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Spring 2015

## PUBH 6535 - Theoretical Perspectives of the Social and Behavioral Sciences in Public Health

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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**

<b><u>Instructor:</u></b>	Stacy W. Smallwood, PhD, MPH
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<b><u>Office Hours:</u></b>	Mondays 3:00p.m-5:00p.m. Also by appointment
<b><u>Web Page:</u></b>	<a href="http://jphcoph.georgiasouthern.edu">http://jphcoph.georgiasouthern.edu</a>

Course schedules can be found at: <http://students.georgiasouthern.edu/registrar/>

**Prerequisites:** None

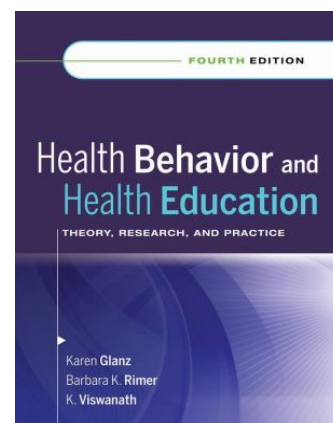
**Class Meets:** Mondays and Wednesdays, 12:20pm-1:35pm  
Carroll Building, Room 2229

**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 their 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.

**Required Textbook:** Glanz, K., Rimer, B.K., & Viswanath, K. (2008). Health Behavior and Health Education: Theory, Research and Practice, Fourth Edition. San Francisco, CA: Jossey-Bass.

Purchase this book via any venue of your choice.

**Secondary Text:** Research articles, webinars and government documents. You will be able to access these additional resources in 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 (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

*\*\*\*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.*

### **Instructional Methods:**

This class will meet face-to-face at the specified times. A diverse array of instructional methods will be used, including (but not limited to) lecture, discussions, small group activities, reflections, and online media.

### **Student Performance Expectations:**

#### ***Class Participation***

Attendance and participation in all class sessions are critical for the learning process in this course. For that reason, students are expected to attend all class sessions. Weekly readings are outlined in this syllabus. I expect that students will complete all readings and come to class ready to participate in discussions about the readings and the weekly topic. The readings are intended to inform you about how others are thinking about the topics we cover in class, as well as provoke your own critical thinking on these issues. As you read, you should jot down questions or thoughts that occur to you. I strongly suggest writing these down and bringing them to class for discussion.

#### ***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* (6<sup>th</sup> Edition).

### ***Due Dates and Deadlines***

Students are expected to complete all reading and written assignments prior to the indicated class date, and are to come to class prepared and ready to discuss content. 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.**

**There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, please consult with Dr. Smallwood within 48 HOURS. If you have not contacted Dr. Smallwood 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.**

### **Assignments:**

Theory Application Paper. More details on this assignment will be found in Folio.

Group Article Critique Presentation. More details on this assignment will be found in Folio.

Health Technology Critique. More details on this assignment will be found in Folio.

Class Participation. Attendance and participation in all class sessions are critical for the learning process in this course. For that reason, students are expected to attend all class sessions. Weekly readings are outlined in this syllabus. I expect that students will complete all readings and come to class ready to participate in discussions about the readings and the weekly topic. The readings are intended to inform you about how others are thinking about the topics we cover in class, as well as provoke your own critical thinking on these issues. As you read, you should jot down questions or thoughts that occur to you. I strongly suggest writing these down and bringing them to class for discussion.

In addition to general class participation, students will conduct a facilitated discussion of selected readings in class. Twice during the semester, students will choose a topic and an assigned article, and lead the class in a guided discussion that summarizes the article's contents, examines broader themes and issues presented in the study or intervention, critiques the limitations or "what's missing" from consideration in the intervention or study, and explores new research/intervention directions that should be considered. Each presenter should make the discussion as interactive as possible. You are encouraged to use creative strategies to maximize class engagement and participation.

Quizzes. In this course, there will be ten (10) quizzes designed to assess students' basic understanding of the reading material. These quizzes will be posted on Folio. You will have two opportunities to complete the quiz, and the higher of the two grades will be recorded.

