

New Course Request

Indiana University

INDY Campus

Check Appropriate Boxes: Undergraduate credit Graduate credit Professional credit

1. School/Division Medicine/Public Health 2. Academic Subject Code PBHL
 3. Course Number P617 (must be cleared with University Enrollment Services) 4. Instructor Everetts
 5. Course Title Health Promotion and Disease Prevention
 Recommended Abbreviation (Optional) Hlth Prom and Disease Prevention
(limited to 32 characters including spaces)
 6. First time this course is to be offered (Semester/Year): Spring 2009
 7. Credit Hours: Fixed at 3 or Variable from - to -
 8. Is this course to be graded S-F (only)? Yes No
 9. Is variable title approval being requested? Yes No
 10. Course description (not to exceed 50 words) for Bulletin publication: This course is designed to introduce public health professionals to the important role that health education, health promotion, and disease prevention play in programs designed to improve our Nation's health.

11. Lecture Contact Hours: Fixed at 3 or Variable from - to -
 12. Non-Lecture Contact Hours: Fixed at - or Variable from 18 to 20
 13. Estimated enrollment: 25 of which 100 percent are expected to be graduate students.
 14. Frequency of scheduling: F, S Will this course be required for majors? Yes
 15. Justification for new course: This course is needed to reflect current information and trends in public health.
 16. Are the necessary reading materials currently available in the appropriate library? Yes
 17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
 18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.
 19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Carole Kacius Date 3/11/09
Department Chairman/Division Director

Ralph Bergman Date 3/18/09
Dean of Graduate School (when required)

Approved by:

Dean Date _____

Chancellor/Vice-President Date _____

University Enrollment Services Date _____

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724

University Enrollment Services Final - White; Chancellor/Vice-President - Blue; School/Division - Yellow; Department/Division - Pink; University Enrollment Services Advance - White

**Indiana University
School of Medicine
Department of Public Health**

**PBHL P617: Health Promotion and Disease Prevention
Spring 2009**

Course Syllabus

Instructor: David R. Everetts, MD, MPH
Office: EF211
Phone: (317) 274-3237
Email: dreveret@iupui.edu
Office hours: Prior to class on Thursdays and by appointment.

Course Overview

This course is designed to introduce public health professionals to the important role that health education, health promotion, and disease prevention play in programs designed to improve our Nation's health. Special emphasis will be placed on current efforts to modify personal risk factors and the importance of evidence based evaluation of these interventions. Students will learn to access federal data sets to establish disease burdens of specific populations, determine factors that affect personal health decisions, and judge effectiveness and biologic plausibility of various intervention strategies. From reading assignments, they will be asked to acquaint themselves with the concept of individual medical risk assessment, and differentiate it from a population based risk assessment. Students should be able to prioritize a range of preventive service recommendations made by the US Preventive Task Force and other organizations with regard to certain "preventable" disease states. Students will review selected models of behavior change and consider clinical implementation issues including aspects of prevention program management. With this background, the students will be asked to design their own programs to be implemented in clinical settings for assigned at risk populations. The practical use and application of these principles will be gained through class exercises, case study analysis, class discussion, and class assignments.

Course Goals

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

1. Anticipate whether and how a proposed health education or promotion intervention might be congruent with an organization's long-term mission and short term goals and objectives.
2. Identify what a given program communicates about an organization's patient-provider philosophy.
3. Describe the steps that would be taken to organize support within a clinical setting for a specific health promotion program.
4. Describe and apply behavior change theories to specific health problems.
5. Describe the roles that providers play in the health promotion/education process.

6. Describe the process of patient assessment and its importance in the design and effectiveness of behavior change and maintenance programs.
7. Apply a patient profile to the design and development of an intervention and its evaluation.
8. Students will gain a perspective on cultural issues and explore the manner in which these issues impact their ability to serve as effective managers and leaders across diverse public health venues.
9. Integrate the sociocultural construction of health and illness into the implementation and evaluation of clinical health promotion interventions.
10. Critically discuss peer reviewed health promotion literature as it relates to clinical interventions for one particular problem, or a genre of problems.
11. Examine issues related to communications, values clarification, needs assessment, ethics, program development, implementation, evaluation, and the role that culture plays in the decision making process as it relates to seeking health care.

REQUIRED TEXTS

Brownson, R.C., Remington, P.L., & Davis, J.R. (Eds.). (1998). *Chronic Disease Epidemiology and Control* (2nd ed.). Washington, DC: American Public Health Association.

Woolf SH, Jonas S, Kaplan-Liss E (eds). *Health Promotion and Disease Prevention in Clinical Practice*. Williams and Wilkins, Baltimore, 2008.

(DOT NOT PURCHASE THIS TEXT- CHAPTERS SUPPLIED ON ONCOURSE)

A Step by Step Guide to Delivering Clinical Preventive Services: A Systems Approach

You should be able to obtain a free copy of this by visiting the AHRQ publications clearinghouse at <http://www.ahrq.gov/ppip/pporder.htm> and may obtain online access to the guide at <http://www.ahrq.gov/ppip/manual/manual.pdf>

Supplemental Readings will be assigned.

