

PUBHHBP 6535

Course Syllabus

Community Engagement/Collaborative Community Problem-Solving

Fall 2025, August 26-December 10

David A. Julian, Ph.D.

julian.3@osu.edu

Melissa Ross, Psy.D.

ross.565@osu.edu

Course Description

In recent years, there has been a growing emphasis on collaborative problem-solving relative to a variety of public health issues. Community collaborations have been convened to address issues such as substance abuse, children's mental health, and health disparities. Such collaborations typically include a variety of participants such as representatives of government agencies, services providers, and charitable organizations. Involvement of members of the community is often a critical issue. It is likely that public health professionals will increasingly be called upon to participate and perhaps even manage such collaborative, problem-solving efforts. In this course students will have the opportunity to review a broad range of literature, concepts, tools, and procedures related to community engagement and collaborative problem-solving.

Course Objectives

1. Define and use terminology consistent with the concepts of community engagement, collaborative community problem-solving, and translational research.
2. Differentiate collaboration from other partnership arrangements or problem-solving processes and define why collaboration is an appropriate approach to specific public health issues.
3. Identify and articulate the value of specific roles in the collaborative community problem-solving process.
4. Judge the effectiveness of specific procedures and tools that support collaborative community problem-solving.
5. Determine appropriate options for involving community members in the collaborative problem-solving process.

Public Health Competencies (see Attachment A)

Attachment A addresses linkages between class sessions, learning objectives, public health knowledge areas, core competencies, and specialization competencies.

Foundational Public Health Knowledge. This course will address foundational, public health knowledge by addressing the social, political, and economic determinants of health and health inequalities.

MPH Foundational Competencies. This course will address several foundational competencies. Course content will support students' efforts to,

1. Discuss the means by which structural issues undermine health and create challenges to achieving health outcomes at organizational, community, and societal levels.
2. Apply awareness of cultural values and practices to the design and/or implementation of public health programs and/or policies.
3. Apply principles of leadership, governance, and management which include creating a vision, empowering others, fostering collaboration, and guiding decision-making.
4. Perform effectively on inter-professional teams.

MPH-PEP Specialization Competencies. This course will address several specialization competencies and support students' efforts to examine methods of community engagement to inform/address population health interventions and use multiple methods and sources to seek comprehensive information and apply evidence-based, decision-making techniques to understand population health concerns and programs.

Course Outline and Class Format

Course Modules. This class is 100% online. An overview of course content and key questions addressed by course content is included in Attachment B. A course calendar is summarized in this syllabus. The course content is hosted on the CANVAS learning management system. Course content is divided into several, distinct modules that can be found in the Modules tab of the CANVAS course:

- Module 1: Introduction
- Module 2: Basic Concepts
- Module 3: Professional Roles
- Module 4: Implementation & Values
- Module 5: Tools & Procedures
- Module 6: Citizen Participation
- Module 7: Power and Influence

Module Format. Most modules consist of several basic components:

- Introductory Video/Slides
- Content Video
- Readings/Articles
- Knowledge Check
- Knowledge Check Review
- Community Engagement Assignments
- Voluntary Virtual Meet-Ups/Office Hours

You are expected to access the materials associated with each module and review and understand course content. Each module is devoted to a particular topic and is supported by a specific set of readings. All required materials including readings for each module are indicated and available through CANVAS.

Introductory Video/Slides. Each module will be accompanied by an introductory video and/or slides. The introductory video is intended to introduce the module topic.

Readings and Content Videos. Reading assignments are available on-line. There is no text for this class. Additional readings may be distributed electronically and/or through the Health Sciences Library. The instructor reserves the right to add and/or modify the required readings, videos, and/or other course materials. Required videos are available on-line.

Knowledge Checks. You will be required to complete six, on-line Knowledge Checks (quizzes) associated with course materials. See “Attendance, Grading, and Total Points” for additional information.

Knowledge Check Review. Occasionally, you may select a response to a Knowledge Check question that is judged to be inconsistent with course content. In such cases, you have the option of writing a brief argument (a paragraph or two) for why your answer choice is appropriate. You may also choose to argue that the instructor’s choice is the best response. If you elect to participate in the Knowledge Check Review process, you may be awarded the full 2-points for the question or partial credit (1 point) based on the instructor’s judgement. This policy applies to up to 2 questions on each Knowledge Check. You must put your name and date on your response, indicate which question you are addressing, your answer, and the instructor’s answer. If you do not put your name and date on your response, the instructor will not be able to credit you with these points. Please upload your Knowledge Check Review to Carmen by the specified due date. This policy does not apply to Module 1 (Introduction) and Module 7 (Power and Influence).

