

Washington University
Division of Health Behavior Research
AHBR540 Community Health Promotion*

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Course Description: This course explores concepts in health promotion including community assessment, resource identification, intervention strategies and evaluation. National, state, and local interventions for lifestyle change and model community health promotion programs are discussed.

***Blended course:** This course is considered a blended course. A blended course is a course in which online discussions and out of class activities will take place on a weekly basis. This is 3-credit course that meets face-to-face for 20 hours; there will be an additional 20 hours of work that will take place outside of class through Blackboard (Bb). This blended time is calculated in addition to the time the instructor expects the student to spend on preparation for the face-to-face part of the course (e.g., readings). During blended time it is essential for the student to thoroughly complete, reflect on and synthesize the information and assignments given. In addition, this time is also allocated to provide the student with outside of class time to complete project-based assignments.

Course objectives: At the completion of this course the learner will be able to:

1. Describe theoretical models and frameworks of community organization and community-based participatory research.
2. Compare and contrast exemplary community health promotion projects focusing on the theoretical framework, methods of intervention and evaluation design used.
3. Demonstrate the community health promotion process including community assessment, resource identification, intervention strategies and evaluation using state-of-the-art approaches in an in-class case study assignment.
4. Adapt health promotion strategies to ethnic minority and special population groups.

Required Textbook:

Minkler, M. (2012). *Community organizing and community building for health and welfare, 3rd edition*. New Brunswick, NJ: Rutgers University Press. ISBN 978-0-8135-5300-9

Additional resources students may find helpful:

Bracht, N. (1999). *Health Promotion at the Community Level 2: New Advances*. Thousand Oaks: Sage Publications, Inc. ISBN 0-7619-1304-1

Glanz, K., Rimer, B. & Viswanath, K. (2008). *Health Behavior and Health Education: Theory, Research, and Practice, 4th edition*. San Francisco, CA: Jossey-Bass Publishers. ISBN 978-0-7879-9614-7

Green, L.W. & Kreuter, M.W. (2005). *Health Promotion Planning: An Educational and Ecological Approach 4th edition*. St. Louis, MO: McGraw Hill. ISBN-13 978-0-0725-5683-4

Issel, L. M. (2009). *Health promotion planning and evaluation: A practical, systematic approach to community health*. Sudbury, MA: Jones and Bartlett. ISBN-13: 978-0-7637-5334-4

Kline, M.V. & Huff, R.M. (2008). *Health promotion in multicultural populations: A handbook for practitioners and students*. Thousand Oaks, CA: Sage Publications. ISBN-978-1-4129-3912

Class Format:

The class is conducted in a graduate seminar format with applied learning activities. Students are required to participate in each class discussion of readings and participate in the in-class health promotion case study group activity and online discussions.

Course Requirements/Student Evaluation:

Evaluation for the course will be based on the following:

1. Class attendance and participation via in-class activities (10 pts ea)	50 points
2. Blackboard (Bb) discussion boards (Bb DB) - blended time (10 pts ea)	70 points
3. Final Project	
a. Proposal	25 points
b. Draft	50 points
c. Peer editing of Draft	25 points
d. Final	100 points
	320 points

Assignment Guidelines and Student Evaluation:**1. Class attendance and participation via in-class activities**

This course will be conducted using a seminar format and, therefore, each student is expected to complete assigned readings before class and to actively participate in discussions of the readings. Students are expected to participate in class discussions by asking questions, providing answers and verbal input. Students will be evaluated based on their participation in in-class activities and discussion. All students will be encouraged to participate in the discussion and demonstrate evidence of critical thinking and in-depth inquiry of the readings, as well as the application of the readings through the in-class assignments. In addition, each student will take part in an in-class group

simulation (*Ficticia* group case study) activity. For the in-class simulation, the students will serve as a community health coalition and will utilize the Five-Stage Community Organization Model as described in Bracht (1999). *Health promotion at the community level 2: New Advances*. Students will not need this text; the instructor will review the model in class. Students will receive a case study for the community of *Ficticia* and together will move through the first three stages to assess, plan, and develop an evaluation schema for a community health promotion intervention program.

