



PubH 6050
Community Health Theory and Practice I
Fall 2018

Credits: 3
Meeting Days: Wednesdays
Meeting Time: 9:05 am – 12:05 pm
Meeting Place: Nils Hasselmo Hall, Room 2-101
Instructor: Sonya S. Brady, PhD
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Division of Epidemiology & Community Health
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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, societal 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 major or prior approval of the Instructor.

III. Course Goals and Objectives

The goal of this course is to provide students with background knowledge in theory that can be applied to public health practice. Theory can inform the development, implementation, and evaluation of programs, practices, and policies designed to protect or improve the health of populations. The emphasis in this course will be on creating behavior change in response to multiple levels of influence.

Learning Objectives and Assessment Strategies:

Upon completion of the course, students should be able to meet the following learning objectives:

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

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

Learning objectives will be assessed through the following assignments:

- A. Individual Theories & Constructs Portfolio
- B. Individual Quizzes
- C. Individual Draft Conceptual Model Assignment
- D. Individual Annotated Bibliography Assignments
- E. Group Final Project – Identified Annotated Bibliography Articles & Justifications
- F. Group Final Project – Draft Conceptual Model and Intervention Approach
- G. Group Final Project – Annotated Bibliography
- H. Group Final Project – Final Paper
- I. Group Final Project – Presentation

The table below shows how learning objectives and assessment strategies map onto School of Public Health and Community Health Promotion competencies.

	Learning Objective	Assessment Strategy
School of Public Health Competencies		
4. Interpret results of data analysis for public health research, policy, or practice.	1, 2, 3, 5	B, D, E, G, H, I
6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels.	1, 2, 3, 4, 5	A, B, C, F, H, I
7. Assess population needs, assets and capacities that affect communities' health.	1, 2, 3, 4, 5	B, C, F, H, I
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.	1, 3, 4, 5, 9, 10	F, H, I
9. Design a population-based policy, program, project, or intervention.	1, 2, 5, 6, 7, 8, 9, 10	C, F, H, I
11. Select methods to evaluate public health programs.	1, 6, 8, 9, 10	H, I
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.	1, 5, 8, 9, 10	B
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.	1, 3, 10	F, H, I
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations.	1, 3, 5, 8, 9, 10	C, F, H, I
15. Evaluate policies for their impact on public health and health equity.	1, 6, 8, 9, 10	A, B, D, E, G
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.	1, 3, 4	C, F, H, I
20. Describe the importance of cultural competence in communicating public health content.	1, 3, 4	F, H, I
Community Health Promotion Competencies		
1. Apply theories in the development of effective public health programs and policies.	1, 5, 6, 7, 8, 9, 10	A, B, C, E, F, G, H, I
2. Critically review the research literature to identify individual- and environmental-level factors that can be changed through interventions to address significant public health issues.	1, 5, 6, 7	B, D, E, G, H, I
4. Critically assess existing interventions, evaluations, and public health	1, 5, 6, 7	B, D, E, G,

organizations.		H, I
5. Create effect theory conceptual models to guide intervention development.	1, 5, 6, 7, 8, 9, 10	A, C, F, H, I
8. Understand importance of getting ongoing feedback from and engagement with targeted community during intervention development and implementation.	1, 3, 5	B, F, H, I
9. Describe the rationale for evaluations of public health interventions.	1, 9	D, E, G
17. Critique evaluation reports and scientific papers.	1, 5, 6, 7, 8, 9, 10	D, E, G
18. Communicate effectively using multiple frames and formats.	1, 3, 4	A, C, F, H, I

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 prevention 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 links to Moodle sites to which you already have access as a student.

How do I submit assignments?

1. All assignments will be submitted via Moodle. Links to assignments can be found underneath the week that a given assignment is due. The method of submission for a given assignment will be clearly indicated in Moodle (e.g., quiz, individual or group submission to the Instructor, Moodle forum for sharing assignments with classmates).

2. Compose all written assignments outside of Moodle and save a copy of the file (Word document or PDF). When you are ready to submit the assignment, go to the course Moodle page and click on the icon/title corresponding to the assignment you are submitting. Browse for your Word or PDF file, and then click, *Upload this file*. Be sure to submit the assignment (or if in a Moodle forum, be sure to submit your post) after successfully uploading your file.
3. In addition to submitting assignments in Moodle, please bring a hard copy of **individually completed annotated bibliography and draft conceptual model assignments** to class and turn this in to the Instructor. The Instructor will provide hand written feedback on these assignments.

