



Students for a **P**ositive **A**cademic **P**arTnership with the
East Baltimore **C**ommunity

List of Community-Related Courses

SPARC is a JHSPH student advocacy group promoting greater institutional commitment to the East Baltimore community. We advocate for:

- 1) Improved training opportunities in community-based research and public health practice for JHSPH students through sustained, reciprocal community-academic partnerships; and
- 2) A greater investment of JHSPH institutional resources in supporting East Baltimore community organizations and improving the health of East Baltimore residents.

The following list of courses has been prepared by **SPARC** and the Student Outreach Resource Center (SOURCE). The list identifies JHSPH courses that contain some focus on community engagement. The courses are grouped into four categories:

- 1. Service-learning courses in which students engage with the community on a project as part of their coursework** [see page 2]
- 2. Courses in which students don't engage directly with the community, but are exposed to community members and/or advocates (e.g., as guest speakers)** [page 6]
- 3. Courses in which students have no direct exposure to the community, but are taught some principles of CBPR, community engagement, urban health-related issues, and/or public health practice** [page 8]
- 4. Special Studies (courses that are not regularly offered)** [page 14]

Course descriptions are from the online course catalog (additional comments from **SPARC**). **PLEASE NOTE THIS LIST IS A DRAFT**. If you have any questions about this list or about **SPARC**, please contact sparc@jhsph.edu or SOURCE:

Student *OU*treach Resource *CE*nter (SOURCE) - Serving the Johns Hopkins University Schools of Medicine, Nursing, and Public Health

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The SOURCE for community involvement opportunities.

1. Service-learning courses in which students engage with the community on a project as part of their coursework

Depart-ment	Course Name and Number	Instructor	Units	Description	Term
EPI	HEALTH SURVEY RESEARCH METHODS 340.717	Elizabeth Elliott Sandy Hoffman	6	<p>Presents health survey design; selection of a probability sample from a geographically defined population; questionnaire construction; interviewing; coding procedures; analysis of survey data; and interpretation and presentation of results. Intended for advanced students. Student evaluation based on participation in all aspects of a field research project designated by the instructor, a brief report, and an exam. Course learning objectives: 1. To provide students with the experience of carrying out a community based survey during which they do primary data collection. 2. To provide students with the experience of working collaboratively to achieve specific goals within a tight timetable. This will require making compromises, delegating responsibility, interacting with members of your group and other groups. 3. To provide students with the experience of developing, testing, revising, and administering a questionnaire. 4. To introduce students to multi-stage sampling methods appropriate for community-based surveys. 5. To provide students with the experience of interviewing study participants. 6. To provide students with the experience of documenting study procedures. 7. To provide students with the experience of identifying a specific research question from the survey, identifying the appropriate variables and analyses, interpreting results, and writing a final report. 8. To consider ethical issues of survey research in general and of the class survey in particular.</p> <p>Comments: Students carry out, as a group, a short-term survey research project in a Baltimore community.</p>	1 st
EPI	PHASE INTERNSHIP 340.851	Michel Ibrahim	varies	<p>Familiarizes students with public health practice settings and provides hands-on experience about research topics in practice. Students synthesize and integrate knowledge acquired in coursework and apply it to a practical issue. Field experiences, seminars, research projects, and a scientific paper form the basis for the course. Participation, paper, and oral presentation.</p> <p>Course learning objectives: 1. Apply the knowledge and skills learned in the classroom to public health practice. 2. Integrate the various perspectives of academic public health as they bear on a specific topic in the practice setting. 3. Participate in meetings of practitioners held in the practice setting to obtain firsthand knowledge of challenges faced in the delivery of services. 4. Write a concept paper early in the program stating the research question and outlining the methods to be used. 5. Perform a literature review on the topic and analyze the appropriate data. 6. Write a final paper following the usual scientific format. 7. Present the work at a combined meeting of public health practitioners and faculty</p>	all

