Mel and Enid Zuckerman College of Public Health University of Arizona

CPH 350: Principles of Health Education and Health Promotion
Fall 2011

Time: 12:30 pm - 1:45 pm, Tuesday and Thursday
Class Location: Drachman Hall 114
Instructor: Dr. Sheila H. Parker
Health Promotion Sciences Division
P.O.B. 245158
Tucson, AZ 85724
Telephone: 626-3667
Email: parkers@email.arizona.edu

Instructor Office Hours: Tuesday 2:00-4:00pm; Wednesday 2:00-4:00pm, and by appointment
Location: Office 262 on 2nd floor of Drachman Hall

Teaching Assistants:
Melanie Fleck    Email: mfleck@email.arizona.edu
Office Hours: Thursday 10:00 am – 12:00 pm
Mabel Owusu-Ankomah Email: mowusuan@email.arizona.edu
Office Hours: Wednesday, 11:00 am -1:00 pm
Ava Wong Email: awong@email.arizona.edu
Office Hours: Tuesday, 10:00 am- 12:00 pm
Emily Coyle Email: emilycoyle@email.arizona.edu
Office Hours: Tuesday, 11:00 am – 12:30 pm, Thursday, 12:00 – 12:30 pm

TA Office Hours: To be announced

Catalog Description: This course introduces the student to the discipline and profession of health education. Students will examine the concepts of health and wellness, the determinants of health behavior, national health status, the history of health education and health promotion. The student will recognize health education as an important foundation for population-based healthcare.

Course Prerequisites: CPH 178 and CPH 300

Course Learning Objectives:
Upon completion of this course, students will be able to:
1. Identify the definitions, concepts, dimensions, determinants and dynamics of health and wellness that influence personal health, community health and the quality of life.
2. Examine the historic developments in health education, health promotion and disease prevention.
3. Identify past and present health issues addressed through health education.
4. Identify and obtain resources for reliable health data.
5. Describe cultural, social, economic, and political influences on health decision-making.
6. Identify principles of learning and theories as they apply to health education and health promotion.
7. Develop the skills necessary for planning, implementing, and evaluating health education and health promotion programs as entry level public health professionals.
8. Recognize the utilization of the health education process and practice in meeting the health needs of some
specific U.S. populations.

9. Participate in learning experiences that reflect the responsibilities and competencies of the entry-level health educators.

MEZCOPH UNDERGRADUATE PUBLIC HEALTH PROGRAM LEVEL COMPETENCIES ADDRESSED BY CPH 350:

- Use basic biostatistical approaches and/or other modern methodological frameworks to design and test hypotheses.
- Appropriately incorporate determinants of health (environmental, social, cultural, behavioral and biological) when studying the causation of disease and access to health services.
- Write appropriately for an entry level position in the field of public health.
- Construct and evaluate a community level intervention that addresses a current public health issue.
- Identify individual and community behavioral health theories and their use in public health practice.

COURSE NOTES/D2L WEB SITE: A D2L Website will provide course content, required readings other than the textbook, guidance for assignments, grading rubrics, and announce significant course changes and updates. To access the D2L website, go to: http://d2l.arizona.edu. You must have a valid UA NetID and Password (this is the same ID and password that you use for UA WebMail). Students enrolled in the class have automatically been added to the mailing list for this class. The syllabus, all class assignments and additional required readings will be available on this site.


OTHER REQUIRED READINGS: Any required readings other than the required text will be listed in the course schedule and be posted on D2L.

COURSE REQUIREMENTS: All students are expected to complete all assigned readings, attend and participate in class, complete group projects, and take the mid-term examination and the final examination. All required readings must be completed before the topic is first presented in class.

A. Learning Group Projects: Each member of the class is assigned to a 7-8 member learning group randomly. You will find your group and its members posted on D2L.arizona.edu. Students will be randomly assigned into work groups by the instructor to fulfill requirements for the Jigsaw Reading, Writing Assignments, and Presentations (project 1), completion of a community health needs assessment (project 2), and the development a program plan (project 3). The group projects are designed to enhance your understanding of health education and to help you develop the skills required in the process and practice of health education and health promotion. The earned group scores will be the individual student’s scores. The following is an overview of these assignments. Please review the full requirements on D2L.

**Project 1**  Jigsaw Learning Group Reading, Writing Assignments, and Presentations Four (4) times during the semester each Learning Group will produce and submit a summary for each of two theories/model covered during the given period (a total of 8 summaries). Once during the semester each group will have an assigned theory/model to use in the development of a health education intervention to change health behavior(s) for improved health. The health intervention will be presented to the class. See detailed instruction on the D2L site.

