PubH 6050

Community Health Theory and Practice I

Fall 2015

Credits:	**3**
Meeting Days:	**Wednesdays**
Meeting Time:	**9:05 am – 12:05 pm**
Meeting Place:	**Weaver-Densford Hall (WDH) 2-120**
Instructor:	**Sonya S. Brady, PhD** **Associate Professor** **Division of Epidemiology & Community Health**
Office Address:	**1300 S. 2nd Street, Suite 300** **West Bank Office Building (Room 390)**
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E-mail:	**ssbrady@umn.edu**
Office Hours:	**By Appointment**

I. Course Description

This course examines personal, social, and environmental factors that influence health-related behaviors as well as the role of individuals, groups, institutions, social structures, and policy in encouraging and discouraging healthy behaviors. The course focuses on behavior change theories and the application of these theories to health promotion.

II. Course Prerequisites

Community Health Promotion majors or prior approval of the Instructor.

III. Course Goals and Objectives

The goal of this course is to provide you with background knowledge in theory that can be applied to public health practice to develop, implement, and evaluate intervention programs that will protect or improve the health of populations. The emphasis will be on creating behavior change in response to multiple levels of influence.

Learning Objectives:

Upon completion of the course, you should be able to:

- Provide an overview of the public health approach and the role of community health promotion.
- Describe components of a healthy community.

- Discuss the importance of community engagement and capital building in community health promotion.
- Explain the importance of ethics and cultural competence in public health practice.
- Describe and compare individual, interpersonal, organizational, community, and societal/policy-oriented theories of health behavior.
- Identify the constructs associated with major theories of health behavior change.
- Evaluate the strengths and limitations of different theories.
- Create a theory-driven conceptual model of potential determinants of a health behavior.
- Describe how conceptual models can be utilized to both understand and change behaviors.
- Demonstrate how health behavior change theories and conceptual models may be applied to the development of prevention and intervention program components.

IV. Methods of Instruction and Work Expectations

Methods of Instruction:

- Weekly quizzes to guide the reading experience and prepare for class discussion.
- Interactive presentations about topic led by Instructor or guest lecturer.
- Class discussion and group work on application scenarios in accordance with topic of session.
- Assigned readings.
- Development of conceptual models.
- Annotated bibliographies (summaries and critiques of descriptive studies and interventions that have been informed by theory).
- Group-based final project, informed by class work and previous assignments.
- Continual feedback on work from other students and the Instructor.

Class Attendance and Participation

Class attendance is an important part of the learning process. *Students are expected to attend all class sessions, arrive on time, and do all required readings prior to the class to which they are assigned.* The Instructor will call on individuals to respond to questions. There will also be in-class group activities. Students are expected to actively and frequently participate in class discussion. Points will be deducted for irregular attendance and/or poor and inconsistent participation. Students are also expected to create a respectful environment that is conducive to learning. To help create this environment, cell phones and pagers must be turned off or set to vibrate.

Expected Effort

University of Minnesota policy states that work expectations per credit hour are fixed at a ratio of 1:3. That is, a single credit course assumes three hours of work per week including class attendance. A 3-credit course such as this one assumes that you will work an average of nine hours per week including 3 hours in class and 6 hours in outside study. The course has been designed with this expectation in mind; however, this is an average. Some weeks may require more time, and other weeks less.

Using Moodle

For assistance on how to use Moodle, go to the Student Information web page: http://www.oit.umn.edu/moodle/

To login to the class:

1. Go to the MyU portal page at http://myu.umn.edu

2. Enter your University Internet ID/password. Click the Login button.

3. Select the My Courses tab, and then click on the appropriate semester sub-tab to see the links to Moodle sites for which you already have access as a student.

How do I submit an assignment?

1. Compose your assignment outside of Moodle, and save a copy of the file.

2. When you are ready to submit the assignment, go to the Weekly Outline or Assignments page and click on the title of the assignment you are submitting. Browse for the correct file, and then click, *Upload this file*. You should see the message, *File uploaded successfully*.

3. You must also bring a hard copy of individually completed annotated bibliography and draft conceptual model assignments to class and turn this in to the Instructor.

What if I can't upload my file?

Attach your assignment to an e-mail and send the e-mail to the course Instructor (ssbrady@umn.edu).