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

- Assignments must be sent via Moodle to the Instructor by 10:00 p.m. on the day that assignments are due – typically the Tuesday before class.
- 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 10:00 p.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 make proper citations, and how to use Mendeley and other citation managers to create your bibliography (<http://www.lib.umn.edu/research/instruction/modules/index.html>).
- Shanda Hunt, MPH, is the Health Sciences Libraries Liaison for the School of Public Health (<https://hsl.lib.umn.edu/about/staff/shanda-hunt>). Students may contact Ms. Hunt (hunt0081@umn.edu) to request one-on-one or group consultation to learn strategies for researching health-related topics or how to use citation managers. Consultations can be conducted online through web conferencing software to accommodate students who are not often on campus. Please bear in mind that Ms. Hunt 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 Success 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.). (2015). *Health Behavior: Theory, Research, and Practice* (5th 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 Theories & Constructs Portfolio	30
Individual Quizzes – 12 points x 10 quizzes	120
Individual Draft Conceptual Model Assignment	10
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	10
Group Final Project – Annotated Bibliography	40
Group Final Project – Final Paper	40
Group Final Project – Presentation	10

Individual Theories & Constructs Portfolio

Throughout the course, you will define key constructs of theories, conceptual models, and conceptual frameworks at different levels of social ecology – individual, interpersonal, organizational, community, and societal. To enhance understanding of similarities and differences across theories, models, and frameworks, you will apply each construct to a selected health protective behavior or health risk behavior within a population of interest. This activity will result in a Theories & Constructs Portfolio that will be a handy reference guide as you progress in the course and the Community Health Promotion program.

Six Moodle forums will be dedicated to showing progress on the Theories & Constructs Portfolio. Students will receive up to 3 points for submitting their work by each Moodle forum due date (18 points total). Points will be awarded for completeness (i.e., whether the work has been done). Students will be able to review one another's work and make adjustments to their own portfolio, if desired. A final portfolio will be submitted to the Instructor by Friday, November 16. Up to 12 additional points will be awarded for clarity and correctness.

The Instructor will provide a portfolio template and detailed instructions within each Moodle forum.

Individual Quizzes

Prior to each class for weeks 2-11 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 by 10:00 pm on the due date (the Tuesday before class).

Quizzes can be found on the Moodle website.

Individual Draft Conceptual Model Assignment

Throughout the semester, you will develop draft conceptual models based on the theories you read about in weekly required readings. 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 during class. In addition to this, there will be one individual draft conceptual model assignment that you will complete on your own and submit through Moodle. For this assignment, the Instructor will provide some basic guidelines and an application scenario (e.g., applying Social Cognitive Theory 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.

Guidelines for the Individual Draft Conceptual Model Assignment can be found on the Moodle website.

Individual Annotated Bibliography Assignments

Two 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.

Selected research articles will be of the following types:

- A *descriptive study*, which tests the association between selected determinants and health outcomes (usually specific behaviors).
- An *intervention study*, which tests whether an intervention impacts targeted health behaviors. Intervention components 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 of interest; 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, September 30	Post topic ideas for the group final project to Moodle. Topics should consist of a target health behavior (or unhealthy behavior) and a population of interest. 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 3.
Through Sunday, October 7	Post your 1st, 2nd, and 3rd topic choices for the group final project to Moodle. The Instructor will provide group assignments on Wednesday, October 10.
Tuesday, October 23 (10:00 pm)	Via Moodle, group submits (1) a grid summarizing Planned Leadership Tasks for different group members, and (2) Identified Annotated Bibliography Articles & Justifications.
Tuesday, November 6 (10:00 pm)	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.
Tuesday, November 13 (10:00 pm)	Via Moodle, group submits feedback on the Annotated Bibliography assignment to peers.
Tuesday, November 27 (10:00 pm)	Via Moodle, group submits a draft of the Final Paper to peers.
Tuesday, December 4 (10:00 pm)	Via Moodle, group submits feedback on the Final Paper to peers.
Wednesday, November 28 or December 5	Team Presentation on final project delivered in class (<i>e-mail slides to Instructor by 10:00 pm the evening before class</i>)
Tuesday, December 11 (10:00 pm)	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 this course will be A/F or S/N (A/F required for CHP majors) using the following scale:

