Kingsborough Community College, CUNY
Department of Health, Physical Education and Recreation

Spring 2010

COH 0200 - Community Health Interventions

11:30am-12:30pm Class  Section: D01E  Code: 0478  Room:
12:40pm-1:40pm Class  Section: D02E  Code: 2871  Room:

Instructor: Professor Karen Denard Goldman, PhD, CHES, Co-Director, Community Health Program

Office Hours (Gym, 3rd Floor: G303)  
M 2:00pm-3:00pm
T 9:00am-10:20am; 4:00pm-5:00pm
TH 5:15pm-6:15pm
and by appointment

Dr. Goldman’s Contact Information:
Office phone: 718-368-5716
Cell phone: 917-715-0928
Kgoldman@kbcc.cuny.edu
Karendergoldman@gmail.com

“From Ignorance, to Anger, to Activism”

“Think Globally, Act Locally”

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”
Margaret Mead, US anthropologist & popularizer of anthropology (1901-78)

Course Overview

The purpose of this course is to expose students to the theories, principles and realities of classic and newly emerging community health interventions. In this course we explore medical, educational, social, economic, political, legal, and technological interventions used to address past and present community health challenges. Through readings, videos, class discussions, guest and student presentations we will compare and contrast community health interventions created to improve the health of specific priority populations and communities-at-large. We will study and analyze the application of key community/public health principles such as community involvement, interagency collaboration, utilitarianism, the primacy of prevention, evidence and theoretical bases for action, and accountability in the development and implementation of real world interventions. Through in-class simulations and campus-based assignments and Service-Learning projects students will experience some of the dynamics of community capacity building, community organizing, advocacy, and mobilizing independent and collaborative/coordinated initiatives. Students will become involved with a community health organization, learn about its mission and explore, in-depth, the design, implementation and evaluation of one specific intervention. Students will provide 20 hours of volunteer work in support of one of those community health interventions. These hours count toward the fulfillment of 100 hours of Community Health field work for Community Health Fieldwork Experience (COH 91) students.

Student Learning Objectives

This course is designed to fulfill student learning goals at Kingsborough Community College. These goals include the practice and enhancement of effective communication skills, critical thinking, quantitative reasoning, and technological skills, as well as the ability to use tools and resources to acquire learning. In order to support student mastery of these goals, the following student learning objectives and assignments have been created for the course.
By the end of this course students will be able to:

- Demonstrate key principles of at least seven common public health interventions
- Explain the role of theories and ethics in developing/designing community health interventions, summarizing the basic constructs of at least three key community health theories
- Compare and contrast the purpose, principles, procedures, potential, pitfalls of various interventions
- Discuss principles of community health interventions reflected in past and present community responses to community health challenges at the local, national, and international levels.
- Explain the principles and theories underlying specific interventions: home visits, outreach and public speaking, advocacy, media advocacy, mass media campaigns, social marketing, built-environment change, community organizing and coalition building to improve community health
- Analyze, critique, and present an actual community health intervention, deducing its strengths and the practical factors that influence how it is designed, implemented and evaluated

### Student Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Value</th>
<th>Due Date</th>
</tr>
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<tbody>
<tr>
<td>Attendance, participation, and comportment</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Customer Service Workshop</td>
<td>Extra Credit</td>
<td>March 26, Fri.</td>
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<tr>
<td>Quizzes – online – text based; reviews 50% of final exam</td>
<td>10%</td>
<td>Weekly</td>
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<tr>
<td>Resume</td>
<td>10%</td>
<td>Mar 16/May 20</td>
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<tr>
<td>“Movie review” (<a href="http://publichealthlive.blip.tv/">http://publichealthlive.blip.tv/</a>)</td>
<td>15%</td>
<td>April 29</td>
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<tr>
<td>Service-learning experience presentation outline</td>
<td>10%</td>
<td>May 3</td>
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<tr>
<td>Service-learning presentation and responses to questions</td>
<td>20%</td>
<td>Your choice</td>
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<tr>
<td>Final exam (textbook and class discussion based)</td>
<td>25%</td>
<td>June</td>
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</table>

Final exams are June 4-10. You are expected to take your exam on the assigned date.

