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PUBH 540.50: Social and Behavioral Sciences in Public Health

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PUBH 540
Social and Behavioral Sciences in Public Health
3 credit hours
Fall 2013

Instructor: Kari Harris, PhD, MPH, Professor, School of Public and Community Health Sciences, College of Health Professions and Biomedical Sciences

Guest
Instructors: [Rosemary Hughes](#), PhD, Senior Research Scientist, Rural Institute/Psychology, The University of Montana

Weight Management and Women with Mobility Limitations

Live Presentation: Tuesday 10/8, 2013, Noon-1:30pm Mountain Standard Time
Room Skaggs Building Room 337 & Web conferencing

Senna Lee Towner, PhD, School of Social and Behavioral Health Sciences, Oregon State University

A social-ecological perspective on at-risk adolescents or STI/HIV prevention

Live Presentation: TBA Mountain Standard Time
Room TBA & Web conferencing

[Blakely Brown](#), PhD, Professor, Health and Human Performance, The University of Montana

Community-based Participatory Research Projects to reduce children's risk for diabetes

Live Presentation: Monday 11/4, Noon-1:30pm Mountain Standard Time
Room Skaggs Building Room 337 & Web conferencing

[Lori Lambert](#), PhD, DS, RN, Coordinator e-Learning Program and Salish Kootenai College

Indigenous Research Theory and Methods

Live Presentation Monday 11/18, Noon-1:30pm Mountain Standard Time
Room: Skaggs Building Room 337 & Web conferencing

Format: Online

Office Hours: By appointment
Dr. Harris is typically available via e-mail 9:00 am - 5:00 pm Monday through Friday.

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College of Health Professions and Biomedical Sciences
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COURSE DESCRIPTION

The course provides an overview of social and behavioral aspects of public health including the relevance of psychological and social factors for health, the principles of health behavior change, and the application of these principles in various health domains. The course begins with the rationale for studying social and behavioral aspects of health and then examines well-established theories of health behavior. Throughout the course students apply theories of health behavior to specific health topics of their choice (e.g., exercise, diet, HIV etc.) and examine the role of psychological and social factors in these problems. Approximately every other week, students complete a small assignment designed to provide practice in applying the course material. Students also conduct interviews of health professionals to learn about applied interventions and conduct a group project with other students.

COURSE OBJECTIVES

At the end of the course the student should be able to:

- 1) Describe the relevance of psychological and social factors for major public health problems
- 2) Describe widely used theories of health behavior
- 3) Conduct a review of the health behavior literature for a specified health issue
- 4) Apply theories of health behavior in designing a public health intervention

UM PUBLIC HEALTH COMPETENCIES

1. Prepare Community Data for Public Health Analyses and Assessments
2. Contribute to Public Health Program and Policy Development
3. Communicate in Public Health Settings
4. Practice Public Health with People from Diverse Populations
5. Collaborate with the Community in the Practice of Public Health
6. Base Public Health Practice on Scientific Evidence
7. Participate in Financial Planning and Management of Public Health Units
8. Exercise Public Health Leadership and Systems Thinking
9. Respond to Public Health Issues in Rural Settings
10. Uses Global Insight in Responding to Local Public Health Issues

For a listing of learning objectives corresponding to each competency see the [UM public health program website](#).

COURSE FORMAT

This course will be delivered online with support from UMOOnline. Readings and assignments designed to develop applied skills will form the basis for review and discussion during the weekly class postings on the discussion board. A self-study format will be used to present key points, however, the emphasis will be on discussion and application of the course material in assignments and the group project.

Preparatory Tutorials

All students must complete the course "UMOnline 101-students" prior to the end of the first week of class. Look for a link to the course under "UMOnline Services" on the right hand side of your login page to UMOOnline.

Video Mini-lectures

The instructor may upload mini-lectures to present course content, explain assignments, and provide other information to clarify course content or course expectations.

Live guest lectures

I am please that we have a number of guest lectures this year. Guest lectures will present to class live, and the class will also be available real-time using web conferencing software. Sessions will be recorded and available for viewing later through the online course. Participate or watch the guest lecture early in the week we are covering the guest's content. Guests will contribute to selected discussion threads during that same week.

Writing discussion questions and moderating the discussion

Students will take turns preparing discussion questions and moderating the discussion board. During the assigned week, discussion leaders will prepare 2 or more questions based on the week's readings. When you are discussion leader, check in on the discussion multiple times per day. Respond, encourage, prompt, provoke, and ask follow up questions to your classmates on the discussion board to make the discussion as productive and thought-provoking as possible. Part of your job is to help keep the conversation focused and the quality of interaction high.