% 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 CourseEval: www.sph.umn.edu/courseeval. 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 not 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 10:00 pm
1	Sept. 5	<ul style="list-style-type: none"> Welcome Review syllabus Introductory topics: <ul style="list-style-type: none"> Population-based approach to prevention Inequality paradox and vulnerable populations Ecological models of health behavior Class exercise: Developing a social ecological model 	<ul style="list-style-type: none"> Rose, G. (1992). <i>The Strategy of Preventive Medicine</i>. Chapters 4-6 (pp. 29-94). Frohlich, K. L., & Potvin, L. (2008). The inequality paradox: The population approach and vulnerable populations. <i>American Journal of Public Health, 98</i>, 216-221. Glanz, Rimer, & Viswanath. (2015). Chapter 3: Ecological models of health behavior (pp. 43-64). 	<p>Familiarize self with class Moodle site, including areas to:</p> <ol style="list-style-type: none"> Complete quizzes Show progress on <i>Theories & Constructs Portfolio</i> Post ideas for group Final Project topics through Sunday, Sept. 30 <p>Add a comment to the Cohort Introductions forum on Moodle</p>
2	Sept. 12	<ul style="list-style-type: none"> Introduction to theory and building conceptual models Class exercise: Developing a conceptual model 	<ul style="list-style-type: none"> Earp, J. A., & Ennett, S. T. (1991). Conceptual models for health education research and practice. <i>Health Education Research, 6</i>, 163-171. 	<p>Tuesday, Sept. 11:</p> <p>Quiz 1 (Covers readings from Classes 1 and 2)</p>
3	Sept. 19	<ul style="list-style-type: none"> Theories and models to guide individual behavior change <ul style="list-style-type: none"> Health Belief Model Theory of Reasoned Action Theory of Planned Behavior Integrated Behavior Model Transtheoretical Model and Stages of Change Class exercise: Applying the Integrated Behavioral Model to the design of behavior change interventions 	<ul style="list-style-type: none"> Glanz, Rimer, & Viswanath. (2015). Chapter 5: The health belief model (pp. 75-94). Glanz, Rimer, & Viswanath. (2015). Chapter 6: Theory of reasoned action, theory of planned behavior, and the integrated behavioral model (pp. 95-124). Glanz, Rimer, & Viswanath. (2015). Chapter 7: The transtheoretical model and stages of change (pp. 125-148). Annotated Bibliography Article #1: Chen, M., Wang, R., Schneider, J. K., Tsai, C., Jiang, D. D., Hung, M., & Lin, L. (2011). Using the Health Belief Model to understand caregiver factors influencing childhood influenza vaccinations. <i>Journal of Community Health Nursing, 28</i>, 29-40. 	<p>Tuesday, Sept. 18:</p> <p>Quiz 2</p> <p>Annotated Bibliography #1</p> <p>Friday, Sept. 21:</p> <p>Complete <u>Individual</u> section of <i>Theories & Constructs Portfolio</i></p>

