

Term Information

Effective Term Autumn 2022
Previous Value Autumn 2021

Course Change Information

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

To submit the course for two GE Themes

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

This course meets the spirit of both the Citizenship for a Just and Diverse World and Health and Well Being themes

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)?

It will be beneficial to students to take these courses if they have an interest in health behavior and health promotion and wish to explore this interest area in a GE theme course.

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	Pub Hlth: Hlth Bhvr&Hlth Prom
Fiscal Unit/Academic Org	College of Public Health - D2505
College/Academic Group	Public Health
Level/Career	Undergraduate
Course Number/Catalog	3510
Course Title	Role of Behavior in Public Health
Transcript Abbreviation	Role Beh Pub Healt
Course Description	Introduction to concepts of health behavior and its role in public health; social determinants of health; applications to selected community health problems and issues.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	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
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
<i>Previous Value</i>	<i>Columbus, Marion</i>

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 51.2211
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Citizenship for a Diverse and Just World; Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Define the basic terms associated with health promotion.
- Critically analyze a community health problem and suggest practical solutions.
- Identify and investigate innovative health education practices applied in a community setting.
- Explain the complexity of health behaviors when considered from individual and community perspectives
- Explain how health behaviors and personal choices influence quality of life.
- Describe basic behavior change theories.
- Describe the history and philosophical underpinnings of health promotion.
- Describe the roles and responsibilities of a health educator.
- Identify the various settings in which health promotion activities occur
- Describe the role of health promotion within the field of public health

COURSE CHANGE REQUEST
3510 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
05/31/2022

Content Topic List

- The importance of prevention.
- Role of social and behavioral variables in health disparities.
- Major theoretical approaches to change.
- Bringing about change in communities and organization.
- Roles and responsibilities of a health educator.
- Career opportunities in health promotion.

Sought Concurrence

No

Attachments

- PUBHHBP 3510 Role of Behavior in Public Health distance approval cover sheet.pdf: distance approval cover sheet
(Other Supporting Documentation. Owner: Droesch, Kynthia Ellen)
- PUBHHBP 3510 Role of Behavior in Public Health Syllabus in person.pdf: in person syllabus
(Syllabus. Owner: Droesch, Kynthia Ellen)
- PUBHHBP 3510 Role of Behavior in Public Health Syllabus Distance.pdf: distance syllabus
(Syllabus. Owner: Droesch, Kynthia Ellen)
- PUBHHBP 3510 submission Health and Well Being.pdf: GE Theme submission - Health and Well Being
(Other Supporting Documentation. Owner: Droesch, Kynthia Ellen)
- PUBHHBP 3510 submission Citizenship for a Diverse and Just World.pdf: GE Theme submission - diverse and just world
(Other Supporting Documentation. Owner: Droesch, Kynthia Ellen)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Droesch, Kynthia Ellen	03/23/2022 03:33 PM	Submitted for Approval
Approved	Anderson, Sarah Elizabeth	04/05/2022 11:30 AM	Unit Approval
Approved	Bisesi, Michael Salvatore	04/05/2022 01:16 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/05/2022 01:16 PM	ASCCAO Approval

THE ROLE OF BEHAVIOR IN PUBLIC HEALTH

PUBHHBP 3510

Autumn 20xx

3 credit hours

Instructor:

Email (preferred):

Phone:

Office Hours: xxx

Zoom Link:

Course Time and Location: 100% Online, asynchronous

Teaching Assistant:

Email (preferred):

Phone:

Office Hours: xxx

Zoom Link:

TA Responsibilities:

The TA will review online content, conduct office hours, post assignment grades, relevant communications and notices on CARMEN, answer student questions about course administration and materials discussed (including discussion on CARMEN; office hours, email), and assist with grading assignments and exams.

Course Rationale:

The field of health promotion seeks to improve the health status of individuals and communities. It is directed towards action on the causes or determinants of health by including both health education and behavior change strategies and all attempts to produce environmental and legislative change (advocacy) conducive to health.

Course Description:

The purpose of this course is to introduce students to the philosophical, historical, and theoretical foundations of the field of health promotion. Social determinants of health as well as settings for health promotion activities will be explored.

Textbook:

No textbook will be used for this class. Instead, there are assigned readings, modules, and digital recordings which are listed weekly. Materials that are listed should be read before coming to class for the class period noted. Articles may be added throughout the semester; therefore make sure and check Carmen frequently.

Prerequisites: None

How this Online course works:

Mode of delivery: This course is 100% online. You will find a sequence of materials and activities each week in Carmen.

Pace of online activities: This course is divided into **weekly modules** that are released each week (Mondays at 12:00 am). You may schedule your efforts freely as you keep pace with weekly due dates. Quizzes on the recorded lectures and readings AND discussion group posts (on digital presentations - podcasts/TedTalks/YouTube presentations) are **due every Friday night by 10 pm**. Individual assignments are **due every Sunday night by 10 pm**.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [policy](#), students should expect to spend about 9 hours per week on work connected to this class to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. As noted above, this course is not a self-paced learning experience. If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible. The following is a summary of students' expected participation:

- **Zoom instructor and TA office hours: OPTIONAL.** You are encouraged to attend office hours as you have questions, but these sessions are optional. **Please note, periodically, we will extend invitations for you and your learning group to visit us during office hours – we would like to get to know you!**
- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK.** You are expected to log in to the course in Carmen weekly to engage with course lectures, readings, and assignments. During most weeks you will probably log in many times. **Quizzes** on the recorded lectures and readings AND discussion group posts (about digital presentations – i.e. podcasts/TedTalks/YouTube presentations) are **due every Friday night by 10 pm**. Individual assignments are **due every Sunday night by 10 pm**.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)

- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam on phone or computer, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/adddevice).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Learning Objectives: Upon completion of the course students will be able to:

1. Describe the history and philosophical underpinnings of health promotion
2. Explain the role of health promotion within the field of public health
3. Define the basic terms associated with health promotion, including components of the health promotion planning cycle
4. Illustrate how the social determinants of health, culture/bias and health literacy impact health behaviors, health outcomes and quality of life (complexity of health behavior) for populations, communities, and themselves
5. Explain how health promotion needs are identified (assessment) and the utility of the socio-ecological framework
6. Compare and contrast a major domestic and international public health issue including definition of the issue, how it is assessed, and strategies for intervention

7. Describe basic behavior change theories and identify their use in health promotion planning, implementation, and assessment
8. Apply selected behavior change theoretical constructs to personal behavior change efforts
9. Discuss methods used in health promotion
10. Develop a program session aimed at addressing a contemporary community health problem
11. Identify settings in which health promotion programs are implemented
12. Describe the roles, responsibilities and job opportunities of health educators and community health workers and compare with their career readiness and goals

BSPH Foundational (Core) Competencies

1. Summarize the historic milestones in public health which have influenced current roles and responsibilities of current public health agencies, organizations, and systems.
2. Compare and contrast types of major domestic and international public health issues, including sources/causes of infectious/chronic diseases, transmission, risk factors, morbidity, and mortality.
3. Discuss various approaches/strategies for identification, response, and intervention to address and attempt to resolve common public health issues.
4. Identify genetic, social, political, cultural, behavioral, socioeconomic, demographic, and ethical factors and relationships to domestic and international public health issues and determinants of health.
5. Apply the fundamental principles of the five core disciplines of public health (biostatistics; environmental health; epidemiology; health administration/policy; health behavior/promotion) to domestic and international population health issues.
6. Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.
7. Locate, use, evaluate and synthesize public health information.

BSPH – Public Health Sociology Specialization Competencies

1. Employ specific sociological theories, both classical and contemporary, to explain the unequal distribution of health among different subpopulations in the United States and throughout the world. Identify how these theories can extend our knowledge of disease processes and prevention and intervention opportunities beyond typical public health perspectives.
3. Illustrate how sociological perspectives of stratification - particularly along the lines of race, class, and gender – expand typical public health perceptions and approaches
4. Identify social and public policies that differentially affect the unequal distribution of health in society as well as the social process that led to their creation and keep them in place.

CEPH Foundational Domains

1. The history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
2. The basic concepts, methods, and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice

3. The concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations
4. The underlying science of human health and disease, including opportunities for promoting and protecting health across the life course
5. The socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
6. The fundamental concepts and features of project implementation, including planning, assessment, and evaluation
9. Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

CEPH Cross Cutting Concepts

1. Advocacy for protection and promotion of the public's health at all levels of society
2. Community dynamics
3. Critical thinking and creativity
4. Cultural contexts in which public health professionals work
5. Ethical decision making as related to self and society
6. Independent work and a personal work ethic
7. Networking
9. Professionalism
13. Teamwork and leadership

GE Health and Wellbeing Theme

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

- 1.1 Engage in critical and logical thinking about the topic or idea of health and wellbeing.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and wellbeing.

Activities to achieve goal: Assigned readings from a variety of sources (peer-reviewed articles, reports from health institutes, and community toolkits) and aligned in-class discussions and activities and digital presentations and discussion and feedback posts and weekly quizzes on selected critical issues in health promotion. Identification and application of key concepts (personal examples of health impacts of social determinants of health; personal health behavior change project; health communications project) occur throughout the semester.

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.

- 2.1 Identify, describe, and synthesize approaches or experiences as they apply to health and wellbeing.
- 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.

Activities to achieve goal:

Lectures, assigned readings, quizzes, class discussions and online posts and responses and assignments facilitate achievement of this goal. Examples follow. Two assignments, "social determinants of health assessment" and "self-assessment of anti-bias behavior" require reflection on personal backgrounds (both barriers and facilitators to health), biases, and behaviors. This builds on existing understandings of health determinants and fosters a growing understanding of how persons with different backgrounds may come to experience health, and health behavior change, quite differently. Using prior experience and course learning, assignments require creating different tools for communicating health promotion information (responding to new and challenging contexts) ; these include infographics, visual abstracts, op-eds, tables or figures, and a health communication video or proposal.

Goal 3: 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.).

3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

3.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing.

Activities to achieve goal:

Supported by lectures, assigned readings, quizzes, class discussions and online posts and responses, assignments also facilitate achievement of this goal. Examples follow. A 'Personal Behavior Change' assignment requires reflection on strategies implemented to promote health behavior change and barriers that made it difficult to do so. Post assignment discussions facilitate identification of additional strategies to employ to improve chances for future success. The Planning Group Sessions assignment requires identification and detailed descriptions of teaching/learning, implementation, and evaluation strategies for conducting sessions with self-selected audiences. The Health Communications Project requires identification of appropriate media-based health promotion strategies, given a self-selected audience. A health behavior (for an at-risk population) and behavior change model (and related theoretical constructs), are used to create a video or proposal that outlines communication tools and strategies to reach the at-risk population. The 'Op Ed' assignment requires identification and reflection on "upstream," policy-level factors that can promote health and well-being and writing a persuasive document advocating for a particular point of view.

