

**HEALTH PROMOTION IN DIVERSE POPULATIONS (50:499:457/830:460)**  
**SPRING, 2023**

**COURSE INFORMATION**

Meeting time: Tuesday/Thursday, 9:35-10:55am

Location: Armitage 212

\**Note:* With the exception of the last week of class, we will not be meeting on Thursdays, but you are still expected to do other class-related activities during this time; you also are expected to do other class-related activities outside of scheduled class time to fulfill course (specifically, project) requirements.

**INSTRUCTOR**

Dr. Kristin August (preferred name: “Dr. [or Professor] August”)

Email: [kristin.august@rutgers.edu](mailto:kristin.august@rutgers.edu)

Office Phone: (856) 225-6431

Office hours: By appointment only

**COURSE DESCRIPTION**

This course focuses on biopsychosociocultural determinants of health behaviors, disparities in health (with a focus on South Jersey), and models of health education, health promotion, and disease prevention. The importance of cultural competence in addressing health challenges that affect diverse communities will be highlighted. In addition, the course will focus on community assessment, planning, implementing, and evaluating health education and health promotion programs and campaigns.

**COURSE OBJECTIVES**

Course activities are designed to assess the following learning objectives. Upon successful completion of this course, you should be able to:

- Recognize and explain the fundamental concepts, theories, and applications of health promotion (CO #1)
- Develop strong critical thinking and communication (oral and written) skills about health promotion (CO #2).

This course fulfills one general education cross-cutting category (*Engaged Civic Learning; ECL*). Additional objectives of this course are consistent with general education requirements and include the following:

- Articulate the health challenges, needs, and aspirations of members of the local community (GE #1)
- Communicate effectively with community members (GE #2)
- Work constructively with diverse others to address public health challenges (GE #3)
- Analyze your own actions and those of others participating in the engaged civic learning project (GE #4)
- Reflect on how experiences in this course may or may not have altered your assumptions about the community and your relationship to it (GE #5)

**REQUIRED READINGS**

Edberg, M. (2019). *Essentials of health behavior: Social and behavioral theory in public health (3<sup>rd</sup> ed)*. Burlington MA: Jones and Bartlett Learning.

Additional required readings can be found on the Canvas course site (under each module) and will be posted at least one week in advance.

**GRADING**

Grades will be determined as follows:

Health promotion project/presentation	40 points
Reflection papers (5 @ 5 points each)	25 points
Health disparities paper	15 points
In-class reading quizzes (5 @ 2 points each)	10 points
Attendance/participation in class activities	<u>10 points</u>
	<b>100 TOTAL POINTS</b>

Letter grades:

A:	90-100 points
B+:	85-89 points
B:	80-84 points
C+:	75-79 points
C:	70-74 points
D:	60-69 points
F:	Less than 60 points

You can view your grades using the Grades button in the Canvas course navigation. Please check your grades regularly to make sure that I have received all your assignments. If you have a question about a grade, please email me.

**COURSE REQUIREMENTS**

**\*\*\*Please see individual assignment sheets for more details\*\*\***

**HEALTH PROMOTION PROJECT & PRESENTATION (GOALS CO#1-2; GE #1-3):** Working with classmates, students will develop and implement a health promotion program or campaign. Students will be able to select from more than one option for this project (further information will be posted on Canvas and discussed in class). Upon completion of the project, student groups will give a ~10 min. presentation of their experience to the class. Your presentation will be due on one of the last 2 days of class (date to be determined). More detailed information about this assignment is posted on Canvas (under “modules” -> “assignments”). **You will be completing activities related to your project during each class period, so it is essential that you attend class.** Late presentations will not be accepted. All components of this project will account for 40% of your overall grade.

**REFLECTION PAPERS (GOALS CO#2, GE #4-5):** You will be required to submit a total of **five**, brief reflection papers (six will be assigned but you can choose which five you wish to submit; if you submit all six your lowest grade will be dropped). These papers should be approximately 1.5-2 double-spaced pages, and should be uploaded to Canvas under the reflection paper. Your reflection paper will be due by 11:59pm on the date listed (see the course schedule on pp. 3-5). More detailed information about this assignment is posted on Canvas (under “modules” -> “assignments”). Each reflection paper is worth 5 points. Late papers will lose 1 point per day. Together, these reaction papers will account for 25% of your overall grade.

