

# INTRO TO HEALTH PROMOTION

Tuesdays & Thursday | 11:00 – 12:30 PM | BEL 602A

## Professor Contact Information

Miguel Pinedo, PhD  
BEL 504  
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Office Hours: Wednesdays, 9-12 PM via Zoom

## TA Contact Information

## Required Texts

There is no required text for this course. All required readings are available on Canvas.

**Disclaimer:** Changes to the syllabus and course schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advanced notice as possible).



## Course Description

The purpose of this course is to introduce students to the concepts and principles of health promotion and behavioral science. The subject matter is applicable to a variety of fields, such as public health, nursing, medicine, communication, education, psychology, sociology, and social work.

## What will I learn?

This course provides an overview of the responsibilities and basic knowledge of an entry-level health promotion practitioner. Students will gain knowledge of organizational concepts, processes, skills, attitudes, and personal characteristics that comprise the profession of health education and promotion. The course reviews the principles of prevention, epidemiology, social determinants of health, and theories of health behavior. Students will demonstrate content mastery through class discussions, graded activities, written assignments, and exams.



## Course Objectives

At the end of the course, students should be able to:

- Define key concepts in community health, health promotion, and behavioral science.
- Describe the purpose and general concepts of epidemiology.
- Identify intrapersonal, interpersonal, organizational, community, and societal health behavior theories and constructs.
- Describe the importance of health promotion and behavioral science theories.
- Begin to develop an identity as a health education/promotion practitioner.
- Assess personal progress in fulfilling competencies required for the practice of health promotion.
- Identify and discuss ethical issues in development and delivery of health promotion programs.
- Understand the role of media in health promotion.

## Course Logistics

### Modality & course format

This is an in-person course. We will meet each week in-person during the scheduled time. There is no alternative to in-person attendance, other than normal emergency accommodations. There is no Zoom option and lectures **will not** be audio or video recorded. Some in-person course instructors choose to post course recordings, and students get confused and think all professors are required to do so. Class time will consist of a mini-PowerPoint lecture, followed by small group discussion, breakout activities, and large group discussions. Students should come prepared to participate in discussion and are expected to participate.

### Attendance

Attendance is an important part of the learning process and key to being successful in this course. Participation in class discussions is as important as the readings or going over the PowerPoints at home. For this reason, you are expected to attend all classes. However, attendance is not required or penalized. Note that a documented valid excuse (e.g., injury, illness) is required to make up missed work (e.g., in-class activities, quizzes, exams). The papers and short answer questions on exams require a deeper and higher-level analysis that you will only get from coming to and participating in class. If you are absent, you are responsible for all material covered. See the Course Policies section below regarding important procedures for make-up assignments due to absences.

### Participation

Students should come prepared to class having read the assigned material and ready to actively participate. Participation means *obvious* engagement during class. Students 'engage' in different ways given diverse learning styles—some like to discuss and ask questions, some like to listen and absorb, and some write it down and reflect on it later. Thus, *obvious engagement* means being punctual, alert, and attentive during class. Clues that you are not engaged and participating include having your head down on the desk, texting or generally having a mobile device in your hand, not contributing to discussion during group work activities, or talking with classmates about something not related to what is being discussed.

### Student-centered learning

This course is designed to actively engage students through diverse learning methods and styles. Specifically, this course will use a **student-centered** approach where **YOU** are an active participant in the learning process instead of a passive receiver of information (e.g., listening to a lecture by professor). In this sense, students are responsible for **THEIR** own learning. My job as a professor is to guide and facilitate the learning process. Students will have multiple opportunities to lead learning activities, participate in small and large group discussions, design their own learning projects, and explore topics interest.

### Technology

Laptops, tablets, and mobile devices are welcomed in the classroom with exception. These devices should only be used for notetaking and class activities.

### Canvas

This class will use Canvas to distribute lectures, course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give you online surveys. You can find support in using Canvas at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.

## Course Requirements

### **Reflection Assignments (10 points each; 50 points total)**

Over the course of the semester, you will complete five reflection assignments. These reflections will involve a critical evaluation of specific a specific reading (e.g., news article), an online activity, a short video, or a podcast. The due date for each reflection assignment is noted in the course outline. A rubric and guidelines are available via Canvas. Each reflection will be worth 10 points for a total of 50 points.

