Introduction to Community Health

Course number: HLT 110 WI  Credit Value:

Pre/Co-Requisites: ENG/ESL 091

Department: Education

Prepared by: Dr. Iris Mercado

Date: 04/15/09

1. Indicate which of the following informal “writing to learn” activities you plan to utilize in your WI course. After each item you check, indicate the frequency with which you plan to utilize each activity. Please provide examples of some “writing to learn” assignments or activities.

<table>
<thead>
<tr>
<th>Activity</th>
<th>once/month</th>
<th>twice/month</th>
<th>once/week</th>
<th>twice/week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary writing</td>
<td></td>
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<tr>
<td>Journal/log writing</td>
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<tr>
<td>Double or triple-entry journal</td>
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<tr>
<td>Letter Writing</td>
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<tr>
<td>E-mail discussion/forum</td>
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<tr>
<td>Responding to prepared questions</td>
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<tr>
<td>Defining key terms or concepts</td>
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<tr>
<td>Personal response writing</td>
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<tr>
<td>Free Writing</td>
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<tr>
<td>Other (please specify)</td>
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</tbody>
</table>

2. The WI guidelines require a minimum of 10-12 pages of formal writing in all WI courses. Indicate which of the following formal writing assignments you plan to use in your WI course. Indicate also the number of pages of writing you require for each type of assignment.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number of pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal response essay</td>
<td></td>
</tr>
<tr>
<td>Summary essay</td>
<td>2 (summary of an interview)</td>
</tr>
<tr>
<td>Expository essay</td>
<td>2 (on health issues of one city block)</td>
</tr>
<tr>
<td>Compare/contrast essay</td>
<td>2 (on two health care systems)</td>
</tr>
<tr>
<td>Research paper</td>
<td></td>
</tr>
<tr>
<td>Book report</td>
<td></td>
</tr>
<tr>
<td>Lab report</td>
<td></td>
</tr>
<tr>
<td>Poster presentation</td>
<td></td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>4 (formal letter of intent)</td>
</tr>
</tbody>
</table>

Total number of pages of formal writing 10

3. Of the total number of formal writing assignments you plan to give in your WI course, indicate the percentage of assignments in which students will have the opportunity to revise and resubmit their work for evaluation.
4. Indicate the **total number of exams** you plan to give in your WI Course. Then indicate what percentage of these exams requires writing by students. (Note: Exams do not need to contain writing.)

   1 exam, approx. 30% writing.

5. WI guidelines stipulate that **grades** in WI courses “**should be based in substantial part on students’ written work.**” In determining the **final grade** for your WI course, indicate what percentage of the grade involves written work by students. Circle one.

   - 10-25%
   - 26-50%
   - 51-75%
   - 76-100%

6. Does the **syllabus** for your WI course clearly indicate the type of written work to be completed at particular times in the semester?

   **Yes**

7. Please identify or explain any **terms** you use in your WI syllabus for types of writing assignments that correspond to other commonly used labels (e.g., writing exercise for composition or reaction paper for personal response essay).

8. Along with your WI course syllabus, please provide **examples of written assignments** which comprise the formal writing assignments for this course.

Please indicate any departmental pre- or co-requisites for your section:

____________________________

Please indicate English co-requisite:

_____ ENG 111

_____ ENG 110

__xx__ ENG/ESL 091

Prepared by the Hostos Writing-Across-the-Curriculum (WAC) Task Force
COURSE OVERVIEW

The student will examine and analyze various health organizations and their role in community health; the emerging role of community health workers in promoting health of neglected populations; the spread and control of communicable diseases; the community health structure and the principles underlying health behavior, learning, and change; theories of health behavior and practical models for community health worker interventions.

