

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

- 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

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; Overview: The Research Process
- What is health promotion? Levels of prevention; Research methods in the health sciences
- Social determinants and influences on health; Writing a research question
- Measuring health; Introduction to epidemiology; Identifying evidence-based resources
- Health Behavior Change Theories; Motivational Interviewing
- Politics and Health Advocacy; Writing a literature review
- Ethics; Basics of assessment and measurement
- Careers in health promotion
- Media and health; Intro to health communication; Analysis of Data
- Communities and neighborhoods
- Health promoting schools; Dissemination and evaluation/synthesis of research data
- Health promoting workplaces
- Health promoting prisons & 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

- 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)
- HRS3400_inperson_Syllabus_May 2022.docx: Syllabus
(Syllabus. Owner: Cohen, Anya M)
- HRS3400_online_Syllabus_Revised May 2022.docx: Online Syllabus
(Syllabus. Owner: Cohen, Anya M)
- Response Review HTHRHSC 3400_6.1.22.doc: Submission Feedback Response
(Other Supporting Documentation. Owner: Cohen, Anya M)

Comments

- Please see Panel feedback email sent 04/25/2022. *(by Hilty, Michael on 04/25/2022 01:00 PM)*
- 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
Revision Requested	Hilty, Michael	04/25/2022 01:00 PM	ASCCAO Approval
Submitted	Cohen, Anya M	06/01/2022 11:47 AM	Submitted for Approval
Pending Approval	Larsen, Deborah Sue Payne, Philip	06/01/2022 11:47 AM	Unit Approval



June 1, 2022

This letter is sent in response to the committee review of HTHRHSC 3400 submitted for the Health and Wellbeing theme with High Impact Practice: Research & Creative Inquiry. Per the committee request, this letter outlines the changes and response to the committee review.

- GE Theme: Health and Wellbeing
 - The reviewing faculty ask that the General Theme Goals and ELOs be added into the course syllabus, per a requirement of all General Education courses to include these.
 - *These were added to both the in person and online syllabi per request page 2 of the syllabi.*
 - Distance learning syllabus:
 - The reviewing faculty request additional information surrounding instructor presence within the course syllabus. There is mention of potential instructor videos within the distance approval cover sheet, but those do not appear in the syllabus. If there is to be instructor-generated videos/content within the course, the reviewing faculty ask that this be placed into the syllabus.
 - *This material is explicitly provided within the CARMEN material supporting the course and this information is typically not provided within a syllabus. To satisfy the committee request we have indicated that there is an instructor video lecture within each week's content component of the course.*
 - *The following information has been added to the Course Schedule section on the online syllabus. See pages 8-10. "Each week, a module will open on Carmen and will include a weekly overview, introduction video, any reading assignments, all pre-recorded course lecture videos (slides provided, instructor visible), links to any additional resources, and all assignment descriptions with submission links. Modules will open at 12:01am Saturday each week and assignments (submitted through Carmen) will be due at 11:59pm Sunday each week."*



- The reviewing faculty ask that more information about discussion board expectations, quiz administration process (timed, window of time open, etc..) be included in syllabus.
 - *See page 5 of revised syllabus. This material is explicitly provided within the CARMEN material supporting the course. We have added it into the syllabus here for your information. Specific to exams, window of time opened has been added to the assignment description.*
- The reviewing faculty ask that the exam academic integrity plan be clarified. Is it timed but asynchronous? Is there a proctoring plan?
 - *See page 5 of revised syllabus. The following language has been specifically added to the exam assignment description: "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 of 60 minutes 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. The exams will be hosted via Carmen, with no proctoring software required. Each exam will be available to take between Saturday at 12:01am and Friday at 11:59pm.."*
- High Impact Practice: Research & Creative Inquiry
 - The reviewing faculty are unconvinced that this course meets the standard for a 4-credit hour, High Impact Practice course. For a course to meet the ELOs of the category, the research must be integrated within the course as a whole and cannot simply be a course assignment. The course must instruct students in how primary research within the field is conducted and instruct students in, assign, and provide feedback on research methods and modes of publication (papers, reports, presentations, etc.) within the discipline.
 - **This research project exemplifies the type of disciplinary collaborative community-based research that is common within the health sciences. To assure that this is explicitly conferred, the research content is now laid out within the weekly course outline. It is scaffolded to assure that students receive adequate feedback throughout the**



process but this also mimics real-world authentic research and grant proposals that occur within the health sciences.

