who have turned in papers on the topics will be expected to present the ideas or questions they have discussed in their papers to the class. You should be prepared to give a brief summary of the paper you have just turned in, and present ideas to discuss. You may coordinate with others in the class who are also turning in their reflections on the readings to choose complementary issues to discuss.

MIDTERM EXAM
An in-class mid term exam will be given on October 23rd. The exam will require students to demonstrate acquisition of the class material presented to date, allowing students to combine both the presented material and their own critical reflection.

OP-ED ON CHRONIC DISEASE
Students must prepare a 750 -1000 word op-ed piece, due to me on November 6, via email, by 7pm sharp. In the op-ed, students must identify the health problem, the risks to a population, and develop an argument that advocates for a community-based approach to addressing the problem – in contrast to other approaches (such as increasing access to health care, providing health insurance), or increasing health services). Students should rely on the chronic disease readings as background. Note that the syllabus includes a link to a series on diabetes that the New York Times ran in 2005 and you may choose to respond to this series, or choose another as your “hook” for beginning your op-ed. Examples of “good” op-eds will be distributed in class two weeks previously.

CLASS PARTICIPATION
Attendance, contribution to class discussion, and preparedness with the assigned readings will be evaluated as part of class participation. Sign-in sheets for class will be collected each week. Students are expected to come to each class having read the assigned articles and ready to add to the dialogue. The emphasis in class will be on discussion and debate. Participation in such discussions is essential.

FINAL PAPER
The final paper will take the form of a 8-page (double spaced) professional memo focusing on community-based interventions for a health topic of choice in New York City, or another area of the student’s choice. The purpose of the final project is to use the knowledge gained during the
semester regarding community based health in a practical application. The memo should be written to a city or county health commissioner (indicate which in addressing the memo), with appropriate professional language, spelling etc. It must contain the following:

- Brief introduction to the health topic (distribution of the disease, populations affected, major risk factors)
- Identification of a community in which to work, and some of the strengths/ assets and challenges to working in that community
- A concise presentation and summary of existing interventions (from the literature)
- A rationale for a community based approach (to deal with this problem in this community specifically)
- A brief description of some of the key elements of a community based health intervention you have in mind
- References

We will discuss the format at greater length in class.

By October 30th, students must submit one paragraph via email to me describing their topic of choice for approval.

**GRADING**
Final grades will be determined by:
- Class participation: in-class participation, blackboard assignments (25%)
- Reflection on the readings (15%)
- Op-Ed (15%)
- Mid-term exam (20%)
- Final paper/project (30%)

**COURSE EXPECTATIONS**
- Everyone is expected to attend class and be on time. Please let me know in advance if you will need to miss or attend only part of a class.
- Submit all assignments on time. Your grade will drop one letter grade for each day an assignment is late. Extensions will not be granted on or after the due date. Papers cannot be emailed to me EXCEPT for the op-ed. NO OTHER EMAIL SUBMISSIONS WILL BE ACCEPTED.
- Readings assigned for each class are to be completed BEFORE class. There are 6 days between classes – plan ahead. Don’t wait until the night before to begin the readings. It is reasonable to expect up to 100 pages of reading per week so plan accordingly. I cannot stress enough my expectation that you do the reading for class diligently.
- Please turn off cell phones during class.
- Professional and graduate level of writing – if you feel writing is a weakness, please visit the NYU Writing Center at 269 Mercer Street, 2nd floor, or see us for additional resources.
- There is a ‘no tolerance policy’ for any form of plagiarism. There are numerous online resources to prevent plagiarism and can be found on Blackboard for this course. If uncertain, ask. Plagiarism can result in failure of the course.
• Please adhere to page limits for papers and for the op-eds. Double space your pages, use half inch margins, and 10 point type. Adhering to the page limits generally means you will have to cut from your first draft, so plan accordingly!

