Syracuse University
Department of Public Health
PHP 221: Community Health Promotion

Professor: Susan Coots
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Office Hours: Monday and Wednesday 2:30-3:30pm
Please email first to schedule a meeting.

Course Description: Health professional role in community-based health promotion and illness prevention. 15 hours of community-based service learning required.

Pre-requisites: none

Credits: 3

Format: Flex-long. Class meets for 25 sessions + 15 hours of service-learning
Service Learning Dates: 9-28, 10-19, 11-18

Learning Objectives: After taking this course, the student will be able to:

1. Discuss public health history, philosophy, values, and concepts
2. Describe national initiatives to improve health
3. Illustrate major influences/factors that determine the health of individuals and communities.
4. Participate in health promotion and/or disease prevention activities
5. Design public health communication approaches to improve health
6. Describe agencies and organizations that support community health promotion

Text: Seabert, D., McKenzie, J. & Pinger, R. (2022). *An introduction to community and public health* (10th ed.). Jones and Bartlett

Course Bibliography: located at the end of the syllabus. Readings can be accessed via Black Board.

Course Grading*:

1. Health Communication Project	55%
2. Service-Learning Reflective Journal	10%
3. Service-Learning Partner Description	5%
4. Exam #1	15%
5. Exam #2	15%
6. Academic Service-Learning	P/F*
	100%

*** To 'pass' this course, students must earn a grade of 'pass' for the academic service-learning requirement**

Grading Table

Percentile Grade	Letter Grade	Grade Points
92.5-100	A	4.0
92.4-90.5	A-	3.66
87.5-89.9	B+	3.33
82.5-87.4	B	3
79.5-82.4	B-	2.66
77.5-79.4	C+	2.33
72.5-77.4	C	2
69.5-72.4	C-	1.66
59.5-69.4	D	1
< 59.4	F	0

Description: Assessments

ALL ASSIGNMENTS ARE DUE AT 10PM ON THE DUE DATE

Health Communication Project: 55%
For this project, students develop a health promotion communication message related to a specific health issue and target population.

Part 1- 15% Due 9/23
Students submit a one-page narrative inclusive of these elements:

1. The primary health message topic and target population. The topic must be of significance to the specified population. Your service-learning work lends itself to health messaging; choose a topic related to that work.
2. Healthy People goal associated with health topic.
3. Why is this health topic important? (i.e., morbidity and mortality rates, community impact, etc.)

Part 2-15% Due 11/2

4. State the type of health promotion form/medium to be used (print, web, social media, or video). Refer to the CDC's publication Health Communication Playbook (2018), pp 2-48 to learn more about health communication for consumers and best practices.
    a. Consider age, gender, culture, geographic location, and other factors that may be important when you choose your form.
    b. Explain your choice of media form. Why is the chosen format a desirable choice for the topic and target population (consumer group)?
5. An outline of the message's main points
6. Reference list to include 2-3 sources that support the accuracy and relevancy of your message. References will be in APA form

Completed Health Message: 25%- **Due 11/30**
Design and produce your message. The check sheets, found in the Health Communication Playbook will be used to evaluate this assignment. Check sheets: see Fact Sheets (pp 31-32), Web (pp 36-37), Videos (pp. 60-61).

Service-Learning Partner Description: 5% **DUE 9/28**

1. Describe the organizational structure of your service-learning partner: Identify the agency/institution and the specific department (if applicable).
2. What is the mission of this agency? And the goals of the specific department? Identify goals that are related to health promotion or illness prevention.
3. How do the partner's goals align with the Dimensions of Wellness? Identify the dimensions addressed and specific programming?
4. What population is served?

Reflective Journal: 10% **DUE 10/26 and 12/2**
Two two-page reflection journal entries related to your academic service learning are required. In the journal, students are encouraged to connect their personal goals and values with public health values of health promotion, illness prevention, and service and to also apply what they are learning to real-world situations. Journal entries are submitted via Black Board assignment tab. Specific prompts are posted on Black Board.

Two Exams: 2 – Each worth 15%
Exams will cover information from assigned readings, class discussions, and learning activities. The exams will consist of multiple-choice and short answer questions. Exam 2 is not cumulative.

