

PUBHHBP 6520 – *Advancing Community Health Through Engagement and Action*

3 credits – Autumn 2025

Tuesdays & Thursdays | 9:35 to 10:55am | Online (Zoom)

Course Instructor

Ashleigh LoVette, PhD, Behavioral and Social Health Sciences, Brown University, May 2020

Office: Cunz Hall

Phone: 614-292-8350

Email: lovette.15@osu.edu

Instructor's Office Hours

Office hours with Dr. LoVette are by appointment. Please contact her by email (lovette.15@osu.edu) to arrange a meeting by phone or video conference.

Faculty Feedback & Response Time

The following gives you an idea of my intended availability during the course:

- **Grading:** You can generally expect feedback within 7-10 days.
- **E-mail:** I aim to reply to course-related e-mails and Carmen messages within 48 hours during the week. Please note emails/messages sent on the weekend or holidays may not receive a response until the next weekday or working day.

Graduate Teaching Assistant (GTA)

Rayonna Booth, MPH

booth.282@osu.edu

Office hours will be held on Zoom during the following times:

Thursdays from 4 to 5pm

Zoom Link: Please see Carmen for Zoom link.

GTA Responsibilities

The GTA assigned to the course will hold regular office hours. The TA may assist with scoring assignments; however, final grades will be assigned by the instructor. **Any questions regarding grading should be directed to the faculty instructor** (not the TA).

Course Description

This course will examine the roles of community engagement and advocacy in the historical and contemporary practice and promotion of public health, including how these practices address the social and structural determinants of health. Case examples will be discussed from both topic-specific and place-specific health promotion perspectives. Students will be exposed to theory and frameworks guiding the practice of community engagement and advocacy, as well as multi-sectoral approaches for social change. With a focus on action and the public health principle of social justice, this course will highlight public health advocates and organizations working to promote health through engagement and/or advocacy across various contexts, providing an opportunity to learn about real-world challenges and successes. Considerations for self and community-care will also be discussed. This class is a pre-requisite for PUBHHBP 7528 Foundations of Professional Practice.

Prerequisites

Grad standing in the MPH program in the Division of Health Behavior and Health Promotion or permission of instructor

Course Learning Objectives

Upon completion of the course, students will be able to:

- CLO1) Discuss the scope and role of community engagement and advocacy in the practice of health promotion
- CLO2) Compare historical and contemporary health promotion engagement and advocacy approaches to impact social process and policy change
- CLO3) Describe theories, paradigms, and strategy frameworks employed for policy advocacy and social change for public health
- CLO4) Practice collaboration, civil discourse, and relational strategies used in the context of community engagement and multi-sectoral advocacy
- CLO5) Discuss the role of cultural competence and positionality in the work of community engagement and public health advocacy
- CLO6) Learn strategies to address trauma with a focus on self and community-care when engaging or taking action to advance community health

Competencies:

MPH HEALTH BEHAVIOR & HEALTH PROMOTION COMPETENCIES (HBHP):

HBHP 3) Apply behavioral and social science theory to the development and implementation of health promotion and disease prevention programs at multiple targets and different levels of intervention (intrapersonal, interpersonal, and community)

HBHP 12) Explain how health promotion efforts enable communities to influence their own well-being.

HBHP 13) Anticipate challenges and opportunities in working collaboratively with communities

HBHP 14) Advocate for social and behavioral sciences intervention and policies

A complete list of College of Public Health Competencies is located in Appendix C of the CPH Graduate Student Handbook that can be found at: <https://go.osu.edu/cphgradcompetencies>.

Text/Readings

All course texts and readings will be available on Carmen. Any additional digital material for this course will be available through OSU library and/or accessible online sources.

Carmen

There is a Carmen site for this course: <https://carmen.osu.edu>. All course materials, lecture notes, readings, and assignments are available via Carmen. Please review the course frequently for any updates.