**HEALTH DISPARITIES PAPER (GOALS CO#1-2, GE #1):** You will write a 3-4 page double-spaced paper in which you will select a population in South Jersey that will be the focus of your health promotion project and review the available literature on health disparities in this population. In addition to drawing upon the assigned readings in developing your paper, but you should consult additional material, as well (at least **3** other *primary* scholarly articles). Your paper is **due on March 9 by 11:59pm (uploaded to Canvas)** More detailed information about this assignment is posted on Canvas (under “modules” -> “assignments”). Late papers will lose 1.5 points per day. This paper will account for 15% of your overall grade.

**IN-CLASS READINGS QUIZZES (GOAL CO #1):** To assess your understanding of assigned readings, you will be required to take **five** in-class quizzes (six will be assigned but your lowest grade will be dropped). See the course schedule for when quizzes will be given (pp. 3-5). Each quiz is worth 2 points. No make-up quizzes will be given (if you miss one, you can drop it). Together, the quizzes will account for 10% of your grade.

**ATTENDANCE AND CLASS PARTICIPATION (GOALS CO#2, GE#5):** To promote engagement in learning the course material, you are expected to attend and participate in our class sessions. I welcome your comments, thoughts, and questions, and hope you take an active role in learning the course material. Activities during our class sessions will count toward your attendance grade (as noted above, you will be working on your health promotion project in class). If you miss more than 1 class, you will lose points from your attendance grade. If you will be out for an extended period of time (i.e., more than 1 class) for an exceptional circumstance, please contact me as soon as you know you will be missing class. Part of your attendance points are completing a poll/quiz at the end of each class session to reflect on your understanding of the material covered during class. Class attendance and participation will account for 10% of your overall grade.

IMPORTANT INFORMATION FOR ATTENDANCE:

We will use Socrative to take class attendance in which you will (briefly) reflect on what you learned each class. Please make sure to bring an electronic device (laptop, phone, tablet) with you to class each day for this purpose *only*. (If you do not have an electronic device to bring to class, please let me know the first week of class.)

- Download the Socrative (student version) app or go to: <https://b.socrative.com/login/student/>
- When you are prompted in class to complete a quiz or exit ticket, you will need to:
  - Enter the room name to join: HEALTH23
  - Enter your full name (last name, first name)

**COURSE SCHEDULE**

*Note:* This schedule is *tentative*; dates may change slightly depending on our progress in covering the material. Days we are meeting in class are **highlighted**. Additional reading assignments are posted on Canvas under each module and will be posted at least one week in advance. You are expected to have reading assignments completed before each module.