This course has been designated as a “Writing Intensive” (WI) course by Hostos Community College. This means that students are expected to acquire knowledge of Community Health in a way which incorporates both non-graded (informal writing) assignments as well as graded (formal writing) assignments. Writing will account for well over 50% of a student’s final grade. Informal writing assignments will be assigned at least once a week; these may be completed at home or in class. Formal writing assignments will be completed in segments so that students may receive suggestions and ideas for revision before the final submissions of the writing assignments are due. Students will be able to formulate the topics for their formal writing assignments early in the semester by completing their informal assignments and paying attention in class.

REQUIRED TEXTBOOK AND READINGS

Textbook:

Recommended/Supplementary Readings:
Health Promotion & Practice, 5, 418-28.

Websites:
• http://www.healthypeople.gov
• http://www.census.gov/ipc/www/world.html
• http://www.hhs.gov US Department of Health and Human Services

GENERAL COURSE OBJECTIVES

Upon completion of this course, students will be able to:
1. Think critically in the context area of Community and Public Health.
2. Understand and apply the concepts of Community Organization/Building and health promotion programming
3. Communicate effectively through projects and/or oral presentations and written assignments.
4. Use appropriate interpersonal skills to communicate health information.
5. Locate, evaluate, and use information-literacy skills in a variety of formats related to public health.

REQUIREMENTS

1. Exams: There will be two partial exams during the course of the semester. Exams will cover material from reading and class lectures, and will contain multiple-choice, true/false and short-answer and essay questions. Make-up exams will NOT be given except in EXTREME emergencies. No incomplete grades will be given except for extreme emergencies.

2. Extra Points Quizzes: Two pre-test quizzes will be given the session before the day of each exam. These quizzes are optional and make-ups will NOT be given. Students late for a quiz will lose the opportunity to take it.

3. Any Time Quizzes: at the beginning of each text book chapter a quiz will be given.

4. Oral Group Presentation (optional): Students will make an educational presentation to the class highlighting key concepts and relevant topics from an assigned chapter of the textbook. More information will be given closer to the presentation time.

5. Class Participation: class participation will be grade based on the quantity and quality of contributions to class discussions and activities. Evidence of having read and thought critically about the material is required to receive the full amount of points.

Informal Writing Assignments

1) Course Expectation- write about your expectations of this course. Include any concern or question regarding nutrition that you would like this course to answer (in-class, half a page).
2) Department of Health Website Description - visit NYCDHHS.gov website, navigate through it, and write a one-page description of all the resources that the website provides. Obtain organization charts from the US Department of Health and Human Services, NY state
department of Health, and NYC local health department. Compare and contrast these 3 charts (www.hhs.gov/about/orgchart.html) and describe their similarities and differences. Please print the page and submit it as part of your work.

3) Responses to Newspaper Articles- (minimum of 4) report on interesting stories related to public and community health that you read in the newspapers, magazines, or scientific journals. Write a short summary (one page) of the main point and conclusion of the story.

4) Epidemiology Article Analysis- an article will be given to you. You will answer some questions related to the basic concepts of epidemiology.

5) Answer Open Questions from study guide. Before the exams you need to answer open questions regarding the chapters discussed in class.

**Formal Writing Assignments:**

1. Community Need Assessment and Health Promotion Programming  (Total, 8 pages formal writing, all revised)
   
   Step 1- My Community Health Survey- Visit the link http://www.nyc.gov/html/doh/html/data/data.shtml, and answer some questions regarding the health profile of your community (this is an informal-writing preparation for steps 2-4, which involve formal writing).

   Step 2- My Neighborhood Mapping- Assess the needs and resources of one city block in your neighborhood. Final Products: a two-page assessment of the health needs and resources of a city block that you choose, and a detailed map of it.

   Step 3- Community Interview- After you choose a specific health problem in your community and a target population, you need to identify one to three persons that match the health profile and interview them, following specific instructions. You will then write a two-page report based on your interview

   Step 4- Letter of Intent for a Health Promotion Program Grant Proposal- Write a letter of intent (four pages) for a grant proposal application. Make sure that you include your project title, description, and how the money if granted will be utilized.

