

Hostos Community College (CUNY)
Syllabus Checklist for Writing Intensive (WI) Courses

Course Name: 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.

	once/month	twice/month	once/week	twice/week
Summary writing _____	_____	_____	_____	_____
Journal/log writing _____	_____	_____	_____	_____
Double or triple-entry journal _____	_____	_____	_____	_____
Letter Writing _____	_____	_____	_____	_____
E-mail discussion/forum _____	_____	_____	_____	_____
Responding to prepared questions _____ Homework	_____	_____	_____x_____	_____
Defining key terms or concepts _____	_____	_____	_____	_____
Personal response writing _____	_____x_____	_____	_____	_____
Free Writing _____	_____	_____	_____	_____
Other (please specify) _____	_____	_____	_____	_____

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.

	Number of pages
Personal response essay _____	_____
Summary essay _____	___2___(summary of an interview)
Expository essay ___x___	___2___(on health issues of one city block)
Compare/contrast essay ___x___	___2___(on two health care systems)
Research paper _____	_____
Book report _____	_____
Lab report _____	_____
Poster presentation _____	_____
Other (please specify) _____	___4___ (formal letter of intent)
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.

10-25% 26-50% 51-75% xx76-100%xx

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% xx51-75%xx 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



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HLT 110 Introduction to Community Health
Tuesdays and Thursdays 12:30 – 1:45
Fall 2009

Professor: Dr. Iris Mercado
Office: A-107K
Office Hours: Mondays and Wednesdays 1:00-2:00, Tuesdays 11:30 to 12:30
E-mail: imercado@hostos.cuny.edu
Phone: (718) 518-4159
Pre-req: eng 091

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:

- McKenzie, J., Pinger, R., & Kotecki, J. (2001) *An Introduction to Community Health: Web Enhance* (6th ed.). Jones & Bartlett
- Recommended/Supplementary Readings:
 - Glanz, K., Rimer, B., & Lewis. F. (2002) *Health Behavior and Health Education: Theory, Research, and Practice* (3^d ed.) San Francisco, Jossey-Bass
 - Love MB, Legion V, Shim JK, Tsai C, Quijano V, Davis C. (2004). CHWs get credit: a 10-year history of the first college-credit certificate for community health workers in the United States.

Health Promotion & Practice, 5, 418-28.

- Nemcek MA, Sabatier R. (2003). State of evaluation: community health workers. Public Health Nursing; 20, 260-70.

Websites:

- <http://www.healthypeople.gov>
- <http://www.census.gov/ipc/www/world.html>
- <http://www.hhs.gov> US Department of Health and Human Services
- <http://www.nyc.gov/html/doh/html/data/.shtml>

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
2. Communicate effectively through projects and/or oral presentations and written assignments
3. Use appropriate interpersonal skills to communicate health information.
4. 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:

A	100-93	A - Excellent
A-	92-90	
B+	89- 87	
B	86-83	B - Good
B-	82-80	
C+	79-77	
C	76 -65	C – Satisfactory
* F	≤64%	F - Failing

* **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

Criteria	Ratings				
o you enter into class discussions	1	2	3	4	5
o you offer questions or comments during class	1	2	3	4	5
o you listen attentively during class	1	2	3	4	5
o you attend class regularly	1	2	3	4	5
o you arrive for class on time	1	2	3	4	5
o you bring information to class from outside sources on current events related to health (Newspaper Clips)	1	2	3	4	5
o you enter in discussion about the book chapters discussed in class	1	2	3	4	5

HLT 110- Introduction to Community Health		
WEEKS	TOPIC	READINGS AND ASSIGNMENT
	Introduction, class overview and expectations; write a ½ page on what do you expect to learn from this class.	Read chapter 1; assignment 1- answer questions chapter 1; class expectation
	Chapter 1- Community Health: Yesterday, Today, and Tomorrow	Read chapter 2; assignment 2 Department of Health Website description
	Chapter 2 Organizations That Help Shape Community Health.	Read chapter 2, assignment 3- answer questions chapter 2
	Chapter 2 Organizations That Help Shape Community Health.	Read chapter 3, assignment 4 answer questions chapter 3
	Chapter 3 Epidemiology: The Study Of Disease, Injury, and Death in the Community	Read chapter 3
	Chapter 3 Epidemiology: The Study Of Disease, Injury, and Death in the Community	Read chapter 4; assignment 5- answer questions chapter 4
	Chapter 4. Epidemiology: Prevention and Control of Diseases and Health Conditions	Study for quiz 1 chapters 3 & 4
	Chapter 4. Epidemiology: Prevention & Control Diseases & Health Conditions, Quiz 1	Study for exam 1 chapters 3 & 4
	Exam 1	Read chapter 5; assignment 6- answer questions chapter 5
	Chapter 5 Community Organization/Building and Health promotion Programming	Read chapter 5; assignment 7- Epidemiology Article Analysis
	Chapter 5 Community Organization/Building and Health promotion Programming	Read chapter 7; assignment 8- My Community Health Survey 1 st draft
	Chapter 5 Community Organization/Building and Health promotion Programming	Read chapters 5 and 7
	Chapter 7. Maternal, Infant And Child Health	Read chapter 7; assignment 9- answer questions chapter 7
	Chapter 7. Maternal, Infant And Child Health	assignment 10- My Neighborhood Mapping 1 st draft
	Chapter 8 Adolescents, Young Adults	Read chapter 8; assignment 11- answer questions chapter 8
	Chapter 8 Adolescents, Young Adults	Read chapter 9; assignment 12- answer questions chapter 9, 10
	Chapter 9 Elders: Myths Surrounding Aging	Read chapter 10; assignment 13- Community Interview 1 st draft
	Chapter 9 Elders: Myths Surrounding Aging	Read chapter 10;
	Chapter 10 Community Health and Minorities Racial and Ethnic...	Complete last draft of assignment 8 & 10
	Chapter 10 Community Health and Minorities Racial and Ethnic	Read chapter 7,8,9,10 for take home exam
	Chapter 11- Community Mental Health	Complete last draft of assignment 13
	Chapter 11- Community Mental Health	Assignment 14- Letter of Intent for Grant Proposal 1 st draft
	Chapter 12- Alcohol, Tobacco, and other Drugs: A Community Concern	Last day to Withdraw
	Chapter 12- Alcohol, Tobacco, and other Drugs: A Community Concern	Read chapter 11 and 12
	Video Presentation- movie Sicko	Read chapter 13; Assignment 14- Video Analysis Paper
	Chapter 13- Health Care System: Structure	Read chapter 13
	Chapter 13- Health Care System: Structure	Read chapter 14; complete last draft of assignment 13
	Chapter 14- Health Care System: Function	Read chapter 14
	Chapter 14- Health Care System: Function; Quiz 4 Last Day of Class	Study for Exam chapters 13 and 14
	Final Exam	

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

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 (I=most important), which health issues would you choose to focus on?

1.

2.

3.

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.

Name: _____

Date: _____

Community Need Assessment and Health Promotion Programming
Step 2- My Neighborhood Mapping

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: _____

Name: _____

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.

Name: _____

Date: _____

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

21 April, 2009

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 wellbeing 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,

Name: _____

Date: _____

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: _____

Name: _____

Date: _____

Department of Health Website description

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.