GE Citizenship for a Just and Diverse World Theme

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

1.3 Engage in critical and logical thinking about the topic or idea of health and wellbeing.

1.4 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and wellbeing.

Activities to achieve goal: Assigned readings from a variety of sources (peer-reviewed articles, reports from health institutes, and community toolkits) and aligned in-class discussions and activities and digital presentations and discussion and feedback posts and weekly quizzes on selected critical issues in health promotion. Identification and application of key concepts (personal examples of health impacts of social determinants of health; personal health behavior change project; health communications project) occur throughout the semester.

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.

2.1 Identify, describe, and synthesize approaches or experiences as they apply to health and wellbeing.

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.

Activities to achieve goal:

Lectures, assigned readings, quizzes, class discussions and online posts and responses and assignments facilitate achievement of this goal. Examples follow. Two assignments, "social determinants of health assessment" and "self-assessment of anti-bias behavior" require reflection on personal backgrounds (both barriers and facilitators to health), biases, and behaviors. This builds on existing understandings of health determinants and fosters a growing understanding of how persons with different backgrounds may come to experience health, and health behavior change, quite differently. Using prior experience and course learning, assignments require creating different tools for communicating health promotion information (responding to new and challenging contexts); these include infographics, visual abstracts, op-eds, tables or figures, and a health communication video or proposal.

Goal 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

Activities to achieve goal:

Lectures, assigned readings, quizzes, class discussions and online posts and responses and assignments facilitate achievement of this goal. Examples follow. The evolution of definitions of health, and issues and strategies for health promotion are examined at the global level (World Health Organization Health Promotion Conferences, 1986 – 2021). Differences in social safety net programs employed throughout the world are also examined. A comparative lens is used to examine differences in how a common health problem is identified and managed in the US vs another country as are the recommended approaches (i.e., evidence based, individual vs societal focus) for addressing the problem and the role of citizens and health agencies for effecting change (Assignment # 4 HP 2030). Identification and health impact of ones 'citizenship' and relative privilege within different sectors (income, social status, social support, social inclusion, education and literacy, employment and working conditions, physical living environment, early life experience, gender) is examined in Assignment # 2 (Social Determinants of Health Assessment). The 'deadly sins' and 'contrary virtues' of public health are presented noting links to public health values and how these values are linked to public health practice. (APHA, 2002, vol 92, no 7). Community, consideration of others, health equity, collaboration, and empathy are among the key values discussed, all of which are critical for intercultural competence.

Goal 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

- 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.
- 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

Activities to achieve goal:

Instructional materials, class discussions and digital presentations and online posts, quizzes, and formal assignments facilitate achievement of this goal. Examples follow. The Ethiopian Health Extension Programme (EHEP) and England’s Department of Health Toolkit are used to exemplify the health promotion planning cycle (HPPC) – with real world applications provided by each resource. The Health Belief Model is taught by examining women’s health and breast cancer screening in Iran. The impacts of ‘Citizenship’ for persons with substance use and those with minoritized identities on advocacy for change and achievement of health and educational success is likewise examined.

A Gardener’s Tale (Jones, 2000) is used to explore the historical perpetuation of ‘isms’ (including racism) at the institutional (i.e., ‘societal ‘norms’ create structural barriers for some and unearned privilege for others) and personal level (i.e., leading to intentional and unintentional behaviors that maintain untoward societal ‘norms’) and how this process can be foster ‘internalization’ of the isms by affected groups, potentially leading to destruction of the affected groups self – worth and impetus to take ‘collective action.’ Assignments foster evaluating impacts of ‘isms’ personally (including an examination of one’s positionality) - Assignment # 2 Social Determinants of Health; Assignment # 3 Self-Assessment of Bias, and for the broader community- Assignment #4 HP 2030.

The use of community organizing as a tool for restructuring nexuses of power through developing critical consciousness and community capacity to facilitate changes in community characteristics to support health and well-being for the community is presented (Parker et. al. (2010) Community organizing network for environmental health: using a community health development approach to increase community capacity around reduction of environmental triggers.)

Alignment of Course Topics

The following chart demonstrates how course topics are aligned with 1) course learning objectives, 2) BSPH program competencies (foundational and specialization), 3) CEPH foundational domains and cross cutting concepts; and 4) evaluation activities conducted to assess course learning objectives (and aligned competencies, domains & cross cutting concepts).

Alignment of Course Topics						
Topics/Module #	Course Learning Objective(s)	Foundational (Core) Competencies	Specialization Competencies	CEPH Foundational Domains	CEPH Cross Cutting Concepts	Student Evaluation Activity for Assessment (A=Assignment)

Evolution of Health Promotion/M 1	1	1		1, 2, 3	6	Midterm Exam
Health Promotion Intro I/M 1	2	1,3,5		1, 2, 3	6	Midterm Exam
Health Promotion Intro II/M 1	3	1,3,5		1, 2, 3	6	Midterm Exam, A#1: Behavior Change Goal
Determinants of Health/Social Determinants of Health/M 2	4	4	PHS 1,3	4,5	3,4,6	Midterm Exam, A#2: Social Determinants of Health Assessment
Health Disparities & Where/When to Intervene/ M 2	4	4	PHS 1,3,4	4,5	3,4,5,6	Midterm Exam, A#3: Self-Assessment of AntiBias Behavior
Health literacy; social protection floors/M 2	4	4		5		Midterm Exam
Health Promotion Planning Cycle, including Community Health Assessment/M 3	5, 6	2,4,5,6,7		6	3,4,6	Mid-term Exam, A#4: HP 2020 Goal & Global Comparison

Socioecological Model & Health Promotion Planning/M 3	3,7	3		6		Mid-term Exam
Program Planning & Program Evaluation/M3	3	2,3,5		2,4,6	3,4,6,13	Mid-term Exam, A#8: Planning Group Session for Community
What is Theory? Health Belief Model (<i>Intrapersonal</i>) / M4	7,8	5,7		2,4,6	3,6	Mid-term Exam, A#5: Health Belief Model, Stages Of Change
Stages of Change (<i>Intrapersonal</i>)/M4	7,8	5,7		2,4,6	3,6	Mid-term Exam, A#5: Health Belief Model, Stages Of Change
Behavioral Economics (<i>Intra/Interpersonal</i>)/M4	7,8	5,7		2,4,6	3,6	Mid-term Exam, Assignment: Behavioral Economics, Social Cognitive Theory: Examples & Application
Social Cognitive Theory (<i>Interpersonal</i>)/M4	7,8	5,7		2,4,6	3,6	Mid-term Exam, Assignment: Behavioral Economics, Social Cognitive Theory: Examples & Application

Community Organizing; Social Marketing (Community)/M4	7,8	5,7		2,4,6	3,6	Mid-term Exam
Public Health Values, Communications Skills & Health Promotion Practice/M5	9,10	3,5,6,7		9	1,2,3,4,5, 6	Final Exam, Assignment: Planning Group Session for Community
Health Impact Pyramid/Individuals & Groups /M5	9,10	3,5		3	6	Final Exam
Advocacy/Law /M5	9	3,5,6,7		3	6	Final Exam Assignment: Op Ed Article
Electronic & mass media/M5	9	6		3	6	Final Exam Assignment: Course Summary
Why consider 'settings?'/M6	11	2,3,4,5,7		3	6	Final Exam
Schools/M6	11	3		3	6	Final Exam
Workplace/M6	11	2,3,4,5,7		3	6	Final Exam
Health Facilities/M6	11	3		3	6	Final Exam
Health Educators & Community Health Workers/M7	12	7		3	3,4,6,7,8, 9	Final Exam

Course Overview of Topical Themes

The course is arranged into 7 modules or topical themes. Course lectures, readings, digital presentations (podcasts/TedTalks/YouTub presentations) are presented according to these themes.

Topical themes include:

Module 1: What is Health Promotion? (*Week 1*)

Module 2: What Determines Health and Why? (*Week 2, Week 3-Part 1*)

Module 3: How Do We plan AND Evaluate Health Promotion? (*Week 3-Part 2, Weeks 4,5*)

Module 4: What Theories and Perspectives Guide Health Promotion? (*Weeks 6, 7, 8*)

Module 5: What Specific Methods Can We Use? (*Weeks 9, 10*)

Module 6: Settings...Where Will We Do This? (*Weeks 11, 12*)

Module 7: Who Undertakes These Tasks? (Weeks 13, 14)

Class Policies:

1. Assigned readings should be completed and lectures should be viewed before completing weekly quizzes and assignments. Quizzes on the recorded lectures and readings are due every Friday night. Learning group collaborations and individual assignments are due every Sunday night.
2. Attendance and participation during small-group discussions is expected.
3. You are responsible for all material covered in this course (lectures, readings, guest speakers, videos, handouts).
4. Assignments and quizzes are to be completed through Carmen, or through a Qualtrics link on Carmen, on dates and times noted unless otherwise specified. Assignments turned in within 24 hours of the deadline will receive half credit. After 24 hours of the deadline, assignments will not be accepted except in instances of personal illness or death of a loved one. A doctor/counselor's note will need to be provided to receive credit for late assignment due to personal illness.
5. In instances of a planned absence from class (e.g., travel to a conference), notify the Instructor at least two weeks in advance. In instances of unplanned absence (illness, death of a loved one), notify the Instructor as soon as you are able.
6. If you must miss an exam due to the death of a loved one or personal illness, the Instructor & the TA must be notified prior to the exam start time, by email, and documentation of the situation must be presented in order to reschedule the exam. Make-up exams should be scheduled within one week of the original exam.
7. Grades and test questions will not be debated in class. If you disagree with your grade on a test question or an assignment, turn in a rebuttal outlining what you would like reconsidered, and why. Your written grade rebuttal must be sent in writing within one week after your grade is posted and released on Carmen, through an email sent to both the Instructor & the TA.

Academic integrity:

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University, the College of Public Health, and the Committee on Academic Misconduct (COAM) expect that all students have read and understood the University's *Code of Student Conduct* and the School's *Student Handbook*, and that all students will complete all academic and scholarly assignments with fairness and honesty. The *Code of Student Conduct* and other information on academic integrity and academic misconduct can be found at the COAM web pages (<http://oaa.osu.edu/coam.html>). Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct*, the *Student Handbook*, and in the syllabi for their courses may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to)

plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Please note that the use of material from the Internet without appropriate acknowledgement and complete citation is plagiarism just as it would be if the source were printed material. Further examples are found in the *Student Handbook*. Ignorance of the *Code of Student Conduct* and the *Student Handbook* is never considered an “excuse” for academic misconduct.

