

Term Information

Effective Term Autumn 2022
[Previous Value](#) [Spring 2018](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Submitted as a GE Theme course - Health and Wellbeing. Resubmitted with revisions made. Additionally, the course is being submitted for an increase to four credit hours.

What is the rationale for the proposed change(s)?

This course meets the goals and expected learning outcomes for this theme - Health and Wellbeing. Increasing the course to four credit hours will help students in HRS programs to better fit the requirements for the new GE into their academic coursework.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Health and Rehabilitation Sci
Fiscal Unit/Academic Org	School of Health & Rehab Scien - D2504
College/Academic Group	Health & Rehabilitation Sci
Level/Career	Undergraduate
Course Number/Catalog	3400
Course Title	Introduction to Health Promotion and Disease Prevention
Previous Value	Health Promotion and Disease Prevention
Transcript Abbreviation	HlthPromo/Dis Prev
Course Description	An introduction to health promotion with an emphasis on the issues and factors that impact and influence health of individuals, groups and societies.
Previous Value	Introduction to the concepts and theories involved in health promotion and disease prevention.
Semester Credit Hours/Units	Fixed: 4
Previous Value	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Previous Value	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Less than 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture

Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus, Lima

Prerequisites and Exclusions

Prerequisites/Corequisites	
Previous Value	Prereq: Acceptance into Health Sciences program, or permission of instructor.
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	51.9999
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior
Previous Value	Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
Health and Well-being

[Previous Value](#)

[Required for this unit's degrees, majors, and/or minors](#)

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Identify the underlying constructs of health promotion/disease prevention in the context of current health systems• Discuss the influence of current issues and politics in health promotion• Discuss the determinants of health, including behavioral and social factors• Identify and describe the key components of several behavioral/social science theories and models• Analyze the major strengths and limitations of media use in health promotion• Discuss the advantages and challenges of various health promotion settings• Create health promotion messaging
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Previous Value

- *Identify the underlying constructs of health promotion/disease prevention in the context of the current health systems*
- *Discuss the major concepts and development of global health*
- *Discuss the determinants of health, including behavioral and social factors*
- *Identify and describe the key components of several behavioral/social science theories or models*
- *Compare and contrast the theories/models in terms of their applicability to a range of current public health problems, settings, populations, and cultures*
- *Use behavioral/social science theories, models and constructs to analyze a public health problem in terms of known/probable causes and to identify possible intervention opportunities*
- *Analyze the major strengths and limitations in using behavioral and social sciences theories and models for planning or improving health promotion programs*

Content Topic List

- What is health? Dimensions of wellness
- What is health promotion? Levels of prevention
- Social determinants and influences on health
- Measuring health; Introduction to epidemiology
- Health Behavior Change Theories; Motivational Interviewing
- Politics and Health Advocacy
- Ethics
- Careers in health promotion
- Media and health; Intro to health communication
- Communities and neighborhoods
- Health promoting schools; Health promoting workplaces; Health promoting prisons and hospitals

Previous Value

- *Intro to Health Promotion/Disease Prevention, Global Health, WHO, HP 2020 Overview, Health risks/determinants, Evaluation context and preliminary assessment, Behavioral Health/Theoretical background, Individual & interpersonal perspectives*
- *Health Belief Model, Theory of Reasoned Action, Transtheoretical Model), Interpersonal Health Behavior, Social Cognitive Theory, Social Networks & Social Support, Stress & coping, Diffusion of Innovations*
- *Emerging Theories, Ethical Issues, Theory & Practice: Compare & contrast, Case studies in Health Promotion*

Sought Concurrence

No

Attachments

- Health and Well Being Theme submission_HTHRHSC 3400.pdf: GE Theme Submission Form
(Other Supporting Documentation. Owner: Cohen, Anya M)
- HTHRHSC 3400.Health Promotion and Disease Prevention.Syllabus.pdf: Course Syllabus
(Syllabus. Owner: Cohen, Anya M)
- REVISED_HTHRHSC 3400_inperson_Syllabus_.docx: Revised in person syllabus
(Syllabus. Owner: Cohen, Anya M)
- REVISED_HTHRHSC 3400_online_Syllabus_.docx: Revised online syllabus
(Syllabus. Owner: Cohen, Anya M)
- distance_approval_cover_sheet_HTHRHSC 3400.docx: Distance Approval Cover Sheet
(Other Supporting Documentation. Owner: Cohen, Anya M)
- REVISED_submission-health-well-being_3400.pdf: Revised GE Theme submission form
(Other Supporting Documentation. Owner: Cohen, Anya M)
- research-creative-inquiry-inventory_3400.pdf: Research and Creative Inquiry Course Inventory
(Other Supporting Documentation. Owner: Cohen, Anya M)