### Expectations

Students will get and bring TO EACH CLASS:

- The course textbook
- A notebook, large envelope or folder with the following course related materials:
  - Syllabus
  - All additional assigned reading
  - All class handouts
  - Note-taking paper

Students will check the syllabus regularly keep up with what is due when

### Required Textbook


### Additional Readings – On Blackboard/Online

**Blackboard:**
- Home visits chapter/article
- Materials development check list
- Service-Learning overview – Tools of the Trade
- Community Health Worker information
- Public/community health readings

**Online:**
- Service-Learning agency website; annual report, if posted
Course Topics

Community Health
Professionalism of practitioners
Principles of Community Engagement
Principles Underlying Community Health Interventions
  Theoretical basis
  Ethical behavior
  Cultural sensitivity and competence
  Planning perspective: social marketing
Fundamental Community Health Interventions and the Theories Underlying Each Method
  Community mobilization and organization
  Coalition building
  Outreach
  Public health presentations
  Legislative advocacy/policy change
  Built-environment change
  Health communication campaigns
  Media advocacy
  Home visits

Community intervention principles and theories in real life

Course Projects

A. Service-Learning Experience, Outline, and Presentation

By end of March:
(1) Identify where you would like to volunteer to do community health work for 20 hours
(2) Research it on the web
(3) Create a resume to take to your service-learning interview or share with your supervisor
(4) Apply for and get a service-learning placement there

By end of April
(5) Complete 20 hours of service-learning
(6) Learn all you can about the agency, the community health campaign, and the intervention in which you are involved
(7) Develop an outline for your presentation

By early May
(8) Submit outline
(9) Present your experience, following guidelines below; respond to questions

Presentation Guideline

Students will deliver a dynamic, information-packed 3-5-minute presentation about the community health campaign of the organization where they completed their service-learning project, describe, in depth, one particular intervention, and their assessment of whether the intervention they were involved in reflects the best-practices outlined in the textbook.

In your presentation, you will, within the recommended timeframe noted below:

(1) Be introduced by someone who will make us want to listen to you – extremely important – counts toward YOUR grade on the presentation (15-30 seconds)

(2) Briefly describe the organization and its mission, and its history, the scope of health problem(s) it focuses on and the population(s) the organization seeks to help (30 seconds)
(3) Briefly name the interventions the organization conducts to address this health problem and for each intervention, you will identify the “target” population, the goal of the intervention, who in the and outside of the organization is involved (1 minute)

(4) In depth, discuss one specific intervention conducted by this organization, comparing (A) what the textbook says about interventions needing to have a theoretical base, address ethical considerations, demonstrate cultural sensitivity and competence, staff/volunteer professionalism, integrating social marketing principles and best-practices steps, tips, techniques, challenges, expected outcomes with what really happened at this organization. (2 minutes)

(5) Briefly, close with your own assessment of whether the intervention you were part of and studied most thoroughly reflected the principles and recommended practice tips outlined by your chapter author(s). (30 seconds)

B. Resume

Within the first two weeks of class, you will prepare a basic chronologic resume (that can be modified/tailored in the future to meet specific job descriptions in postings/advertisements) that will include:

- Contact information (including a professional email address)
- Education and related course work
- Work/volunteer experience
- Skills
- Awards
- Professional involvement/leadership categories

At the end of the semester, you will update the resume to reflect your new experiences and skills.

C. Movie Review Article

View and write a review of ONE of the following 60 minute videos online.

