

HEA 310 *Principles of Disease Prevention and Health Promotion*

Spring 2009

University of Maine Farmington

Maurice Martin, Ph.D., MEd, BS, CHES

Maurice.martin@maine.edu

Office Phone 778-7181

Education Center, Room 212

Course Description: This is a methods course in which students learn principles and practices for the delivery of health promotion and health education services to individuals, families and communities. Surveillance, service delivery, and health infrastructure issues in the U.S. are examined, as well as similar problems in developing countries. Prerequisite: HEA 123.

Overview: Disease prevention begins with a threat to health – a disease or environmental hazard – and seeks to protect as many people as possible from the harmful consequences of that threat. Health promotion begins with people who are basically healthy and seeks the development of community and individual measures which can help them to develop lifestyles that can maintain and enhance their state of well-being. (US PHS, 1980)

Health Promotion encompasses the principles that underlie a series of strategies that seek to foster conditions that allow populations to be healthy and to make healthy choices. The range of strategies draws upon multiple fields of thought including anthropology, epidemiology, sociology, psychology and other behavioral sciences, public health, political science, education and communication, to name a few, and their respective methodologies. (<http://www.who.int/hpr/health.promotion.shtml>)

Required Text: Brownson RC, Baker EA, Leet TL and Gillespie KN. *Evidence-Based Public Health*, Oxford University Press, 2003. ISBN 978-0-5149376-9

Note: Equal education opportunity is offered to students with special needs due to disability. Please notify me if reasonable accommodations will be needed to meet course requirements.

Writing Center website <http://writingcenter.umf.maine.edu/>

Anti-plagiarism website <http://plagiarism.umf.maine.edu/>

Course Objectives

By successfully completing the requirements of this course, students will satisfactorily attain knowledge and comprehension of the Health Education/Promotion discipline in the following areas of responsibility:

1. Assess individual and community needs for health education (text chapter 2)

2. Plan health education strategies, interventions, and programs (text chapters 3,4 and 5)
3. Implement health education strategies, interventions, and programs(text chapter 7,and 8)
4. Conduct evaluation and research related to health education (text chapter 9)
5. Administer health education strategies, interventions, and programs (text chapter 8)
6. Serve as a health education resource person (text chapters 1)
7. Communicate and advocate for health and health education (text chapter 7)

Course Requirements and Grading:

- There will be 5 in class quizzes, on line worksheets, etc 20 points each = 100 points (make-ups are not available)
- There will be two exams, 100 points each = 200 points.
- There will be 3 community based assignments (CBA), which will collectively be worth CBA #1 =100 points CBA # 2 = 100 points and CBA # 3 =150 points
- Final exam = 100 points (make-ups are not available)

Total 650 points

> 600 points	A
550 – 600	B
500 – 549	C
450 – 499	D
<450	F

Couple of things to keep in mind:

- 1) Attendance is required.
- 2) Assignments are due on the date on the date displayed on the syllabus.
- 3) Everything must be typed; spelling and grammar count.
- 4) Class participation is important.
- 5) Cell phones and other electronic gadgets are NOT to be used in class

Course Schedule:

Schedule – The following table is meant to be a helpful reminder of events, and assignments. I’m pretty sure it is fatally flawed from the beginning and wrought with needed adjustments and mistakes, and for that I’m sorry. However, it is not intended as a contract of any kind and I encourage you to make adjustments as needed.

Details for assignments:

CBA # 1

You will be asked to attend a behavior change, group meeting and reflect on that experience.

Rationale: In this course we will be exploring behavior change theory in some depth. There are several “levels” of behavior change theories that are commonly relied on when planning, implementing and evaluating programs. This first assignment helps expose you to programs that typically rely on “intrapersonal” behavior change.

What to do: Simply identify and attend a meeting. Take a few notes regarding participant perceptions around things like a) perceived barriers b) perceived severity of the condition c) benefits to participation d) susceptibility e) motivation or cues to act, and d) whether the participant perceives that they have the power to help themselves. Be prepared to talk about your experience for a few minutes and encourage peer discussion.

Using your notes write a brief reflection of that experience (1.5 – 3 pages) yes typed and yes double spaced. (please remember to use at 12 or 14 font OK) I can't see so good :)

CBA # 2

You will be asked to shadow and interview a community health professional of choice.

Rationale: It is my intention to help you “get a handle” on the wide variety of possibilities and opportunities that you will soon be qualified to take advantage of. The world is your oyster and you need to begin cracking it. Deconstructing a program with the program designer will help you design your own in the future. If you can spend a morning or an afternoon or a whole day with someone who is “doing their thing,” it'll help you see what daily life in their shoes is like and whether you want the same kind of shoes.

What to do: Identify a program that is going to happen. It should be something that is a “one shot deal.” (suicide prevention talk, health fairs, healthy cooking seminar, wellness day etc.) Seek out the health professional that planned the program and set up a time when you can spend a half day with them. Almost any health “promotion” professional is fair game. Although I urge you get off campus and NO, I am not going to set this up for you :) The interview piece should be short and meaningful. No more than 5 open – ended questions that require you to have some dialogue about a specific program. The focus of this dialogue should be on “interpersonal” behavior change based on the use of concepts and constructs identifiable in theory. Of course you should also chat about other things concerning life...

Later on – early April we will be covering data collection and interviewing and/or qualitative data. So this is to help you learn a little something about those skills and practice them.

After your shadow day, you will need to write a reflection paper, based on the data you collected and anecdotal observations. What resources did the planner have? What activities were required to produce the end product that was offered to the consumer, and what is the intended impact? And how does that planner know that what He or She is doing will have any impact? (interview questions hint)

It should be typed and double spaced, yada yada 3-4 pages.

We will have several visitors who will be happy to have you tag along if you're nice :)

CBA # 3

You will be required to select a program that is underway and join in to help in a meaningful way. You should plan on spending at least 12hrs working with the program and prepare a professional power point presentation of you experience. You'll be release from a class in April to accomplish this.

Here are a few that you could join up with that would improve your resume

- 1) MAHPERD planning committee
- 2) Tobacco Task Force
- 3) Health club
- 4) Campus wellness committee
- 5) Health signage group
- 6) Others are possible

OR

You will spend at least one full day at the state house in Augusta, you will provide written and oral testimony on a topic of your choice. You will then electronically share that experience with your class.

Rationale: This is your major project for the year. This one will either make you or break you, and I will accept no broken students!!!! This is the place in your academic career that you prove that you can take the initiative to provide input, help move a project, and be a team player with motivation to get something done. Really!!!

What to do: This assignment is truly wide open, but must be well documented and you must provide good visual evidence of your time and the product you helped produce. At least one other health professional will need to "sign off" providing evidence that you have taken this project seriously and performed, not as a student but a junior colleague. This project should really prove that you have "nailed" disease prevention and health promotion.

This will be due beginning May 1 with presentations and ensuing to finals day. I reserve the right to cancel the final exam in favor of **GOOD** projects.