If I suspect a student of academic misconduct in a course, I am obligated by University Rules to report these suspicions to the University’s Committee on Academic Misconduct. If COAM determines that the student has violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Policies for this Online Course Concerning Academic Integrity

- **Exams:** You must complete all quizzes and exams yourself, without any external help or communication.
- **Individual assignments & contributions to group work:** Your individual work, including discussion posts, should be your own original work. Cite any sources (including class articles & cases) you use for your written assignments and discussion points.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Office of Student Life: Disability Services

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office of Student Life: Disability Services at 614-292-3307 in Room 098 Baker Hall 113 W. 12th Ave. to coordinate reasonable accommodations for students with documented disabilities (<http://www.ods.ohiostate.edu/>).

Child Care

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the “Child Care Access Means Parents in School” (CCAMPIS) Program at 614-247-7092/ lewis.40@osu or visit odi.osu.edu/ccampis

Mental Health Services

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services

available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-- 292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. 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 Suicide Prevention Hotline at 1-- 800--273--TALK or at suicidepreventionlifeline.org.

Evaluation of Learning

The chart below lists all the activities that will be used to evaluate your learning. The maximum points that can be earned for each and the points associated with each. For each homework assignment listed, the assignment (A) number, and week (W) and module (M) number where the assignment can be found, are provided in parentheses. There is only one discussion post (DP) listed as an assignment (Peer Evaluation of Op Ed). For example, the Behavior Change Goal is Assignment # 1, and is due at the end of Week # 1, and is part of Module # 1. The Social Determinants of Health Assignment is Assignment # 2, which is due at the end of Week #2, and is part of Module # 2.

The points for each assignment and the date and time when the assignment is due are also provided.

Evaluation:

Exam	Homework (Assignment # in Carmen/Week #/Module#)	Points	Deadline
	Introduction To Course Quiz (A01, W1, M1)	.5	Friday 8/27 by 10pm
	Self-Introduction Post (A02, W1, M1)	.5	Friday 8/27 10pm
	Do Not Use Responses (A0, W1, M1)	0	Sunday 8/29 10pm
	Behavior Change Goal (A1, W1, M1)	4	Sunday 8/29 by 10pm
	Social Determinants of Health Assessment (A2, W2, M2)	4	Sunday 9/5 by 10pm
	Self-Assessment of Anti-Bias Behavior (A3, W3, M2)	4	Sunday 9/12 by 10pm
	HP 2020 Goal & Global Comparison (A4, W4, M3)	4	Sunday 9/19 by 10pm
Midterm 1	Covers: Weeks 1 – 5; Modules 1, 2, 3	6	Sunday 9/26 by 10pm
	HBM, SOC: Examples, Application (A5, W6, M4)	4	Sunday 10/3 by 10pm
	Behavioral Econ, SCT: Examples, Application (A6, W7, M4)	4	Sunday 10/10 by 10pm
	Health Communication Intervention Proposal (A7, W8, M4)	4	Sunday 10/17 by 10pm
	Planning Group Sessions for Community (A8, W9, M5)	4	Sunday 10/24 by 10pm
	Writing an 'Op Ed' Draft (A9, W10, M5)	1.5	Sunday 10/31 by 10pm

Midterm 2	Covers: Weeks 6 – 10; Modules 4, 5	6	Sunday 10/31 by 10pm
	Interventions: Communities, Schools (A10, W11, M6)	4	Sunday 11/7 by 10pm
	Op Ed Peer Evaluation Discussion Post (DP, W11, M6)	1.5	Sunday 11/7 by 10pm
	Writing an 'Op Ed' Final (A11, W12, M6)	4	Sunday 11/14 by 10pm
	Analysis of Behavior Change Efforts Final (A12, W13, M7)	7	Sunday 11/21 by 10pm
	Course Summary Project (A13, W14, M7)	6	Sunday 11/28 by 10pm
Final Exam	Covers: Weeks 11 – 14; Modules 6, 7	6	Sunday 12/5 by 10pm
Weekly Assignments			
	Weekly lecture self-assessment quizzes (2, .05-point quizzes per week)	14	Weekly, Fridays by 10pm
	Weekly discussion post on digital presentation & response to learning group members (1 per week at 1 point each, EXCEPT weeks 5, 10, & 14)	11	Weekly, Fridays by 10pm
	Total Points =	100	

Weekly lecture self-assessment quizzes will consist primarily of multiple-choice questions. The midterm and final exams will consist primarily of multiple-choice, matching, and true/false questions.

The following grading scale will be used in this class:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	66-69
D	60-65
E	59 and below

A	Outstanding work that reflects mastery of the material and ability to apply it critically and creatively
A-	Excellent work that reflects mastery of the material
B+	Good work that reflects mastery of most of the class material
B	Good work that reflects mastery of some of the class material
B-	Good work that reflects mastery of a few aspects of the class material
C+	Mediocre work that reflects familiarity with, but not mastery of the class material
C	Mediocre work that reflects familiarity with the class material
C-	Mediocre work that reflects little familiarity with class material

Module 1: WHAT IS HEALTH PROMOTION?

(Week 1)

Upon completion of readings, classes and online activities this module, you should be able to:

- Describe the history and philosophical underpinnings of health promotion
- Describe the role of health promotion within the field of public health
- Define the basic terms associated with health promotion, including population health

<p>Week 1 Aug 23 - 29</p>	<p>TOPICS</p> <p>Introduction to Course</p> <p>Health Promotion Intro, Part 1</p> <p>Health Promotion Intro, Part 2</p>	<p>READINGS</p> <p>McLeroy, Kenneth R.; Carolyn Crump (1994) Health promotion and disease prevention: a historical perspective. Preventive Healthcare and Health Promotion for Older Adults: 9- 17.</p> <p>The Ottawa Charter (online – 5 sections) http://www.who.int/healthpromotion/conferences/previous/ottawa/en/</p> <p>The Journey from Ottawa to Health 2020 https://www.youtube.com/watch?v=gJ1H2ojwb2Q</p> <p>Mittlemark M. (2000) What is Health Promotion?</p> <p>Health Promotion and Health Education (eNOTES) Purtle, J. (2013). How I explained public health to my relatives. http://www.philly.com/philly/blogs/public_health/How-I-explained-public-health-to-myrelatives.html</p> <p>Health Policy Institute of Ohio (November 2014) What is “population health”? http://www.healthpolicyohio.org/wp-content/uploads/2014/11/WhatIsPopHealth_PolicyBrief.pdf</p> <p>Health Policy Institute of Ohio (April 2015) Ohio prevention basics: a closer look at prevention spending</p>
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	<p>“People Like Us: How Our Identities Shape Health And Educational Success”</p>	<p>http://www.healthpolicyohio.org/wp-content/uploads/2015/04/PrevBasics_CloserLookPreventionSpending.pdf</p> <p>Health Policy Institute of Ohio (September 2015) Beyond Medical Care: Emerging policy opportunities to advance prevention and improve health value in Ohio http://www.healthpolicyohio.org/wp-content/uploads/2015/09/PolicyBrief_BeyondMedicalCare_Final.pdf</p> <p>Digital Presentation: https://www.npr.org/transcripts/729275139</p>
<p>Assignments Due for Week 1:</p> <ul style="list-style-type: none"> • Course Introduction Quiz: .5 points (due FRIDAY by 10 pm): THIS IS DIFFERENT THAN THE SYLLABUS QUIZ • Self-Introduction Post: .5 points (due FRIDAY by 10 pm); LOCATED IN PINNED DISCUSSIONS • Quiz: Health Promotion, Part 1: .5 points (due FRIDAY by 10 pm) • Quiz: Health Promotion, Part 2: .5 points (due FRIDAY by 10 pm) • Discussion Post & Reply (Digital Presentation): 1 point (due FRIDAY by 10 pm) • Do Not Use Responses: 0 points (due SUNDAY by 10 pm) • Assignment # 1 Behavior Change Goal: 4 points (due SUNDAY by 10 pm) 		

Assignments Due for Week 2:

- Quiz: Definitions and Determinants of Health: .5 points (due **FRIDAY** by 10 pm)
- Quiz: Health Disparities: Why & How to Intervene: .5 points (due **FRIDAY** by 10 pm)
- Discussion Post & Reply (Digital Presentation): 1 point (due **FRIDAY** by 10 pm)
- Assignment #2: Social determinants of Health Assessment: 4 points (due **SUNDAY** by 10 pm)

Week 3 Sept 6 – 12 (part 1 of 2)	Health Literacy; Social Protection Floors	Nutbeam D (2000) Health literacy as a public health goal: a challenge for contemporary health education and communication strategies into the 21st century. Health Promotion International; 15(3): 259-267. International Labour Organization: Social protection floor (including 4 Basic Social Security Guarantees) http://www.ilo.org/secsoc/areas-of-work/policy-development-and-applied-research/socialprotectionfloor/lang--en/index.htm
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Module 3: HOW DO WE PLAN AND EVALUATE HEALTH PROMOTION?