2. Video Analysis- The documentary *Sicko*, directed by Michael Moore, compares the health care system of the United States to universal health care systems in other countries. In a chart that will be provided you will write down some pros and cons of each system. You will then write a two-page essay based on your chart.

**ATTENDANCE/ TIMELINESS**

Students are expected to attend all class meetings in the courses for which they are registered. Classes begin at the time indicated in the official schedule of classes, unless otherwise indicated. Arrival in class after the scheduled starting time constitutes lateness. Attendance is monitored from the first official day of class. In the case of excessive absences or lateness, the instructor has the right to lower the grade, assign a failing grade, or assign additional written work or readings. Absences due to late registration change in programs, or extenuating circumstances will be considered on an individual basis.

The following attendance regulations will apply for this class:
- Two late equals’ one absence. 10 minutes after the assigned time will be marked late.
- Regarding classroom sessions
  If you miss three (3) classes, you can not receive a grade higher than a B.
  If you miss five (5) classes, you can not receive a grade higher than a C.
  If you miss seven (7) classes, you can not receive a grade higher than a D.
  Any more than eight (8) classes, you will FAIL the course.

Note:
Any work missed during any period of absence must be made up by the student. To meet financial aid criteria, students must attend classes at least once in the first three weeks and once in either the fourth or fifth week of class.
I will start class on time and will follow the syllabus. I am here to help you, but you must be responsible with the course work yourself. If anyone needs help, I am in my office during my office hours and will make accommodations to meet with you at other times if needed. You also may email me or call me, any question you have is important!

**STUDENT INTEGRITY**

**Academic Integrity**
Hostos Community College believes that developing student's abilities to think through issues and problems by themselves is central to the educational process. Since the Hostos College degree signifies that the student knows the material s/he has studied and the practice of academic dishonesty results in grades or scores that do not reflect how much or how well the student has learned, understood, or mastered the material, the College will investigate any form of academic dishonesty brought to its attention. If the charge of academic dishonesty is proved, the College will impose sanctions. The three most common forms of academic dishonesty are cheating, plagiarism, and bribery.

**Cheating:**
In the collegiate setting, cheating is defined as the purposeful misrepresentation of another's work as one's own. Faculty and students alike are responsible for upholding the integrity of this institution by not participating either directly or indirectly in act of cheating and by discouraging others from doing so.

**Plagiarism:**
Plagiarism is a form of cheating which occurs when persons, even if unintentionally, fail to acknowledge appropriately the sources for the ideas, language, concepts, inventions, etc. referred to in their own work. Thus, any attempt to claim another's intellectual or artistic work as one's own constitutes an act of plagiarism.

**Bribery:**
In the collegiate setting, bribery involves the offering, promising, or giving of items of value, such as money or gifts, to a person in a position of authority, such as a teacher, administrator, or staff member, so as to influence his/her judgment or conduct in favor of the student. The offering of sexual favors in exchange for a grade, test score, or other academic favor, shall be considered attempted bribery. The matter of sexual favors, either requested or offered, in exchange for a grade, test score or other academic favor, shall also be handled as per the Sexual Harassment procedures of the College.
GRADES

- Exam grades are **NOT** curved.
- The following number-letter grade conversion table is used for final grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93</td>
<td>A - Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
<td>B - Good</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>76-65</td>
<td>C – Satisfactory</td>
</tr>
<tr>
<td>F</td>
<td>≤64%</td>
<td>F - Failing</td>
</tr>
</tbody>
</table>

* **No D or INC grade will be given**

Note: An average perfectly decent grade is a C. I will not assign B grades simply because you “need” them. B grades are for above average work.
Student Learning Outcome Assessment for  
HLT 110 Introduction to Community Health

Class Participation

Directions
This scoring guide will be used to assess your participation in the class. You may participate in class forum. Your instructor will evaluate your participation every time during the semester.

Scoring Standard
You must achieve a rating of at least "3" on each criterion to demonstrate competence.