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (<https://admin.resources.osu.edu/buckeyepass/adding-a-device>)
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the Duo Mobile application (<https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application>) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Course Format: How this Class Works

- **Mode of delivery:** This course is 100% online delivery via synchronous Distance Learning (DL) mode. This means there are regular online class sessions that you must attend. These sessions will be held via Zoom, on Tuesdays and Thursdays starting August 26, 2025.
 - **Zoom Link for Class Sessions:** The link for all class sessions can be found on Carmen. Any updates to class session time or location will be communicated via announcement and/or email.
- **Credit hours and work expectations:** This is a **3-credit-hour course**. According to The Ohio State University (OSU) policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (e.g., instructor content, Carmen activities) in addition to 6 hours of homework/active learning activities (e.g., readings, assignments, discussions/reflections, quizzes) to receive a grade of (C) average.
- **Attendance and participation requirements:** You are expected to attend and actively participate in the synchronous sessions by being prepared for each class session and completing assigned readings and/or activities prior to the class session begins. To achieve the objectives of this course and to become a public health professional, attendance is expected in all scheduled classes. If a student has an extenuating circumstance (e.g., unforeseen medical issues, family emergency, illness etc.) preventing them from attending class, they should notify the instructor as soon as possible, and before class when possible.
 - **Participation requirements:** Attend all class sessions (twice a week)

Course Technology

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- **Computer:** current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- **Calculator:** Students should have access to a scientific calculator that can perform basic arithmetic, square roots, logarithms, and exponentiation. For this online class, a program such as Microsoft Excel may suffice.
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Optional equipment (for participation in optional live office hours and/or review sessions)

- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

Required software

- **Microsoft Office 365**

All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://it.osu.edu/help>
- **Phone:** 614-688-4357(HELP)

- Email: servicedesk@osu.edu
- TDD: 614-688-8743

Course Assessments

Your final grade in this course will be based on points earned from various types of course assessments reflecting both individual and group work. **All assignments should be submitted in Carmen by the date and time they are due.** Assignments sent to the instructor or TA via email will not be accepted. For questions about assignments, contact the TA or instructor via Carmen or email. If a student has an extenuating circumstance (e.g., unforeseen medical issues, family emergency, illness etc.) preventing them from submitting an assignment on time, they should notify the instructor as soon as possible, and before class when possible. **Please use AMA (American Medical Association) OR APA (American Psychological Association) citation style when citing other people's work in your assignments.**

Class Participation and Engagement

Attendance at each class is expected unless there are extenuating circumstances. Please communicate with the instructor regarding any class absences.

- Attendance: Includes active engagement during class sessions (5 points)
- Class Participation: Prepared, Present & Participating Self-Reflections (10 points total)
- Facilitation: Current Issues in Advocacy and Engagement (10 points)

Individual Assignments

These assignments are primarily the responsibility of each student. Unless otherwise instructed, these assignments should be completed independently and must be original, self-generated work products.

- Introduction to the 4Cs of Civil Discourse Training: Verification of Completion and Reflection (10 points total)
- Critical Thinking Annotated Bibliography (10 points)
- Individual Advocacy: Written or Recorded Testimony (12 points)
- Self- and Peer-Evaluations/Reflections for Case Studies (8 points total)

Group Assignments

Most, if not all, community engagement and advocacy work in public health is done along with others. These group-based assignments will provide opportunities to develop and practice skills while working with others towards a shared goal, a critical area of expertise for public health professionals.

- Public Health Engagement and Advocacy Case Studies (25 points total)
 - Case Study #1: Advocacy Strategy Presentation (7 points)
 - Case Study #2: Advocacy re: Social Determinants of Health (6 points)
 - Case Study #3: Engagement and Advocacy for Place-based Transformation (6 points)
 - Case Study #4: Advocacy Planning using World Café Presentation (6 points)

Final Project

The final project will provide an opportunity to demonstrate understanding and application of theories, concepts, and strategies from throughout the course. As part of this assignment, students will submit an outline or plans ahead of the final project due date. This assignment will be worth 10 points total.

