

PubH 3639

Prevention: Theory, Practice & Application in Public Health Services

Course Syllabus

Spring 2009

Credits: 3

Meeting Days: Tuesdays

Meeting Time: 4:40 – 7:40 p.m.

Meeting Place:

Instructor: **Stanton Shanedling, Ph.D., MPH**
Assistant Professor, Maternal & Child Health

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Office Hours: By appointment or call

I. Course Description

This course is designed for students and professionals in health and related disciplines who wish to explore current issues and controversies centered on the idea of prevention/health promotion and how it relates to health services, and program implementation.

Prevention/Health Promotion Topics Covered

- Historical Analysis
- Definitions and Terminology
- Theoretical Constructs/Health Education Models
- Model Implementation
- Classical Public Health Approaches
- Policy, Politics, and Legislative issues
- Leadership/management
- Community Health Planning
- Data and Information

- Spirituality
- Managed Care/Coordinated Care/Disease Management
- Developing Successful Programs
- Cultural Sensitivity and Planning
- Business and Marketing
- Strategic Planning
- Grass Roots Planning
- Medical Perspective
- Communication
- Evaluation
- Future Implications

II. Course Prerequisites

Minimum Senior standing

III. Course Goals and Objectives

As a result of attending these sessions the students will be able to:

1. Appreciate the ramifications of preventive services
2. Broaden one's understanding of selected areas in prevention
3. Recognize one's own professional role as it relates to prevention services
4. Appreciate the impact of prevention in the health services
5. Appreciate the inter/cross-disciplinary aspects that prevention affords
6. Formulate a framework for evaluation of prevention services
7. Understand major political issues
8. Understand the historical picture as it relates to today's health care environment
9. Understand and use current definitions correctly

IV. Methods of Instruction and Work Expectations

Lecture, discussion and group presentations. Guest speakers from the community will be incorporated as an integral part of the course.

READING ASSIGNMENTS SPRING SEMESTER

2009

- **Book:** Green, L.W., and Kreuter, M.W. , Health Program Planning: An Educational and Ecological Approach, 4th ed., McGraw Hill, 2005
- Theory at a Glance – A Guide for Health Promotion Practice – Download and available free of charge at www.cancer.gov/theory.pdf

<u>For</u>	<u>Book Chapter(s)</u>
Jan 20	-----
Jan 27	1 & <u>Theory at a Glance</u> pages:1- 31
Feb 03	2
Feb 10	3 & <u>Theory at a Glance</u> pages: 35 - 44
Feb 17	4
Feb 24	5
Mar 03	6
Mar 10	7
Mar 17	***** SEMESTER BREAK *****
Mar 24	8
Mar 31	9 and Article of Choice – Report
Apr 07	*****GROUP WORK*****
Apr 14	Article of Choice - Report
Apr 21	Article of Choice - Report
Apr 28	-----
May 05	***** GROUP PRESENTATIONS *****

V. Course Text and Readings

- Green, L.W., and Kreuter, M.W. , Health Program Planning: An Educational and Ecological Approach, 4th ed., McGraw Hill, 2005
- Theory at a Glance – A Guide for Health Promotion Practice – Download and available free of charge at www.cancer.gov/theory.pdf

VI. Course Outline/Weekly Schedule

Jan.20	- Course Outline - Historical Analysis of Prev/Hlth Pro (P/HP) - Terminology - Group Topics & Assignments	S. Shanedling
Jan. 27	- P/HP as a Theoretical Construct - Theory: Yesterday and Today - Classical Public Health Approaches	S. Shanedling
Feb. 3	- Leadership/Management - Ten Great Public Health Achievements - Group Work	Linda Olson-Kellor, RN, MPH S. Shanedling Students