4	Sept. 26	<ul style="list-style-type: none"> Societal and policy level change <ul style="list-style-type: none"> Conceptual frameworks to describe and act upon social determinants of health Minnesota <i>Health in All Policies</i> initiative Class exercise: Applying a broad conceptual framework to the development of a more focused conceptual model <p>Guest Lecturer: Jeanne Ayers, BSN, MPH <i>Assistant Commissioner</i> Health Improvement Bureau Minnesota Department of Health</p>	<ul style="list-style-type: none"> Solar, O., & Irwin, A. (2010). A conceptual framework for action on the social determinants of health. <i>Social Determinants of Health Discussion Paper 2 (Policy and Practice)</i>. Geneva, Switzerland: World Health Organization (WHO) Document Production Services. Advancing Health Equity in Minnesota – Executive Summary http://www.health.state.mn.us/divs/chs/healthequity/aheexecutivesummary.pdf (For full report, an optional reading, see: http://www.health.state.mn.us/divs/chs/healthequity/legreport.htm) 	<p>Tuesday, Sept. 25:</p> <p>Quiz 3</p> <p>Friday, Sept. 28:</p> <p>Complete <u>Societal: WHO Framework</u> section of <i>Theories & Constructs Portfolio</i></p> <p>Through Sunday, Sept. 30, post to Moodle remaining ideas for group Final Project topics</p>
5	Oct. 3	<ul style="list-style-type: none"> Interpersonal health behavior models <ul style="list-style-type: none"> Stress, coping, and health behavior Social support and health Social Cognitive Theory (SCT) Class exercise: Applying SCT to the development of a conceptual model Presentation of final project topics 	<ul style="list-style-type: none"> Glanz, Rimer, & Viswanath. (2015). Chapter 12: Stress, coping, and health behavior (pp. 223-242). Glanz, Rimer, & Viswanath. (2015). Chapter 10: Social support and health (pp. 183-204). Glanz, Rimer, & Viswanath. (2015). Chapter 9: How individuals, environments, and health behaviors interact (pp. 159-181). Annotated Bibliography Article #2: Sibinga, E. M. S., Webb, L., Ghazarian, S. R., & Ellen, J. E. (2016). School-based mindfulness instruction: An RCT. <i>Pediatrics</i>, 137 (1): e20152532. (8 pages) 	<p>Tuesday, Oct. 2:</p> <p>Quiz 4</p> <p>Annotated Bibliography #2</p> <p>Friday, Oct. 5:</p> <p>Complete <u>Interpersonal</u> section of <i>Theories & Constructs Portfolio</i></p> <p>Through Sunday, Oct. 7, post to Moodle your 1st, 2nd, and 3rd choices for group Final Project topics</p>
6	Oct. 10	<ul style="list-style-type: none"> Community level change Class exercise: Developing a conceptual model to guide community level change Presentation of final project groups <p>Guest Lecturer: Helen Jackson Lockett-EI <i>Community Engagement Planner</i> Center for Health Equity</p>	<ul style="list-style-type: none"> Whitehead, M., Pennington, A., Orton, L., Nayak, S., Petticrew, M., Sowden, A., & White, M. (2016). How could differences in 'control over destiny' lead to socio-economic inequalities in health? A synthesis of theories and pathways in the living environment. <i>Health & Place</i>, 39, 51-61. Glanz, Rimer, & Viswanath. (2015). Chapter 15: Improving health through community engagement, community organization, and community building (pp. 277-300). 	<p>Tuesday, Oct. 9:</p> <p>Quiz 5</p> <p>Friday, Oct. 12:</p> <p>Complete <u>Community</u> section of <i>Theories & Constructs Portfolio</i></p> <p>Schedule ½ hour group check-in with Instructor for week of Oct. 15</p>

		Minnesota Department of Health		
7	Oct. 17	<ul style="list-style-type: none"> Community level change Developing community-based health promotion efforts <p>Guest Lecturer: Mohamed Hassan Grant Manager Center for Health Equity Minnesota Department of Health</p>	<ul style="list-style-type: none"> Brennan Ramirez, L.K., Baker, E.A., & Metzler, M. (2008). <i>Promoting Health Equity: A Resource to Help Communities Address Social Determinants of Health</i>. Atlanta: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention. Subica, A. M., Grills, C. T., Douglas, J. A., & Villanueva, S. (2016). Communities of color creating healthy environments to combat childhood obesity. <i>American Journal of Public Health, 106</i>, 79-86. 	<p>Tuesday, Oct. 16:</p> <p>Quiz 6</p> <p>Draft Conceptual Model Assignment</p> <p>Complete ½ hour group check-in with Instructor by end of week</p>
8	Oct. 24	<ul style="list-style-type: none"> Organizational level change to promote community health University of Minnesota Initiative to Prevent Sexual Misconduct <p>Guest Lecturer: Julia Sanem, MPH, PhD Director of Health Promotion Boynton Health Service University of Minnesota <i>and</i> Community Health Promotion Alumna</p>	<ul style="list-style-type: none"> Butterfoss, F. D., Kegler, M. C., & Francisco, V. T. (2008). Mobilizing organizations for health promotion: Theories of organizational change (pp. 335-361). In K. Glanz, B. K. Rimer, & K. Viswanath (Eds.), <i>Health Behavior and Health Education</i> (4th ed.). San Francisco, CA: Jossey Bass. <i>(Note that this chapter is from the 4th edition of the course textbook; reading is available on Moodle)</i> 	<p>Tuesday, Oct. 23:</p> <p>Quiz 7</p> <p><i>Group Submits:</i></p> <p>(1) Planned Leadership Tasks</p> <p>(2) Annotated Bibliography Articles & Justifications</p> <p>Friday, Oct. 26:</p> <p>Complete <u>Organizational</u> section of <i>Theories & Constructs Portfolio</i></p>
9	Oct. 31	<ul style="list-style-type: none"> Societal and Policy Level Change <ul style="list-style-type: none"> Systematic approaches to public health regulation Application of the RE-AIM framework to assess the impact of health policies <p>Guest Lecturer: Rebecca Schlafer, PhD, MPH Assistant Professor Division of General Pediatrics and Adolescent Health University of Minnesota Medical School</p>	<ul style="list-style-type: none"> Gostin, L. O. (2000). Public health law in a new century: Part III: Public health regulation: A systematic evaluation. <i>Journal of the American Medical Association, 283</i>, 3118-3122. Jilcott, S., Ammerman, A., Sommers, J., & Glasgow, R. E. (2007). Applying the RE-AIM framework to assess the public health impact of policy change. <i>Annals of Behavioral Medicine, 34</i>, 105-114. 	<p>Tuesday, Oct. 30:</p> <p>Quiz 8</p> <p>Friday, Nov. 2:</p> <p>Complete <u>Societal: Policy</u> section of <i>Theories & Constructs Portfolio</i></p>