Continuous engagement with class content is key; please employ your best time management skills to stay on top of the readings and assignments.

Attendance in the face-to-face portion of the course is essential. As you would expect, if you are not in class, you cannot participate and cannot get credit for active participation. Thus, students are expected to attend each class meeting and be punctual. As such, attendance and active participation during all class meetings are necessary and critical for a successful foundation and knowledge of community health promotion theory and application. In rare circumstances (e.g. illness, accident, death in one's family), students can miss class. However, in-class activities cannot be made up and students who miss class when in-class activities are conducted will receive a grade of zero (0) for the exercise; handouts/exercises will be loaded to the Blackboard (Bb) course site. If a class is missed, students are encouraged to complete the in-class exercises for feedback from the instructor; however, a grade will not be given for the missed work.

The following are the guidelines for evaluating class participation related to in-class activities:

10 points: You show an active interest in the activity. Your comments reflect exceptional preparation and familiarity with concepts presented in the associated readings. Ideas offered are always substantive, provide one or more insights, as well as direction for the class. Comments are well substantiated and professionally presented. You make good use of time in class by staying engaged and avoiding distraction (i.e., surfing the Internet at times other than breaks, sidebar conversations with class members, texting during class activities).

7 points: You show a willingness to participate but demonstrate limited preparedness from not having read the readings for the class session. You might forget materials for class or come late to class once in a given week. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Comments are sometimes professionally presented and/or fairly well substantiated. You make good use of time in class by staying engaged and avoiding distraction (i.e., surfing the Internet at times other than breaks, sidebar conversations with class members, texting during class activities).

5 points: You appear prepared but rarely raise your hand or contribute during in-class discussion or activities. You have forgotten your materials for class or have come late to class twice in a given week. You do not make good use of your time in class and are occasionally distracted (i.e., surfing the Internet at times other than breaks, sidebar conversations with class members, texting during class activities).

2 points: You do not participate in class or have repeatedly come to class late or without materials or are unprepared when called on. Your contributions in class reflect inadequate preparation.

Ideas offered are seldom substantive; provide few, if any, insights and rarely a constructive direction for the class. You are late to class twice in a given week. You do not make good use of your time in class and are occasionally distracted (i.e., surfing the Internet at times other than breaks, sidebar conversations with class members, texting during class activities).

0 points: You missed class during the in-class activity.

Determining participation grade: Each student's participation will be assessed using the scale above; participation scores will be posted to Bb on the Sunday following the face-to-face class meeting, at the latest. If a student must miss class, during the in-class activity, they will receive a zero (0) for that exercise.

2. Blackboard (Bb) Discussion Boards (DB)

- a. Each week, students are expected to have read and thoughtfully analyzed the assigned readings. All students must read the required readings before the class.
- b. The purpose of the Bb discussions are to provide an opportunity to further engage with specific content presented in class through application &/or comparison of theoretical ideas presented by selected scholars.
- c. Discussion boards will occur weekly from May 31st through the week of August 9th, **ONLY** when there are no in-class sessions (a total of 7).
- d. Students in the course must respond to all of the discussion boards. The responses must be factually and grammatically correct, reflective and substantive, and advance the discussion to receive full credit. The instructor will serve as the discussion leader (DL). The rubric used by the instructor will be posted on the Bb course site.
- e. The weekly postings are an important part of your participation and engagement with the course material. This is an opportunity to ask or comment on issues that may be confusing, enlightening, interesting, frustrating, etc. about the readings themselves.
- f. Postings by participants should be limited to 1-2 short paragraphs.
 - i. Responses limited to "I agree" or "great idea" are not acceptable as an initial post. If you agree or disagree with something discussed in the readings, say why and support your statement with concepts from the readings or by bringing in a related example or experience.
 - ii. Use quotes from the articles that support your questions/comments and include page numbers from the article so the DL and other participants can refer back to the reading and easily locate the quote.

