

PM 501: FOUNDATIONS IN HEALTH EDUCATION AND PROMOTION

Master of Public Health Program, Department of Preventive Medicine,
Keck School of Medicine, University of Southern California

Spring 2013

Wednesdays: 9:00am – 1pm

HSC Soto Street Building (SSB), Room 115/116, 1st Floor

Professor:

Julie A. Cederbaum, PhD, MPH, MSW

USC School of Social Work

669 W.34th Street, MRF 222

Phone: (213) 740-4361 Email: jcederba@usc.edu

Office hours: By appointment

Teaching Assistant:

Angelica Delgado Rendon, MS

Email: angelicd@usc.edu

Office hours: By appointment

Instructor and TA are also available after class as needed.

Course Description:

This course provides an opportunity for graduate students to explore, apply and critique the history and theoretical foundations of health promotion programs in the U.S. and to learn more about applications in varied health promotion settings. The course will focus on the theoretical determinants of health and health-related behavior from the individual to the environmental level and consider intervention strategies that are theoretically grounded. Guest speakers will discuss health promotion challenges and opportunities for varied public health issues, populations, and settings, allowing students to relate course material to current public health problems.

Course Objectives:

Following participation in PM 501, students will be able to:

1. Apply theoretical constructs of social and health behavior in planning community interventions.
2. Incorporate understanding of behavioral and cultural factors into community health education strategies to improve the health status of a community.
3. Articulate the key process steps in the development of community health promotion programs.
4. Function as collaborators on public health projects with the ability to assume leadership roles in the development of health promotion programs.
5. Function as a community resource person by demonstrating the skills needed to listen attentively and purposefully to a group, facilitate group discussion, and apply health promotion theory and evidence to problem discussion.
6. Apply behavioral science, health education, and communication theories and methods to the analysis of community health problems and the development of effective health promotion strategies.
7. Identify behavioral, social and cultural factors in a particular setting/problem and analyze how these factors affect a health issue.
8. Demonstrate ethical analysis and conduct in the promotion of public health services and programs.
9. Demonstrate knowledge of public health promotion services in the Southern California community.

Required Course Readings:

1. Glanz, K., Rimer, B. K., & Viswanath, K. (Eds.) (2008). Health Behavior and Health Education (4th edition). San Francisco, CA: Jossey-Bass.
2. PM501 Course Reader, list of articles are available on Blackboard for students to download from the Internet using the student's username and password. Hard copies of the course reader are not available.

Course Components:

This course will contain five interrelated components designed to provide a general introduction to the skills and topics needed in a public health promotion professional.

1. Content Lectures
2. Skill Building Presentations & Practice in Class
3. Guest Speakers
4. Weekly Discussions of Readings
5. Student Presentations

Evaluative Criteria:

A. Class Participation – 10%

Students are expected to attend each class and discuss the assigned readings for that week in an informed and thoughtful manner. Group discussions each week focus on the readings, with two student facilitators prepared to lead the discussion. Each student is graded for participation, weekly, based on their participation in the large class and small group discussions, and contributions to the small group discussions that demonstrate understanding of the important messages of each of the assigned readings. Students may earn a maximum of 2 participation points per class. You can only get full points if you are in the larger class and the small group discussions, informed about the week's readings, and contributing substantively to the discussion. If you are quiet throughout class and discussions, unprepared, or checking the Internet, then you may receive no credit for participation that day. Discussion is designed to help students engage in dialogue about health promotion concepts and to gain experiencing presenting their questions and ideas publicly.

B. Exams – 15% each x three exams

There will be three exams, each covering 4 to 5 weeks of material. The exams will have a mixture of questions that require short answers and brief essays to questions about lectures, presentations, journal articles and book chapters, and longer essays integrating core concepts. The exams will require applying, integrating and critiquing health promotion theories covered in the previous four to five week period. Exams are in-class and open-note. However, duplicates of chapters, articles, and tables are not permitted. Allowed: lecture slides & your lecture notes, class handouts (e.g. from Instructor or Teaching Assistant), exact definitions of terms/concepts, reading summaries (please paraphrase), the exam study topics list posted on Blackboard, and any other handouts that follows the rules listed above. Not allowed: cut & paste materials from charts in the readings, abstracts from chapters and articles. *Each exam is worth 15% of the grade.*

