Instructor: John J. Brusk, MPH  
Associate Director, Office of Health Promotion and Education

Office: 1118 Sindecuse Health Center  
Telephone: Office: 387-3259  
Office Hours: Wednesday 4:30pm – 6:00pm or by appointment

Class Time/Locale: Tuesday/Thursday 5:00-6:15, 3015 SRC

Course Purpose
This course is designed to prepare health education majors and minors with a wide variety of health education content including: health care and consumer health; alcohol, tobacco and other drug addictions; and intentional and unintentional injuries.

Required Text

Course Requirements

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>HC/ATOD/Violence Analysis Project</td>
<td>April 15</td>
<td>30</td>
</tr>
<tr>
<td>Team Topic Analysis Overviews (2)</td>
<td>Feb 12, Mar 23</td>
<td>20</td>
</tr>
<tr>
<td>Exam #1</td>
<td>February 7</td>
<td>15</td>
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<tr>
<td>Exam #2</td>
<td>Mar 16</td>
<td>15</td>
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<td>Final Examination</td>
<td>April 20 5-7pm</td>
<td>30</td>
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Grading

<table>
<thead>
<tr>
<th>GRADE</th>
<th>POINTS</th>
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<tr>
<td>A</td>
<td>96-110</td>
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<tr>
<td>BA</td>
<td>91-95</td>
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<tr>
<td>B</td>
<td>86-90</td>
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<tr>
<td>CB</td>
<td>81-85</td>
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<tr>
<td>C</td>
<td>76-80</td>
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<tr>
<td>DC</td>
<td>71-75</td>
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<tr>
<td>D</td>
<td>66-70</td>
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<tr>
<td>E</td>
<td>65 or less</td>
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</tbody>
</table>

Miscellaneous

1. If you have been tested for or suspect that you have a learning disorder (e.g., dyslexia), please see me to make any adjustments necessary for examinations, etc.
2. If you miss any class period, it is your responsibility to get notes from another student and to see me regarding materials handed out during the class period.
3. Make-up examinations will be in essay format. If a missed examination or assignment is not prearranged, a 25% late penalty per day will be deducted.
4. If you have any questions, comments, or concerns, please call me or come see me during my office hours and I will help you as much as possible.
5. A student **must** be passing the class with a C or better in order to receive an incomplete (I) grade.
6. Students absent during group project days will lose 1 point **per day** from their individual project grade.
7. For all assignments and examinations, points will be deducted for spelling errors, grammatical errors, and poor quality.
8. **Students are responsible for adhering to all aspects covered within the “Student Rights and Responsibilities” section, particularly that addressing “Academic Honesty,” contained within the WMU Undergraduate Catalog. Please refer to that section of the catalog if you are not already completely familiar with it.**

**Course Objectives**
1. Select valid sources of information about health needs and interests.
2. Utilize computerized sources of information about health needs and interests.
3. Develop a plan for coordinating health education services.
4. Determine the extent of available health education services.
5. Match health education services to proposed program activities.
6. Identify gaps and overlaps in the provision of collaborative health services.
7. Identify key personnel in the health care system and how each interacts with both the public and other health related professionals.
8. Identify the major organizations involved in the health care system.
9. Describe the major factors used to evaluate the quality of health care services.
10. Compare traditional health care services with non-traditional services.
11. Describe the role health education has in enhancing health care services.
12. Explain how the health educator acts as a liaison between the public and health care providers and organizations.
13. Interpret the significance and implications of health care provider's messages to the public.
14. Effectively communicate health information with health care providers and consumers.
15. Promote cooperation and feedback among personnel associated with the preventative aspects of the health care system.
16. Explain the relationship between health care personnel, organizations, and financing.
17. Compare and contrast public health insurance with private insurance financing.
18. Describe the difference between traditional indemnity insurance plans, HMOs, and PPOs.
19. Suggest approaches for integrating health education within existing and future health care programs.
20. Describe the effect a health educator can have on influencing individual self-care.
21. Identify and explain social forces that influence consumer choices of medications.
22. Analyze how the medical model has influenced the discipline of health education.
23. Explain the effect advertising has on negative health behaviors.
24. Discover the most prevalent methods of advertising negative health behavior products.
25. Describe current state of ATOD use in the U.S.
27. Identify “best practices” for intervening with ATOD use.
28. Explain the relationship between ATOD use and leading causes of death in the U.S.
29. Compare and contrast effective and ineffective approaches to school-based ATOD prevention.
30. Explain the role of ATOD use as a factor in violence
31. Describe current state of violence in community and schools in the U.S.
32. Explain how violence escalates in school and community settings.
33. Identify factors associated with antecedents of violent behavior.
34. Relate relevant psychosocial theories to explain violence and ATOD use.
35. Distinguish between date rape and stranger rape.
36. Identify means in which an individual can reduce risk to rape.
37. Employ a wide range of approaches in referring requesters of high risk taking behavior information to valid sources of information.
38. Explain why gangs are a powerful social force.
39. Explain current patterns in youth violence.
40. Explain resiliency theory.
41. Identify where and explain how health educators can intervene in the resilience cycle.
42. Determine psychosocial factors associated with resilient individuals.
43. Explain how resiliency can be used in violence prevention.

