

**Department of Health Promotion and Behavior
College of Public Health, University of Georgia
HPRB 3010E: Health Promotion in Public Health- Online
Fall 2020**

Course Information

Course description	This course will be an overview of health promotion within the field of public health. The course will provide information on the history of health promotion, its role in society, professional resources, theoretical underpinnings, ethical principles, and planning for programs. This course is designed for Public Health minors and Environmental Health and Physical Education majors. This course provides a good foundation for upper level health promotion elective courses.
Location	Ramsey Student Center, Room 224
Meeting time	Monday, Wednesday, and Friday
Online	eLC: https://uga.view.usg.edu/

Instructor Information

Instructor:	Kandyce Hylick, MPH
Office Location:	Wright Hall, Health Sciences Campus
Email:	kandyce.hylick@uga.edu (Email is the best way to contact me)
Office Hours:	By Appointment: Via Zoom

Course Learning Objectives

At the end of this course, students will be able to:

1. Describe the role of health promotion and behavior in public health.
2. Discuss the history of health promotion and public health.
3. Explain the role health promotion plays in the health of our society.
4. Identify health promotion resources relevant to intervention planning and implementation for the health promotion professional.
5. Explain the role of theory in planning health promotion programs.
6. Describe behavioral, cultural, community and social factors associated with health and health disparity.
7. Identify sources of health disparity and possible methods to reduce disparity.
8. Describe the importance of community engagement, coalition building, and community organizing strategies to health promotion.
9. Develop a professional philosophy and discuss ethical principles of health promotion.
10. Explain the importance of designing evidence-based health promotion programs for individuals and communities that include needs assessment, program design and implementation, budget, and evaluation components.
11. Examine the influence of media, communication, and marketing on health promotion issues.
12. Describe appropriate methodological strategies to evaluate health promotion strategies.

Course Public Health Domains

- Public health history
- Public health philosophy
- Introduction to processes and approaches to identify needs and concerns of populations
- Science of health promotion
- Introduction to assessment concepts and features
- Ethical dimensions of health care and public health policy
- Health communications: professional writing

Grades

A	93 – 100%	B+	87 – 89.99%	C+	77 – 79.99%	D+	67 – 69.99%
A-	90 – 92.99%	B	83 – 86.99%	C	73 – 76.99%	D	60 – 66.99%
		B-	80 – 82.99%	C-	70 – 72.99%	F	<60%

Grades are not negotiable, except for a mathematical error. The grade you receive is the grade you earn; no extra points or assignments will be offered on an individual basis. Once grades are submitted to the registrar's office after finals, they are final. If you have concerns, discuss them with the instructor as early as possible and NOT at the end of the semester. The breakdown of points is as follows:

Course Points:

Synthesis Papers:	100 points (2 papers, 50 points each)
Website Reviews:	100 points
Health Philosophy Paper:	100 points
Health Program Project:	200 points (50 pt. presentation, 150 pt. paper)
Online Class Participation:	80 points (total)
Total:	580 points

Course Requirements for Grading Purposes

Online Class. All classes will be held online, and all classes will be asynchronous. Online class will consist of online lectures, health promotion case studies, group discussions, short essay answers to questions, and quizzes. Online classes will be opened the Sunday before they are due. For each module, something is due by 11:00 PM on Sunday. Each assignment is worth a maximum of 10 points. Please be aware of the eLC maintenance window!

Synthesis Papers. In assigned groups, students will complete two synthesis papers. For each paper, students will complete a worksheet consisting of short-answer questions from the material learned up to that point in the course. Check eLC for further details.

Website Reviews. Each student will review 10 different health-related websites that are credible sources for health information. Students will choose credible health websites for the assignment. For each website, students will answer specific questions posted in eLC. Students will work individually on this assignment.

Health Philosophy Paper. Students will write a paper on their personal Health Philosophy. An outline will be provided to assist in the completion of this assignment. Students will work individually on this assignment. Check eLC for further details.

Health Program Project: Students will design a program in a preferred topic area. This project will include a thorough background and justification of the problem, a theoretical basis, and a clear programmatic outline. Students may work individually or in pairs on the project, based on the professor's choice. Additionally, there will be a short in-class presentation at the end of the semester. More information will be shared on eLC.

Class Participation: Class participation grades will be assessed based on the student turning in assignments on time, asking relevant questions, providing positive feedback, participating in group activities and discussions, etc. Share all information and opinions in a constructive manner.

Course Policies

Disclaimer. The course syllabus is a general plan for the course and adjustments can be made; deviations announced to the class by the instructor may be necessary.

Late Work. For each day or part of a day that an assignment is late, 10% will be deducted from the total score earned by the student. All assignment due dates are included on assignment details. Work will not be accepted after two days.

Missing an assignment. The instructor will inform the class of the due dates that there will be for an assignment. If a student misses an assignment with no explanation he or she will receive a zero on that assignment. If there is an explanation for missing an assignment, please email an approved excuse to the instructor and the instructor will work with you to complete the assignment.

Classroom Climate. The success of the class is a shared responsibility between the instructor and the students. Each student is expected to actively participate in class. Given the diversity of opinions and values, it is expected that all class members (including the professor) will treat one another with respect in all discussions and learn how to respectfully disagree and dialogue. These skills are necessary for scholarship to advance.

