Spring 2015

PUBH 6535 - Theoretical Perspectives of the Social and Behavioral Sciences in Public Health (Online)

Raymona H. Lawrence
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Georgia Southern University
Jiann-Ping Hsu College of Public Health
PUBH 6535 Theoretical Perspectives of the Social and Behavioral Sciences in Public Health
SPRING 2015

**Instructor:** Raymona H. Lawrence, DrPH, MPH, MCHES  
**Office:** Hendricks Hall, Room 2006  
**Phone:** 912-478-2489  
**E-Mail Address:** rlawrence@georgiasouthern.edu  
**Office Hours:** 2-4:30 pm on Tuesdays and Thursdays: Must sign up for a time slot!  
Also by appointment  
**Web Page:** http://jphcoph.georgiasouthern.edu

**Prerequisites:** None

**Class Meets:** Online via Folio

**Communicating with Dr. Lawrence:** In this course, we will use the “check three before me” policy in regards to student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:

1. COURSE SYLLABUS
2. THE “SYLLABUS, RUBRICS, INSTRUCTIONS, AND OTHER RESOURCES” MODULE, or
3. THE WATER COOLER DISCUSSION BOARD

This policy will help you in potentially identifying answers before I can get back to you and it helps to keep me from answering similar questions multiple times. If you cannot find an answer to your question, please first post your question to the “water cooler” discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or by Dr. Lawrence. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide timely assistance.

If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via FOLIO email first or by phone; and if it is an extreme emergency, via campus email. My preference is that you will try to email me first. I will usually respond to email and phone messages from 8 am-5pm on weekdays. Please allow 24 hours for me to respond.

**Catalog Description:** This course is designed to familiarize students with the history and current applications of social and behavioral sciences as they are applied to public health practice and research. It explores social and behavioral science models, theories, and approaches that
inform public health, and its philosophical roots. The course also examines social and behavioral determinants of health equity across the ecological spectrum. Emphasis is placed on critical thinking skills to help students synthesize and utilize information in research and practice. An important contribution of this course is the emphasis on recognizing the contributions of social and behavioral science research and practice to enhance public health.


Purchase this book via any online venue of your choice.

**Secondary Text:** Research articles, webinars and government documents (Dr. Lawrence will upload these documents via Folio)

**Social and Behavioral Sciences Core MPH Competencies:**
At the completion of their MPH program all MPH students will be able to:
1. Explain philosophical foundations and assumptions of research applied to community health problems.
2. Describe social and behavioral determinants of health equity at all ecological levels (individual through policy).
3. Describe social and behavioral determinants of health equity in rural and urban settings locally, nationally, and globally.
4. Explain health communication and advocacy skills.
5. Describe theory-based social and behavioral interventions at multiple ecological levels.
6. Compare qualitative, quantitative, and mixed methods to address community health issues through intervention, evaluation and research.
7. Describe Community-Based Participatory Research (CBPR) principles and approaches when working on collaborative projects.
8. Explain how ethical principles are applied to community-based research and practice.
9. Describe the impact of power and privilege on health inequity at local, national, and global levels.
10. Demonstrate skills to support cultural competence and cultural humility when working with diverse communities.
11. Explain the process of planning, implementing, and evaluating evidence-based community public health interventions.
12. Demonstrate the ability to conduct reviews of scientific literature related to public health issues.
Course Learning Objectives **IN RED (BASED ON THE COMPETENCIES ABOVE):**

At the completion of this course the student will be able to:

1. **Describe social and behavioral determinants of health equity at all ecological levels (individual through policy).**
   1. Define and describe the concept of health equity
   2. Explain the concept of a social determinant of health
   3. Discuss 3 social/behavioral determinants of health equity at each ecological level

2. **Describe social and behavioral determinants of health equity in rural and urban settings locally, nationally, and globally.**
   1. Compare/contrast issues related to rural and urban health
   2. Explain the social determinants of health at the local, national, and global levels

