Mel and Enid Zuckerman College of Public Health
University of Arizona

SYLLABUS
HPS 403
Applications in Health Promotion: Behavioral Theories and Health
3 units
Fall 2017

Time: TuTh 4:00pm – 5:15pm

Location: Drachman Hall, A120

Catalog Description: This course is designed to provide students with skills for application to health behavior and health promotion within public health settings. A major emphasis will be on understanding health behavior theories and applying theories to health promotion efforts in public health.

Course Description: An advanced undergraduate course that analyzes community health and develops applied knowledge and skills in health behavior and health promotion to meet the health needs of diverse communities. Diversity is addressed in terms of demographics (age, race/ethnicity, gender, SES) as well as settings (schools, municipalities, programs, etc). The emphasis is on current science and behavioral health theories related to primary prevention, health promotion, behavior change and application of health behavior/health promotion strategies and plans to meet community needs.

Course Prerequisites: CPH 178

Course CEPH Competencies: BS Major in Public Health

1. Appropriately incorporate determinants of health when studying the causation of disease and access to health services.
2. Write appropriately for an entry level position in the field of public health.
3. Analyze how personal health and community health are related.
4. Construct and evaluate a community level intervention that addresses a current public health issue.
5. Integrate public health theories into practice.
6. Identify individual and community behavioral health theories and their use in public health practice.

Instructors:
Cynthia Thomson PhD, RD
Professor, Health Promotion Sciences
College of Public Health
Email: cthomson@email.arizona.edu
Phone: 520-940-1759

Office Hours: By appointment. Please email Dr. Thomson. Dr. Thomson is also available immediately following class most days.

Course Communications: All official communication will be conducted through D2L and the students’
official UA email address. Please allow 24-48 hours for a response to e-mail.

**D2L information:** Course information can be found on the course web-site at [http://d2l.arizona.edu/](http://d2l.arizona.edu/). Please check regularly course announcements and updates. Lecture notes will be posted on the D2L website after each class for review.

**Course Format and Teaching Methods:** The course will consist of lectures, small group activities or group projects, and in class discussion.

**Course Objectives and Expected Learning Outcomes**
Upon completion of the course, students will be able to:

1. Describe health behavior theories that support health, wellness and primary prevention.
2. Apply behavioral theories to the development of community programs.
3. Acquire skills in health behavior assessment.
4. Communicate effectively in written, oral and multimedia formats.

**Required text:**
We will build on resources used in Health people 2020 for a national context of your public health work, but apply to local communities to enhance relevance and hands-on applications as well as to support local communities in meeting their health-related needs. Some aspects of the course will require online access during class time and at home.

Visit: https://www.healthypeople.gov/2020/tools-and-resources/program-planning/Assess

The course text is: Behavioral Theory in Health Promotion Practice and Research by B. Simons-Morton, KR McLerroy and ML Wendel

**Laptop or Tablet:** Please bring a laptop or tablet with internet access and document processing software to each class in order to participate in certain activities. (Note: a smartphone will not be a sufficient substitute for laptop/tablet.)

**Required Readings:** Please note that additional readings may come from websites, peer-reviewed journal articles, and various sources and uploaded to D2L. You are expected to complete ALL reading and homework assignments before class in preparation for class discussion, group work and/or reflections.

**Course Requirements:**
- Attend class and provide meaningful participation in discussions and in-class activities
- Complete readings in advance of class
- Complete reflections in class (required for attendance; random days)
- Participate in experiential learning activities throughout semester
- Participate in in-class presentations
- Develop a theory-based health promotion plan for a selected “community”
- Complete mid-term and final examinations

**Assignments and Examinations:**
- **Attendance:** Attendance will be taken by student reflections conducted at the start and/or end of class at random. If the reflection is not completed, it will be assumed that you were not present.
- **Assignments:** Each assignment is worth 10 points. Their due dates are listed under course schedule. In general, assignments begin on Thursday and are due the following Tuesday via D2L Assignment Submission Folder by 12:00 pm (noon), unless it is an in-class assignment.
- **Mid-term exam:** A mid-term exam will cover material presented in class and in assigned readings.
• Final exam: A final exam will cover material presented in class and in assigned readings. The final examination will cover all materials presented after the midterm examination.
• Community health promotion plan: Students will work in groups to develop a community health promotion plan.
• Extra Credit: There are no extra credit opportunities for this course.

