

H EDU 4180-001: Community-Based Prevention Practices in Health Promotion and Education

SPRING 2021

CLASS TIME AND LOCATION

Days, Time, Location: This is an online course with the option to select participation in synchronous weekly meetings.

Credit Hours: 3

INSTRUCTOR INFORMATION



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Health & Kinesiology

By appointment

Course Description

An introduction to principles of community-based prevention in health promotion and education. Topics include the use of media advocacy, community organizing, and policy change to influence prevention efforts. Community-based prevention in the context of specific public health concerns such as substance abuse, violence, and mental health are discussed.

REQUIRED MATERIAL

Cohen, L., Chávez, V., & Chehimi, S. (Eds.) (2010). *Prevention is primary: Strategies for community well being* (2nd ed.). San Francisco: Jossey-Bass.

This book is available to check out electronically through the Marriott Library. Additional weekly readings will be made available on Canvas and/or Marriott E-reserve.

STUDENT LEARNING OUTCOMES

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

1. Demonstrate a strong understanding of community-based prevention concepts and approaches.
2. Apply the spectrum of prevention to community health issues.
3. Create an op-ed using principles of media advocacy.
4. Analyze and evaluate community-based prevention efforts.

TEACHING AND LEARNING METHODS

Reading – The required textbook and other assigned readings are meant to provide you with a foundation of knowledge so that you can successfully complete assignments.

Canvas – This class will be delivered entirely through Canvas. It is your responsibility to learn how to use the various tools available on Canvas, as well as to ensure that any computers that you use for this class possess the software required in order for Canvas to operate correctly. For assistance with Canvas, please visit the following address - https://tlt.utah.edu/course_support.php (Links to an external site.)

Video – I will sometimes post links to video clips relevant to the course content. The purpose of videos is to bring the course to life by providing you with real-world examples and diverse perspectives on issues related to course topics.

LEARNING ASSESSMENTS

I. WEEKLY ASSIGNMENTS (21 total; must pass 17 to be eligible for an 'A' in the class)

1. Reading Questions (10): The purpose of the reading questions is to keep you on top of the readings, to allow you to connect course information to current events, and to help me know which ideas make the most and least sense to you. The questions will also help us know what to focus on for the upcoming class session. Specific questions will be posted each week on Canvas.

A passing reading question assignment meets the following criteria:

- a. Submitted no more than 5 minutes past the deadline (every Sunday night by 11:55 pm)
- b. At least 200 words in length
- c. Addresses all questions
- d. Minimal spelling and grammar errors

2. Weekly Online Engagement (11): The purpose of these weekly assignments is to encourage interaction with and/or exposure to the perspective of your instructor and classmates, and to give you the opportunity to actively work with course content. Your weekly task will depend on whether you choose to participate in the course synchronously or asynchronously.

a. Synchronous Option: If you choose synchronous participation you are expected to participate in live Zoom sessions on most **Mondays from 12:25 to 1:45**. The weekly Zoom link will be sent to those who choose synchronous participation.

For synchronous participants a passing online engagement assignment meets all of the following criteria:

- a. Arrival to the Zoom session by 12:30 pm mst. and remaining in session until its conclusion.
- b. Camera turned on for the majority of the session.
- c. Satisfactory engagement in the session as shown by participation in activities and/or contribution to discussions either verbally or in the chat box.

b. Asynchronous Option: If you choose asynchronous participation you are responsible for watching the recorded version of the weekly Zoom session and submitting a minimum 200-word reflection related to the discussion and activities from the recording.

For asynchronous participants a passing online engagement assignment meets all of the following criteria:

- a. Submitted on Canvas no later than 5 minutes past the 11:55 pm mst deadline every Sunday night.
- b. Response is at least 200 words in length.
- c. Response contains minimal spelling/grammatical errors.
- d. Response demonstrates that the full session has been viewed and considered.

II. Exams (2) - The purpose of the exams is to assess your comprehension of course readings, lectures, and discussions. Both exams will consist of several open-ended questions from the material covered in both the assigned readings and in-class lectures and discussions. Each question will be graded on a “pass/fail” basis. The second exam will include all course material covered to that point. See the course outline at the end of the syllabus for exam dates.