30 points /summary; 40 points/presentation; a total of 280 points

**Project 2**  The Community Health Assessment for Pima County
The community assessment covers the general Pima County population at large and a unique target population, specifically chosen by the learning group. The community assessment or needs assessment will provide baseline data for the later development of a health education program plan for a specific target population, addressing a specific health problem discovered for the selected population during the assessment. See detailed instruction on the D2L site.

200 points
Project 3  The Program Plan
Each group will work together to develop a plan that addresses one of the identified health needs of your chosen target population through health education based on the findings from the above project and other professional literature and community resources. Address only one health issue. See detailed instruction on the D2L site.  200 points

B. Mid-term Examination  (covers all reading, class content and activities presented to date)  100 points

C. Final Examination  The final examination will be offered at the time scheduled by the University of Arizona. Please do not ask for special arrangements for the examination.  100 points

All grading rubrics can be found on the course D2L site. Please consult the grading rubric before submitting assignments to be sure that you will get the best score for your work.

All written assignments must be completed using the following specifications: typed, double-spaced, Times New Roman or Arial 12 point font, margins no larger than 1” left and right and “1 top and bottom. References, citations and proper documentation should use directions of the American Psychological Association (http://owl.english.purdue.edu/owl/resource/560/01).

STUDENT EVALUATIONS
Learning Group Jigsaw (Project 1) = 280 points
Community Assessment (Project 2) = 200 points
Mid-term Examination = 100 points
Program Plan (Project 3) = 200 points
Final Examination = 100 points

Total Points = 880 points

GRADING SYSTEM
A = 880 – 792 (100% - 90%)  
B = 791 - 704 (89% - 80%)  
C = 703 – 616 (79% - 70%)  
D = 615 – 528 (69% - 60%)  
F ≤ 527 (<60%)

CLASS ATTENDANCE/PARTICIPATION: You will learn more (and more easily) when you attend and actively participate in lecture and discussions. Attendance will be taken on each class day. The following rules are implemented to help the student achieve as much success as possible from this course.

1. If you are absent it is your responsibility to obtain class information from your Learning Group members.
2. Do NOT sign in for others, as those involved will be penalized.
3. There will be no make up assignments or examinations without valid excuses (hospitalization and documented schedule conflicts). If you have schedule conflicts, please provide appropriate documentation to me prior to the assignment or examination date. If there is hospitalization, all documentation must be submitted to me or the Teaching Assistants before or upon the student’s return to class and not at end of the semester.
4. All students are required to attend all scheduled classes. Students with more than 3 absences will be penalized with a reduction of five (5) points from the final score/grade for each absence in excess of 3 absences.
5. Students with more than six unexcused absences will be dropped from the course and receive an “E” grade.
6. All assignments will be submitted on the scheduled due dates. Any assignment submitted late will receive a reduction in the grade of 10 points for each day that it is late.
7. Group meeting attendance and participation are ESPECIALLY critical for success in this course. Students not participating in group activities or reviewed poorly by peers can expect their course grades to be affected. Groups are encouraged and required to use the D2L discussion capabilities to meet and to discuss class projects.
8. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion.
9. Absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored.

COMMUNICATIONS: You are responsible for reading emails sent to your UA account from your professor and the teaching assistants and the announcements that are placed on the course D2L site. Information about readings, news events, assignments and other course related topics will be communicated to you using these electronic methods. The official policy can be found at: http://www.registrar.arizona.edu/emailpolicy.htm
DISABILITY ACCOMMODATION: If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations as early as possible. The official policy can be found at: http://catalog.arizona.edu/2011-2D12/policies/disability.htm

ACADEMIC INTEGRITY: All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the Dean of Students and online: The official policy found at: http://deanofstudents.arizona.edu/codeofacademicintegrity. Cheating and plagiarism are not tolerated in this course. Such behavior will negatively impact your grade. 

Plagiarism: What counts as plagiarism? Here are some examples.
• Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
• Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
• Quoting a passage without quotation marks or citations, so that it looks like your own.
• Paraphrasing a passage without citing it, so that it looks like your own.
• Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.
• Submitting any work that is not your own as though it is yours.