Academic Service-Learning P/F
Small groups of students are paired with a community agency or campus department/office to provide health promotion to the campus community. 15 hours are required. The campus or community partner supervises the service work and provides support for effective implementation of the health promotion service activities. The course faculty and/or the TA maintain regular contact with the campus or community partner to assess the quality of the students' service work. To receive a grade of 'pass', students will

1. Adhere to the student expectations for service-learning (Undergraduate Student Handbook, chpt 3)
2. Complete at least 70% of the service-learning hour requirement (11 hours = 70%).

Assessment Plan

This course exposes students to the following BSPH program outcomes, SU Shared Competencies, and the Council on Education in Public Health (CEPH) undergraduate public health domains.

BSPH Program Outcomes	PHP 221 Course Learning Outcomes	Course Assignments	SU Shared Competencies	CEPH Public Health Foundational Domains
Use concepts of population health and models from social and behavioral disciplines to promote health and address health related needs and concerns of groups and communities across the life course	Discuss public health history, philosophy, values, and concepts Describe national initiatives to improve health Illustrate major influences/factors that determine the health of individuals and communities	Exam 1 Exam 2		Identifying and Addressing Population Challenges: Address 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
Act according to professional values and ethics, including cultural competence in public health practice, research, and education	Participate in health promotion and/or disease prevention activities	Academic Service Learning Reflective Journals	Civic and Global Responsibility: knowledge, exploration, and analysis of the complexity surrounding interdependent local, national, and global affairs. **Engagement in responsible, collaborative, and inclusive civic and cross-cultural learning, with an emphasis on public,** global, and historical **issues**	Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences	Design basic public health communication approaches to improve health	Health Communication Project	Communication Skills*:* effective **individual,** interpersonal, and collaborative **presentation and development of ideas through oral, written, and other forms of expression to inform, persuade**, **or inspire**	Health Communication: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.
Outline the organizational structure, function and delivery modalities for U.S. and global healthcare systems	Identify agencies and organizations that support community health promotion	Exam 1 Service-Learning Partner Organization Description		Overview of Health Systems: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries

Class Schedule

Class #	Topic	Readings	Assignment due dates
1 8-24	Course Overview	Syllabus	
2 8-26	Orientation: Serving Learning		
Foundational Principles			
3 8-31 4 9-2	Service-Learning Organization Panel Community Health: Yesterday, Today and Tomorrow Health Promotion/Illness Prevention Dimensions of Wellness Healthy People 2030 – National Agenda for Health	• Text CHP 1 • Alpha TV HP2030 • Dimensions of Wellness	
5 9-7 6 9-9	NO CLASS LABOR DAY Health Communication & Health Information Social & Behavioral Change Communication Technology: Tools for Health Promotion	• USDHHS: Health Communication • CDC Gateway to Health Communication (scan through the site) • CDC Health Communication Playbook, Communication Strategies (pp 2 – 27) • What is Social and Behavior Change Communication? - YouTube • Ortega: Use of new technology/health promotion • 30 second PSA examples	
7 9-14	Organizations that Shape Community Health	Text CHP 2	

8 9-16	Community Approaches to Promoting Health	Text CHP 5	
9 9-21	Health Promotion & School Environments	Text CHP 6	
10 9-23	Workplace Health Promotion	Text CHP 16	**Health Communication Project, Part 1 due**
The Nation's Health			
11 9-28 12 9-30	**Service-Learning Day** Maternal, Infant and Child Health	CHP 7	**Service Partner Description DUE**
10-5 13 10-7	**EXAM 1** Adolescent, Young Adult, and Adult Health		**EXAM 1**
14 10-12 15 10-14	FALL BREAK NO CLASS Adolescent, Young Adult Health	CHP 8	
16 10-19 17 10-21	**Service-Learning Day**		
18 10-26 19 10-28	• Older Adult/Aging Adult Health LGBT Health	CHP 9	**Reflective Journal #2 due**

20 11-2	Disability & Health	CDC: Disability and Health (disability overview & disability and obesity sections)	**Health Communication Part 2**
21 11-4	Alcohol, Tobacco and Other Drugs: Impacts on Communities & Social Costs	CHP 12	
22 11-9 23 11-11	Violence in our Society: Impacts on Communities Community Mental Health: Impacts on Communities	Rivara: Effects of violence on health CHP 15	
24 11-16 25 11-18	Oral Health S**ERVICE-LEARNING DAY**	CHP 11 USDHHS: Oral Health	
26 11-23,25 27 11-30	T**HANKSGIVING BREAK** Urban Community Health and Rural Health	WHO: Healthy Cities • CDC: Rural Health 1 Module 1: Health Promotion	**Health Communication Message: completed version due**
28 12-2 29 12-7	Course wrap up **Final Exam**		**Reflective Journal # 3**