C. Community Project – 20%

Working in groups of 4, students select a health promotion project in an organization in the greater Los Angeles area (public or private, not-for-profit or for-profit, outside of USC) that addresses a particular public health issue. Students will contact the program, arrange a visit, tour the program and interview a key informant who should be the coordinator or director, and collect at least two to three health promotion materials to show the class. Students will identify their group members during the

first two weeks of class and inform the Teaching Assistant. Then they must inform the Teaching Assistant of the choice of organization, key informant's name and the scheduled date of their visit, no later than the fourth class of the semester.

The project consists of collecting information from the interview and tour (which all students in the group must attend) and materials about the mission of the program, the top three health promotion methods used, the one main (spoken or unspoken) theory that drives the health promotion efforts (or that most closely matches the health promotion efforts), project accomplishments and outcomes, and suggestions for change. Students will present their findings in a power point presentation to the class, with each student presenting an equal amount of time and equally sharing the question and answer period. The grade will be based on the presentation to the class, print and electronic copies of the presentation, and self-evaluations. Each student in the group needs to turn in a confidential self-evaluation form (on Blackboard) no later than one week after the presentation. The presentation will not be graded until all evaluations from the group are submitted.

The presentation should include the following: Title slide, background of organization and/or health problem, health promotion mission or main goals or objectives of project, funding source(s), health promotion methods used, how a specific theory is translated into practice in this organization, most important achievements and/or outcomes, and theory-based suggestions for improvement. Maximum 20 minutes and then an additional 2-5 minutes for Q & A. Turn in an electronic copy of the presentation (on Blackboard) by 5 pm Tuesday before the due date. *The due date will be selected by the group based on available dates in class.*

Individual Project – 25%

Each student will complete a paper that applies an alternate health promotion theory or framework to the health promotion program or project they selected for their group project. The alternate theories must be agreed upon among the group members so there is no duplication of theories in that group, and the Professor must be informed of the theories and who will cover which theory, no later than Week 11. Each student must prepare a 6 to 7 page (typed, double-spaced) paper describing the ways in which the health promotion strategy used by the organization would change from the existing health promotion strategy of the organization, if this alternate theory was used to drive development of the strategy. Please carefully cite all sources, using American Psychological Association format. *Due by Week 14, November 29th, by 2 pm (Submit via Blackboard, Turn It In Assignment).*

D. Facilitation of Readings – part of participation grade

Each student will facilitate three class discussions, in partnership with 1 - 2 other students. Discussion groups will last about 45 minutes and include about 6 to 10 students per group. Student facilitators are asked to work together with their partner(s) before the discussion date to prepare planned discussion questions and/or activities that will address all the readings of the day. The team should submit its discussion guide via Blackboard by 1 pm on Tuesday before the discussion date (please submit under Assignments > Facilitation Guide Submissions via Blackboard). The facilitation pair/trio only needs to upload one copy of the guide together. The discussion guide should list planned activities and questions that the two facilitators plan to implement and possible answers. Facilitations will be judged on:

- (1) demonstrate a good understanding of all assigned readings for the day
- (2) makes good effort to involve all students in discussion
- (3) uploaded a complete 2 to 3 page discussion guide by 1 pm the Tuesday before class, clearly prepared jointly by the co-facilitators
- (4) strong focus on helping students discuss and actively learn about key concepts in the readings
- (5) good teamwork, preparation & facilitation equally shared

Reading discussions can be fun, including simulations, imaginary projects, reflection on personal experiences, case discussions, etc., as long as they are analyzed using key concepts in each of the readings. Facilitators are asked to not summarize key concepts for the students, or simply fire off a series of exam type questions. Rather, they should use open-ended questions to generate lively discussion and active learning about the most important concepts in each reading.