Depart-ment	Course Name and Number	Instructor	Units	Description	Term
				Comments: Almost all of the PHASE internships are with health departments; very few (if any) are with community-based organizations.	
HBS	COMMUNICATION STRATEGIES FOR HEALTH EDUCATION AND HEALTH PROMOTION 304.625	Debra Roter	4	<p>Presents various communication strategies used internationally and domestically in health education and health promotion programs at the community level. Students critically assess the appropriateness of strategies for specific populations through case studies and hands-on experiences that develop skills to apply in group work (focus groups) and in the production of health education materials. Emphasizes the application of theory underlying community-wide media campaigns, interventions based on adult education for critical thinking, and small group approaches. Analyzes the role of mass media and supportive legislation for health education and health promotion. Student evaluation based on three brief essays (10 pages).</p> <p>Comments: In the 2005-06 & 2006-07 academic years, this course allowed students to have community organizations (many in Baltimore) as clients for whom they produced participatory health education materials.</p>	3 rd
HBS	ETHNOGRAPHIC FIELDWORK 410.690.01	Lori Leonard	4	<p>Introduces students to the practice of qualitative research, including the design and conduct of a qualitative research study. Covers theoretical concepts and methods used in ethnographic and other types of qualitative research. Students design and conduct hands-on fieldwork projects in Baltimore. Classroom sessions include lectures, discussion, and intensive group work related to the fieldwork projects. Student evaluation based on field exercises. Course learning objectives: By the end of the semester-long course students should be able to: 1) formulate research questions that probe the connections between the public's health and the social worlds in which individuals and institutions are situated; 2) discuss some of the major concepts and theoretical developments that have shaped 'qualitative' and ethnographic inquiry from the mid-20th century to the present; 3) describe and use multiple methods for the collection and interpretation of 'qualitative' or ethnographic data; 4) articulate the relative appropriateness of different types of data and methods of data collection and analysis for a particular 'qualitative' or ethnographic study; 5) manage different sources of textual data collected in the course of a fieldwork project; and 6) critically read and evaluate archival materials and other 'qualitative' and ethnographic texts.</p> <p>Catalog Subcommittee Actions: Changed title from QUALITATIVE RESEARCH I Jun 2006, Changed units from 6 Jun 2006, Changed lecture times Jun 2006.</p>	3 rd
HPM	HEALTH AND HOMELESSNESS 303.609.01	Lee Bone	3	<p>Introduces the issues of homelessness and its relationship to health. Lectures, seminars, and community experience present factors leading to homelessness, myths about homelessness, barriers to accessing services, health problems that arise from homelessness, multidisciplinary approaches to health care from homeless persons, and advocacy strategies. Student evaluation based on participation in workshops, community site observational sessions, and a project/written report. Course learning objectives: 1) Describe why homelessness</p>	3 rd

Depart-ment	Course Name and Number	Instructor	Units	Description	Term
				is a public health problem that results from complex economic, social, health, and psychosocial factors. 2) Articulate the causes and consequences of homelessness from multiple perspectives, including the perspective of homeless individuals. 3) Describe the how health, mental health, and substance abuse needs and service options differ among heterogeneous homeless populations 4) Analyze the impact of local, state, and federal policies on homeless populations. 5) Propose solutions to address the inadequacy of resources and service systems that target homeless and poor populations. 6) Apply knowledge and skills by actively participating in the work of a community-based health organization with the explicit purpose of serving the homeless	
IH	QUALITATIVE RESEARCH II 224.691	Elli Leontsini and Katherine Fritz	6 each	Emphasizes the analysis of ethnographic and other forms of qualitative data, and on writing. Also emphasizes interpretive analytic approaches. Includes an historical look at ethnographic writing and the ways in which shifts in writing style reflect theoretical concerns in the field. Students work with the data they have collected as part of fieldwork projects initiated in third term, and continue to work on those fieldwork projects throughout fourth term. Classroom sessions include lectures, discussion, and intensive group work related to the fieldwork projects. Student evaluation based on field exercises (50%), quizzes based on the readings (25%), and a final written ethnographic report (25%). Course learning objectives: By the end of the semester-long course students should be able to: 1) formulate research questions that probe the connections between the public's health and the social worlds in which individuals and institutions are situated; 2) discuss some of the major concepts and theoretical developments that have shaped 'qualitative' and ethnographic inquiry from the mid-20th century to the present; 3) describe and use multiple methods for the collection and interpretation of 'qualitative' or ethnographic data; 4) articulate the relative appropriateness of different types of data and methods of data collection and analysis for a particular 'qualitative' or ethnographic study; 5) manage different sources of textual data collected in the course of a fieldwork project; and 6) critically read and evaluate archival materials and other 'qualitative' and ethnographic texts. Catalog Subcommittee Actions: Changed course description Jul 2006, Change Instructor(s) Jul 2006	4 th
PFHS	APPLICATIONS IN PROGRAM MONITORING AND EVALUATION 380.612	Clea McNeely	4	Students learn and practice the skills to conduct evaluations of local and international public health interventions. Emphasizes scientifically rigorous evaluations whose results are useful to program stakeholders and are actually applied to improve interventions. Student evaluation is based on completion of three case studies and class participation. Course learning objectives: At the conclusion of this course, students will have learned how to: 1) Work with program stakeholders to identify the intended use and intended users of the evaluation. 2) Develop a conceptual framework for the evaluation that guides the development of evaluation questions. 3) Select appropriate study designs to match the evaluation	4 th