**Blackboard**
Blackboard will be used extensively throughout the semester for assignments, announcements, readings, communication, and exams. Students are expected to have an activated NYU account and check Blackboard several times each week, especially before the next class.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td></td>
<td><strong>Part I</strong></td>
<td></td>
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<tr>
<td>September 4</td>
<td>Overview of the course; Communities and Health</td>
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<td>September 11</td>
<td>Achievements and Shortfalls of Early CBHIs</td>
<td>Blackboard Assignment (post by 5pm Sept 10)</td>
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<td>September 18</td>
<td>Theories and CBHIs</td>
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<td>September 25</td>
<td>Types of CBHIs, their characteristics, and settings</td>
<td>Sign up for reflections on the readings</td>
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<td>October 2</td>
<td>APHA film festival</td>
<td>Blackboard Assignment (post by 8pm <strong>October 3</strong>)</td>
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<td>October 9</td>
<td>Community Capacity, Community Coalitions and Community Participation</td>
<td>Blackboard Assignment (post by 5pm October 8)</td>
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<td>October 16</td>
<td>Evidence and Evaluation of CBHIs</td>
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<td><strong>Part II</strong></td>
<td>In class midterm</td>
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<td>October 23</td>
<td>Injury and Violence</td>
<td>** reflections on the readings</td>
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<td>Email topic for final paper</td>
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<td>October 30</td>
<td>Chronic Disease (<strong>no class</strong>)</td>
<td>op-ed due</td>
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<td>November 6</td>
<td>Substance Abuse: Tobacco, Drugs and Alcohol</td>
<td>** reflections on the readings</td>
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<td>November 13</td>
<td>HIV/AIDS</td>
<td>** reflections on the readings</td>
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<td>November 20</td>
<td>Environmental Health (guest discussant: Dan Kass, NYC Asst Commissioner for Environmental Health)</td>
<td>** reflections on the readings</td>
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<td>November 27</td>
<td>Mental Health/ The Future of Community Based Health Interventions</td>
<td>** reflections on the readings</td>
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<td>December 4</td>
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<td>Final Paper Due</td>
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<td>December 11</td>
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Required Readings

Text

Additional Readings and Publications (available on Blackboard):

Sept. 4 Communities and Health

Sept. 11 Achievements and Shortfalls of Early Community Based Health Interventions
Sept 18  Theories and CBHIs


Sept 25  Types of CBHIs, their characteristics and settings


Oct. 2  Be smart! Get ahead on your reading! See you at the film festival.

Oct. 9  Community Capacity, Community Coalitions and Community Participation


Oct. 16  Evidence and Evaluation of CBHIs/Ethical Issues

- McQueen DV. The evidence debate. *J Epidemiol Community Health* 2002;56:83-84. [2]

Oct. 23  Mid-term Exam

Oct. 30  Case Examples: Injury and Violence
- Zaza, Briss and Harris – Chapter 8: Motor Vehicle Occupant Injury. pp 329-384. [36]
- Zaza, Briss and Harris – Chapter 9: Violence. pp 385-428. [34]

Nov. 6  Case Examples: Chronic Disease
- Zaza, Briss and Harris – Chapter 2: Physical Activity. pp 80-113. [25]

### Diabetes

### Cardiovascular Disease

### Cancer

For your op-ed, you may wish to look at the NYTimes series on diabetes, to get a “hook” for your op-ed. Go to nytimes.com. If you haven’t already, you will need to register for the Times – it’s free to people with an edu email address. Once in the Times, go to the Health section and look for the diabetes series from January 2006.

### Optional Readings
- Zaza, Briss and Harris – Chapter 5: Diabetes. pp 188-222

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**Nov 13**  
**Case Examples: Tobacco and Substance Use**
- Zaza, Briss and Harris – Chapter 1: Tobacco. pp 3-79. [52]

**Nov. 20 Case Examples: HIV/AIDS/STIs** THERE WILL BE ADDITIONS TO THIS LIST TO BE ADDED LATER IN THE SEMESTER

- Futterman DC, Peralta L, Rudy FJ, Wolfson S, Guttmacher S, Rogers AS. The ACCESS (Adolescent Connected to Care, Evaluation and Special Services) Project: social marketing to promote HIV testing to adolescents, methods and first year results from a six city campaign. *J Adol Health* 2001;29S:19-29. [10]

**Nov. 27**

**Case Examples: Environmental Health**

- Zaza, Briss and Harris – Chapter 4: Cancer. pp 143-187 [28]
- Flocks, Joan; Clarke, Leslie; Albrecht, Stan; Bryant, Carol; Monaghan, Paul; Baker, Holly. Migrant and Seasonal Farmworkers and Pesticides. Community-Based Approaches to Measuring Risks and Reducing Exposure: Implementing a Community-Based Social Marketing Project to Improve Agricultural Worker Health.*Environmental Health Perspectives* 2001.109: 461-468.

**Dec. 4**

**Case Examples: Mental Health**  NOTE: THERE WILL BE ADDITIONS TO THESE READINGS LATER IN THE SEMESTER


**The Future of Community Based Health Interventions**