ASSIGNMENTS AND GRADES

<u>Assignment</u>	<u>Grade Percent</u>
Participation /Quizzes/Written Work	30%
Final Test	30%
Final Paper	25%
Class Presentation	15%

GRADING SYSTEM

A+ 99-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%	F <60%
A 93-98%	B 83-86%	C 73-76%	D 63-66%	
A- 90-92%	B- 80-82%	C- 70-72%	D- 60-62%	

COURSE REQUIREMENTS

1. Participation/Readings Critique (30%): During the course of the semester, you will be asked you to turn in a number of short written assignments that will be

assigned in class and will also be listed as an “assignment” section under the appropriate week’s folder in Oncourse CL-Resources. These might involve a short take home quiz/worksheet (completed in OnCourse “test” section), a short opinion paper (100-250 words depending on the topic), or a summary of an assigned article. For an opinion piece show that you are thinking critically – give all sides of an argument before you arrive at your conclusion. If you review an article, take a moment to reflect on the points made in the article and read it critically. Why was this article chosen? How does it relate to the overall theme of the course? Where are the authors coming from? If, for example, the authors of the Institute of Medicine’s 1988 report on “The Future of Public Health” make the dictat that public health is in “total disarray”, one should know the authors’ backgrounds, and “disarray compared to what”? Were any authors critical of the report? If prevention guidelines for breast cancer screening from the US Joint Task Force differ from American College of Ob-Gyn recommendations, then which is right, and why do they differ? Points accumulated from these summaries plus class participation will account for 30% of your grade. Missed classes will, of course, affect this portion.

2. Final Test: A take home examination will be due one week following our last class. It will consist of essay, short answer, and fill in the blank questions covering material from the entire semester.
3. Final Paper: The topic selected for your final project will be the basis for both your final paper and class presentation. Select a target population and health behavior, disease, or health quality issue that is of interest to you. Your assignment will be to design a planned intervention to address a particular problem in a clinical setting. The clinical setting requirement is used in the broadest sense and could apply to a WIC office, an STD clinic, a nutritionist office etc. Anywhere that that primary face to face risk behavior counseling might be carried out is probably appropriate. I will supply more information on the project under a separate heading, but please discuss your choice with me before beginning work on the assignment. The selection of a topic should be guided by your personal interest in both the population and the issue, which you perceive to be deserving of your special attention. I would like you to have a topic chosen by February 5, and a rough draft submitted on March 26. The final paper will be due the first day of class presentations and points will be deducted for late submissions (April 16th). The paper should be approximately 15-20 pages in length. Papers must be typed double spaced, and must use an APA format.
4. Presentations: Each student will be asked to present their project on a date to be scheduled in the second half of the semester. Presentations should be of professional quality much as you would expect to find at a national conference. Each student will have 15 minutes to present with 5 minutes for questions.

SCHEDULE AND READING

Reading assignments will be made in the required texts and supplemental readings will be supplied in the week’s resource folder in OnCourse. Each week, one and sometimes two topics will be assigned. The instructor will provide an overview of each topic and the

students should be prepared to actively participate in a discussion of the assigned readings related to this topic.

STUDENTS WITH DISABILITIES

Students needing accommodations because of disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in CA 001E and you can reach the office staff by calling 274-3241.

COURSE EVALUATION

The Department of Public Health evaluates all courses. Student course evaluations will be conducted in a manner that maintains the integrity of the process and the anonymity of respondents.

ACADEMIC INTEGRITY

Academic and personal misconduct by students in this class are defined and dealt with according to the procedures in the Student Misconduct section of the IUPUI *Code of Student Rights*, <http://live.iupui.edu/dos/code/htm>

SECURITY

Building Security at the public health building can be reached directly at **630-9033** if they are not found at the lower lobby desk.

MPH Program Competencies PBHL Course C515

Students satisfactorily achieving goals and objectives of the course will acquire the following MPH Program competencies:

Perspectives

- C. Distinguish among and characterize inputs, throughputs and outputs of the public health system.
- E. Analyze public health problems using ethical, cultural and historical frameworks and strategic thinking, evaluating their implications for public health practice.
- G. Critique ethical, social, cultural, political, economic, historical and legal dimensions of policies and programs which affect the health of diverse populations.

Skills

- H. Describe environmental, social and biologic determinates of health and disease and their political, economic and legal contents.
- J. Make presentations in support of a particular public health proposal using demographic, statistical, programmatic and scientific information.
- M. Understand appropriate uses and limitations of both quantitative and qualitative data, and make relevant inferences from such data.

Applications

- O. Advocate for public health programs and resources.
- Q. Create a shared vision among culturally and professionally diverse individuals and groups to achieve public health goals.
- R. Build coalitions and partnerships.