Deadlines

- In general, all assignments must be sent via Moodle to the Instructor by 8:00 a.m. on the day that assignments are due. (Group presentations must be sent by 7:00 a.m. on the day of your presentation.)

- You must also bring a hard copy of individually completed annotated bibliography and draft conceptual model assignments to class and turn this in to the Instructor.

- Students who miss class for an excused absence must submit their assignments by 8:00 a.m. on the day the assignment is due.

- Twenty-five percent of the total possible points for a given assignment will be deducted from late assignments for each day the assignment is late, including the date the assignment is due.

Other Expectations

Students can expect the Instructor to facilitate student learning through classroom activities, interactive presentations, constructive feedback on class assignments, and individual appointments with students. The Instructor will be open to constructive feedback about the course. Students can expect to learn how to apply the concepts learned in the course to real world problems that they may encounter in their professional careers. Students can expect timely responses to emails, usually within 1-2 working days.

It is expected that students will know how to (1) conduct literature searches, (2) properly use citations, (3) use proper sentence and paragraph structures, and (4) write clearly and concisely. Please contact the Instructor if you need referral to resources on campus to obtain or strengthen these skills. Some resources that may be helpful to you are listed below.

- The University library system has several online tutorials that may be helpful to you, including tutorials on how to find articles and books, how to do citations, and how to use RefWorks to create your bibliography (http://www.lib.umn.edu/research/instruction/modules/index.html).

- Del Reed, Ph.D. is the Outreach Librarian and Liaison for the School of Public Health (http://hsl.lib.umn.edu/about/staff/del-reed). Students may contact Dr. Reed (reedx013@umn.edu) to request one-one-one or group consultation to assist with researching health-related topics or using RefWorks. Consultations can be conducted online through web conferencing software to accommodate students who are not often on campus. Please bear in mind that Dr. Reed serves a large number of faculty, students, and staff. If you request consultation, please do so well in advance of your due date for an assignment.

- Help in writing may be obtained through the Center for Writing at the University of Minnesota (http://writing.umn.edu/).

- Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials. Student Academic Success Services (SASS): http://www.sass.umn.edu

V. Course Text and Readings

Glanz, K., Rimer, B. K., & Viswanath, K. (Eds.). (2008). *Health Behavior and Health Education* (4th ed.). San Francisco, CA: Jossey Bass.

Available in the Health Sciences section of the bookstore. Also available at online bookstores such as www.Amazon.com or through the publisher at http://www.josseybass.com/WileyCDA/). Referred to in the course schedule as Glanz, Rimer, & Viswanath.

All required and optional articles (i.e., those that are in addition to the required textbook) and other course material can be found on the course website at https://moodle.umn.edu. You can also enter this website through the myU portal at http://myu.umn.edu.

VI. Course Outline/Weekly Schedule

See end of syllabus.

VII. Evaluation and Grading

Through course activities you may earn a total of 300 points. Class grades will be based on the following activities:

Individual Quizzes – 15 points x 10 quizzes	**150**
Individual Draft Conceptual Model Assignments – 10 points x 2 assignments	**20**
Individual Annotated Bibliography Assignments – 15 points x 2 assignments	**30**
Group Final Project – Identified Annotated Bibliography Articles & Justifications	**10**
Group Final Project – Draft Conceptual Model and Intervention Approach	**5**
Group Final Project – Annotated Bibliography	**40**
Group Final Project – Final Paper	**40**
Group Final Project – Presentation	**5**

Individual Quizzes

Prior to each class for the first 10 weeks of the course, you will complete an "open book" quiz that is designed with two purposes in mind: (1) guiding the reading experience so that concepts relevant to development of conceptual models and other key topics are highlighted; and (2) stimulating thought about ideas that will be discussed in class. Quizzes will usually consist of multiple choice questions but may utilize other formats (e.g., matching of concepts). Quizzes may be viewed and completed while you are doing the readings. Quizzes must be submitted prior to 8:00 am on the day of class.

Quizzes can be found on the Moodle website.

Individual Draft Conceptual Model Assignments

Throughout the semester, you will develop draft conceptual models based on the theories you read about in weekly required readings. Weekly required readings are listed in the course schedule table at the end of the syllabus. Readings are typically chapters from the Health Behavior and Health Education textbook.