Grading Components:

15%	Exam 1
15%	Exam 2
15%	Exam 3
20%	Community Project
25%	Individual Paper
10%	Class Participation
0%	Facilitations (3 times) – part of participation grade

Grades will be determined in accord with the following scale:

A+ 100%	B- 80-82	D+ 67-69
A 94-99	C+ 77-79	D 63-66
A- 90-93	C 73-76	D- 60-62
B+ 87-89	C- 70-72	F 59 or below
B 83-86		

Other Policies:

- ✓ Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. The phone number is (213) 740-0776. Please let the instructor know at least 2-3 weeks before the exam if special accommodations are needed.
- ✓ Unexcused late work such as a paper or missed exam will lose one grade for each 24-hour period it is late. In order to have deadlines delayed or “excused” you must contact the professor and receive approval for the delay. Please plan to provide written documentation of the need for the delay.
- ✓ No cell phone, MP3 players, Internet or e-mail use in class. If you need to type lecture notes on a laptop then please work that out with the teaching staff ahead of time. Please do not work on materials for other classes while in this class. This is a strict policy and students will be asked to stop or leave class, and not bring electronics to class again if this policy is violated.
- ✓ E-mailed papers and papers delivered to the mailbox or left in the office of the professor are not considered “received” or “turned in” until the professor or teaching assistants get it, acknowledges receipt and can open the document. A better plan is to submit it to the assignments section of Blackboard and print out the confirmation note you are given by Blackboard. If sending a word or power point document via e-mail, please send it to both the professor and one of the teaching assistants.
- ✓ If you send any files as attachments, please include the course number, content of file, and your name in the electronic file name as follows: PM501 <type of material> <your last name or one group member’s last name>.doc (e.g., “PM501 Grp 2 Eval Glazebo.doc”).
- ✓ Academic integrity: Students of USC are expected to do their own work and respect the intellectual properties of others. Violation of academic integrity can result in serious consequences such as, but not limited to receiving an “F” in the final grade for the course, or being expelled. There is a “zero tolerance” policy in this class. Academic misconduct will be reported to the MPH program which in turn will report the case to the appropriate university committee for independent review.

For further information on academic integrity please visit your student guidebook or the University Student Conduct Code website at <http://web-app.usc.edu/scampus/university-student-conduct-code/> and section 11.00 “Behavior Violating University Standards and Appropriate Sanctions”.

✓ Electronic course management: Blackboard is located at <https://blackboard.usc.edu/>. Grades will be posted there. Please check your grades on Blackboard periodically and let us know before finals week if you think there are discrepancies or mistakes. All grade problems or possible discrepancies should be reported to the professor no later than noon, December 18th.

Week-by-week List of Topics and Readings:

Week	Date	Topics & Readings	Assignments
1	1/16	<ul style="list-style-type: none"> • Introduction • Course Overview • History and Trends in Health Promotion • Skill Builder: Group Discussion Tips and Practice • Select Reading Facilitation Dates <ul style="list-style-type: none"> • Reading: Cruz (2010). Reading Facilitation Tips 	<p>Homework Assignment: Investigate Community Guide or Healthy People 2020</p> <p>Be ready to share homework results in group discussion.</p>
2	1/23	<p>Ethical Issues in Health Promotion Select Groups & Presentation Dates</p> <ul style="list-style-type: none"> • Glanz et al., Chap. 1. Scope of Health Behavior & Health Education (pp 3-18). • Callahan & Jennings. Ethics and Public Health: Forging a Strong Partnership. American Journal of Public Health, 92 (2): 169-176, 2002. • Gostin, LO (2010). Excerpt from Public Health Law and Ethics introduction. • Marks, R., (2009) <i>Ethics and Patient Education: Health Literacy and Cultural Dilemmas</i>. Health Promotion Practice: Ethics and Patient Education, 10, 328-332. <p>RECOMMENDED:</p> <ul style="list-style-type: none"> • Public Health Leadership Society. (2002). Principles of the ethical practice of public health. 	<p>Identify a public service announcement or campaign related to a topic of interest.</p> <p>Be ready to share homework results in group discussion (including link to media or visual campaign).</p>