Discussion questions must be posted by Monday at noon. Depending upon the number of students enrolled in the class, I may divide the class into multiple discussion groups.

The following principles should guide students in writing discussion questions. Write open-ended questions that encourage students to talk with each other about what we've read; write questions that encourage further research outside of assigned reading; write questions that encourage application of course material, such as applying specific concepts. Avoid writing questions that are too broad and require multiple part responses as those types of questions tend to require students to write long essays off line rather than engage in discussion.

Discussion Leader's Self-Reflection

On the week in which you write questions and serve as the discussion leader, reflect on the discussion and your role as moderator. This is not to be a summary of who said what, but it might be appropriate to summarize the common threads. Comment on areas such

how you selected the discussion questions, what was gained in the discussion that made extended students learning beyond the readings, and what you do differently next time. This assignment is due Friday, one week after you complete your role as discussion leader.

Weekly postings to the discussion board

Students should consistently use the assigned readings as reference points for posing and responding to questions and discussing and presenting their ideas. As the discussion evolves, all students can extend the dialogue by posting additional questions that may be relevant to the issues and themes under discussion.

All students are required to participate in discussions every week and will occur from Monday through Friday each week. All postings must be complete by noon Friday of each week (Mountain Standard Time). To avoid a flurry of last minute postings, please begin posting early during this period. Posting four times per week is the minimum requirement: post twice between Monday and Wednesday (before noon) and twice again between Wednesday noon and Friday noon. This format necessitates completion of readings before the weekly discussion (generally you will want to do all the reading on the weekend). Two posts per week must make a substantial and unique contribution to class discussion. Class participation constitutes a portion of the grade. Discussion-related activities will be graded according to three dimensions: (1) content of posting, (2) quality of interaction, and (3) frequency and responsiveness of interactions. See the Scoring Guide Matrix (attached to the syllabus) for more specifics on how the discussions will be graded.

While the instructor will remain active in reading the discussion board throughout the entire course, when the discussion is going well she will opt to “listen” rather than “talk.”

Assignments

Approximately every other week students complete a small assignment designed to provide practice in applying the course material. Assignments are due Friday midnight, Mountain Standard Time.

Late assignments will be graded zero unless there are very serious and verifiable extenuating circumstances. Students who wish to request permission to submit an assignment late must contact Dr. Harris well before the assignment deadline.

Peer review of assignments

To capitalize of the expertise and experience of students, student colleagues will provide feedback and suggestions to other students for all assignments. Students will post drafts of their assignments on Moodle by midnight the Friday before the assignment is due to the instructor and one student will provide feedback as a response to the posting in Moodle. Students should use Word feature Track Changes for editing and provide about a short (about 250 word) paragraph critique. Providing feedback is required and will be counted in the class participation portion of students' grades.

Feedback is due on the following Wednesday by Noon. Classmates are encouraged to let their peers know when their feedback is helpful by posting a response to the feedback on the discussion board.

The final version of the assignment is due Friday before midnight.

Book Group

The objective of the reading is to give some lens or perspective to Native American life, experiences, and ways of thinking. For this class the specific goal is to give students more context in which to understand the approach of indigenous theories and research methods. The instructor will divide the class into small groups and the groups will select a work of fiction or autobiography to read and discuss. More about this assignment will be provided later in the semester.

Group Project

In lieu of a traditional final exam, groups of 3 or so students will prepare and submit a final project that will be in the form of a presentation. The group project is intended to draw on students' experiences in conducting Assignment 6.

Select a real intervention and conduct one or more interviews. As a group, select one real public health intervention as the focus of your project. Interview one or more public health professionals involved with the intervention to learn about the intervention, the targeted health problem, and the intended population.

Conduct a literature review. Review the literature to become familiar with the health concern, relevant risk factors, and different approaches to addressing it from social and behavioral perspectives. The literature might include studies of interventions that have been conducted as well as studies of psychological/behavioral factors related to the health problem. Provide a brief review of the recent literature surrounding your project by using relevant abstracts found in research databases (e.g., Medline, PsycINFO). Write a two page summary of your findings suitable to provide context to a public health professional. Note that it will be important to focus

your topic sufficiently to prevent finding too many abstracts (e.g., “smoking” is too broad, whereas stress and smoking, or prevention of smoking in adolescence will yield fewer abstracts). When summarizing the literature organize information and summarize “across” abstracts to draw general conclusions rather than simply providing an unrelated list of summaries of each abstract.