Missing Exams:

If you know that you will need to miss an exam, you need to notify me prior to the day of the test so that alternative arrangements can be made. Requests made after the exam date will not be considered

III. Op-Ed Assignment – The purpose of this assignment is for you to apply principles of media advocacy to write an op-ed related to prevention of a public health issue that could hypothetically be submitted to a newspaper such as the Salt Lake Tribune. You should write the piece from the perspective of a real or hypothetical coalition/organization with a vested interest in the topic. You should also submit a 500-word explanation of how your op-ed is congruent with good media advocacy, using your text and other course materials as support.

A passing op-ed assignment meets the following criteria:

- a. Submitted no later than 5 minutes past the 11:55 pm deadline on Sunday April 11th
- b. Op-ed is at least 600 but no more than 900 words long
- c. Minimal spelling and grammar errors

d. Addresses a timely topic related to health and prevention (e.g., COVID-related issues, gun violence, obesity, air quality, sport concussions)

e. Exhibits evidence that principles of media advocacy are understood and can be applied (e.g., social math, staying on message, focus on policy) from the perspective of a real or hypothetical organization with a vested interest in the issue (e.g., SLC Mayor's Coalition on ATOD prevention, Utah Clean Cities Coalition, Society for Public Health Education)

f. Follow-up explanation is at least 500 words and uses textbook and other course information as support

IV. Prevention Organization Evaluation - The purpose of this assignment is for you to locate and evaluate two organizations that focus on the same or similar public health issue (e.g., violence prevention, drug abuse prevention, teen pregnancy, healthy eating). Once you have done your homework, you will write a report containing the following information:

A. A 250-300-word description of each organization (500-600 words total) based on your research.

B. In 1,500-2,000 words, connect the work of each organization to what you have learned this semester. Specifically address the following:

- What type of prevention does each organization primarily address?

Provide examples.

- Where on the spectrum of prevention do most of their activities occur? Explain.

- What principles of resilience are evident in either organization? If none, what could they do to better emphasize a resilience perspective?

- Where is each organization in terms of the wheel of community organizing? Explain

- Would you classify either organization as a coalition? Explain.

- If so, where are they in the coalition building process? If not, how might they go about forming a coalition?

- In what ways does each organization attempt to influence policy? How have they followed the stages of policy development?

- Have they used media advocacy? If so, how? If no, how might they?

C. In at least 500 words, use the information above to select the superior organization. Justify your choice with supporting evidence from the text.

A passing prevention organization evaluation assignment meets the following criteria:

- a. Submitted no later than 5 minutes past the deadline on Wednesday May 5th at 11:55 pm
- b. At least 2,250 words in length
- c. All points above are addressed
- d. Minimal spelling/grammar errors
- e. Most course concepts discussed are explained correctly and completely
- f. Demonstrated ability to use course material to compare the organizations and decide which is more effective

Revisions and Re-takes:

Exams - Students who earn a score less than 70% on the first exam will have the opportunity to re-take the questions that they missed for a chance to raise their score to a 70%. Re-takes for the second exam will be determined on an individual basis.

Op-Ed – Any student who submits the op-ed on time and fails will have one revision opportunity. Instructions will be provided in my feedback.

Prevention Organization Evaluation – Students who submit this assignment on time and fail may have a revision attempt only if they have: (a) previously attempted both exams and the op-ed assignment, and (b): not previously been offered a revision or re-take. Note that you only need to have been offered, and not necessarily completed the revision or re-take.

GRADE SCHEME

Rather than using a traditional points-based grading system, grades in this course are determined on a “pass/fail” basis. Each letter grade is linked to one or more assignments/activities that assess specific student learning outcomes. To achieve the desired grade, students must successfully pass the criteria for that grade.

