

Department of Health Promotion and Community Health
HPCH 331
Theories in Health Promotion
[2 credits]

Course Syllabus
Spring Semester, Academic Year 2023-2024

Class time and Venue:

Date: Monday
Times: 1:00-3:00 PM
Venue: VD Room 103

Course Instructors and Contact Details:

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Course Description:

This course focuses on theories utilized to understand health determinants and outcomes, and to promote individual and population health. Students will critically examine perspectives from health promotion and other social science disciplines through theoretical readings and empirical case studies. They will also discuss the merits and challenges of using theory to analyze health and to intervene at multiple levels from the individual to the structural levels. Pre-requisite:

Course learning Objectives

By the end of the course, students will be able to:

LO1.1. Analyze the relationship between historical milestones in health promotion and the development of the discipline [HPCH C1]

LO1.2 Critique individual/behavioral health promotion theories [HPCH C1]

LO1.3 Analyze the influence of social networks and social support on health and wellbeing [HPCH C1]

LO1.5 Apply social science theories of relevance to health promotion research and practice [HPCH C1]

LO1.6 Integrate an analysis of the influence of social determinants of health and social equity in health promotion research and practice [HPCH C1]

LO1.9 Analyze public health issues using health promotion theory and methods [HPCH C1]

LO5.1 Identify how health promotion research, practice, and policy can promote equity, social/environmental justice, and human rights [HPCH C5]

LO5.2 Apply a framework of ethics, equity, social/environmental justice, and human rights to health promotion research, practice, and policy [HPCH C5]

Council on Education for Public Health (CEPH) Core/Concentration Competencies mapped to HPCH 331

- **HPCH C1** Demonstrate a critical understanding of multidisciplinary theories/frameworks utilized in health promotion research and practice
- **HPCH C5** Promote social justice and equity in health promotion research, practice, and policy

Essential Skills

- Essential Skill 1: Critical thinking
- Essential Skill 2: problem solving
- Essential skill3: Diversity and Inclusion

Link to [PHEO Faculty Portal](#)

Course Learning Objectives mapped to CEPH competencies

Table 1. Mapping of course LO to CEPH competencies

	LO1.1	LO1.2	LO1.3	LO1.5	LO1.6	LO1.9	LO5.1	LO5.2
HPCH C1 Demonstrate a critical understanding of multidisciplinary theories/frameworks utilized in health promotion research and practice	X	X	X	X	X	X		
HPCH C5 Promote social justice and equity in health promotion research, practice, and policy							X	X

Course requirements and Student evaluation:

Student Evaluation:

Table-2 Summary of students' assessments mapped to course learning objectives

	LO1.1	LO1.2	LO1.3	LO1.6	LO1.7	LO1.9	LO5.1	LO5.2
Participation	X	X	X	X	X	X	X	X
Q and A forum	X	x				x		
Critical analysis of a paper/case study			x				X	
Final Essay				X	X	X		X

Table -3 Description of Assessment methods, Due Dates and Corresponding Learning Objectives

Assessment method	Date (tentative)	Grade percentage
Participation	<i>Throughout the course</i>	5%
Teaching in this course will alternate between lectures & discussions, whereby student input contributes to the learning process. As such, reading *before* class will prepare all of us to participate in a stimulating and productive exchange of ideas. In class, be prepared to discuss and/or critique the readings and to engage in dialogue about the ideas presented.		
Q and A forum	<i>Feb 27-29</i>	20%
Q and A Forum on Moodle will address individual models of health promotion. Students will have to analyze a health issue by referring to constructs from different individual models and justify their choices. Guidelines will be provided later		
Critical analysis paper/case study	<i>Apr 8</i>	35%
For this in class assignment students will analyze an article on interpersonal level theory (social network) and its application in public health practice and intervention by responding to specific questions. Detailed guidelines will be provided in due time.		
Final essay	<i>May 5</i>	40%
This essay requires students to use more than one theory or model to analyze a health topic of their choice. Students will have to refer to constructs from these health promotion models /frameworks to provide a comprehensive analysis of the public health topic. The guidelines for this assignment will be posted on Moodle (and discussed in class) 2-3 weeks ahead of the due date		

Policies and other General Notes:

Academic integrity:

Education is demanding and you need to properly manage your time. Do not hesitate to use the resources around you but do not cut corners. Cheating and plagiarism will not be tolerated. Review the Student Code of Conduct and familiarize yourself with definitions and penalties. Cheating might earn you a failing mark on the assignment, at the very least. You might fail the course in which you cheated, be warned, suspended or expelled from University and a permanent mention of the disciplinary action might be made in your student records. If you are in doubt about what constitutes plagiarism, ask your instructor because it is *your* responsibility to know. Remember that the American University of Beirut has a strict anti-cheating and anti-plagiarism policy. Do not become a lesson to others. For further information, kindly visit AUB's Policies and Procedures or <http://pnp.aub.edu.lb/general/conductcode>. In this course, the use of words, images, ideas or content that is created/generated by other people or digital tools such as AI as content created by you is considered academic misconduct, which is taken very seriously at FHS and AUB. 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.

Students with Disabilities:

If you have a disability, for which you may request accommodation in AUB classes, consult the website for more information and make arrangements with the Coordinator (http://www.aub.edu.lb/sao/Pages/Students_20with_20Special_20Needs.aspx). You can also see the instructor of this course privately in regard to possible support services that can be provided to you.

Non-Discrimination- Title IX- AUB

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. To report an incident, contact the University's Title IX Coordinator Mitra Tawk at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via EthicsPoint at www.aub.ethicspoint.com.

Accessible Education Office (AEO):

The Accessible Education Office (AEO) coordinates academic accommodations and services for all eligible AUB students with disabilities (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions, and others). If you have a disability for which you wish to request accommodations at the department, faculty or university level, please contact AEO as soon as possible. Once you register with the AEO office, they will assist you in receiving appropriate accommodations and will liaise with your instructors and any related entity to best support your needs. AEO is located in West Hall room 314, and can be reached by phone at 1-350000 ext. 3246 or by email: accessibility@aub.edu.lb. Information about AEO services can be found at: <https://www.aub.edu.lb/SAO/Pages/Accessible-Education.aspx>

Writing:

Written communication is essential for communication, health education and behavioral science. You are expected to proofread and spell-check any written documents before submission. Points will be deducted from the grades for low quality writings. You are encouraged to contact AUB's Writing Center, located in Ada Dodge Hall, 2nd floor or West Hall, 3rd floor. Appointments can be booked online: aub.mywconline.com, over the phone (Ext. 4077) or by walking in.

Public Health Education Office:

Please refer to the Public Health Education Office Student Portal:

<https://sites.aub.edu.lb/fhspeostudent/>



Detailed course outline:

Session Date	Topic/Readings	LOs	Assessment
Jan 22	Introduction to the course <i>Fundamentals of Health Promotion</i> <i>History: Alma Ata Declaration; Ottawa charter</i>	LO1.1	
Jan 29	Health Promotion theories Required Reading(s) -Golden, TL. & Wendel, ML. (2020). Public health's next step in advancing equity: Re-evaluating epistemological assumptions to move social determinants from theory to practice. <i>Frontiers in PublicHealth, 8</i> :131. Doi:10.3389/fpubh.2020.00131 Glanz, K. & Bishop, DB. (2010). The Role of Behavioral Science Theory in Development and Implementation of Public Health Interventions. <i>Annual Review of Public Health, 31</i> : 399-418.	LO1.1 LO5.1 LO5.2 LO1.7	
Feb 5	Knowledge versus behavior : Case study: trachoma, Egypt Required Reading(s) Chapter 2 HBHE textbook: Theory, research and practice in health behavior and health education	LO1.2 LO1.5	
Feb 12	Individual health behavior theories: Health Belief Model Case study: COVID-19 in Sudan Required Reading(s) Houlden S, Hodson J, Veletsianos G, Reid D, Thompson-Wagner C. The health belief model: How public health can address the misinformation crisis beyond COVID-19. <i>Public Health Pract (Oxf)</i> . 2021 Nov;2: 100151. doi: 10.1016/j.puhip.2021.100151. Epub 2021 Jun 8. PMID: 34494011; PMCID: PMC8411835. 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</i> Chapter 3 in the HBHE textbook.	LO1.1 LO1.2 LO1.5 LO1.6 LO5.2	