COMMUNITY HEALTH PROMOTION PLAN: Students will complete a group project. The final group project will use the group’s interests and expertise to offer a solution to a health promotion need within the group’s chosen “community”. This project is a culmination of your experiences in this course as well as an opportunity to apply the competencies you are acquiring in other courses. To complete your project, you will follow a series of steps throughout the semester with your group (outlined below). The plan will evolve over the course of the semester and be graded along the way.

STEP 1. PROBLEM DEFINITION: (In class) As a first step in your group project, your group will need to identify 3-5 health promotion needs in a community in Southern Arizona. To identify the key health promotion issues present in your population, your group will need to consult a variety of sources of data. Provide a brief description of your sources of data, and an explanation of why you have identified these as the key health promotion needs in your chosen community.

• Suggested page length: ½ to 1 Single-spaced page, excluding list of references.
• Suggested number of references: 3 or more.

STEP 2. PROBLEM STATEMENT: Develop an initial statement that more comprehensively describes your community and the health promotion need you identified. Use a prioritization matrix (using the 'strategy grid' technique: http://chfs.ky.gov/NR/rdonlyres/B070C722-31C1-4225-95D5-27622C16CBBE/0/PrioritizationSummariesandExamples.pdf) to arrive at a decision regarding the health promotion issue you will select and address for your final report. Key components include:

• A description of the health promotion need you identified, and your rationale for selecting one that you will address for your final project.
• The population(s) affected by your selected health promotion need.
• The size and scope of the selected health promotion need with descriptions and examples – cite vital statistics, surveillance systems, national surveys, and/or surveys of the population of interest.
• Current efforts in your community/population to address the selected health promotion need, if any.
• Potential community assets and resources.
• Suggested page length: 2 single-spaced pages, excluding list of references.
• Suggested number of references: 3+

STEP 3. ASSESSMENT OF SOCIOCULTURAL & BEHAVIORAL DIMENSIONS: Discuss at least 2 topic areas/behavioral theories from the course and analyze in detail, how they relate to your health issue.

• Suggested page length: 2 single-spaced pages, excluding list of references.
• Suggested number of references: 3+

STEP 4. SYSTEMATIC REVIEW OF EVIDENCE-BASED INTERVENTIONS: Search the scientific literature for evidence-based intervention programs (including strategies and approaches) and organize your information. Present your information in a table (the instructor will provide a template) and include a brief critical review.

• Use a systematic approach.
• Identify all relevant evidence.
• Identify effective interventions based on evidence gathered.
• List the behavioral theory (if any) that selected programs applied.
• Suggested page length: 2 single-spaced paged, excluding list of references.
STEP 5. PROGRAM AND/OR POLICY OPTION: Develop a program based on steps 1-4. Be sure to utilize a behavior theoretical orientation of some sort in your program and be clear about how you are using theory.

- Suggested number of references: 3+.

Justify why you chose this option. If you rated the issue based on feasibility and impact, draw on that. Check other sources for program development recommendations.
- Describe the theoretical orientation you are using and how it will guide you.
- Describe program approach.
- Suggested page length: 2 single-spaced pages, excluding list of references.
- Suggested number of references: optional beyond what was identified for steps 1-4+

STEP 6. ACTION PLAN: Develop an action plan to implement your intervention. This will be hypothetical, unless your group would like to make something more out of this group project. If so, speak with the instructor early on in the course.

- What key stakeholders are needed to implement this program (for buy in, implementation, information gathering, etc.)
- SMART goals and objectives.
- How they will be achieved.
- How outcomes will be evaluated.
- Suggested page length: 1-2 single-spaced pages, excluding list of references.
- Suggested number of references: optional

STEP 7. CONCLUSION: Summarize the project and highlight how the process you used to develop your program was necessary to follow an evidence-based approach. Pull together any key points you would like to leave the reader with from the whole report.

- Suggested page length: ½-1 single-spaced page, excluding list of references.
- Suggested number of references: 2

STEP 8: GROUP PROJECT PRESENTATION: Each group will be required to present their final project to the class, using no more than 10 power-point slides (excluding list of references). Each presentation will last a maximum of 12 minutes to allow time for questions and discussion.