Emails are the best way to communicate with me. To write an effective email: 1) Put **HPRB3010** in the SUBJECT line, plus a few words about your question (e.g., HPRB3010- Reading Quiz 1). 2) Sign with your first and last name. 3) Keep the message focused (use bullets or short paragraphs). 4) Avoid fancy typefaces or backgrounds; those emails end up in the recycling bin. 5) Do not use “text writing.” 6) Proofread before you hit “send.” I will respond within 24 hours, not counting weekends.

eLC. I will post the syllabus, class outlines, announcements, grades, and other important course information on eLC. My primary way of communicating with you in this course is via eLC, so please check it regularly. Log in to eLC and before you click on any class, click on your name (top right corner). Do the following:

1. **Click on Profile.** Post your professional photo to eLC. Photos must be head and shoulder shots, similar to what an ID card (no friends, no pets, please!) Optional: Add interesting information about you to share with others. **If you complete this task by Wednesday, 8/30, you will receive 5 points extra credit.**
2. **Click on Notifications.** To receive eLC Notifications, make sure you check all the instant notifications (discussions, news, grades)
3. **Click on Account Settings.** Click on the Email tab. In the “Forwarding Options,” add the email that you use regularly.

Grade Dispute Policy. Final grades are not negotiable, except for a mathematical error. Once grades are submitted to the registrar’s office, they are final. If you have an issue with your grade on an assignment, project, or exam you have 5 business days from the receipt of the grade to let me know by email about the error. If you want to dispute a grade, I will schedule a meeting with you to review it. Grade disputes will not be accepted after that given time period.

Grievance. If you have a grievance with a decision that the instructor has made, please contact the instructor as early as possible. Students who disagree with my decisions are welcome to contact: Dr. Pamela Orpinas, Wright Hall – Health Sciences Campus, 706.542.4372, porpinas@uga.edu.

University Honor Code and Academic Honesty Policy. UGA students abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty” (<http://honesty.uga.edu/>). Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic policy should be directed to the instructor. To avoid plagiarism, cite the resources you have used for all coursework. Ask the instructor if you have questions.

Students with Disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor. Please bring a letter from the Disability Resource Center.

Student Athletes must bring the instructor an official letter from the Athletic Department outlining the student’s athletic responsibility for the semester. If a scheduling conflict occurs, the instructor and student athlete will work in private to develop an acceptable solution.

Coronavirus Information and Requirements

DawgCheck. Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>

What do I do if I have symptoms? Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I am notified that I have been exposed? Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with the Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

How do I get a test? Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing, and off-campus apartment complexes are encouraged to participate.

What do I do if I test positive? Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

Topical Outline

Week	Date	Topic	DUE
Week 1	8/19	Introductions	
	8/21	What is Health? Intro to Health Beliefs	
Week 2	8/24	Behavior	
	8/26	Public Health and Prevention in the US	
	8/28	Understanding Health Behavior, Determinants of Health	
Week 3	8/31	Determinants of Health	
	9/2	Intro to Values and Health Decisions	
	9/4	Health Literacy	
Week 4	9/7	No Class: Labor Day Holiday	
	9/9	Website Reviews Discussion	Website Reviews
	9/11	Health Promotion and Education	
Week 5	9/14	Values, Decision Making, and our Influence	
	9/16	Health Promotion Professions	
	9/18	Health Philosophies	
Week 6	9/21	Health Philosophies in Action	

Week	Date	Topic	DUE
	9/23	Building a Health Philosophy	
	9/25	Human Development and Public Health	
Week 7	9/28	Human Maturation and Health Behavior	
	9/30	Ethics and Public Health	
	10/2	Health Disparities	
Week 8	10/5	Health Disparities	
	10/7	Synthesis Paper One	Synthesis Paper
	10/9	Intro to Theories	
Week 9	10/12	Linking Theories to Behavior	
	10/14	Intrapersonal Theories	
	10/16	Intrapersonal Theories: HBM, TPB, TTM, PAPM	
Week 10	10/19	Interpersonal Theories	
	10/21	Community Level Theories	Health Philosophy Paper
	10/23	Program Planning	
Week 11	10/26	Program Planning and Public Health	
	10/28	Final Project Introduction	
	10/30	Fall Break	
Week 12	11/2	Intro to Program Evaluation	
	11/4	PREDECE-PROCEED Model	
	11/6	Risk Reduction and Harm Reduction	
Week 13	11/9	Other Program Planning Models	
	11/11	Program Evaluation	
	11/13	Program Presentations	
Week 14	11/16	Program Presentations	
	11/18	Program Presentations	
	11/20	Synthesis Paper Work Day	
Week 15	11/23	Synthesis Paper Two	Synthesis Paper
	11/25	No Class: Thanksgiving Holiday	
	11/27	No Class: Thanksgiving Holiday	
Week 16	11/30	Writing for Public Health Pt 1.	
	12/2	Writing for Public Health 2	
	12/4	Project Work Day / Optional Meeting about Final Project	
Week 17	12/7	Class Wrap-Up / Optional Meeting about Final Project	
	12/9	Final: Program Planning Project ***(due by 11:00am on eLC)***	Program Project