Comments

- Re-submitting course for GE theme approval with an increase to four credit hours. *(by Cohen, Anya M on 12/22/2021 03:56 PM)*
- -It is contrary to GE policy to limit a GE course to certain majors. GE courses should be open to any students.
Please remove prereq or withdraw application for GE.
- If this course does want to request GE, please follow comments also given for other courses, namely: check off all campuses, include GE goals and ELOs (generic and specific) in syllabus with explanation how these are fulfilled in course, and follow instructions for online courses <https://ascas.osu.edu/curriculum/distance-courses> *(by Vankeerbergen, Bernadette Chantal on 06/19/2021 09:48 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Cohen, Anya M	05/06/2021 04:29 PM	Submitted for Approval
Approved	Larsen, Deborah Sue	05/07/2021 09:13 AM	Unit Approval
Approved	Clinchot, Daniel Michael	05/07/2021 03:58 PM	College Approval
Approved	Reed, Kathryn Marie	05/19/2021 11:09 AM	OAA Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	06/19/2021 09:49 AM	Ad-Hoc Approval
Submitted	Cohen, Anya M	12/22/2021 03:57 PM	Submitted for Approval
Approved	Larsen, Deborah Sue	12/27/2021 11:11 AM	Unit Approval
Approved	Clinchot, Daniel Michael	01/03/2022 07:57 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/03/2022 07:57 AM	ASCCAO Approval



School of Health and Rehabilitation Sciences

COURSE INFORMATION

HTHRHS 3400 /

Introduction to Health Promotion & Disease Prevention

Autumn 2022

4 Credit Hours 220 minutes per week

FACULTY INFORMATION

Instructor: Kristen Welker, PhD, CHES

Department: Health Sciences

Office Location: 306F Atwell Hall

Phone Number: 614-685-3403 (office)

Email: Kristen.Welker@osumc.edu

Office Hours: Tuesdays and Thursdays 9-10am on Zoom or by appointment (in person or virtual; early AM or evening meetings possible, if needed). See Carmen course site for Zoom link and password.

CLASS MEETING SCHEDULE

This course is an asynchronous, 100% online course. There are no scheduled class meetings. Some optional live meetings may occur (e.g., office hours).

COURSE MATERIALS / SOFTWARE

Required:

Textbook: Foundations for Health Promotion: 4th Edition, Naidoo & Wills (2016)

Additional assigned readings on Carmen (under Modules)

COURSE DESCRIPTION

An introduction to health promotion with an emphasis on the issues and factors that impact and influence health of individuals, groups and societies.

PREREQUISITES

None

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Identify the underlying constructs of health promotion/disease prevention in the context of current health systems
2. Discuss the influence of current issues and politics in health promotion
3. Discuss the determinants of health, including behavioral and social factors
4. Identify and describe the key components of several behavioral/social science theories and models
5. Analyze the major strengths and limitations of media use in health promotion
6. Discuss the advantages and challenges of various health promotion settings
7. Create health promotion messaging

This course is designed to fulfill the requirements for the General Education Theme: Health & Well-being. The course expected learning outcomes are linked to the theme GE Research & Creative Inquiry learning outcomes as outlined below:

General Education Category: Theme: Health & Well-being

GOAL: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

Theme Learning Outcomes

As a part of this course, students will:

- Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. (ELO 1, 2, 3, 4, 5)
- Identify, reflect on, or apply strategies for promoting health and well-being. (ELO 2, 3, 4, 5, 6, 7)

The course "Introduction to Health Promotion & Disease Prevention" will take students through an in-depth exploration of the complexities of health and healthcare. Students will explore and analyze health and well-being from the theoretical, socio-economic, scientific, historical, cultural, technological, policy, and personal perspectives (goal 1) through course materials and through the completion of a guided health promotion project. Additionally, students will identify and reflect upon strategies to promote health (goal 2) through the individual health behavior change assignment and class discussion.

General Education Category: Research & Creative Inquiry

As part of this course, students will:

- Clearly state and comprehensively describe the issue or problem under consideration, delivering all relevant information necessary. (ELO 1-7)
- Interpret and evaluate information from multiple sources to develop a comprehensive analysis or synthesis, and thoroughly question the viewpoints of experts and professionals. (ELO 5-7)
- Systematically and methodically analyze their own and others' assumptions and carefully evaluate the relevance of contexts when representing a position.(ELO1,2,4,7)
- Articulate a thorough and complex understanding of the factors and contexts, including natural, social, cultural, and political, contributing to the research problem or creative project. (ELO 1-5)
- Connect, analyze and extend knowledge from course content to their research or creative activity.(ELO 5,7)
- Evaluate and apply diverse perspectives to complex subjects from multiple cultural lens as appropriate. (ELO 1,2,3 5,7)
- Evaluate the impact of the research or creative work on themselves, the scholarly inquiry, the local and global systems and also consider the long-term impact of the work on the scientific or artistic community. (ELO 1-7)

- Interpret and explain research or creative activity from the perspectives of own and more than one worldview and demonstrate empathy toward others in the research community. (ELO 4-7)

COURSE TECHNOLOGY

Online Structure: This course will be conducted in a distance-learning, online format. All materials will be provided via Carmen and all assignments will be completed via Canvas file upload. All necessary materials will be provided in the content section of Carmen. An [online tutorial](#) is available. Notices about this course will be sent to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Emails may be forwarded to an external email address. Please contact the Help Desk for more information.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available [online](#), and support for urgent issues is available 24x7.