(1/2 of Week 3, Week 4, Week 5)

Upon completion of readings, classes and online activities in this module, you should be able to:

- Explain how health promotion needs are identified (assessment) and the utility of the socio-ecological framework
- Describe frameworks for program planning & evaluation
- Explore public health problems and suggest practical solutions

Week 3 Sept 6 - 12 (Part 2 of 2)	Health Promotion Planning Cycle (HPPC)	<p>“Chapter 1 Health Promotion and Public Health, Section: Health Promotion Planning Process” in John Hubley & June Copeman, Practical Health Promotion, 2nd edition (2013).</p> <p>Health Education, Advocacy and Community Mobilization Module: 12. Planning Health Education Programmes: 1. OpenLearnWorks, The Open University. (download Session 12)</p> <p>http://www.open.edu/openlearnworks/mod/oucontent/view.php?id=170#downloads</p>
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	“Are you confused about health information? You're not alone”	Digital Presentation https://www.youtube.com/watch?v=-x6DLqtaK2g
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Assignments Due for Week 3:

- Quiz: Social Protection Floors and Health Literacy: .5 points (due **FRIDAY** by 10 pm)
- Quiz: Health Promotion Planning Cycle: .5 points (due **FRIDAY** by 10 pm)
- Discussion Post & Reply (Digital Presentation): 1 point (due **FRIDAY** by 10 pm)
- Assignment #3: Self-Assessment of Anti-Bias Behavior: 4 points (due **SUNDAY** by 10 pm)

	<p>The Transtheoretical Model (Intrapersonal)</p> <p>Facts Aren't Enough: The Psychology Of False Beliefs</p>	<p>Theory at a glance: A guide for health promotion practice, 2nd ed. (2005) U.S. Department of Health and Human Services, National Institutes of Health., National Cancer Institute. (Rimer and Glanz). Stages of Change (Transtheoretical Model): pages 15 – 16 only.</p> <p>Van Der Veen J (2002) Stage-matched nutrition guidance for patients at elevated risk for cardiovascular disease: a randomized intervention study in family practice. J of Family Practice; 51(9): 751 – 758.</p> <p>Digital Presentation: https://www.npr.org/2019/07/18/743195213/facts-arent-enough-the-psychology-of-false-beliefs</p>
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Assignments Due for Week 6:

- Quiz: Intro to Theory & Health Belief Model: .5 points (due **FRIDAY** by 10 pm)
- Quiz: Transtheoretical Model: .5 points (due **FRIDAY** by 10 pm)
- Discussion Post & Reply (Digital Presentation): 1 point (due **FRIDAY** by 10 pm)
- Assignment #5: Health Belief Model & Stages of Change (due **SUNDAY** by 10 pm)

Assignments Due for Week 8:

- Quiz: Community Organizing: .5 points (due **FRIDAY** by 10 pm)
- Quiz: Social Marketing: .5 points (due **FRIDAY** by 10 pm)
- Discussion Post & Reply (Digital Presentation): 1 point (due **FRIDAY** by 10 pm)
- Assignment #7: Health Communications Intervention Proposal: 4 points (due **SUNDAY** by 10 pm)

Module 5: WHAT SPECIFIC METHODS CAN WE USE?

(Week 9, Week 10)

Upon completion of readings, classes and online activities this module, you should be able to:

- Identify methods used in health promotion
- Develop a program plan & Op Ed aimed at addressing a contemporary community health problem

<p>Week 9 Oct 18 - 24</p>	<p>Public Health Values & Communication Skills</p> <p>Health Impact Pyramid/Individuals & Groups</p> <p>Thomas Friedman Explains How to Write an Op-Ed for the New York Times (connects 'values' with writing an op ed)</p> <p>How to Write an Op Ed – Mark Grabowski</p>	<p>Fineberg H et. al. (2012) Deadly sins and living virtues of public health. Institute of Medicine. http://www.iom.edu/Global/Perspectives/2012/SevenSinsPublicHealth.aspx</p> <p>‘Fernandez L. Running an effective task group: the five C’s. The new Social Worker. http://www.socialworker.com/feature-articles/practice/Running_An_Effective_Task_Group%3A_The_Five_C/</p> <p>Frieden TR. A framework for public health action: The health impact pyramid. Am J Pub Health. 2010;100:590-595.</p> <p>Rose G. Sick individuals and sick populations. Int J Epi. 2001;30:427-432.</p> <p>Digital presentations: https://www.youtube.com/watch?v=kD3eHClpnI0 (2:19)</p> <p>https://www.youtube.com/watch?v=Eu_r_LpuB7M (52:39) View up to 52:39 (at approximately 52:39, Dr. Grabowski discusses an assignment he is giving to his class; you do not need to listen to this part!)</p>
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Assignments Due for Week 9:

- Quiz: Public Health Sins, Virtues and Communication Skills: .5 points (due **FRIDAY** by 10 pm)
- Quiz: Health Impact Pyramid/Individuals & Groups: .5 points (due **FRIDAY** by 10 pm)
- Discussion Post & Reply (Digital Presentation): 1 point (due **FRIDAY** by 10 pm)
- Assignment #8: Planning Groups Session for Community Proposal (due **SUNDAY** by 10 pm)

Module 6: SETTINGS...WHERE WILL WE DO THIS?

(Weeks 11, 12)

Upon completion of readings, classes and online activities this module, you should be able to:

- Identify settings in which health promotion programs are implemented
- Explore public health problems and suggest practical solutions

Week 11
Nov 1 - 7

Communities

World Health Organization. Introduction to Healthy Settings.

http://www.who.int/healthy_settings/about/en/index.html

Luque J, Ross L, Gwede C. (2013) Qualitative systematic review of barber-administered health education, promotion, screening and outreach programs in African-American communities. J Community Health. DOI 10.1007/s10900-013-9744-3

Schools

Hodder R et. al. (2011) A school-based resilience intervention to decrease tobacco, alcohol and marijuana use in high school students. BMJ: 11: 1 – 10.

Centers for Disease Control and Prevention (2009) School Connectedness: Strategies for Increasing Protective Factors Among Youth. Atlanta, GA: U.S. Department of Health and Human Services;

<http://www.cdc.gov/healthyyouth/protective/pdf/connectedness.pdf>

Marcus Stanley is Engaging Communities to Combat HIV/AIDS

Digital presentation:

<https://jphmpdirect.com/2018/12/26/marcus-stanley-podcast/>

Assignments Due for Week 11:

- Quiz: Communities: .5 points (due **FRIDAY** by 10 pm)
- Quiz: Schools: .5 points (due **FRIDAY** by 10 pm)
- Discussion Post & Reply (Digital Presentation): 1 point (due **FRIDAY** by 10 pm)
- Assignment #10: Interventions – Communities, Schools (due **SUNDAY** by 10 pm)
- Op Ed Peer Evaluation Discussion Post (due **SUNDAY** by 10 pm)

Week 12 Nov 8 - 14	Workplaces	Gazmararian J et. al. 2013 A randomized prospective trial of a worksite intervention program to increase physical activity. Am J Health Promotion: 28(1): 32-40.
	Health Facilities	Groene, Garcia-Barbero. 2005. Health Promotion in Hospitals: Evidence and Quality Management. Copenhagen, Denmark: WHO Europe. Annex 3: Standards for Health Promotion in Hospitals: pages 112-119 only.
	Exploring Health & Safety Consequences of Modern Work (#1)	Digital Presentations: (First two presentations only) https://www.cdc.gov/video/phgr/2017/GR_08-15-2017.mp4 #1 Casey Chosewood, MD, MPH: Work, Health s'apdokfaspdf ik-23i Well-being: Exploring the Health and Safety Consequences of Modern Work
	Business Case for Investing in Workers' Health (#2)	#2 Ron Goetzel, PhD: The Business Case for Investing in Workers' Health and Well-Being

Assignments Due for Week 12:

- Quiz: Health Facilities: .5 points (due **FRIDAY** by 10 pm)
- Quiz: Workplaces: .5 points (due **FRIDAY** by 10 pm)
- Discussion Post & Reply (Digital Presentation): 1 point (due **FRIDAY** by 10 pm)
- Assignment # 11: Op Ed Article FINAL COPY (due **SUNDAY** by 10 pm)

Module 7: WHO UNDERTAKES THESE TASKS?

(Weeks 13, 14)

Upon completion of readings, classes and online activities this module, you should be able to:

- Describe the roles and responsibilities of a health educator/community health worker

Week 13
Nov 15-21

Health
Educators/
Community
Health
Workers

National Commission for Health Education Credentialing (Certified Health Education Specialist (CHES)). (Read Health Education Credentialing, including Health Education Profession, Responsibilities & Competencies, and Code of Ethics. Exams, including CHES Overview.)

<http://www.nchec.org/credentialing/profession/>

U.S. Department of Labor, 21-1091 Health Educators, Occupational Employment and Wages, May 2015. Bureau of Labor Statistics. Occupational Employment Statistics.

<http://www.bls.gov/oes/current/oes211091.htm>

U.S. Department of Labor, Occupational Outlook Handbook, Health Educators and Community Health Workers. (Read Summary, What They Do, Work Environment, How to Become One, Pay, Job Outlook, State & Area Data, Similar Occupations, and More Info) Bureau of Labor Statistics.

<http://www.bls.gov/ooh/community-and-social-service/health-educators.htm>

The Society for Public Health Education (SOPHE) (Read About & Advocacy Tabs) <http://www.sophe.org/>

Gutierrez Kapheim M and Campbell J. Best Practice Guidelines for Implementing and Evaluating Community Health Worker Programs in Health Care Settings. Chicago, IL: Sinai Urban Health Institute, January 2014. (Introduction, pps. 1 – 14 only)

Hunter JB, de Zapien JG, Papenfuss M, Fernandez ML, Meister J, Giuliano AR. August 2004. "The impact of a promotora on increasing routine chronic disease prevention among women aged 40 and older at the U.S.-Mexico border". *Health Education & Behavior*. **31** (4 Suppl): 18S–28S

	Digital Presentations:	<p>Health Educators: What is a Health Education Specialist? (2:34) (Scroll down to access video)</p>
		<p>https://www.sophe.org/careerhub/health-education-profession/</p> <p>Health Educators/Community Health Workers (1:27) https://www.careeronestop.org/videos/careeronestop-videos.aspx?videocode=21109100</p> <p>A Day in the Life of a Health Educator (4:28) https://www.youtube.com/watch?v=9ihYZ4twD4o</p> <p>Job Roles of Certified Health Education Specialists (4:04) https://www.youtube.com/watch?v=MJTNI9_vxE</p> <p>Why I Love My Career in Health Education (2:06) https://www.nchec.org/why-i-love-my-career-in-health-education</p> <p>Community Health Workers: Community Health Worker Roles (11:41) https://www.youtube.com/watch?v=69csBE4y1Uo</p> <p>Pathways 101: Community Health Worker (3:34) https://healthcareaccessnow.org/what-is-a-community-health-worker/</p>
<p>Assignments Due for Week 13:</p> <ul style="list-style-type: none"> • Quiz: Health Promotion – Health Education and Health Educators/Promoters .5 points (due FRIDAY by 10 pm) • Quiz: Health Promotion - Community Health Workers: .5 points (due FRIDAY by 10 pm) • Discussion Post & Reply (Digital Presentation): 1 point (due FRIDAY by 10 pm) • Assignment # 12: Analysis of Behavior Change (due SUNDAY by 10 pm) 		

Assignments Due for Week 14:

- Quiz: Career Development - .5 points (due **FRIDAY** by 10 pm)
- Quiz: Guest Panel: .5 points (due **FRIDAY** by 10 pm)
- Assignment # 13: Course Summary Project (due **SUNDAY** November 28 by 10 pm)

Assignments Due for Week 15/Final Exams Week:

- Complete Final Exam (due **SUNDAY** December 5 by 10 pm)

THE ROLE OF BEHAVIOR IN PUBLIC HEALTH

PUBHHBP 3510

Autumn 20xx

3 credit hours

Instructor:

Email (preferred):

Phone:

Office Hours: xxx

Zoom Link:

Course Time and Location: MW 10:20 – 11:40

Teaching Assistant:

Email (preferred):

Phone:

Office Hours: xxx

Zoom Link:

TA Responsibilities:

The TA will review online content, conduct office hours, post assignment grades, relevant communications and notices on CARMEN, answer student questions about course administration and materials discussed (including discussion on CARMEN; office hours, email), and assist with grading assignments and exams.