**Module 1: Course Introduction/Overview of Projects and Target Populations**

Readings/videos: *See Canvas*

**Tuesday, Jan. 17**

Thursday, Jan. 19

“Snack, Chat, & Chill” and other projects

**Tuesday, Jan. 24**

“Rutgers Culture of Health School Program” training

Visit from Erin Comollo

**Module 2: Health and Behavior**

Readings: *Textbook ch. 1 & 2*

Thursday, Jan. 26

**Tuesday, Jan. 31**

**Quiz #1 (Module 1 & 2)**

Assign projects/groups

Thursday, Feb. 2

**Module 3: Disparities in Health: Focus on South Jersey**

Readings: *See Canvas*

Tuesday, Feb. 7

Thursday, Feb. 9

**Module 4: Biopsychosociocultural Determinants of Health Behaviors**

Readings: *Textbook ch. 4 & 5*

Tuesday, Feb. 14

*Quiz #2 (Module 3 & 4, part 1)*

Thursday, Feb. 16

**Module 4: Biopsychosociocultural Determinants of Health Behaviors, cont'd**

Readings: *Textbook ch. 6 & 7*

Tuesday, Feb. 21

Thursday, Feb. 23

*DUE: Reflection paper #1*

**Module 5: Community Health Assessment**

Readings: *See Canvas*

Tuesday, Feb. 28

*Quiz #3 (Module 4, part 2, Module 5)*

Thursday, March 2

*DUE: Reflection paper #2*

**Module 6: Health Promotion Programs**

Readings: *Textbook ch. 10; see Canvas*

Tuesday, March 7

Thursday, March 9

*DUE: Health Disparities Paper*

**March 14 & 16 – HAPPY SPRING BREAK**

**Module 6: Health Promotion Programs (cont'd)**

Readings: *Textbook ch. 11; see Canvas*

Tuesday, March 21

*Quiz #4 (Module 6)*

Thursday, March 23

**Module 7: Implementation of Health Promotion Programs**

Readings: *Textbook ch. 12; see Canvas*

Tuesday, March 28

Thursday, March 30

*DUE: Reflection paper #3*

**Module 8: Cultural Competence**

Readings: *Textbook ch. 16; see Canvas*

Tuesday, April 4

*Quiz #5 (Module 7 & 8)*

Thursday, April 6

*DUE: Reflection paper #4*

**Module 9: Working with Diverse Populations and Stakeholders**Readings: *Textbook ch. 14; See Canvas*

Tuesday, April 11

Thursday, April 13

*DUE: Reflection paper #5***Module 10: Program Evaluation**Readings: *Textbook ch. 15*

Tuesday, April 18

Thursday, April 20

*Quiz #6 (Module 9 & 10)**DUE: Reflection paper #6***Health Promotion Presentations**

Tuesday, April 25

Thursday, April 27

***NO FINAL EXAM*****INCLUSIVITY STATEMENT**

I would like to create a learning environment for my students that supports diverse thoughts, perspectives, and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official Rutgers records, please let me know. If you would like to have your name changed officially on Rutgers University–Camden rosters, please follow the [Chosen Name Process](#). In addition, within the Canvas course site, the [Rutgers Shout-Out](#) tool allows you to type the phonetic spelling of your name and record the pronunciation of your name in a shared audio recording for me and fellow students.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary, to address your concerns). If you prefer to speak with someone outside of the course, the Dean of Students is an excellent resource: [deanofstudents@camden.rutgers.edu](mailto:deanofstudents@camden.rutgers.edu) (more details below).
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option.)

## COURSE POLICIES

It is my sincere hope that students are successful in this course and learn information that is useful for their academic and career goals as well as their daily lives. If you experience any difficulty in this course, please email me or contact me to schedule a time to talk. Please do not wait until the end of the semester to talk with me! Many of the policies outlined below are evidence-based and are in place to promote student success and provide an enriching and fair educational experience for all of my students.

- Course web page: Other than the textbook, all the materials you will need for the course will be organized by modules on the Canvas course web page (<https://canvas.rutgers.edu>). It is your responsibility to keep informed of any updates made to the syllabus and other assignments.
  
- Course communication:
  - **Announcements**: Announcements will be posted in Canvas on a regular basis. They will appear on your Canvas dashboard when you log in and/or will be sent to you directly from Canvas via your preferred method of contact. Please make sure the “announcements” feature is activated in Canvas (under “course notifications”) and be certain to check them regularly, as they will contain important information about the course.
  - **Email**: You may contact me by email. **Please use your Rutgers email to contact me, as emails from non-Rutgers’ accounts are sometimes filtered as spam.** Please do not submit your assignments via email. If you email me and do not receive a response within 24 hours during the week, I did not receive your email. Please note that I will not respond to emails after 9pm, on weekends, during holidays, or during university breaks.
  - **Office hours**: I am available to meet in person, by phone, or via Zoom. Please email me for an appointment.
  
- Missed class/meetings: If you miss a class, it is your responsibility to become informed of any announcements made in class and the material presented. If you do not show up to a scheduled individual meeting time, you will lose 1 point from your attendance grade.
  
- Missed quizzes/assignments: If you miss taking a quiz when it is scheduled, you cannot make up the quiz. You are allowed to drop your lowest quiz grade, however, so you can drop a quiz you miss. If you miss turning in an assignment when it is due, you will lose at least 10% of the assignment grade for each day it is late (exact amount varies by assignment). There will be no exceptions, as due dates of all assignments are posted in advance. If you are experiencing an extenuating circumstance that interferes with your ability to turn assignments in on time, please contact the Dean of Students who can help facilitate accommodations for all of your classes ([deanofstudents@camden.rutgers.edu](mailto:deanofstudents@camden.rutgers.edu)).

Rutgers University–Camden seeks a community that is free from violence, threats, and intimidation; is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and does not threaten the physical or mental health or safety of members of the University community, including in classroom space, and a community in which students respect academic integrity and the integrity of your own and others' work. See below for information about Academic Integrity and Code of Conduct.