Self-Service and Chat support: [IT Service Desk](#) • Phone: 614-688-HELP (4357) Email: 8help@osu.edu • TDD: 614-688-8743

UNIVERSITY POLICIES

Up to date [university policies](#) are available from the Office of Undergraduate Education, and these policies apply to this course. You can view the following statements and policies:

- Disability Statement
- Excused absence guidelines (COVID)
- Academic Misconduct
- Grievances and solving problems
- Creating an environment free from harassment, discrimination, and sexual misconduct
- Diversity Statement
- Counseling and Consultation Services/Mental health statement
- Lyft Ride Smart

YOUR MENTAL HEALTH - COUNSELING AND CONSULTATION SERVICES

The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Trigger Warning Language: Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111.)

COVID

Continuous engagement with this course is essential to learning the material. Students are expected to log-in to the class and engage with assignments, participating at least once per week for courses with fully remote participation. Students who need to miss class or who are not able to participate due to illness (COVID-19 or other illnesses), exposure to COVID-19, care for family members exposed to COVID-19 or other reasons are expected to contact the instructor as soon as possible to arrange for accommodation. Students in special situations or those requiring specific, long-term or

other accommodation should seek support from appropriate university offices including but not limited to: [Student Advocacy](#), [Student Life Disability Services](#) and the [Office of Institutional Equity](#).

GRADING AND EVALUATION

Graded assignments may come in three forms, and students should note the expectations for each in the descriptions of our class assignments below.

A	A-	B+	B	B-	C+	C	C-	D+	D	E
100% to 93.0%	< 93.0% to 90.0%	< 90.0% to 87.0%	< 87.0% to 83.0%	< 83.0% to 80.0%	< 80.0% to 77.0%	< 77.0% to 73.0%	< 73.0% to 70.0%	< 70.0% to 67.0%	< 67.0% to 60.0%	<60%

School Specific Grievances and Solving Problems: Please see [SHRS Student Handbook](#) Policy # 5 and Policy #20 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in Policy #5 and #20, a student should then take any problem or grievance to the Division Director.

Assignment type:

- **Independent Work:** Strictly non-collaborative, original-individual work. You may discuss this assignment only with your instructor. Discussions with other individuals, either in person or electronically, are strictly prohibited.
- **Collaboration Required:** An explicit expectation for collaboration among students either in-class or outside (i.e. group work).
- **Optional-Collaboration:** Students are permitted, but not required, to discuss the assignment or ideas with each other. However, all submitted work must be one's original and individual creation.

Assignment Name	Points / Weight	Assignment Type
Small class assignments Syllabus quiz (10) Discussion board practice (5 points)	15	Individual
Weekly Check-ins (15 @ 1 point per)	15	Individual
Mini-Quizzes (14 @ 5 points per)	70	Individual
Discussions (10 @ 10 points per)	100	Individual
Exams (3 @ 40 points per)	120	Individual
Individual Health Behavior Change Assignment	70	Optional - collaboration
Health Promotion Project Step 1 – 20 points Step 2 – 30 points Step 3 – 40 points Step 4 – 60 points Step 5 – 30 points Final – 20 points Group evaluation – 10 points	210	Collaboration required

Assignment Name	Points / Weight	Assignment Type
TOTAL COURSE POINTS	600	

See course schedule below for due dates.

COURSE ASSIGNMENTS

Syllabus Quiz (10 pts) – In week 1, students will complete a short syllabus quiz.

Discussion Board Practice (5 pts) – In week 2, students will join their discussion group and post a quick intro.

Weekly Check-ins (15 @ 1 pt each – 15 pts total) – Each week students will answer a short question in a group discussion. Groups will be automatically assigned at the beginning of the semester. This post is designed to get you engaged with your classmates and discuss a variety of topics, some unrelated to the course content.

Mini-Quizzes (14 @ 5 pts each – 70 pts total) – There will be a brief quiz each week (covering the material from the previous week). These quizzes will include multiple-choice and true/false questions and can be taken multiple times.

Discussions (10 @ 10 pts each – 100 points total) – Participation is a requirement for this course, and online discussions enable us to interact and explore class topics. In order to receive full credit, you should submit the following per each deadline period: 1 open-ended question every week (worth 5pts of each assignment grade) and 2 responses every week (each worth 2.5pts of each assignment grade).

Exams (3 @ 40 pts each – 120 pts total) – Each exam will cover the content discussed prior to the exam date (see the course calendar for specific chapters per exam). Each exam may include multiple-choice, true/false, matching, or short answer questions. There will be a time limit for each exam and each student will have just one attempt on exams. **All exams are to be taken independently** - taking the exam with the help from others is academic dishonesty.

Individual Health Behavior Change Assignment (70 pts) – Students will go through the process of analyzing an individual's health behaviors through a theoretical lens. They will then identify priority areas and address the individual's health across multiple dimensions of wellness. This is an individual assignment.

Health Promotion Project (submitted in steps, 210 pts total) – Students will work in groups of 3-4 to complete the Health Promotion Project. This assignment will be submitted in 5 steps, with the final submission being a combination of the five steps and a reflection. Each project will be posted for others to see on the Carmen course site. Each step will be graded separately, while the final submission will be graded based on revision to the five steps and the inclusion of the reflection. Each student will submit a brief evaluation of the project, including an assessment of their group members. Any student who is reported as not fully participating will receive a separate score, including a possible score of 0 on one, some, or all parts of the project.