- *Clearly state and comprehensively describe the issue or problem under consideration, delivering all relevant information necessary. – This is integrated into Steps 1, 2 and 3 of the Health Promotion Research Project.*
- *Interpret and evaluate information from multiple sources to develop a comprehensive analysis or synthesis, and thoroughly question the viewpoints of experts and professionals. - This is integrated into Steps 1, 2 and 3 of the Health Promotion Research Project.*
- *Systematically and methodically analyze their own and others' assumptions and carefully evaluate the relevance of contexts when representing a position. – Students are asked to be culturally sensitive and evidence-based in Step 4, as they create their proposed intervention for the research question to present to their chosen audience.*
- *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. – This is the foundation of Step 3 of the Health Promotion Research Project.*
- *Connect, analyze and extend knowledge from course content to their research or creative activity. – This is integrated into Steps 1-5 of the Health Promotion Research Project. Step 4 specifically asks students to create a media product (creative activity).*
- *Evaluate and apply diverse perspectives to complex subjects from multiple cultural lens as appropriate. – This is integrated into the Individual Health Behavior Change assignment in which students are asked to describe a health issue and work to find solutions from the perspective of their patient/client.*
- *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. – The final portion of the Health Promotion Research Project asks each student to reflect upon their experiences. Specifically, students are asked to reflect upon the process of conducting research to create a product, the practicality of their product, and the impact they could have on their chosen community.*
- *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. – **Step 4 of the Health Promotion Research Project asks students to be culturally sensitive in creating their media product which is one of the outcome measures of the research project. Throughout the course, content appropriate material is a crucial component of health promotion, health literacy and development of educational communications. This is additionally integrated throughout the research components of the course.**

- The reviewing faculty request more information surrounding the workload estimation for the course. Currently, they are unable to determine if this meets the standards for a 4-credit hour course. For a 4-credit hour, 14-week course, there should be approximately 4 hours of direct instruction and 8 hours of out-of-classroom work per week.
 - **The specific information has been added to the course syllabus (in-person and online): “Credit hours and work expectations: This is a 4-credit-hour course. According to Ohio State policy, students should expect around 4 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 8 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.”**
- The reviewing faculty recommend resubmitting as a three credit hour Themes course without the High Impact Practice, as in its current form, substantial revisions to the course would need to be made in order for this course to fit within the Research & Creative Inquiry category.
 - Additionally, the reviewing faculty strongly recommend not offering this course in an asynchronous format if they wish to pursue the High Impact Practice, as they are unsure how the level of instruction needed to instruct students in research methods can be done in an asynchronous format.
 - ***We disagree with this notion that high impact practice cannot occur in an asynchronous course. We do this consistently in our well-designed online courses and our BS in Health Sciences is recognized by US News and World Report as #7 online BS degree program in the US.***
 - ***Collaboration in an asynchronous format is becoming increasingly common in today’s workforce. Engaging in asynchronous projects with others provides students with authentic***



opportunities to develop skill in the areas of communication, collaborative writing and online teamwork, necessary for success beyond the classroom. (Linder KE, Hayes CM, Thompson K. Hight Impact Practices in Online Education: Research and Best Practices. Sterling VA: Stylus. 2018)

- ***This course is designed to foster strong asynchronous collaboration with support and feedback from faculty familiar with both teaching asynchronous online courses and navigating the challenges of online group work.***
- ***The research project in this course is a scaffolded teamwork project. This again is based within social constructivist pedagogy which views optimal learning when students construct through social interactions building on prior learning and reflection. A collaborative team-based learning project which allows the student to conduct research within a real-world problem is optimal best practice.***

Thank you for the opportunity to respond to your review.

