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Fall 9-1-2022

### **PUBH 540.50: Social & Behavioral Science in Public Health**

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**Social and Behavioral Science in Public Health**

**Dr. Jeffery C. Peterson**

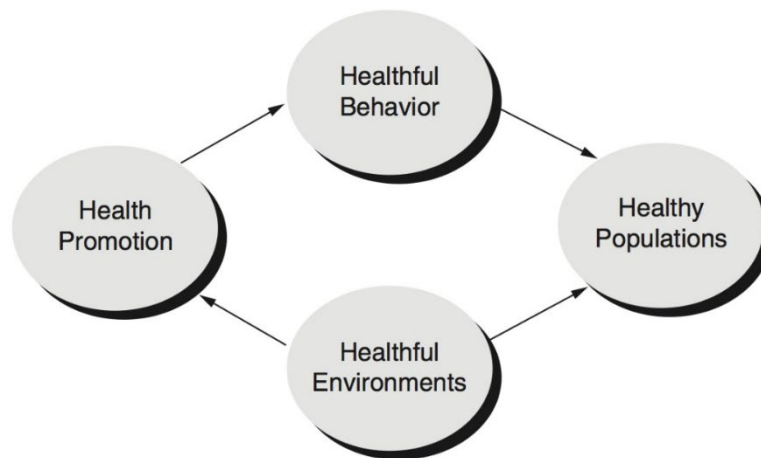
**Fall 2022**

**PUBH 540**

Office hours: 12- 1 PM Wednesdays and by appt.

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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.

***Course Format:***

For this online version of the course, I will be giving recorded, live lectures. I will announce a time for the live lecture the first week of courses and then we will conduct an informal poll to see determine the best time and day of the week for the class meeting going forward.

***Course Materials:***

The texts used in this course will all be available via the Moodle course site or electronically via the Mansfield Library. The main text in the course will be:

Glanz, Rimer, B. K., & Viswanath, K. (2015). Health behavior: theory, research, and practice (Glanz, B. K. Rimer, & K. (Kasisomayajula) Viswanath, Eds.; Fifth edition.). Jossey-Bass. Available online via the Mansfield Library.

**Learning Outcomes:**

In this course, you will learn to:

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

**UM Public Health Competencies:**

This course addresses many of the UM Public Health Competencies\*, including:

- Prepare Community Data for Public Health Analyses and Assessments
- Contribute to Public Health Program and Policy Development
- Communicate in Public Health Settings
- Practice Public Health with People from Diverse Populations
- Collaborate with the Community in the Practice of Public Health
- Exercise Public Health Leadership and Systems Thinking
- Respond to Public Health Issues in Rural Settings
- Uses Global Insight in Responding to Local Public Health Issues

\* For a listing of learning objectives corresponding to each competency see:

<https://health.umt.edu/publichealth/about/program-competencies.php>

**Grading:**

Your grade will be drawn from:

- Participation in weekly discussion forums, see timing below: 23.33 % (14 x 5 points = 70 points)
- Weekly one page journal entry, due by Sunday 11:59pm: 23.33 % (14 x 5 points = 70 points)
- Weekly quizzes. Quiz opens at 8am Mondays and closes Sundays at 11:59pm: 23.33 % (14 x 5 points = 70 points)
- Final paper, final version of paper due by 12/14 at 5 PM: 30% (90 points)

**Journal and discussion board expectations and grading rubric:**

Participation in the weekly journal entries is essential, as this is an online class and this helps me see that you are comprehending the readings and other material. Each week you will post your initial response to the prompt on the discussion forum by 2pm on Wednesday each

week, and engage in discussion with your classmates by posting a response to one of your classmates' posts by 5pm on Friday. Here's how I will grade both the Journal Entries and the Discussion Forum:

**Journal and discussion forum grading criteria include:**

- Quality and relevance of thinking and analysis
- Degree of participation
- Quality of writing

**Excellent response (100%):** Response displays an understanding of the specific topic, comments of others and completion of assigned reading or video material. Submitted on time. Ideas and opinions are expressed in a clear, concise manner and are relevant to the topic. Responses are free of grammatical, spelling, or punctuation errors. The style of writing contributes to open, honest communication. Evidence of strong reflective thought pertaining to personal perspectives and professional development. Reflective statements show innovative thinking and ideas are supported by evidence-based resources.

**Adequate response (75%):** Response displays some understanding of the discussion topic or comments by others. Submitted late. Response connects to the topic and is mainly free of grammatical, spelling, or punctuation errors. Ideas may be vague, but the style of writing generally contributes to open, honest communication. Evidence of reflective thought pertaining to personal perspectives and professional development is present but could be more concrete or clearer.

**Inadequate response (50%):** Response displays only a little understanding of the discussion topic or comments by others. Late Submission/s. Responses have unclear connection to the topic and/or frequently contain obvious grammatical, spelling or punctuation errors. The style of writing does not contribute to open, honest communication. Little or no evidence of reflective thought pertaining to personal perspectives and professional development. Few, if any, reflective statements go beyond what can be found in the reading.

