

**American University of Beirut**  
**Faculty of Health Sciences**  
**Department of Health Promotion and Community Health**  
**Theories and Practice of Health Promotion**  
**HPCH 237 (3 credits)**

Mayada Kanj; [mkanj@aub.edu.lb](mailto:mkanj@aub.edu.lb)

**MW: 11-12:15**

**Office hours: by appointment**

### **COURSE DESCRIPTION**

This course introduces students to a range of health promotion theories that address multiple level determinants of health and illness. Current public health challenges will be discussed to enhance understanding of how determinants at the individual, organizational, community and sociopolitical levels interact and contribute to health risks and outcomes. The course emphasizes an ecological approach and the health promotion principle of enabling people to increase control over their health. Readings and class discussions advocate for equitable policies and social justice.

This semester, students will be guided in applying health promotion theory to critically examine the multitude of factors behind the spread of COVID-19, the pandemic's links to other global health challenges, and the successes and failures in addressing it. Students will work individually and in small groups (3-4 students each) to analyze the state of COVID-19 in one specific country or region through a health promotion lens. This work will unfold over the course of the semester with constant guidance and feedback from the instructor.

### **LEARNING OUTCOMES**

- 1. Discuss the role of theory in planning health promotion and interventions (LO3.1a).**
- 2. Discuss the social determinants of health and their impact on populations ( LO2.1)**
- 3. Demonstrate an understanding of the theoretical links between different health outcomes and health promotion approaches (LO3.1b).**
- 4. Describe how knowledge, cultural norms, beliefs and attitudes influence health behavior ( LO2.3)**

### Assessment of LOs & Grade Distribution

Criteria	Grade	LOs	
<b>*Participation in class activities</b>	10% (individual)		
<b>Forum discussion</b>	20% (individual)	1	Due Sept 28
<b>Midterm</b>	35% (individual)	3,4	Oct 17
<b>Final project: case study</b>	<b>35 % ( Group)</b>	2,3	Due Nov 28

- Engaging in class discussions
- Exchanging relevant ideas about the readings and topic at hand
- Presenting one's views while respecting the views of others
- Participating in online assignments/discussions

### ETHICS AND ACADEMIC INTEGRITY

As a university student, you are expected to demonstrate respect towards your classmates and the course instructor. You should also expect to be treated respectfully and fairly. Know that your ultimate goal is to **learn** and not just receive good grades. Therefore, focus on the learning process and avoid short cuts at all cost. **Cheating and Plagiarism will not be tolerated.**

Review the student Code of Conduct in your handbook and familiarize yourself with definitions and penalties. If you are in doubt about what constitutes plagiarism, ask your instructor because it is your responsibility to know. The American University of Beirut **has a strict anti-cheating policy**. Penalties include failing marks on the assignment in question, suspension or expulsion from University and a permanent mention of the disciplinary action in the student's records.

### INCLUSIVE EDUCATION

Students with special needs who anticipate difficulties with the content or format of the course due to physical or learning disabilities should contact the instructor and/or their academic advisor, as well as the Counseling Center in the Office of Student Affairs (Ext. 3196) as soon as possible to discuss their learning needs.

### COURSE READINGS

All readings will be posted on Moodle. You are required to read the assigned articles **before class** and may be asked **on the spot** during class a question about one of the readings. In sessions where only one article is assigned, all students are required to read it. In sessions where two articles are assigned, half of the students will be randomly assigned the first article and the other half will be assigned the second one. Read the article assigned to you carefully because you will be asked during class to explain its content to another student who has not read it.