Sincerely,

Marcia Nahikian-Nelms, PhD,RDN,LD,FAND

Professor, Clinical

Director, Academic Affairs-School of Health and Rehabilitation Sciences

Director, Education- Center for Faculty Advancement, Mentoring and Engagement

Senior Faculty Affiliate - Michael V. Drake Institute for Teaching and Learning

College of Medicine



THE OHIO STATE UNIVERSITY

School of Health and Rehabilitation Sciences

COURSE INFORMATION

HTHRHS 3400

Introduction to Health Promotion & Disease Prevention

Autumn 2022

4 Credit Hours According to Ohio State policy, students should expect around 4 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 8 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

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: 5th Edition, Naidoo & Wills (2022)

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 demonstrating the role of disciplinary research on identifying and addressing issues of health and health promotion.

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 learning outcomes as outlined below:

Theme General Education Category:

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

- Engage in critical and logical thinking about the topic or idea of the theme. (ELO 1, 2, 3, 4, 5)
- Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. (ELO 1, 2, 3, 4, 5)

GOAL: Identify, describe, and synthesize approaches or experiences as they apply to the theme.

- 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. (ELO 2, 3, 4, 5, 6, 7)
- Identify, describe, and synthesize approaches or experiences as they apply to the theme. (ELO 2, 3, 4, 5, 6, 7)

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.
- Interpret and evaluate information from multiple sources to develop a comprehensive analysis or synthesis, and thoroughly question the viewpoints of experts and professionals.
- Systematically and methodically analyze their own and others' assumptions and carefully evaluate the relevance of contexts when representing a position.
- 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.
- Connect, analyze and extend knowledge from course content to their research or creative activity.
- Evaluate and apply diverse perspectives to complex subjects from multiple cultural lens as appropriate.
- 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.
- 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.

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%

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		Independent
Syllabus quiz (10)	15	
Discussion board practice (5 points)		
Weekly Check-ins (15 @ 1 point per)	15	Independent

Assignment Name	Points / Weight	Assignment Type
Mini-Quizzes (14 @ 5 points per)	70	Independent
Discussions (10 @ 10 points per)	100	Independent
Exams (3 @ 40 points per)	120	Independent
Individual Health Behavior Change Assignment	70	Optional - collaboration
Health Promotion Research 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	

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 **over the week's content** and can be taken multiple times. **These quizzes are untimed and will not be proctored. All quizzes will open Saturday at 12:01am and close at 11:59pm.**

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; **topic will vary by week to correspond with that week's content**) and 2 responses every week (each worth 2.5pts of each assignment grade). **Discussion boards will open Saturday at 12:01am and will remain open until Friday at 11:59pm.**

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 **of 60 minutes** 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. **The exams will be hosted via Carmen, with no proctoring software required. Each exam will be available to take between Saturday at 12:01am and Friday at 11:59pm.**

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 Research Project (submitted in steps, 210 pts total) – Students will work in groups of 3-4 to complete the Health Promotion Research Project. This assignment will be submitted in 5 steps, with the final submission being a combination of the five steps and a reflection. Each collaborative research project will be posted for others to see on the Carmen course site and **will receive feedback from the faculty and from your peers.** 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 research 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 research project.

This assignment will be submitted in 5 steps, with the final submission being a combination of the five steps and a reflection. A template and rubric are included with the assignment instructions on the Carmen course site. Each project will be posted for others to see on the Carmen course site. Each step will be graded separately with feedback, while the final submission will be graded based on revision 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.

The following schedule should be followed for this assignment:

Week 3 – Groups assigned on Carmen – *Introductions via weekly check-in #3*

Week 4 – Step 1 (Identify an audience & Develop a Research Question)

Week 6 – Step 2 (Review of the literature for health issues supporting the research question)

Week 9 – Step 3 (Analyze determinants)

Week 11 – Step 4 (Develop message and intervention)

Week 13 – Step 5 (Justify message placement)

Week 15 – Final (summarize all steps in the research project with qualitative discussion); Project Evaluation

Step 1 – Identify an Audience & Develop a Research Question

In step 1, each group will identify an audience/at-risk population of their choice. This audience should be thoroughly defined, with a description of available demographic information. Students will work as a group to write a research question for their specific audience to guide their research project. 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. As you will have learned in our course, this step mimics the proposal component of disciplinary research within the health sciences where justification for the research is described and supported from the literature.