Week	Date	Topics & Readings	Assignments
3	1/30	<ul style="list-style-type: none"> • The Health Belief Model • Skill Builder: Campaign Development • Glanz, Chapter 2, Theory, Research and Practice (pp 23-40) • Glanz, Chapter 3, The Health Belief Model (pp 45-66). • Thalacker KM (2011). Hypertension and the Hmong Community. Health Promotion Practice, 12, 538-543. <p>PLEASE NOTE: IT IS MANDATORY FOR ANY DUAL DEGREE MSW/MPH STUDENT TO ATTEND THE SCHOOL OF SOCIAL WORK'S ALL SCHOOL DAY</p>	
4	2/6	<ul style="list-style-type: none"> • Theory of Reasoned Action, Theory of Planned Behavior, and the Integrated Behavioral Model • Skill Builder: Public Speaking and PowerPoint • Glanz et al., Chapter 4, Theory of Reasoned Action, Theory of Planned Behavior, and the Integrated Behavioral Model (pp 67-96). • Booth-Butterfield & Reger. The Message Changes Belief and the Rest is Theory: the "1% or Less" Milk Campaign and Reasoned Action. Preventive Medicine, 39: 581-588, 2004. • Tsorbatzoudis, H., (2005) Evaluation of A School-Based Intervention Programme to Promote Physical Activity: An Application of the Theory of Planned Behavior. Perceptual and Motor Skills, 101, 787-802. 	<p>Inform professor or TA of group project site, contact person and date of interview</p>

Week	Date	Topics & Readings	Assignments
5	2/13	<ul style="list-style-type: none"> • Stage Models: Transtheoretical Model and Precaution Adoption Process Model • Skill Builder: References and Honor in Academia • Glanz, Chapter 5, The Transtheoretical Model and Stages of Change, (pp 97-122) • Glanz, Chapter 6, The Precaution Adoption Process Model (pp 123-148). • Haggerty et al, (2003). Stages of Change-Based Nursing Interventions for Victims of Interpersonal Violence. <i>Journal of Obstetric, Gynecologic and Neonatal Nursing</i>, 68-75. 	
6	2/20	<ul style="list-style-type: none"> • Cognitive Decision-Making • Slovic et al. (2004). Risk as Analysis and Risk as Feelings: Some Thoughts about Affect, Reason, Risk, and Rationality. <i>Risk Analysis</i>, 24(2), 311-322. • Dorfman. (2008). Interview with Marion Nestle. <i>Health Promotion Practice</i>, 9(1), 16-18. • Mello et al. (2004). Obesity - The New Frontier of Public Health Law. <i>The New England Journal of Medicine</i>, 354, 2601-2610. 	Exam 1

Week	Date	Topics & Readings	Assignments
7	2/27	<ul style="list-style-type: none"> • Social Cognitive Theory • Glanz et al., Chapter 8, How Individuals, Environments, and Health Behaviors Interact: Social Cognitive Theory, (pp 167-188). • Appel, et al. (2011). Comparative effectiveness of weight-loss interventions in clinical practice. <i>New England Journal of Medicine</i>, 365, 1959-1968. • Ebel, et al. (2003). Use of Child Booster Seats in Motor Vehicles Following a Community Campaign. A Controlled Trial. <i>JAMA</i>, 289, 879-884. 	Presentations for groups 1& 2
8	3/6	<ul style="list-style-type: none"> • Social Networks and Social Support • Glanz et al., Chapter 9, Social Networks and Social Support, (pp 189-210) • Kennedy, D. P., Tucker, J. S. Green, H. D., Golinelli, D., & Ewing, B. (2012). Unprotected sex of homeless youth: Results from multilevel analysis of individual, social network, and relationship factors. <i>AIDS & Behavior</i>, 16, 2015-2032 • Satterfield et al. (2002). The "In-Between People": Participation of Community Health Representatives in Diabetes Prevention and Care in American Indian and Alaska Native Communities, <i>Health Promotion Practice</i>, 2, 166-175. 	Presentations for groups 3, 4, & 5