Grading

Grades will be calculated using the following weights:

Class Participation and Engagement	25% of total grade
Individual Assignments	40% of total grade
Group Assignments	25% of total grade
Final Project	10% of total grade

Grading Scale

Letter grades will be assigned as follows:

A	93–100	Outstanding work that reflects mastery of the material and ability to apply it critically and creatively
A–	90–92	Excellent work that reflects mastery of the material and ability to apply it critically
B+	87–89	Very good work that reflects mastery of most of the class material and ability to apply it critically
B	83–86	Good work that reflects mastery of most of the class material and ability to apply it critically
B–	80–82	Good work that reflects mastery of some of the class material
C+	77–79	Mediocre work that reflects familiarity with, but not mastery of, the class material
C	73–76	Mediocre work that reflects some familiarity with the class material
C–	70–72	Mediocre work that reflects little familiarity with class material
D+	66–69	Incomplete work that reflects little familiarity with class material
D	60–65	Incomplete work that reflects no familiarity with the class material
E	59 and below	Absent work

Minimum Final Grade for Course: Students seeking an MPH degree must earn a grade of B- or higher in this course.

Late Assignments: Assignments are expected to be submitted by the due unless specified otherwise. Acceptance of late assignments is at the discretion of the instructor and any accepted late assignments are subject to a reduction in points.

Incomplete Policy: An incomplete grade will be given only in cases of extraordinary circumstances and following consultation with the instructor. In such cases, an “I” grade will require a specific written agreement between the instructor and student specifying the time and manner in which the student will complete the course requirements.

Course Policies

For course policies, please see the previous sections on attendance, grading, and assessments as well as the following copyright statement. Any updates to policies will be clearly communicated and updated on the syllabus.

Copyright Statement

This syllabus and all course materials (e.g., assignments, ILE examples course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission. This includes uploading materials to online sources such as Quizlet, Chegg, etc.

Generative AI Policy

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (GenAI) tools, including Co-Pilot, ChatGPT, Claude and others. These tools will help shape the future of work, research and technology but when used inappropriately, they can stand in conflict with academic integrity at Ohio State.

Considering the learning goals of this class are to develop and practice skills necessary for engaging and advocating with communities to promote health along with the impact on communities needed to support GenAI tools, **the use of GenAI tools is generally NOT permitted in this course** and should only be used for assignments when clearly specified. If GenAI is permitted, this will be indicated on the assignment instructions. **When GenAI is permitted on an assignment, you MUST include a brief description explaining how GenAI was used to complete the assignment and how the assignment still represents your own work. Use of GenAI tools for any work where GenAI is NOT permitted, or use without a brief description, may be considered a violation of Ohio State’s [Academic Integrity](#) policy and [Code of Student Conduct](#) because the work is not your own.** The

use of unauthorized GenAI tools may result in referral to the [Committee on Academic Misconduct](#).

If the instructor suspects you have used GenAI on an assignment for this course, they will ask you to communicate with them to explain your process for completing the assignment in question. If you feel you need to use GenAI for translation, please contact the instructor first. If you have any other questions regarding this course policy, please contact the instructor.

Office of Student Life: Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let the instructor know immediately so you can privately discuss options. To establish reasonable accommodations, the instructor may ask that you register with Student Life Disability Services. After registration, make arrangements with the instructor as soon as possible to discuss your accommodations so they may be implemented in a timely fashion.

If you are ill and will miss class activities or due dates, please let the instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services (SLDS) to request reasonable accommodations. You can connect with SLDS at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24-hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Beliefs or Practices Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in [Faculty Rule 3335-8-23](#), the [CPH Graduate Student Handbook](#), and the [CPH Undergraduate Student Handbook](#). Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Required Statement on Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

Ohio State is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,

Call 614-247-5838 or TTY 614-688-8605,

Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.