Rating Scale
1 Almost never   2 Seldom       3 Occasionally     4 Frequently       5 Almost always

Scoring Guide

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>o you enter into class discussions</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>o you offer questions or comments during class</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>o you listen attentively during class</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>o you attend class regularly</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>o you arrive for class on time</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>o you bring information to class from outside sources on current events related to health (Newspaper Clips)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>o you enter in discussion about the book chapters discussed in class</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>WEEKS</td>
<td>TOPIC</td>
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<td></td>
<td>Introduction, class overview and expectations; write a ½ page on what do you expect to learn from this class.</td>
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<tr>
<td><strong>Chapter 1</strong></td>
<td>Community Health: Yesterday, Today, and Tomorrow</td>
</tr>
<tr>
<td><strong>Chapter 2</strong></td>
<td>Organizations That Help Shape Community Health.</td>
</tr>
<tr>
<td><strong>Chapter 2</strong></td>
<td>Organizations That Help Shape Community Health.</td>
</tr>
<tr>
<td><strong>Chapter 3</strong></td>
<td>Epidemiology: The Study Of Disease, Injury, and Death in the Community</td>
</tr>
<tr>
<td><strong>Chapter 3</strong></td>
<td>Epidemiology: The Study Of Disease, Injury, and Death in the Community</td>
</tr>
<tr>
<td><strong>Chapter 4</strong></td>
<td>Epidemiology: Prevention and Control of Diseases and Health Conditions</td>
</tr>
<tr>
<td><strong>Chapter 4</strong></td>
<td>Epidemiology: Prevention &amp; Control Diseases &amp; Health Conditions, <strong>Quiz 1</strong></td>
</tr>
<tr>
<td><strong>Exam 1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Chapter 5</strong></td>
<td>Community Organization/Building and Health promotion Programming</td>
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<tr>
<td><strong>Chapter 5</strong></td>
<td>Community Organization/Building and Health promotion Programming</td>
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<tr>
<td><strong>Chapter 5</strong></td>
<td>Community Organization/Building and Health promotion Programming</td>
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<tr>
<td><strong>Chapter 5</strong></td>
<td>Community Organization/Building and Health promotion Programming</td>
</tr>
<tr>
<td><strong>Chapter 7</strong></td>
<td>Maternal, Infant And Child Health</td>
</tr>
<tr>
<td><strong>Chapter 7</strong></td>
<td>Maternal, Infant And Child Health</td>
</tr>
<tr>
<td><strong>Chapter 8</strong></td>
<td>Adolescents, Young Adults</td>
</tr>
<tr>
<td><strong>Chapter 8</strong></td>
<td>Adolescents, Young Adults</td>
</tr>
<tr>
<td><strong>Chapter 9</strong></td>
<td>Elders: Myths Surrounding Aging</td>
</tr>
<tr>
<td><strong>Chapter 9</strong></td>
<td>Elders: Myths Surrounding Aging</td>
</tr>
<tr>
<td><strong>Chapter 10</strong></td>
<td>Community Health and Minorities Racial and Ethnic</td>
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<tr>
<td><strong>Chapter 10</strong></td>
<td>Community Health and Minorities Racial and Ethnic</td>
</tr>
<tr>
<td><strong>Chapter 11</strong></td>
<td>Community Mental Health</td>
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<tr>
<td><strong>Chapter 11</strong></td>
<td>Community Mental Health</td>
</tr>
<tr>
<td><strong>Chapter 12</strong></td>
<td>Alcohol, Tobacco, and other Drugs: A Community Concern</td>
</tr>
<tr>
<td><strong>Chapter 12</strong></td>
<td>Alcohol, Tobacco, and other Drugs: A Community Concern</td>
</tr>
<tr>
<td><strong>Video Presentation</strong></td>
<td><strong>movie Sicko</strong></td>
</tr>
<tr>
<td><strong>Chapter 13</strong></td>
<td>Health Care System: Structure</td>
</tr>
<tr>
<td><strong>Chapter 13</strong></td>
<td>Health Care System: Structure</td>
</tr>
<tr>
<td><strong>Chapter 14</strong></td>
<td>Health Care System: Function</td>
</tr>
<tr>
<td><strong>Chapter 14</strong></td>
<td>Health Care System: Function; <strong>Quiz 4 Last Day of Class</strong></td>
</tr>
<tr>
<td><strong>Final Exam</strong></td>
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</tbody>
</table>
Assignment Summary

