

Course Details	
Course Code: MHS 550	Professor:
Course Title: Community Health	E-Mail:
Program: Master in Healthcare Management	Term:
Credits: 3	Schedule:
Contact Hours: 48	Delivery:
Prerequisites:	Campus:

Course General Information

Course Description:

This course examines community and population health through the interrelated effects of social, economic, environmental, organizational, and policy determinants. Students apply community health improvement frameworks, stakeholder engagement, leadership, primary and secondary data collection, surveillance systems, data interpretation, priority setting, and evidence-based intervention planning. Particular attention is given to health equity, environmental justice, managed care, quality and cost considerations, global and local public-health challenges, and the influence of the built environment. Through cases, applied research, simulations, and a culminating community health action plan, students develop practical strategies for improving population health and community resilience.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

- **CLO 1.** Analyze community health improvement frameworks and social, economic, environmental, organizational, and policy determinants of population health.
- **CLO 2.** Evaluate leadership, collaboration, managed-care, and policy strategies that influence community health quality, cost, access, equity, and outcomes.
- **CLO 3.** Design ethical and culturally responsive approaches for collecting primary community health data and engaging stakeholders.
- **CLO 4.** Analyze and interpret secondary data, surveillance information, and community health indicators to assess needs, disparities, risks, and trends.
- **CLO 5.** Prioritize community health problems and formulate evidence-based, feasible, measurable interventions and improvement strategies.
- **CLO 6.** Develop and communicate a comprehensive community health action plan that integrates stakeholder collaboration, resource considerations, environmental context, implementation, and evaluation.

CLO–Competency–PLO Alignment Matrix

The following matrix demonstrates the alignment among the Course Learning Outcomes (CLOs), the MSHM program competencies, and the corresponding Program Learning Outcomes (PLOs). It illustrates how MHS550 develops the analytical, collaborative, strategic, and professional capabilities required to improve community and population health.

Course Learning Outcome	Competencies	PLO Alignment
CLO 1	Community Collaboration; Organizational Awareness; Analytical Thinking; Health System Awareness	PLO2, PLO4, PLO7
CLO 2	Strategic Orientation; Community Collaboration; Financial Skills; Professional & Social Responsibility	PLO1, PLO2, PLO4, PLO7
CLO 3	Community Collaboration; Interpersonal Understanding; Communication Skills; Professional & Social Responsibility	PLO4, PLO5, PLO7
CLO 4	Analytical Thinking; Performance Measurement; Information Technology Management; Accountability	PLO2, PLO6, PLO7
CLO 5	Analytical Thinking; Process & Quality Improvement; Strategic Orientation; Innovation	PLO2, PLO4, PLO6, PLO7
CLO 6	Project Management; Team Leadership; Communication Skills; Community Collaboration; Accountability	PLO1, PLO4, PLO5, PLO7

Module Alignment

Module	Topic	CLO Alignment	Primary Evidence
1	Community Health Improvement Framework and Its Determinants	CLO 1, CLO 2, CLO 5	In-class model comparison, proposal design workshop, and final reflection; discussion board; written community-health determinants analysis; Community Health Assessment Simulator and generated assessment summary.
2	Leadership for Managed Care Organizations (MCO) in Terms of Quality Care and Cost Control	CLO 2, CLO 5, CLO 6	Leadership role-play, managed-care case analysis, literature-review work, leadership strategy workshop/presentation, and capability assessment; written proposal literature search; discussion board; Public Health Policy Impact Simulator.
3	Assessing the Health of the Community	CLO 3, CLO 4	Primary-data brainstorming, data-collection tool design, role-play, and literature-review integration/peer review; Task 3.1; discussion

	by Using Primary Data		board; Community Health Data Explorer Lab with analytics dashboard.
4	Assessing the Health of the Community Using Secondary Data and Surveillance Systems	CLO 4	Secondary-data source exploration, health-indicator case study, monitoring-strategy workshop, and reflection/action plan; written surveillance assignment; discussion board; Community Health Data Explorer Lab with analytics dashboard.
5	Analysis and Interpretation of Community Health Data and Prioritization of Health Problems	CLO 3, CLO 4, CLO 5, CLO 6	Community-data analysis and prioritization activities, research-project presentation preparation, and peer review; discussion board; research paper/needs-assessment and prioritization report; Community Health Assessment & Prioritization Simulator.
6	Current Problems in Assessing and Improving Community Health	CLO 1, CLO 2, CLO 4, CLO 5	Contemporary community-health problem and ACA/data-systems analysis, plus research-project integration activity; discussion board; written case analysis; Public Health Policy Impact Simulator.
7	Evidence-Based Community Health Action and Public Health Practice Plans	CLO 5, CLO 6	Evidence-based public-health planning and intervention-design activities; discussion board; research paper/intervention proposal; CAPSTONE Community Health Action Plan Builder; executive-presentation preparation.
8	Development of an Action Plan and Improvement of Community Health, Addressing the Effects of the Built Environment on Health	CLO 1, CLO 3, CLO 4, CLO 5, CLO 6	Built-environment and community-improvement planning activities; discussion board; final research project; CAPSTONE Community Health Action Plan Builder; executive presentation.

