

**CHL 5804H:
THEORIES FOR HEALTH PROMOTION AND
PUBLIC HEALTH INTERVENTION**

WINTER TERM 2018



**UNIVERSITY OF TORONTO
DALLA LANA SCHOOL OF PUBLIC HEALTH**

Time: Thursday 9:30am to 12:30pm

Location: Health Sciences Building, Room #696, 155 College Street

Course Instructor:

Lori Ross

155 College St., 5th floor, Room 560

l.ross@utoronto.ca

Office hours by appointment

Teaching Assistant:

Nakia Lee-Foon: n.lee.foon@mail.utoronto.ca

1.0 INTRODUCTION

Theory is an invaluable tool for public health practitioners and researchers, to ensure that interventions build upon existing knowledge for maximal public health impact. The goal of this course is to provide students with a strong foundation in the primary theoretical perspectives that inform current research and practice in relation to health promotion and public health intervention. The focus will be on critical examination of the strengths and limitations of theories operating at the individual, interpersonal, community, organizational, and system levels. The course will equip students with a theoretical 'toolbox' to ground their future work in health promotion and public health intervention.

This course will build on the knowledge of the entire class, as well as the collected wisdom recorded in the scholarly literature, with a focus on discussion-based learning. A range of active learning methods will be employed to support exploration of the course content, and students are encouraged to work with their peers to fully understand the course material and to ask questions of the instructor to clarify concepts as necessary.

Course Objectives

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

1. Explain the primary individual, interpersonal, community, organizational, and system-level theories and concepts most often used for health promotion and public health intervention
2. Describe examples of the application of these theories
3. Critically assess these theoretical perspectives in order to appreciate both their value and their limitations in the field
4. Propose a public health intervention or research study that is grounded in two of the theoretical perspectives studied in the course.

2.0 PREREQUISITES

At least one advanced undergraduate course addressing social science theories of behaviour (e.g., psychology or sociology) or by permission of the instructor.

3.0 FORMAT OF LEARNING

Each weekly session has 3 components:

Pre-class:

1. Readings and preparation: Readings and other resources are assigned for each session. These resources are intended to introduce students to the theoretical approaches covered in class and provide examples of their application. Additional optional readings/resources may also be provided. Because of the discussion-based focused of this course, students are expected to come prepared to actively engage with the topic at hand, and thorough engagement with the assigned readings will optimize the student experience/learning.

In-class:

2. Topic lectures and questions. This (usually brief) component of the class is intended to ensure that the key points from the assigned readings are thoroughly understood, and to introduce any important concepts that were inadequately covered by the readings. This didactic portion of the class will be brief and driven by student questions.
3. Application and integration of topic. The major component of each class is intended to engage students in the course material through discussion and critical reflection about the strengths and limitations of the theoretical perspectives covered in the readings. Our discussions will also highlight examples of application to public health practice. For most sessions, this component will take the form of instructor- and student-led group discussion, but other activities may include guest speaker presentations, small group discussion, and case studies.

4.0 EVALUATION

Summary

Assignment #1: Social Ecological Model	20%
Assignment #2: Class Facilitation	20%
Assignment #3: Critique Paper	20%
Assignment #4: Final paper	40%
	100%

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Assignments

Additional information about individual assignments will be provided in class and on Blackboard, including detailed instructions and opportunity for questions.

Assignment #1: Social Ecological Model (20%- individual grade)

The objective of this assignment is to encourage a deep understanding of the social ecological model, which is the primary lens through which we will examine the course content. Students will be asked to select a public health issue of their choice, and provide a concise review of the literature summarizing key factors that may influence this issue operating at the intrapersonal, interpersonal, organizational, community, and system levels. The entire paper should be a maximum of 1000 words in length, excluding references.

Assignment #2: Class Facilitation (20%- group grade)

Students will be asked to work in groups of 2 or 3 to select a published journal article or other freely available source (e.g., website) describing a public health intervention or research study that draws upon one of the theoretical perspectives covered in the course. During the class session that theory is covered, the students will be responsible for leading a 30 minute presentation (including at least 15 minutes of interactivity), in which the key strengths and limitations of their chosen source in relation to its application of theory are to be highlighted. Note that the discussion should focus on a theoretical critique, and not a methodological critique. Students should also be prepared to discuss what their source can tell us about the advantages and limitations of the theory itself. Student facilitation will occur during 5 of the course sessions (as indicated in the schedule), with 1 or 2 groups facilitating on a given week. In order to assign students to lead discussion each week, students should contract the instructor by email with their preferred session before the second class; note that this will be done on a first come-first served basis, so early sign up is encouraged. Since the sources will be assigned for required reading/viewing, students will be required to submit their preferred source to the instructor for approval a minimum of 2 weeks before their presentation (or as soon as possible, for those students assigned to present in the first weeks of the course). Please be sure to select a source that describes an original research study or intervention (i.e., not a literature review). Students are encouraged to locate sources that address a public health issue of interest to them; however, the instructor can provide examples if needed.

Assignment #3: Critique Paper (20%- individual grade)

For this assignment, students will be required to provide a written critique of a journal article or other description of a public health intervention or research study. Students are encouraged to use the same source they use for Assignment #2; however, you may choose any of the assigned course readings that provide an example of a theoretical application (i.e., sources that are presented by other students or the instructor are also acceptable). Similar to the class facilitation, the focus of the written critique should be on the strengths and limitations of the intervention/research study, specifically with respect to its application of theory. The paper should be a maximum of 1000 words in length, excluding references.