**NOTE: All quizzes should be completed prior to the start of class on the date specified.**

Exam. There will be one exam administered within the first half of the semester that is designed to assess students' command of the fundamentals of social and behavioral science.

### Grading:

Assignments	Points
1. <i>Theory Application Paper Proposal (5%)</i>	25
2. <i>Theory Application Paper (30%)</i>	150
3. <i>Exam (20%)</i>	100
4. <i>Quizzes (20%)</i>	100
5. <i>Health Technology Critique (10%)</i>	50
6. <i>Article Critique Presentation (15%)</i>	75
<b>TOTAL POINTS</b>	<b>500</b>

450-500 points (90%) A

400-449 points (80%) B

350-399 points (70%) C

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

Because I want you to be successful in this course, I want to clarify other important student expectations:

- Announcements may be made during class time, posted on Folio, and/or sent through email. It is each student's responsibility to come to class to hear these announcements, to check for announcements on a routine basis on Folio, as well as check their email. **An individual's difficulties with Folio or email, or lack of attendance in class, will not constitute a valid basis for avoiding late assignment penalties. System-wide difficulties may be taken into consideration, should they arise. It is therefore recommended that you not wait until the last minute to meet submission deadlines.**
- Students are expected to actively participate in class. That means coming to class, asking questions, participating in class discussions, and working collaboratively with peers on experiential activities. **If you miss more than three class sessions, your grade may be reduced by a full letter grade (i.e., an A becomes a B). Excessive absences may result in a failing grade (F) for the course.**

- Students are expected to be self-advocates. If there are questions about the material and/or course assignments during the semester, students are expected to contact the instructor so that help and/or assistance can be provided, where possible and appropriate.
- Writing is an important skill and an important part of public health practice. As needed, you will seek writing consultation at the University Writing Center, located in the Forest Drive Building, Room 1119. The Writing Center is open Monday-Thursday from 10am to 6pm and Friday from 10am to 3pm. To schedule an appointment, call (912) 478-1413 or visit <http://class.georgiasouthern.edu/writing-center/>. Alternatively, Purdue University offers an online “writing lab” which includes writing exercises in grammar, punctuation, sentence structure, and sentence style, among others. It also provides instructions for using APA style. The website link is <http://owl.english.purdue.edu>.

### **Expectations of Instructor:**

In return, you can expect the following from me during the course of this semester:

- Use a variety of instruction methods to maximize learning. These include lecture, experiential activities, group activities, case examples, and guided facilitation.
- Be responsive and flexible to individual student needs.
- Respond to your questions in a timely manner. This means that I will respond to e-mails within 24-48 hours and phone calls by the end of the next business day. Please include the course number (PUBH 6535) in the subject line of your e-mails.
- Provide feedback on assignments in a timely manner.
- Monitor my own performance by eliciting student feedback, either informally or formally, throughout the semester and altering my teaching methods when appropriate.