Date	Topic	Readings	Activity	LOs
<b>Mon Aug 29</b>	Introduction			
<b>Session 2 Wed Aug 31</b>	Ottawa charter; What is health, health behavior & education; health Promotion	<i>Potvi &amp; Jones (2011)</i> . Twenty-five years after the Ottawa Charter: the critical role of health promotion for public health. <i>Canadian Journal of Public Health, 102(4), 244-248</i> .		1
<b>Session 3 Mon Sep 5</b>	Determinants of Health I	<i>Braveman &amp; Gottlieb (2014)</i> . Social determinants of health: It's time to consider the causes of the causes. <i>Public Health Reports, 129: 19-31</i>		2
<b>Session 4 Wed Sept 7</b>	Determinants of Health II: Equity and Social Justice	<i>Gostin &amp; Powers (2006)</i> . What does social justice require for the public's health? <i>Health Affairs, 25: 1053- 1060</i> .		2
<b>Session 5 Mon Sept 12</b>	Ecological Frameworks	Glanz et al 2008. Health Behavior and Health Education: theory, research & practice; Chap 20 part IV		1,
<b>Session 6 Wed Sept 14</b>	Application: Ecological approaches to infectious diseases	<i>DiClemente, Salazar, Crosby, Rosenthal, (2005)</i> . Prevention and control of sexually transmitted infections among adolescents: The importance of a socio-ecological perspective – a commentary. <i>Public Health, 119: 825-836</i> .	Discussion	1
<b>Session 7 Mon Sept 19</b>	Health Promotion Theory	<i>Glanz &amp; Bishop (2010)</i> . The role of behavioral science theory in development & implementation of public health interventions. <i>Annual Review of Public Health, 31: 399-418</i> .  <i>Van den Broucke (2020)</i> . Why health promotion matters to the COVID-19 pandemic; <i>Health Promotion International, 35: 181-186</i> .	Handout forum instructions	1,3
<b>Session 8 Wed Sept 21</b>	Individual Models of Health behavior: Health Belief Model (HBM) & Stages of change/ trans-theoretical ( TTM);	Glanz et al. 2008. Health Behavior and Health Education: theory, research & practice. Ch. 3 & 5		1,4
<b>Session 9 Mon Sept 26</b>	Applications	<i>Shabibi et al (2017)</i> . Effect of educ intervention based on HBM on promoting self-care behaviors of type-2 diab patients. <i>Electronic physician, 9(12), 5960</i> .  <i>Leonard et al (2013)</i> . Health beh & beh economics: economic preferences & physical activity stages of change in low-income Afr-Amer community. <i>American Journal of Health Promotion, 27(4), 211-221</i> .		
<b>Session 10 Wed Sept 28</b>	Social Cognitive Theory (SCT) Reasoned Action ( TRA)	Glanz Ch. 8  Glanz Ch. 4	Forum due	1,4

<b>Session 11</b> <b>Mon Oct 3</b>	Applications	<i>Bíró et al (2017)</i> . SCT intervention reduces stress in Hungarian univ students. <i>Health promotion international</i> , 32(1), 73-78.  <i>Nguyen, et al (2018)</i> . TRA as a framework for communicating climate risk: <i>Sustainability</i> , 10(6), 2019.		
<b>Session 12</b> <b>Wed Oct 5</b>	PRECEDE- ROCEED Framework	<i>Crosby, R., &amp; Noar, S. M. (2011)</i> . What is a planning model? An introduction to PRECEDE-PROCEED. <i>Journal of public health dentistry</i> , 71, S7-S15.  <i>Porter(2016)</i> . Revisiting Precede–Proceed: A leading model for ecological and ethical health promotion. <i>Health Education Journal</i> , 75(6), 753-764.		1,3
<b>Session 13</b> <b>Mon Oct 10</b>	Cont'd			
<b>Session 14</b> <b>Wed Oct 12</b>	Risk perceptions, beliefs and behavior	<i>Bond &amp; Nolan (2011)</i> . Making sense of perceptions of risk of diseases & vaccinations: A qual study combining models of health beliefs, decision-making & risk perceptions. <i>BMC Public Health</i> ,11:943		4
<b>Session 15</b> <b>Mon Oct 17</b>	MIDTERM			
<b>Session 16</b> <b>Wed Oct 19</b>	Fundamental Causes of Health I: Racial capitalism	<i>Pirtle (2020)</i> . Racial capitalism: A fundamental cause of novel coronavirus (COVID-19) pandemic inequities in the United States. <i>Health Education and Behavior</i> , 1-5.  <i>McClure et al (2020)</i> . Racial capitalism within public health: How occupational settings drive COVID-19 disparities. <i>Oxford University Press</i> .		2
<b>Session 17</b> <b>Mon Oct 24</b>	Fundamental Cause Theory: Covid-19, cholera, obesity, slavery	Documentary film discussion / China: Truth in a Pandemic  Strings (2020) in NYT Singh (2020) in Guardian		2
<b>Session 18</b> <b>Wed Oct 26</b>	Fundamental Causes of Health II: Gender differences and health	<i>Rieker et al (2005)</i> . Rethinking gender differences in health: Why we need to integrate social & biological perspectives. <i>The Journals of Gerontology Series B</i> , 60: S40-S47.  <i>Al-Ali (2020)</i> . Covid-19 & feminism in Global South: Challenges, initiatives & dilemmas. <i>European J of Women's Studies</i>		2

