

**DEGREE/PROGRAM CHANGE  
FORM C**

**Fields marked with \* are required**

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**Phone Number:\*** 505 277-8175      Initiator's Rank / Title\* Assistant Professor Health Education Program, HESS  
Faculty Contact\* David Scott      Administrative Contact\* David Scott  
**Department\*** Health, Exercise and Sports Science  
**Division**      **Program** Health Education  
**Branch** UNM-Main Campus

**Proposed effective term:**

**Semester** Fall ▼      **Year** 2008 ▼

**Course Information**

**Select Appropriate Program** Graduate Degree Program ▼      **CIP Code**  
**Name of New or Existing Program** \* MS Health Ed Community Health Concentration  
**Catalog Page Number** 348      **Select Category** Concentration ▼      **Degree Type** MS  
**Select Action** Revision ▼

**Exact Title and Requirements as they should appear in the catalog.**

See current catalog for format within the respective college (enter text below or upload a doc/pdf file)

Community Health Education Concentration Exact Title and Requirements, as they should appear in the catalog: See current catalog for format within the respective college (enter text below or upload a doc/pdf file).  
EDPY 511 Introduction to Educational Statistics HED 506 Health Behavior Theory HED 507 Research Design  
HED 571 Advanced Community Health HED 572 Program Planning in Health Education HED 574 Epidemiology  
HED 582 Advanced Hlth Promotion Multicultural Research HED 511 Administration Aspects of Sch/Com Health  
HED 595 Field Experience Total 27 credits Plan 1: Thesis Required coursework (27 credits); approved elective coursework (3 credits); thesis hours (6 credits). [Defense of thesis required] Total Program 36 credits Plan 2: Non-Thesis Required coursework (27 credits); approved elective coursework (9 credits). [Passing comprehensive examination required] Total Program 36 credits

**This Change affects other departmental program/branch campuses**

**Reason(s) for Request** \* (enter text below or upload a doc/pdf file)

HED 571 (3) As a graduate level course HED 571 is currently listed as an Introduction to Community Health Course, the same title as the undergraduate HED 471 course. HED 571 is an advanced graduate level research course and is a completely separate and independent course from HED 471 which is an introductory course for undergraduates. A form A has been submitted to change the title of HED 571 and to reflect its graduate level content. HED 571 needs to be added to the graduate level Community Health Education Concentration because it is a core course.

[HED 571 Advanced C Hlth F2007 General no ID.doc](#)

**Statements to address budgetary and Faculty Load Implications and Long-range planning**

\* (enter text below or upload a doc/pdf file)

HED 571 is a core course of the Community Health Education Concentration in the M.S. Health Education Program. There is no budgetary nor faculty load implications associated with this request.

# HED 571: ADVANCED COMMUNITY HEALTH EDUCATION RESEARCH

Fall 2007

Thursdays: 4-6:30 pm, JC 150  
COE, University of New Mexico

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This course provides a comprehensive overview of community health by examining the multifaceted components that comprise community. The course takes primarily a qualitative research approach using CBPR methodology to examine the dynamics of how community health is defined, sustained and impacted on over time. However the course does identify key quantitative approaches which can also be incorporated into this methodology. The course familiarizes students with methodological approaches for working and conducting research in community based settings in a participatory matter that is conducive to university and community partnering. This course expands on the HED 471 Introductory Course by focusing on preparing graduate level health education students in conducting community based research. Students learn the fundamentals of qualitative research to critically address health issues in a community-based context in addition to more formal based levels of inquiry. The course draws from community-based models, community-driven scholarship, case studies, and evidenced-based studies to better understand community processes for more effective health education research outcomes within the larger context of public health.

**Required Text:** Bensley, R.J. and Brookins-Fisher, J., Community Health Education Methods: A practical Guide. (2<sup>nd</sup> Ed). 2003. Jones and Bartlett Publishers

**Electronic Reader:** Supplemental readings will be provided and sent to students by e-mail.

## **COLLEGE CONCEPTUAL FRAMEWORK**

CCU2, CCU3, CCU4, CCU5, CCU6, CCU7, CCP1, CCP2, CCP3, CCP4, CC11, CC12, CC13, CC14, CC15, CC16, CC17

## **NATIONAL COMPETENCIES**

Area I: CA, CB, CC, CD, CE, CF

Area II: CA, CB, CC, CD, CE, CF, CG

Area III: CA, CB, CC, CD

Area IV: CA, CB, CC, CD, CE, CF

Area V: CA, CB, CC, CD

Area VI: CA, CB, CC, CD

Area VII: CA, CB, CC, CD

## **STATE HEALTH COMPETENCIES**

A(1)(2)(3)

B (1)(5)

C(2)

**Course Objectives:** Upon completion of this course students will:

1. Gain greater knowledge and familiarity of community-based research
2. Understand CBPR and its applications within a community context
3. Gain greater familiarity of community-based research frameworks
4. Gain a better understanding of the complex and challenging processes that are a natural part of community dynamics and which can have a significant impact on research outcomes.
5. Gain the ability to better understand community health problems within their local contexts.
6. Implement appropriate health education methodologies within a community health context.
7. Differentiate between public and non-public health based approaches.
8. Develop critical inquiry skills relevant in carrying out community based research.

### **METHODS**

The following methods will be used for the synthesis and integration of course information:

1. Lectures
2. group discussions and exercise
3. assigned readings
4. guest lectures
5. field outing (2)

**Group Exercise:** There will be periodic group exercises centered on course readings.

**Format:** Class format will consist of lectures, discussions, student facilitated discussions and guest lectures. The class will use a seminar style participatory approach.

### **COURSE REQUIREMENTS**

1. Attendance and Participation (15 pts)
2. Presentation and discussion of assigned readings (20)
3. Weekly Methods 1-page Papers on a selected topic or reading for that class. Due at each class session. (15 pts)
4. Group Case Study Project
5. Methods paper-15-20 pages including references (250 pts)
6. Community Health Profile (50 pts)