Your Vision for Community Engagement. A vision statement is a declaration of a desired future state or a guiding principle that inspires action. In this assignment, you should develop a

short statement (no more than one paragraph) reflecting the role of community engagement in public health practice. You should present your vision statement to the instructor during a 15-minute scheduled meeting. The best option for meeting with the instructor is during Meet-ups described below. If this is not convenient, you may schedule a 15-minute meeting any time over the semester. You must sign up in advance to present your vision. Contact the instructor at julian.3@osu.edu to sign-up. This assignment is worth 5 points.

Community Engagement Assignments. You must complete two assignments to meet the requirements for this course. These assignments are designed to support your understanding of the theoretical material you will review over the semester. Each assignment is worth five (5) points. There are several options indicated in CANVAS. Pick the assignment of your choice and complete it according to the instructions. Assignment #1 should be submitted via CANVAS by 12:00 midnight on Wednesday, October 15, 2025. In the second half of the semester, pick a second assignment of your choice and complete it according to the instructions. This is Assignment #2 which should be submitted via CANVAS by 12:00 midnight on Saturday, November 22, 2025. Please be sure to include your name on your assignment and indicate whether it is Assignment #1 or Assignment #2.

- Submit Assignment #1 by 12:00 midnight on Wednesday, October 15, 2025.
- Submit Assignment #2 by 12:00 midnight on Saturday, November 22, 2025.

Course Schedule: PUBHHBP 6535

Module	Module Open	Knowledge Check Due	Knowledge Check Review Due
Introduction	Tues., Aug. 26	NA	NA
Basic Concepts	Wed., Sept. 10	Fri., Sept. 19	Tues., Sept. 23
Professional Roles	Wed., Sept. 24	Fri., Oct. 3	Mon., Oct. 6
Implementation/Values	Wed., Oct. 8	Fri., Oct. 17	Mon., Oct. 20
Engagement Tools	Wed. Oct. 29	Fri., Nov. 7	Mon., Nov. 10
Citizen Participation	Wed., Nov. 12	Fri., Nov. 21	Mon., Nov. 24
Power and Influence	Wed.. Nov. 26	Mon., Dec. 8	NA

Voluntary Virtual Meet-Ups and Office Hours

You have the opportunity to meet virtually with the instructor to discuss relevant materials. These meetings (called Virtual Meet-Ups) are voluntary but are the primary mechanism through which you can ask questions and clarify content. Dates and times for Virtual Meet-Ups are indicated below. The instructor will be available during these times to answer questions and/or address specific concerns. Issues and problems should be identified and shared during these time periods. If such discussion is not sufficient to address recognized issues, students should arrange a time to meet with the instructor. This is best accomplished by sending an email to the instructor at julian.3@osu.edu.

Meet-up/Office Hours will be held via Zoom from 7:30-8:30 pm. Students can also schedule 15-minute time periods to present their community engagement visions from 6:30-7:30 pm.

- Wed., Aug. 27
- Wed., Sept. 10
- Wed., Oct. 1
- Wed., Oct. 15
- Wed. Oct. 29
- Wed., Nov. 12
- Wed., Nov. 26

Optional Resources

The resources indicated below provide explanations and information related to some of the concepts we will review in class. These resources are accessible at your discretion and are meant to supplement course materials.

- Community Tool Box at [www.http.ctb.ku.edu/en/](http://www.ctb.ku.edu/en/)
- Community Science at www.senseofcommunity.com
- Tamarack Institute at <http://www.tamarackcommunity.ca/library>
- Society for Community Research and Action at www.scra27.org
- Planning/Practical information at www.prevention.samhsa.gov/about/spf.aspx

APA (American Psychological Association) Style Guidelines. It is not required but the instructor encourages you use APA style guidelines. You can review APA style guidelines at

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html.

Attendance, Grading, and Total Points

There are no mid-terms or final exams in this course. Course performance will be based on performance on Knowledge Checks and Community Engagement Assignments. Knowledge Checks consist of 10 multiple choice questions. Each question is worth 2 points. Assignments are worth 5 points. You can accumulate a total of 135 points in this course.