Course Rationale:

The field of health promotion seeks to improve the health status of individuals and communities. It is directed towards action on the causes or determinants of health by including both health education and behavior change strategies and all attempts to produce environmental and legislative change (advocacy) conducive to health.

Course Description:

The purpose of this course is to introduce students to the philosophical, historical, and theoretical foundations of the field of health promotion. Social determinants of health as well as settings for health promotion activities will be explored.

Textbook:

No textbook will be used for this class. Instead, there are assigned readings, modules, and digital recordings which are listed weekly. Materials that are listed should be read before coming to class for the class period noted. Articles may be added throughout the semester; therefore, make sure and check Carmen frequently.

Prerequisites: None

How this Online course works:

Mode of delivery: This course is an in person classroom-based class. Class will be held for 1 hour and 20 minutes two days per week.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [policy](#), students should expect to spend about 9 hours per week on work connected to this class to receive a grade of (C) average.

Attendance and participation requirements: You are expected to attend all classes unless you have an excused absence.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam on phone or computer, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/adddevice).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Learning Objectives: Upon completion of the course students will be able to:

1. Describe the history and philosophical underpinnings of health promotion
2. Explain the role of health promotion within the field of public health
3. Define the basic terms associated with health promotion, including components of the health promotion planning cycle
4. Illustrate how the social determinants of health, culture/bias and health literacy impact health behaviors, health outcomes and quality of life (complexity of health behavior) for populations, communities, and themselves
5. Explain how health promotion needs are identified (assessment) and the utility of the socio-ecological framework
6. Compare and contrast a major domestic and international public health issue including definition of the issue, how it is assessed, and strategies for intervention
7. Describe basic behavior change theories and identify their use in health promotion planning, implementation, and assessment
8. Apply selected behavior change theoretical constructs to personal behavior change efforts
9. Discuss methods used in health promotion
10. Develop a program session aimed at addressing a contemporary community health problem
11. Identify settings in which health promotion programs are implemented
12. Describe the roles, responsibilities and job opportunities of health educators and community health workers and compare with their career readiness and goals

BSPH Foundational (Core) Competencies

1. Summarize the historic milestones in public health which have influenced current roles and responsibilities of current public health agencies, organizations, and systems.
2. Compare and contrast types of major domestic and international public health issues, including sources/causes of infectious/chronic diseases, transmission, risk factors, morbidity, and mortality.
3. Discuss various approaches/strategies for identification, response, and intervention to address and attempt to resolve common public health issues.

4. Identify genetic, social, political, cultural, behavioral, socioeconomic, demographic, and ethical factors and relationships to domestic and international public health issues and determinants of health.
5. Apply the fundamental principles of the five core disciplines of public health (biostatistics; environmental health; epidemiology; health administration/policy; health behavior/promotion) to domestic and international population health issues.
6. Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.
7. Locate, use, evaluate and synthesize public health information.

BSPH – Public Health Sociology Specialization Competencies

1. Employ specific sociological theories, both classical and contemporary, to explain the unequal distribution of health among different subpopulations in the United States and throughout the world. Identify how these theories can extend our knowledge of disease processes and prevention and intervention opportunities beyond typical public health perspectives.
3. Illustrate how sociological perspectives of stratification - particularly along the lines of race, class, and gender – expand typical public health perceptions and approaches
4. Identify social and public policies that differentially affect the unequal distribution of health in society as well as the social process that led to their creation and keep them in place.

CEPH Foundational Domains

1. The history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
2. The basic concepts, methods, and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice
3. The concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations
4. The underlying science of human health and disease, including opportunities for promoting and protecting health across the life course
5. The socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
6. The fundamental concepts and features of project implementation, including planning, assessment, and evaluation
9. Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

CEPH Cross Cutting Concepts

1. Advocacy for protection and promotion of the public's health at all levels of society
2. Community dynamics
3. Critical thinking and creativity
4. Cultural contexts in which public health professionals work
5. Ethical decision making as related to self and society
6. Independent work and a personal work ethic
7. Networking

9. Professionalism

13. Teamwork and leadership

GE Health and Wellbeing Theme

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

1.1 Engage in critical and logical thinking about the topic or idea of health and wellbeing.

1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and wellbeing.

Activities to achieve goal: Assigned readings from a variety of sources (peer-reviewed articles, reports from health institutes, and community toolkits) and aligned in-class discussions and activities and digital presentations and discussion and feedback posts and weekly quizzes on selected critical issues in health promotion. Identification and application of key concepts (personal examples of health impacts of social determinants of health; personal health behavior change project; health communications project) occur throughout the semester.

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.

2.1 Identify, describe, and synthesize approaches or experiences as they apply to health and wellbeing.

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.

Activities to achieve goal:

Lectures, assigned readings, quizzes, class discussions and online posts and responses and assignments facilitate achievement of this goal. Examples follow. Two assignments, "social determinants of health assessment" and "self-assessment of anti-bias behavior" require reflection on personal backgrounds (both barriers and facilitators to health), biases, and behaviors. This builds on existing understandings of health determinants and fosters a growing understanding of how persons with different backgrounds may come to experience health, and health behavior change, quite differently. Using prior experience and course learning, assignments require creating different tools for communicating health promotion information (responding to new and challenging contexts); these include infographics, visual abstracts, op-eds, tables or figures, and a health communication video or proposal.

Goal 3: 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.).

3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

3.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing.

Activities to achieve goal:

Supported by lectures, assigned readings, quizzes, class discussions and online posts and responses, assignments also facilitate achievement of this goal. Examples follow. A 'Personal

Behavior Change' assignment requires reflection on strategies implemented to promote health behavior change and barriers that made it difficult to do so. Post assignment discussions facilitate identification of additional strategies to employ to improve chances for future success. The Planning Group Sessions assignment requires identification and detailed descriptions of teaching/learning, implementation, and evaluation strategies for conducting sessions with self-selected audiences. The Health Communications Project requires identification of appropriate media-based health promotion strategies, given a self-selected audience. A health behavior (for an at-risk population) and behavior change model (and related theoretical constructs), are used to create a video or proposal that outlines communication tools and strategies to reach the at-risk population. The 'Op Ed' assignment requires identification and reflection on "upstream," policy-level factors that can promote health and well-being and writing a persuasive document advocating for a particular point of view.

GE Citizenship for a Just and Diverse World Theme

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

1.3 Engage in critical and logical thinking about the topic or idea of health and wellbeing.

1.4 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and wellbeing.

Activities to achieve goal: Assigned readings from a variety of sources (peer-reviewed articles, reports from health institutes, and community toolkits) and aligned in-class discussions and activities and digital presentations and discussion and feedback posts and weekly quizzes on selected critical issues in health promotion. Identification and application of key concepts (personal examples of health impacts of social determinants of health; personal health behavior change project; health communications project) occur throughout the semester.

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.

2.1 Identify, describe, and synthesize approaches or experiences as they apply to health and wellbeing.

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.

Activities to achieve goal:

Lectures, assigned readings, quizzes, class discussions and online posts and responses and assignments facilitate achievement of this goal. Examples follow. Two assignments, "social determinants of health assessment" and "self-assessment of anti-bias behavior" require reflection on personal backgrounds (both barriers and facilitators to health), biases, and behaviors. This builds on existing understandings of health determinants and fosters a growing understanding of how persons with different backgrounds may come to experience health, and health behavior change, quite differently. Using prior experience and course learning, assignments require creating different tools for communicating health promotion information (responding to new and challenging contexts); these include infographics, visual abstracts, op-eds, tables or figures, and a health communication video or proposal.

Goal 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

Activities to achieve goal:

Lectures, assigned readings, quizzes, class discussions and online posts and responses and assignments facilitate achievement of this goal. Examples follow. The evolution of definitions of health, and issues and strategies for health promotion are examined at the global level (World Health Organization Health Promotion Conferences, 1986 – 2021). Differences in social safety net programs employed throughout the world are also examined. A comparative lens is used to examine differences in how a common health problem is identified and managed in the US vs another country as are the recommended approaches (i.e., evidence based, individual vs societal focus) for addressing the problem and the role of citizens and health agencies for effecting change (Assignment # 4 HP 2030). Identification and health impact of ones 'citizenship' and relative privilege within different sectors (income, social status, social support, social inclusion, education and literacy, employment and working conditions, physical living environment, early life experience, gender) is examined in Assignment # 2 (Social Determinants of Health Assessment). The 'deadly sins' and 'contrary virtues' of public health are presented noting links to public health values and how these values are linked to public health practice. (APHA, 2002, vol 92, no 7). Community, consideration of others, health equity, collaboration, and empathy are among the key values discussed, all of which are critical for intercultural competence.

Goal 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

Activities to achieve goal:

Instructional materials, class discussions and digital presentations and online posts, quizzes, and formal assignments facilitate achievement of this goal. Examples follow. The Ethiopian Health Extension Programme (EHEP) and England's Department of Health Toolkit are used to exemplify the health promotion planning cycle (HPPC) – with real world applications provided by each resource. The Health Belief Model is taught by examining women's health and breast cancer screening in Iran. The impacts of 'Citizenship' for persons with substance use and those with minoritized identities on advocacy for change and achievement of health and educational success is likewise examined.

A Gardener's Tale (Jones, 2000) is used to explore the historical perpetuation of 'isms' (including racism) at the institutional (i.e., 'societal 'norms' create structural barriers for some and unearned privilege for others) and personal level (i.e., leading to intentional and unintentional behaviors that maintain untoward societal 'norms') and how this process can be foster 'internalization' of the isms by affected groups, potentially leading to destruction of the affected

groups self – worth and impetus to take ‘collective action.’ Assignments foster evaluating impacts of ‘isms’ personally (including an examination of one’s positionality) - Assignment # 2 Social Determinants of Health; Assignment # 3 Self-Assessment of Bias, and for the broader community- Assignment #4 HP 2030.

The use of community organizing as a tool for restructuring nexuses of power through developing critical consciousness and community capacity to facilitate changes in community characteristics to support health and well-being for the community is presented (Parker et. al. (2010) Community organizing network for environmental health: using a community health development approach to increase community capacity around reduction of environmental triggers.)

