

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:

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“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

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

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 class handouts
- All additional assigned reading
- Note-taking paper

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

Required Textbook

Community Health Education Methods: A Practical Guide (3rd edition). (2009) Edited by Robert J. Bensley and Jodi Brookins-Fisher. Jones and Bartlett Publishers: Sudbury, MA. ISBN: 978-0-7637-5533-1

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

Finding the video:

Go to <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?

Facility	Location	Time
Cyber Lounge	M200, 2nd Floor, MAC Building	M-Th 8:00 am to 10:00 pm
Library Computer Lab	1st Floor, Library	M-Th 8:00 am to 4:00 pm
Student Help Desk	L117 – 1st Floor, Library	M-F 8:00 am to 4:00 pm
M224	2nd Floor, MAC Building	M-F 9:00 am to 5:00 pm
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		

CLASS SCHEDULE – Subject to Change

Dates	Community Health Helping Skills:	Assignments
Mon Mar 1	Course Overview http://www.youtube.com/watch?v=Zci9LD-AyII&NR=1	
Tues Mar 2	Community Health Review Principles, Characteristics, Values APHA video or PH PowerPoint US and State health issues/rankings http://www.americashealthrankings.org/yearcompare/2008/2009/NY.aspx How Community Health goals are achieved	Due for today's class: <ul style="list-style-type: none"> Review COH 11 notes on "What is Community Health?" Preview http://www.nynj-phhc.org/orientation/home/oph-default.cfm Read this and then click on the "Register" tab to the right and follow the program to the end. Due 3/8
Thurs Mar 4 Comp Lab	Community Health Careers The Community Health Career Ladder Roles & responsibilities of Community Health Workers You as product; resume as your package	Due for today's class: <ul style="list-style-type: none"> Blackboard reading: <i>What is a CHW?</i> Textbook – Chapter 3 Bring in flash/jump drive to save resume
Mon Mar 8 Comp Lab	Researching Potential Srvc-Learning Sites Finding possible sites: syllabus; "Opportunities" booklet, web search, associations directory Researching those sites – finding best fit	Due for today's class: <ul style="list-style-type: none"> 2-3 agencies/organizations for Service-Learning Worksheet-P Hlth Orientation assignment
Tues Mar 9	Service-Learning 101: Why, What, How, Support Guest speaker: Michele Luc, MSW, KCC Service-Learning Specialist and former COH 20 students	Due for class: <ul style="list-style-type: none"> Quiz 1: syllabus, CHWs, community health, PH Orientation exercise, CH principles and values
Thurs Mar 11	Public Health Interventions Overview I What they are Characteristics: Theory-based, ethical	Due for today's class: <ul style="list-style-type: none"> Textbook – Chapter 1 Review COH 11 and 12 notes: program s
Mon Mar 15	Public Health Interventions Overview II Characteristics: Culturally sensitive/competent "Brave New World of Bargna"	Due for today's class: <ul style="list-style-type: none"> Textbook - Chapter 2 Blackboard reading - <i>Helping CHWs Learn</i> Chptr 7
Tues Mar 16	Public Health Interventions Overview III Characteristics: Tailored to meet community needs	Due for today's class: <ul style="list-style-type: none"> Resume Textbook – Chapter 5 Community Health Club Meeting – 3-5pm
Thurs Mar 18	Community Organizing and Mobilizing Principles, Steps, Tips/Techniques	Due for today's class: <ul style="list-style-type: none"> Quiz: Public Health Interventions <i>The Big Necessity</i> chapter or <i>India Failing to Control Open Defecation Blunts Nation's Growth</i> article Blackboard reading – <i>Community Organizing and Advocacy</i>
Mon Mar 22	Community Organizing and Mobilizing Doing it! Challenges, Expected Outcomes, Conclusion	Due for today's class: <ul style="list-style-type: none"> Site, days of Service-Learning, intervention title Blackboard reading – <i>Community Organizing and Advocacy</i>
Tues Mar 23	Coalition Building Principles, Steps, Tips/Techniques	Due for today's class: <ul style="list-style-type: none"> Quiz 2 Textbook – Chapter 12 pages 299-313
Thurs Mar 25	Coalition Building Doing it! Challenges, Expected Outcomes, Conclusion Guest speaker: Kimberly George, MIA, Executive Director, Greater Brooklyn Health Coalition	Due for today's class: <ul style="list-style-type: none"> Quiz 2 Textbook – Chapter 12 pages 313-327
Fri 10am-1pm?	Customer Service A Better Way to Work	Special workshop for all Service-Learning and Fieldwork Experience students presented by KCC career services