Activity	Points
Knowledge Check for Module 1	20
Knowledge Check for Module 2	20
Knowledge Check for Module 3	20
Knowledge Check for Module 4	20
Knowledge Check for Module 5	20

Knowledge Check for Module 6	20
Community Engagement Vision	05
Community Engagement Assignment #1	05
Community Engagement Assignment #2	05
Total Points	135

Grades will be assigned according to the following criteria:

- (A)=94-100% of total points: Outstanding performance/Mastery of course concepts.
- (A-)=90-93% of total points: Outstanding performance/Mastery of most course concepts.
- (B+)=87-89% of total points: Very good performance/Mastery of some course concepts.
- (B)=83-86% of total points: Good performance/Mastery of a few course concepts.
- (B-)=80-82% of total points: Good performance/Familiarity with most course concepts.
- (C+)=77-79% of total points: Mediocre performance/Familiarity with some course concepts.
- (C)=73-76% of total points: Mediocre performance/Familiarity with a few course concepts.
- (C-)=70-72% of total points: Mediocre performance/Little familiarity with course concepts.

Safe Learning Environment

Your instructors acknowledge that each of us has multiple identities that shape our world views. As instructors, our commitment is to minimize forces that may negatively influence the learning environment. We are committed to creating a safe learning environment. We ask that you join us in our efforts to foster respect for one another, enhance solidarity, and build community.

Office of Student Life-Disability Services

Any student who feels she/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Students should contact the Office of Student Life-Disability Services at 614-292-3307 in Room 098, Baker Hall 113, W. 12th Avenue to coordinate reasonable accommodations for documented disabilities (<http://www.ods.ohio-state.edu/>).

Mental Health Services

Students may experience a range of issues that can cause barriers to learning such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating, and/or lack of motivation. Such mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist with addressing these and other concerns students may experience. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential, mental

health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. Students may be able to reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, the Ohio State University, College of Public Health and Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct* and the School's *Student Handbook* and will complete all academic and scholarly assignments with fairness and honesty. Information on academic integrity and academic misconduct can be found on the COAM web-pages (<http://oaa.osu.edu/coam/home.html>). Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and the syllabi for their courses constitutes academic misconduct.

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as "Any activity that tends to compromise the academic integrity of the University or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and/or possession of unauthorized materials during an examination. Please note that the use of material from the Internet without appropriate acknowledgement and complete citation is plagiarism just as it would be if the source was printed material.

Further examples are found in the *Student Handbook*. Ignorance of the *Code of Student Conduct* and *Student Handbook* is never considered an "excuse." If the instructor suspects a student of academic misconduct in a course, she/he is obligated by University rules to report these suspicions to the University's COAM. If COAM determines that the student has violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and/or suspension or dismissal from the University. If you have any questions about this policy or what constitutes academic misconduct in this course, please contact the instructor.

Tech Support and Reporting a Problem

See "General Tech Support and Reporting a Problem with Canvas" in your course resources.

- Email: 8help@osu.edu
- Phone: 614-688-HELP (4357)/TDD: 614-688-8743
- Self-service and chat support: <http://ocio.osu.edu/selfservice>

Attachment A: Relationship of Course Content to Public Health Competencies

Module	Competencies
Basic Concepts	Social, political, and economic determinants of health and health inequalities
Professional Roles	Methods and tools; Leadership and team building
Implementation/Guiding Values	Methods and tools; Leadership and team building
Community Engagement Tools	Methods and tools
Citizen Participation	Methods and tools
Power and Influence	Cultural values and practices

Attachment B: Course Outline, Learning Objectives, and Guiding Questions

1. **Introduction to Course**: Introductions and overview of course
2. **Basic Concepts**: What is translational research and how is it related to community engagement? What are the characteristics of typical public health problems? Is collaborative problem-solving a reasonable response to public health issues or problems? What is community engagement? How might coalitions function to promote well-being? What is collaboration, collaborative capacity, and collaborative community problem-solving?
3. **Professional Roles/Community Engaged Public Health Practice**: What is community practice and what are community practice roles for public health professionals? How does community practice relate to public health problem-solving? What are some models for practicing at the community level? What is project management? What is collaborative community problem-solving? What competencies are necessary to practice at the community level?
4. **Implementation Science and Values Guiding Community Engaged Problem-solving**: What is Implementation Science? What is implementation? How is implementation related to community engagement? What is a value and how do values influence practice?
5. **Community Engagement Tools/Tools and Techniques to Foster Community Engaged Problem-solving**: What is a community engagement tool? What are some examples of tools and how do they work? What is the professional role relative to the application of tools?
6. **Citizen Participation/Citizen Involvement**: Why is participation in problem-solving desirable? How might various forms of participation be characterized? What types of mechanisms are available to support citizen participation? What are relevant professional roles in promoting citizen participation?
7. **Power and Influence/Power and Influence as Critical Factors**: What is power? What theories explain power? How is power related to public health outcomes? What role does power/influence play in community engaged problem-solving?