1. Health Interventions for Immigrant and Migrant Populations
2. Post-traumatic Stress Disorder in Veterans
3. Vaccine Acceptance
4. Childhood Lead Poisoning Prevention
5. Walking to School
6. Men’s Health
7. Prison and Jail Health
8. Disability and Health: Implications for Public Health Practice
9. Preventing School Violence
10. Teen Depression and Suicide
11. Healthy Aging

Finding the video:

Go to [http://www.albany.edu/sph/coned/t2b2chron.htm](http://www.albany.edu/sph/coned/t2b2chron.htm) -
Click on the title
On the right side of the next page, click on “High Quality Streaming”

Write a movie review, worthy of publication in Sceptre or the Public Health Association of New York City newsletter about one of the 11 videos from Public Health Live.

___ What is the goal of this video? What should viewers know, do, believe after viewing it?
___ What is the community health problem/challenge and population(s) affected?
___ Why does it exist?
___ Why is it important to address this issue? What will happen if we don’t address this problem?
___ What interventions for whom are recommended/happening to address the challenge?
What are some barriers to successfully addressing this community health challenge?
What factors contributing to the problem does the program address?
What types of public health interventions are being implemented to address this problem:
- economic, legal/policy, information, training, education, technology/equipment development or modification, built-environment change
Give examples of where key community health principles are reflected in the interventions:
- Community involvement/participation/ownership of the problem and intervention; partnering;
- doing the most good for the greatest number of people; partnerships; focus on prevention;
- multiple strategies; respect for people being served/cultural sensitivity/competence;
- empowerment of people being served
Name at least 3 facts or ideas from this film that impressed you or caused an “Aha!” reaction.
What issues concerning this problem can you relate to? What issues are unique to the target population and that you will probably never experience or truly understand?
What was unclear or not covered that you’d “fix” if you were able to edit the video?
Would you recommend this video to others? To whom? Why?

D. Quizzes – on Blackboard…not in class

- There is one quiz for every chapter.
- Complete the quizzes as soon as the material is covered.
- Quizzes are posted only for two weeks. You will earn a zero for any quizzes not taken.
- The quizzes are “open book”
- The time allotted for each quiz is limited, so make sure you read the chapter in advance and know where all the information is located in the chapter before you start.
- Quizzes must be completed when they are started. You cannot save the document and come back to it later.
- The questions on the quizzes are the basis for at least half of your final exam.

BLACKBOARD

All quizzes, extra readings, handouts, the syllabus, PowerPoint presentations and assignments are posted on Blackboard.

HAVE YOUR KCC USER NAME AND PASSWORD READY TO USE BY THE SECOND WEEK OF CLASS!
Not sure how to get on to Blackboard?