Health Promotion Project – 210 points

For this assignment, you will work with a group to develop a comprehensive health promotion campaign for your chosen audience, addressing a relevant health need, through targeted health communication efforts. The assignment will use materials from the course, including social determinants of health, health inequities, health policy, media/social media communication, and measurement of health, among others. You will complete this work in groups of 3-4 students, and will submit five portions of the assignment before submitting the full, final health promotion project at the end of the semester.

The following schedule should be followed for this assignment:

Week 3 – Groups assigned

Week 4 – Step 1 (Identify an audience)

Week 6 – Step 2 (Identify a health issue)

Week 9 – Step 3 (Analyze determinants)

Week 11 – Step 4 (Develop media message & product)

Week 13 – Step 5 (Justify message placement)

Week 15 – Final (all steps plus additional support for the project overall)

Each of the five steps of the assignment are detailed below. A template and rubric are included with the assignment instructions on the Carmen course site.

Step 1 – Identify an Audience

In step 1, each group will identify an audience of their choice. This audience should be thoroughly defined, with a description of available demographic information. Information from outside sources will be used to describe this audience. This step will include the completion of a 2 page paper, with at least 3 scholarly sources used and cited in APA or AMA format.

Step 2 – Identify a Health Issue

In step 2, each group will identify health issues faced by their audience. Using library databases and/or google scholar, groups will identify sources to describe at least two health issues faced by their audience. This step will include the completion of a 2-3 page paper, with at least 3 scholarly sources used and cited in APA or AMA format.

Step 3 – Analyze Determinants

In step 3, each group will choose one of the health issues identified for their audience in step 2. They will then, using scholarly sources for support, describe the environmental (social, political, & built), behavioral, and genetic influences associated with that health issue for their audience. Additionally, groups will be asked to identify if this health issue occurs in this audience at a disproportionate rate. This step will include the completion of an approximately 3 page paper with scholarly sources cited in either APA or AMA format.

Step 4 – Develop Media Message & Product

In step 4, students will draft a message for their audience and create a media product using Canva, a free content creation and editing tool available on the web or as an app for iPhone or iPad. The media product type will be open for students to choose, but should be something that can be posted on either social media or in a defined public space. This step will include the completion of a media product (see template for guidelines) and an approximately 1 page paper describing the product's intended message.

Step 5 – Justify Message Placement

In step 5, each group will describe the "place" where their media product would be promoted. This may be a specific social media platform (e.g., Instagram, TikTok) or a defined physical space (e.g., billboard outside of the local hospital). The place for each product should be appropriate for the specific audience. This step will include the completion of a 1-2 page paper describing the products intended place, using at least 2 scholarly sources (cited in APA or AMA) as support.

Final – Put it all Together

For the final submission, each group will revise, edit and compile each of their five steps and then write a final summary statement (approx. 1 page) reflecting upon the completion of this project, and how it could be applied in practice. Each final project will be posted to the Carmen course site with a 2-3 sentence summary for everyone in the class to see.

Course Policies

ATTENDANCE / PARTICIPATION EXPECTATIONS

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

Participating in online activities for attendance: AT LEAST ONCE PER WEEK

You are expected to log in to the course in Carmen every week. (During most weeks you will log in many times.)

Office hours and live sessions: OPTIONAL

All live, scheduled events for the course, including my office hours, are **optional**.

Participating in discussion forums: AT LEAST ONCE MOST WEEKS

As part of your participation, each week you can expect to post at least once, but sometimes several times, as part of our substantive class discussion on the week's topics.

ABSENCE AND MAKEUP POLICY

Because this is an online course, there are few instances in which you would be truly absent, but if you have a situation that might cause you to miss an entire week of class, discuss it with the course instructor *as soon as possible*. Make up assignments and assignment extensions will be considered on a case-by-case basis.

LATE ASSIGNMENT SUBMISSIONS

Late submissions will be accepted with a 10% penalty per day. Students will be permitted to submit one individual assignment up to two days late without penalty (excluding exams & health promotion project steps/final). Refer to Carmen for due dates.

Instructor Feedback and Response Expectations:

Grading and feedback: For weekly assignments, you can generally expect feedback within **14 days**. For larger assignments, you can expect feedback within **21 days**.

Email: I will reply to emails within **48 hours on days when class is in session at the university**.

Discussion board: I will check and reply to messages in the discussion boards every **48 hours on school days**.

COPYRIGHT

©-The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

THIS SYLLABUS, THE COURSE ELEMENTS, POLICIES, AND SCHEDULE ARE SUBJECT TO CHANGE.