Course bibliography

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Alpha TV. (2020, September 22). *Health People 2030* [Video]. YouTube. https://www.youtube.com/watch?v=Yddq9i45VT8

Centers for Disease Control & Prevention. (2017, August 2). *About rural health*. https://www.cdc.gov/ruralhealth/about.html

Centers for Disease Control & Prevention. (2018, March 28). *Lesbian, gay, bisexual, and transgender health*. https://www.cdc.gov/lgbthealth/

Centers for Disease Control & Prevention. (2018). *Health communication playbook*. https://www.cdc.gov/nceh/clearwriting/docs/health-comm-playbook-508.pdf

Centers for Disease Control & Prevention. (2020, August 4). *CDC's gateway to communication and social marketing practice*. https://www.cdc.gov/healthcommunication/index.html

Centers for Disease Prevention & Health Promotion. (2021, January 7). *Learn about disability and health*. Centers for Disease Control and Prevention. https://www.cdc.gov/ncbddd/disabilityandhealth/

Health Communication Capacity Collaborative. (2015, October 15). *What is social and behavioral change communication?* [Video]. YouTube. https://www.youtube.com/watch?v=RN0F7jAFkgw

Hettler, B. (n.d.). *Six dimensions of wellness model*. National Wellness Institute. https://cdn.ymaws.com/members.nationalwellness.org/resource/resmgr/pdfs/sixdimensionsfactsheet.pdf

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Ortega-Navas, M. D. (2017). The use of new technologies as a tool for the promotion of health education. *Procedia - Social and Behavioral Sciences*, *237*, 23-29. https://doi.org/10.1016/j.sbspro.2017.02.006

Rivara, F., Adhia, A., Lyons, V., Massey, A., Mills, B., Morgan, E., Simckes, M., & Rowhani-Rahbar, A. (2019). The effects of violence on health. *Health Affairs*, *38*(10), 1622-1629. https://doi.org/10.1377/hlthaff.2019.00480

The Health Communication Capacity Collaborative. (2015, October 5). *What is social and behavior change communication?* [Video]. YouTube. https://www.youtube.com/watch?v=RN0F7jAFkgw

U.S. Department of Health and Human Services. (n.d.). *Health communication*. Healthy People 2030. https://health.gov/healthypeople/objectives-and-data/browse-objectives/health-communication

U.S. Department Health and Human Resources. (n.d.). *LGBT*. Healthy People 2030. https://health.gov/healthypeople/objectives-and-data/browse-objectives/lgbt

U.S. Department of Health and Human Services. (n.d.). *Oral conditions*. Healthy People 2030. https://health.gov/healthypeople/objectives-and-data/browse-objectives/oral-conditions

World Health Organization. (n.d.). *Healthy cities*. https://www.who.int/healthpromotion/healthy-cities/en/

Service Learning Policy:

Grading Policy: Academic Service learning is a supervised and evaluated experience. Students complete the service hours as scheduled with the site and student performance is considered in the assignment of the grade. In addition, service-learning related assignments and performance are graded and included when assigning an overall course grade.

Grading standards: Service-learning is evaluated as a 'pass/fail' course requirement. To 'pass' a service-learning course, students must earn a grade of 'pass' for the academic service-learning requirement. To receive a grade of 'pass' for service-learning, students will

- Adhere to the student expectations for service-learning (Undergraduate Handbook)
- Complete at least 70% of the service-learning hour requirement

Additional Syracuse University, Public Health Department, and course level policies are posted on Black Board

Course Specific and Classroom Policies:

1. Attendance is expected for each class. Your grade may be subject to punitive evaluation per the University Handbook policies on attendance.
2. Cell phones are not allowed to be used in the classroom unless cleared by the professor. If found using your cell phone, you will be asked to leave the classroom.
3. You may not record or take pictures/photos of the instructor, students, or course content. Exceptions will be made on an individual basis/need/accommodation.
4. Any disruptive behavior in the classroom that interrupts teaching or learning will not be tolerated. You will be asked to leave the classroom and your return is subject to the professor's discretion.
5. Only excused absences are accepted for missing class, late assignments, or missed exams. You must notify the instructor/professor within 72 hours of any missed assigned work or missed exam. If you do not notify the instructor of missed work, it will be considered late and may not be graded.