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Office hours: Mon, Tue and Wed 1:00pm-2:00pm in SSM 250B

Public Health 102: Health Promotion

Course Description:

Health promotion is the process of enabling people to increase control over, and to improve, their health. This course provides students with an overview of the principles of health promotion and various theories developed to change health behavior and promote the health of individuals and societies.

Course Goals:

This course aims to provide:

- an overview of behavioral principles and theories/models in health promotion programs and evaluations;
- an understanding of typical issues that health promotion programs frequently desire to address;
- an understanding of the important influence of the social and physical environment on health-related behaviors and methods for measuring and addressing them;
- an overview of the steps required to design health promotion programs with the potential for making a positive impact on individual and community health;
- experience designing research materials (e.g., questionnaires) using a team approach

This course satisfies the Approaches to Knowledge requirement in the area of Social Science and the Intellectual Badge of Practical and Applied Knowledge

Course Learning Outcomes (CLOs):

After successfully completing this course, students should be able to:

- Investigate individual, social, cultural and environmental factors in a community that contribute to health (i.e., conduct a needs assessment)
- Understand how this research can be used to develop a theory-based health promotion program incorporating behavioral principles and/or models
- Understand how health promotion activities and projects fit within an overall health promotion program
- Evaluate a health promotion project

To support student success coherently across Public Health coursework, these CLOs help students to reach the Public Health *Program Learning Outcomes* 2 through 6:

2. Use the theories and principles of public health to explain a public health problem.
3. Apply public health research methods to conduct rigorous research on public health issues.
4. Describe causes and risk factors in the major areas of focus in Public Health including but not limited to determinants of mortality and morbidity; leading causes of health disparities among regional, national, and global populations; and transmission for infectious and chronic diseases.
5. Identify and analyze scientific data and other information to assess complex public health challenges, with special consideration of strategies for health promotion at the individual, community, and policy levels, as appropriate.
6. Communicate effectively and persuasively, orally and in writing, particularly to convey complex concepts and information in a clear and concise manner.

General Education Program Learning Outcomes

This course meets the following UC Merced General Education Program Learning Outcomes:

1. Life at the Research University: Asking Questions

UC Merced graduates take an inquiry-oriented approach to the world that reflects engagement with the mission and values of our research university:

- Investigate individual, social, cultural and environmental factors in a community that contribute to health (i.e., conduct a needs assessment)

2. Reasoning: Thinking Critically

UC Merced graduates are equipped with multiple tools of analysis that enable them to formulate or assess an opinion or conclusion:

- Evaluate a health promotion project
- Understand how this research can be used to develop a theory-based health promotion program incorporating behavioral principles and/or models

3. Communication: Explaining and Persuading

UC Merced graduates communicate in a variety of ways to diverse audiences:

- Investigate individual, social, cultural and environmental factors in a community that contribute to health (i.e., conduct a needs assessment)
- Understand how health promotion activities and projects fit within an overall health promotion program

5. Citizenship: Contributing to the Public Good

- Investigate individual, social, cultural and environmental factors in a community that contribute to health (i.e., conduct a needs assessment)
- Understand how this research can be used to develop a theory-based health promotion program incorporating behavioral principles and/or models
- Understand how health promotion activities and projects fit within an overall health promotion program
- Evaluate a health promotion project.

Textbook and Readings:

1. *Planning, Implementing, & Evaluating Health Promotion Programs* by James F. McKenzie, Brad L. Neiger, and Rosemary Thackeray (2016, 7th Ed., ISBN: 9780134219929).
2. Additional readings will be posted on CatCourses.

Course Assignments

Each student's course grade will be based on these assignments. More information will be provided about each assignment on the course site and in class.

Grading Scale

Grades are the percentage of points you earn out of the course total of points possible. The grading distribution is as follows:

A+	98%-100%	B+	87%-89%	C+	77%-79%	D+	67%-69%
A	94%-97%	B	84%-86%	C	74%-76%	D	64%-66%
A-	90%-93%	B-	80%-83%	C-	70%-73%	D-	60%-63%
						F	59% and below

Exams

Exams may consist of multiple-choice questions, short answer questions, or a combination. Exams are to be taken in our classroom on the designated exam dates. Please do not sign up for this course if you cannot attend on the exam dates. No early exams option will be given, and no make-up exams will be given except in the case of extreme emergency. If you experience an emergency, it is your responsibility to (1) inform the instructor as soon as you can, preferably before the scheduled exam date and time, and (2) give the instructor written documentation of the emergency (such as a medical note from a physician).