### **Papers (50 points each; 100 points total)**

You will prepare 2 **research** papers during the semester. Each paper will be 3.5 to 4 pages in length and be worth 50 points each. Paper 1 will cover an epidemiological analysis of a health outcome while Paper 2 will focus on an evidence-based intervention to prevent a specific health outcome.

Importantly, these papers are not personal essays, reflections, or opinions—they are research, academic, papers, and thus, held to a **higher standard**. You should not wait till the last minute or the day of to start your paper—this will certainly hurt your chances at getting a good score.

You are strongly encouraged you to use the services offered by the **University Writing Center (UWC)**. The UWC offers 45-minute, one-on-one consultations with UT students on any piece of writing. The consultants are well trained, and the cost of the service is covered in your tuition. Students who meet with a writing consultant for their paper and provide proof of attending will receive 2 points extra credit. In scheduling your appointment, you can leave a note with Dr. Pinedo's email ([mpinedo@austin.utexas.edu](mailto:mpinedo@austin.utexas.edu)) to receive extra credit. Visit UWC website for more information and to make an appointment: [uwc.utexas.edu](http://uwc.utexas.edu). If you

#### **In-class activities (20 points each; 60 points total).**

There will be a total of 4 in-class, graded, activities. These activities will take place during class and will be due at the end of class. Only the 3 highest scores will count toward your grade; your lowest score will be dropped. These assignments will be based on applying concepts learned in the class. All group activities will be in class.

#### **Reading Quizzes (10 points each; 30 points total)**

There will be a total of 4 short reading quizzes. Only your 3 highest scoring quizzes will count towards your grade; your lowest scoring quiz will be dropped. Quizzes will be specifically based on the assigned readings.

#### **Exams (100 points each; 300 points total)**

There will be 3 in-class exams. Exams will cover all content covered in the course and readings.

#### **Extra Credit (TBD)**

Group and individual activities throughout the course will be randomly collected for 1 or 2 extra credit points. You will have to be present to receive these points and **no make-ups are allowed**. These points will not be counted against you, but can make a difference between an A- and a B+.

## **Grades**

Final grades will be assigned according to the following scale:

Please note: To ensure fairness, all numbers are absolute, and will **not be rounded up or down** at any stage. Thus, a B- will be inclusive of all scores of 80.000 through 83.999. The University does not recognize the grade of A+.

94-100	90-93	87-89	84-86	80-83	77-79	74-76	70-73	67-69	64-66	60-63	< 59
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

## Course Policies

### Email

Email is an important form of communication with Dr. Pinedo and the course TA. We will respond to emails within a 24-hour period during weekdays. Responses to emails sent during the weekend or past 5PM will likely take longer. Please do not send the same email to both Dr. Pinedo and the TA, if you want to contact us both, please include both of us in the same email. Your first point of contact should be the course TA.

### Late work

Written assignments should be submitted to Canvas by the 11:59 PM the day the assignment is due. See Course Schedule for all due dates. Late assignments will be subject to half credit and no late assignments will be accepted after being more than 24 hours late.

### Requests for making up assignments and/or extensions: Documented valid excuse

A documented valid excuse (e.g., injury, illness, emergency) is needed to make up any assignment from the Student Emergency Services office (link below). To make up an assignment, you will need to get prior approval BEFORE the assignment is due. **Requests to make up work after the assignment due date has passed will be denied.**

Examples of valid excused absences include, but not limited to: health concerns (e.g., concussion, medical emergency, COVID-19), death in the family, hospitalizations, life-threatening issues, natural disasters, apartment fire.

Examples of **NON-VALID EXCUSED** absences include: allergies, conflicting appointments, job responsibilities, job interviews, traffic, test taking appointments (e.g., LSAT, GRE), family vacations, graduations, weddings, having other exams on the same day, etc.

<https://deanofstudents.utexas.edu/emergency/absencenotificationrequest.php>

### Make-up examinations

To make up an exam, you will need a documented valid excuse (e.g., injury, illness) **before** the original exam date. Having one or more exams on the same day is **NOT** a valid excuse. Procedures for requesting a make-up exam:

- (1) Email Dr. Pinedo explaining why you will miss the exam and provide valid documentation.