COURSE SCHEDULE – HTHRHSC 3400

All assignments are due by 11:59pm on the Friday of the week listed, unless otherwise stated. **This schedule is subject to change.**

Week	Dates	Topic	Readings	Assignments Due
1		What is health? Dimensions of Wellness	Chapter 1	<input type="checkbox"/> Weekly check-in 1 <input type="checkbox"/> Syllabus Quiz
2		What is health promotion? Levels of prevention	Chapters 4, 5, 8	<input type="checkbox"/> Weekly check-in 2 <input type="checkbox"/> Mini-quiz 1 <input type="checkbox"/> Discussion board practice
3		Social determinants & influences on health	Chapter 2	<input type="checkbox"/> Weekly check-in 3 <input type="checkbox"/> Mini-quiz 2 <input type="checkbox"/> Discussion 1
4		Measuring health Introduction to epidemiology	Chapter 3	<input type="checkbox"/> Weekly check-in 4 <input type="checkbox"/> Mini-quiz 3 <input type="checkbox"/> Discussion 2 <input type="checkbox"/> Health Promotion Project – step 1
5		Health Behavior Change Theories Motivational Interviewing	Chapter 9	<input type="checkbox"/> Weekly check-in 5 <input type="checkbox"/> Mini-quiz 4 <input type="checkbox"/> Discussion 3 <input type="checkbox"/> Exam 1 (ch. 1-5, 8)
6		Politics & Health Advocacy	Chapters 6 & 11	<input type="checkbox"/> Weekly check-in 6 <input type="checkbox"/> Mini-quiz 5 <input type="checkbox"/> Discussion 4 <input type="checkbox"/> Health Promotion Project – step 2
7		Ethics	Chapter 7	<input type="checkbox"/> Weekly check-in 7 <input type="checkbox"/> Mini-quiz 6 <input type="checkbox"/> Discussion 5 <input type="checkbox"/> Ind. Health Behavior Change
8		Careers in health promotion	Chapter 8	<input type="checkbox"/> Weekly check-in 8 <input type="checkbox"/> Mini-quiz 7
9		Media & Health Intro to health Communication	Chapter 12	<input type="checkbox"/> Weekly check-in 9 <input type="checkbox"/> Mini-quiz 8 <input type="checkbox"/> Discussion 6 <input type="checkbox"/> Health Promotion Project – step 3
10		Communities & neighborhoods	Chapters 10 & 15	<input type="checkbox"/> Weekly check-in 10 <input type="checkbox"/> Mini-quiz 9 <input type="checkbox"/> Discussion 7 <input type="checkbox"/> Exam 2 (ch. 6, 7, 9, 11, 12)
11		Health promoting schools	Chapter 13	<input type="checkbox"/> Weekly check-in 11 <input type="checkbox"/> Mini-quiz 10 <input type="checkbox"/> Discussion 8 <input type="checkbox"/> Health Promotion Project – step 4
12		Health promoting workplaces	Chapter 14	<input type="checkbox"/> Weekly check-in 12 <input type="checkbox"/> Mini-quiz 11 <input type="checkbox"/> Discussion 9
13		Health promoting prisons & hospitals	Chapters 16 & 17	<input type="checkbox"/> Weekly check-in 13 <input type="checkbox"/> Mini-quiz 12 <input type="checkbox"/> Discussion 10 <input type="checkbox"/> Health Promotion Project – step 5
14		Tie it all together / Course wrap-up		<input type="checkbox"/> Weekly check-in 14 <input type="checkbox"/> Mini-quiz 13
15		Open work week		<input type="checkbox"/> Health Promotion Project (final)
16		Exam review		<input type="checkbox"/> Weekly check-in 15 <input type="checkbox"/> Mini-quiz 14
Final		<i>Final due Tuesday 12/13</i>		<input type="checkbox"/> Exam 3 (ch. 10, 13-17)



School of Health and Rehabilitation Sciences

COURSE INFORMATION

HTHRHS 3400

Introduction to Health Promotion & Disease Prevention

Autumn 2022

4 Credit Hours

FACULTY INFORMATION

Instructor: Kristen Welker, PhD, CHES

Department: Health Sciences

Office Location: 306F Atwell Hall

Phone Number: 614-685-3403 (office)

Email: Kristen.Welker@osumc.edu

Office Hours: Tuesdays and Thursdays 9-10am on Zoom or by appointment (in person or virtual; early AM or evening meetings possible if needed). See Carmen course site for Zoom link and password.

CLASS MEETING SCHEDULE

Tuesday & Thursday, 12:45 – 2:05 pm, (220 minutes per week)

COURSE MATERIALS / SOFTWARE

Required:

Textbook: Foundations for Health Promotion: 4th Edition, Naidoo & Wills (2016)

Additional assigned readings on Carmen (under Modules)

COURSE DESCRIPTION

An introduction to health promotion with an emphasis on the issues and factors that impact and influence health of individuals, groups and societies.

PREREQUISITES

None

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Identify the underlying constructs of health promotion/disease prevention in the context of the current health systems
2. Discuss the influence of current issues and politics in health promotion
3. Discuss the determinants of health, including behavioral and social factors
4. Identify and describe the key components of several behavioral/social science theories and models
5. Analyze the major strengths and limitations of media use in health promotion
6. Discuss the advantages and challenges of various health promotion settings
7. Create health promotion messaging

This course is designed to fulfill the requirements for the General Education Theme: Health & Well-being. The course expected learning outcomes are linked to the theme and GE Research and Creative Inquiry learning outcomes as outlined below:

General Education Category: Theme: Health & Well-being

GOAL: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

Theme Learning Outcomes

As a part of this course, students will:

- Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. (ELO 1, 2, 3, 4, 5)
- Identify, reflect on, or apply strategies for promoting health and well-being. (ELO 2, 3, 4, 5, 6, 7)

The course "Introduction to Health Promotion & Disease Prevention" will take students through an in-depth exploration of the complexities of health and healthcare. Students will explore and analyze health and well-being from the theoretical, socio-economic, scientific, historical, cultural, technological, policy, and personal perspectives (goal 1) through course materials and through the completion of a guided health promotion project. Additionally, students will identify and reflect upon strategies to promote health (goal 2) through the individual health behavior change assignment and class discussion.