In this course, students will develop core competencies essential for assessing community health needs and designing evidence-based improvement strategies. Emphasis will be placed on community health frameworks and determinants, leadership in managed care, primary and secondary data collection, surveillance systems, data interpretation, and prioritization of health problems. Students will examine contemporary community health challenges, policy impacts, and the influence of the built environment on health.

Through simulations, data exploration laboratories, case analyses, discussions, research activities, and planning workshops, students will apply analytical thinking, collaborative leadership, and evidence-based decision-making to community health challenges. Upon completion, students will be equipped to conduct community health assessments, prioritize needs, design interventions, and develop and present a comprehensive community health action plan that addresses identified determinants and supports measurable health improvements.

Course materials/learning resources:

Textbook 1 Improving Health in the Community a Role for Performance Monitoring. Institute of Medicine (US) Committee on Using Performance Monitoring to Improve Community Health; Editors: Jane S. Durch, Linda A. Bailey, and Michael A. Stoto. Washington (DC): National Academies Press (US); 1997. ISBN-10: 0-309-05534-2. <https://www.ncbi.nlm.nih.gov/books/NBK233010/>

Textbook 2: Working in Community Health: Foundations for a Successful Career by Karen (Kay) M. Perrin. Jones & Bartlett Learning (February 28, 2023) ISBN-13: 978-1284234862

Note: Fieldtrips TBA and class syllabus will be adjusted at the professor's discretion to accommodate Fieldtrips and/or Guest Speakers/Public Patients.

Assessment Classification and CLO Alignment

The following distribution identifies the graded evidence for each assessment category. Foundational components assess accurate explanation, comparison, and structured reflection. Higher-level components require community assessment, ethical stakeholder engagement, data interpretation, policy and equity analysis, prioritization, intervention design, implementation planning, and justified recommendations. The assigned level must be reflected in the scoring rubric.

Assessment	Weight	CLO	Competency	Level	Classification rationale
Foundational readings, discussions, summaries, and structured reflections	30%	CLO 1-4	Organizational Awareness; Health System Awareness; Communication Skills; Professional & Social Responsibility	Lower	Verifies accurate explanation and comparison of community-health frameworks, determinants, leadership roles, data sources, surveillance, policy, equity, and planning concepts.
Community assessment and stakeholder-engagement applications	10%	CLO 1-3	Community Collaboration; Interpersonal Understanding; Professional & Social Responsibility; Organizational Awareness	Higher	Requires ethical and culturally responsive stakeholder inquiry, needs assessment, determinant analysis, priority identification, and defensible conclusions.
Primary-data design and field evidence	10%	CLO 3-4	Community Collaboration; Project Management; Communication Skills; Accountability	Higher	Requires design and application of an ethical data-collection approach, documentation of evidence quality, stakeholder engagement, and interpretation of limitations.
Secondary-data, surveillance, and indicator analysis	10%	CLO 4-5	Analytical Thinking; Information Technology Management; Performance	Higher	Requires selection, analysis, interpretation, visualization, and validation of community indicators, trends, disparities, risks, and data limitations.

			Measurement; Accountability		
Managed-care, policy, and current-challenge evaluation	10%	CLO 1–2, CLO 4–5	Strategic Orientation; Financial Skills; Analytical Thinking; Professional & Social Responsibility	Higher	Requires evaluation of quality, cost, access, equity, stakeholder effects, policy alternatives, and an evidence-based recommendation.
Community-needs prioritization and intervention proposal	15%	CLO 3–6	Analytical Thinking; Process & Quality Improvement; Strategic Orientation; Innovation	Higher	Requires transparent priority criteria, synthesis of evidence, measurable intervention design, feasibility analysis, and an evaluation approach.
Final community health action plan and executive presentation	15%	CLO 1–6	Project Management; Team Leadership; Community Collaboration; Communication Skills; Accountability	Higher	Requires integration of assessment evidence, stakeholder collaboration, resources, environmental context, implementation, evaluation, individual accountability, presentation, and defense.

Grading Scale Policy

Performance Level	Grade	Percentage
Exceeds Expectations	A	90–100%
Meets Expectations	B	80–89%
Minimally Meets Expectations	C	70–79%
Does Not Meet Expectations	D/F	Below 70%

This format is consistent with graduate-level expectations: a grade of C (70–79%) represents the minimum course performance level, while competency achievement is documented at the criterion level using the 80% benchmark.

Assessment Category	Earned Percentage
Foundational readings, discussions, summaries, and structured reflections	30%
Community assessment and stakeholder-engagement applications	10%
Primary-data design and field evidence	10%
Secondary-data, surveillance, and indicator analysis	10%

Managed-care, policy, and current-challenge evaluation	10%
Community-needs prioritization and intervention proposal	15%
Final community health action plan and executive presentation	15%
Total	100%

Note: The grade will be released module during the academic term and according to the curriculum, the learning pace and the performance of the students in this class.