Analyze the intervention from theoretical perspectives. Analyze the public health intervention from three the perspective of three different theories (intrapersonal, interpersonal, and environmental/community). Indicate which theory seems to best “fit” the level the intervention is targeting for change. Provide recommendations as how the intervention might be modified to target the different levels (e.g., intrapersonal, interpersonal, community) based on the three theories.

In a presentation that you will present to the class via Web Conferencing, summarize the findings from the (1) literature review and (2) analysis and recommendations based on three theories. When appropriate, comment on considerations related to culture, disability, gender, race and poverty.

The presentation should be in a format that engages the audience and facilitates the uptake of information. Feel free to use you’re your team’s collective creativity. Public health professionals are expected to give such presentations and this is a good opportunity to review and demonstrate the knowledge gained through the coursework. This final project is meant to function as a collaborative review and should show integration of material from throughout the course.

In addition to giving you a chance to review and apply the course material, a second goal of this assignment is to give classmates the opportunity to get to know each other’s’ strengths. Public health is a community and we rely on each other for the unique skills we offer. Please take this opportunity to work together in a thoughtful and intentional way. Help facilitate and bring out the unique contributions of everyone on your team.

Please note that although this group project is focused on applied public health concepts it is still important to use primary sources (ie the original source of the data you are citing) as your research base, and to provide citations and/or footnotes throughout your presentation in order to let your audience know where you found the information that you are presenting to them.

Statement of individual’s contribution. The major medical and public health journals require a statement of each individual’s contribution to the manuscript. We will do something similar. Please provide a brief statement of the areas of contribution of each of your team members. Upload this document with your group’s presentation.

Once the semester is underway the instructor will assign groups and create areas for the group projects. More information will be forthcoming regarding the logistics of the group projects.

Group Project Timeline.

Week 12 – Finalize the selection of a health intervention and people to interview. Meet with Dr. Harris to present your group’s ideas.

Week 13 – Written literature review is due by Friday

Week 15 – Group presentations via web conferencing. Upload the group’s presentation before the first day of finals.

Week 16 – If you did not attend all group presentations real-time, watch all other groups’ presentations and provide comments

COURSE GRADING

Please consult to the Moodle Gradebook for the final grading scheme. Generally the breakdown follows this basic pattern, but will vary slightly depending on the number of activities in each category.

1. Evidence of completing reading assignments and class participation 38%
300 points for participating in discussion (20 points each)
60 points for posting discussion questions (30 points each)
20 points for reflection paper (10 point each)
2. Completing assignments and providing peer review 42%
300 points for assignments (50 points each)
120 points for providing peer review (20 points each)
3. Group Project 20%

This course will use the letter grade with the use of pluses or minuses. Grades will be calculated based on the percentage of total points available using the formula:

93 to 100 percent = A; 90 to 92 percent = A-minus; 87 to 89 percent = B-plus; 83 to 86 percent = B; 80 to 82 percent = B-minus; 77 to 79 percent = C-plus; 73 to 76 percent = C; 70 to 72 percent = C-minus; 67 to 69 percent = D-plus; 63 to 66 percent = D; 60 to 62 percent = D-minus; below 60 percent = F.

Assignments are to be turned to the instructors using the Assignment feature in Moodle. Late assignments will be graded zero unless there are serious and verifiable extenuating circumstances.

MOODLE COURSE PROCEDURES AND EXPECTATIONS

Moodle will be used in this class and online activities will be required throughout the semester. Moodle procedures may be adjusted if necessary. While class content, expectations and assessment will (most likely) not change dramatically, the instructor may make mid-course revisions especially in response to student feedback.

Announcements

Class announcements will be posted by the instructor. Moodle system administrators will sometimes post announcements about the Moodle system.

Communication

Communication will take place using e-mail, discussion boards, the virtual classroom, and Skype.

E-mail should be used for "private" communication with the instructor or other students. *Any questions regarding grades or communication about more personal issues should be handled via email.* Please include PUBH540 in the subject line for e-mail communication with the instructor.

Discussion boards are appropriate for questions or discussions that would normally occur in the classroom. Remember that the discussion board is public and your classmates can read what you post there.

Skype, for those of you who are unfamiliar with it, is software that lets you use your computer and internet connection to communicate with anyone, anywhere in the world. In this class it may be helpful to use Skype for group meetings or meetings with Dr. Harris. When you and the person you're calling are both on Skype, the web calls are free. The free software can be downloaded at <http://www.skype.com/download/>

Course Materials

Assignments, reading notes, and a variety of readings will be posted on Moodle.

Submitting Assignments Electronically

All assignments will be submitted electronically through the Assignments option within Moodle.