Conceptual models can be used to both understand behavior and identify targets for health promotion programs. Most of the conceptual models you create will be in the context of small group activities. In addition to this, there will be two individual draft conceptual model assignments that you will complete on your own and submit through Moodle. You are expected to familiarize yourself with Word drawing tools in order to create conceptual models that can be saved within an electronic file. For each assignment, the Instructor will provide some basic guidelines and an application scenario (e.g., applying the Health Belief Model to prevention of obesity or sexually transmitted infections). In addition to drawing the conceptual model, you will be asked provide 1-2 paragraphs of accompanying text to explain the model.

The purpose of developing draft conceptual models is to stimulate a deep understanding of reading material and rich exchange of ideas during class time. Individual draft conceptual model assignments will allow each student to consider how he/she would conceptualize and intervene to change a problematic health behavior at different levels of the social ecological model – intrapersonal, interpersonal, organizational, community, and societal/policy. Developing draft conceptual models is also intended to prepare individual students for group work on the final project. Each student will come to the group project with practice in generating ideas

for intervention based on theory. "Draft" is meant to convey that conceptual models are works in progress. It is expected that you will think of ways to revise your models based on conversations with other students during class.

Draft conceptual model guidelines for each assignment can be found on the Moodle website.

Individual Annotated Bibliography Assignments

These assignments will require you to summarize and critique required readings (i.e., a peer reviewed journal article), focusing on the methodology and interpretation of findings from a research study. The Instructor recognizes that some students will have prior experience in summarizing and critiquing articles, while others will not. One purpose of the annotated bibliography assignments is to assist students who have less experience in identifying key components of research articles. Annotated bibliography assignments will be structured by the Instructor to aid in the process of identifying key components. In addition to identifying key research components, students with more experience are encouraged to work on improving the quality of their critiques. It is hoped that all students will learn to recognize the strengths of different research studies, while also appreciating how weaknesses can limit the ability of a given study to inform best practices and/or policies.

Of note, the two selected research articles will be of the following types:

Article 1: A *descriptive study*, which tests the association between selected determinants and health behaviors.

Article 2: An *intervention study*, which tests whether an intervention impacts targeted health behaviors. Intervention components will clearly attempt to change key determinants of behaviors. The best intervention studies measure change in both the targeted behaviors and the key determinants of behaviors.

Annotated bibliography articles and assignment templates can be found on the Moodle website.

Group Final Project

The group final project will be a planned intervention informed by theory and the empirical literature. Groups will begin with a working topic (target health behavior and population; e.g., cigarette smoking among youth aged 14-18 years). This topic will be refined while completing the first group assignment, *Identified Annotated Bibliography Articles & Justifications*. Group members will target one determinant of behavior from the inner social ecological model (SEM) levels (intrapersonal or interpersonal level) and one determinant of behavior from the outer SEM levels (organizational, community, or societal/policy level). The group will consider how an intervention can target both inner and outer level determinants to create a synergy that increases the likelihood of behavior change.

The Instructor will provide templates and detailed instructions for group assignments on the Moodle website.

Below is a summary of due dates for different components of the group final project.

Through Sunday, October 4	**Post topic ideas for the group final project to Moodle.** Topics should consist of a target health behavior (or unhealthy behavior) and a population. Populations can be defined in a variety of ways (e.g., period of the lifespan, race/ethnicity, region). The Instructor will select topics from those suggested and announce them to the class on Wednesday, October 7.
Through Sunday, October 11	**Post your 1st, 2nd, and 3rd topic choices for the group final project to Moodle.** The Instructor will provide group assignments on Wednesday, October 14.
Wednesday, October 28 (8:00 am)	Via Moodle, group submits (1) a grid summarizing **Planned Leadership Tasks** for different group members, and (2) **Identified Annotated Bibliography Articles & Justifications**.
Wednesday, November 11 (8:00 am)	Via Moodle, group submits (1) the **Draft Conceptual Model and Intervention Approach** to the Instructor, and (2) a draft of the full **Annotated Bibliography** for peer review.

Wednesday, November 18 (8:00 am)	Via Moodle, group submits feedback on the **Annotated Bibliography** assignment to peers.
Wednesday, December 2 or 9	Team **Presentation** on final project delivered in class
Wednesday, December 2 (8:00 am)	Via Moodle, group submits a draft of the **Final Paper** to peers.
Wednesday, December 9 (8:00 am)	Via Moodle, group submits feedback on the **Final Paper** to peers.
Wednesday, December 16 (8:00 am)	Via Moodle, group submits final project materials (**Annotated Bibliography**, **Final Paper**, and an updated **Leadership Task Grid**). Individual team members submit **Evaluation of Team Work**.