Assignment #4: Final Paper (40%- individual grade)

For the final assignment, students will be asked to integrate their learning over the duration of the course through proposing a multi-level health promotion intervention or public health research project. In so doing, students will prepare a 3000 word, double-spaced paper addressing the following components: a) a brief rationale for focusing the research/intervention on the specific public health issue and population to be targeted; b) selection of two theories operating at different levels of the socioecological model, including a rationale to explain why these theories are most appropriate to address your public health issue and why they will work well in combination; c) a proposal for a multi-level intervention to address OR research study to better understand the public health issue in the population of interest. Please provide a brief summary of your research study/intervention, followed by a detailed description of how you will apply your chosen theories in this work. Only details of the research/intervention methods that demonstrate the application of theory are required as part of this assignment; more general details of research methods are not required. Students are encouraged to consider using the public health issue that was the focus of their Assignment 1, and the theory that was the focus of their Assignments 2/3 as part of this final assignment, in order to build upon their prior work. However, exceptions are possible with approval from the instructor.

Formatting of Written Assignments

Please double space all assignments using a 12 point font and 1" margins. Any standard referencing style (e.g., Vancouver, APA, ASA) is acceptable so long as it is used consistently throughout the entire paper.

Submitting Written Assignments

Please submit documents in Microsoft Word format with your name as part of the filename. Written assignments must be emailed to the instructor by 9:30 am on the deadline (as specified on the assignment instructions). Points will be deducted for handing in assignments late, unless permission is obtained ahead of time (5% if turned in 1 day late; 10% 2 days late; 15% 3 days late and so on). Late assignments will not be accepted after marked assignments have been returned. Extensions will only be granted under circumstances that are unavoidable and unpredictable (e.g., emergencies, illness).

Normally, students will also be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students

will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com website. Turnitin.com is used in this course in order to promote the highest standards of academic integrity (see below). Students will have the opportunity to view their similarity scores and make any changes necessary prior to submission for grading.

5.0 COMMUNICATION

You should feel free to contact the instructor or teaching assistant with questions at any time. Email is the preferred method of contact, and we will respond within 2 business days. Please note that we will not normally be available to respond to emails during the weekend. We do not keep specific office hours each week, but are happy to schedule face-to-face meetings for a mutually convenient time, as required.

6.0 IMPORTANT UNIVERSITY POLICIES AND RESOURCES

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences:

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>)

Potential offences include, but are not limited to: using someone else's ideas or words without appropriate acknowledgement; submitting your own work in more than one course without the permission of the instructor; or making up sources or facts. All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters.

It is your responsibility to know what constitutes appropriate academic behaviour.

This includes understanding appropriate research and citation methods. If you are uncertain about this, please seek out additional information from the instructor or from other institutional resources. In particular, the following tip sheet provides clear and helpful information about appropriate academic citation:

<http://guides.library.utoronto.ca/citing>

Support and Accommodation

All required accommodations will be provided for students registered with Accessibility Services. Please speak to the instructor directly if there are other supports or accommodations that would enable you to do your best learning in this course.

7.0 TEXTBOOK AND READINGS

There is one required textbook for the course:

Glanz, K., Rimer, B.K., & Viswanath, K. (Eds.) (2015). **Health Behavior: Theory, Research, and Practice** (5th Ed.) San Francisco: Jossey-Bass.

Other required readings for each week are listed in the accompanying “Reading List” document and will be posted on Blackboard. Note that the course schedule and readings may be adjusted based on the interests and needs of the class. You will be notified in advance of any changes.

The following are additional sources that students may find useful to supplement the required readings and/or to assist in preparation of course assignments:

DiClemente, R. J., Crosby, R. A., & Kegler, M. C. (Eds.). (2009). *Emerging theories in health promotion practice and research* (2nd ed.) San Francisco, CA: Jossey-Bass.

Sharma, M. (2017). *Theoretical foundations of health education and health promotion* (3rd ed.). Burlington, MA: Jones & Bartlett Learning.

Nutbeam, D., Wise, M., & Harris, E. (2010). *Theory in a nutshell: A practical guide to health promotion theories* (3rd ed.). Sydney, Australia: McGraw-Hill. (This book unfortunately is out of print, but is a very handy resource guide if you are able to find a copy).

8.0 CLASS SCHEDULE

Week	Date	Topic(s)	Assignments
1	Jan. 11	Why does theory matter? Introduction to ecological models Overview of course structure and content	
INDIVIDUAL-LEVEL THEORIES			
2	Jan. 18	The health belief model Library workshop	Preferred topics for Assignment 2 due at 9:30am
3	Jan. 25	The theory of planned behaviour The transtheoretical model	
4	Feb. 1	Other individual-level theories Reflections on individual-level theories	Student facilitation
INTERPERSONAL-LEVEL THEORIES			
5	Feb. 8	Social cognitive theory	Assignment 1 due at 9:30am Student facilitation
6	Feb. 15	Social network theory Other interpersonal-level theories Reflections on interpersonal-level theories	Student facilitation
	Feb. 22	Reading Week – no class	
COMMUNITY AND ORGANIZATIONAL THEORIES			
7	Mar. 1	Community organization and community building	Student facilitation
8	Mar. 8	Communication theories Diffusion of innovation theory	Student facilitation
9	Mar. 15	Theories of organizational change Theories of implementation and dissemination Reflections on community and organizational theories	Assignment 3 due at 9:30am
SYSTEM-LEVEL AND MULTI-LEVEL MODELS			
10	Mar. 22	Theories of the social determinants of health Collective lifestyles and theories of practice	
11	Mar. 29	Models for the development of healthy public policy	
12	Apr. 5	Health promotion and public health intervention for communities that experience marginalization	Assignment 4 due April 12, 11:59pm