- **Academic Integrity:** As a student at the University, you are expected to adhere to the [Academic Integrity Policy](#). Academic Integrity is critical to the success of our students and the community and is everyone's responsibility to take their education seriously and follow the requirements to ensure that you are doing your own work and following the guidelines of the course and professor and program. Academic dishonesty includes (but is not limited to): cheating; plagiarism; aiding others in committing a violation or allowing others to use your work; failure to cite sources correctly; fabrication; using another person's ideas or words without attribution; re-using a previous assignment; unauthorized collaboration; and sabotaging another student's work. **Academic dishonesty also includes doing your own work and not including artificial intelligence (AI; e.g., ChatBot).**  
\*You will be required to sign an academic integrity honor pledge the first day of class.
- **Code of Conduct:** You are also expected to adhere to the [Student Code of Conduct](#). The conduct code specifically addresses disruptive classroom conduct, which means “engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.” Please be aware of in-classroom and out-of-classroom expectations by making yourself familiar with and by following the Student Code of Conduct. For this class, please be courteous to others and arrive to class on time, stay the entire time, and do not use electronic devices during class unless you are asked to (e.g., to take a quiz, for attendance purposes). ***If you engage in any disruptive, offensive, or disrespectful behaviors, you may be asked to leave class and will lose points from your attendance grade.***
- **Office of Disability Services (ODS)- Students with Disabilities:** If you need academic support for your courses, accommodations can be provided once you share a Letter of Accommodation issued by the Office of Disability Services (ODS) that specifies your accommodations indicated. If you have already registered with ODS and have your Letter of Accommodation, please share this with me the first week of the course. If you have not registered with ODS and you have or think you have a disability (learning, sensory, physical, chronic health, mental health or attentional), please visit the [ODS website](#), [email](#), or call [\(856\) 225-6954](#).  
*Please Note:* Accommodations will be provided only for students with a Letter of Accommodation from ODS. Accommodation Letters only provide information about the accommodation, not about the disability or diagnosis.
- **Dropping the course/incompletes:** The last date to drop this course *without* a W grade is **Thursday, January 26**; the last date to drop an individual class *with* a W grade is **Monday, April 3**; the last day to drop all classes in the term *with* a W grade is **Wednesday, May 3**. Please consult the academic calendar for additional dates related to dropping the course without tuition penalties. Incompletes will not be given in this course except under extremely rare circumstances that require documentation and adherence to university policies.

## **STUDENT RESOURCES**

A more comprehensive list of student resources is located here: <https://studentaffairs.camden.rutgers.edu/student-resource-list>.

### **ACADEMIC RESOURCES**

#### **CENTER FOR LEARNING AND STUDENT SUCCESS**

The Center for Learning and Student Success (CLASS) provides academic support and enrichment services for students, at no additional cost, including one-on-one tutoring, small-group tutoring and workshops, online tutoring, writing assistance, student success coaching, learning assessment, and metacognition training. Through collaboration with academic departments and faculty, CLASS facilitates programs and provides academic resources to students. Our Learning Specialists provide learning-specific resources and support to students on academic or continued probation. CLASS is in Armitage Hall, second floor, suite 231. To learn more or to schedule an appointment, visit the [CLASS website](#), [email us](#) or call us at [\(856\) 225-6442](tel:(856)225-6442).

#### **WRITING AND DESIGN LAB—WRITING SUPPORT AND SERVICES**

If you need assistance with writing, audio recordings, web creation, or other technology used in class for creating content, the Writing and Design Lab can help. We offer personal tutoring, workshops, and online assistance. You can learn more by [emailing us \[rutgers.wdl@rutgers.edu\]\(mailto:rutgers.wdl@rutgers.edu\)](#) or visiting the [WDL website](#). From the website, you can schedule an appointment.

#### **MID-TERM PROGRESS REPORTING**

Each semester, typically from Week 6 through Week 8, faculty are offered the opportunity to provide students with feedback regarding their academic performance. Mid-Term Progress Reports are intended to encourage students to reflect on their academic performance and to take action, if necessary, to improve their academic outcomes. Students are notified immediately and provided information regarding available resources via email if they receive a progress report indicating concern. Students can access the details of their current and past progress reports by signing into [RaptorConnect](#). Mid-Term Progress Reporting encourages communication among faculty, students, advisors, and student success staff, which is critical to our academic mission.