Feb. 10	<ul style="list-style-type: none"> - Policy, Politics and Prevention - Health Education Theories - Asking the Right Questions: The Bridge Between Theory & Practice - Group Work 	<p>Marie Dotseth, MPH S. Shanedling</p> <p>Students</p>
Feb. 17	<ul style="list-style-type: none"> - Management of P/HP Projects - Health & Sickness Insurance - Group Work 	<p>Mike Torp, MPH S. Shanedling</p> <p>Students</p>
Feb. 24	<ul style="list-style-type: none"> - Data/Information/Knowledge & P/HP - Healthy People 2010/State Rankings - Group Work 	<p>Ed Van Cleave, Ph.D. S. Shanedling</p> <p>Students</p>
Mar. 3	<ul style="list-style-type: none"> - Health Professions & P/HP - Heart Disease & Stroke P/HP - Group Work 	<p>Marshall Shragg, MPH S. Shanedling</p> <p>Students</p>
Mar. 10	<ul style="list-style-type: none"> - Chemical Health & Prevention - P/HP in Managed Care/Coordinated Care - Group Work 	<p>Jay Jaffee S. Shanedling</p> <p>Students</p>
	----- ASSIGNMENT #1 DUE -----	
Mar. 17	----- SEMESTER BREAK -----	
Mar. 24	<ul style="list-style-type: none"> - Addressing Disparities &P/HP Planning - Strategic Planning - I - Group Work 	<p>Luanne Nyberg S. Shanedling</p> <p>Students</p>
Mar. 31	<ul style="list-style-type: none"> - Socratic Discussion: The Politics of P/HP - Strategic Planning – II, Marketing - Articles of Choice/Group Work 	<p>Gretchen Musicant, RN, MPH S. Shanedling</p> <p>Students</p>

Apr. 7	- Group Work (Passover week)	Students
Apr. 14	- P/HP A Medical Perspective - Chronic Disease Management & P/HP ➤ Diabetes, CHF, Asthma, Cancer - Articles of Choice/Group Work	Chris Reif, MD, MPH S. Shanedling Students
Apr. 21	- Communication & P/HP ➤ Patient/provider ➤ Individual ➤ Community ➤ Programs - Articles of Choice/Group Work	Ed Ehlinger, MD, MsPH Students
Apr. 28	- Evaluation/Measuring Effectiveness - Putting It All Together - P/HP: The Future - Group Work	Vernon Weckwerth, Ph.D. S. Shanedling Students
May 5	- Group Presentations - Course Evaluation	Students

----- **FINAL PAPER DUE** -----

VII. Evaluation and Grading

Your grade for this course will be based upon written assignments and a group project as outlined below.

All Students:

Assignment #1: Choose ten (10) academic journal articles on a topic that you have chosen centered on Prevention/Health Promotion and write an annotated bibliography of them.

Assignment #2: Final paper, no more than 10 typewritten pages on the topic chosen by you on Prevention/Health Promotion. This paper must be properly referenced with at least ten academic journal articles (note: you have at least already from assignment #1). Papers are graded on Topic (20%), Content (40%), and Analysis (40%). Topic relates to the relevancy to Prevention/Health Promotion. Content included references and evidence presented. Analysis includes creativity, logic and critique.

Assignment #3: Group Project – This is your chance to learn from each other and have some fun. Your group can choose any project they want as long as it relates to Prevention/Health Promotion. Here are some ideas: video, puppet show, slide show, artwork, series of songs, pamphlets, games, PSA's, build something, survey people, etc. You will be given class time.

Assn#1	Annot. Bib.	20%
Assn#2	Final Paper	50%
Assn#3	Group Project	30%
	TOTAL	100%

Discussion and attendance are a determining factor in borderline cases

Incomplete Grade

A grade of "I" (incomplete) will not be permitted except in the case of a documented emergency (e.g., medical). If an incomplete is deemed appropriate by the instructor, the student, in consultation with the instructor, will prepare a detailed written agreement specifying the time and manner in which the student will complete the course requirements. The written contract will give explicit details for every component of the course which remains to be completed. Extension for completion of the work will not exceed one year. The written agreement must be submitted to the instructor, major coordinator and the Student Services Center prior to the date by which grades must be entered at the end of the term.

After a review of transcripts (end of semester), instructors teaching School of Public Health courses will be contacted by the Student Services Center regarding assigned grades of "I" for students. If a written agreement exists between the student and instructor, the incomplete will remain on the transcript per the terms of the agreement. If a written agreement does not exist and an incomplete was submitted for the student without a written agreement, a grade of "F" or "N" will be officially submitted by the Student Services Center. If the student does not comply and meet the deadlines as determined in the written agreement, a grade of "F" or "N" will be officially submitted by the Student Services Center.

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)

For full-semester courses, students may change their grad option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at sph-ssc@umn.edu for further information

Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies

Students are responsible for knowing the University of Minnesota, Board of Regents' policy on Student Conduct and Sexual Harassment found at www.umn.edu/regents/polindex.html.

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the Office of Student Academic Integrity (OSAI, www.osai.umn.edu).

The University's Student Conduct Code defines scholastic dishonesty as "plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis."

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: <http://writing.umn.edu/tww/plagiarism/>.

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu/> and click on "Citing Sources".

In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

If you have any questions, consult the instructor.

Disability Statement

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).