Step 2 – Review of the Literature for Health Issues Supporting the Research Question

In step 2, each group will identify health issues faced by their audience. Using library databases, google scholar, and/or community health needs assessment data, 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 within the research question-step 2. The group 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 and demonstrate this justification with the literature. 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 Message and Intervention

In step 4, students will draft a proposed 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 and a 1-page paper describing the product's intended message addressing the research question.

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 – Summarize all steps in the research project with qualitative discussion

For the final submission, each group will revise, edit and compile each of their five steps and then write a final summary statement using qualitative assessment strategies (approx. 1 page) reflecting upon the completion of this project, and how it could be applied in practice. Each final research 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 and **will assure your ability to maintain ongoing success in this asynchronous course:**

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.) **All of your course materials are here. Announcements are made every week along with your required readings.**

Office hours and live sessions: OPTIONAL

All live, scheduled events for the course, including my office hours, are **optional but encouraged to assure you have adequate support in this asynchronous online course.**

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 research 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**.

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

COURSE SCHEDULE – HTHRHSC 3400

Each week, a module will open on Carmen and will include a weekly overview, introduction video, any reading assignments, all pre-recorded course lecture videos (slides provided, instructor visible), links to any additional resources, and all assignment descriptions with submission links. Modules will open at 12:01am Saturday each week and assignments (submitted through Carmen) will be due at 11:59pm Sunday each week.” This schedule is subject to change.

Week	Dates	Topic	Readings	Assignments Due
1		What is health? Dimensions of Wellness Overview: The research process	Chapter 1 instructor video lecture	<input type="checkbox"/> Weekly check-in 1 <input type="checkbox"/> Syllabus Quiz
2		What is health promotion? Levels of prevention Research methods in the health sciences	Chapters 4, 5, 8 instructor video lecture	<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 Writing a research question	Chapter 2 instructor video lecture	<input type="checkbox"/> Weekly check-in 3 <input type="checkbox"/> Mini-quiz 2 <input type="checkbox"/> Discussion 1
4		Measuring health Introduction to epidemiology Identifying evidence-based resources	Chapter 3 instructor video lecture	<input type="checkbox"/> Weekly check-in 4 <input type="checkbox"/> Mini-quiz 3 <input type="checkbox"/> Discussion 2 <input type="checkbox"/> Health Promotion research Project – step 1
5		Health Behavior Change Theories Motivational Interviewing	Chapter 9 instructor video lecture	<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 Writing a literature review	Chapters 6 & 11 instructor video lecture	<input type="checkbox"/> Weekly check-in 6 <input type="checkbox"/> Mini-quiz 5 <input type="checkbox"/> Discussion 4 <input type="checkbox"/> Health Promotion Research Project – step 2
7		Ethics Basics of assessment and measurement	Chapter 7 instructor video lecture	<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 instructor video lecture	<input type="checkbox"/> Weekly check-in 8 <input type="checkbox"/> Mini-quiz 7
9		Media & Health Intro to health Communication Analysis of Data	Chapter 12 instructor video lecture	<input type="checkbox"/> Weekly check-in 9 <input type="checkbox"/> Mini-quiz 8 <input type="checkbox"/> Discussion 6 <input type="checkbox"/> Health Promotion Research Project – step 3
10		Communities & neighborhoods	Chapters 10 & 15 instructor video lecture	<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 Dissemination and evaluation/synthesis of research data	Chapter 13 instructor video lecture	<input type="checkbox"/> Weekly check-in 11 <input type="checkbox"/> Mini-quiz 10 <input type="checkbox"/> Discussion 8 <input type="checkbox"/> Health Promotion Research Project – step 4
12		Health promotion within the workplace	Chapter 14 instructor video lecture	<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 instructor video lecture	<input type="checkbox"/> Weekly check-in 13 <input type="checkbox"/> Mini-quiz 12 <input type="checkbox"/> Discussion 10 <input type="checkbox"/> Health Promotion Research Project – step 5
14		Tie it all together / Course wrap-up		<input type="checkbox"/> Weekly check-in 14

