

Health Promotion Strategies from the Population to the Individual

HED XXX #XXX Fall 2016

Wednesday 3pm-6pm Location TBD

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Office Hours:

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Course website: <http://canvas.utexas.edu>

Required Course Texts:

Egger, G., Spark, R., & Donovan, R. (2013). *Health Promotion Strategies and Methods* (3rd Revised edition). North Ryde, N.S.W.: McGraw-Hill Australia.

Additional required readings will be posted on Canvas.

Course Description: The purpose of this course is to introduce students to the primary strategies for health promotion that are implemented on each of five levels of intervention: population, community, organizational, interpersonal, and individual level, and to engage students in the critical evaluation of current health promotion strategies and the development of new strategies in their field of interest.

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

- Describe health promotion strategies that are applicable on each of multiple levels of intervention, from the population to the individual level.
- Critically evaluate health promotion interventions with regards to rigor, effectiveness, feasibility, scalability, cultural and developmental appropriateness.
- Facilitate scholarly discussion regarding health promotion strategies.
- Review and synthesize the current state of research and practice with regards to a chosen topic and level of intervention, in writing and via oral presentation.
- Identify the logical next steps for both research and practice in order to move health promotion efforts forward in their topic of interest.

Use of Canvas: This class will use Canvas—a Web-based course management system with password-protected access at <http://canvas.utexas.edu> —to distribute course materials, to post due dates and other calendar information, to communicate and collaborate online, to post grades, to submit assignments, and to administer online surveys. You can find support in using Canvas at the ITS Help Desk (<http://www.utexas.edu/its/helpdesk/>) at 475-9400. Note ITS Help Desk is open roughly during business hours, so please plan accordingly and allow enough time to submit your help request.

Teaching Strategies The course will be taught via a combination of lecture, discussion, small group work, self-study, written assignments, and e-mail communications.

Means of Assessment

Research Paper	30%
Discussion Questions	25%
Research Paper Presentation	20%
Article Presentation 1	10%
Article Presentation 2	10%
Research Paper Proposal	5%

Grade Distribution

A	94-100%	C	73-76.99%
A-	90-93.99%	C-	70-72.99%
B+	87-89.99%	D+	67-69.99%
B	83-86.99%	D	63-66.99%
B-	80-82.99%	D-	60-62.99%
C+	77-79.99%	F	< 60%

Research Paper: For this paper each student will choose a specific target population and health topic that of interest and choose a level of intervention (e.g. population, community) that is unfamiliar to them. Paper may NOT focus on individual-level interventions. Students will perform a comprehensive review of existing intervention strategies for that population, topic, and level of intervention. Additional details and grading rubric will be provided in class.

Research Paper Proposal: A 1-2 page preliminary proposal for the research paper will be due several weeks into the semester in order to provide the opportunity for the instructor to give feedback on the topic. Further details about the proposal will be provided in class.

All papers and proposals must be submitted electronically through Canvas. Hard copies of papers will not be accepted. The research paper must be completed in order to pass the course. Any assignment turned in after the due date without a documented excuse will receive a 5-point deduction immediately, and an additional 5-point deduction for each additional 24 hours the assignment is late.

Discussion Questions: Students will submit 2-4 discussion questions on Canvas prior to each class, no later than 11:59pm the night before the class. Discussion questions should demonstrate having read and grappled with the assigned readings for the day and should stimulate discussion based on aspects of those readings (i.e. they should go beyond clarifying questions or opinion-based comments that do not stimulate discussion).

Research Paper Presentation: Drawing upon the findings from his/her research paper, each student will give a 10-15 minute Ted-Style talk on the current state of interventions in his or her topic area. The presentations should focus on: 1) what are the most common and most effective interventions (these may not be the same thing), and 2) what are the most crucial areas of need for innovation in the area?

Article Presentations: Each student will present twice throughout the course of the semester. The student will confer with the instructor to select an article that exemplifies an approach corresponding to that day's level of intervention (population, community, etc.) but that is different from those approaches that are already covered in the assigned readings. The student will upload their article to Canvas no later than 1 week prior to the

presentation date in order to allow all class members to read it. On the day of the presentation, the student will prepare a handout or PowerPoint presentation summarizing the significance, methods, results, and implications of the article. The student will then lead a brief (10-15 minute) discussion about that article with his/her classmates. Presentations will be graded based upon clarity, knowledge of the article, and effectiveness in stimulating discussion. Additional information and grading rubric will be provided in class.

EXPECTATIONS:

1. Class Attendance and Participation: Class attendance is an important part of the learning process. Students are expected to attend all class sessions and complete all required reading prior to the class for which it is assigned. Students are expected to arrive on time. You are responsible for any and all material covered on any days you may be absent and will not be able to receive credit for any in-class assignments for those days. Extenuating circumstances will be handled on a case-by-case basis (i.e. death in the family, documented illness).

