

PUBH 6050, SECTION 001

Community Health Theory and Practice I
Fall/2019

COURSE & CONTACT INFORMATION

Credits: 3
Meeting Day(s): Wednesdays
Meeting Time: 9:05 am-12:05 pm
Meeting Place: Mayo Building, Room D199

Instructor: Sonya S. Brady, PhD
Associate Professor
Division of Epidemiology & Community Health

Email: ssbrady@umn.edu
Office Phone: 612-626-4026
Fax: 612-624-0315
Office Hours: By Appointment
Office Location: Suite 300 WBOB

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.

COURSE PREREQUISITES

Community Health Promotion major or prior approval of the Instructor.

COURSE GOALS & 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 Quizzes
- B. Individual Draft Conceptual Model Assignments
- C. Individual Annotated Bibliography Assignments
- D. Group Final Project – Identified Annotated Bibliography Articles & Justifications
- E. Group Final Project – Draft Conceptual Model and Intervention Approach
- F. Group Final Project – Annotated Bibliography
- G. Group Final Project – Final Paper
- H. Group Final Project – Presentation

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 Canvas

For assistance on how to use Canvas, go to the Student Information web page:

<https://canvas.umn.edu/courses/25939>

To log in 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 Canvas sites to which you already have access as a student.

How do I submit assignments?

1. All assignments will be submitted via Canvas. 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 Canvas (e.g., quiz, individual or group submission to the Instructor, Canvas forum for sharing assignments with classmates).
2. Compose all written assignments outside of Canvas and save a copy of the file (Word document or PDF). When you are ready to submit the assignment, go to the course Canvas 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 Canvas forum, be sure to submit your post) after successfully uploading your file.

3. In addition to submitting assignments in Canvas, 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 Canvas 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>

All student to student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

COURSE TEXT & 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://canvas.umn.edu/>. You can also enter this website through the myU portal at <http://myu.umn.edu>.

This course uses journal articles, which are available via the University Libraries' E-Reserves and will be linked from the course site. It is good practice to use a citation manager to keep track of your readings. More information about citation managers is available at <https://www.lib.umn.edu/pim/citation>.

COURSE OUTLINE/WEEKLY SCHEDULE

See end of syllabus.

SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at www.sph.umn.edu/student-policies/. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

EVALUATION & GRADING

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

Individual Quizzes – 12 points x 11 quizzes	132
Individual Draft Conceptual Model Assignments – 8 points x 2 assignments	16
Individual Annotated Bibliography Assignments – 12 points x 2 assignments	24
Group Final Project – Identified Annotated Bibliography Articles & Justifications	10
Group Final Project – Draft Conceptual Model and Intervention Approach	8
Group Final Project – Annotated Bibliography	50
Group Final Project – Final Paper	50
Group Final Project – Presentation	10

Optional Learning Tool: Individual Theories & Constructs Portfolio

Throughout the course, you can choose to use the Theories & Constructs portfolio to 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 can also choose to 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.

See the course Canvas website for a portfolio template.

Individual Quizzes

Prior to each class for weeks 1-11 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 (i.e., the Tuesday before class).

Quizzes can be found on the Canvas 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. 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 two individual draft conceptual model assignments that you will complete on your own and submit through Canvas. 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 Assignments can be found on the Canvas 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 Canvas 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 Canvas website.

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

Through Sunday, September 22	Post topic ideas for the group final project to Canvas. 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, September 25.
Through Sunday, September 29	Post your 1st, 2nd, and 3rd topic choices for the group final project to Canvas. The Instructor will provide group assignments on Wednesday, October 2.
Between October 9 and 15	Meet with Instructor between Oct. 9 and Oct. 15. Each group member should bring a printout of 1 article they have identified that appears to meet criteria for the Identified Annotated Bibliography Articles & Justifications assignment. The article must examine a determinant that the group is considering for its final project. (Different determinants can be selected by different group members for this meeting, if desired.)

Tuesday, October 22 (10:00 pm)	Via Canvas, group submits (1) a grid summarizing Planned Leadership Tasks for different group members, and (2) Identified Annotated Bibliography Articles & Justifications .
Tuesday, November 5 (10:00 pm)	Via Canvas, 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 12 (10:00 pm)	Via Canvas, group submits feedback on the Annotated Bibliography assignment to peers.
Tuesday, November 19 (10:00 pm)	Via Canvas, group submits a draft of the Final Paper to peers.
Tuesday, December 3 (10:00 pm)	Via Canvas, group submits feedback on the Final Paper to peers.
Wednesday, November 20 or December 4	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 Canvas, group submits final project materials (Annotated Bibliography, Final Paper, and an updated Leadership Task Grid). Individual team members submit Evaluation of Team Work .

Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
93 - 100%	A	4.000
90 - 92%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667
67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	F	

A = achievement that is outstanding relative to the level necessary to meet course requirements.