Week	Dates	Topic	Readings	Assignments Due
				<input type="checkbox"/> Mini-quiz 13
15		Open work week		<input type="checkbox"/> Health Promotion Research Project (final)
16		Exam review		<input type="checkbox"/> Weekly check-in 15 <input type="checkbox"/> Mini-quiz 14
Final		<i>Final due</i>		<input type="checkbox"/> Exam 3 (ch. 10, 13-17)



THE OHIO STATE UNIVERSITY

School of Health and Rehabilitation Sciences

COURSE INFORMATION

HTHRHS 3400

Introduction to Health Promotion & Disease Prevention

Autumn 2022

4 Credit Hours According to Ohio State policy, students should expect around 4 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 8 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

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, 11:20 – 12:50pm, Atwell Hall room 306

COURSE MATERIALS / SOFTWARE

Required:

Textbook: Foundations for Health Promotion: 5th Edition, Naidoo & Wills (2022)

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 demonstrating the role of disciplinary research on identifying and addressing issues of health and health promotion.

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.

Theme General Education Category

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

- Engage in critical and logical thinking about the topic or idea of the theme. (ELO 1, 2, 3, 4, 5)
- Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. (ELO 1, 2, 3, 4, 5)

GOAL: Identify, describe, and synthesize approaches or experiences as they apply to the theme.

- 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. (ELO 2, 3, 4, 5, 6, 7)
- Identify, describe, and synthesize approaches or experiences as they apply to the theme. (ELO 2, 3, 4, 5, 6, 7)

The course expected learning outcomes are linked to the theme 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.

- Interpret and evaluate information from multiple sources to develop a comprehensive analysis or synthesis, and thoroughly question the viewpoints of experts and professionals.
- Systematically and methodically analyze their own and others' assumptions and carefully evaluate the relevance of contexts when representing a position.
- 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.
- Connect, analyze and extend knowledge from course content to their research or creative activity.
- Evaluate and apply diverse perspectives to complex subjects from multiple cultural lens as appropriate.
- 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.
- 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.

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%

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		Individual
Syllabus quiz (10)	15	
Discussion board practice (5 points)		
Independent	15	Individual
Independent	70	Individual
Independent	100	Individual
Independent	120	Individual
Individual Health Behavior Change Assignment	70	Optional - collaboration
Health Promotion Research Project		Collaboration required
Step 1 – 20 points	210	
Step 2 – 30 points		

Assignment Name	Points / Weight	Assignment Type
Step 3 – 40 points Step 4 – 60 points Step 5 – 30 points Final – 20 points Group evaluation – 10 points		
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 over the week's content and can be taken multiple times. Think of these more as homework review and less as a quiz. **These quizzes are untimed and will not be proctored. All quizzes will open Saturday at 12:01am and close at 11:59pm.**

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; topic will vary by week to correspond with that week's content) and 2 responses every week (each worth 2.5pts of each assignment grade). Discussion boards will open Saturday at 12:01am and will remain open until Friday at 11:59pm

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 of 60 minutes 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. The exams will be hosted via Carmen, with no proctoring software required. Each exam will be available to take between Saturday at 12:01am and Friday at 11:59pm. **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 Research Project (submitted in steps, 210 pts total) – Students will work in groups of 3-4 to complete the Health Promotion Research Project. This assignment will be submitted in 5 steps, with the final submission being a combination of the five steps and a reflection. Each collaborative research project will be posted for others to see on the Carmen course site and **will receive feedback from the faculty and from your peers.** 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 research 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 research project

This assignment will be submitted in 5 steps, with the final submission being a combination of the five steps and a reflection. A template and rubric are included with the assignment instructions on the Carmen course site. Each project will be posted for others to see on the Carmen course site. Each step will be graded separately with feedback, while the

final submission will be graded based on revision 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.