2. Technology and Devices: Cell phones must be turned off or set to silent during class time. Text messaging is not allowed. Laptop computers and other electronic devices (i.e., smartphones, iPads, iPods, etc.) may be used for class-related purposes.

3. Correspondence with Instructor: You are encouraged to communicate with the instructor as frequently as you wish, either in person or through telephone and e-mail. Students can expect timely responses to emails, usually within 24 hours.

UNIVERSITY POLICIES

1. Use of E-Mail for Official Correspondence to Students: Email is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements. You are responsible to keep the University informed about changes to your e-mail address. You should check your e-mail regularly to stay current with university-related communications, some of which may be time-critical.

2. Academic Integrity: A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at UT Austin, as emphasized in the standards of conduct. You and other students are expected to "maintain absolute integrity and a high standard of individual honor in scholastic work" undertaken at the University. This is a very basic expectation that is further reinforced by the University's [Honor Code](#). At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to a) acknowledge the contributions of other sources to your scholastic efforts b) complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them c) follow instructions for assignments and exams, and observe the standards of your academic discipline d) avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

3. Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services Web site: <http://deanofstudents.utexas.edu/sjs>.

4. Academic Accommodations: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Division of Diversity and Community Engagement, Services for Students with Disabilities, at 471-6259, 471-4641 TTY, <http://www.utexas.edu/diversity/ddce/ssd/>

5. Religious Holidays: By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

6. Behavior Concerns Advice Line (BCAL): If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

7. Emergency Evacuation Policy: Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you are given instructions by the Austin Fire Department, UT Austin Police Department, or Fire Prevention Services office.

8. Resources for Learning & Life at UT Austin: The University of Texas has numerous resources for students to provide assistance and support for your learning.

Undergraduate Writing Center (UWC): <http://www.uwc.utexas.edu/>

The Sanger Learning Center: <http://www.utexas.edu/ugs/slc>

Center for Strategic Advising & Career Counseling: <http://www.utexas.edu/ugs/csacc>

Counseling & Mental Health Center: <http://cmhc.utexas.edu/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

COURSE OUTLINE AND ASSIGNED READINGS

This is the planned course outline; however, it is subject to change throughout the semester.

I will announce any changes in class and via Canvas.

If you miss a class, it is your responsibility to find out if any course outline changes were made.

Unit 1: Population-Level Strategies

Week 1: Legislation, Regulation, and Advocacy

- McGinnis, J. M., Williams-Russo, P., & Knickman, J. R. (2002). The case for more active policy attention to health promotion. *Health Affairs*, 21(2), 78–93.
- Gostin, L. O., DeBartolo, M. C., & Hougendobler, D. A. (2015). King v Burwell: Subsidizing US Health Insurance for Low- and Middle-Income Individuals. *JAMA*, 314(4), 333–334.
- Hatzenbuehler, M. L., Schwab-Reese, L., Ranapurwala, S. I., Hertz, M. F., & Ramirez, M. R. (2015). Associations between antibullying policies and bullying in 25 states. *JAMA Pediatrics*, 169(10), 1-8.
- Lachenmayr, S. (2009). Using advocacy to affect policy. In Bensley, R. J. & Brookins-Fisher, J. *Community health education methods: A practical guide*. Sudbury, MA: Jones and Bartlett.
- Brownell, K. D., & Roberto, C. A. (2015). Strategic science with policy impact. *The Lancet*, 385(9986), 2445–2446.
- US Food and Drug Administration. Overview of the Tobacco Control Act. Retrieved from: <http://www.fda.gov/TobaccoProducts/Labeling/RulesRegulationsGuidance/ucm246129.htm>

Week 2: Marketing, Health promotion campaigns

- Egger Chapter 5: Focus on populations I—Social marketing and the media
- Du Pre, A. (2005). Planning health promotion campaigns. In *Communicating About Health: Current issues and perspectives* (2nd Ed.). New York, NY: McGraw-Hill.
- Centers for Disease Control: What is health marketing, Health Marketing basics. Retrieved from: <http://www.cdc.gov/healthcommunication/toolstemplates/whatishm.html>
- Videos: The Truth Campaign. Watch all videos at <http://www.thetruth.com/videos>
- Vallone, D. M., Ilakkuvan, V., Xiao, H., Cantrell, J., Rath, J., & Hair, E. (2015). Contextual Influences and Campaign Awareness Among Young Adults: Evidence from the National truth® Campaign. *Behavioral Medicine*, 41(3), 155–163.
- Bryant, C. A., Courtney, A. H., McDermott, R. J., Alfonso, M. L., Baldwin, J. A., Nickelson, J., ... Zhu, Y. (2010). Promoting physical activity among youth through community-based prevention marketing. *The Journal of School Health*, 80(5), 214–224.