Not completed (0%).

***Accessibility***

This course has been designed with accessibility in mind. Any students who need further accommodations should notify the instructor the first week, and contact [Disability Student Services](#) directly with any questions about access and rights as a student. If any barriers to accessibility arise, or come to your attention during the semester, please notify the instructor immediately, and contact advisors at the DSS office.

***Academic Honesty***

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code.

The Code is available for review online at <https://www.umt.edu/safety/policies/default.php>

See the University of Montana Catalog's policy on incompletes, disability accommodations, and plagiarism.

**Schedule of Topics:**

**Week One, 8/31: Foundations and scope**

Read:

HBTR 1 The Scope of Health Behavior

HBTR 2 Theory, Research, and Practice in Health Behavior

**Week Two 9/7: Foundations, Theory, Research, Practice and Ecological Model**

Read: HBTR 3 Ecological Models of Health Behavior

Frew, Parker, K., Vo, L., Haley, D., O'Leary, A., Diallo, D. D., Golin, C. E., Kuo, I., Soto-Torres, L., Wang, J., Adimora, A. A., Randall, L. A., Del Rio, C., & Hodder, S. (2016). Socioecological factors influencing women's HIV risk in the United States: qualitative findings from the women's HIV SeroIncidence study (HPTN 064). *BMC Public Health*, 16(1), 803–803. <https://doi.org/10.1186/s12889-016-3364-7>

Video: How Social Determinants Impact Health Care (13:26):

[https://www.youtube.com/watch?v=xAlxtog\\_4ns](https://www.youtube.com/watch?v=xAlxtog_4ns)

**Week Three 9/14: Individual Health Behavior, Intro and Health Belief Model**

Read:

HBTR 4 Introduction to Health Behavior Theories That Focus on Individuals

HBTR 5: The Health Belief Model

VanDyke, & Shell, M. D. (2017). Health Beliefs and Breast Cancer Screening in Rural Appalachia: An Evaluation of the Health Belief Model. *The Journal of Rural Health*, 33(4), 350–360.

<https://doi.org/10.1111/jrh.12204>

Video: What is the health belief model (7:54): <https://www.mometrix.com/academy/diabetes-education-health-belief-model/>

**Week Four 9/21: Theory of Reasoned Action (TRA), Theory of Planned Behavior (TPB), and Integrated Behavior Model**

Read: HBTR 6 Theory of Reasoned Action, Theory of Planned Behavior, and the Integrated Behavioral Model

Dippel, Hanson, J. D., McMahon, T. R., Griese, E. R., & Kenyon, D. B. (2017). Applying the Theory of Reasoned Action to Understanding Teen Pregnancy with American Indian

Communities. *Maternal and Child Health Journal*, 21(7), 1449–1456.  
<https://doi.org/10.1007/s10995-017-2262-7>

Video: How to change your behavior for the better (15:04):

[https://www.ted.com/talks/dan\\_ariely\\_how\\_to\\_change\\_your\\_behavior\\_for\\_the\\_better?language=en](https://www.ted.com/talks/dan_ariely_how_to_change_your_behavior_for_the_better?language=en)

**Week Five 9/28: Transtheoretical Model and Stages of Change**

Read: HBTR 7 The Transtheoretical Model and Stages of Change

Krok-Schoen, Oliveri, J. M., Young, G. S., Katz, M. L., Tatum, C. M., & Paskett, E. D. (2016). Evaluating the stage of change model to a cervical cancer screening intervention among Ohio Appalachian women. *Women & Health*, 56(4), 468–486. <https://doi.org/10.1080/03630242.2015.1101736>

Video: Transtheoretical Model and Stages of Change (8:00):

<https://www.youtube.com/watch?v=VVyhhMzWkiU>

**Week Six 10/5: Interpersonal influence and communication**

Read:

HBTR 8 Introduction to Models of Interpersonal Influences on Health Behavior

HBTR 13 Interpersonal Communication in Health and Illness

Brommelsiek, & Peterson, J. A. (2020). Preparing Nurse Practitioner Students to Practice in Rural Primary Care. *The Journal of Nursing Education*, 59(10), 581–584. <https://doi.org/10.3928/01484834-20200921-08>

Video: Improving Doctor-Patient Communication (13:05):

[https://www.ted.com/talks/lizzie\\_cremer\\_improving\\_doctor\\_patient\\_communication](https://www.ted.com/talks/lizzie_cremer_improving_doctor_patient_communication)

**Week Seven 10/12: Environments and Stress**

Read:

HBTR 12 Stress, Coping, and Health Behavior

Hasbrouck, & Waddimba, A. C. (2017). The work-related stressors and coping strategies of group-employed rural health care practitioners: A qualitative study. *American Journal of Industrial Medicine*, 60(10), 867–878. <https://doi.org/10.1002/ajim.22753>

Video: How to make stress your friend (14:16):