GRADING

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

A   4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-   3.667
B+   3.333
B   3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
B-   2.667
C+   2.333
C   2.000 - Represents achievement that meets the course requirements in every respect
C-   1.667
D+   1.333
D   1.000 - Represents achievement that is worthy of credit even though it fails to fully meet the course requirements

S   Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:
http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

Grading for the course will be A/F or S/N (A/F required for CHP majors). Final grading scale for the course:

% Needed (x)   Points Needed (x)

$94 \leq x \leq 100$ A $282 \leq x \leq 300$ A
$90 \leq x < 94$ A- $270 \leq x < 282$ A-
$88 \leq x < 90$ B+ $264 \leq x < 270$ B+
$84 \leq x < 88$ B $252 \leq x < 264$ B
$80 \leq x < 84$ B- $240 \leq x < 252$ B-
$78 \leq x < 80$ C+ $234 \leq x < 240$ C+
$74 \leq x < 78$ C $222 \leq x < 234$ C
$70 \leq x < 74$ C- $210 \leq x < 222$ C-
$68 \leq x < 70$ D+ $204 \leq x < 210$ D+
$64 \leq x < 68$ D $192 \leq x < 204$ D

A failing grade is below a 64%   A failing grade is below 192 points

Twenty-five percent of the total possible points for a given assignment will be deducted from late assignments for each day that an assignment is late, including the date the assignment is due.

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

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 grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) 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 Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf. Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means 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; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or drc@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course. For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as difficulty concentrating and/or lack of motivation, feeling down, increased anxiety, strained relationships, and alcohol/drug problems. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

The Office of Student Affairs at the University of Minnesota

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community. Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development –Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service. For more information, please see the Office of Student Affairs at http://www.osa.umn.edu/index.html.

Academic Freedom and Responsibility: *for courses that do <ins>not</ins> involve students in research:*
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your advisor, the associate dean of the college, (Dr Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

Student Academic Success Services (SASS)
Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials: http://www.sass.umn.edu.

Course Schedule

Class	Date	Topics	Required Readings	Assignment(s) Due by 8:00 am on day of class
1	Sept. 9	- Welcome - Review syllabus - Introductory topics: – Scope of health behavior and health promotion – Health promotion for individuals versus populations – Addressing needs of vulnerable populations – Introduction to theory and the social ecological model	- Glanz, Rimer, & Viswanath. (2008). Chapter 1: The scope of health behavior and health education (pp. 3-22). - Rose, G. (1992). *The Strategy of Preventive Medicine*. Chapters 4-6 (pp. 29-94). - Frohlich, K. L., & Potvin, L. (2008). The inequality paradox: The population approach and vulnerable populations. *American Journal of Public Health*, *98*, 216-221.	**Quiz 1** Familiarize self with class Moodle site, including area to post ideas for group Final Project topics through Sunday, October 4
2	Sept. 16	- Developing community-based health promotion efforts that are effective - Introduction to building conceptual models	- Merzel, C., & D'Afflitti, J. (2003). Reconsidering community based health promotion: Promise, performance, and potential. *American Journal of Public Health*, *93*, 557-574. - Trickett, E. J., Beehler, S., Deutsch, C., Green, L. W., Hawe, P., McLeroy, K., Miller, R. L., Rapkin, B. D., Schensul, J. J., Schulz, A. J., & Trimble, J. E. (2011). Advancing the science of community-level interventions. *American Journal of Public Health*, *101*, 1410-1419. - Earp, J. A., & Ennett, S. T. (1991). Conceptual models for health education research and practice. *Health Education Research*, *6*, 163-171.	**Quiz 2** Add a comment to the Cohort Introductions forum on Moodle
3	Sept. 23	- Individual Health Behavior Models – Health Belief Model – Theory of Reasoned Action – Theory of Planned Behavior – Integrated Behavior Model	- Glanz, Rimer, & Viswanath. (2008). Chapter 3: The health belief model (pp. 45-65). - Glanz, Rimer, & Viswanath. (2008). Chapter 4: Theory of reasoned action, theory of planned behavior, and the integrated behavioral model (pp. 67-96). **Annotated Bibliography Article #1:** Lac, A., Crano, W. D., Berger, D. E., & Eusebio, M. A. (2013). Attachment Theory and Theory of Planned Behavior: An integrative model predicting underage drinking. *Developmental Psychology*, *49* (8), 1579-1590.	**Quiz 3** **Annotated Bibliography #1**

