

**Department of Health Promotion and Behavior  
College of Public Health  
University of Georgia**

**HRRB 7070  
\*Program Planning in Health Promotion and Disease Prevention  
Spring 2008**

\*Change in the current course title currently under review.

**Course Information**

Instructor: Dr. Jessica L. Muilenburg  
Office Location: 311 Ramsey  
Phone: 706-542-4365  
Email: jlm@uga.edu  
Office Hours: Tuesday and Thursday, 11:00 – 12:00 or by appointment

**Course Meeting Time and Location**

Building: Ramsey Center  
Room: 225  
Day: Wednesday  
Time: 4:40 – 7:40

**Textbooks and Other Required Course Material**

Required readings are assigned for each class period. You are expected to have read all class assignments and be prepared to talk about them intelligently. This means asking both clarification and critical questions and making other challenges or comments you have.

**Course Description**

Health promotion and behavior is deeply rooted in the social and behavioral sciences. The social and behavioral sciences play a critical role in public health; and, as one of the five core areas of public health, they help us understand the etiology of negative physical, mental, and social outcomes that develop among individuals and within populations. The social and behavioral sciences also help us to develop interventions that contribute to the reduction or elimination of these problems. In health promotion and behavior, emphasis is placed on the primary prevention of negative health outcomes rather than secondary or tertiary prevention.

In health promotion, we also recognize that biological factors, physical factors, factors associated with technology in healthcare and healthcare access explain some of the variance that we find in population health outcomes; however, this course emphasizes: (1) the relationship that behaviors and social and political structures have to health outcomes, and (2) the use of social and behavioral sciences in the planning and evaluation of health interventions. The course is organized around the social ecological framework. This framework exposes students to the

importance of multiple levels of influence on health, interactions between the levels and their implications for intervention. HPRB 7070 is intentionally broad and not intended to give students an in-depth understanding of any theory, practice model, or program evaluation design. Rather, this course is intended to encourage an appreciation of the wealth of conceptual and methodological approaches that social and behavioral science contribute to public health practice and research. The criteria for acceptable completion of assignments, etc. will be explained in detail in class.

### **Course Learning Objectives**

At the conclusion of this course, students should be able to:

1. Describe the role of health promotion and behavior in public health
2. Identify and define the major constructs of theories and planning models in health promotion and behavior
3. Describe how socio-behavioral theory is applied
4. Explain the application of social and behavioral theories in understanding determinants of health and health behavior
5. Apply planning models in the design, implementation and evaluation of health promotion programs
6. Recognize the role of behavior in population health and well-being through the lifespan and examine the role of health-related behaviors in different settings
7. Articulate how social behavioral theories and methodologies are used in the design, implementation and evaluation of public health programs
8. Identify government agencies and organizations that are associated with health promotion and behavior
9. Recognize the role health promotion and behavior plays in the public health model
10. Examine the influence of the media, communication and marketing on public health promotion and education issues
11. Examine the impact of ethical practice for the discipline of health promotion and behavior

## Course Requirements for Grading Purposes

**1) Exams:** Two exams. Exams will be based on all the material covered in class meetings and assigned readings. Exams will only be given on the dates listed. **No make-ups will be given.** All materials covered in class, including assigned readings, guest speakers, group discussions, and lectures are possible exam topics. Your final exam will be in our regular classroom on a day TBA.

**2) Paper:** The paper will be a review of a public health issue of your choice, and the impact that human behavior has on this problem. I will expect you to use themes we have discussed in class to examine all aspects of behaviors on your chosen health topic.

**3) Podcasts:** This will be a project that is meant to encourage originality and creativity. You will develop a script and record your podcast to present to the class. You will be responsible for two podcasts. You will be assigned two different questions. You must address these questions as a health educator/ behavior expert would do, including audience consideration, use of theory, and assessment tools. The podcasts should last between 2 and 3 minutes. This will be a group project.

**4) Podcast Rational:** a 250-350 word rational will be due along with your podcast. You should include information on where you gathered your information and why you choose theory constructs you used. You will report as if you are a health behaviorist informing their peers and colleagues of their research rational.