Depart-ment	Course Name and Number	Instructor	Units	Description	Term
				<p>questions and the political and logistic feasibility of conducting research. 4) Develop measurable indicators. Students will learn to write an evaluation grant proposal and to develop a budget for an evaluation.</p> <p>Comments: Clients are community organizations.</p>	
Extra-departmental	MPH COMMUNITY PRACTICUM 550.864	Henry Taylor and Mindi Levin	varies	<p>Students conduct a project involving a defined denominator population at a community-based organization or local health department. They also participate in seminar sessions which cover basic methods of outreach to community organizations, attitudes and values about the role of professionals in community-based work, the social contract required of service professionals, and the attitudes required for effective public health practice. Performance is graded on (a) the community preceptor's evaluation, (b) participation in weekly seminar, (c) written project concept paper, (d) an oral presentation, and (e) a final paper based on the presentation. Course learning objectives: By the end of the two terms of the practicum, the student will be able to: 1. Describe in detail, as well as summarize, the development and operation of an on-going community-based public health project. 2. Describe the organizational structure of one particular public health practice site and its relationship with its community. 3. Demonstrate practical methods for promoting partnerships between communities, public health agencies, academic institutions, and community-based organizations. 4. Explain the basic concepts of community-based participatory research, service-learning, and civic professionalism. 5. Articulate their values and attitudes about community engagement and ways of developing partnerships. 6. Demonstrate effective communication and presentation skills, as well as how to give and receive constructive feedback from peers, supervisors, and community members. 7. List and briefly describe in their final presentation and paper, the ten most important items of content knowledge learned from their faculty and preceptors and documented in their journal.</p> <p>Catalog Subcommittee Actions: New course approved May 1 2006</p> <p>Comments: This course is restricted to MPH students.</p>	2 nd & 3 rd

2. Courses in which students don't engage directly with the community, but are exposed to community members and/or advocates (e.g., as guest speakers)

Department	Course Name and Number	Instructor	Units	Description	Term
EHS	SPECIAL STUDIES IN ENVIRONMENTAL HEALTH /COMMUNITY OUTREACH 180.880	Michael Trush	1	In the first and second terms, introduces concepts of environmental justice and community outreach in environmental health by emphasizing ongoing projects in Baltimore. Presentations are by researchers or project directors and their community partners as well as representatives from city and state government. In the third and fourth terms, students have the opportunity to participate in ongoing community-based research projects. This may serve as an MPH integrating experience.	all
HBS	HEALTH, POVERTY AND PUBLIC POLICY IN THE U.S. 301.612	Margaret Ensminger	3	Explores the relationship between health, poverty, and public policy in the U.S. and assesses past and future strategies to remedy inequities in health and health care. Addresses theories of social stratification in the U.S.; distribution of poverty across gender, age, and ethnic/racial groups; antipoverty programs and their effects; effects of changes in health care organization on the poor; and possible modifications to provide greater equity. Guest lecturers include physicians and public administrators working in programs designed to meet the needs of poor communities. Student evaluation based on class participation, a mid-term take-home assignment, and a final paper. Comments: Guest speakers include community members.	1 st
HBS	GRADUATE SEMINAR IN COMMUNITY-BASED RESEARCH 303.861	Lee Bone and Janice Bowie	1	Explores faculty-community partnership in community-based research (CBPR), education, and practice. Seminar topics may include CBPR principles and ethics, coalition and partnership building, implementation, dissemination, translation and sustainability, media and marketing, advocacy, policy, cultural diversity, collaborative grant writing, and publishing. Speakers include faculty, Kellogg scholars, and community patrons. This seminar is open to all divisions in the University and community. Evaluations based on class participation and completion of written assignment.	all
HBS	FACILITATING FAMILY ADAPTATION TO LOSS AND DISABILITY I 315.650	Trisha Magyari	2	Provides theoretical constructs for understanding the meaning of loss in maternal and child health, and techniques for short-term counseling that facilitate a healthy grief reaction for the bereaved family. Case studies of typical and atypical reactions are discussed for losses such as perinatal loss (miscarriage, stillbirth, neonatal death, termination of pregnancy for genetic reasons); birth of a child with a genetic condition/birth defect; death of a child with a chronic illness; and infertility. Topics include the psychology of pregnancy; and perinatal loss; phases of grief reaction; the art of facilitating bereavement; practical interventions in the hospital; follow-up counseling and short-term psychotherapy; resources; special needs of family members; gender differences; grandparent and sibling issues;	1 st