4	Sept. 30	• Individual Health Behavior Models
		  – Transtheoretical Model
		  – Integrating Newer Constructs with Established Models
			• Glanz, Rimer, & Viswanath. (2008). Chapter 5: The transtheoretical model and stages of change (pp. 97-121).
			• Courtwright, A. M. (2009). Justice, stigma, and the new epidemiology of health disparities. *Bioethics, 23,* 90-96.
				Quiz 4
				
				Through Sunday, October 4, post to Moodle remaining ideas for group Final Project topics

5	Oct. 7	• Interpersonal Health Behavior Models
		  – Social Networks and Support
		  – Stress & Coping
		
		• Presentation of Final Project Topics
			• Glanz, Rimer, & Viswanath. (2008). Chapter 9: Social networks and social support (pp. 189-210).
			• Glanz, Rimer, & Viswanath. (2008). Chapter 10: Stress, coping, and health behavior (pp. 211-236).
			• **Annotated Bibliography Article #2:** Booth, R. E., Lehman, W. E. K., Latkin, C. A., Dvoryak, S., Brewster, J. T., Royer, M. S., & Sinitsyna, L. (2011). Individual and network interventions with injection drug users in 5 Ukraine cities. *American Journal of Public Health, 101,* 336-343.
			
			Optional Readings:
			• Hobfoll, S. E. (2001). The influence of culture, community, and the nested-self in the stress process: Advancing conservation of resources theory. *Applied Psychology: An International Review, 50,* 337-421.
			• Skelton, J. A., Buehler, C., Irby, M. B., & Grzywacz, J. G. (2012). Where are family theories in family-based obesity treatment?: Conceptualizing the study of families in pediatric weight management. *International Journal of Obesity, 36,* 891-900.
				Quiz 5
				
				Annotated Bibliography #2
				
				Through Sunday, October 11, post to Moodle your 1st, 2nd, and 3rd choices for group Final Project topics

6	Oct. 14	• Identifying potential determinants of behavior and searching for annotated bibliography articles
		• Organizational Level Change to Promote Community Heath
		
		Guest Visitor:
		  Del Reed, PhD
		  Outreach Librarian and Liaison
		  University of Minnesota
		
		Guest Lecturers:
		E. Brooke Stelzer
			• Glanz, Rimer, & Viswanath. (2008). Chapter 15: Mobilizing organizations for health promotion: Theories of organizational change (pp. 335-361).
			
			Optional Readings:
			• Kegler, M. C., & Swan, D. W. (2011). An initial attempt at operationalizing and testing the community coalition action theory. *Health Education & Behavior, 38,* 261-270.
				Quiz 6

		Health Education Director Annex Teen Clinic **Ellen Saliares, MPH** *Sexuality Educator and It's Your Future Coordinator* Annex Teen Clinic *Community Health Promotion Program Alumna*		
7	Oct. 21	• Community Level Change **Guest Lecturers:** **Makeda Zulu-Gillespie** *Director of Community Outreach* University of Minnesota Urban Research and Outreach-Engagement Center **Capetra Jolly, BS** *Community Program Specialist* University of Minnesota School of Public Health *Coalition Leader* Hazel Park Community Coalition	• Glanz, Rimer, & Viswanath. (2008). Chapter 13: Improving health through community organization and community building (pp. 287-312). • South, J., & Phillips, G. (2014). Evaluating community engagement as part of the public health system. *Journal of Epidemiology and Community Health, 68*, 692-696. Optional Readings: • Brady, S. S. et al. (2013). *Communities Invested in Healthy Life Trajectories of African American Boys*. Grant proposal funded through the National Institute on Minority Health and Health Disparities (PI: Selwyn Vickers; *National Transdisciplinary Collaborative Center for African American Men's Health*) • http://www.communitiesthatcare.net/ • http://en.wikipedia.org/wiki/Communities_That_Care This site concisely describes the Communities That Care program and provides citations of peer-reviewed literature.	**Quiz 7** **Draft Conceptual Model Assignment #1**