[https://www.ted.com/talks/kelly\\_mcgonigal\\_how\\_to\\_make\\_stress\\_your\\_friend/transcript?language=en](https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend/transcript?language=en)

**Week Eight 10/19: Social influences and Health**

Read:

HBTR 10 Social Support and Health

Scruby, Rona, H. A., Leipert, B. D., Mair, H. L., & Snow, W. M. (2019). Exploring Social Support, Sport

Participation and Rural Women's Health using Photovoice: The Manitoba Experience. *Canadian Journal of Nursing Research*, 51(4), 233–244. <https://doi.org/10.1177/0844562119832395>

Video: Why is it so hard to make health decisions? (17 minutes):

[https://www.ted.com/talks/david\\_asch\\_why\\_it\\_s\\_so\\_hard\\_to\\_make\\_healthy\\_decisions?language=en](https://www.ted.com/talks/david_asch_why_it_s_so_hard_to_make_healthy_decisions?language=en)

**Week Nine 10/26: Community Engagement and Health Behavior Change**

Read:

HBTR 14 Introduction to Community and Group Models of Health Behavior Change

HBTR 15 Improving Health Through Community Engagement, Community Organization, and Community Building

Gubrium, A., Fiddian-Green, A., Lowe, S., DiFulvio, G. & J.C. Peterson (2019). Digital storytelling as critical narrative intervention with adolescent women of Puerto Rican descent, *Critical Public Health*, 29(3), 290–301.

Video: Watch and react to at least 2 “Hear our Stories” digital storytelling videos at:

<https://www.umass.edu/hearourstories/stories>

**Week Ten 11/2: Implementation, Dissemination, Diffusion of Health Interventions**

Read: HBTR 16 Implementation, Dissemination, and Diffusion of Public Health Interventions

Starmann, Heise, L., Kyegombe, N., Devries, K., Abramsky, T., Michau, L., Musuya, T., Watts, C., & Collumbien, M. (2018). Examining diffusion to understand the how of SASA!, a violence against women and HIV prevention intervention in Uganda. *BMC Public Health*, 18(1), 616–616.

<https://doi.org/10.1186/s12889-018-5508-4>

View the Adoption Curve video (3:33) at <https://www.youtube.com/watch?v=9QnfWhtujPA>

View the S Curve video (3:35) at <https://www.youtube.com/watch?v=NiNoNYLBabA>

**Week Eleven 11/9: TBD Guest lecture**

Read: tbd

**Week Twelve 11/16: Social Marketing**

Read:

HBTR 21 Social Marketing

Larsson, Champine, D., Hoyt, D., Lin, L., Salois, E., Silvas, S., Tail, T. W., & Williams, M. (2015). Social Marketing Risk-Framing Approaches for Dental Sealants in Rural American Indian Children. *Public Health Nursing (Boston, Mass.)*, 32(6), 662–670. <https://doi.org/10.1111/phn.12203>

Video: Read and React to the “What is Social marketing (with 7 Stellar examples)” page:

<https://www.business2community.com/digital-marketing/what-is-social-marketing-with-7-stellar-examples-02236451>

Submit paper for feedback

**Week Thirteen 11/23: No class, Thanksgiving break**

**Week Fourteen 11/30: CCA and Cultural tailoring**

Dutta. (2007). Communicating About Culture and Health: Theorizing Culture-Centered and Cultural Sensitivity Approaches. *Communication Theory*, 17(3), 304–328.

Palmer-Wackerly, Chaidez, V., Wayment, C., Baker, J., Adams, A., & Wheeler, L. A. (2020). Listening to the Voices of Community Health Workers: A Multilevel, Culture-Centered Approach to Overcoming Structural Barriers in U.S. Latinx Communities. *Qualitative Health Research*, 30(3), 423–436.

Video: Culture Centered Approach (CCA) to Pandemic Communication: Why Equality Matters by Prof. Mohan Dutta (21 minutes) <https://www.youtube.com/watch?v=ZPgXwCFPrn0>

**Week Fifteen 12/7: The Built Environment**

Read:

Cradock, A. L. & Duncan, D.T. (2013). The Role of the Built Environment in Supporting Health Behavior Change. In Riekert, Ockene, J.K. & Pbert, L. (Eds), pp. 437-464. *Handbook of Health Behavior Change*, 4th Edition. Springer Publishing Company, Incorporated.

Lo, Morgan, E. H., Folta, S. C., Graham, M. L., Paul, L. C., Nelson, M. E., Jew, N. V., Moffat, L. F., & Seguin, R. A. (2017). Environmental Influences on Physical Activity among Rural Adults in Montana, United States: Views from Built Environment Audits, Resident Focus Groups, and Key Informant Interviews. *International Journal of Environmental Research and Public Health*, 14(10), 1173–. <https://doi.org/10.3390/ijerph14101173>

Video: Review the AIProHealth project on the Rural Health Information Hub page and watch the 5 minute video on the page: <https://www.ruralhealthinfo.org/project-examples/1097>

**Week Sixteen 12/14: Final paper is due**