<table>
<thead>
<tr>
<th>Facility</th>
<th>Location</th>
<th>Time</th>
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<tbody>
<tr>
<td>Cyber Lounge</td>
<td>M200, 2nd Floor, MAC Building</td>
<td>M-Th 8:00 am to 10:00 pm</td>
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<tr>
<td>Library Computer Lab</td>
<td>1st Floor, Library</td>
<td>M-Th 8:00 am to 4:00 pm</td>
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<tr>
<td>Student Help Desk</td>
<td>L117 – 1st Floor, Library</td>
<td>M-F 8:00 am to 4:00 pm</td>
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<tr>
<td>M224</td>
<td>2nd Floor, MAC Building</td>
<td>M-F 9:00 am to 5:00 pm</td>
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For questions regarding Blackboard and Student email, call or visit the Student Help Desk at L-117: 718.368.6679 or email HelpDesk@Student.Kingsborough.edu
<table>
<thead>
<tr>
<th>Dates</th>
<th>Community Health Helping Skills</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Mon Mar 1</td>
<td>Course Overview</td>
<td>Due for today’s class:</td>
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<tr>
<td></td>
<td><a href="http://www.youtube.com/watch?v=Zci8LD-Ay1&amp;NR=1">http://www.youtube.com/watch?v=Zci8LD-Ay1&amp;NR=1</a></td>
<td>review COH 11 notes on “What is Community Health?”</td>
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<td>preview <a href="http://www.nynijphct.org/orientation/home/oph-default.cfm">http://www.nynijphct.org/orientation/home/oph-default.cfm</a>. Read this and then click on the “Register” tab to the</td>
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<td>right and follow the program to the end. Due 3/8</td>
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<td>Tues Mar 2</td>
<td>Community Health Review</td>
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<td>Principles, Characteristics, Values</td>
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<td>APHA video or PH PowerPoint</td>
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<td>US and State health issues/rankings</td>
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<td>How Community Health goals are achieved</td>
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<td>Thurs Mar 4</td>
<td>Community Health Careers</td>
<td>Due for today’s class:</td>
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<tr>
<td>Mar 4</td>
<td>The Community Health Career Ladder</td>
<td>Blackboard reading: What is a CHW?</td>
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<tr>
<td>Comp Lab</td>
<td>Roles &amp; responsibilities of Community Health Workers</td>
<td>Textbook – Chapter 3</td>
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<td>Mon Mar 8</td>
<td>You as product; resume as your package</td>
<td>Bring in flash/jump drive to save resume</td>
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<td>Mar 8</td>
<td>Researching Potential Srvc-Learning Sites</td>
<td>Due for today’s class:</td>
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<td>Finding possible sites: syllabus; “Opportunities” booklet, web search, associations directory</td>
<td>2-3 agencies/organizations for Service-Learning</td>
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<td>Researchers those sites – finding best fit</td>
<td>Worksheet-P Hlth Orientation assignment</td>
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<td>Tues Mar 9</td>
<td>Service-Learning 101: Why, What, How, Support</td>
<td>Due for class:</td>
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<td>Guest speaker: Michele Luc, MSW, KCC Service-Learning Specialist and former COH 20 students</td>
<td>Quiz 1: syllabus, CHWs, community health, PH Orientation exercise, CH principles and values</td>
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<tr>
<td>Thurs Mar 11</td>
<td>Public Health Interventions Overview I</td>
<td>Due for today’s class:</td>
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<tr>
<td>Mar 11</td>
<td>What they are</td>
<td>Textbook – Chapter 1</td>
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<td></td>
<td>Characteristics: Theory-based, ethical</td>
<td>Review COH 11 and 12 notes: program s</td>
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<td>Mon Mar 15</td>
<td>Public Health Interventions Overview II</td>
<td>Due for today’s class:</td>
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<td>Characteristics: Culturally sensitive/competent “Brave New World of Bargna”</td>
<td>Textbook – Chapter 2</td>
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<td>Blackboard reading - Helping CHWs Learn Chp Chr 7</td>
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<td>Tues Mar 16</td>
<td>Public Health Interventions Overview III</td>
<td>Due for today’s class:</td>
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<td>Characteristics: Tailored to meet community needs</td>
<td>Resume</td>
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<td>Textbook – Chapter 5</td>
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<td>Community Health Club Meeting – 3-5pm</td>
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<td>Thurs Mar 18</td>
<td>Community Organizing and Mobilizing</td>
<td>Due for today’s class:</td>
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<tr>
<td>Mar 18</td>
<td>Principles, Steps, Tips/Techniques</td>
<td>Quiz: Public Health Interventions</td>
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<td>The Big Necessity chapter or India Failing to Control Open Defecation Blunts Nation’s Growth article</td>
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<td>Blackboard reading – Community Organizing and Advocacy</td>
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<tr>
<td>Mon Mar 22</td>
<td>Community Organizing and Mobilizing</td>
<td>Due for today’s class:</td>
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<td></td>
<td>Doing it! Challenges, Expected Outcomes, Conclusion</td>
<td>Site, days of Service-Learning, intervention title</td>
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<td>Blackboard reading – Community Organizing and Advocacy</td>