3. **Describe theory-based social and behavioral interventions at multiple ecological levels.**
   1. Define Theory
   2. Determine if a theory is upstream or downstream
   3. Describe the constructs of each theory discussed in class and determine where they fit within the ecological model

4. **Describe Community-Based Participatory Research (CBPR) principles and approaches when working on collaborative projects.**
   1. List and describe the 9 principles of CBPR
   2. Distinguish between CBPR and traditional research
   3. List benefits and challenges of the CBPR approach

5. **Explain how ethical principles are applied to community-based research and practice.**
   1. Summarize literature that guides ethical practice in public health
   2. Describe an unethical study related to public health and make recommendations for how it could have been performed more ethically

6. **Describe the impact of power and privilege on health inequity at local, national, and global levels.**
   1. Distinguish between the terms health disparity and health equity
   2. Describe ways to reduce the power differential between public health practitioners and the communities at the local, national, and global levels

7. **Demonstrate skills to support cultural competence and cultural humility when working with diverse communities.**
   1. Define cultural competence, cultural humility, and cultural sensitivity
   2. Modify an existing public health program to make it more sensitive to issues of culture
   3. Analyze and critique evidence-based public health behavior interventions and innovations to enhance cultural competence

8. **Explain the process of planning, implementing, and evaluating evidence-based community public health interventions.**
   1. Describe the process of planning, implementing, and evaluating a public health program utilizing the PRECEDE-PROCEED model for program planning

9. **Demonstrate the ability to conduct reviews of scientific literature related to public health issues.**
   1. Utilize peer-reviewed literature to support arguments and assertions related to course assignments and content
   2. Utilize appropriate reference style (e.g. APA) in citing peer-reviewed scientific literature
## Preview of the Content to be Covered During the Semester:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Course</td>
<td>Course Introduction</td>
<td>Module SEE FOLIO FOR ALL MODULES!!!</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>ALL INITIAL DISCUSSION POSTS ARE DUE BY THURSDAY AT 11:59PM.</td>
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<td>RESPONSES TO DISCUSSIONS ARE DUE BY SUNDAY AT 11:59 PM.</td>
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<tr>
<td>2</td>
<td>Health Education and Behavior: The Foundations</td>
<td>Chapters 1, 2</td>
<td>Module 1</td>
</tr>
<tr>
<td>3</td>
<td>Theories that inform individual behavioral change research and practice</td>
<td>Chapter 3 Health Belief Model</td>
<td>Module 2</td>
</tr>
<tr>
<td>4</td>
<td>Theories that inform individual and interpersonal behavioral change research and practice</td>
<td>Chapter 4 Theory of Reasoned Action/Planned Behavior</td>
<td>Module 3</td>
</tr>
<tr>
<td>5</td>
<td>Theories that inform individual and interpersonal behavioral change research and practice</td>
<td>Chapter 5 Transtheoretical Model</td>
<td>Module 4</td>
</tr>
<tr>
<td>6</td>
<td>Theories that inform individual and interpersonal behavioral change research and practice</td>
<td>Chapter 6 Precaution Adoption Process Model</td>
<td>Module 5</td>
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<tr>
<td>7</td>
<td>Interpersonal Theory</td>
<td>Chapter 8 Social Cognitive Theory</td>
<td>Module 6 CRITIQUE #1 DUE: 3/1/15</td>
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<tr>
<td>8</td>
<td>Interpersonal Theory</td>
<td>Chapter 8 Social Cognitive Theory</td>
<td>Module 6</td>
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<tr>
<td>9</td>
<td>Theories, models and approaches that inform community/organizational level research and practice</td>
<td>Chapters 9 Social Networks/Social Support/Lay Health</td>
<td>Module 7</td>
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<tr>
<td>10</td>
<td>3/16</td>
<td>SPRING BREAK</td>
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<td>11</td>
<td>3/23</td>
<td>Theories, models and approaches that inform community/organizational level research and practice</td>
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<td>Chapter 14 Diffusion of Innovations</td>
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<tr>
<td>12</td>
<td>3/30</td>
<td>Theories, models and approaches that inform community/organizational level research and practice</td>
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<td></td>
<td>Info Not in Textbook Community Based Participatory Research</td>
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<tr>
<td>13</td>
<td>4/6</td>
<td>Theories and models that inform societal, environmental and policy level research and practice</td>
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<tr>
<td></td>
<td></td>
<td>Chapters 18 PRECEDE-PROCEED</td>
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<tr>
<td>14</td>
<td>4/13</td>
<td>Theories and models that inform societal, environmental and policy level research and practice</td>
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<td></td>
<td>Chapters 20 SocioEcological Model</td>
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<tr>
<td>15</td>
<td>4/20</td>
<td>Theories and models that inform societal, environmental and policy level research and practice</td>
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<td></td>
<td></td>
<td>Social and Behavioral Science models and approaches that help inform health equity focused research and practice</td>
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<td>Chapter 19 Social Marketing</td>
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<td>Critical Race Theory (Not in Book; Read materials on Folio)</td>
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<td>16</td>
<td>4/27</td>
<td>Prepare Theory Based Toolkit Analysis</td>
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<tr>
<td>5/4</td>
<td>Final THEORY BASED TOOLKIT ANALYSIS DUE***</td>
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</table>