- (2) If approved, Dr. Pinedo will respond to your email CC-ing the course TA to set up a date and time for the make-up exam. Exam and all make up assignments (e.g., quizzes) will need to be completed during the TA's office hours. It is the student's responsibility to ensure they are able to meet during the TA's office hours to make up assignments.
- a. Once the make-up exam is scheduled, it cannot be rescheduled. If you fail to make this date and time you will receive a 0.
  - b. The make-up exam must be taken within a week of the original exam, or you will receive a 0.
  - c. If you are unable to make up the exam within a week. You will need to seek further approval from Dr. Pinedo. If the exam is not made up within a week, the highest score you will be able to get is a B. Each subsequent week the make-up exam is delayed, the highest grade possible will drop by one letter grade.

### Make-up quizzes

**There are no make-ups for the first quiz nor your first missed quiz.** If you are unable to take a quiz, that will be your lowest scored that is dropped. Subsequent quizzes may be made up with a valid documented excuse (e.g., injury, illness). If you have a valid documented excuse and need to make up a quiz, follow the same procedures as above (make-up examinations).

### In-class activities

**There are no make-ups for the first in-class activity nor your first missed in-class activity.** If you are unable to complete an in-class activity, that will be your lowest score that is dropped. Subsequent in-class activities may be made up with a valid documented excuse (e.g., injury, illness). However, you should understand that in-class activities are designed to elicit discussion and group learning. Students perform better when working together than individually.

### Papers

Paper assignments require a higher level of analysis and critical thinking. Papers are not personal essays, reflections, or your personal opinions. As such, they are held at a higher grading standard. Please make sure you read and clearly understand the paper prompt. Well-written papers that do not address the main point of the paper will receive a 0. **Beware: Performing well on quizzes and exams do not guarantee a good score on papers.**

### Plagiarism

There is a zero-tolerance policy on plagiarism and cheating. If you plagiarize a paper or cheat on an exam, it is an F in the course, and you will be reported to the university. Submitting work or copying and pasting work from papers that you wrote for other classes in the past is considered plagiarism: Do not self-plagiarize. More information is provided below under University Policies.

## Grades

All work is graded fairly and equal based on the **work produced in the course**. Once assignments are graded and grades are posted, there will be no grade changes and requests to re-doing assignments are never accepted. Wanting a higher grade for whatever reason (e.g., "I'm applying to medical school") or being surprised by a lower grade than expected (e.g., "I worked really hard on my paper and was surprised to see my score") are not reasons for requesting a higher grade or requesting to re-do an assignment for a higher score. Dr. Pinedo and the TA are more than happy to meet to discuss areas of improvement for the future and clarify sources of confusion in the course material, but we will not be changing grades to papers or assignments once they are posted. Re-doing assignments after the fact for a higher grade is unfair to other students.

## Final Grades

Final grades are non-negotiable, grades are not rounded up, and no final extra credit at the end of the semester is available. Please reframe from sending emails at the end of the semester requesting a grade 'bump.' If you send an email requesting a higher grade or extra credit opportunities, it will be deleted. This is highly unprofessional and unfair to other students. Multiple opportunities to earn points and potential extra credit are available throughout the semester.

## **How to be successful in this course – Tips on things to do and avoid**

- Attendance is important for success in this class. Not coming to class regularly or only when coming to class only on days when something is due (e.g., quiz, exam) will result in missing out in critical information and learning.
- Participation is key! Class discussions and activities are designed to enhance your understanding of the material and how concepts are applied in real world settings. This will enhance your critical skills on how you think about public health and health promotion which will be critical in paper assignments and short answer questions on exams.
- BEWARE! Performing well on quizzes and exams does not guarantee a good score on papers or short answers.
- Do not wait till the last minute to complete assignments, including papers and reflections. Assignment prompts and instructions are posted well in advanced before they are due, start work early.
- Read and understand assignment prompt and directions. Writing a paper that does not address the actual prompt will receive a 0.
- Do not schedule outside activities during class time. You should not be scheduling work- or other school-related activities during class. Missing an exam because you must work or take the GRE exam during class time is not a valid excuse.