8	Oct 28	• Communication Strategies to Effect Behavior Change
		  – Diffusion of Innovations
		  – Media Studies
		  – Social Marketing
		
		Guest Lecturer:
		Anthony Ongaro
		Marketing Director
		Nice Ride MN
			• Glanz, Rimer, & Viswanath. (2008). Chapter 14: Diffusion of innovations (pp. 313-333).
			• Glanz, Rimer, & Viswanath. (2008). Chapter 16: Communication theory and health behavior change: The media studies framework (pp. 363-387).
			• Glanz, Rimer, & Viswanath. (2008). Chapter 19: Social marketing (pp. 435-464).
				Quiz 8
				
				Group Submits:
				(1) Planned Leadership Tasks
				(2) Annotated Bibliography Articles & Justifications

| 9 | Nov 4 | • Societal and Policy Level Change
  – Systematic approaches to public health regulation
  – Development and implementation of public health policy
  – Application of the RE-AIM framework to assess the impact of health policies

Guest Lecturer: Rebecca Shlafer, PhD
Assistant Professor
Division of General Pediatrics and Adolescent Health
University of Minnesota Medical School | • Gostin, L. O. (2000). Public health law in a new century: Part III: Public health regulation: A systematic evaluation. *Journal of the American Medical Association*, *283*, 3118-3122.
• Lezine, D. A., & Reed, G. A. (2007). Political will: A bridge between public health knowledge and action. *American Journal of Public Health*, *97*, 2010-2013.
• Jilcott, S., Ammerman, A., Sommers, J., & Glasgow, R. E. (2007). Applying the RE-AIM framework to assess the public health impact of policy change. *Annals of Behavioral Medicine*, *34*, 105-114.

Optional Readings:
• Brownson, R. C., Chriqui, J. F., & Stamatakis, K. A. (2009). Understanding evidence-based public health policy. *American Journal of Public Health*, *99*, 1576-1583.
• Roberto, C. A., Schwartz, M. B., Brownell, K. D. (2009). Rationale and evidence for menu-labeling legislation. *American Journal of Preventive Medicine*, *37*, 546-551.
• Runyan, C. W., & Yonas, M. (2008). Conceptual frameworks for developing and comparing approaches to improve adolescent motor-vehicle safety. *American Journal of Preventive Medicine*, *35* (Suppl. 3S), S336-S342. | **Quiz 9**

Draft Conceptual Model Assignment #2 |
| 10 | Nov 11 | • Unifying Health Behavior Models
  – Social Cognitive Theory
  – Ecological Models

Guest Lecturer:
To Be Determined | • Glanz, Rimer, & Viswanath. (2008). Chapter 8: How individuals, environments, and health behaviors interact: Social Cognitive Theory (pp. 169-188).
• Glanz, Rimer, & Viswanath. (2008). Chapter 20: Ecological models of health behavior (pp. 465-485). | **Quiz 10**

Group Submits:

(1) Draft Conceptual Model and Intervention Idea to Instructor

(2) Draft of the full Annotated Bibliography to Peers |

11	Nov. 18	• Review guidelines for class presentation • Review grading rubric for final project materials • In-class group meeting for final project	• No Assigned Readings	Group Submits: **Feedback on Full Annotated Bibliography to Peers**
12	Nov 25	• **NO CLASS**	• **HAPPY THANKSGIVING**	
	Dec 2	• Translating Theory into Practice • In-class group meeting for final project	• Presentations & Class Feedback	Group Submits: **Draft of the Final Paper to Peers**
13	Dec. 9	• Translating Theory into Practice • In-class group meeting for final project	• Presentations & Class Feedback	Group Submits: **Feedback on Final Paper to Peers**
14	Dec. 16	• Reflection on course and experience in Community Health Promotion program **Guest Lecturer: Traci Toomey, PhD** *Professor* *Instructor, PubH 6051* University of Minnesota School of Public Health Division of Epidemiology & Community Health	• No Assigned Readings	Group Submits Final Project Materials to Instructor: (1) **Annotated Bibliography** (2) **Final Paper** (3) **Updated Leadership Task Grid** Individual Team Members Submit: **Evaluation of Team Work**
	Submit all assignments via Moodle. If you experience difficulty submitting, send attachments to Dr. Brady (ssbrady@umn.edu).			