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PUBH 8316 - 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 8136 Theoretical Perspectives of the Social and Behavioral Sciences in Public Health
Fall 2017

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|-------------------------------|---|
| <u>Instructor:</u> | Stacy W. Smallwood, PhD, MPH |
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| <u>E-Mail Address:</u> | ssmallwood@georgiasouthern.edu |
| <u>Office Hours:</u> | Tuesdays, 11:00am-4:00pm; Wednesdays, 10:00am-12:00pm Also by appointment |
| <u>Web Page:</u> | http://jphcoph.georgiasouthern.edu |

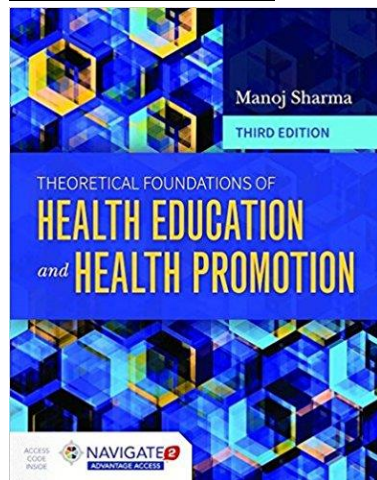
Course schedules can be found at: <http://students.georgiasouthern.edu/registrar/>

Class Meets: Tuesdays, 5:00pm-7:45pm
Information Technology Building, Room 2201

Catalog Description: This course will explore social and behavioral science theories, models, and approaches that inform public health research and practice, as well as their philosophical foundations. With emphasis on an ecological perspective, students will apply relevant theories to understanding community health issues and to developing interventions. The course also examines social and behavioral determinants of health equity across the ecological spectrum. In this course, students will gain an enhanced understanding of the contributions of the social and behavioral sciences to public health.

Prerequisite: Academic success in this course depends on students' understanding of social and behavioral health theory and their ability to apply theory to create behavior change solutions. Therefore, a master's level course in the theoretical foundations of public health, a background in social & behavioral sciences theory, or similar coursework is required prior to taking this course.

Required Textbook: Sharma, M. (2017). Theoretical foundations of health education and health promotion (3rd ed.). Burlington, MA: Jones & Bartlett.



Purchase this book via any venue of your choice.

Secondary Texts:

Theory At-A-Glance: The authors of *Health Behavior and Health Education* have created a concise resource for health behavior theory called "Theory At-A-Glance." This free resource is available inside of our course in Folio.

Research articles, webinars and government documents. You will be able to access these additional resources in Folio.

Instructional Methods and Learning Commitment Expectations

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, guest lectures, reflections, and online media.

Quizzes: Three (3) quizzes will be given throughout the course. The quizzes will be based on assigned readings and material covered in class.

Final Exam: A final examination will be given on the final exam date assigned by the University.

Class Facilitation: As a doctoral course, student-led presentations and discussions will be emphasized. In this course, we will cover many commonly-used health behavior theories. Each student will be responsible for facilitating a class session.

There are multiple goals for this approach. First, the act of preparing and leading sessions will help students to master material on theories that they find interesting and/or relevant to their professional development. Second, facilitation will provide an opportunity for students to gain hands-on teaching experience in a supportive environment, which will be helpful for those who may wish to pursue academic careers. Third, the involvement of multiple voices in leading the class sessions should contribute to a dynamic and engaging learning environment.

To prepare a session, each student should consult with the instructor at least two weeks in advance. The instructor will provide a background reading about the theory, and the student facilitator will be expected to identify at least two additional articles that will help students to critically evaluate the usefulness of the theory. Examples of relevant readings are empirical studies that utilize the theory (e.g., theory-based behavioral interventions), systematic reviews of the theory, and scholarly commentaries. The facilitator should be prepared to lead a two-hour class. The remainder of each class meeting will be used to provide extra time to the facilitator (if needed), for the instructor to present additional material, or occasional guest lectures. In consultation with the instructor, the facilitator will have leeway in choice of instructional strategies. Facilitators are encouraged to be creative and interactive. Grading for the class facilitation will be based on instructor and student ratings completed at the end of each session.