Week	Date	Topics & Readings	Assignments
9	3/13	<ul style="list-style-type: none"> • Community Mobilization and Capacity Building • Glanz et al., Chapter 13, Improving Health Through Community Organization and Community Building, (pp 287-312). • APHA (nd). Media Advocacy Manual, pp 1-15. • Mistry, K. B., Minkovitz, C. S., Riley, A. W., Johnson, S. B., Grason, H. A., Dubay, L. C., & Guyer, B. (2012). A new framework for childhood health promotion: The role of policies and programs in building capacity and foundations of early childhood health. <i>American Journal of Public Health, 102</i>, 1688-1696. 	Presentations for groups 6, 7, & 8
	3/20	SPRING BREAK	
10	3/27	<ul style="list-style-type: none"> • Diffusion of Innovations • Organizational Change • Skill Builder: Planning Health Promotion Methods • Glanz, Chapter 14, Diffusion of Innovations (pp 313-334). • Glanz, Chapter 15, Mobilizing Organizations for Health Promotion: Theories of Organizational Change (pp 335-362). • Berwick D (2003). Disseminating Innovations in Health Care. <i>JAMA, 289</i>, 1969-1975. 	Presentation for groups 9 & 10

Week	Date	Topics & Readings	Assignments
11	4/3	<ul style="list-style-type: none"> • Health Communications and Social Marketing • Glanz et al., Chapter 11, Interpersonal Functions and Health Outcomes: Lessons from Theory and Research on Clinician-Patient Communication (pp 237-282), • Glanz et al., Chapter 19, Social Marketing, (pp 435-464). 	<p>Exam 2</p> <p>Inform TA of theory selected for assignment 2</p>
12	4/10	<ul style="list-style-type: none"> • Social Ecology, and the PRECEDE-PROCEED Planning Model • Glanz et al., Chapter 20, Ecological Models of Health Behavior, (pp 465-486). • Geronimus (2000). To mitigate, resist, or undo: addressing structural influences on the health of urban populations. <i>American Journal of Public Health, 90</i>, 867-872. • Story et al. (2008). Creating healthy food and eating environments: policy and environmental approaches. <i>Annual Review of Public Health, 29</i>, 253 – 266 & Figure 1. 	<p>Peer Review of Paper Drafts</p>

Week	Date	Topics & Readings	Assignments
13	4/17	<ul style="list-style-type: none"> • Health Promotion in Priority Populations • Elder, J.P., Ayala, G. X., Parra-Medina, D., Talavera, G. A. (2009). Health communication in the Latino Community: Issues and approaches. <i>Annual Review of Public Health</i>, 30, 227-251. • Madigan et al. (2007). Healthy hair starts with a healthy body: hair stylists as lay health advisors to prevent chronic kidney disease. <i>Preventing Chronic Disease</i>, 4, 78-87. • Pobutsky et al. Micronesian migrants in Hawaii: Health issues and culturally appropriate community-based solutions. <i>California Journal of Health Promotion</i>, 2005 	Individual Paper Due
14	4/24	<ul style="list-style-type: none"> • Health Promotion in Priority Populations • Guerrero et al. (2009). Asian American and Pacific Islander youth violence prevention. <i>Aggression and Violent Behavior</i>, 14, 499-505. • Tucker, J. D., Fenton, K. A., Peckham, R., & Peeling, R. W. (2012). Social Entrepreneurship for Sexual Health (SESH): A new approach for enabling delivery of sexual health services among most-at-risk populations. <i>PLOS Medicine</i>, open access. http://www.plosmedicine.org/article/info%3Adoi%2F10.1371%2Fjournal.pmed.1001266 • Williams, R. M., Glanz, K., Kegler, M. C. & Davis, E. (2012). A study of rural church health promotion environments: Leaders and members perspectives. <i>Journal of Religion and Health</i>, 51(1), 148-160. 	

Week	Date	Topics & Readings	Assignments
15	5/1	<ul style="list-style-type: none"> • Evaluating Health Promotion Campaigns • Evaluation Criteria: JCAHO Accreditation • Course Evaluation • Glanz et al. Chapter 21, Evaluation of Theory-Based Interventions, (pp 487-508). • California Tobacco Control Program (2006). Telling Your Story: Guidelines for preparing a complete, high quality final evaluation report, pp. 1-32. 	-
Finals	5/8	<ul style="list-style-type: none"> • Third Exam, 10:00am – 12:00 pm 	Exam 3