Attendance and Participation

Full points will be awarded for consistent participation in class discussions/activities and attendance; fewer points will be awarded for inconsistent participation and/or attendance. Absences will by necessity impact your total number of participation points, as you are unable to participate fully in class when you are not present. There will also be occasional in-class group work and activities that will contribute to your total points for attendance and participation.

Group Projects: Needs Assessment & Presentation (e-Portfolio Badge Practical and Applied Knowledge)

There will be two projects in this class that you will work on in small groups. The first is a project in which you will plan a needs assessment, including developing the materials you would need (e.g., survey questionnaire, interview questions) to conduct the assessment. The second group project is a presentation, in which you will explain and evaluate an existing local, national, or even global health promotion program or campaign

We will discuss these projects in much more detail in class.

Research Participation: You are required to complete at least 1 hour (1 credit) in the SONA research pool. You may complete the total required time in as many increments as necessary (e.g., two half-hour surveys or 1 one-hour focus group). Instructions will be posted by Week 3 of class. Students who prefer not to participate in research may complete an alternate assignment consisting of a 3-page essay analyzing a health-related message using theories from class and at least 5 academic sources. The alternate assignment will be due by May 1st, 2019.

ASSIGNMENT	POINTS POSSIBLE
Attendance and Participation	50
Research Participation	50
Midterm 1	100
Midterm 2	100
Midterm 3	100
Needs Assessment Project	50
TOTAL	450

Policies and Expectations

Attendance

Your understanding of the material depends on your attendance and participation in class, and both are important components of your grade. Attendance will be taken in each class, and for any class you miss you should get notes from a friend.

Course Web Site and Email

This class will use CatCourses for many important course materials, including posted readings, assignments, announcements, and so forth. It is important that you check that page regularly. It is also very important that you check your UCM email account regularly. If you don't like having separate email accounts it's easy to set up mail forwarding from your UCM email account to whatever personal account you check regularly (gmail, etc.). However, because I will send course announcements or emails to the class to your UCM email, it is important that you have a way to check it!

Late Assignments and Exams

All of the assignments for this course must be completed and turned in by the due date. Failure to turn in assignments by the due date/time will result in a reduction of the final grade. Specifically, 10% will be deducted for each day late (so, if the assignment is turned in one day late, 10% will be lost, 20% for 2 days late, and so forth). *Always* back up your work electronically in more than one location! Exams are to be taken on the designated dates. No early exams are permitted, and make-up exams will only be permitted in the case of extreme, documented emergency. If an emergency arises that will affect your ability to take an exam or turn in an assignment on time, please let me know as soon as possible.

Classroom Teaching/Learning Atmosphere

Every student will be expected to treat one another with respect and we as a group will work to create an environment where learning is fostered. I will use a combination of lecture, class discussion, videos, and in-class exercises to contribute to your understanding of the course topic. Additionally, the structure of points earned for the course is designed to allow for areas in which students might perform differently (e.g., multiple choice exams versus things like presentations and participation) in order to ensure that all students have the opportunity excel. Please be kind and considerate to all other students, TAs, and the instructor, and no recording of class is allowed.

UC Policy on Academic Integrity

The University of California has outlined a general code of student conduct that can be viewed at <http://policy.ucop.edu/doc/2710530/PACAOS-100>. The UC Merced student academic policy is located at http://studentlife.campuscms.ucmerced.edu/files/page/documents/academic_honesty_policy.pdf. All academic work is expected to be in compliance with this code. Cheating and plagiarism will not be

tolerated. Cheating includes any attempt to defraud, deceive, or mislead the Professor or TA in arriving at an honest grade assessment. This certainly includes, but is not limited to, turning in an assignment that does not represent your work. When a student is suspected of acts of academic dishonesty (such as plagiarizing or cheating), an investigation will ensue. UC Merced outlines your rights and responsibilities regarding the University's academic honesty policy at: <http://studentlife.ucmerced.edu/content/student-rights-and-responsibilities>.

Disability Accommodations

UCM provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the UCM Disability Services Center located in KL 109 (<http://disability.ucmerced.edu>) to obtain assistance or coordination with this course. It is also helpful if you inform the instructor of your special needs if you are comfortable.

Readings and Course Schedule

Readings other than the textbook will be posted on CatCourses.

Readings are subject to change if necessary or if it would benefit the progress of the class.