Informal Writing
Assignment 1 - answer questions chapter 1; class expectation
Assignment 2 Department of Health Website description
Assignment 3 - answer questions chapter 2
Assignment 4 answer questions chapter 3
Assignment 5 - answer questions chapter 4
Assignment 6 - answer questions chapter 5
Assignment 7 - Epidemiology Article Analysis
Assignment 9 - answer questions chapter 7
Assignment 11 - answer questions chapter 8
Assignment 12 - answer questions chapter 9, 10

Formal Writing
Assignment 8 - My Community Health Survey
Assignment 10 - My Neighborhood Mapping
Assignment 13 - Community Interview
Assignment 14 - Letter of Intent for Grant Proposal
Assignment 15 - Video Analysis Paper
Community Need Assessment and Health Promotion Programming
Step 1- My Community Health Survey

Visit this link http://www.nyc.gov/html/doh/html/data/data.shtml, look at all the information available and answer the questions below.

1. What is the name of your Community? _______________________________________________________

2. Which zip codes does it encompass? _______________________________________________________

3. How many people live in your Community? ____________________________________________

4. Compared to New York City as a whole, does your community have more or fewer (circle one):
   
   Children (0-17 yrs)                      More   Less
   Adults (18-64 yrs)                      More   Less
   Adults (65 years and up)                More   Less

5. What might explain why the percentages are different?
   ______________________________________________________________________________________
   ______________________________________________________________________________________

6. How would these differences affect community health resources?
   ______________________________________________________________________________________
   ______________________________________________________________________________________

7. Rank the following races/ ethnicities based on their percentage of your community's population. Highest percentage= 1, Lowest percentage= 6. Compare it with that of New York City.

<table>
<thead>
<tr>
<th>Your Community</th>
<th>New York City</th>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
</tbody>
</table>

8. What is the leading cause of death in your community? ________________________________________
9. What causes this type of death? (more than one answer, list all you can think of)
_____________________________________________________________________________________

How many of the leading causes of death in your community do you consider preventable? List them:
_____________________________________________________________________________________
_____________________________________________________________________________________

10. Is prenatal care an issue in your community? How can you tell? Is it more of an issue there than in NYC as a whole?

11. How has the smoking rate affected deaths in your community? (Hint: compare smoking graph on p.8 to leading causes of death on p. 4)
_____________________________________________________________________________________
_____________________________________________________________________________________

12. Do more people die in your community from diabetes or from homicide? (circle one)
   Diabetes                                       Homicide

13. How could rates of diabetes be reduced? (hint See p. 8)
_____________________________________________________________________________________
_____________________________________________________________________________________

14. What is the main reason people cite for not receiving medical care in your community?
_____________________________________________________________________________________
_____________________________________________________________________________________

15. What is the main source of vulnerability for the population in your community?
_____________________________________________________________________________________
_____________________________________________________________________________________

16. As the Director of Health Services for your Community, in order of importance (1=most important), which health issues would you choose to focus on?
   1.
   2.
17. Discuss a potential intervention for each of the three health issues you listed in (17). (ex: offer more prenatal education in schools, improve parks and recreation centers, etc). Focus especially on one of the three issues. You will give a presentation on it to the class complete with an overview of your Community and why you chose this health issue.
Assess the needs and resources of one city block in your neighborhood. Final Product: Two-page assessment of the health needs and resources of a city block.