Grading:
- Reflections (Attendance) will be worth 50 points; Reflections will be worth 10 points each for a total of 50 points
- Assignments (skill-building) will be worth 100 points (10 x 10 points)
- The mid-term exam will be worth 100 points
- The community health promotion plan will be worth 200 points
- The final exam will be worth 100 points

The total points possible for the course are 550.

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<tr>
<th>Points</th>
<th>Grade</th>
<th>Percent</th>
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<tr>
<td>495-550</td>
<td>A</td>
<td>90.0+</td>
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<td>440-494</td>
<td>B</td>
<td>80.0-89.9</td>
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<tr>
<td>385-439</td>
<td>C</td>
<td>70.0-79.9</td>
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<tr>
<td>330-384</td>
<td>D</td>
<td>60.0-69.9</td>
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<tr>
<td>Below 330</td>
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<td>0-59.9</td>
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Final Examination
The final exam will be on December 14, 2017 1:00pm – 3:00pm. Questions on the final exam will cover material presented in class and in the text. Below is link to the Final Exam Regulations,
Absence and Class Participation Policy
The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at: http://catalog.arizona.edu/2015-16/policies/classatten.htm

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, http://policy.arizona.edu/human-resources/religious-accommodation-policy.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: http://uhap.web.arizona.edu/policy/appointed-personnel/7.04.02

Participating in course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all lectures and discussion section meetings. Students who miss class due to illness or emergency are required to bring documentation from their healthcare provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences.

Late work: Late work will not be accepted. Assignments must be completed by the date assigned. Any exceptions must be presented to the instructor in writing prior to the assignment date. The instructor must give permission, in advance, to extend any due dates beyond the assigned deadline(s).

Incomplete work/grades: Incomplete work will not be accepted. Incomplete grades will be given only under special circumstances as outlined in University policy.

Requests for incompletes (I) and withdrawal (W) must be made in accordance with University policies which are available at http://catalog.arizona.edu/2015-16/policies/grade.htm#I and http://catalog.arizona.edu/2015-16/policies/grade.htm#W respectively.

Classroom Behavior Policy
To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (i.e. texting, chatting, reading a newspaper, making phone calls, web surfing, etc.). Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Computers will be allowed for notetaking and to complete attendance quizzes. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

Threatening Behavior Policy
The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one’s self. See: http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

Accessibility and Accommodations
Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit http://drc.arizona.edu/.
If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

**Code of Academic Integrity**
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: [http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity](http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity).

The University Libraries have some excellent tips for avoiding plagiarism available at: [http://www.library.arizona.edu/help/tutorials/plagiarism/index.html](http://www.library.arizona.edu/help/tutorials/plagiarism/index.html).

*Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor’s express written consent.* Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA email to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student email addresses. This conduct may also constitute copyright infringement.

**UA Nondiscrimination and Anti-Harassment Policy**
The University is committed to creating and maintaining an environment free of discrimination, [http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy](http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy).

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

**Additional Resources for Students**
UA Academic policies and procedures are available at: [http://catalog.arizona.edu/2015-16/policies/aaindex.html](http://catalog.arizona.edu/2015-16/policies/aaindex.html)
Student Assistance and Advocacy information is available at: [http://deanofstudents.arizona.edu/student-assistance/students/student-assistance](http://deanofstudents.arizona.edu/student-assistance/students/student-assistance)

**Confidentiality of Student Records**
[http://www.registrar.arizona.edu/ferpa/default.htm](http://www.registrar.arizona.edu/ferpa/default.htm)