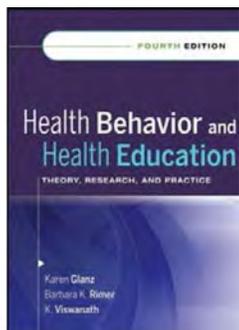
Important:

- Assignments are due at midnight, Mountain Time.
- Save your completed assignments as a Word document with the file name YourLastNameAssignmentNumber (e.g. SmithAssignment1.)
- Make sure that your name, the date, and the assignment number are also included at the top of your completed assignment.
- Submit your assignment through the Assignments area on Moodle. Assignments submitted by email will not be graded.

If you need assistance with viewing or submitting your assignments, please call the Help Desk at 406-243-4357 or refer to the UOnline student resources.

Logging In

You are expected to log in every MWF to read current announcements that have been posted. You may do this at any time of day. The Instructor will generally answer e-mails, respond to discussions, etc. during traditional work hours (M-F 9:00 a.m. - 5 p.m.).



REQUIRED TEXTS

Health Behavior and Health Education: Theory, Research, and Practice, 4th Edition, [Karen Glanz](#) (Editor) (Emory University, Rollins School of Public Health), [Barbara K. Rimer](#) (Editor) (University of North Carolina, School of Public Health), [K. Viswanath](#) (Editor) (Harvard University, School of Public Health) ISBN: 978-0-7879-9614-7, Hardcover, 592 pages, September 2008, ©2008, Jossey-Bass; ISBN: 978-0-470-39629-2, Adobe E-Book, 625 pages, July 2008, Jossey-Bass.

REQUIRED ADDITIONAL READINGS

A series of readings is also required. All additional readings are uploaded in Moodle. The Moodle site will always contain the most updated list of readings.

A FEW SUGGESTIONIONS FOR BOOK GROUP READINGS

You will select one of these (or another) book for a "book group" experience. More suggestions will be provided closer to the time of the activity.

The Surrounded. D'Arcy McNickle. Publisher: University of New Mexico Press; 2nd Printing edition (February 1, 1978). ISBN-10: 0826304699. ISBN-13: 978-0826304698

Reservation Blues, Sherman Alexie. Grove Press. ISBN-10: 0802141900. ISBN-13: 978-0802141903

Perma Red. Debra Magpie Earling. Bluehen Books, ISBN-10: 0425190544

ADDITIONAL NOTES

Students with disabilities will receive reasonable accommodations in this online course. To request course modifications, please contact the instructor as soon as possible. The instructor will work with you and Disability Services in the accommodation process. For more information, visit the Disability Services website at <http://www.umt.edu/dss/> or call 406.243.2243 (Voice/Text).

This syllabus is subject to change by the instructor. Any changes will be announced in the announcement section of Moodle.

Plagiarism Warning

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at the University of Montana's Division of Student Affairs.

Plagiarism is the representing of another's work as one's own. It is a particularly intolerable offense in the academic community and is strictly forbidden. Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion. (See UM Student Conduct Code).

Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording but also ideas. Acknowledgment of whatever is not one's own original work is the proper and honest use of sources. Failure to acknowledge whatever is not one's own original work is plagiarism.

TOPICS SCHEDULE (see Moodle site for reading assignments)

Week 1

Background: What is health education and health behavior.

Week 2

Background: What is theory?

Week 3

How to define a public health problem?

The difference between a health problem and intervention strategy
Strength of evidence approach

Week 4

INDIVIDUAL MODELS

Health belief model & Theory of planned behavior

Week 5

Transtheoretical Model

Week 6

INTERPERSONAL MODELS

Social Cognitive Theory

Week 7

Social Network and Social Support

Week 8

Stress & Coping

Week 9

COMMUNITY-LEVEL AND GROUP MODELS

Diffusion of Innovations, Precede-Proceed

Week 10

Social Ecological Models

Week 11

Community-Based Participatory Research

Week 12

Cultural tailoring

Week 13

Indigenous Research

Week 14 Thanksgiving week

--Topic to be announced--

Week 15

--Topic to be announced--

Group Presentations Due

Week 16

Finals Week

ASSIGNMENTS

Assignment 1: Choose a specific public health problem (e.g., HIV+, obesity, smoking) that you are interested in and design a health promotion/prevention intervention to change behavior. Choose a specific setting for the intervention (if possible, one you are familiar with such as a clinic, community center, hospital etc.). Also, try to make the scope of your intervention narrow – select one risk factor to change (for example, safe sex for HIV) and target your intervention to one segment of the population (for example, adolescent girls for obesity). Very briefly describe the problem you are addressing and then provide a detailed explanation of what you will do to intervene. Be sure not to provide general recommendations for a health problem but rather to design a specific intervention for a specific group of people in a specific locale. Explain the specific changes you anticipate the intervention will bring about and why you think the changes will occur. Be sure to explain in practical terms what the intervention consists of. (2 pages).