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<tr>
<td>Tues Mar 23</td>
<td>Coalition Building</td>
<td>Due for today’s class:</td>
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<tr>
<td>Mar 23</td>
<td>Principles, Steps, Tips/Techniques</td>
<td>Quiz 2</td>
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<td>Textbook – Chapter 12 pages 299-313</td>
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<tr>
<td>Thurs Mar 25</td>
<td>Coalition Building</td>
<td>Due for today’s class:</td>
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<tr>
<td>Mar 25</td>
<td>Doing it! Challenges, Expected Outcomes, Conclusion</td>
<td>Quiz 2</td>
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<td>Textbook – Chapter 12 pages 313-327</td>
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<td>Fri 10am-1pm?</td>
<td>Customer Service</td>
<td>Special workshop for all Service-Learning and Fieldwork Experience students presented by KCC career services</td>
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<td>Date</td>
<td>Event Description</td>
<td>Due for today's class</td>
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<tr>
<td>Mon Mar 29</td>
<td>Outreach Principles, Steps, Tips/Techniques</td>
<td>Quiz: Community Organizing and Coalition Bldg, Blackboard reading – Health Outreach 424-435</td>
</tr>
<tr>
<td>Tues Mar 30</td>
<td>Outreach</td>
<td>Service-Learning commitment, Blackboard reading - Health Outreach 435-451</td>
</tr>
<tr>
<td>March 30-April 6</td>
<td>SPRING BREAK</td>
<td></td>
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<tr>
<td>Thurs Apr 8</td>
<td>Outreach Doing it! Challenges, Expected Outcomes, Conclusion</td>
<td>Blackboard reading – Reread Health Outreach</td>
</tr>
<tr>
<td>Mon Apr 12</td>
<td>National Public Health Week Celebration</td>
<td>Quiz: Outreach, Textbook – Chapter 5, Blackboard reading</td>
</tr>
<tr>
<td>Tues Apr 13</td>
<td>Advocacy Principles, Steps, Tips/Techniques</td>
<td>Textbook – Chapter 13, Blackboard reading - Reread: Community Organizing and Advocacy</td>
</tr>
<tr>
<td>Thurs Apr 15</td>
<td>Advocacy Doing it! Challenges, Expected Outcomes, Conclusion</td>
<td>Identify a mass media campaign in the community, Blackboard reading</td>
</tr>
<tr>
<td>Mon Apr 19</td>
<td>Print Materials Development Principles, Steps, Tips/Techniques</td>
<td>Quiz: Advocacy, Textbook – Chapter 9, Blackboard reading</td>
</tr>
<tr>
<td>Tues Apr 20</td>
<td>Evaluating print materials In class evaluation of students’ chosen brochures</td>
<td>An educational pamphlet from your S-L site, Textbook – Chapter 9, Community Health Club meeting 3-5pm</td>
</tr>
<tr>
<td>Thurs April 22</td>
<td>Evaluation print materials Doing it! Challenges, Expected Outcomes, Conclusion</td>
<td>Textbook – Chapter 9</td>
</tr>
<tr>
<td>Tues Apr 27</td>
<td>E-Interventions Principles, Steps, Tips/Techniques</td>
<td>Blackboard reading</td>
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<tr>
<td>Thurs Apr 29</td>
<td>E-Interventions Doing it! Challenges, Expected Outcomes, Conclusion</td>
<td>Movie Review, Blackboard reading</td>
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<tr>
<td>Mon May 3</td>
<td>Public Presentation Methods Principles, Steps, Tips/Techniques</td>
<td>Quiz: E-Interventions, Textbook – Chapter 7, Blackboard reading: Tools of the Trade article, Outlines for all presentations, 4 Presentations and outlines</td>
</tr>
<tr>
<td>Tues May 4</td>
<td>Public Presentation Methods Doing it! Challenges, Expected Outcomes, Conclusion</td>
<td>Textbook – Chapter 7, 4 Presentations and outlines</td>
</tr>
<tr>
<td>Thurs May 6</td>
<td>Developing Effective Presentations Principles, Steps, Tips/Techniques</td>
<td>Textbook – Chapter 8, 4 Presentations and outlines</td>
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<tr>
<td>Day</td>
<td>Task</td>
<td>Due for today's class</td>
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</tbody>
</table>
| Mon May 10 | Developing Effective Presentations  
Doing it! Challenges (Introductions!), Expected Outcomes, Conclusion | • Quiz: Presentations  
• Textbook – Chapter 8  
• Blackboard reading: Tool: Powerful Presentations  
• 4 Presentations and outlines |
| Tues May 11 | Health Communication Campaigns  
Principles, Steps, Tips/Techniques  
• Textbook – Chapter 4  
• 4 Presentations and outlines |
| Thurs May 13 | Health Communication Campaigns  
Doing it! Challenges, Expected Outcomes, Conclusion | Due for today's class  
• Textbook – Chapter 4  
• 4 Presentations and outlines |
| Mon May 17 | Media Advocacy  
Doing it! Challenges, Expected Outcomes, Conclusion | Due for today's class  
• Quiz: Health Communication Campaigns  
• Textbook – Chapter 14  
• 4 Presentations and outlines |
| Tues May 18 | Working with the Media  
Principles, Steps, Tips/Techniques, Challenges, Expected Outcomes, Conclusion | Due for today's class  
• Textbook – Chapter 10  
• 4 Presentations and outlines  
• Community Health Club meeting 3-5pm |
| Thurs May 20 | Built-Environmental Change  
Principles, Steps, Tips/Techniques | Due for today's class  
• Updated resume  
• Quiz: Working with Media/Media Advocacy  
• Blackboard reading  
• 4 Presentations and outlines |
| Mon May 24 | Built-Environmental Change  
Doing it! Challenges, Expected Outcomes  
Guest speaker: Limas Forte, MPA, Healthy Homes Program Manager, WE ACT for Social Justice, Inc. | Due for today's class  
• Blackboard reading  
• 4 Presentations and outlines |
| Tues May 25 | Family Intervention: Home  
Principles, Steps, Tips/Techniques | Due for today's class  
• Quiz: Built-Environmental Change  
• Blackboard readings: Home Ranger Rides Again  
• 4 Presentations and outlines |
| Thurs May 27 | Family Intervention: Home Visits  
Doing it! Challenges, Expected Outcomes, Conclusion | Due for today's class  
• Blackboard reading: FDC chapter: Home Visits  
• 4 Presentations and outlines |
| Tues June 1 | Review for final exam | Due for today's class  
• Quiz: Family Visits  
• Community Health Club Meeting – 3-5pm |