B = achievement that is significantly above the level necessary to meet course requirements.

C = achievement that meets the course requirements in every respect.

D = achievement that is worthy of credit even though it fails to meet fully the course requirements.

F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).

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

N = achievement that is not satisfactory and signifies that the work was either (1) completed but at a level that is not worthy of credit, or (2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

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

A failing grade is below a 64%

A failing grade is below 192 points

Evaluation/Grading Policy	Evaluation/Grading Policy Description
Scholastic Dishonesty, Plagiarism, Cheating, etc.	<p>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 (As defined in the Student Conduct Code). For additional information, please see https://z.umn.edu/dishonesty</p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity.</p> <p>If you have additional questions, please clarify with your instructor. 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.</p> <p>The University of Minnesota offers a clear description of plagiarism and an online quiz to check your understanding (http://z.umn.edu/iuplagiarism).</p>
Late Assignments	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.
Attendance Requirements	Class attendance is an important part of the learning process. <i>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.</i> 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.
Extra Credit	No extra credit will be given.

CEPH COMPETENCIES

Competency	Learning Objectives	Assessment Strategies
School of Public Health Competencies		
4. Interpret results of data analysis for public health research, policy, or practice.	1, 2, 3, 5	A, C, D, F, G, H
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, E, G, H
7. Assess population needs, assets and capacities that affect communities' health.	1, 2, 3, 4, 5	A, B, E, G, H
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	E, G, H
9. Design a population-based policy, program, project, or intervention.	1, 2, 5, 6, 7, 8, 9, 10	B, E, G, H
11. Select methods to evaluate public health programs.	1, 6, 8, 9, 10	G, H
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.	1, 5, 8, 9, 10	A
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.	1, 3, 10	E, G, H
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations.	1, 3, 5, 8, 9, 10	B, E, G, H
15. Evaluate policies for their impact on public health and health equity.	1, 6, 8, 9, 10	A, C, D, F
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.	1, 3, 4	B, E, G, H
20. Describe the importance of cultural competence in communicating public health content.	1, 3, 4	E, G, H
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, D, E, F, G, H
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	A, C, D, F, G, H
4. Critically assess existing interventions, evaluations, and public health organizations.	1, 5, 6, 7	A, C, D, F, G, H
5. Create effect theory conceptual models to guide intervention	1, 5, 6, 7, 8,	B, E, G, H

Course Schedule

Class	Date	Topics	Required Readings	Assignment(s) Due by 10:00 pm
1	Sept. 4	<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 Social 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). 	Familiarize self with class Canvas site, including areas to: <ol style="list-style-type: none"> Complete quizzes Add a comment to the Cohort Introductions forum on Canvas Post ideas for group Final Project topics through Sunday, Sept. 22 <p>Tuesday, Sept. 3: Quiz 1</p>
2	Sept. 11	<ul style="list-style-type: none"> Integration of social ecology and biology in conceptual frameworks Precision public health and opportunities for community participation 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. Glass, T. A., & McAtee, M. J. (2006). Behavioral science at the crossroads in public health: Extending horizons, envisioning the future. <i>Social Science & Medicine, 62</i>, 1650-1671. Kuo, A. K., Summers, N. M., Vohra, S., Kahn, R. S., & Bibbins-Domingo, K. (2019). The promise of precision population health: Reducing health disparities through a community partnership framework. <i>Advances in Pediatrics, 66</i>, 1-13. Annotated Bibliography Article #1: Morgan, B., Kumsta, R., Fearon, P., Moser, D., Skeen, S., Cooper, P., Murray, L., Moran, G., & Tomlinson, M. (2017). Serotonin transporter gene (SLC6A4) polymorphism and susceptibility to a home-visiting maternal-infant attachment intervention delivered by community health workers in South Africa: Reanalysis of a randomized controlled trial. <i>PLoS Medicine, 14</i> (2), e1002237. doi:10.1371/journal.pmed.1002237 	<p>Tuesday, Sept. 10:</p> <p>Quiz 2</p> <p>Annotated Bibliography #1</p>

3	Sept. 18	<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). 	<p>Tuesday, Sept. 17:</p> <p>Quiz 3</p> <p>Draft Conceptual Model Assignment #1</p> <p>Through Sunday, Sept. 22, post to Canvas remaining ideas for group Final Project topics</p>
4	Sept. 25	<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 and intervention approach 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: Dube, E., Gagnon, D., Ouakki, M., Bettinger, J. A., Witteman, H. O., MacDonald, S., Fisher, W., Saini, V., & Greyson, D. on behalf of the Canadian Immunization Research Network. (2018). Measuring vaccine acceptance among Canadian parents: A survey of the Canadian Immunization Research Network. <i>Vaccine</i>, 36, 545-552. 	<p>Tuesday, Sept. 24:</p> <p>Quiz 4</p> <p>Annotated Bibliography #2</p> <p>Through Sunday, Sept. 29, post to Canvas your 1st, 2nd, and 3rd choices for group Final Project topics</p>
5	Oct. 2	<ul style="list-style-type: none"> Community level change Class exercise: Applying Whitehead models to guide community level interventions Presentation of final project groups <p>Guest Lecturers: TBD</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. 1:</p> <p>Quiz 5</p> <p>Draft Conceptual Model Assignment #2</p> <p>Schedule ½ hour group check-in with Instructor between Oct. 9 and Oct. 15</p>