#### **HELP DESK (IT SUPPORT AND SERVICES)**

For technical assistance, visit Help Desk in the Rutgers Student Computer Lab on the first floor of Robeson Library, call [\(856\) 225-6274](tel:(856)225-6274) or [email](#). Help Desk support is available during [lab hours](#). Visit the [IT FAQ page](#) for information and documentation.

#### **PAUL ROBESON LIBRARY (REFERENCE DESK, STUDY SPACE, COMPUTER LAB, RESOURCES)**

We are here to help you succeed! Our dedicated library team will boost your library research skills via workshops and reference help. Our experts will help you find the latest resources to advance your research and strengthen your teaching. If we don't have what you are looking for, our team will get those items from partner libraries. Our vibrant exhibits and displays will tell you many new stories and our Rutgers–Camden faculty publications area will inspire you. Robeson Library is part of what makes Rutgers–Camden an exciting place to learn! More information is available on the [Robeson Library website](#).



## **OTHER CAMPUS RESOURCES**

### **DEAN OF STUDENTS OFFICE—CARES TEAM**

College is a time when you may be testing your independence and/or striving to find yourself. It's not uncommon for these journeys to have rough points. The Dean of Students Office is here to assist you by strategically and effectively handling and referring student concerns/needs across all areas of the campus and University as needed. For some students, personal, emotional, psychological, academic, or other challenges may hinder their ability to succeed both in and outside of the classroom. The Dean of Students Office serves as your initial contact if you need assistance with these challenges. You can learn more about the free services by calling [\(856\) 225-6050](tel:856-225-6050), [emailing](#), or visiting the [Dean of Students website](#).

### **OFFICE OF MILITARY AND VETERAN AFFAIRS—VETERAN, ACTIVE DUTY, AND NATIONAL GUARD MEMBER SERVICES**

The Office of Military and Veterans Affairs and Rutgers University–Camden support our students who have served and their family members, including providing explanations of benefits, referrals to resources on and off campus, supporting students who are deployed for active duty, and answering questions. If you need assistance and are an active duty, National Guard, or veteran (or are a family member), we can assist. Find more information by calling 856-225-2791 or visiting the [Office of Military and Veteran Affairs website](#)

### **TITLE IX AND THE VIOLENCE PREVENTION & VICTIM ASSISTANCE OFFICE**

Rutgers University–Camden strives to create a campus community free from discrimination and interpersonal violence and harm. If you have experienced sexual violence, domestic/dating violence, stalking or any form of sex or gender discrimination, help is available. The office for Violence Prevention and Victim Assistance provides support to students. For more information about VPVA or to schedule a time to speak with an advocate visit the [VPVA website](#). To report an incident or speak with the Title IX coordinator, please visit our [Title IX website](#). If you choose to disclose to me, thank you for trusting me. I am obligated to report any disclosures to our title IX coordinator to ensure you receive the appropriate support and university response.”

Please Note: All Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy, and healthcare providers as listed in Appendix A to Policy 60.1.33) are required to report information about such discrimination and harassment to the University. This means that if you tell me or any faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, we must share that information with the University's Title IX Coordinator.

### **WELLNESS CENTER—HEALTH AND WELLBEING RESOURCES**

Health and well-being impact learning and academic success. Throughout your time in college, you may experience a range of concerns that can create barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. The Wellness Center Medical and Counseling staff can help with these or other issues you may experience. You can learn about the free, confidential medical and mental health services available on campus by calling [\(856\) 225-6005](tel:856-225-6005), visiting the [Wellness Center website](#), or visiting the Wellness Center on the 2<sup>nd</sup> Floor of the Campus Center.

### **WELLBEING—NATIONAL AND STATE RESOURCES IN ALPHABETICAL ORDER**

- Crisis Text Line: text HOME to 741741
- Crisis Text Line for Students of Color: text STEVE to 741741
- National Domestic Violence Helpline: [\(800\) 799-7233](tel:800-799-7233) or text LOVEIS to 22522
- National Substance Abuse helpline, SAMHSA's National Helpline, [\(800\) 662-HELP](tel:800-662-HELP) (4357)
- National Suicide Prevention Lifeline: [\(800\) 273-8255](tel:800-273-8255)
- [NJ HOPE line](#) website
- The Sexual Assault helpline at [\(800\) 656-HOPE](tel:800-656-HOPE) (4673)
- Trevor Lifeline (LGBTQ+): [\(866\) 488-7386](tel:866-488-7386)