Wed., 1/23	<u>Introduction to Course</u> No readings
Fri., 1/25	<u>Why Health Promotion and Health Education? 1</u> Read: Textbook Ch. 1
Mon., 1/28	<u>Why Health Promotion and Health Education? 2</u> Read: Textbook Ch. 1
Wed., 1/30	<u>History of Health Promotion 1</u> Read: Start reading Repetto et al., 2014 (posted on CatCourses)
Fri., 2/1	<u>History of Health Promotion 2</u> Read: Finish reading Repetto et al., 2014 (posted on CatCourses)
Mon., 2/4	<u>Needs Assessment Part 1</u> Read: Textbook Ch. 4 (start reading)
Wed., 2/6	<u>Needs Assessment part 2</u> Read: Textbook Ch. 4 (finish reading)
Fri., 2/8	<u>Measurement & Sampling part 1</u> Read: Textbook Ch. 5 (start reading)
Mon., 2/11	<u>Measurement & Sampling part 2</u>

	Read: Textbook Ch. 5 (finish reading)
Wed., 2/13	<u>Measurement & Sampling part 3</u>
Fri., 2/15	<u>Survey & Interview Instruments part 1</u> Read: Babbie, 2013 (start reading)
Mon., 2/18	<u>No Class-Presidents Day Holiday</u>
Wed., 2/20	<u>Survey & interview instruments part 2</u> Read: Babbie, 2013 (finish reading)
Fri., 2/22	<u>Exam Review</u>
Mon., 2/25	<u>**Midterm 1**</u>
Wed., 2/27	<u>(Lindsay Davis, How To Use Library Resources)</u>
Fri., 3/1	<u>Health Promotion Intervention Design Activity</u>
Mon., 3/4	<u>Study Abroad & Health Promotion in Communities Part 1</u> Read: Textbook Ch. 9 (start reading)
Wed., 3/6	<u>Health Promotion in Communities Part 2</u> Read: Textbook Ch. 9 (finish reading)
Fri., 3/8	<u>Needs Assessment Project Group Work</u>
Mon., 3/11	<u>Health Promotion Models Part 1</u> Read: Textbook Ch. 3 (start reading)
Wed., 3/13	<u>Health Promotion Models Part 2</u> Read: Textbook Ch. 3 (finish reading)
Fri., 3/15	<u>Needs Assessment Project Group Work</u>
Mon., 3/18	<u>Behavior Change Models And Theories Part 1</u> Read: Textbook Ch. 7 upto "interpersonal level theories" heading (p. 176)
Wed., 3/20	<u>Behavior Change Models And Theories Part 2</u> Read: Textbook Ch. 7 (finish reading)

Fri., 3/22	<u>Needs Assessment Project Group Work</u>
Mon., 3/25- Fri., 3/29	<u>Spring Break</u>
Mon., 4/1	<u>Exam Review</u>
Wed., 4/3	<u>**Midterm 2**</u>
Fri., 4/5	<u>Needs Assessment Project Group Work</u>
Mon., 4/8	<u>Writing Workshop With Belinda Braunstein</u>
Wed., 4/10	<u>Health Promotion Interventions Part 1</u> Read: Textbook Ch. 8 (start reading)
Fri., 4/12	<u>Health Promotion Interventions Part 2</u> Read: Textbook Ch. 8 (finish reading)
Mon., 4/15	<u>Data Analysis Part 1</u> Read: Textbook Ch. 15 (start reading)
Wed., 4/17	<u>Data Analysis Part 2</u> Read: Textbook Ch. 15 (finish reading)
Fri., 4/19	<u>Needs Assessment Project Group Work</u>
Mon., 4/22	<u>Data Analysis Part 3</u> Read: Textbook Ch. 15
Wed., 4/24	<u>Data Reporting</u> Read: Textbook Ch. 15
Fri., 4/26	<u>Health Promotion Issues: Nutrition And Diabetes</u> Read: Schillinger & Huey, 2018
Mon., 4/29	<u>Health Promotion Issues: Cardiovascular Disease and Physical Activity</u> Read: Duff et. al., 2017 Walsh e. al., 2018 (Optional)
Wed., 5/1	<u>Needs Assessment Project Group Work</u> <u>**Needs assessment due on CatCourses Wed 5/1 by 11:59pm!**</u>

Fri., 5/3 **Health Promotion And Aging**
Read: Haber, 2016

Mon., 5/6 **Global Health Promotion**
Read: Rasanathan & Sharkey, 2016

Wed., 5/8 **Exam Review**

Fri., 5/10 ****Midterm 3****
No Final Exam