Alignment of Course Topics

The following chart demonstrates how course topics are aligned with 1) course learning objectives, 2) BSPH program competencies (foundational and specialization), 3) CEPH foundational domains and cross cutting concepts; and 4) evaluation activities conducted to assess course learning objectives (and aligned competencies, domains & cross cutting concepts).

Alignment of Course Topics						
<i>Topics/Module #</i>	<i>Course Learning Objective(s)</i>	<i>Foundational (Core) Competencies</i>	<i>Specialization Competencies</i>	<i>CEPH Foundational Domains</i>	<i>CEPH Cross Cutting Concepts</i>	<i>Student Evaluation Activity for Assessment (A=Assignment)</i>
Evolution of Health Promotion/M 1	1	1		1, 2, 3	6	Midterm Exam
Health Promotion Intro I/M 1	2	1,3,5		1, 2, 3	6	Midterm Exam
Health Promotion Intro II/M 1	3	1,3,5		1, 2, 3	6	Midterm Exam, A#1: Behavior Change Goal
Determinants of Health/Social Determinants of Health/M 2	4	4	PHS 1,3	4,5	3,4,6	Midterm Exam, A#2: Social Determinants of Health Assessment
Health Disparities & Where/When to Intervene/ M 2	4	4	PHS 1,3,4	4,5	3,4,5,6	Midterm Exam, A#3: Self-Assessment of AntiBias Behavior
Health literacy; social protection floors/M 2	4	4		5		Midterm Exam
Health Promotion Planning Cycle, including Community Health Assessment/M 3	5, 6	2,4,5,6,7		6	3,4,6	Mid-term Exam, A#4: HP 2020 Goal & Global Comparison

Socioecological Model & Health Promotion Planning/M 3	3,7	3		6		Mid-term Exam
Program Planning & Program Evaluation/M3	3	2,3,5		2,4,6	3,4,6,13	Mid-term Exam, A#8: Planning Group Session for Community
What is Theory? Health Belief Model (<i>Intrapersonal</i>) / M4	7,8	5,7		2,4,6	3,6	Mid-term Exam, A#5: Health Belief Model, Stages Of Change
Stages of Change (<i>Intrapersonal</i>)/M4	7,8	5,7		2,4,6	3,6	Mid-term Exam, A#5: Health Belief Model, Stages Of Change
Behavioral Economics (<i>Intra/Interpersonal</i>)/M4	7,8	5,7		2,4,6	3,6	Mid-term Exam, Assignment: Behavioral Economics, Social Cognitive Theory: Examples & Application
Social Cognitive Theory (<i>Interpersonal</i>)/M4	7,8	5,7		2,4,6	3,6	Mid-term Exam, Assignment: Behavioral Economics, Social Cognitive Theory: Examples & Application
Community Organizing; Social Marketing (<i>Community</i>)/M4	7,8	5,7		2,4,6	3,6	Mid-term Exam
Public Health Values, Communications Skills & Health Promotion Practice/M5	9,10	3,5,6,7		9	1,2,3,4,5,6	Final Exam, Assignment: Planning Group Session for Community
Health Impact Pyramid/Individuals & Groups /M5	9,10	3,5		3	6	Final Exam
Advocacy/Law /M5	9	3,5,6,7		3	6	Final Exam Assignment: Op Ed Article
Electronic & mass media/M5	9	6		3	6	Final Exam Assignment: Course Summary
Why consider 'settings?'/M6	11	2,3,4,5,7		3	6	Final Exam
Schools/M6	11	3		3	6	Final Exam
Workplace/M6	11	2,3,4,5,7		3	6	Final Exam

Health Facilities/M6	11	3		3	6	Final Exam
Health Educators & Community Health Workers/M7	12	7		3	3,4,6,7,8,9	Final Exam

Course Overview of Topical Themes

The course is arranged into 7 modules or topical themes. Course readings and digital presentations (podcasts/TedTalks/YouTube presentations) are presented according to these themes.

Topical themes include:

Module 1: What is Health Promotion? (*Week 1*)

Module 2: What Determines Health and Why? (*Week 2, Week 3-Part 1*)

Module 3: How Do We plan AND Evaluate Health Promotion? (*Week 3-Part 2, Weeks 4,5*)

Module 4: What Theories and Perspectives Guide Health Promotion? (*Weeks 6, 7, 8*)

Module 5: What Specific Methods Can We Use? (*Weeks 9, 10*)

Module 6: Settings...Where Will We Do This? (*Weeks 11, 12*)

Module 7: Who Undertakes These Tasks? (*Weeks 13, 14*)

Class Policies:

1. Assigned readings should be completed before coming to class.
2. Attendance and participation during small-group discussions is expected.
3. You are responsible for all material covered in this course (lectures, readings, guest speakers, videos, handouts).
4. Assignments and quizzes are to be completed through Carmen, or through a Qualtrics link on Carmen, on dates and times noted unless otherwise specified. Assignments turned in within 24 hours of the deadline will receive half credit. After 24 hours of the deadline, assignments will not be accepted except in instances of personal illness or death of a loved one. A doctor/counselor's note will need to be provided to receive credit for late assignment due to personal illness.
5. In instances of a planned absence from class (e.g., travel to a conference), notify the Instructor at least two weeks in advance. In instances of unplanned absence (illness, death of a loved one), notify the Instructor as soon as you are able.
6. If you must miss an exam due to the death of a loved one or personal illness, the Instructor & the TA must be notified prior to the exam start time, by email, and documentation of the situation must be presented in order to reschedule the exam. Make-up exams should be scheduled within one week of the original exam.

7. Grades and test questions will not be debated in class. If you disagree with your grade on a test question or an assignment, turn in a rebuttal outlining what you would like reconsidered, and why. Your written grade rebuttal must be sent in writing within one week after your grade is posted and released on Carmen, through an email sent to both the Instructor & the TA.

Academic integrity:

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University, the College of Public Health, and the Committee on Academic Misconduct (COAM) expect that all students have read and understood the University's *Code of Student Conduct* and the School's *Student Handbook*, and that all students will complete all academic and scholarly assignments with fairness and honesty. The *Code of Student Conduct* and other information on academic integrity and academic misconduct can be found at the COAM web pages (<http://oaa.osu.edu/coam.html>). Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct*, the *Student Handbook*, and in the syllabi for their courses may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Please note that the use of material from the Internet without appropriate acknowledgement and complete citation is plagiarism just as it would be if the source were printed material. Further examples are found in the *Student Handbook*. Ignorance of the *Code of Student Conduct* and the *Student Handbook* is never considered an "excuse" for academic misconduct.

If I suspect a student of academic misconduct in a course, I am obligated by University Rules to report these suspicions to the University's Committee on Academic Misconduct. If COAM determines that the student has violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Policies for this Course Concerning Academic Integrity

- **Exams:** You must complete all quizzes and exams yourself.
- **Individual assignments & contributions to group work:** Your individual work should be your own original work. Cite any sources (including class articles & cases) you use for your written assignments and discussion points.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Office of Student Life: Disability Services

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office of Student Life: Disability Services at 614-292-3307 in Room 098 Baker Hall 113 W. 12th Ave. to coordinate reasonable accommodations for students with documented disabilities (<http://www.ods.ohiostate.edu/>).

Child Care

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the "Child Care Access Means Parents in School" (CCAMPIS) Program at 614-247-7092/ lewis.40@osu or visit odi.osu.edu/ccampis

Mental Health Services

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-- 292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. 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 Suicide Prevention Hotline at 1-- 800--273--TALK or at suicidepreventionlifeline.org.

Evaluation of Learning

The chart below lists all the activities that will be used to evaluate your learning. The maximum points that can be earned for each and the points associated with each. For each homework assignment listed, the assignment (A) number, and week (W) and module (M) number where the assignment can be found, are provided in parentheses. There is only one discussion post (DP) listed as an assignment (Peer Evaluation of Op Ed). For example, the Behavior Change Goal is Assignment # 1, and is due at the end of Week # 1, and is part of Module # 1. The Social Determinants of Health Assignment is Assignment # 2, which is due at the end of Week #2, and is part of Module # 2.

The points for each assignment and the date and time when the assignment is due are also provided.

Evaluation:

Exam	Homework (Assignment # in Carmen/Week #/Module#)	Points	Deadline
	Introduction To Course Quiz (A01, W1, M1)	.5	Friday x/xx by 10pm
	Self-Introduction Post (A02, W1, M1)	.5	Friday x/xx 10pm

	Do Not Use Responses (A0, W1, M1)	0	Sunday x/xx 10pm
	Behavior Change Goal (A1, W1, M1)	4	Sunday x/xx by 10pm
	Social Determinants of Health Assessment (A2, W2, M2)	4	Sunday 9/5 by 10pm
	Self-Assessment of Anti-Bias Behavior (A3, W3, M2)	4	Sunday 9/12 by 10pm
	HP 2020 Goal & Global Comparison (A4, W4, M3)	4	Sunday 9/19 by 10pm
Midterm 1	Covers: Weeks 1 – 5; Modules 1, 2, 3	11	Sunday 9/26 by 10pm
	HBM, SOC: Examples, Application (A5, W6, M4)	4	Sunday 10/3 by 10pm
	Behavioral Econ, SCT: Examples, Application (A6, W7, M4)	4	Sunday 10/10 by 10pm
	Health Communication Intervention Proposal (A7, W8, M4)	4	Sunday 10/17 by 10pm
	Planning Group Sessions for Community (A8, W9, M5)	4	Sunday 10/24 by 10pm
	Writing an 'Op Ed' Draft (A9, W10, M5)	3	Sunday 10/31 by 10pm
Midterm 2	Covers: Weeks 6 – 10; Modules 4, 5	11	Sunday 10/31 by 10pm
	Interventions: Communities, Schools (A10, W11, M6)	4	Sunday 11/7 by 10pm
	Op Ed Peer Evaluation Discussion Post (DP, W11, M6)	3	Sunday 11/7 by 10pm
	Writing an 'Op Ed' Final (A11, W12, M6)	4	Sunday 11/14 by 10pm
	Analysis of Behavior Change Efforts Final (A12, W13, M7)	7	Sunday 11/21 by 10pm
	Course Summary Project (A13, W14, M7)	7	Sunday 11/28 by 10pm
Final Exam	Covers: Weeks 11 – 14; Modules 6, 7	11	Sunday 12/5 by 10pm
	Unannounced in class activities (1 point each)	10	
	Total Points =	100	

Weekly lecture self-assessment quizzes will consist primarily of multiple-choice questions. The midterm and final exams will consist primarily of multiple-choice, matching, and true/false questions.