### **REMEMBER:**

#### **EXAMS**

**Exam 1:** February 20

**Final Exam:** TBA

**Paper Due:** April 9

**Podcast Project Due:** April 23

**Podcast Rational Due:** April 23

## Grading Policy

**Total Points:** 400

Exams = 200 points (100 points each)

Paper = 100 points

Podcast = 50 points

Podcast rational = 50 points

## Grading

<b>A</b>	93 – 100% ( 372 points and above)
<b>A-</b>	90 – 92% ( 360 – 371 points)
<b>B+</b>	87 – 89% ( 348 – 359 points)
<b>B</b>	83– 86% ( 332 – 347 points)
<b>B-</b>	80 – 82% ( 320 – 331 points)
<b>C+</b>	77 – 79% ( 308 – 319 points)
<b>C</b>	73 – 76% ( 292 – 307 points)
<b>C-</b>	70 – 72% ( 280 – 291 points)
<b>D</b>	60 – 69% ( 240 – 279 points)
<b>F</b>	59% and below ( 239 points and below)

## Make-Up Policy

**There will be no make – up exams. All assignments are due at the beginning of the class period. There will be a letter grade deduction for each day the paper is not turned in.**

## Attendance and Participation Policy

Everybody is busy and has competing demands on her or his time; however, regular class attendance is expected. It is expected that students will read all required material prior to class and come prepared to discuss it. Students may be administratively withdrawn for excessive absences (three or more classes). **Compliance to due dates and exam dates is mandatory (emergency absence must be verified).**

You are responsible for all class content and announcements (e.g., reading assignments, instructions, schedule changes) whether you are present or not. It is important that you complete reading assignments before coming to class because lectures, discussions, and activities assume you are already familiar with the material.

**All cell phones, pagers, headphones, I-pods, earpieces, laptops and other communications and entertainment equipment must be powered off and put away during the class period.**

## **University Honor Code and Academic Honesty Policy**

*All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible to inform themselves about those standards before performing any academic work.*

Penalties for academic dishonesty (including cheating, plagiarism, and signing the attendance list for students who are not present) can be a grade of "F" for the course and expulsion from the university. The minimum penalty will be a grade of "0" on the affected assignments.

## **Students with Disabilities**

Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor or designate during regular office hours or by appointment.

## **Important Information**

Classes will include lectures by the instructor and invited instructors, small group discussions and activities, and presentations by students. Students are expected to read assigned articles and complete assigned activities prior to class meetings. Students should be prepared to present and discuss these readings and activities in class.

Finally, it is likely that you will have strong feelings, values, and beliefs that will affect the way you interpret some of the scientific data and issues discussed in class. While diversity of opinion(s) is valued in the class, it is essential that students are able to accurately portray the current status of research and theory (including shortcomings) despite conflicting personal values and beliefs. Part of professional development is the need to separate personal and professional perspectives.

Discussion involves personal exposure and thus the taking of risks. You may disagree with your peers, but as long as opinions are honest and supported, they will be respected. Encouragement, questions, discussion and laughter are a part of this class, but ridiculing is never acceptable.

## **General Disclaimers**

*The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

## TOPIC & ASSIGNMENT SCHEDULE

Week	Date	
1	1-9	Course overview; Introduction to health behavior
2	1-16	Healthy people 2010; Prevention
3	1-23	Determinants of Health
4	1-30	Health Disparities
5	2-6	Theory
6	2-13	Theory
<b>7</b>	<b>2-20</b>	<b>TEST</b>
8	2-27	Health communications; Media; Social Marketing
9	3-5	Ethics in health promotion and behavior
10	3-12	<b>Spring Break (Class will not meet)</b>
11	3-19	Community Health
12	3-26	Planning Models
		<b>PAPER DUE</b>
13	4-2	Evaluation in health promotion and behavior
14	4-9	Social and behavioral research
15	4-16	<i>Overview of the semester</i>
16	4-23	<b><i>Student Podcast Presentations. All students to submit hard copy of Podcast rationale presentation at the beginning of class</i></b>
17	<b>TBA</b>	<b><i>Final Exam</i></b>

### **Required Readings 1-16:**

Afifi, A.A. & Breslow, L. (1994) The Maturing Paradigm of Public Health. *Annual Reviews of Public Health*, 15, 223-235.

Cates, W (1995). Prevention science: The umbrella discipline. *American Journal of Preventive Medicine*, 11(4) 211-212.

Diamond, J (1987). Soft sciences are often harder than hard sciences. *Discover* 34-39.

National Academy of Science. (2003) *Who will Keep the Public Healthy? Educating Public Health Professionals for the 21<sup>st</sup> Century*. (pages 1-4)