Week 3: Behavioral economics

- Social and behavioral sciences team annual report. (2015). Washington, DC: Executive Office of the President, National Science and Technology Council
- Roberto, C. & Kawachi, I. (2015). An introduction to behavioral economics and public health. In Roberto, C. & Kawachi, I. *Behavioral Economics and Public Health*. Oxford ; New York: Oxford University Press.

- Chance, Z. (2015). Nudging individuals toward healthier food choices with the 4 P's framework for behavior change. In Roberto, C. & Kawachi, I. *Behavioral Economics and Public Health*. (2015). Oxford ; New York: Oxford University Press.

Unit 2: Community- Level Strategies

Week 4: Community health promotion overview, Comprehensive community initiatives

DUE: Research paper proposal, uploaded to Canvas.

- Hatcher, M.T., Allensworth, D.D. & Butterfoss, F.D. (2010). Promoting Community Health. In *Health promotion programs: From theory to practice* (pp. 393-419). San Francisco, CA: Jossey-Bass.
- Lanspery, S. C., & Hughes, D. M. (2015). Homegrown partnerships that make a difference for youth. *Journal of Applied Developmental Psychology*, 40, 38–46.
- Zaff, J. F., Donlan, A. E., Pufall Jones, E., & Lin, E. S. (2015). Supportive developmental systems for children and youth: A theoretical framework for comprehensive community initiatives. *Journal of Applied Developmental Psychology*, 40, 1–7.
- Review example community-level interventions for smoking and obesity at <http://www.communityhealthadvisor.org/> using worksheet provided
- Video: <http://www.rwjf.org/en/library/articles-and-news/2014/06/coh-prize-brownsville-tx.html>

Week 5: Health in all policies, Health impact assessment

- Rudolph, L., Caplan, J., Ben-Moshe, K., & Dillon, L. (2013). Health in all policies: A guide for state and local governments. Washington, DC and Oakland, CA: American Public Health Association and Public Health Institute.
- Collins J, & Koplan JP. (2009). Health impact assessment: A step toward health in all policies. *JAMA*, 302(3), 315–317.
- Pew Charitable Trusts (2015). Connecting public housing and health: A health impact assessment of HUD's designated housing rule
- Video: <http://www.pewtrusts.org/en/multimedia/video/2015/health-impact-assessment-helps-families-replace-unsafe-manufactured-housing>
- Video: <http://www.pewtrusts.org/en/multimedia/video/2015/prison-alternatives-boosted-by-health-impact-assessment>

Week 6: Community development

- Egger Chapter 6. Focus on populations II—Community organization and community development.
- Von Hoffman, A. (2012). The past, present, and future of community development in the United States. In *Investing in what works for America's communities: Essays on people, place & purpose* (pp. 10-54). San Francisco, CA: Federal Reserve Bank of San Francisco ; Low Income Investment Fund.

- Adler, N. (2012). Assessing health effects of community development. In *Investing in what works for America's communities: Essays on people, place & purpose* (pp. 275-284). San Francisco, CA: Federal Reserve Bank of San Francisco; Low Income Investment Fund.
- Fleming, D., Karasz, H., & Wyses, K. (2014). Evaluating social determinants of health in community development projects. In *What counts: Harnessing data for America's communities* (pp. 361-376). San Francisco, CA: Federal Reserve Bank of San Francisco.

Unit 3: Organizational-Level Strategies

Week 7: Schools

- Tappe, M., Allensworth, D., & Grizzell, J. (2010). Promoting health in schools and universities. In *Health promotion programs: From theory to practice* (pp. 313-340). San Francisco, CA: Jossey-Bass.
- Lewallen, T. C., Hunt, H., Potts-Datema, W., Zaza, S., & Giles, W. (2015). The Whole School, Whole Community, Whole Child Model: A new approach for improving educational attainment and healthy development for students. *Journal of School Health, 85*(11), 729–739.
- Chiang, R. J., Meagher, W., & Slade, S. (2015). How the Whole School, Whole Community, Whole Child Model Works: Creating greater alignment, integration, and collaboration between health and education. *Journal of School Health, 85*(11), 775–784.
- ONE of the following (skim):
 - Centers for Disease Control and Prevention. *School Health Index: A Self-Assessment and Planning Guide*. Middle school/high school version. Atlanta, Georgia. 2012.
 - Centers for Disease Control and Prevention. *School Health Index: A Self-Assessment and Planning Guide*. Elementary school version. Atlanta, Georgia. 2012.