The following grading scale will be used in this class:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	66-69
D	60-65
E	59 and below

A	Outstanding work that reflects mastery of the material and ability to apply it critically and creatively
A-	Excellent work that reflects mastery of the material
B+	Good work that reflects mastery of most of the class material
B	Good work that reflects mastery of some of the class material
B-	Good work that reflects mastery of a few aspects of the class material
C+	Mediocre work that reflects familiarity with, but not mastery of the class material
C	Mediocre work that reflects familiarity with the class material
C-	Mediocre work that reflects little familiarity with class material

Module 1: WHAT IS HEALTH PROMOTION?

(Week activities and lectures for this module, you should be able to:

-
- Describe the history and philosophical underpinnings of health promotion

Module 1: WHAT IS HEALTH PROMOTION?

(Week 1)

Upon completion of readings, classes and online activities this module, you should be able to:

- Describe the history and philosophical underpinnings of health promotion
- Describe the role of health promotion within the field of public health
- Define the basic terms associated with health promotion, including population health

Week 1 Aug 23 - 29	TOPICS Class # 1 Introduction to Course Health Promotion Intro, Part 1 Class # 2 Health Promotion Intro, Part 2	READINGS McLeroy, Kenneth R.; Carolyn Crump (1994) Health promotion and disease prevention: a historical perspective. Preventive Healthcare and Health Promotion for Older Adults: 9- 17. The Ottawa Charter (online – 5 sections) http://www.who.int/healthpromotion/conferences/previous/ottawa/en/ The Journey from Ottawa to Health 2020 https://www.youtube.com/watch?v=gJ1H2ojwb2Q READINGS Mittlemark M. (2000) What is Health Promotion? Health Promotion and Health Education (eNOTES) Purtle, J. (2013). How I explained public health to my relatives. http://www.philly.com/philly/blogs/public_health/How-I-explained-public-health-to-myrelatives.html Health Policy Institute of Ohio (November 2014) What is “population health”? http://www.healthpolicyohio.org/wp-content/uploads/2014/11/WhatIsPopHealth_PolicyBrief.pdf
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Health Policy Institute of Ohio (April 2015) Ohio prevention basics: a closer look at prevention spending http://www.healthpolicyohio.org/wp-content/uploads/2015/04/PrevBasics_CloserLookPreventionSpending.pdf

Health Policy Institute of Ohio (September 2015) Beyond Medical Care: Emerging policy opportunities to advance prevention and improve health value in Ohio http://www.healthpolicyohio.org/wp-content/uploads/2015/09/PolicyBrief_BeyondMedicalCare_Final.pdf

Digital Presentation: “People Like Us: How Our Identities Shape Health And Educational Success”
<https://www.npr.org/transcripts/729275139>

Assignments Due for Week 1:

- Course Introduction Quiz: .5 points (due **FRIDAY** by 10 pm): THIS IS DIFFERENT THAN THE SYLLABUS QUIZ
- Self-Introduction Post: .5 points (due **FRIDAY** by 10 pm); LOCATED IN PINNED DISCUSSIONS
- Do Not Use Responses: 0 points (due **SUNDAY** by 10 pm)
- Assignment # 1 Behavior Change Goal: 4 points (due **SUNDAY** by 10 pm)

Assignments Due for Week 2: <ul style="list-style-type: none"> Assignment #2: Social determinants of Health Assessment: 4 points (due SUNDAY by 10 pm) 		
Week 3 Sept 6 – 12 (part 1 of 2)	Class # 1 Health Literacy; Social Protection Floors	Readings Nutbeam D (2000) Health literacy as a public health goal: a challenge for contemporary health education and communication strategies into the 21st century. Health Promotion International; 15(3): 259-267. International Labour Organization: Social protection floor (including 4 Basic Social Security Guarantees) http://www.ilo.org/secsoc/areas-of-work/policy-development-and-applied-research/socialprotectionfloor/lang--en/index.htm

Module 3: HOW DO WE PLAN AND EVALUATE HEALTH PROMOTION?

(1/2 of Week 3, Week 4, Week 5)

Upon completion of readings, classroom activities and lectures for this module, you should be able to:

- Explain how health promotion needs are identified (assessment) and the utility of the socio-ecological framework
- Describe frameworks for program planning & evaluation
- Explore public health problems and suggest practical solutions

<p>Week 3 Sept 6 - 12 (Part 2 of 2)</p>	<p>Class #2 Health Promotion Planning Cycle (HPPC)</p>	<p>Readings</p> <p>“Chapter 1 Health Promotion and Public Health, Section: Health Promotion Planning Process” in John Hubley & June Copeman, Practical Health Promotion, 2nd edition (2013).</p> <p>Health Education, Advocacy and Community Mobilization Module: 12. Planning Health Education Programmes: 1. OpenLearnWorks, The Open University. (download Session 12) http://www.open.edu/openlearnworks/mod/oucontent/view.php?id=170#downloads</p>
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		<p>Digital Presentation: “Are you confused about health information? You're not alone” https://www.youtube.com/watch?v=-x6DLqtaK2g</p>
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<p>Assignments Due for Week 3:</p> <ul style="list-style-type: none"> • Assignment #3: Self-Assessment of Anti-Bias Behavior: 4 points (due SUNDAY by 10 pm)

	<p>Class #2 The Transtheoretical Model (Intrapersonal)</p>	<p>Readings: Theory at a glance: A guide for health promotion practice, 2nd ed. (2005) U.S. Department of Health and Human Services, National Institutes of Health., National Cancer Institute. (Rimer and Glanz). Stages of Change (Transtheoretical Model): pages 15 – 16 only.</p> <p>Van Der Veen J (2002) Stage-matched nutrition guidance for patients at elevated risk for cardiovascular disease: a randomized intervention study in family practice. J of Family Practice; 51(9): 751 – 758.</p> <p>Digital Presentation: Facts Aren't Enough: The Psychology Of False Beliefs https://www.npr.org/2019/07/18/743195213/facts-arent-enough-the-psychology-of-false-beliefs</p>
<p>Assignments Due for Week 6:</p> <ul style="list-style-type: none"> • Assignment #5: Health Belief Model & Stages of Change (due SUNDAY by 10 pm) 		
<p>Week 7 Oct 4 - 10</p>	<p>Class # 1: Social Cognitive Theory & Social Context in Theory (Interpersonal)</p>	<p>Readings: Theory at a glance: A guide for health promotion practice, 2nd ed. (2005) U.S. Department of Health and Human Services, National Institutes of Health., National Cancer Institute. (Rimer and Glanz). Interpersonal Level, including Social Cognitive Theory: pages 19 – 21 only.</p> <p>Branscum P, Kaye G. (2009) An evaluation of a theory based childhood overweight prevention curriculum. Californian Journal of Health Promotion; Vol 7: 1 - 6.</p> <p>Burke NJ Joseph G, Pasick RJ, Barker JC. Theorizing social context: rethinking behavioral theory. Health Educ Behav 2009;36:55S-70S.</p> <p>Thorndike et al. (2012). A 2-phase labeling and choice architecture intervention to improve healthy food and beverage choices. AJPH, 102; 527-533.</p>

	Class #2: Behavioral Economics (Intra/Interpersonal)	Readings: Matjasko JL, Cawley J, Baker-Goering MM, Yokum DV. Applying Behavioral Economics to Public Health Policy: Illustrative Examples and Promising Directions. Am J Prev Med 2016;50(5S1):S13–S19. Digital Presentation: Dan Ariely asks, 'Are we in control of our own decisions?' http://www.ted.com/talks/dan_ariely_asks_are_we_in_control_of_our_own_decisions
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Assignments Due for Week 7:

- Assignment #6: Social Cognitive Theory & Behavioral Economics (due **SUNDAY** by 10 pm)

Grier S, Bryant C. (2005) Social marketing in public health. Annu. Rev. Public Health. 26:319–39 doi: 10.1146/annurev.publhealth.26.021304.144610 <http://rds.epi-ucsf.org/ticr/syllabus/courses/66/2009/10/15/lecture/readings/annurev.publhealth.26.021304.pdf>

Social Marketing Digital Presentations:

Time to Change

<https://www.thensmc.com/video-resource/time-change-mental-health-programme> (6:09)

Riders for Health

<https://www.thensmc.com/video-resource/riders-health> (7:06)

Early presentation of cancer symptoms

<https://www.thensmc.com/video-resource/encouraging-early-presentation-cancer-symptoms>
(5:05)

Road Crew

<https://www.thensmc.com/video-resource/road-crew> (6:12)

Assignments Due for Week 8:

- Assignment #7: Health Communications Intervention Proposal: 4 points (due **SUNDAY** by 10 pm)

Module 5: WHAT SPECIFIC METHODS CAN WE USE?

(Week 9, Week 10)

Upon completion of readings, classroom activities and lectures for this module, you should be able to:

- Identify methods used in health promotion
- Develop a program plan & Op Ed aimed at addressing a contemporary community health problem

<p>Week 9 Oct 18 - 24</p>	<p>Class #1: Public Health Values & Communication Skills</p> <p>Class # 2: Health Impact Pyramid/Individuals & Groups</p>	<p>Readings: Fineberg H et. al. (2012) Deadly sins and living virtues of public health. Institute of Medicine. http://www.iom.edu/Global/Perspectives/2012/SevenSinsPublicHealth.aspx</p> <p>‘Fernandez L. Running an effective task group: the five C’s. The new Social Worker. http://www.socialworker.com/feature-articles/practice/Running_An_Effective_Task_Group%3A_The_Five_C/</p> <p>Readings: Frieden TR. A framework for public health action: The health impact pyramid. Am J Pub Health. 2010;100:590-595.</p> <p>Rose G. Sick individuals and sick populations. Int J Epi. 2001;30:427-432.</p> <p>Digital Presentation: Thomas Friedman Explains How to Write an Op-Ed for the New York Times (connects ‘values’ with writing an op ed) https://www.youtube.com/watch?app=desktop&v=kD3eHClpnI0 (2:19)</p> <p>Digital Presentation: How to Write an Op Ed – Mark Grabowski https://www.youtube.com/watch?v=Eu_r_LpuB7M (52:39) View up to 52:39 (at approximately 52:39, Dr. Grabowski discusses an assignment he is giving to his class; you do not need to listen to this part!)</p>
<p>Assignments Due for Week 9:</p> <ul style="list-style-type: none"> • Assignment #8: Planning Groups Session for Community Proposal (due SUNDAY by 10 pm) 		

<p>Week 10 Oct 25 - 31</p>	<p>Class # 1: Advocacy/Law</p> <p>Electronic & Mass Media</p> <p>Class # 2:</p>	<p>Readings:</p> <p>Chapman S. (2004) Advocacy for public health: a primer. J Epidemiol Community Health; 58:361-365. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1732774/pdf/v058p00361.pdf</p> <p>Stuckler D, Nestle M. (2012) Big food, food systems, and global health PLoS Med 9(6): e1001242. Doi:10.1371/journal.pmed.1001242. http://www.plosmedicine.org/article/info%3Adoi%2F10.1371%2Fjournal.pmed.1001242#s2</p> <p>Ashe M et. al. (2007) Local venues for change: legal strategies for healthy environments. J of Law, Medicine, & Ethics; 138 – 147.</p> <p>Webb, Joseph, Yardley, Michie. Using the Internet to Promote Health Behavior Change: A Systematic Review and Meta-analysis of the Impact of Theoretical Basis, Use of Behavior Change Techniques, and Mode of Delivery on Efficacy. (2010 Jan-Mar) Journal of Medical Internet Research 12 (1): e4.</p> <p>MIDTERM #2</p>
<p>Assignments Due for Week 10:</p> <ul style="list-style-type: none"> • Assignment #9: Op Ed Article DRAFT – (due SUNDAY by 10 pm) • Study for MIDTERM # 2 		

Module 6: SETTINGS...WHERE WILL WE DO THIS?