**Steps:**

1. Take a walk around a city block in your neighborhood, writing down on a notepad:
   - possible **causes of health/safety problems** on this block
     
     (ex. unhealthy food, smoking, drinking, unsafe driving, jaywalking, stairs that are difficult for some people to climb, places where people may spread contagious diseases, homelessness)
   - possible **resources for controlling health/safety problems** on this block
     
     (ex. places to exercise, restaurants/stores that sell healthy food, homeless shelters, pharmacies, places where health information is distributed)

   List as many potential problems and potential resources as possible. Remember to consider the special needs of differently abled people who might live in the neighborhood (wheelchair users, hearing-impaired people, mothers with small children etc). You should be able to find at least ten causes and ten resources. If you can’t find this many on one block, explore two blocks. Remember to look up and down, as well as from side to side.

   When you have finished walking, sketch a map of the block, pointing out some of the more important sites of health problems and solutions. You will attach this map to your paper, but it will not be graded.

2. Write a two-page assessment of the block (or area) you covered, discussing the health and safety needs of various residents, special problems the block poses, and resources it offers. Discuss not only this block, but the larger neighborhood as you know it. End your paper with a focused proposal for improving health and safety on this block.

**Due date:** ________________
Community Need Assessment and Health Promotion Programming  
Step 3 - Community Interview

1. You have chosen a specific health problem in your community, and a target population. Write them in the spaces below:

Health problem: _____________________

Target population: ____________________

2. In the space below, write three (3) sentences describing primary, secondary, and tertiary prevention measures for the health problem you have selected, and decide which one you are going to focus on in your interview.

3. Based on the primary, secondary, or tertiary prevention measure that you chose in step 2, write, in one sentence, the main goal of this interview. What is the most important thing to find out?

4. Choose a person (a close family member or friend) to interview about this health problem. Why did you choose this person? Answer this question in three (3) sentences in the space below:
5. In the space below, write three (3) sentences that describe what you hope to learn from this interview. Be as specific as possible.

6. In the space below, write at least five (5) interview questions that are likely to lead to the information you seek. Bring these questions to your interview.

7. Conduct your interview, taking notes on your informant’s answers. You may record the interview if you have a suitable device, but even then, you should take notes. Immediately after you have finished the interview, write a summary of everything your informant said in the space below (before you forget).

8. FINISHED PRODUCT. Write a two-page report on the interview you conducted. Include the following information:
   - The health problem and target population you are focusing on, and why these are important.
   - A description of the informant you selected, and why he/she is a good person to talk to about this problem. What was the goal of this interview?
   - A summary of what your informant told you, with important parts of the conversation emphasized and interpreted by you (do not quote your informant at length. Paraphrase his/her words).
   - A conclusion, which raises issues that merit further attention.
Community Need Assessment and Health Promotion Programming
Step 4- Letter of Intent for a Grant Proposal

The Mercado Foundation is offering grants of $2 million dollars for projects related to public health in New York City. Their call for applications is printed on the next page. Write a business letter in which you make your case for a fundable project. You should follow the instructions in the call for applications as closely as possible, and be very careful about punctuation, word choices, spelling, and grammar. To have a chance of winning a grant, you will need to write a letter that looks and sounds professional. Don’t forget to sign your name!

Your letter should be four pages long, double-spaced, and in an appropriate 12-point font (usually a business letter is single-spaced, but you should make your first draft double-spaced so that I can write comments on your sentences).
In your letter, you should make use of the evidence you gathered this semester about a health problem in your community. You need to make a strong and simple argument for an specific kind of intervention. Your grade will reflect how well you have followed the instructions in the “Call for applications” and how professionally you have written and formatted your letter.