**Subject to Change Statement**
Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.
### Scheduled Topics and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>8/22/17</td>
<td>Introduction to course (syllabus, assignments)</td>
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<td>Health Behavior in the Context of Public Health</td>
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<td>8/24/17</td>
<td>Health Behavior Theories Overview</td>
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<td>8/29/17</td>
<td>Social Ecological Perspective</td>
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<td>8/31/17</td>
<td>Skills lab: Health and disease-specific risk assessment</td>
<td>Perform assessment on 2 volunteers</td>
<td>9/5/17</td>
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<td>9/5/17</td>
<td>Expectancy Value Models</td>
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<td>9/7/17</td>
<td>Skills lab: Biological indices of disease risk</td>
<td>Write a brief summary (1/2 page) of how blood biomarkers can be applied in a public health program</td>
<td>9/12/17</td>
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<td>9/12/17</td>
<td>Self-Regulation and Social Cognitive Theory</td>
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<td>9/14/17</td>
<td>Skills lab: Body composition</td>
<td>Collect height, weight, WC on 2 volunteers</td>
<td>9/19/17</td>
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<td><strong>Off main-campus location:</strong> “Collaboratory”</td>
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<td>3950 S. Country Club Rd.</td>
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<td>Tucson, AZ 85714</td>
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<td>9/19/17</td>
<td>Social Influence Theory</td>
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<td>9/21/17</td>
<td>Skills Lab: Diet assessment</td>
<td>Collect 24 recall on 2 volunteers</td>
<td>9/26/17</td>
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<td>Staff: Angela Yung, RD</td>
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<tr>
<td>9/26/17</td>
<td>Diffusion of Innovations Theory</td>
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<tr>
<td>9/28/17</td>
<td>Skills lab: Physical activity assessment</td>
<td>Collect 7-d PAR from 2 volunteers</td>
<td>10/3/17</td>
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<td>Faculty: Dr. David Garcia</td>
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<td>10/3/17</td>
<td>Learning, Teaching and Counseling</td>
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<td>Faculty: Dr. Tracy Crane</td>
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<tr>
<td>10/5/17</td>
<td>Skills lab: Tobacco use assessment and control</td>
<td>Complete Fagerstrom scale with 1 tobacco or ecig user</td>
<td>10/10/17</td>
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<td>Faculty: Dr. Uma Nair</td>
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<tr>
<td>10/10/17</td>
<td>Self-determination Theory and Motivational interviewing</td>
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<td>10/12/17</td>
<td><strong>Mid-Term Examination</strong></td>
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<td>10/17/17</td>
<td>Change Models</td>
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<td>10/19/17</td>
<td>Skills lab: Healthy spaces / places community assessment</td>
<td>Group work: Photovoice of health promotion on UA campus</td>
<td>10/19/17 (In-class time)</td>
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<tr>
<td></td>
<td>Faculty: Dr. Nathan Stupiansky</td>
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<tr>
<td>10/24/17</td>
<td>Health Communications and Social Marketing</td>
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Chapter references:
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<tr>
<th>Date</th>
<th>Event Details</th>
<th>Notes</th>
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<tbody>
<tr>
<td>10/26/17</td>
<td>Skills lab (in community): Restaurant assessment - smart choices</td>
<td>Group work: Complete checklist on 1 restaurant 10/26/17 (in-class time)</td>
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<tr>
<td>10/31/17</td>
<td>Communities and Health Promotion</td>
<td>Chapter 12</td>
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<tr>
<td>11/2/17</td>
<td>Skills lab: Fall and fracture prevention SBBP</td>
<td>Assess fall risk or 6-meter walk in 1 individuals over the age of 65 y 11/7/17</td>
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<tr>
<td>11/7/17</td>
<td>Multi-level Program Planning</td>
<td>Chapter 13</td>
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<tr>
<td>11/9/17</td>
<td>Skills lab: TBA – class input</td>
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<td>11/14/17</td>
<td>Program Evaluation, Translation and Dissemination</td>
<td>Chapter 14</td>
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<tr>
<td>11/16/17</td>
<td>Skills lab: developing health promotion marketing materials Staff: Alec Laughlin</td>
<td>Develop a health promotion flyer for your “community” 11/21/17</td>
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<tr>
<td>11/21/17</td>
<td>Applied Theory in Health Promotion-</td>
<td>Chapter 15</td>
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<tr>
<td>11/23/17</td>
<td>Thanksgiving (No class)</td>
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<tr>
<td>11/28/17</td>
<td>Community Health Promotion Plan in class preparation (attendance required) bring laptop</td>
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<td>11/30/17</td>
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<td>Community Health Promotion Plan due in D2L Assignment Submission Folder by 11:59pm on 12/4/17</td>
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<tr>
<td>12/5/17</td>
<td>Community Health Promotion Plan Presentations</td>
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<tr>
<td>12/7/17</td>
<td>Reading Day (No class)</td>
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<tr>
<td>12/14/17</td>
<td>Final Examination</td>
<td>1:00pm – 3:00pm Drachman A120</td>
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