General Education Category: Research & Creative Inquiry

As part of this course, students will:

- Clearly state and comprehensively describe the issue or problem under consideration, delivering all relevant information necessary. (ELO 1-7)
- Interpret and evaluate information from multiple sources to develop a comprehensive analysis or synthesis, and thoroughly question the viewpoints of experts and professionals. (ELO 5-7)
- Systematically and methodically analyze their own and others' assumptions and carefully evaluate the relevance of contexts when representing a position.(ELO1,2,4,7)
- Articulate a thorough and complex understanding of the factors and contexts, including natural, social, cultural, and political, contributing to the research problem or creative project. (ELO 1-5)
- Connect, analyze and extend knowledge from course content to their research or creative activity.(ELO 5,7)
- Evaluate and apply diverse perspectives to complex subjects from multiple cultural lens as appropriate. (ELO 1,2,3 5,7)

- Evaluate the impact of the research or creative work on themselves, the scholarly inquiry, the local and global systems and also consider the long-term impact of the work on the scientific or artistic community. (ELO 1-7)

COURSE TECHNOLOGY

All materials will be provided via Carmen and all assignments will be completed via Canvas file upload. All necessary materials will be provided in the content section of Carmen. An [online tutorial](#) is available. Notices about this course will be sent to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Emails may be forwarded to an external email address. Please contact the Help Desk for more information.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available [online](#), and support for urgent issues is available 24x7.

Self-Service and Chat support: [IT Service Desk](#) • Phone: 614-688-HELP (4357)

Email: 8help@osu.edu • TDD: 614-688-8743

UNIVERSITY POLICIES

Up to date [university policies](#) are available from the Office of Undergraduate Education, and these policies apply to this course. You can view the following statements and policies:

- Disability Statement
- Excused absence guidelines (COVID)
- Academic Misconduct
- Grievances and solving problems
- Creating an environment free from harassment, discrimination, and sexual misconduct
- Diversity Statement
- Counseling and Consultation Services/Mental health statement
- Lyft Ride Smart

YOUR MENTAL HEALTH-COUNSELING AND CONSULTATION SERVICES

The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Trigger Warning Language: Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111.)

COVID

Continuous engagement with this course is essential to learning the material. Students are expected to log-in to the class and engage with assignments, participating at least once per week for courses with fully remote participation. Students who need to miss class or who are not able to participate due to illness (COVID-19 or other illnesses), exposure to COVID-19, care for family members exposed to COVID-19 or other reasons are expected to contact the instructor as soon as possible to arrange for accommodation. Students in special situations or those requiring specific, long-term or

other accommodation should seek support from appropriate university offices including but not limited to: [Student Advocacy](#), [Student Life Disability Services](#) and the [Office of Institutional Equity](#).

GRADING AND EVALUATION

Graded assignments may come in three forms, and students should note the expectations for each in the descriptions of our class assignments below.

A	A-	B+	B	B-	C+	C	C-	D+	D	E
100% to 93.0%	< 93.0% to 90.0%	< 90.0% to 87.0%	< 87.0% to 83.0%	< 83.0% to 80.0%	< 80.0% to 77.0%	< 77.0% to 73.0%	< 73.0% to 70.0%	< 70.0% to 67.0%	< 67.0% to 60.0%	<60%

School Specific Grievances and Solving Problems: Please see [SHRS Student Handbook](#) Policy # 5 and Policy #20 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in Policy #5 and #20, a student should then take any problem or grievance to the Division Director.

Assignment type:

- **Independent Work:** Strictly non-collaborative, original-individual work. You may discuss this assignment only with your instructor. Discussions with other individuals, either in person or electronically, are strictly prohibited.
- **Collaboration Required:** An explicit expectation for collaboration among students either in-class or outside (i.e. group work).
- **Optional-Collaboration:** Students are permitted, but not required, to discuss the assignment or ideas with each other. However, all submitted work must be one's original and individual creation.

Assignment Name	Points / Weight	Assignment Type
Small class assignments Syllabus quiz (10) Discussion board practice (5 points)	15	Individual
Weekly Check-ins (15 @ 1 point per)	15	Individual
Mini-Quizzes (14 @ 5 points per)	70	Individual
Discussions (10 @ 10 points per)	100	Individual
Exams (3 @ 40 points per)	120	Individual
Individual Health Behavior Change Assignment	70	Optional - collaboration
Health Promotion Project Step 1 – 20 points Step 2 – 30 points Step 3 – 40 points Step 4 – 60 points Step 5 – 30 points Final – 20 points Group evaluation – 10 points	210	Collaboration required
TOTAL COURSE POINTS	600	

COURSE ASSIGNMENTS

Syllabus Quiz (10 pts) – In week 1, students will complete a short syllabus quiz.