6	Oct. 9	<ul style="list-style-type: none"> Community level change Developing community-based health promotion efforts <p>Guest Lecturer: Elizabeth Day <i>Community Engagement Programs Manager</i> Native American Community Development Institute (NACDI)</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. 8:</p> <p>Quiz 6</p> <p>Complete ½ hour group check-in with Instructor between Oct. 9 and Oct. 15</p>
7	Oct. 16	<ul style="list-style-type: none"> Organizational level change to promote community health University of Minnesota Initiative to Prevent Sexual Misconduct <p>Guest Lecturer: Alicia Leizinger, MPH Health Promotion Specialist 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. <p><i>(Note that this chapter is from the 4th edition of the course textbook; reading is available on Canvas)</i></p> <ul style="list-style-type: none"> Thomas-Card, T., & Eichele, K. (2016). Comprehensive college- or university-based sexual violence prevention and direct services program: A framework (pp. 149-168). In S. C Wooten & R. W. Mitchell (Eds.), <i>The Crisis of Campus Sexual Violence: Critical Perspectives on Prevention and Response</i>. New York: Routledge. 	<p>Tuesday, Oct. 15:</p> <p>Quiz 7</p>
8	Oct. 23	<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: Ed Ehlinger, MD, MSPH Acting Chair, Health and Human Services Secretary's Advisory Committee on Infant Mortality</p>	<ul style="list-style-type: none"> Solar, O., & Irwin, A. (2010). A conceptual framework for action on the social determinants of health. Social Determinants of Health Discussion Paper 2 (Policy and Practice). Geneva, Switzerland: World Health Organization (WHO) Document Production Services. Advancing Health Equity in Minnesota – Executive Summary https://www.health.state.mn.us/communities/equity/reports/aheexecutivesummary.pdf (For full report, an optional reading, see: https://www.health.state.mn.us/communities/equity/reports/ahe_leg_report_020114.pdf) 	<p>Tuesday, Oct. 22:</p> <p>Quiz 8</p> <p><i>Group Submits:</i></p> <ol style="list-style-type: none"> Planned Leadership Tasks Annotated Bibliography Articles & Justifications

		<p>Former Commissioner of Health at the Minnesota Department of Health (2011-2017)</p> <p>Former Director and Chief Health Officer of UMN Boynton Health Service (1995-2011)</p> <p>Director, Maternal and Child Health, Minneapolis Health Department (1980-1995)</p>		
9	Oct. 30	<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 Class exercise: Applying the “Data Springs and Policy Streams” Framework to different policy changes <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</i>, 283, 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</i>, 34, 105-114. Myers, A. E., Knocke, K., & Leeman, J. (2019). Tapping into multiple data “springs” to strengthen policy streams: A guide to the types of data needed to formulate local retail tobacco control policy. <i>Preventing Chronic Disease: Public Health Research, Practice, and Policy</i>, 16, 180282. (9 pages) 	<p>Tuesday, Oct. 29:</p> <p>Quiz 9</p>
10	Nov 6	<ul style="list-style-type: none"> Communication and Marketing Strategies to Promote Health <p>Guest Lecturer: Kristen Klinger, MPH, CHES Senior Public Health Specialist 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. 5:</p> <p>Quiz 10</p> <p><i>Group Submits:</i></p> <ol style="list-style-type: none"> Draft Conceptual Model and Intervention Approach to Instructor Draft of the Full Annotated Bibliography to Peers

11	Nov. 13	<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. 12:</p> <p>Quiz 11</p> <p><i>Group Submits:</i></p> <p>Feedback on Full Annotated Bibliography to Peers</p>
12	Nov. 20	<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. 19:</p> <p><i>Group Submits:</i></p> <p>Draft of the Final Paper to Peers</p>
	Nov. 27	<ul style="list-style-type: none"> NO CLASS 	<ul style="list-style-type: none"> HAPPY THANKSGIVING 	
13	Dec. 4	<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. 3:</p> <p><i>Group Submits:</i></p> <p>Feedback on Final Paper to Peers</p>
14	Dec 11	<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. 10:</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>

Submit all assignments via Canvas. If you experience difficulty submitting, send attachments to Dr. Brady (ssbrady@umn.edu).