3. Major Project and Feedback to Other Student

Each student will complete a major project for this course. Students will be able to select either an

- a. a research paper,
- b. a PowerPoint slide set with notation,

as a means to best demonstrate mastery of course content. Students should carefully consider their own strengths and weaknesses when selecting the assignment to complete.

Examples of appropriate topics include, but are not limited to, grass roots community health promotion efforts, coalition building, using an ecological approach to community health, empowerment, increasing community capacity, evaluation strategies, cultural competence/humility, etc.

Proposal

The instructor must approve all topics and a brief one-page proposal should be submitted via Bb no later than **11:59 PM on Sunday, 6/17/18**. The proposal should include the type of assignment chosen (see list above), the topic, a brief description and outline of the topic and any additional information the student may find useful to include or questions the student currently has that the instructor can answer.

Draft and Peer editing

A thorough draft of the assignment should be submitted through Bb no later than **11:59 PM on Sunday, 07/08/18**. The instructor will load the drafts to the Bb site on Monday, July 2nd; each student will be assigned to give written feedback to one other student; a guide for giving feedback (also known as peer editing) will be loaded to the Bb site by the instructor. Student feedback must be loaded to the Bb site on or before **11:59 PM on Sunday, 07/15/18**. Remember that you are being graded on your peer editing. Each student will receive feedback from the instructor as well.

Final

The major project (final form) is due on or before **11:59 PM on Sunday, 08/05/18**. Each student should send the completed project to the instructor via Bb. It is highly recommended that each student print a hard copy of their assignment should a problem arise with the electronic submission of the document; the instructor may require this hard copy be turned in for grading.

Grading Scale:

Letter Grade	Percent
A	≥93-100
A-	≥90-92
B+	≥87-89
B	≥83-86
B-	≥80-82
C	≥70-79
F	<70

Course Policies:

All assignments must be completed on time. Grades for assignments that are handed in after the due date/time will be lowered 5 points per day including weekends and holidays. No assignments will be accepted 5 days or more after assigned due date (including weekends and holidays). Excessive typographical/grammatical and/or formatting/referencing errors on any assignment will result in a lowered grade (e.g., A to B, B to C, etc.).

Academic Integrity:

All students are expected to abide by and uphold the Washington University policy on academic integrity. Plagiarism is a serious violation of the academic integrity policy, but it is not the only violation. To review this policy, refer to the following web site:

<https://studentconduct.wustl.edu/academic-integrity/>

Subject to Change Clause

This syllabus is subject to change at the discretion of the instructor to meet the learning needs of the students.

**AHBR540 Community Health Promotion
Course Schedule
Summer 2018**

Date Topic/Readings/Assignments

**Thursday
June 7th**

- Welcome and Introductions
- Review syllabus
- **Community Health Promotion- An Overview**

Required Reading:

- Diez-Roux, A.V. (2011). Complex systems thinking and current impasses in health disparities research. *American Journal of Public Health, 101*(9): 1627-1634.
- Glover Blackwell, A. & Colmenar, R.A. (2012). Principles of community building. In M. Minkler (Ed.) *Community organizing and community building for health and welfare (3rd ed., Appendix 1, pp. 423-424)*. New Brunswick, NJ: Rutgers University Press.
- Hyde, C. A. (2012). Challenging ourselves: Critical self-reflection on power and privilege. In M. Minkler (Ed.) *Community organizing and community building for health and welfare (3rd ed., Appendix 3, pp. 428-436)*. New Brunswick, NJ: Rutgers University Press.
- Minkler, M. (2012). Introduction to community organization and community building. In M. Minkler (Ed.) *Community organizing and community building for health and welfare (3rd ed., pp. 5-26)*. New Brunswick, NJ: Rutgers University Press.
- Obama, B. (2012). Why organize? Problems and promise in the inner city. In M. Minkler (Ed.) *Community organizing and community building for health and welfare (3rd ed., pp. 27-36)*. New Brunswick, NJ: Rutgers University Press.
- Resnicow, K., & Page, S.E. (2008). Embracing chaos and complexity: a quantum change for public health. *American Journal of Public Health, 98*(8): 1382-1389.