The following schedule should be followed for this assignment:

Week 3 – Groups assigned on Carmen – *Introductions via weekly check-in #3*

Week 4 – Step 1 (Identify an audience & Develop a Research Question)

Week 6 – Step 2 (Review of the literature for health issues supporting the research question)

Week 9 – Step 3 (Analyze determinants)

Week 11 – Step 4 (Develop message and intervention)

Week 13 – Step 5 (Justify message placement)

Week 15 – Final (summarize all steps in the research project with qualitative discussion); Project Evaluation

Step 1 – Identify an Audience & Develop a Research Question

In step 1, each group will identify an audience/at-risk population of their choice. This audience should be thoroughly defined, with a description of available demographic information. Students will work as a group to write a research question for their specific audience to guide their project. 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. As you will have learned in our course, this step mimics the proposal component of disciplinary research within the health sciences where justification for the research is described and supported from the literature.

Step 2 – Review of the Literature for Health Issues Supporting the Research Question

In step 2, each group will identify health issues faced by their audience. Using library databases, google scholar, and/or community health needs assessment data, 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 within the research question-step 2. The group 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 and demonstrate this justification with the literature. 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 Message and Intervention

In step 4, students will draft a proposed 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 and a 1-page paper describing the product's intended message addressing the research question.

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 – Summarize all steps in the research project with qualitative discussion

For the final submission, each group will revise, edit and compile each of their five steps and then write a final summary statement using qualitative assessment strategies (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.)
All of your course materials are here. Announcements are made every week along with your required readings.

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.

Office hours: OPTIONAL

Office hours, are optional but encouraged to assure you have adequate support in this course.

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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.

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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**.

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COURSE SCHEDULE – HTHRHSC 3400

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Week	Dates	Topic	Readings	Assignments Due	
1		What is health? Dimensions of Wellness Overview: The research process	Chapter 1	<input type="checkbox"/> Weekly check-in 1 <input type="checkbox"/> Syllabus Quiz	<input type="checkbox"/>
2		What is health promotion? Levels of prevention Research methods in the health sciences	Chapters 4, 5, 8	<input type="checkbox"/> Weekly check-in 2 <input type="checkbox"/> Mini-quiz 1 <input type="checkbox"/> Discussion Board Practice	<input type="checkbox"/>
3		Social determinants & influences on health Writing a research question	Chapter 2	<input type="checkbox"/> Weekly check-in 3 <input type="checkbox"/> Mini-quiz 2 <input type="checkbox"/> Discussion 1	<input type="checkbox"/>
4		Measuring health Introduction to epidemiology Identifying evidenced-based resources	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 Research Project – step 1	<input type="checkbox"/>
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)	<input type="checkbox"/>
6		Politics & Health Advocacy Writing a literature review	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 Research Project – step 2	<input type="checkbox"/>
7		Ethics Basics of assessment and measurement	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	<input type="checkbox"/>
8		Careers in health promotion	Chapter 8	<input type="checkbox"/> Weekly check-in 8 <input type="checkbox"/> Mini-quiz 7	<input type="checkbox"/>
9		Media & Health Intro to health Communication Analysis of Data	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 Research Project – step 3	<input type="checkbox"/>
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)	<input type="checkbox"/>
11		Health promoting schools Dissemination and evaluation/synthesis of research data	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 Research Project – step 4	<input type="checkbox"/>
12		Health promoting workplaces	Chapter 14	<input type="checkbox"/> Weekly check-in 12 <input type="checkbox"/> Mini-quiz 11 <input type="checkbox"/> Discussion 9	<input type="checkbox"/>
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 Research Project – step 5	<input type="checkbox"/>
14		Tie it all together / Course wrap-up		<input type="checkbox"/> Weekly check-in 14 <input type="checkbox"/> Mini-quiz 13	<input type="checkbox"/>
15		Open work week		<input type="checkbox"/> Health Promotion Research Project (final)	<input type="checkbox"/>
16		Exam review		<input type="checkbox"/> Weekly check-in 15	<input type="checkbox"/>

Week	Dates	Topic	Readings	Assignments Due	
				<input type="checkbox"/> Mini-quiz 14	
Final		<i>Final due</i>		<input type="checkbox"/> Exam 3 (ch. 10, 13-17)	<input type="checkbox"/>

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)*

Research & Creative Inquiry Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Research & Creative Inquiry Courses. It may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult with the OSU Office of Undergraduate Research and Creative Inquiry. You may also want to consult the Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

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.