Final exams are June 4-10. Do not plan any travel or trips for that week.
Mutual understandings to enhance our time together

Bring: Bring the textbook, your notebook and class notes and handouts, and your favorite writing implement to every class. For the final, bring a #2 pencil.

Homework: Is listed on the course schedule. It is your responsibility to keep up.

Electronic Equipment: I have a non-negotiable zero-tolerance, my way or the highway policy on this. As per school policy, all pagers, cell phones, electronic games, radios, tape or CD players, ipods, Blackberries, etc., must be turned off when members of the academic community enter the classroom and remain off while class is in session, including test periods (except for students with college-approved accommodations). See attendance policy. Let's agree to focus on learning while in the classroom, please! Each time you use any of the above, you will be dismissed from class, marked absent for the day, and lose 5 points off your final grade.

Absences: Attendance is a “big deal” at Kingsborough. As per school policy, students absent more than 6 hours will be dropped from the course and given a grade of WU.

When absent, students are responsible for obtaining class notes, announcements, and materials. See my office hours and contact information.

Excused absences require official documentation. I must be notified in advance. Please try to schedule KCC exams, medical visits, interviews, court appearances, etc. for non-class hours.

Lateness: As a courtesy to your fellow students and myself, please do not be late to class. Regular lateness disrupts and interrupts class and therefore, is not acceptable. Every three latenesses or early departures = 1 hour of absence.

However, that said, I'd rather you come late to class than not at all. You are a valuable member of the group and we want you with us.