Course Topics

Unit I: Health Care and Consumer Health
A. Health care overview
B. Health care providers
   1. personnel
   2. organizations
C. Health care financing
   1. private insurance
      a. indemnity plans
      b. HMOs
      c. PPOs
   2. public insurance
      a. Medicaid
      b. Medicare
   3. managed care
D. Consumer health
   1. self-care
   2. advertising and the consumer
E. Aging issues

Unit II: Addictions
A. Addictive behaviors
B. Substance abuse
C. Alcohol
D. Tobacco
E. The influence of advertising

Unit III: Intentional and Unintentional Injuries
A. Violence
   1. community
   2. school
   3. rape/date rape
B. Accidents
C. Building Resilience
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 6</td>
<td>Introduction – The Community healthcare overview</td>
</tr>
<tr>
<td></td>
<td>Jan 8</td>
<td>Community healthcare overview</td>
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<td>2</td>
<td>Jan 13-15</td>
<td>Community healthcare overview</td>
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<tr>
<td>3</td>
<td>Jan 20-22</td>
<td>Healthcare financing</td>
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<tr>
<td>5</td>
<td>Jan 27-29</td>
<td>Healthcare financing</td>
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<tr>
<td>5</td>
<td>Feb 3-5</td>
<td>Library Week – Research with Team for Health Status Analysis</td>
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<td></td>
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<td>Complete Study Questions and Review for Exam #1</td>
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<td><strong>NO CLASS TIMES THIS WEEK</strong></td>
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<tr>
<td>6</td>
<td>Feb 10</td>
<td><strong>Exam #1 – Community Healthcare</strong></td>
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<tr>
<td></td>
<td>Feb 12</td>
<td>Review Exam #1 and Overview of the <em>Health Status Analysis</em></td>
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<tr>
<td>7</td>
<td>Feb 17-Feb 19</td>
<td>Negative health behavior advertising</td>
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<td>8</td>
<td>Feb 24-26</td>
<td>ATOD issues</td>
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<tr>
<td>9</td>
<td>Mar 2-4</td>
<td>Spring Break</td>
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<td>10</td>
<td>Mar 9-11</td>
<td>ATOD issues</td>
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<tr>
<td>11</td>
<td>Mar 16</td>
<td><strong>Exam #2</strong></td>
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<tr>
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<td>Mar 18</td>
<td>Review Exam #2 and In-class project workday</td>
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<tr>
<td>12</td>
<td>Mar 23</td>
<td>Overview of <em>Advertising Analysis</em></td>
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<tr>
<td></td>
<td>Mar 25</td>
<td>Violence: Community and schools</td>
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<tr>
<td>13</td>
<td>Mar 30-Apr 1</td>
<td>Violence: Community and schools</td>
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<tr>
<td>14</td>
<td>Apr 6-8</td>
<td>Building resilience</td>
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<tr>
<td>15</td>
<td>Apr 13</td>
<td>Accidents</td>
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<td></td>
<td>Apr 15</td>
<td><em>Presentations of Projects</em></td>
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<tr>
<td></td>
<td>Apr 20 5-7pm</td>
<td>Final Examination</td>
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Purpose
The purpose of this project is to provide health education students with skills associated with community assessment and analysis associated with popular negative health related products and services. In particular, students will gain experiences associated with conducting community-based diagnosis of problems and issues related to healthcare delivery or financing, alcohol and tobacco use, or violence. Special attention should be focused on the modes of advertising and media implementation that promote the use of these products. Summarize the factors involved in advertising and provide approaches for solutions to and prevention of future issues associated with these health behavior induced problems.