***Samples of your work may be reproduced for search purposes and/or inclusion in the professor’s teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

**Summary of Due Dates**

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>INITIAL POST DUE</th>
<th>RESPONSE TO COLLEAGUES DUE</th>
<th>NOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTENDANCE VERIFICATION/INTRODUCTION</td>
<td>1/15</td>
<td>1/18</td>
<td><strong>ALL DUE AT 11:59 PM UNLESS</strong></td>
</tr>
</tbody>
</table>
Instructional Methods:
This is an online course and therefore will not have any face-to-face class sessions. All assignments and course interactions will utilize internet based technologies.

Grading:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>PARTICIPATION (ONLINE):</strong> Students are expected to participate in all aspects of the online course. Participation in every aspect of the course is critical for your success. Students’ participation (e.g., discussion posts, etc.) will be accounted for. Please be aware that missing assignments for any reason not excused by Dr. Lawrence will result in a reduction in the total points for participation in the class. Each student will begin with the full 100 points. However, if a discussion post is missed, <strong>10 POINTS WILL BE DEDUCTED; 5 POINTS PER DAY WILL BE DEDUCTED FOR LATE POSTS.</strong> Type and number of posts vary each week. Instructions are included within each module. If you follow the instructions within the module, you will receive full credit for participation. However, the quality of your post must be sufficient to receive full credit for the module.</td>
<td>100</td>
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<tr>
<td>2. <strong>DISCUSSIONS:</strong> There are 2 times throughout the course when each student will lead the article discussion. Instructions are included within the “Syllabus, Rubrics, Instructions, and Other Resources” module. Each is worth 50 points.</td>
<td>100</td>
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</tbody>
</table>
| 3. **CRITIQUES:** There are 2 CRITIQUES in the course. CRITIQUE is an acronym that I use to teach a theory each week. I will also refer to the 2 documents you turn in to me as “CRITIQUES”. Each CRITIQUE is worth 100 points. This is what CRITIQUE stands for:  
  - **CONSTRUCTS:** What are the constructs of the theory? What are the basics?  
  - **REINFORCE:** Students read an article that illustrates application of the theory in the field.  
  - **ILLUSTRATE USE:** Students complete scenarios that illustrate understanding of the theory.  
  - **TRANSLATE:** How would you explain this theory to the lay public? | 200 |
Assignments | Points
--- | ---
Explain it in 2 sentences or less?
**INTEGRATE:** How does this theory fit into the socioecological model? Upstream or Downstream?
**QUESTION:** What are the limitations of the theory?
**UNDERSTAND:** Do you understand the theory? Use this section to ask questions.
**ENGAGE:** Return to Folio. Complete the remainder of the module to reinforce and subsequently demonstrate what you have learned.

