Community Health Sciences 181:
Campus/Community Health & Wellness Promotion
From Theory to Practice

Topic Reading List

Course Sessions, Readings, Assignment Due-Dates

After Week One, the first session of each week will focus on theory; the second session will focus on application of theory to practice.

**Week One**

**Session 1: Introduction to CHS 181**

1. Course syllabus overview: goals, scope, grading criteria, assignments
2. Definitions of terms and concepts
3. Overview of community and campus health priorities

Formation of small groups

In-Class Handouts:
- Glossary of Health Promotion Terms
- UC Health Promotion Report (excerpt)
- “Healthy Campus 2010”
- UC “Student Mental Health Committee Final Report” (excerpt)
- UCLA Ashe survey summary

**Week Two**

**Session 2: Determinants Of Health/Wellness**

- The role of gender, culture, socioeconomic status, education, and other factors
- Health disparities among populations

Readings:

- Small group work

**Session 3: Introduction To Evidence-Based Program Planning, Implementation And Evaluation**

- “Precede-Proceed”
- Needs assessment
Readings:
1. Glanz, Lewis & Rimer. Chapter 1: “The Scope of Health Behavior and Health Education” (pp. 3-21). *Health Behavior and Health Education.*

**Week Three**

**Session 4: Determinants Of Health/Wellness (Continued)**
- Health/wellness disparities
- Access/barriers to community and campus health resources
- Introduction to health/wellness theories and models

Reading:

Due: Assignment 1

**Session 5: Needs Assessment**
- Small group work

Reading:
1. Glanz, Lewis & Rimer. Chapter 18: “Using the Precede-Proceed Planning Model to Apply Health Behavior Theories” (pp. 409-436; note steps 1-4) *Health Behavior and Health Education.*

**Week Four**

**Session 6: Health/Wellness Promotion Theories Targeted To Individuals**
- Models: Health Belief, Stages of Change
- Theories: Reasoned Action, Planned Behavior, Social Learning
- Small group work

Readings:
2. Glanz, Lewis & Rimer. Table 4.1 (p. 69); Table 5.1 (p. 101); Chapter 7: “Perspectives on Intrapersonal Theories of Health Behavior” (pp.144-159). *Health Behavior and Health Education.*

**Session 7: Program Goals And Objectives**

Readings:
Due: Assignment 2

**Week Five**

Session 8: Health/Wellness Promotion Theories Targeted To Communities/Populations

- Theories: Social Action, Diffusion of Innovation, Harm Reduction

Readings:

1. DiClemente, Crosby, & Kegler. Chapter 1: “Understanding and Applying Theory in Health Promotion Practice and Research” (pp. 8-12). *Emerging Theories in Health Promotion Practice and Research: Strategies for Improving Public Health*
2. Glanz, Lewis & Rimer. Chapter 12: “Perspectives on Models of Interpersonal Health Behavior” (pp. 265-273). *Health Behavior and Health Education*
4. Nutbeam & Harris. Chapter 3: “Theories Which Explain Change in Communities and Communal Action for Health” (pp.35-45). *Theory in a Nutshell: A Guide To Health Promotion Theory*

Session 9: Program Goals And Objectives (Continued)

- Small group work

Readings:


**Week Six**

Session 10: Communications Strategies

- Principles of mass communication
- Theories: Social Norms, Social Marketing

- Small group work

Readings:


Session 11: Program Strategies And Activities

Readings:


Due: Assignment 3
**Week Seven**

**Session 12: Community Organizing Strategies**
- Principles of organizational and community change

Readings:
3. Nutbeam & Harris. Chapter 5: “Models Which Explain Change in Organizations and the Creation of Health-Supportive Organizational Practice” (pp. 56-65). *Theory in a Nutshell: A Guide To Health Promotion Theory*

**Session 13: Community Organizing/Program Strategies And Activities (Continued)**
- Small group work

Readings:
1. Green & Kreuter. Chapter 8: “Applications in Educational Settings” (pp. TBA) *Health Program Planning: An Educational and Ecological Approach.*

**Week Eight**

**Session 14: Framework for Policy**
- How health/wellness promotion practice informs policy & policy develops theory
- Small group work

Readings:
1. Glanz, Lewis & Rimer. Chapter 18: “Using the Precede-Proceed Planning Model to Apply Health Behavior Theories” (pp. 414; 419-420; note case study policy implementation) *Health Behavior and Health Education*
2. Glanz, Lewis & Rimer. Chapter 20 “Ecological Models of Health Behavior” (pp. 462-484) *Health Behavior and Health Education*
3. Nutbeam & Harris. Chapter 6: “Models which Help to Understand the Development of Healthy Public Policy” (pp. 66-76) *Theory in a Nutshell: A Guide To Health Promotion Theory*

**Session 15: Program Implementation**
- Factors that act as supports for/barriers to implementation

Handouts:
- UCLA Alcohol Policy
- (TBA): Example/models of successfully implemented community programs

Due: Assignment 4
**Week Nine**

**Session 16: Principles of Evaluation**

Readings:
1. Green & Kreuter. Chapter 5: “Program, Administrative and Policy Design: Turning the Corner from Formative to Process Evaluation, from PRECEDE to PROCEED” (pp. TBA) *Health Program Planning: An Educational and Ecological Approach*
2. Patton, MQ. Chapter 7 “Beyond the Goals Clarification Game” (pp. 147-175) *Utilization-Focused Evaluation: The New Century Text, edition 3, Sage*

**Session 17: Methods of Process and Outcome Evaluation**

- Small group work

Readings:
1. Green & Kreuter. Chapter 5: “Program, Administrative and Policy Design: Turning the Corner from Formative to Process Evaluation, from PRECEDE to PROCEED” (pp. TBA) *Health Program Planning: An Educational and Ecological Approach*

**Week Ten**

**Session 18: Principles of Program Sustainability**

- Small group work

Readings:

Due: Assignment 5

**Session 19: Developing Budget, Resources and Timelines**

Readings:

**Finals Week of 6/11**

Exam; Final Program Due (Dates TBA)