10	Nov 7	<ul style="list-style-type: none"> • Communication and Marketing Strategies to Promote Health <p>Guest Lecturer: Kristen Klinger, MPH, CHES <i>Assistant Manager</i> Minneapolis Healthy Living Initiative Minneapolis Health Department</p>	<ul style="list-style-type: none"> • Glanz, Rimer, & Viswanath. (2015). Chapter 17: Communication and health behavior in a changing media environment (pp. 327-348). • Glanz, Rimer, & Viswanath. (2015). Chapter 20: Behavioral economics and health (pp. 389-409). • Glanz, Rimer, & Viswanath. (2015). Chapter 21: Social marketing (pp. 411-438). 	<p>Tuesday, Nov. 6:</p> <p>Quiz 9</p> <p><i>Group Submits:</i></p> <ol style="list-style-type: none"> (1) Draft Conceptual Model and Intervention Approach to Instructor (2) Draft of the Full Annotated Bibliography to Peers
11	Nov. 14	<ul style="list-style-type: none"> • Developing theory-based health promotion interventions • Review guidelines for class presentation • Review grading rubric for final project materials • In-class group meeting for final project 	<ul style="list-style-type: none"> • Glanz, Rimer, & Viswanath. (2015). Chapter 19: Planning models for theory-based health promotion interventions (pp. 359-387). 	<p>Tuesday, Nov. 13:</p> <p>Quiz 10</p> <p><i>Group Submits:</i></p> <p>Feedback on Full Annotated Bibliography to Peers</p> <p>Friday, Nov. 16:</p> <p>Submit final <i>Theories & Constructs Portfolio</i> to Instructor</p>
	Nov. 21	<ul style="list-style-type: none"> • NO CLASS 	<ul style="list-style-type: none"> • HAPPY THANKSGIVING 	
12	Nov. 28	<ul style="list-style-type: none"> • Translating Theory into Practice • In-class group meeting for final project 	<ul style="list-style-type: none"> • Presentations & Class Feedback 	<p>Tuesday, Nov. 27:</p> <p><i>Group Submits:</i></p> <p>Draft of the Final Paper to Peers</p>
13	Dec. 5	<ul style="list-style-type: none"> • Translating Theory into Practice • In-class group meeting for final project 	<ul style="list-style-type: none"> • Presentations & Class Feedback 	<p>Tuesday, Dec. 4:</p> <p><i>Group Submits:</i></p> <p>Feedback on Final Paper to Peers</p>

14	Dec 12	<ul style="list-style-type: none"> • Reflection on course and experience in Community Health Promotion program 	<ul style="list-style-type: none"> • No Assigned Readings 	<p>Tuesday, Dec. 11:</p> <p><i>Group Submits Final Project Materials to Instructor:</i></p> <ul style="list-style-type: none"> (1) Annotated Bibliography (2) Final Paper (3) Updated Leadership Task Grid <p><i>Individual Team Members Submit:</i></p> <p>Evaluation of Team Work</p>
<p>Submit all assignments via Moodle. If you experience difficulty submitting, send attachments to Dr. Brady (ssbrady@umn.edu).</p>				