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				provider issues (counter-transference, self-care, and burn-out prevention). Includes lecture, discussion, role play, video, field trips, and presentations by bereaved parents. Student evaluation based on class participation and written assignments. Course restriction: Must be enrolled in ScM in Genetic Counseling Program	
HPM	RESEARCH ETHICS AND INTEGRITY: U.S. AND INTERNATIONAL ISSUES 306.665	Nancy Kass, Andy Ruff	3	Acquaints students with an introduction to ethical theory and principles, including ethics requirements when conducting research with human subjects in the U.S. and/or developing countries. Comments: In the 2005-2006 academic year, this course included two lectures in which community members participated. One was with by Charlie Flexner, who runs clinical trials at SOM, and a Baltimore resident who routinely participates in clinical trials at Hopkins. The other was a panel discussion with several Baltimore residents who are community members on Hopkins' IRBs.	3 rd
HPM	ISSUES IN HEALTH ADVOCACY 301.645.01	Shelley Hearne	3	Informs students about the role of advocacy in public health and prepares them to utilize advocacy tools to influence the public policy process. Topics include identifying strategies, using data in advocacy campaigns, grassroots organizing, coalition building, the courts and health advocacy, lobbying restrictions of 501(c)(3) organizations, and understanding and working with the media. Involves case studies of public health advocacy campaigns and lectures by experienced health advocates. Student evaluation is based on three writing assignments and class participation. Comments: Guest speakers include advocates (such as Vinnie DeMarco from Health Care for All).	3 rd
MH	THE PREVENTION OF YOUTH VIOLENCE 330.899 SS/R	Phillip Leaf	1	Presents a public health perspective on the issue of youth violence. Reviews the prevalence of youth violence over time. Discusses research identifying individual, family, peer, school, and community factors that increase or reduce the risk for youth violence. Also reviews the effectiveness of alternative strategies for reducing youth violence and the consequences of youth violence. Students will be required to prepare a paper describing a strategy to reduce youth violence in a community	Summer
MH	FIELD VISITS IN DRUG ABUSE PROGRAM PLANNING 330.655	Wallace Mandell	2	Visits to local, state, and federal agencies and programs engaged in drug abuse prevention, treatment, research, and policy implementation deepen understanding of national and local policy formulation for the prevention and treatment of substance abuse, and present the array of model programs that exists in the U.S. Student evaluation based on a comparative analysis of two modes of treatment or prevention.	1 st

3. Courses in which students have no direct exposure to the community, but are taught about some principles of CBPR, community engagement, urban health-related issues, and/or public health practice

Department	Course Name and Number	Instructor	Units	Description	Term
HBS	FUNDAMENTALS OF HEALTH EDUCATION AND HEALTH PROMOTION 303.602.01	Andrea Gielen	3	Provides an overview of the breadth of programs and diversity of settings in the field of health education in health promotion, and an opportunity to develop skills in program planning. Explains the importance of health behavior as a contributor to current public health problems and the role of health education and health promotion programs in addressing them, drawing examples from the literature on community-based health education, patient education, school health, and work-site health promotion. Also discusses issues of ethical standards and quality assurance in health education and health promotion. Student evaluation based on class participation and a needs assessment and program plan. Comments: At least one lecture discusses CBPR and community mobilization.	1 st
HBS	IMPLEMENTATION AND SUSTAINABILITY OF COMMUNITY-BASED HEALTH PROGRAMS 303.606	Janice Bowie	3	Uses projects primarily from domestic settings to illustrate and evaluate the program component delivery process and continuation or sustainability of activities and benefits of community-based disease prevention and health promotion programs after initial funding ends. Covers theories of innovation and organizational change; community participation and involvement; programmatic, cost-benefit, and ethical considerations related to the goal of sustainability; program characteristics associated with sustainability; and the relationships between investments in health and overall community development. Student evaluation based on class participation and a paper. Course learning objectives: Upon completion of this course, students will be able to (1) describe the fundamental concepts, approaches, and limitations of community health programs; (2) describe concepts for the implementation of effective health interventions and discuss the importance of these concepts to health outcomes; (3) demonstrate increased understanding of the types, usages, and importance of evaluation, particularly as it relates to program implementation; (4) recognize the indicators of the capacity to maintain health interventions through sustainable programs; and (5) apply factors related to the implementation, evaluation, and sustainability of community-based health interventions	4 th
HBS	INTRODUCTION TO COMMUNITY-BASED PARTICIPATORY RESEARCH: PRINCIPLES AND	Janice Bowie Lee Bone Darius Tandon	3	Introduces students to the fundamental principles of, rationale for, and key considerations in conducting community-based participatory research (CBPR). Offers knowledge of and skills in CBPR that emphasize the importance of community inclusion and partnership as a viable approach to constructing and increasing the acceptance of interventions and improving the health and well-being of populations. Class participation and written assignments. Course learning objectives: Upon completion of this course, students will be able to (1) describe	2 nd