(Weeks 11, 12)

Upon completion of readings, classroom activities and lectures for this module, you should be able to:

- Identify settings in which health promotion programs are implemented
- Explore public health problems and suggest practical solutions

Week 11

Nov 1 - 7

Class #1:

Communities

Readings:

World Health Organization. Introduction to Healthy Settings.

http://www.who.int/healthy_settings/about/en/index.html

Luque J, Ross L, Gwede C. (2013) Qualitative systematic review of barber-administered health education, promotion, screening and outreach programs in African-American communities. J Community Health. DOI 10.1007/s10900-013-9744-3

Class #2:

Schools

Readings:

Hodder R et. al. (2011) A school-based resilience intervention to decrease tobacco, alcohol and marijuana use in high school students. BMJ: 11: 1 – 10.

Centers for Disease Control and Prevention (2009) School Connectedness: Strategies for Increasing Protective Factors Among Youth. Atlanta, GA: U.S. Department of Health and Human Services;

<http://www.cdc.gov/healthyyouth/protective/pdf/connectedness.pdf>

Digital Presentation: Marcus Stanley is Engaging Communities to Combat HIV/AIDS

<https://jphmpdirect.com/2018/12/26/marcus-stanley-podcast/>

Assignments Due for Week 11:

- Assignment #10: Interventions – Communities, Schools (due **SUNDAY** by 10 pm)
- Op Ed Peer Evaluation Discussion Post (due **SUNDAY** by 10 pm)

<p>Week 12 Nov 8 - 14</p>	<p>Class # 1: Workplace</p> <p>Class # 2: Health Facilities</p>	<p>Readings: Gazmararian J et. al. 2013 A randomized prospective trial of a worksite intervention program to increase physical activity. Am J Health Promotion: 28(1): 32-40.</p> <p>Readings: Groene, Garcia-Barbero. 2005. Health Promotion in Hospitals: Evidence and Quality Management. Copenhagen, Denmark: WHO Europe. Annex 3: Standards for Health Promotion in Hospitals: pages 112-119 only.</p> <p>Digital Presentations: (First two presentations only) https://www.cdc.gov/video/phgr/2017/GR_08-15-2017.mp4 #1 Casey Chosewood, MD, MPH: Exploring the Health and Safety Consequences of Modern Work #2 Ron Goetzel, PhD: The Business Case for Investing in Workers' Health and Well-Being</p>
<p>Assignments Due for Week 12:</p> <ul style="list-style-type: none"> • Assignment # 11: Op Ed Article FINAL COPY (due SUNDAY by 10 pm) 		

Module 7: WHO UNDERTAKES THESE TASKS?

(Weeks 13, 14)

Upon completion of readings, classroom activities and lectures for this module, you should be able to:

- Describe the roles and responsibilities of a health educator/community health worker

<p>Week 13 Nov 15-21</p>	<p>Class #1: Health Educators</p>	<p>Readings:</p> <p>National Commission for Health Education Credentialing (Certified Health Education Specialist (CHES)). (Read Health Education Credentialing, including Health Education Profession, Responsibilities & Competencies, and Code of Ethics. Exams, including CHES Overview.) http://www.nchec.org/credentialing/profession/</p> <p>U.S. Department of Labor, 21-1091 Health Educators, Occupational Employment and Wages, May 2015. Bureau of Labor Statistics. Occupational Employment Statistics. http://www.bls.gov/oes/current/oes211091.htm</p> <p>U.S. Department of Labor, Occupational Outlook Handbook, Health Educators and Community Health Workers. (Read Summary, What They Do, Work Environment, How to Become One, Pay, Job Outlook, State & Area Data, Similar Occupations, and More Info) Bureau of Labor Statistics. http://www.bls.gov/ooh/community-and-social-service/health-educators.htm</p> <p>The Society for Public Health Education (SOPHE) (Read About & Advocacy Tabs) http://www.sophe.org/</p> <p>Digital Presentations - Health Educators:</p> <p>What is a Health Education Specialist? (2:34) (Scroll down to access video) https://www.sophe.org/careerhub/health-education-profession/</p> <p>Health Educators/Community Health Workers (1:27) https://www.careeronestop.org/videos/careeronestop-videos.aspx?videocode=21109100</p> <p>A Day in the Life of a Health Educator (4:28) https://www.youtube.com/watch?v=9ihYZ4twD4o</p> <p>Job Roles of Certified Health Education Specialists (4:04) https://www.youtube.com/watch?v=MJTNI9_vxE</p> <p>Why I Love My Career in Health Education (2:06) https://www.nchec.org/why-i-love-my-career-in-health-education</p>
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	<p>Class #2: Community Health Workers</p>	<p>Gutierrez Kapheim M and Campbell J. Best Practice Guidelines for Implementing and Evaluating Community Health Worker Programs in Health Care Settings. Chicago, IL: Sinai Urban Health Institute, January 2014. (Introduction, pps. 1 – 14 only)</p> <p>Hunter JB, de Zapien JG, Papenfuss M, Fernandez ML, Meister J, Giuliano AR. August 2004. "The impact of a promotora on increasing routine chronic disease prevention among women aged 40 and older at the U.S.-Mexico border". <i>Health Education & Behavior</i>. 31 (4 Suppl): 18S–28S</p> <p>Digital Presentations - Community Health Workers: Community Health Worker Roles (11:41) https://www.youtube.com/watch?v=69csBE4y1Uo</p> <p>Pathways 101: Community Health Worker (3:34) https://healthcareaccessnow.org/what-is-a-community-health-worker/</p>
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Assignments Due for Week 13:

- Quiz: Health Promotion – Health Education and Health Educators/Promoters .5 points (due **FRIDAY** by 10 pm)
- Quiz: Health Promotion - Community Health Workers: .5 points (due **FRIDAY** by 10 pm)
- Discussion Post & Reply (Digital Presentation): 1 point (due **FRIDAY** by 10 pm)
- Assignment # 12: Analysis of Behavior Change (due **SUNDAY** by 10 pm)

Assignments Due for Week 14:

- Quiz: Career Development - .5 points (due **FRIDAY** by 10 pm)
- Quiz: Guest Panel: .5 points (due **FRIDAY** by 10 pm)
- Assignment # 13: Course Summary Project (due **SUNDAY** November 28 by 10 pm)

Assignments Due for Week 15/Final Exams Week:

- Complete Final Exam (due **SUNDAY** December 5 by 10 pm)

Distance Approval Cover Sheet

For Permanent DL/DH Approval **

** This course is already approved for permanent DL/DH delivery

Course Number and Title: **PUBHHBP 3510**

Faculty Preparer Name and Email: **Gail L. Kaye, kaye.3@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**

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. **Yes**

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:

Regular instructor communications with the class via announcements or weekly check-ins

- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions
- 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):
 The course is taught asynchronously through the use of recorded lectures and digital presentations. Scripts for each presentation are provided. Students complete a knowledge check quiz on each recorded lecture. Students are grouped into smaller learning groups. Weekly, they listen to a digital presentation, respond to prompts based on the presentation and post their responses in a discussion board and respond to other group member's prompts as well. Each week the instructor uploads a welcome video introducing students to the topics of the week, assignments due, other important announcements including comments and guidance for weekly assignments. Online office hours are held weekly by both the instructor and the teaching assistant. Feedback is provided for all assignments completed.

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. **Yes**

Course tools promote learner engagement and active learning. **Yes**

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

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

Everything is asynchronous except for office hours which are optional.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Enter comments...

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. **Yes**

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

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

Watching recorded lectures and completing mini-quizzes: 3 hours

Completing reading assignments, prepping assignments, and studying: 6 hours

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

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. **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. **Yes**

Description of any anticipated accommodation requests and how they have been/will be addressed. Transcripts of lectures are provided to all students. Additional accommodations requested through SLDS regarding extended testing time are made via Carmen settings.

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**

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: **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):

Each week students complete assigned reading, listen to 2 prerecorded lectures and take a quizzes on each lecture (2 quizzes per week). They listen to a digital presentation, post their personal responses to prompts, and respond to others prompts (within their designated smaller learning group). They also completed a variety of weekly assignments ranging from self assessments assignments (social determinants of health, anti – bias behaviors), to creation of infographics and visual abstracts. They also develop and 'op ed' article and a plan for delivery of an education session in a community setting. Enter comments, 1-3 sentences...

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):

At the beginning of the course, students are required to introduce themselves using both video and text formats. They are required to respond to at least 5 classmates. The instructor reviews and responds to each student. Students are also assigned to smaller learning groups. Weekly digital presentations and discussion board posts and responses within these groups fosters community building. Weekly online office hours with the TA and Instructor also helps to build community within the class. Special invitations to each small learning group are sent twice inviting members to meet and greet with the instructor and TA.

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):

The deliberate scaffolding of the course is explained in the introductory lectures. Specifically, content is provided in lectures and readings, digital presentations further demonstrate applications and push students to learn more deeply about the concepts at hand. Assignments are designed to build skill in application of materials provided leading to the development of key skills such as critical thinking and problem solving. At each midterm, students are guided to reflect on their progress. For their last assignment, students reflect on what course assignments have impacted them the most and why and express their findings in both written and visual formats. Mid course students assessments are conducted. Students also complete Student Evaluations of Instruction.

Additional Considerations

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

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 seeking 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.

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 Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. 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 knowledge, skills and dispositions required for intercultural competence as a global citizen. 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 examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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, or apply strategies for promoting health and well-being. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)