Familiarize Yourself:

Review the links found under the label "About"

[<https://www.healthypeople.gov/2020/About-Healthy-People>]

and "2020 Topics and Objectives" [<https://www.healthypeople.gov/2020/topics-objectives>]

Blended Time Assignments:

1. Major Project Proposal due on/before 11:59 PM 6/17; submit via Bb

Thursday
June 14th

● **Contextual Frameworks and Models**

The class will explore the historical and conceptual background of ecological models as an extension of the biopsychosocial model. Students will examine the principles of social ecological models (SEM) to health behavior change and critically evaluate the advantages and disadvantages of such approaches.

Required Readings:

- Fisher, EB, Brownson, CA, O'Toole, ML, Shetty, G, Anquri, VV, Glasgow, RE. (2005). Ecological approaches to self-management: The case of diabetes. *American Journal of Public Health, 95*: 1523-1535.
- Minkler, M. & Wallerstein, N. (2012). Improving health through community organization and community building: Perspectives from health education and social work. In M. Minkler (Ed.) *Community organizing and community building for health and welfare (3rd ed., pp. 37-58)*. New Brunswick, NJ: Rutgers University Press.
- Newes-Adeyi, G., Helitzer, D.L., Caulfield, L.E. & Bronner, Y. (2000). Theory and practice: Applying the ecological model to formative research for a WIC training program in New York State. *Health Education Research, 15*(3), 283-291.
- Ogilvie, D., Bull, F., Powell, J., Cooper, A.R., Brand, C., Mutrie, N., et al. (2011). An applied ecological framework for evaluating infrastructure to promote walking and cycling: The iConnect study. *American Journal of Public Health, 101*: 473-481.

In-class Assignment:

Applying the ecological perspective to health promotion and disease prevention

● **Evaluating Community Health Promotion Programs**

Required Reading:

- Coombe, C.M. (2012). Participatory approaches to evaluating community organizing and coalition building. In M. Minkler (Ed.) *Community organizing and community building for health and welfare (3rd ed., pp. 346-365)*. New Brunswick, NJ: Rutgers University Press.

In-class Assignment:

Developing evaluation schemas for health promotion programs

● **The Five-Stage Community Organization Model for Health Promotion – Overview**

Required Reading:

- Labonte, R. (2012). Community, community development, and forming of authentic partnerships. In M. Minkler (Ed.) *Community organizing and community building*

for health and welfare (3rd ed., pp. 95-109). New Brunswick, NJ: Rutgers University Press.

Morgan, M.A. & Lifshay, J. (2012). A ladder of community participation in public health. In M. Minkler (Ed.) *Community organizing and community building for health and welfare* (3rd ed., Appendix 4, pp. 437-438). New Brunswick, NJ: Rutgers University Press.

Walter, C.L. & Hyde, C.A. (2012). Community building practice: An expanded conceptual framework. In M. Minkler (Ed.) *Community organizing and community building for health and welfare* (3rd ed., pp. 78-90). New Brunswick, NJ: Rutgers University Press.

Recommended Resource:

Bracht, N. (1999). *Health Promotion at the Community Level 2: New Advances*. Thousand Oaks: Sage Publications, Inc.

In-class Assignment:

Ficticia In-class Case Study - Overview

Blended Time Assignments:

1. Major Project Draft - due on/before 11:59 PM 7/08; submit via Bb
2. Discussion Board (week of 6/21)

**Thursday
June 28th**

- The Five-Stage Community Organization Model for Health Promotion – Community Analysis (Stage 1)

Required Readings:

Eng, E. & Blanchard, L. (2012). Action-oriented community diagnosis procedure. In M. Minkler (Ed.) *Community organizing and community building for health and welfare* (3rd ed., Appendix 2, pp. 425-427). New Brunswick, NJ: Rutgers University Press.

