

American University of Beirut

Faculty of Health Sciences
Department of Health Promotion and Community Health

Theories and Practice of Health Promotion
HPCH 237 (3 credits)

Mayada Kanj; mkanj@aub.edu.lb

MW: 10-11:15

Office hours: by appointment

COURSE DESCRIPTION

This course introduces students to a range of health promotion theories that address multiple level determinants of health and illness. Current public health challenges will be discussed to enhance understanding of how determinants at the individual, organizational, community and sociopolitical levels interact and contribute to health risks and outcomes. The course emphasizes an ecological approach and the health promotion principle of enabling people to increase control over their health. Readings and class discussions advocate for equitable policies and social justice.

This semester, students will be guided in applying health promotion theory to critically examine the commercial determinants impacting risk factors and health outcomes (such as non-communicable diseases, communicable diseases and epidemics, road injuries) in their context.

LEARNING OUTCOMES

1. Discuss the role of theory in planning health promotion and interventions (**LO3.1a**).
2. Discuss the social determinants of health and their impact on populations (**LO2.1**)
3. Explain- the theoretical links between health promotion approaches and different health and health-related outcomes (**LO3.1b**).
4. Describe how knowledge, cultural norms, beliefs and attitudes influence health behavior (**LO2.3**)

Assessment of LOs & Grade Distribution

Criteria	Grade	LOs	
*Participation in class activities	10% (individual)		
Forum discussion	25% (individual)	1	Part 1: Oct 11 Part 2: Oct 16
Midterm	35% (individual)	3,4	Nov 6
Final project	30 % (Group)	2,3	Due Nov 28

*Participation includes

- Engaging in class discussions
- Exchanging relevant ideas about the readings and topic at hand
- Presenting one's views while respecting the views of others
- Participating in online assignments/discussions

Attendance:

In accordance with the AUB Catalogue "Students who miss more than one-fifth of the sessions of any course in the first ten weeks of the semester (five weeks in the case of the summer term) are dropped from the course if the faculty member has stated in the syllabus that attendance will be taken". Attendance will be taken regularly.

ETHICS AND ACADEMIC INTEGRITY

As a university student, you are expected to demonstrate respect towards your classmates and the course instructor. You should also expect to be treated respectfully and fairly. Know that your ultimate goal is to **learn** and not just receive good grades. Therefore, focus on the learning process and avoid short cuts at all cost.

Cheating and Plagiarism will not be tolerated. In this course, the use of words, images, ideas or content that are created/generated by other people or digital tools such as AI as content created by you is considered academic misconduct. The use of content generated by AI is considered automated plagiarism. Please note that materials generated by digital tools such as AI may be inaccurate or problematic with unknown primary sources as these tools may provide inaccurate information and cite non-existing sources. Beware that the inappropriate use of these digital tools may impact your ability to think independently and creatively. Please look for alternative tools (word, grammarly, endnote, etc...) for spell checking, referencing and language checking.

Review the student Code of Conduct in your handbook and familiarize yourself with definitions and penalties. If you are in doubt about what constitutes plagiarism, ask your instructor. It is your responsibility to know. The American University of Beirut **has a strict anti-cheating policy**. Penalties include failing marks on the assignment in question, suspension or expulsion from University and a permanent mention of the disciplinary action in the student's records.

INCLUSIVE EDUCATION

Students with special needs who anticipate difficulties with the content or format of the course due to physical or learning disabilities should contact the instructor and/or their academic advisor, as well as the Counseling Center in the Office of Student Affairs (Ext. 3196) to discuss their learning needs.

COURSE READINGS

All readings will be posted on Moodle. You are required to read the assigned articles **before class** and may be asked **on the spot** during class a question about one of the readings.

Date	Topic	Readings	Activity	LOs
Mon Aug 28	Introduction			
Session 2 Wed Aug 30	Ottawa charter: What is health, health behavior & education; health Promotion	<i>Potvi & Jones (2011)</i> . Twenty-five years after the Ottawa Charter: the critical role of health promotion for public health. <i>Canadian Journal of Public Health, 102(4), 244-248</i> .		1
Session 3 Mon Sep 4	Social determinants of health Digital determinants of Health	<i>Braveman & Gottlieb (2014)</i> . Social determinants of health: It's time to consider the causes of the causes. <i>Public Health Reports, 129: 19-31</i> <i>Kickbusch, I., & Holly, L. (2023)</i> . Addressing the digital determinants of health: health promotion must lead the charge. <i>Health Promotion International, 38(3), daad059</i> .		2
Session 4 Wed Sept 6	Commercial determinants of Health	Maani, Petticrew & Galea, S. (Eds.). (2023). <i>The commercial determinants of health</i> . Oxford University Press. https://academic.oup.com/book/44473 Chapter 2.	You tube / discussion	2
Session 5 Mon Sept 11	Ecological Frameworks Application of Ecological approaches to infectious diseases	Glanz et al 2008. Health Behavior and Health Education: theory, research & practice; Chap 20 part IV Svanemyr, Amin, Robles & Greene (2015). Creating an enabling environment for adolescent SRH: a framework & promising approaches. <i>Journal of adolescent health, 56(1), S7-S14</i> .		1
Session 6 Wed Sept 13	Cont'd...		Discussion	1