Early Departure: Please inform me in advance if you have to leave class early and provide documentation as appropriate. If you leave early without having discussed it with me or providing documentation you will be marked absent for the class.

Skipping Class: If something is due and you are not prepared, please do not skip class. Once I've collected an assignment or asked for it and you aren't ready, that's over, and we move on...so, come to class – why have two problems? Come learn!

Make Ups: Unless you have a documented excused absence, no quiz or test can be made up. Any make-up quizzes must be done within a week of the original absence.

Illness: For your own safety and the welfare of your fellow students, if you are unable to sit up, concentrate, or stay awake or if you seem ill, I will excuse you to go to Health Services, room A-108. You will be marked absent for the day.

Disruptions: Please avoid disrupting class by talking or leaving the class while it is in session. If you expect emergency calls, let me know in advance. Do not read the newspaper or other material during class (not even other school work!). You don't want to miss the good stuff!
Instances of academic dishonesty or disruptive or inappropriate classroom behavior will be reported to the Office of the Dean of Student Services.

You are expected to conduct yourself maturely and to respect yourself and others in the classroom. Rude and disrespectful behavior will not be tolerated. Having fun and getting really involved is strongly encouraged!

We may have several guest speakers during the semester. These professionals are experts in their respective fields, love speaking to students, and welcome your questions. Please be courteous. Disruptive students will be asked to leave and marked absent.

Work that is not professional – that is handwritten, messy, laden with grammatical and spelling mistakes - will be returned for rewriting. That work is considered late. See work lateness policy below.

Unless an extension is approved in advance, project grades will be reduced 5 points a day for every day an assignment is late. “Late” begins immediately after assignments are collected. Late papers are to be left in my office door “mail box” (G-303).

“Plagiarism is passing off a source’s information, ideas, or words as your own by omitting to cite them, an act of lying, cheating, and stealing. Plagiarus means kidnapper, in Latin, because in antiquity plagiarus were pirates who sometimes stole children: when you plagiarize, as several commentators have observed, you steal the brain child of another. But since you also claim that it’s your own brain child, and use it to get credit for work you haven’t really done, you also lie and cheat. You cheat your source of fair recognition for his or her efforts, and you cheat the students who have completed the same assignment without plagiarizing.”

Plagiarism, if suspected, will be question, if found, will not be tolerated (Paper will be returned ungraded and assignment considered not done). Please provide appropriate citations and acknowledgments for the work others have done. You were smart to find it and to recognize its value; be even smarter and respectful: acknowledge your sources. Academic and personal misconduct by students in this class are defined and dealt with in accordance with CUNY/KCC policies. Please refer to your course catalogue or the university/college website for policy details.

Keep or be able to produce, if necessary, a copy of any written assignment you submit.

Grades:  
97-100 = A+  
94-96 = A  
90-93 = A-  
87-89 = B+  
84-86 = B  
80-83 = B-  
77-79 = C+  
74-76 = C  
70-73 = C-  
≤ 60 = F  
67-69 = D+  
64-66 = D  
61-63 = D-  

Class will be held unless the college officially is closed or a sign is posted canceling class.

After 5 minutes, call me (917-715-0928); if no answer, call the HPER office: 718-368-5696. If class is cancelled, sign an attendance sheet and leave it in G 201 in the Gym. Please accept my sincere apologies for the inconvenience! Wherever I am, I’d much rather be with you.
Potential Service Learning Sites

Great additional sources of sites:
List of sites where other KCC COH 20 students have done Service-Learning: Blackboard COH 20 Course Documents
www.nyc.gov/service - select a health or mental health organization