Project Components
This project will consist of three components:
1. Health status analysis
2. Advertising analysis
3. Coordinated plan for health education services

The first two of the above components will be introduced at different points and worked on throughout the semester. The Kalamazoo surrounding area will serve as the focus for this project.

Student Involvement
Students will be assigned to teams of 4-5 students, each of which will be assigned a community within a 10-mile radius of Kalamazoo to serve as the basis for their project. Each group will work as a team throughout the semester to complete the three components of the project. Groups will be responsible for developing a professional report of their findings, which will also be presented to a select group of professionals at the end of the semester. Students will receive grades pertaining to individual and group outcomes. This will provide an equitable and objective mechanism for students to receive different grades even though part of the same group, so that students are being neither promoted nor degraded in grade due to the over achievement or underachievement of other group members. It should be noted, however, that there is a strong group component to the grade, so it is advised that each group ensure all members carry an equal load and are held accountable for their workload and output. Each group will be required to submit an equitable “Work Plan” detailing who will be responsible for what activities across the group project. The work plan must include measurable objectives that will be used as part of the evaluation of each individual’s grade.

Evaluation pts
Introduction (based on Health Status Analysis) 10
Outcome Findings (based on Advertising Analysis) 10
- Populations at risk and usage
- Prevalence and availability of services
Coordinated Plan for Health Education Services 20
References 5
Professionalism (spelling, grammar, graphs, appearance, print) 5
Purpose
The purpose of this project is to increase students’ awareness and understanding of the health status of a community. Focus will be placed on healthcare delivery or financing, alcohol and tobacco use, or violence.

Description
Students will explore health-related problems and issues associated with healthcare delivery or financing, alcohol and tobacco use, or violence in communities surrounding Kalamazoo. Focus should be placed on:

Outcomes of alcohol or tobacco use
- Disease rates
- Death rates
- Criminal violations
- School related offenses

Populations at risk and usage
- Rates of alcohol or tobacco use among community residents
- Populations with highest usage rates
- Populations at highest risk

Prevalence and availability of the product
- Number and types of establishments where products can be purchased
- Concentration of product availability based on demographics and density of population
- Per capita rates

Communities under investigation will include Schoolcraft, Vicksburg, Richland, Mattawan, Comstock, Parchment, and Galesburg.

Present 1 page executive summary to class
**HPER 221: Advertising Analysis**  
**Spring 2004**

**Purpose**  
The purpose of this analysis is to identify the prevalence and methods of advertising associated with healthcare delivery or financing, alcohol and tobacco use, or violence. It is designed to increase student awareness of the methods and avenues used to promote the purchase and use of products that are detrimental to health.

**Description**  
Project groups will be responsible for exploring the prevalence of advertising associated with their assigned negative health behavior. Make sure you complete a comprehensive assessment of the advertising that is prevalent in your community area. If you are responsible for high-risk areas, make sure you proceed with at least one other person. *Do not* pursue any data gathering that puts you at risk to injury. The analysis should focus on point-of-sale advertising in stores, malls, public service centers etc.

Results of the analysis should answer the following questions:

- What are the most prevalent methods of advertising?
- What population groups are being targeted the most (consider race, gender, age)?
- How prevalent is the advertising associated with your targeted behavior compared to other negative health behavior industries?
- How effective is the advertising?

*Present 1 page executive summary to class*

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**HPER 221: Coordinated Health Services Plan**  
**Spring 2004**

**Purpose**  
The purpose of this component of the project is to provide students with skills associated with developing a plan for resolving and preventing future problems and issues associated with either healthcare delivery or financing, alcohol and tobacco use, or violence.

**Description**  
Groups are responsible for creating a comprehensive proposal for how to impact problems associated with alcohol or tobacco use within their assigned community. Aspects to consider include, but are not limited to, existing and potentially new:

- School programs and education
- Community service agency activities
- State and local laws
- Community education via churches, volunteer groups, or health agencies
- Anti-advertising efforts

*Integrate into final paper*