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	METHODS 410.631.01			the principles of CBPR; (2) determine the rationale and appropriateness for conducting CBPR; (3) assess the strengths and limitations of using CBPR approaches; (4) distinguish how CBPR differs from community-based research and basic research; and (5) critique the application of CBPR in research/evaluation planning, implementation, dissemination, and translation via review of CBPR case studies. New course approved Jun 1 2006. Special Comments: Master's and doctoral students interested in CBPR. <u>Course Restriction</u> : Not open to students who completed 410.841.11.	
HBS	M.H.S. SEMINAR IN HEALTH EDUCATION AND HEALTH PROMOTION 303.865	Eileen McDonald	1	Introduces a variety of topics important to the profession of health education and health promotion, including both historical and current issues. Presents role definitions and competencies, health education certification, professional organizations representing the field, and other health education and promotion resources. Prepares students for the field placement requirement in the second year of the program. Student evaluation based on class participation and a written assignment. <u>Course Restriction</u> : MHS students in BSHE & students pursuing certificate in Health Education.	1 st
HBS	TRANSLATING RESEARCH INTO PUBLIC HEALTH PROGRAMS I & II 410.721.01 & 410.722.01	David Holtgrave	2 per term	Examines how behavioral research (especially intervention research) is used, and not used, by policy makers and program administrators to determine what public health services are delivered. Defines the major types of decisions made in determining services to deliver in public health programs and major decision analytic methods used to aid these selections. Types of decisions include (1) how much to invest in service for one disease area relative to another, (2) determining if an intervention is affordable for large-scale delivery, and (3) choosing how much to invest in each of several different types of services within one disease area. Methods include decision tree analysis, cost analysis, and cost-utility analysis. Course learning objectives: Upon successful completion of this course, students will be able to (1) identify key decisions that must be made in determining what interventions to use in applied public health programs, (2) identify the roles behavioral research can play in informing this decision making, (3) identify ways to make behavioral research more applicable to to this decision making, (4) identify key decision analytic and economic evaluation methods that can be used to aid policy makers and program administrators who must make these decisions, (5) describe the ways in which each of the decision analytic methods has been used (or failed to be used) in a real public health policy situation, and (6) apply the methods to a public health area of interest to the learner. New course approved Sep 1 2006.	3 rd & 4 th
HPM	DESIGN AND EVALUATION OF COMMUNITY HEALTH AND	Carolyn Fowler	3	Focuses attention on the importance of integrating program evaluation methods throughout the life of community health and safety interventions, from early assessments, through program planning, testing, delivery and measurement of outcomes. Also focuses on the development of practical program planning,	3 rd

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	SAFETY INTERVENTIONS 305.613.01			implementation and evaluation skills that may be applied in many different areas of public health. Topics include problem definition and analysis; assessing the social and environmental factors that may impact the development, delivery, and outcomes of interventions; identifying intervention points; selecting among educational, regulatory, and technological interventions to achieve maximum likelihood of success; writing measurable program goals and objectives; designing implementation plans; and examining methods to evaluate the efficacy and effectiveness of interventions. Course learning objectives: At the completion of this course, students will be able to: 1. Describe, and illustrate with sample worksheets, the process required to design, implement and evaluate community health and safety interventions. 2. Demonstrate their ability to use selected conceptual frameworks as part of this process. 3. Demonstrate their ability to prioritize interventions using objective criteria. 4. Explain selected program evaluation methodologies. 5. Describe potential "unintended consequences" of interventions. 6. Discuss common problems encountered in evaluations. 7. Prepare an "intent to submit" program development proposal. 8. Critique a published evaluation article. Additional description from CoursePlus: The goal of this course is: "To create an environment focused on adult learners in which students develop the theoretical and practical skills needed to design, implement and evaluate community health and safety intervention strategies." Specifically, this course is designed as a practical skills-building experience. Most of the skills can be applied across many areas of public health. All course faculty are actively engaged in developing, delivering, and/or evaluating prevention programs. Classes are interactive and students are encouraged to contribute real-world issues and challenges to discussions. The final paper offers you a chance to develop an intervention program plan for a problem of interest to you. Several former students have gone on to implement their programs, or use them as a basis for a grant proposal. Students who are or will be working to develop community-based interventions find the course content immediately relevant to their professional lives. Lectures have a real-world focus; and address challenges faced in developing interventions for the field - often with limited resources.	
HPM	FINANCING AND DELIVERY OF HEALTH SERVICES FOR VULNERABLE POPULATIONS 308.665.01	Rhoda Abrams	2	Provides an overview of public policy issues associated with the organization, financing, and delivery of health services to vulnerable populations and the safety net providers that serve them. Addresses the impact of competitive market forces, financing, organizational subsidies, population factors, and federal, state, and local policies regarding health services. Analyzes (1) public funding programs for vulnerable populations, (2) the relationship between low income populations and policies of managed care organizations, (3) the interdependent roles and effects of federal, state, and local policies on health services for vulnerable populations, and (4) strategies to integrate public and private funding streams to ensure financial viability and survival of safety net providers. Student evaluation based on class participation, a midterm, and a final paper. Course learning objectives: Upon successfully completing this course, students will be able to: --Assess a State and	4 th