☐ AARP - New York
☐ American Cancer Society - Brooklyn
☐ American Diabetes Association
☐ American Heart Association
☐ Arab American Association
☐ Arab-American Family Support Center
☐ Arthritis Foundation, New York Chapter
☐ Arthur Ashe Institute for Urban Health
☐ Bedford-Stuyvesant Family Health Center
☐ Bensonhurst Council of Jewish Organizations
☐ Bensonhurst Senior Assistance Center
☐ Beth Israel Medical Center
☐ Body Sculpt of New York, Inc.
☐ Brookdale University Hospital and Medical Center
☐ Brooklyn AIDS Task Force
☐ Brooklyn Borough President's Office
☐ Brooklyn College - CUNY – Student Health Services
☐ Brooklyn Hospital Center
☐ Brooklyn Perinatal Network
☐ Brooklyn Public Library
☐ Brooklyn/Staten Island Blood Service ☐ CAMBA
☐ CarePlus AmeriGroup
☐ Caribbean American Family Health Center
☐ Caribbean Women's Health Association
☐ Catholic Medical Centers
☐ Center for Immigrant Health
☐ The CHAPS Association
☐ Chinese American Independent Practice Association
☐ Chinese American Planning Council
☐ Church of the Holy Spirit
☐ Clinical Directors Network
☐ Community Board 15, Brooklyn
☐ Community Healthcare Network
☐ Coney Island Hospital
☐ Council of Jewish Organizations of Flatbush
☐ Council of Peoples Organizations
☐ Crown Heights Jewish Community Council
☐ Crown Heights Youth Collective
☐ Cumberland Diagnostic & Treatment Center
☐ Diaspora Community Services
☐ Empire Blue Cross Blue Shield/Wellpoint
☐ Federation of Italian American Organizations
☐ First Med Care, Inc.
☐ Flatbush Haitian Center
☐ Greenpoint Psychiatric Services
☐ Haitian-Americans United for Progress
☐ Health Plus
☐ Holistic Self-Care: Just For Me, Inc.
☐ Homecrest Community Services, Inc.
☐ Hope Gardens Multiservice Center
☐ Institute for the Puerto Rican/Hispanic Elderly
☐ Interborough Development & Consultation Center
☐ Jewish Community Council of Canarsie
☐ Jewish Community House of Bensonhurst
☐ JCC of Greater Coney Island
☐ Jewish Community Relations Council of New York
☐ Kings Bay YM-YWHA
☐ Kingsborough Community College HELM Center
☐ Kingsbrook Jewish Medical Center
☐ Kings County Hospital Center
☐ Long Is. Un. –Bklyn Campus–Student Health Services
☐ Lutheran Medical Center
☐ Maimonides Medical Center
☐ MetroPlus Health Plan
☐ Metropolitan Jewish Health System
☐ Metropolitan Council on Jewish Poverty
☐ Mission of Mercy Church
☐ Nachas Health and Family Network
☐ New American Chamber of Commerce
☐ New York Association of HIV over Fifty
☐ New York City Dept for the Aging
☐ New York City Dept of Health and Mental Hygiene
☐ New York City Dept of Transportation Safe Kids Coalition
☐ New York City Public Advocate's Office
☐ New York Community Hospital
☐ New York Methodist Hospital
☐ New York State Department of Health
☐ North Brooklyn Health Network
☐ Pakistani American Federation
☐ Park Slope Family Health Center
☐ Park Slope Geriatric Day Center
☐ Planned Parenthood of New York City
☐ Secure Horizons
☐ Senior Umbrella Network of Brooklyn
☐ Sherman-Abrams Laboratory
☐ Shorefront Jewish Community Council
☐ Shorefront YM-YWHA
☐ Sickle Cell Thalassemia Patients Network
☐ SLE Lupus Foundation
☐ Sunset Park Community Health Corps
☐ Sunset Park Family Health Center Network
☐ SUNY Downstate Medical Center
☐ SUNY Health Science Center at Brooklyn
☐ THERACARE
☐ United Jewish Organizations of Williamsburg
☐ Village Care of New York
☐ Visiting Nurse Regional Health Care System
☐ We Are All Brooklyn
☐ Williamsburg Family Health Center
☐ Woodhull Medical and Mental Health Center

You may also contact other organizations, but they must have and you must study one strategy they are implementing to improve community health – not for treating sick individuals.