## **University Policies**

**Academic Integrity.** Each student in the course is expected to abide by the University of Texas Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise, you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address:  
[http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

**Scholastic Dishonesty.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services Web site: <http://deanofstudents.utexas.edu/sjs>

**Academic Accommodations.** The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Division of Diversity and Community Engagement, Services for Students with Disabilities, at 512-471-6259, <http://diversity.utexas.edu/disability>

**Religious Holidays.** By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

**Behavior Concerns Advice Line (BCAL).** If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>

**Emergency Evacuation Policy.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you are given instructions by the Austin Fire Department, UT Austin Police Department, or Fire Prevention Services office.

**Resources for Learning & Life at UT Austin.** The University of Texas has numerous resources for students to provide assistance and support for your learning.



- University Writing Center (UWC): <http://www.uwc.utexas.edu>
- The Sanger Learning Center: <http://www.utexas.edu/ugs/slc>
- Vick Center for Strategic Advising & Career Counseling: <http://www.utexas.edu/ugs/csacc>
- Counseling & Mental Health Center: <http://cmhc.utexas.edu>
- Student Emergency Services: <http://deanofstudents.utexas.edu/emergency>

**Campus Carry.** Texas state law now authorizes licensed adults to carry a concealed handgun in University classrooms. The law requires that the handgun be completely concealed at all times. In accordance with University guidance, if anyone sees a gun on campus, call 911 immediately.

## Course Outline

\*Changes to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advanced notice as possible).

Complete the reading assignments before lecture. You can find the other required readings in the Files → Required Readings folder in Canvas.

Week	Dates	Readings	Topics	Assignments due (by 11:59PM)
1	Jan 10	Course Syllabus	Introductions and Course Overview	
	Jan 12	What is health promotion?	Introduction to Health Promotion	
2	Jan 17	Background for the Profession	Introduction to Epidemiology	
	Jan 19	Literature of Health Education	Introduction to Epidemiology (cont.)	Reflection Assignment 1 (10 points)
3	Jan 24	Prevention & Disease Control	Disease Prevention & Control	
	Jan 26	Prevention & Disease Control	Disease Prevention & Control	In-Class Activity 1 (In class; 20 points)
4	Jan 31	Community Organizing	Community Organizing/Building for Health	Reading Quiz 1 (10 points; in class)

	Feb 2	Harm Reduction: Preparing people for change  Harm Reduction: What's in a name?	Harm Reduction	Reflection Assignment 2 (10 points)
5	Feb 7	Diane Guerrero's Story  Deported Father's perspectives	US-Mexico Border & Health Promotion	In-Class Activity 2 (In class; 20 points)
	Feb 9	Deportation & HIV risk  Review previous readings	Exam Review	
6	Feb 14			Exam 1 (100 points; in class)
	Feb 16	Social Determinants of Health	Social Determinants of Health	
7	Feb 21	Ten things to know about health  Health Equity Database	Health Disparities	
	Feb 23	Disparities in Health & Health Care	Health Disparities	In-Class Activity 3 (20 points; in class)

8	Feb 28	Philosophical Foundations	<i>Unnatural Causes</i> <i>Documentary</i>	
	Mar 2	Ethics & Health Education	Ethics & Philosophies of Health	Paper 1 (50 points)
9	Mar 7	Ethics & Health Education	Ethics & Philosophies of Health	Reflection Assignment 3 (10 points)
	Mar 9		Exam 2 Review	Reading Quiz 2 (10 points; in class)
10	Mar 14	Spring Break – No classes		
	Mar 16			
11	Mar 21			Exam 2 (100 points; in class)

	Mar 23	Agencies, Associations, and Organizations associated with Health Education	Health Agencies	
12	Mar 28	Agencies, Associations, and Organizations associated with Health Education	Health Agencies	Reflection 4 Assignment (10 points)
	Mar 30	Theories & Planning Models	Social and Behavioral Theories II	
13	Apr 4	Theories & Planning Models	Social and Behavioral Theories II	Reading Quiz 3
	Apr 6	Theories & Planning Models	Social and Behavioral Theories II	In-Class Activity 4 (20 points; in class)
14	Apr 11	Theories & Planning Models	Social and Behavioral Theories II	Reading Quiz 4 (10 points; in class)
	Apr 13	Theories & Planning Models	Social and Behavioral Theories II	Paper 2 due (50 points)

15	Apr 18	Previous readings	Exam Review	
	Apr 20			Exam 3 (In class; 100 points)
16	Apr 25		No class	
	Apr 27		No class	Reflection Assignment 5 (10 points)