Grade	Criteria
A	Pass a combined 17 (online + reading) weekly assignments AND Average an 80% across both exams AND Pass the op-ed assignment AND Pass the prevention organization evaluation assignment
B	Pass a combined 17 (online + reading) weekly assignments AND Average an 80% across both exams AND Pass the op-ed assignment <i>* In lieu of this, do just one of the above and pass the prevention organization evaluation assignment.</i>
C	Pass a combined 17 (online + reading) weekly assignments <i>* In lieu of this, fulfill one criteria associated with a higher grade.</i>
D	Pass a combined 10 (online + reading) weekly assignments <i>* In lieu of this, meet any one of the criteria associated with a higher grade</i>

COURSE SCHEDULE

Note: Our schedule is subject to revision based on the needs of our class; any updates will be made available for students through Canvas.

Week #, Dates, Topic	Readings/Assignments
1 (1/19-1/24): Course Intro	Read: Syllabus Submit: online engagement reflection #1 (for asynchronous group only)
2 (1/25-1/31): Why Prevention?	Read: Chapter 1 Submit: reading question assignment #1 Submit: online engagement reflection #2 (for asynchronous group only)
3 (2/1-2/7): Health Equity and Social Justice	Read: Chapter 2 Submit: reading question assignment #2 Submit: online engagement reflection #3 (for asynchronous group only)

4 (2/8-2/14): Resilience

Read: Chapter 4

Submit: reading question assignment #3

Submit: online engagement reflection #4 (for asynchronous group only)

5 (2/15-2/21): Community Organizing

Read: Chapter 5

Submit: reading question assignment #4

Submit: online engagement reflection #5 (for asynchronous group only)

6 (2/22-2/28): EXAM 1

N/A

7 (3/1-3/7): Coalitions

Read: Chapter 6

Submit: reading question assignment #5

Submit: online engagement reflection #6 (for asynchronous group only)

8 (3/8-3/14): Recovery Week

Read: none

Submit: none

9 (3/15-3/21): Policy

Read: Chapter 7

Submit: reading question assignment #6

Submit: online engagement reflection #7 (for asynchronous group only)

10 (3/22-3/28): Media
Advocacy

Read: Chapter 8

Submit: reading question assignment #7

Submit: online engagement reflection #8 (for asynchronous group only)

11 (3/29-4/4): EXAM 2

N/A

12 (4/5-4/11): Mental Health
and Prevention

Read: assigned chapter

Submit: op-ed assignment

Submit: reading question assignment #8

Submit: online engagement reflection #9 (for asynchronous group only)

13 (4/12-4/18): Violence
Prevention

Read: assigned chapter

Submit: reading question assignment #9

Submit: online engagement reflection #10 (for asynchronous group only)

14 (4/19-4/25): Food or
Substance Abuse (your choice)

Read: TBA

Submit: reading question assignment #10

Submit: online engagement reflection #11 (for asynchronous group only)

15 (4/26-5/5): Finals

Read: none

Submit: prevention organization evaluation

COURSE POLICIES AND RESPONSIBILITIES

Online courses require significant self-motivation. Online courses are different than on-campus courses and online learning is not ideal for everyone. Some lessons take a considerable amount of time to complete. Please note that not all modules are created equal. Some may take a bit more time than others. Some people believe this to be a much easier way to study this subject than in the on-campus frame work. Others may feel very intimidated at first. Be patient as you work your way through the first few modules. If you are serious about the material, you will learn as much as, if not more than, most on-campus students about this subject and develop reading and communication skills that are vital to the workforce of the 21st century.

- **Electronic or equipment failure:** It is your responsibility to maintain your computer and related equipment in order to participate in the online nature of the course.
- **Document archiving:** You are responsible for making sure your assignments, including attachments, are received before the deadline. Students are also responsible for ensuring that the documents submitted are the correct document to be graded.
- **Naming conventions and software type:** You are responsible for submitting the assignment with the required naming convention, correct file extension, and using the software type and version required for the assignment. See assignment instructions for acceptable formats.
- **Classroom equivalency:** Discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior within those environments shall conform to the University of Utah Student Code. Specifically:
 - Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.
 - Off-color language and photos are never appropriate.

- Using angry or abusive language is called "flaming", is not acceptable, and will be dealt with according to the Student Code.
- Course e-mails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to GRAMA regulations and the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.