Hancock, T. & Minkler, M. (2012). Community health assessment or healthy community assessment: Whose community? Whose health? Whose assessment? In M. Minkler (Ed.) *Community organizing and community building for health and welfare* (3rd ed., pp. 153-170). New Brunswick, NJ: Rutgers University Press.

Homan, M.S. (2012). A checklist for action. In M. Minkler (Ed.) *Community organizing and community building for health and welfare* (3rd ed., Appendix 8, pp. 454). New Brunswick, NJ: Rutgers University Press.

Israel, B.A., Schulz, A.J., Parker, E.A., & Becker, A.B. (2012). Scale for measuring perceptions of control at the individual, organizational, neighborhood, and beyond-the-neighborhood level. In M. Minkler (Ed.) *Community organizing and community building for health and welfare* (3rd ed., Appendix 10, pp. 457-459). New Brunswick, NJ: Rutgers University Press.

Kirchenbaum, J. & Corburn, J. (2012). Community mapping and digital technology. In M. Minkler (Ed.) *Community organizing and community building for health and welfare* (3rd ed., Appendix 6, pp. 444-448). New Brunswick, NJ: Rutgers University Press.

McKnight, J.L. & Kretzmann, J.P. (2012). Mapping community capacity. In M. Minkler (Ed.) *Community organizing and community building for health and welfare* (3rd ed., pp. 171-186). New Brunswick, NJ: Rutgers University Press.

Minkler, M. & Coombe, C. (2012). Using force field and “SWOT” analysis as strategic tools in community organizing. In M. Minkler (Ed.) *Community organizing and community building for health and welfare* (3rd ed., Appendix 2, pp. 425-427). New Brunswick, NJ: Rutgers University Press.

Staples, L. (2012). Selecting and “cutting” the issue. In M. Minkler (Ed.) *Community organizing and community building for health and welfare* (3rd ed., pp. 187-210). New Brunswick, NJ: Rutgers University Press.

Wallerstein, N. (2012). Criteria for creating triggers or codes for Freirian organizing. In M. Minkler (Ed.) *Community organizing and community building for health and welfare* (3rd ed., Appendix 9, pp. 455-456). New Brunswick, NJ: Rutgers University Press.

In-class Assignment:
Ficticia: In-class case study- Stage 1: Developing a plan for community analysis

Blended Time Assignments:

1. Major Project Draft - due on/before 11:59 PM 7/08; submit via Bb
2. Peer editing – due on/before 11:59 PM 7/15; submit via Bb
3. Discussion Board (week of 7/05)

**Thursday
 July 12th**

- The Five Stage Community Organization Model for Health Promotion- Design/Initiation (Stage 2)

Required Readings:

Butterfoss, F.D. & Kegler, M.C. (2012). A coalition model for community action. In M. Minkler (Ed.) *Community organizing and community building for health and welfare* (3rd ed., pp. 309-328). New Brunswick, NJ: Rutgers University Press.

Becker, A.B., Kaufer Christoffel, K., Lopez, J.E., & Rodriguez, J.L. (2012). Community organizing for obesity prevention in Humboldt Park, Chicago: The challenges and successes of coalition building across two organizing traditions. In M. Minkler (Ed.) *Community organizing and community building for health and welfare* (3rd ed., pp. 329-345). New Brunswick, NJ: Rutgers University Press.

Ellis, G. & Walton, S. (2012). Building partnerships between local health departments and communities: Case studies in capacity building and cultural humility. In

M. Minkler (Ed.) *Community organizing and community building for health and welfare (3rd ed., pp. 130-152)*. New Brunswick, NJ: Rutgers University Press.

Minkler, M., Pies, C. & Hyde, C.A. (2012). Ethical issues in community organizing and capacity building. In M. Minkler (Ed.) *Community organizing and community building for health and welfare (3rd ed., pp. 110-129)*. New Brunswick, NJ: Rutgers University Press.