Assignment 2: Select three articles published in peer reviewed journals related to public health (such as the American Journal of Public Health or Preventive Medicine). Select articles that evaluate or assess the effectiveness of a treatment or intervention. Compare and critique the authors' **description of the public health problem**. Address question such as: Did the authors make a compelling case that the intervention addresses an important public health problem? How? In which of the articles is the description of the problem the strongest? What makes it strong? Describe the types of evidence that the authors present that links the intervention components to the health problem. How would you assess the strength of evidence? At the end of your paper, provide full citations (e.g., references) for the articles you critiqued. For the reference list, use the style format from the American Medical Association (AMA) or the American Psychological Association (APA style). (2 pages, not including the reference list)

Assignment 3: Critique your proposed health promotion intervention from Assignment 1 in terms of either HBM or TPB/TRA (or both) theory. Did you address any of the constructs identified as important in these theories in your proposed intervention? Did you have components of your intervention that addressed constructs not captured by these theories? In other words, how was your approach similar or different to the approach suggested by these theories? How could you change or improve your proposed intervention to address constructs in these models. (You can see an example of this kind of analysis for Social Cognitive Theory in Table 8.1 on pg 171 of the text. (1-2 pages).

Assignment 4: Design an intervention based on Social Network/Social Support theory. As before, choose a specific setting and a specific health behavior to target. In describing your intervention follow the outline of your text (pgs 197-199) and describe the “Who”, “What”, and “When” of your intervention, providing a rationale for your choices. (1-2 pages, 3 max)

Assignment 5: Book Club Reflection Paper. Turn in 1 paragraph reflection on the question “How has your understanding of perspectives of Native American life influenced your thinking about theory or research methods?” (1 paragraph)

Assignment 6: Conduct an interview with someone involved in implementing a public health intervention. Ask them to describe the intervention in detail and collect pieces of the intervention (such as educational materials) if possible. Identify an environmental factor (rather than a personal or interpersonal factor) that might influence the same behavior, and describe a collaborative intervention to change that environmental factor. Be sure to include a) the health outcome of interest, b) the environmental factor and whose behavior controls it, c) the organizations you will partner with, and c) the strategies you will use to create the change. Draw upon the community and ecological models of behavior. In your paper, include information regarding the person you interviewed including (at minimum) their name, position, organization, job duties. Note that this assignment will require advanced planning and, if done thoughtfully, could serve as step towards a potential practicum experience. (3 pages max).

Scoring Guide for Discussion Board Postings

Criterion/Evaluation	Level 1:	Level 2:	Level 3:
Content of Posting/Interaction	Student's responses reflect personal opinions or ideas, or conclusions that are not supported by evidence from the text reading(s).	Student's responses are supported with representative evidence from the text reading(s).	Student's responses are supported with representative evidence from the text reading(s) and other sources.
Quality of Interaction	Student messages explore the topics or issues by identifying and organizing relevant facts, formulating conclusions, and presenting them.	Student exploration of topics/issues goes beyond Level 1 by providing examples related to the topic and interacting in a dialogue that involves supporting or challenging ideas that others have proposed, raising pertinent questions, etc.	Student exploration of topics/issues goes beyond Level 2 by initiating new threads of related discussion in the context of the current discussion dialogue. Student explains how a new or previous concept connects to the current concept or how their daily experiences relate to class content and discussion.
Frequency/ Responsiveness of Interactions	Student messages are posted within a very narrow time frame (within 24 hrs. of the last deadline) and give little or no evidence of multiple readings and opportunities for critical reflection. Student messages indicate reflection on a very limited scope of information.	Student messages are posted within a broader time frame than in Level 1 (up to 48 hrs) and give minimum evidence of multiple readings and opportunities for critical reflection. Student messages reflect consideration of a broader scope of information than in Level 1.	Student messages are posted over the course of the week, indicating evidence of multiple logins, readings and opportunities for critical reflection. In addition, student messages reflect recognition of the multiple perspectives and/or common themes/patterns apparent throughout the entire discussion.

Adapted by Mary Engstrom from: Seigle, D. (2002). Encouraging online bulletin board participation. *Academic Exchange Quarterly* 6(1), 120+.