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Pedagogical Practices for Research & Creative Inquiry

Course subject & number

Performance expectations set at appropriately high levels (e.g. students investigate their own questions or develop their own creative projects). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Significant investment of time and effort by students over an extended period of time (e.g., scaffolded scientific or creative processes building across the term, including, e.g., reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work) Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interactions with faculty and peers about substantive matters including regular, meaningful faculty mentoring and peer support. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Students will get frequent, timely, and constructive feedback on their work, iteratively scaffolding research or creative skills in curriculum to build over time. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Periodic, structured opportunities to reflect and integrate learning in which students interpret findings or reflect on creative work. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Opportunities to discover relevance of learning through real-world applications (e.g., mechanism for allowing students to see their focused research question or creative project as part of a larger conceptual framework). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Public Demonstration of competence, such as a significant public communication of research or display of creative work, or a community scholarship celebration. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, (e.g. universal design principles, culturally responsible pedagogy). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Research & Creative Inquiry Inventory

Clear plan to market this course to get a wider enrollment of typically underserved populations.

Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Distance Approval Cover Sheet

For Permanent DL/DH Approval (this course has previously been approved for permanent DL)

Course Number and Title:

HTHRHSC 3400 Introduction to Health Promotion and Disease Prevention

Faculty Preparer Name and Email: **Marcia Nahikian-Nelms, PhD, RDN,LD, FAND**
 nahikian-nelms.1@osu.edu

Carmen Use

For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. **YES**
 Select

If no: Enter additional details if you responded no...

Syllabus

Proposed syllabus uses the ODEE distance learning syllabus template (or own college distance learning syllabus template based on ODEE model), includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. **YES**

Syllabus is consistent and is easy to understand from the student perspective. **YES**

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. **YES**

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. **NA**

Additional comments (optional):
 Enter any additional comments about syllabus...

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- X Regular instructor communications with the class via announcements or weekly check-ins
- X Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor
- X Regular participation in class discussion, such as in Carmen discussions or synchronous sessions
- X Regular opportunities for students to receive personal instructor feedback on assignments

- Please comment on this dimension of the proposed course (or select/explain methods above):
Enter comments, 1-3 sentences... 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 probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

Zoom meetings and office hours: **optional**

All live, scheduled events for the course, including my office hours, are optional. I will post recordings of synchronous sessions for those who cannot attend.

Participating in discussion forums: **two or more times per week**

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

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. **Select YES**

Course tools promote learner engagement and active learning. **Select YES**

Technologies required in the course are current and readily obtainable. **Select YES**

Links are provided to privacy policies for all external tools required in the course. **Select YES**

Additional technology comments:

Enter any additional comments about course technology...

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

Enter details about synchronous and asynchronous components... **yes** Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time. All course materials will be found in Carmen and can be completed around your own schedule each week.

Pace of online activities: This course is divided into weekly modules that are released on Monday each week. You will have one week to complete all learning materials, quizzes, discussions, and/or assignments for that week's module, which are due the following Sunday by 11:59pm. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a 4 credit-hour course. According to [Ohio State bylaws on instruction](#) (go.osu.edu/credit hours), students should expect around 4 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 8 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success.

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. Select **YES** (see above)

Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2. Select **YES** See above

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

Enter details... Pace of online activities: This course is divided into weekly modules that are released on Monday each week. You will have one week to complete all learning materials, quizzes, discussions, and/or assignments for that week's module, which are due the following Sunday by 11:59pm. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. Select **NA**

Accessibility

For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. Select **YES**

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Select **YES**

Description of any anticipated accommodation requests and how they have been/will be addressed.

Enter comments... **YES**

Additional comments:

Enter any additional comments about accessibility...

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: **YES**Select

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: Select **YES**

Additional comments:

Enter additional comments about academic integrity...

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation
- Variety of assignment formats to provide students with multiple means of demonstrating learning
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above): **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.



Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Enter comments, 1-3 sentences...

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course
- Context or rationale to explain the purpose and relevance of major tasks and assignments
- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress
- Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

Enter comments, 1-3 sentences...

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:
Enter any additional considerations...