Wolff, T. (2012). Coalition member assessment. In M. Minkler (Ed.) *Community organizing and community building for health and welfare (3rd ed., Appendix 5, pp. 439-443)*. New Brunswick, NJ: Rutgers University Press.

In-class Assignment:

Ficticia: In-class case study- Design/Initiation (Stage 2)

Blended Time Assignments:

1. Discussion Boards (week of 7/19)

**Thursday
July 26th**

- The Five Stage Community Organization Model for Health Promotion-Implementation (Stage 3)

Required Readings:

Austin, L.T., et al. (2002). Breast and cervical cancer screening in Hispanic women: A literature review using the Health Belief Model. *Women's Health, 12*(3): 122-128.

Diez Roux, A., & Mair, C. (2010). Neighborhoods and health. *Annals of the New York Academy of Sciences, 1186*, 125-145.

Gutierrez, L.M. & Lewis, E.A. (2012). Education, participation, and capacity building in community organizing with women of color. In M. Minkler (Ed.) *Community organizing and community building for health and welfare (3rd ed., pp. 215-228)*. New Brunswick, NJ: Rutgers University Press.

Kennedy, M.G., & Crosby, R.A. (2002). Prevention Marketing: An Emerging Integrated Framework. Chapter 10 in DiClemente, R., Crosby, R., & Kegler, M. (Eds). *Emerging Theories in Health Promotion Practice and Research: Strategies for Improving Public Health*. Jossey-Bass, San Francisco.

Linnan, L., Thomas, S., D'Angelo, H., & Owens Ferguson, Y. (2012). African American barbershops and beauty salons: An innovative approach to reducing health disparities through community building and health education. In M. Minkler (Ed.) *Community organizing and community building for health and welfare (3rd ed., pp. 329-345)*. New Brunswick, NJ: Rutgers University Press.

Linnan, L.A. et al. (2005). Using community-based participatory research methods to reach women with health messages: Results from the North Carolina BEAUTY and Health Pilot Project. *Health Promotion Practice, 6*(2), 164-173.

- Nguyen, T., Tanjasiri, S., Kagawa-Singer, M. Tran, J. & Foo, M. (2008). Community health navigators for breast- and cervical-cancer screening among Cambodian and Laotian women: Intervention strategies and relationship-building processes. *Health Promotion Practice, 9*(4), 356-367.
- Olshefsky, A.M., Zive, M.M., Scolari, R., & Zuñiga, M. (2007). Promoting HIV risk awareness and testing in Latinos living in the US-Mexico border: The *Tú No Me Conoces* Social Marketing Campaign. *AIDS Education and Prevention, 19*(5), 422-435.
- Sanders-Thompson, V.L., Cavazos-Rehg, P.A., Jupka, K., Caito, N., Gratzke, J., Tate, K., Deshpande, A., & Kreuter, M. (2007). Evidential preferences: cultural appropriateness strategies in health communication. *Health Educ. Res., 23*(3), 549-559.
- Smith, K.P., & Christakis, N.A. (2008). Social networks and health. *Annual Review of Sociology, 34*: 405-429.
- Stewart, S., Rakowski, W., & Pasick, R. (2009). Behavioral constructs and mammography in five ethnic groups. *Health Education & Behavior, 36*(1), DOI: 10.1177/1090198109338918
- Zunker, C., Cox, T.L., Wingo, B.C., Knight, B., Jefferson, W.K. & Ard, J.D. (2008). Using formative research to develop a worksite health promotion program for African American women. *Women & Health, 48*(2), 189-207.

In-class Assignment:

Ficticia: In-class case study – Implementation (Stage 3)

- The Five Stage Community Organization Model for Health Promotion-Maintenance Consolidation; Dissemination-Reassessment (Stage 4 and 5)

Blended Time Assignments:

1. Discussion Boards (week of 8/02)
2. Major Project (final form) due on/before 11:59 PM 8/05; submit via Bb