CLASSROOM BEHAVIOR: The student's behavior and conduct is expected to be cordial and respectful. The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. This information is available at: http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines
Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at http://web.arizona.edu/~policy/distuptive.pdf and the Policy on Threatening Behavior by Students found at http://web.arizona.edu/~policy/threatening.pdf

INSTRUCTIONAL RULES AND DECORUM: Cell phones must be turned off or set to vibrate during class. Only emergency phone calls should be answered during class and should be answered in the hallway. Students who are disrespectful to the instructor, teacher's assistants, to each other, or to visiting lecturers will be asked to leave the classroom. The use of laptops are not permitted in class, unless special permission is given by the instructor for a specific class project. Students violating this rule will be penalized. Students found checking email, working on non-class related material, and/or searching the web may be asked to leave the class. Additionally, behavior such as refusing to be seated, talking during lectures, sleeping, eating, newspaper reading, and entering the classroom late or leaving early without authorization may be deemed disruptive by the instructor and/or teaching assistants and the student will be asked to leave the class. If you are asked to leave the class, you will be recorded as absent from the class. Leaving the class early without permission will be recorded as an unexcused absence.

During examinations, students will remain in their seats until they have completed their exams. If the student leaves the room during an exam he/she must turn in the exam as finished before leaving the room. The student will not be permitted to complete the exam upon returning to the classroom.

GRADE APPEAL POLICY: If the student disagrees with a grade, the student may submit the complaint in writing with supporting evidence to the professor. Upon receiving a response from the instructor, the student may decide to accept the professor’s decision or may move forward with the grade appeal process. http://catalog.arizona.edu/2011-12/policies/gradappeal.htm

SYLLABUS CHANGES: Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate.
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<thead>
<tr>
<th>DATE</th>
<th>TOPICS &amp; ASSIGNMENTS</th>
<th>REQUIRED READINGS</th>
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<tbody>
<tr>
<td>August 23</td>
<td>Introduction Health, Health Dimensions, Health Determinants</td>
<td>*All required readings must be completed before the topic is first presented in class.</td>
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<tr>
<td>August 25</td>
<td>Health, Health Dimensions, Health Determinants</td>
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| September 8 | Health Education/Health Promotion Initiatives and Settings | Healthy People 2020  
http://www.healthypeople.gov/2020/about/history.aspx  
National Prevention Strategy  
www.healthcare.gov/center/councils/nphpphc  
Sisters Together,  
| September 27 |                                                          | • Lost Children of Rockdale County                                                                 |
| September 29 |                                                          | • Lost Children of Rockdale County (cont’d)  
• The Community Assessment Project                                                                 |
| October 4   | Health Behavior Change: Theories, Models & Frameworks    | • Sharma and Ramos, Chapter 1: 27-37  
| October 6   | Planning Models in Health Education/Health Promotion      | Sharma and Ramos, Chapter 2                                                                     |
| October 11  | Mid-term Examination                                     |                                                                                                       |
| October 13  | Health Belief Model                                      | Sharma and Ramos, Chapter 3                                                                      |
| October 18  | The Transtheoretical Model                               | Sharma and Ramos, Chapter 4                                                                      |
| October 20  | Theory and Intervention Presentations: Groups 1,2,3,4     |                                                                                                       |
| October 25  |                                                          | • Theory of Reasoned Action and Theory of Planned Behavior  
• Community Assessments are due                                                     |
<p>| October 27  | Theories of Stress and Coping                            | Sharma and Ramos, Chapter 6                                                                      |</p>
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<th>Date</th>
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<tr>
<td>November 1</td>
<td>Theory and Intervention Presentations: Groups 5,6,7,8</td>
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<td>November 3</td>
<td>Social Cognitive Theory</td>
<td>Sharma and Ramos, Chapter 7</td>
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<td>November 8</td>
<td>Social Marketing</td>
<td>Sharma and Ramos, Chapter 8</td>
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<td>November 10</td>
<td>Theory and Intervention Presentations: Groups 9,10,11, 12</td>
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<td>November 15</td>
<td>Diffusion of Innovation</td>
<td>Sharma and Ramos, Chapter 9</td>
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<td>November 17</td>
<td>Freire’s Model of Adult Education</td>
<td>Sharma and Ramos, Chapter 10</td>
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<tr>
<td>November 22</td>
<td>Theory and Intervention Presentations: Groups 13, 14, 15, 16</td>
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<td>November 24</td>
<td>Holiday – Thanksgiving Day</td>
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<td>December 1</td>
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<td>December 6</td>
<td>• Course Review</td>
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<td>• Program Plans are due</td>
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<tr>
<td>December 13</td>
<td>Final Examination 10:30 am – 12:30 pm</td>
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