Discussion Board Practice (5 pts) – In week 2, students will join their discussion group and post a quick intro.

Weekly Check-ins (15 @ 1 pt each – 15 pts total) – Each week students will answer a short question in a group discussion. Groups will be automatically assigned at the beginning of the semester. This post is designed to get you engaged with your classmates and discuss a variety of topics, some unrelated to the course content.

Mini-Quizzes (14 @ 5 pts each – 70 pts total) – There will be a brief quiz each week (covering the material from the previous week). These quizzes will include multiple-choice and true/false questions and can be taken multiple times. Think of these more as homework review and less as a quiz.

Discussions (10 @ 10 pts each – 100 points total) – Participation is a requirement for this course, and online discussions enable us to interact and explore class topics. In order to receive full credit, you should submit the following per each deadline period: 1 open-ended question every week (worth 5pts of each assignment grade) and 2 responses every week (each worth 2.5pts of each assignment grade).

Exams (3 @ 40 pts each – 120 pts total) – Each exam will cover the content discussed prior to the exam date (see the course calendar for specific chapters per exam). Each exam may include multiple-choice, true/false, matching, or short answer questions. There will be a time limit for each exam and each student will have just one attempt on exams. **All exams are to be taken independently** - taking the exam with the help from others is academic dishonesty.

Individual Health Behavior Change Assignment (70 pts) – Students will go through the process of analyzing an individual's health behaviors through a theoretical lens. They will then identify priority areas and address the individual's health across multiple dimensions of wellness. This is an individual assignment.

Health Promotion Project (submitted in steps, 210 pts total) – Students will work in groups of 3-4 to complete the Health Promotion Project. This assignment will be submitted in 5 steps, with the final submission being a combination of the five steps and a reflection. Each project will be posted for others to see on the Carmen course site. Each step will be graded separately, while the final submission will be graded based on revision to the five steps and the inclusion of the reflection. Each student will submit a brief evaluation of the project, including an assessment of their group members. Any student who is reported as not fully participating will receive a separate score, including a possible score of 0 on one, some, or all parts of the project.

Health Promotion Project – 210 points

For this assignment, you will work with a group to develop a comprehensive health promotion campaign for your chosen audience, addressing a relevant health need, through targeted health communication efforts. The assignment will use materials from the course, including social determinants of health, health inequities, health policy, media/social media communication, and measurement of health, among others. You will complete this work in groups of 3-4 students, and will submit five portions of the assignment before submitting the full, final health promotion project at the end of the semester.

The following schedule should be followed for this assignment:

Week 3 – Groups assigned

Week 4 – Step 1 (Identify an audience)

Week 6 – Step 2 (Identify a health issue)

Week 9 – Step 3 (Analyze determinants)

Week 11 – Step 4 (Develop media message & product)

Week 13 – Step 5 (Justify message placement)

Week 15 – Final (all steps plus additional support for the project overall)

Each of the five steps of the assignment are detailed below. A template and rubric are included with the assignment instructions on the Carmen course site.

Step 1 – Identify an Audience

In step 1, each group will identify an audience of their choice. This audience should be thoroughly defined, with a description of available demographic information. Information from outside sources will be used to describe this audience. This step will include the completion of a 2 page paper, with at least 3 scholarly sources used and cited in APA or AMA format.

Step 2 – Identify a Health Issue

In step 2, each group will identify health issues faced by their audience. Using library databases and/or google scholar, groups will identify sources to describe at least two health issues faced by their audience. This step will include the completion of a 2-3 page paper, with at least 3 scholarly sources used and cited in APA or AMA format.

Step 3 – Analyze Determinants

In step 3, each group will choose one of the health issues identified for their audience in step 2. They will then, using scholarly sources for support, describe the environmental (social, political, & built), behavioral, and genetic influences associated with that health issue for their audience. Additionally, groups will be asked to identify if this health issue occurs in this audience at a disproportionate rate. This step will include the completion of an approximately 3 page paper with scholarly sources cited in either APA or AMA format.

Step 4 – Develop Media Message & Product

In step 4, students will draft a message for their audience and create a media product using Canva, a free content creation and editing tool available on the web or as an app for iPhone or iPad. The media product type will be open for students to choose, but should be something that can be posted on either social media or in a defined public space. This step will include the completion of a media product (see template for guidelines) and an approximately 1 page paper describing the product's intended message.

Step 5 – Justify Message Placement

In step 5, each group will describe the "place" where their media product would be promoted. This may be a specific social media platform (e.g., Instagram, TikTok) or a defined physical space (e.g., billboard outside of the local hospital). The place for each product should be appropriate for the specific audience. This step will include the completion of a 1-2 page paper describing the products intended place, using at least 2 scholarly sources (cited in APA or AMA) as support.

Final – Put it all Together

For the final submission, each group will revise, edit and compile each of their five steps and then write a final summary statement (approx. 1 page) reflecting upon the completion of this project, and how it could be applied in practice. Each final project will be posted to the Carmen course site with a 2-3 sentence summary for everyone in the class to see.

Course Policies

ATTENDANCE / PARTICIPATION EXPECTATIONS

The following is a summary of students' expected participation:

Attendance: Every class

Students are expected to attend each class session for this course.