Week 8: Health care organizations

- Villejo, L., Garcia, C. & Crosson, K. (2010). Patient-focused health promotion programs in health care organizations. In *Health promotion programs from theory to practice* (pp. 341-367). San Francisco, CA: Jossey-Bass.
- Berwick DM, Nolan TW, Whittington J. (2008). The Triple Aim: Care, health, and cost. *Health Affairs. 27*(3):759-769.
- Institute for Healthcare Improvement: Annual report 2012. Retrieved from: http://www.ihl.org/about/Documents/IHI_AnnualReport_2012.pdf
- Gawande, A. (2007). A life-saving checklist. *The New Yorker*. Retrieved from <http://www.newyorker.com/magazine/2007/12/10/the-checklist>

Week 9: Workplaces

- Linnan, L., Peabody, K. & Wieland, J. (2010). Health promotion programs in workplace settings. In *Health promotion programs: From theory to practice* (pp. 370-392). San Francisco, CA: Jossey-Bass.
- Denelsbeck, S. (2006). Engaging employees in health and wellness: The “Healthy Pfizer” program. *The American Journal of Managed Care, 12 Spec no.*, SP40–43.
- Centers for Disease Control and Prevention (2015). Healthy Hospital Practice to Practice Series, Issues 1-12. Retrieved from http://www.cdc.gov/nccdphp/dnpao/hwi/resources/hospital_p2p.htm

Unit 4: Interpersonal-Level Strategies

Week 10: Families and parents

- Brody, G. H., Murry, V. M., Gerrard, M., Gibbons, F. X., McNair, L., Brown, A. C., Wills, T. A., Molgaard, V., Spoth, R. L., Luo, Z., & Chen, Y.-f. (2006). The Strong African American Families Program: Prevention of youths' high-risk behavior and a test of a model of change. *Journal of Family Psychology, 20*(1), 1-11.
- Brody, G. H., Murry, V. M., Gerrard, M., Gibbons, F. X., Molgaard, V., McNair, L., Brown, A. C., Wills, T. A., Spoth, R. L., Luo, Z., Chen, Y.-f., & Neubaum-Carlan, E. (2004). The Strong African American Families Program: Translating research into prevention programming. *Child Development, 75*(3), 900-917.
- Olds, D. L., Kitzman, H. J., Cole, R. E., Hanks, C. A., Arcoleo, K. J., Anson, E. A., ... Stevenson, A. J. (2010). Enduring effects of prenatal and infancy home visiting by nurses on maternal life course and government spending: follow-up of a randomized trial among children at age 12 years. *Archives of Pediatrics & Adolescent Medicine, 164*(5), 419-424.
- Patient Protection and Affordable Care Act - H.R. 3590, Section 2951, Maternal and Child Health Services. Retrieved from: <http://www.nursefamilypartnership.org/public-policy/legislation-pending---enacted#sthash.40LTCYHX.dpuf>

Week 11: Peers and groups

- Egger Chapter 4: Focus on groups
- Aboud, FE, & Levy, SR (2013). Chapter 12: Interventions to reduce prejudice and discrimination in children. In: Oskamp, S. *Reducing Prejudice and Discrimination*. Psychology Press.
- Brown, E. C., Low, S., Smith, B. H., & Haggerty, K. P. (2011). Outcomes from a school-randomized controlled trial of Steps to Respect: A bullying prevention program. *School Psychology Review, 40*(3), 423-443.
- Donovan, D. M., Ingalsbe, M. H., Benbow, J., & Daley, D. C. (2013). 12-Step Interventions and Mutual Support Programs for Substance Use Disorders: An Overview. *Social Work in Public Health, 28*(0), 313-332.

Unit 5: Individual-Level Strategies

Week 12: Health education

- Egger Chapter 2: Health and Human Behavior
- Egger Chapter 3: Focus on the Individual
- American Public Health Association and Education Development Center, Inc. (2008). *Alcohol screening and brief intervention: A guide for public health practitioners*. Washington DC: National Highway Traffic Safety Administration, U.S. Department of Transportation.
- Walton, M. A., Chermack, S. T., Shope, J. T., Bingham, C. R., Zimmerman, M. A., Blow, F. C., & Cunningham, R. M. (2010). Effects of a brief intervention for reducing violence and alcohol misuse among adolescents: a randomized controlled trial. *JAMA, 304*(5), 527-535.

Week 13: Motivational interviewing

- Miller, W., & Rollnick, S. (2013). Conversations About Change. In *Motivational interviewing: Helping people change* (3rd ed., pp. 3-13). New York, NY: Guilford Press.
- Miller, W., & Rollnick, S. (2013). The Spirit of Motivational Interviewing. In *Motivational interviewing: Helping people change* (3rd ed., pp. 14-24). New York, NY: Guilford Press.
- Miller, W., & Rollnick, S. (2013). The Method of Motivational Interviewing. In *Motivational interviewing: Helping people change* (3rd ed., pp. 25-36). New York, NY: Guilford Press.

Week 14: Final presentations

DUE: Research Paper, uploaded to Canvas

Week 15: Final presentations