Mon Mar 29	Outreach Principles, Steps, Tips/Techniques	Due for today's class: <ul style="list-style-type: none"> • Quiz: Community Organizing and Coalition Bldg • Blackboard reading – <i>Health Outreach 424-435</i>
Tues Mar 30	Outreach	Due for today's class: <ul style="list-style-type: none"> • Service-Learning commitment • Blackboard reading - <i>Health Outreach 435-451</i>
March 30- April 6	SPRING BREAK	
Thurs Apr 8	Outreach Doing it! Challenges, Expected Outcomes, Conclusion <i>Guest speaker: Eve Ammons-Johnson, MS, Program Director, Outreach Center, Turning Point.</i>	Due for today's class: <ul style="list-style-type: none"> • Blackboard reading – Reread <i>Health Outreach</i>
Mon Apr 12	National Public Health Week Celebration	<ul style="list-style-type: none"> • Quiz: Outreach • Textbook – Chapter 5 • Blackboard reading
Tues Apr 13	Advocacy Principles, Steps, Tips/Techniques	<ul style="list-style-type: none"> • Textbook – Chapter 13 • Blackboard reading – Reread: <i>Community Organizing and Advocacy</i>
Thurs Apr 15	Advocacy Doing it! Challenges, Expected Outcomes, Conclusion	Due for today's class: <ul style="list-style-type: none"> • Identify a mass media campaign in the community • Blackboard reading
Mon Apr 19	Print Materials Development Principles, Steps, Tips/Techniques	Due for today's class: <ul style="list-style-type: none"> • Quiz: Advocacy • Textbook – Chapter 9 • Blackboard reading
Tues Apr 20	Evaluating print materials In class evaluation of students' chosen brochures	Due for today's class: <ul style="list-style-type: none"> • An educational pamphlet from your S-L site • Textbook – Chapter 9 • Community Health Club meeting 3-5pm
Thurs April 22	Evaluation print materials Doing it! Challenges, Expected Outcomes, Conclusion	Due for today's class: <ul style="list-style-type: none"> • Textbook – Chapter 9
Mon Apr 26	Community and E-Interventions <i>Guest speaker: Darlene Williams, MPA Deputy Director, Brooklyn DPHO NYC Text4baby Project Manager</i>	Due for today's class: <ul style="list-style-type: none"> • Quiz: Print Materials • http://www.nyc.gov/html/doh/downloads/pdf/dpho/dpho-geography.pdf • http://www.nyc.gov/html/doh/downloads/pdf/dpho/dpho-brooklyn-insert.pdf
Tues Apr 27	E-Interventions Principles, Steps, Tips/Techniques	Due for today's class <ul style="list-style-type: none"> • Blackboard reading
Thurs Apr 29	E-Interventions Doing it! Challenges, Expected Outcomes, Conclusion	Due for today's class: <ul style="list-style-type: none"> • Movie Review • Blackboard reading
Mon May 3	Public Presentation Methods Principles, Steps, Tips/Techniques	Due for today's class: <ul style="list-style-type: none"> • Quiz: E-Interventions • Textbook – Chapter 7 • Blackboard reading: Tools of the Trade article • Outlines for all presentations • 4 Presentations and outlines
Tues May 4	Public Presentation Methods Doing it! Challenges, Expected Outcomes, Conclusion	Due for today's class: <ul style="list-style-type: none"> • Textbook – Chapter 7 • 4 Presentations and outlines
Thurs May 6	Developing Effective Presentations Principles, Steps, Tips/Techniques	Due for today's class: <ul style="list-style-type: none"> • Textbook – Chapter 8 • 4 Presentations and outlines

Mon May 10	Developing Effective Presentations Doing it! Challenges (Introductions!), Expected Outcomes, Conclusion	Due for today's class: <ul style="list-style-type: none"> • Quiz: Presentations • Textbook – Chapter 8 • Blackboard reading: Tool: <i>Powerful Presentations</i> • 4 Presentations and outlines
Tues May 11	Health Communication Campaigns Principles, Steps, Tips/Techniques http://www.nyc.gov/html/doh/html/cdp/cdp_pan.shtml	Due for today's class: <ul style="list-style-type: none"> • Textbook – Chapter 4 • 4 Presentations and outlines
Thurs May 13	Health Communication Campaigns Doing it! Challenges, Expected Outcomes, Conclusion	Due for today's class: <ul style="list-style-type: none"> • Textbook – Chapter 4 • 4 Presentations and outlines
Mon May 17	Media Advocacy Doing it! Challenges, Expected Outcomes, Conclusion	Due for today's class: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 <i>Guest speaker: Limas Forte, MPA, Healthy Homes Program Manager, WE ACT for Social Justice, Inc.</i>	Due for today's class: <ul style="list-style-type: none"> • Blackboard reading • 4 Presentations and outlines
Tues May 25	Family Intervention: Home Principles, Steps, Tips/Techniques	Due for today's class: <ul style="list-style-type: none"> • Quiz: Built-Environmental Change • Blackboard readings: <i>Home Ranger Rides Again</i> • 4 Presentations and outlines
Thurs May 27	Family Intervention: Home Visits Doing it! Challenges, Expected Outcomes, Conclusion	Due for today's class: <ul style="list-style-type: none"> • Blackboard reading: FDC chapter: <i>Home Visits</i> • 4 Presentations and outlines
Tues June 1	Review for final exam	Due for today's class: <ul style="list-style-type: none"> • 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!

Discipline: Instances of academic dishonesty or disruptive or inappropriate classroom behavior will be reported to the Office of the Dean of Student Services.

Decorum: 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!

Guest

Speakers: 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

Quality: 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.

Work

Lateness: 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).

Academic

Integrity: "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 *plagiarii* 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."

(<http://people.brandeis.edu/~teuber/usemplagiarism.html>)

Plagiarism, if suspected, will be questioned, 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.

http://www.kingsborough.edu/faculty_staff/issue_of_plagiarism.html

Back Up

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

Grades:

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

Class

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

Goldman

Delay: 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.....Potential Fieldwork Placements for COH 91

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.