### ***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 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.

### Preview of the Content to be Covered During the Semester:

Date	Topic	Readings	Assignment Due
January 12	Welcome and introductions Syllabus review		
January 14	Foundations of health behavior and education: Paradigms and perspectives <b>Guest Lecturer: Dr. Raymona Lawrence</b>	Chapters 1, 2	
January 19	MARTIN LUTHER KING, JR. HOLIDAY—NO CLASS		
January 21	Individual health behavior theories: Health Belief Model	Chapter 3	Quiz 1
January 26	Health Belief Model, cont'd.	Davis J., Buchanan K., & Green B. (2013). Racial/Ethnic Differences in Cancer Prevention Beliefs: Applying the Health Belief Model Framework. <i>American Journal of Health Promotion</i> , 27(6):384-389.	
January 28	Individual health behavior theories: Theory of Reasoned Action/Planned Behavior	Chapter 4	Quiz 2
February 2	TRA/TPB, cont'd.	Fisher W., Kohut T., Salisbury C., & Salvadori M. (2013). Understanding Human Papillomavirus Vaccination Intentions: Comparative Utility of the Theory of Reasoned Action and the Theory of Planned Behavior in Vaccine Target Age Women and Men. <i>Journal of Sexual Medicine</i> , 10:2455-2464.  Hackman, C., & Knowlden, A. (2014). Theory of reasoned action and theory of planned behavior-based dietary interventions in adolescents and young adults: A systematic review. <i>Adolescent Health, Medicine, and Therapeutics</i> , 5:101-114.	Facilitated discussion #1
February 4	Individual health behavior theories: Transtheoretical Model/Stages of Change	Chapter 5	Quiz 3
February 9	TTM/Stages of Change, cont'd.	Horvath C., Schembre S., Motl R., Dishman R., Nigg C. (2013). Does the Transtheoretical Model of Behavior Change Provide a Useful Basis for Interventions to Promote Fruit and Vegetable Consumption? <i>American Journal of Health Promotion</i> , 27(6):351-357.	Facilitated discussion #2
February 11	Reflection: Individual health behavior theories	Chapter 7	

February 16	<b>EXAM 1</b>		
February 18	Interpersonal theories: Social Cognitive Theory	Chapter 8	Quiz 4
February 23	Social Cognitive Theory, cont'd.	Joseph R., Pekmezi D., Lewis T., Dutton G., Turner L., Durant N. (2013). Physical Activity and Social Cognitive Theory Outcomes of an Internet- Enhanced Physical Activity Intervention for African American Female College Students. <i>Journal of Health Disparities Research and Practice</i> , 6(2):1-18.	Facilitated discussion #3
February 25	Interpersonal theories: Stress, Coping, and Health Behavior	Chapter 10	Summary of proposed health behavior for Theory Application Paper
March 2	Interpersonal theories: Social networks and social support	Chapter 9	Quiz 5
March 4	Technology, social media, and health behaviors	Centola, D. (2013). Social Media and the Science of Health Behavior. <i>Circulation</i> , 127: 2135-2144.  Turner-McGrievy G., Beets M., Moore J., Kaczynski A., Barr-Anderson D., Tate D. (2013). Comparison of traditional versus mobile app self- monitoring of physical activity and dietary intake among overweight adults participating in an mHealth weight loss program. <i>Journal of the American Medical Information Association</i> , 20:513-518.	Facilitated discussion #5
March 9	Technology & social media, cont'd.		Health technology critique
March 11	Community models/strategies for health behavior change: Community organizing and building	Chapter 13	Quiz 6
March 16-20	SPRING BREAK—NO CLASS		
March 23	Community-Based Participatory Research Case study: the Community Empowerment Center (CEC)		
March 25	Community models: Diffusion of Innovations <b>Guest speaker: Dr. Lucy Annang Ingram, Arnold School of Public Health, University of South Carolina</b>	Chapter 14	Quiz 7
March 30	Ecological models of health behavior	Chapter 20	Quiz 8

April 1	Ecological models of health behavior: Power and privilege	Graham L., Brown-Jeffy S., Aronson R., & Stephens C. (2011). Critical race theory as theoretical framework and analysis tool for population health research. <i>Critical Public Health</i> , 21(1):81-93.	Facilitated discussion #4
April 6	Ecological models: Power and privilege, cont'd.	Readings TBA	
April 8	Ecological models: Power and privilege, cont'd.	Readings TBA	Theory application paper
April 13	Theory application: PRECEDE-PROCEED	Chapter 18	Quiz 9
April 15	In-class activity: Developing a theory-based intervention		
April 20	Evaluation of theory-based interventions	Chapter 21	Quiz 10
April 22	<b><i>Guest speaker: Ms. Lisa Davis Cancer Prevention &amp; Control Program</i></b>		
April 27	Article critique presentations		
April 29	Course wrap-up and evaluations		
May 4	FINAL EXAM PERIOD		