<p>Feb 19</p>	<p>Individual health behavior theories and models: Theory of Reasoned Action/Theory of Planned Behavior</p> <p>Required Reading(s) Nguyen, et al (2018). TRA as a framework for communicating climate risk: Sustainability, 10(6), 2019.</p> <p>Chapter 4 in the HBHE textbook.</p>	<p>LO1.2 LO1.6 LO1.9 LO5.1 LO5.2</p>	<p>A1: Q & A Forum</p> <p>LO1.1 LO1.2 LO1.9</p>
<p>Feb 26</p>	<p>Individual health behavior theories and models: Trans-theoretical Model – Stages of Change Theory</p> <p>Required Reading(s) Chapter 5 in HBHE book</p> <p>Case study: Alzeidan et al (2019). 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. BMC public health, 19(1), 1-11.</p> <p>OR Holmen, H., Wahl, A., Torbjørnsen, A., Jenum, A. K., Småstuen, M. C., & Ribu, L. (2016). Stages of change for physical activity and dietary habits in persons with type 2 diabetes included in a mobile health intervention: the Norwegian study in RENEWING HEALTH. <i>BMJ open diabetes research & care</i>, 4(1).</p>	<p>LO1.2 LO1.5 LO1.6</p>	<p>Forum closes Feb 27-29</p>
<p>Mar 4</p>	<p>Interpersonal Health Behavior Models: Social Cognitive Theory</p> <p>Required Reading(s) Chapter 8: HBHE textbook</p> <p>Bíró et al (2017). SCT intervention reduces stress in Hungarian univ students. Health promotion international, 32(1), 73-78.</p>	<p>LO1.2 LO1.5 LO1.6</p>	
<p>Mar 11</p>	<p>Social integration, social networks & social support: theoretical concepts</p> <p>Required Reading(s) Chapter 9: HBHE textbook</p> <p>Berkman, LF., Glass, T., Brissette, I., Seeman, TE. (2000). From social integration to health: Durkheim in the new millennium. Social Science & Medicine, 51: 843-857.</p>	<p>LO1.3 LO1.5 LO1.6</p>	
<p>Mar 18</p>	<p>Summary and Critique</p>	<p>LO1.2 LO1.9 LO5.1</p>	

Apr 8	<p>PRECEDE-PROCEED Model</p> <p>Required Reading: Chapter 18:HBHE book</p> <p>Critical analysis paper/case study (in- class graded assignment)</p>	<p>LO1.9 LO5.2</p> <p>LO1.3 LO5.1</p>	<p>A2: In-class assignment</p>
Apr15	<p>Structural Theories: Fundamental cause theory Case study: childhood poverty and cancer</p> <p>Required Reading(s) Phelan, JC., Link, BG., Tehranifar, P. (2010). Social conditions as fundamental causes of health inequalities: Theory, evidence, and policy implications. <i>Journal of Health & Social Behavior</i>, 51(S): S28-S40.</p> <p>Laster Pirtle, WN. (2020). Racial capitalism: A fundamental cause of Novel Coronavirus (COVID-19) pandemic inequities in the United States. <i>Health Education & Behavior</i>, 47(4): 504-508.</p>	<p>LO1.2 LO1.5 LO1.6 LO5.1</p>	<p>A3: Discuss final essay</p> <p>LO1.6 LO1.7 LO1.9</p>
Apr 22	<p>Structural Theories: Life-course theory</p> <p>Required Reading(s) Corna, LM. (2013). A life course perspective on socioeconomic inequalities in health: A critical review of conceptual frameworks. <i>Advances in Life Course Research</i>, 18: 150-159.</p> <p>Tucker-Drob, EM. (2019). Cognitive aging and dementia: A life-span perspective. <i>Annual Review of Developmental Psychology</i>, 1:177-196.</p>	<p>LO1.2 LO1.5 LO1.6 LO1.9 LO5.1</p>	

Course readings:

Assigned readings will be posted on Moodle.

Appendix I. Reinforced – Introduced CEPH competencies

Introduced competencies: the competency is introduced at a basic level. Instruction and learning activities focus on basic knowledge, skills and entry-level complexity. The competency is **not assessed**.

Reinforced competency: The competency is reinforced with feedback; students demonstrate the outcome at an increasing level of proficiency (above the introductory stage). Instruction and learning activities concentrate on enhancing and strengthening existing knowledge and skills, as well as expanding complexity. The competency is **not assessed**.

Core Competencies	Introduced	Reinforced
CC6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels		X