Session 7 Mon Sept 18	PRECEDE- PROCEED Framework	Crosby, R., & Noar, S. M. (2011). What is a planning model? An introduction to PRECEDE-PROCEED. <i>Journal of public health dentistry, 71, S7-S15.</i> Porter(2016). Revisiting Precede–Proceed: A leading model for ecological and ethical health promotion. <i>Health Education Journal, 75(6), 753-764.</i>		1,3
Session 8 wed Sept 20	Cont'd			
Session 9 Mon Sept 25	Health Promotion Theory The missing dimension in health promotion: Political economy;	<i>Glanz & Bishop (2010)</i> . The role of behavioral science theory in development & implementation of public health interventions. <i>Annual Review of Public Health, 31: 399-418.</i> <i>Raphael & Bryant (2006)</i> . Maintaining population health in a period of welfare state decline: Political economy as the missing dimension in health promotion theory and practice. <i>IUHPE Promotion & Education, XIII: 236-242.</i>		1,3
Session 10 wed Sept 27	Individual Models of Health behavior: <i>Health Belief Model (HBM)</i>	Glanz et al. 2008. Ch. 3 Mehanna, A., Elhadi, Y. A. M., & Lucero-Prisno III, D. E. (2021). Public willingness to adhere to COVID-19 precautionary measures in Sudan: an application of the Health Belief Model. <i>Pan African Medical Journal, 39(1)</i> .		1,4
Session 11 Mon Oct 2	Cont'd Application HBM		Discussion	
Session 12 Wed Oct 4	Individual Models cont'd: <i>Stages of change/ trans-theoretical (TTM);</i>	<i>Glanz Ch 5</i> <i>Alzeidan et al (2019)</i> . Effectiveness of digital health using the TTM -to prevent or delay type 2 diabetes in impaired glucose tolerance patients: protocol for a randomized control trial. <i>BMC public health, 19(1), 1-11.</i>	Handout Forum Instructions	
Session 13 Mon Oct 9	Cont'd Application TTM			
Session 14	Individual models cont'd :	Glanz Ch. 4	Forum part	1,4

Wed Oct 11	<i>Theory of Reasoned Action (TRA)</i>	<i>Nguyen, et al (2018). TRA as a framework for communicating climate risk: Sustainability, 10(6), 2019</i>	1 due	
Session 15 Mon Oct 16	Application TRA		Forum Part 2 Due	
Session 16 Wed Oct 18	Interpersonal Models of Health behavior: Social Cognitive Theory (SCT)	Glanz Ch. 8 <i>Bíró et al (2017). SCT intervention reduces stress in Hungarian univ students. Health promotion international, 32(1), 73-78.</i>		1,4
Session 17 Mon Oct 23	Application			
Session 18 Wed oct 25	Interpersonal models cont'd: Social networks & social support	Glanz Ch. 9 De la Haye, K., Robins, G., Mohr, P., & Wilson, C. (2010). Obesity-related behaviors in adolescent friendship networks. <i>Social Networks, 32(3), 161-167.</i>		
Session 19 Mon Oct 30	Cont'd			
Session 20 Wed Nov 1	Participatory approaches - Community engaged research and practice			3
	Mon Nov 6 MIDTERM			
Session 22 Wed. Nov 8	Fundamental Causes of Health: Racial capitalism	<i>Pirtle (2020). Racial capitalism: A fundamental cause of novel coronavirus (COVID-19) pandemic inequities in the United States. Health Education and Behavior, 1-5.</i> <i>McClure et al (2020). Racial capitalism within public health: How occupational settings drive COVID-19 disparities. Oxford University Press.</i>		2
Session 23 Mon Nov 13	Fundamental Cause Theory: Covid-19, cholera, obesity, slavery	Documentary film discussion / China: Truth in a Pandemic Strings (2020) in NYT Singh (2020) in Guardian		2
Session 24 Wed Nov 15	Documentary migrant workers Discussion	<i>Rieker et al (2005). Rethinking gender differences in health: Why we need to integrate social & biological perspectives. The Journals of Gerontology Series B, 60: S40-S47.</i> <i>Al-Ali (2020). Covid-19 & feminism in Global South: Challenges, initiatives & dilemmas. European J of Women's Studies</i>		2

Session 25 Mon Nov 20	Meeting with groups for final project			
WED Nov 22: Independence Day				
Session 26 Mon Nov 27	Meeting with groups			
Wed Nov 29		LAST DAY of CLASSES / Group presentations		