<b>Session 19</b> <b>Mon Oct 31</b>	Changing the conception of COVID-19 risk	Afifi, R. A., Novak, N., Gilbert, P. A., Pauly, B., Abdulrahim, S., Rashid, S. F., ... & Ferrand, R. A. (2020). 'Most at risk' for COVID19? The imperative to expand the definition from biological to social factors for equity. <i>Preventive medicine</i> , 139, 106229.	Hand out final projects	4
<b>Session 20</b> <b>Wed Nov 2</b>				
<b>Session 21</b> <b>Mon Nov 7</b>	Documentary film discussion II	Documentary migrant workers		
<b>Session 22</b> <b>Wed Nov 9</b>	Group meetings to discuss final project			
<b>Session 23</b> <b>Mon Nov 14</b>	The missing dimension in health promotion: Political economy;	<i>Raphael &amp; Bryant (2006). Maintaining population health in a period of welfare state decline: Political economy as the missing dimension in health promotion theory and practice. IUHPE Promotion &amp; Education, XIII: 236-242.</i>		2
<b>Session 24</b> <b>Wed Nov 16</b>				
<b>Session 25</b> <b>Mon Nov 21</b>				
<b>Session 26</b> <b>Wed Nov 23</b>				
<b>Session 27</b> <b>Mon Nov 28</b>	Last day of classes			

## Readings

- Afifi, Novak, Gilbert, Pauly, Abdulrahim, Rashid, & Ferrand, (2020). "Most at risk" for COVID 19? The imperative to expand the definition from biological to social factors for equity. *Preventive medicine*, 139, 106229.
- Al-Ali (2020). Covid-19 & feminism in the Global South: Challenges, initiatives and dilemmas. *European Journal of Women's Studies*.
- Bíró, Veres-Balajti, Ádán & Kósa (2017). Social Cognitive Intervention Reduces Stress in Hungarian University students. *Health promotion international*, 32(1), 73-78.
- Bond & Nolan (2011). Making sense of perceptions of risk of diseases & vaccinations: A qualitative study Combining Models of Health Beliefs, Decision-making & Risk Perceptions. *BMC Public Health*, 11:943.
- Braveman, P., & Gottlieb, L. (2014). *The social determinants of health: it's time to consider the causes of the causes*. *Public health reports*, 129(1\_suppl2), 19-31.
- Crosby & Noar (2011). What is a planning model? An introduction to PRECEDE-PROCEED. *Journal of public health dentistry*, 71, S7-S15
- DiClemente, Salazar, Crosby & Rosenthal(2005). Prevention and control of sexually transmitted infections among adolescents: the importance of a socio-ecological perspective—a commentary. *Public health*, 119(9), 825-836.
- Glanz, Rimer & Visawanath (2008). *Health Behavior and Health Education: theory, research & practice*; Fourth Edition.
- Glanz & Bishop (2010). The role of behavioral science theory in development and implementation of public Health Interventions. *Annual Review of Public Health*, 31: 399-418
- Gostin, L. O., & Powers, M. (2006). What does social justice require for the public's health? public health ethics and policy imperatives. *Health Affairs*, 25(4), 1053-1060.
- Leonard, Shuval, De Oliveira, Skinner, Ecke & Murdoch (2013). Health behavior and behavioral economics: economic preferences and physical activity, stages of change in a low-income African-American community. *American Journal of Health Promotion*, 27(4), 211-221.
- McClure et al (2020). *Racial capitalism within public health: How occupational settings drive COVID-19 disparities*. Oxford University Press.
- Nguyen, Hens, MacAlister, Johnson, Lebel, Bach Tan & Lebel (2018). Theory of reasoned action as a framework for communicating climate risk: a case study of schoolchildren in the Mekong Delta in Vietnam. *Sustainability*, 10 (6), 2019.
- Pirtle (2020). Racial capitalism: A fundamental cause of novel coronavirus (COVID-19) pandemic inequities. *Health Education and Behavior*, 1-5.

*Porter, C. M. (2016). Revisiting Precede–Proceed: A leading model for ecological and ethical health promotion. Health Education Journal, 75(6), 753-764.*

*Potvin, L., & Jones, C. M. (2011). Twenty-five years after the Ottawa Charter: the critical role of health promotion for public health. Canadian Journal of Public Health, 102(4), 244-248.*

*Raphael & Bryant (2006). Maintaining population health in a period of welfare state decline: Political economy in health promotion theory and practice. IUHPE Promotion & Education, XIII: 236-242.*

*Rieker, P. P., & Bird, C. E. (2005). Rethinking gender differences in health: why we need to integrate social biological perspectives. The Journals of Gerontology Series B: Psychological Sciences and Social Sciences, 60 (Special\_Issue\_2), S40-S47.*

*Rieker et al (2005). Rethinking gender differences in health: Why we need to integrate social & biological perspectives. The Journals of Gerontology Series B, 60: S40-S47.*

*Shabibi, Zavareh, Sayehmiri, Qorbani, Rastegarimeh & Mansourian (2017).*

*Effect of educational intervention based on the Health Belief Model on promoting self-care behaviors of type-2 diabetes patients. Electronic physician, 9(12), 5960.*

*Strings (2020) in NYT*

*Singh (2020) in Guardian*

*Van den Broucke (2020). Why health promotion matters to the COVID-19 pandemic; Health Promotion International, 35: 181-186.*