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				<p>community's system(s) for organizing and delivering health services for low-income, vulnerable populations, including the role of safety net providers. -- Analyze existing and proposed Federal and State policies, including legislation and regulations, related to providing access to health care for vulnerable populations - -Review and identify the content and features of the nation's significant financing systems which support health services for low-income, vulnerable populations, including Medicaid and Medicare, as well as other Federal, state and private sources. --Formulate a health care practitioner's strategy and approach to delivering high quality, financially supportable services for populations in need.</p> <p>Comments: Unclear from the description whether this class discusses community-related issues.</p>	
HPM	POLICY, LAW, AND ETHICS 306.640.01	Stephen Teret	3	<p>Introduces students to the role that policy, law and ethics play in the promotion of the public's health. Using case studies, students analyze contemporary public health issues through classroom discussion and in two written assignments. The case studies include domestic and international topics, from both the developed and developing world. Mid-term written assignment and a final paper. Course learning objectives: At the conclusion of this course, students will: be knowledgeable of the role that policy plays in promoting the public's health; understand the interaction between the public health sciences and public health policy; be knowledgeable on basic legal principles and reasoning, with particular focus on how these can be important tools for public health policy development; be knowledgeable on ethical theory and frameworks and their role in policy development.</p> <p>Comments: One lecture is devoted to a Baltimore-based policy issue (in '05-'06 Peter Beilenson spoke about needle exchange).</p>	Summer
HPM	PUBLIC HEALTH PRACTICE 305.607	Lynn Goldman and Henry Taylor	4	<p>Focuses on the areas of knowledge and skill necessary to the administration of health agencies. Studies administrative structure, intergovernmental relations, legislation, politics, and the public budgetary process with reference to health departments on the federal, state, and local levels. Reviews public sector issues for which health agencies are responsible, including AIDS, health promotion strategies, primary care, and immunization programs. Course learning objectives: 1. Identify public health problems and policies applicable to defined populations and vulnerable subgroups 2. Describe the government's role and the role of stakeholders in public health 3. Explain the dimensions of public health policy making from the standpoint of a health practitioner, including leadership, organization, ethics, human rights, economics, administrative effectiveness, and political effectiveness 4. Describe the process of policy making and how it affects the design, implementation, and performance of public health policies 5. Identify policies and services to promote and maintain health and prevent injuries and</p>	2 nd

Department	Course Name and Number	Instructor	Units	Description	Term
				disease 6. Identify administrative, legal, social, and/or political strategies to address health problems 7. Identify potential partners and resources to combat the problems 8. Mobilize public opinion through the media, if appropriate 9. Avoid panic when disaster strikes.	
IH	CASE STUDIES IN PRIMARY HEALTH CARE 221.635	Carl Taylor	4	Introduces students to the origins, concepts and development of community-based primary health care through case studies from both developing and developed countries. Like clinical bedside teaching, the course uses real cases to help students develop problem-solving skills in practical situations. Participatory approaches in the organization and management of health services and other factors such as equity, socio-cultural change and environmental protection are discussed. Student evaluation based on discussion, participation and a final paper. Additional Course Objective(s): 1. To understand the key concepts of the SEED-SCALE. Paradigm for implementing Community Based Primary Health Care 2. To learn practical methods of promoting participatory activities in communities and action groups 3. To critically examine the conditions and practical techniques for developing partnerships to improve: bottom-up participation of communities, top-down support by officials and outside-in stimulation by experts 4. To explore in depth some concepts of equity, justice, sustainability, scaling up and challenges in promoting changes in behaviors and social norms 5. To analyze strategies of multisectoral collaboration and integration within health services 6. To critically identify successes and failures or weaknesses of each case study and lessons learned from these	3rd
MH	SEMINAR ON DRUG ABUSE PROGRAM PLANNING IN DEVELOPING COUNTRIES I-IV 330.651	Wallace Mandell	3	Discusses conceptual and policy issues related to substance abuse in the U.S., including definitions of use and dependence; social and political contexts; scientific bases for public health response; national policy alternatives; public awareness, community action, and school-based approaches to prevention; and theories of treatment. Students give presentations on the extent of substance use and abuse in developing countries, including proposals to mitigate some aspect of substance abuse. Students also prepare a paper on a current topic. <u>Course Restriction:</u> Must be a Humphrey Fellow in drug abuse or have consent of instructor.	all
PFHS	CONTEMPORARY ISSUES IN HEALTH COMMUNICATION 380.630	Dina Borzekowski	1	Introduces the role of health communication in public health programs. Features health communication theory; the role of social marketing and mass media; management of communication programs; interpersonal communication; social networks and social change; and formative research and evaluation. Student evaluation based on class participation. Comments: There are some guest speakers who talk about doing outreach to the community.	1 st
Extradedepartmental	MANAGING HEALTH SERVICES	Ward, Gundlach, Peters	4	Discusses leadership development (building a shared vision; strategic planning; measuring and monitoring organizational performance); human resources management (motivation, performance feedback, incentive systems, and team	1 st