Carmen: At least once a week

Students should expect to log in to the course in Carmen every week. (During most weeks you will log in many times.)

Participating in discussion forums: At least once most weeks

As part of your participation, each week you can expect to post at least once, but sometimes several times, as part of our substantive class discussion on the week's topics.

ABSENCE AND MAKEUP POLICY

If you have a situation that might cause you to miss class, discuss it with your instructor *as soon as possible*. Make up assignments and assignment extensions will be considered on a case-by-case basis.

LATE ASSIGNMENT SUBMISSIONS

Late submissions will be accepted with a 10% penalty per day. Students will be permitted to submit one individual assignment up to two days late without penalty (excluding exams & health promotion project steps/final). Refer to Carmen for due dates.

Instructor Feedback and Response Expectations:

Grading and feedback: For weekly assignments, you can generally expect feedback within **14 days**. For larger assignments, you can expect feedback within **21 days**.

Email: I will reply to emails within **48 hours on days when class is in session at the university**.

Discussion board: I will check and reply to messages in the discussion boards every **48 hours on school days**.

COPYRIGHT

©-The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

THIS SYLLABUS, THE COURSE ELEMENTS, POLICIES, AND SCHEDULE ARE SUBJECT TO CHANGE.

COURSE SCHEDULE – HTHRHSC 3400

All assignments are due by 11:59pm on the Friday of the week listed, unless otherwise stated. **This schedule is subject to change.**

Week	Dates	Topic	Readings	Assignments Due
1		What is health? Dimensions of Wellness	Chapter 1	<input type="checkbox"/> Weekly check-in 1 <input type="checkbox"/> Syllabus Quiz
2		What is health promotion? Levels of prevention	Chapters 4, 5, 8	<input type="checkbox"/> Weekly check-in 2 <input type="checkbox"/> Mini-quiz 1 <input type="checkbox"/> Discussion Board Practice
3		Social determinants & influences on health	Chapter 2	<input type="checkbox"/> Weekly check-in 3 <input type="checkbox"/> Mini-quiz 2 <input type="checkbox"/> Discussion 1
4		Measuring health Introduction to epidemiology	Chapter 3	<input type="checkbox"/> Weekly check-in 4 <input type="checkbox"/> Mini-quiz 3 <input type="checkbox"/> Discussion 2 <input type="checkbox"/> Health Promotion Project – step 1
5		Health Behavior Change Theories Motivational Interviewing	Chapter 9	<input type="checkbox"/> Weekly check-in 5 <input type="checkbox"/> Mini-quiz 4 <input type="checkbox"/> Discussion 3 <input type="checkbox"/> Exam 1 (ch. 1-5, 8)
6		Politics & Health Advocacy	Chapters 6 & 11	<input type="checkbox"/> Weekly check-in 6 <input type="checkbox"/> Mini-quiz 5 <input type="checkbox"/> Discussion 4 <input type="checkbox"/> Health Promotion Project – step 2
7		Ethics	Chapter 7	<input type="checkbox"/> Weekly check-in 7 <input type="checkbox"/> Mini-quiz 6 <input type="checkbox"/> Discussion 5 <input type="checkbox"/> Ind. Health Behavior Change
8		Careers in health promotion	Chapter 8	<input type="checkbox"/> Weekly check-in 8 <input type="checkbox"/> Mini-quiz 7
9		Media & Health Intro to health Communication	Chapter 12	<input type="checkbox"/> Weekly check-in 9 <input type="checkbox"/> Mini-quiz 8 <input type="checkbox"/> Discussion 6 <input type="checkbox"/> Health Promotion Project – step 3
10		Communities & neighborhoods	Chapters 10 & 15	<input type="checkbox"/> Weekly check-in 10 <input type="checkbox"/> Mini-quiz 9 <input type="checkbox"/> Discussion 7 <input type="checkbox"/> Exam 2 (ch. 6, 7, 9, 11, 12)
11		Health promoting schools	Chapter 13	<input type="checkbox"/> Weekly check-in 11 <input type="checkbox"/> Mini-quiz 10 <input type="checkbox"/> Discussion 8 <input type="checkbox"/> Health Promotion Project – step 4
12		Health promoting workplaces	Chapter 14	<input type="checkbox"/> Weekly check-in 12 <input type="checkbox"/> Mini-quiz 11 <input type="checkbox"/> Discussion 9
13		Health promoting prisons & hospitals	Chapters 16 & 17	<input type="checkbox"/> Weekly check-in 13 <input type="checkbox"/> Mini-quiz 12 <input type="checkbox"/> Discussion 10 <input type="checkbox"/> Health Promotion Project – step 5
14		Tie it all together / Course wrap-up		<input type="checkbox"/> Weekly check-in 14 <input type="checkbox"/> Mini-quiz 13
15		Open work week		<input type="checkbox"/> Health Promotion Project (final)
16		Exam review		<input type="checkbox"/> Weekly check-in 15 <input type="checkbox"/> Mini-quiz 14
Final		<i>Final due Tuesday 12/13</i>		<input type="checkbox"/> Exam 3 (ch. 10, 13-17)

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Health & Wellbeing

GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*