Call for applications.
The Mercado Foundation is offering grants of up to $2 million dollars for projects aimed at improving public health in specific New York City neighborhoods and demographic groups. Please address a letter of application to Public Health Grant Committee, The Mercado Foundation, 555 W 81st St., New York, NY, 10014. This letter should describe a health problem as it affects a specific demographic group, and a proposed solution to this problem. In this letter, please describe the 1) research you have already done; 2) the research that you will be doing part of this project; and 3) actions you plan to take (on levels of primary, secondary, and/or tertiary care). Follow as closely as possible the “Summary of Steps in Community Organizing and Building” shown in the textbook on page 125. Your letter should discuss your project in terms of every one of these nine steps. This model is described further in Chapter 5, of class text book- An Introduction to Community Health

Letters of application must be postmarked by
Dear Ms._____________,

This letter is to indicate our intent to submit a proposal for _____________. The title of our proposal is: Does the “Let’s Walk Program” modify the lifestyle and patterns of eating among a minority population in the South Bronx?

This project is a collaborative effort of (if applicable) ________________. The lead principal investigator for the proposal is ________________. The proposed research work in this project will be done in collaboration with ________________.

It has been well documented by academic research that in United States there is a high prevalence of physical inactivity, obesity, diabetes and hypertension, especially in New York City and the South Bronx. Due to the nature of this project, our target population and the importance of creating effective ways of helping individuals to improve their lifestyle to better control their wellbeing…(evidence of the importance of the health problem)

The CUNY Campaign Against Diabetes (CAD) already initiated a walking campaign at Hunter College and Hostos CC since the Fall 2008 semester. At Hostos, the walking groups have been exceptionally successful. The lessons learned from that experience are being used in the design of this project since I’ve participated actively in this program as an organizer. At Hostos we had about forty faculty members and students participating in the walking groups. Participants have expressed to me their interest in more projects that involve physical activity. Many of these participants experienced positive changes in their eating behavior and actual weight.

We intend to investigate how the participation of a group of minority (specifically Hispanic and African-American) students, faculty and staff in the Let’s Walk Program increase their physical activity levels, and to what extent it contributes to changes in their lifestyle and eating patterns. The stated objective of Let’s Walk Program has been to increase social awareness among students, faculty and staff at Hostos about the importance of daily physical activity as a way to improve their health and general wellbeing. Participants in the program are expected (and encouraged) to walk 10,000 steps or five miles each day. We want to measure how their involvement in the program has an effect on their weight, physical well-being and eating habits. This is a population with a high risk of diabetes and serious obesity problems and raising their awareness of the necessity to engage in daily physical activity can contribute to improvements in their living conditions and general health.

The central research question of this study is to assess how by increasing the physical activity of the targeted population we can make this population more aware of the importance of routine physical exercise for a healthy lifestyle. Our hypothesis is that the participation of this population in the aforementioned program will have a positive effect in their lives. Specifically, we expect to find that after being involved in Let’s Walk Program for at least two semesters the participants would have
experienced a significant improvement in their physical well-being and some positive changes in their eating patterns and weight management.

The effectiveness of the program and the collection of basic information from the participants will be performed through a pre- and post-intervention survey instrument. The survey will be administered at the beginning of the program during the first semester to collect information on weight perception, actual height and weight, body image, general impression of overall health, personal walking-program expectations, weight-loss-practices history and eating patterns. A similar survey will be administered at the end of the second semester to collect data on height and weight, body image, weight loss practices and eating patterns.

The requested funding will be used on ________________________________

Sincerely,

__________________________
Video Assignment- SICKO Michael Moore film about Health Care System

Write 1-2 pages (1 full page minimum typed, 12 font double space) about the documentary presented today and the Universal Health Insurance System vs. The Health Care System in the US. Identify and discuss the pros and cons of both system and provide examples for each of them. Refer to the class text book (chapters 13 and 14), the documentary Sicko and any other external reference (must cite the reference). Use the data discussed in class during the semester such as infant mortality rate, life expectancy, etc. in your discussion.

Paper due: ________________
1. The internet contains a wealth of information about community and public health. Visit the web-site of the Department of Health and Human Services and briefly describe what kind of information is available.

2. Obtain organization charts from the US Department of Health and Human Services, NY state department of Health and NYC local health Department compare and contrast these 3 charts and describe their similarities and differences. (www.hhs.gov/about/orgchart.html). Please print the page and submit it as part of your homework.