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	ORGANIZATIONS 551.601.01			<p>building); approaches to process improvement (continuous quality improvement and re-engineering); and managing change. Case studies provide examples of the application of these concepts to improving productivity and health outcomes in hospitals, primary care organizations, and integrated delivery systems.</p> <p>Comments: One lecture focuses on community engagement</p>	
Extra-departmental	SEMINAR IN PUBLIC HEALTH LEADERSHIP 550.873.01	Bernard Guyer	1	<p>Provides a framework for the development of advanced professional practice and leadership in public health. Topics include the scope of public health, leadership competencies, problem solving, and communication skills. Involves presentations by faculty, guest speakers, and students. Student evaluation based on critiques of three public health books and presentations of case studies. <u>Course Restriction:</u> Restricted to DrPH students.</p>	all

4. SPECIAL STUDIES (not regularly offered)

410.841.11 SS/R: COMMUNITY BASED PARTICIPATORY RESEARCH

Mental Health(?) – Summer Institute June 21-22, 2006, 9:00 am – 5:00 pm

(2 units) http://www.jhsph.edu/dept/hpm/continuing_ed/summer_institute

Janice Bowie, PhD and Lee Bone, MPH

2 academic credits

Provides an overview of Community Based Participatory Research (CBPR), including community and academic perspectives in developing and sustaining collaborative multidisciplinary research. Topics include: practical/logical issues in conducting CBPR across the continuum of research including planning, implementation, evaluation, dissemination and translation, and methods (qualitative and quantitative). Also reviews ethical issues and policy implications. Methods of instruction include lectures, case studies and small interactive groups. By the end of this course, students should be able to define CBPR including historical roots and principles; define partnership roles and responsibilities in all phases of project/research; identify rationale/value added when applying CBPR (e.g., academic and community capacity building); discuss ethical issues in application of CBPR (Institutional Review Board); identify CBPR appropriate research theories and methods, and study design; identify and describe selected quantitative and qualitative methods; and describe planning for sustainability. Students taking this course for credit will be evaluated on a final paper. The paper will be due within one month after completion of the course, on a date identified by the instructors. No assignment will be accepted after August 8, 2006.

410.841.11 SS/R: COMMUNITY BASED PARTICIPATORY RESEARCH

Health Behavior and Society - Summer Inst. Term June 4-8, 2007, 1:30 - 5:00

(2 units)

Bowie, Janice and Bone, Lee

Provides an overview of Community Based Participatory Research (CBPR), including community and academic perspectives in developing and sustaining collaborative multidisciplinary research. Topics include: practical/logical issues in conducting CBPR across the continuum of research including planning, implementation, evaluation, dissemination and translation, and methods (qualitative and quantitative). Also reviews ethical issues and policy implications. Methods of instruction include lectures, case studies and small interactive groups. Students taking this course for credit will be evaluated on a final paper. The paper will be due within one month after completion of the course, on a date identified by the instructors.

Frequency Schedule: One Year Only, Next Offered 2006-2007

380.870.01 PFHS SPECIAL STUDIES IN PUBLIC HEALTH PRACTICE

Population and Family Health Sciences - 1st-4th terms 2006-07

(Variable credits)

Provides students with the opportunity to receive academic credit for direct involvement in public health practice activities such as: on-site placement with a public health agency, community organization, or academic center involving active participation in public health practice activities; Development of public health practice or policy recommendations based upon current research findings (translation); advocacy activities, for example, testifying in the legislature, and presenting data for the purpose of influencing public health policy or practice; preparation and conduct of a presentation related to a public health problem for a broad audience, including public health practitioners, community members, and other professionals; and direct participation in the activities of community boards or advisory groups. Students will be evaluated on the product related to the practice experience negotiated with the faculty preceptor. Instructor Consent Required - Must be approved by the faculty preceptor. Grading Restriction: Pass/Fail

Catalog Subcommittee Actions: New course approved Feb 1 2006

380. 840 REVIEWING THE LITERATURE ON THE HEALTH OF EAST BALTIMOREANS

Population and Family Health Sciences - 2nd term 2005-06, and 2006-07

Instructors: Bernard Guyer (PFHS), Chris Gibbons (UHI), Earl Fox (UHI), Claire Twose (Welch Library) - Urban Health Institute and PFHS

[Description from 2005-06] The goal of this special studies is to involve a group of students in an ongoing effort by the UHI to review the literature on

the health of East Baltimoreans, as a component of the UHI's mission to improve the health of Baltimore's residents. An overall search of the literature has been carried out already. Students in this special studies will choose a health topic of interest and do a written literature review of the identified articles and a supplemental search for additional literature.