4. **THEORY BASED PROGRAM ANALYSIS**
See Folio for Instructions

<table>
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<tr>
<th>Points</th>
</tr>
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<td>200</td>
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</tbody>
</table>

540-to-600 points (90%) A
480-to-539 points (80%) B
420-to-479 points (70%) C

For calculation of your final grade, all grades above will be included.

Your grades will be posted on the online grade book for this course on Folio. All assignments are **expected to be ON TIME**, and will be graded and posted promptly so that students can accurately calculate their grades at any point in time during the semester. **NO LATE ASSIGNMENTS WILL BE ACCEPTED!!!! NO EXCEPTIONS!!!**

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, please consult with Dr. Lawrence within 48 HOURS. If you have not contacted Dr. Lawrence within 48 HOURS of A MISSED ASSIGNMENT, it WILL NOT BE EXCUSED and YOU WILL RECEIVE A 0 FOR ALL ASSIGNMENTS MISSED. **NO EXCEPTIONS!!** Nota Bene: Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

**NO EXTRA CREDIT PROJECTS WILL BE ASSIGNED!!**

**Writing Standards**
It is expected that students will spend sufficient time reviewing and editing all written documents before submitting them for review and/or grading. All written assignments are required to be free from grammatical and spelling errors. In addition, all written documents should be well-constructed in thought and flow. The instructor reserves the right to: 1) return without the benefit of review any document that is submitted for review and/or grading that violates these standards, and/or 2) reduce the grade of such assignments based upon the frequency and severity of the errors. All documents must be consistent with the *Publication Manual of the American Psychological Association* (*6th Edition*).

**If you need assistance with:**
**DISABILITIES**
Student Disabilities Resource Center (SDRC)
http://studentsupport.georgiasouthern.edu/sdrc/
Students with Special Needs
If you have needs that require assistance from the instructor, please contact the instructor during the first week of class so your needs can be met.

WRITING
Writing Center
http://class.georgiasouthern.edu/writing-center/

TECHNOLOGY
Folio HELP!!
http://academics.georgiasouthern.edu/cats/

Information Technology Services
http://services.georgiasouthern.edu/its/stucurstu.php

Academic Misconduct:
According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):
A. Directly quoting the words of others without using quotation marks or indented format to identify them.
B. Using published or unpublished sources of information without identifying them.
C. Paraphrasing material or ideas without identifying the source.
D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website (http://students.georgiasouthern.edu/judicial/faculty.htm) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES
First Offense - In Violation Plea
1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: http://students.georgiasouthern.edu/judicial/faculty.htm
2. If it is a first violation, the professor should talk with the student about the violation. If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:
   a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
   b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
   c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request For Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student’s discipline record.

First Offense - Not In Violation Plea (student does not admit the violation)
If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:
   a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
   b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty
If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:
   a. Suspension for a minimum of one semester or expulsion.
   b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING
When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Department Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty. In the case of a Department Chair bringing charges against a student, an administrator at the Dean’s level will ensure that the student’s work is evaluated in an appropriate manner.

Confidentiality:
In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty.

Academic Handbook:
Students are expected to abide by the Academic Handbook, located at http://academics.georgiasouthern.edu/procedures/policies/. Your failure to comply with any part of this handbook may be a violation and thus, you may receive an F in the course and/or be referred for disciplinary action.

University Calendar for the Semester:
The University Calendar is located with the semester schedule, and can be found at: http://em.georgiasouthern.edu/registrar/resources/calendars/.

Attendance Policy:
Federal regulations require attendance be verified prior to distribution of financial aid.
allotments. Attendance will not be recorded after this initial period, but participation is **REQUIRED** during the semester. *Failure to participate fully in online assignments/discussions will negatively impact your participation grade.*

**One Final Note:**
The contents of this syllabus are as complete and accurate as possible. The instructor **reserves the right to make any changes necessary to the syllabus and course material.** The instructor will make every effort to inform students of changes as they occur. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.