The learning objectives for special studies include:

- Learn how to carry out a literature search, search engines, etc.
- Review the literature on a specific health topic in a specific population
- Write up a literature review
- Work with an academic/community team to plan the next steps in addressing the health needs of the community

The special studies will meet once a week during the 2nd term. The first session will include lecture and presentations on the methods of literature review, involving a librarian from the Welch Library. Students will work independently thereafter, but meet regularly to exchange progress and writing. Limited to 12 students, either masters or doctoral, preferably with some experience in literature review. Students may register for 2 to 3 credits, depending on time commitment.

300.845.51 SS/RES: ROLE AND FUNCTION OF NON-GOVERNMENTAL AND COMMUNITY-BASED ORGANIZATIONS IN PUBLIC HEALTH PROGRAMS Health Policy and Management - Winter I term

(2 units)

Gaist, Paul

Location: Washington

Since the 1990s, there has been a dramatic increase in the number of non-governmental organizations (NGOs) and community-based organizations (CBOs) around the world engaged in the response to public health issues such as HIV/AIDS, TB, and drug abuse. This course provides a working background and functional understanding of NGOs/CBOs in public health programs, as well as policy and management that will be applicable in both U.S. and international settings (private voluntary organizations [PVOs] are included under the headings of NGOs and CBOs). Taught via lectures, guest speakers, and a series of hands-on interactive training sessions. Final paper

300.852.51 SS/R: MANAGING COMMUNITY-BASED PUBLIC HEALTH PROJECTS Health Policy and Management - Winter I term

(2 units)

Purvis, Lisa A.

Location: Washington

Designed to take the student one step beyond the fundamental epidemiological competencies to the functional issues related to implementing and conducting research projects, particularly those involving community-based participatory research projects. Students gain an overview of the steps necessary to begin a research project, to implementing a study in a community, to publishing the results. Students will also understand how research impacts policy decision-making. Topics include: The RFP Process; The Role of the IRB (history of and the application process); Project Planning and Project Management (budgeting, staffing, surveys, recruitment and retention of subjects); Working with Communities/Linking with Partners; Data Collection and Data Management; Presenting Findings (oral presentations, professional abstracts, journal articles); The Impact of Research on Policy Making; Summary – Take Home Messages/Career Opportunities. Class participation and final paper.

340.843.01 TRANSLATING EPIDEMIOLOGY FOR THE WEB

(1 unit)

The course is based on the Epidemiology Department's "Ask an Epidemiologist" project. This course provides an opportunity for students to be directly involved in translating epidemiologic research for the public. With faculty oversight, students will develop content (including glossary terms and Q & A's) for the "Ask an Epidemiologist" website, based on questions of public concern and topics of interest. <http://www.jhsph.edu/publichealthexperts/> Grading will be based on the development of a module of web content. Course learning objectives: Students will develop science writing and communication skills, collect and summarize information on a public health issue for a target audience, and interact with faculty and other students to review and edit web content. Contact avillant@jhsph.edu with any questions.

ON BECOMING AN ADVOCATE: COMMUNICATIONS & PUBLIC POLICY

Population and Family Health Sciences – 2nd term 2005-06

(1 unit option)

This five-part interactive series is for PFHS faculty and students who wish to learn how to apply their research and clinical expertise to public discourse that can benefit society. Attendees will build communications skills and become familiar with the political process. The goal is to come away energized with new knowledge and expertise that will help you engage with journalists and policymakers to advocate for important public health issues. Whether you are passionate about the health of the world's children, the response to the HIV/AIDS epidemic, or the plight of the uninsured, this course will help you think in new ways about how to achieve your goals. Each session runs from 12 p.m. – 2 p.m. on five consecutive Mondays, starting Oct. 31 through Nov. 28. Attendance at all five sessions is required. This course is open to 25 applicants. A one credit option is available as special studies.

CANCELLED:

303.607.01 COMMUNITY OUTREACH: ISSUES AND PRACTICE ***Cancelled when Mark Farfel left***

Health Policy and Management - 2nd term

(3 units)

Farfel, Mark

Provides an understanding of the issues in and opportunity for research in a community setting; practical skills needed to link the researcher and the community; and direct contact with communities and their organizations. Local organizers present basic methods of outreach to community organizations. Class sessions and required field activities familiarize students with the development and operation of existing/proposed community-based public health projects. Involves neighborhood walk-throughs and meetings with community leaders. Student evaluation based on class participation and a paper.