To give students plenty of time to prepare for class, facilitators must have their readings approved by the instructor and submitted by 5:00pm on the Tuesday preceding the scheduled class. In other words, all readings should be submitted at least one week in advance. The instructor will upload the articles on Folio.

Term Paper and Oral Presentation: The term paper will require you to compare and contrast two theories that were discussed in class, as applied to a health issue of your choice. Prior approval of the instructor is required for selection of the topic. The student should select a health behavior or outcome that is of interest to him or her, and review the literature to determine which health behavior theories have been applied to it most effectively. Two of these theories should be selected and the student should develop a critical analysis of the application of the theories to the health issue. Some examples may include: What are the similarities and differences between each of the theories as applied to this health issue? To what extent have the constructs of each

theory been applied with fidelity and shown to be relevant? How strong is the evidence that the theories usefully explain and predict relevant behavior change?

The term paper should be approximately 8-10 pages, double-spaced (not including references, tables or figures), 1-inch margins, formatted in Microsoft Word. Because this is a doctoral course, you do not have to provide extensive foundational knowledge in your paper. Instead, the focus should be on providing a coherent, thorough critical analysis comparing the utility of the two theories to explain and/or predict a health behavior or outcome. Get to the point! The term paper is due by the start of class on November 14.

During the final class on November 28, each student will have 30 minutes to present his/her findings and lead a discussion on the topic.

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 (6th 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.

Grading:

| <i>Assignments</i> | <i>Points</i> |
|--|-------------------|
| <i>1. Quizzes (3 @ 50 pts each)</i> | <i>150</i> |
| <i>2. Class Facilitation</i> | <i>100</i> |
| <i>3. Term Paper</i> | <i>100</i> |
| <i>4. Term Paper Oral Presentation</i> | <i>50</i> |
| <i>5. Final Exam</i> | <i><u>100</u></i> |
| <i>TOTAL POINTS</i> | <i>500</i> |

| | |
|----------------|---------|
| 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 8136) 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 |
|--------------|---|---|-------------------------------------|
| August 15 | Welcome and introductions Syllabus review Complete pretest schematics | | |
| August 22 | Introduction to Social and Behavioral Science Theory | Sharma: Chapter 1 At-A-Glance: Pages 3-12 Glanz, K., & Bishop, D.B. (2010). The role of behavioral science theory in development and implementation of public health interventions. <i>Annual Review of Public Health, 31</i> , 399-418. | |
| August 29 | Planning Models: PRECEDE-PROCEED | Sharma: Chapter 2 At-A-Glance: Pages 39-32 | |
| September 5 | PRECEDE-PROCEED cont'd. | Chiang, L-C., Huang, J-L., Yeh, K-W., & Lu, C-M. (2004). Effects of a self-management asthma educational program in Taiwan based on PRECEDE-PROCEED model for parents with asthmatic children. <i>Journal of Asthma, 41</i> (2), 205-215. Buta, B., Brewer, L., Hamlin, D.L., Palmer, M.W., Bowie, J., & Gielen, A. (2011). An innovative faith-based healthy eating program: From class assignment to real-world application of PRECEDE-PROCEED. <i>Health Promotion Practice, 12</i> (6), 867-875. | |
| September 12 | Individual-Level Theories: Health Belief Model | Sharma: Chapter 3 At-A-Glance: Pages 13-14 | Quiz 1 Class Facilitation #1 |
| September 19 | Theory of Reasoned Action/Theory of Planned Behavior | Sharma: Chapter 5 At-A-Glance: Pages 16-18 | Class Facilitation #2 |
| September 26 | Transtheoretical Model | Sharma: Chapter 4 At-A-Glance: Pages 15-16 | Class Facilitation #3 |
| October 3 | Interpersonal-Level Theories: Stress and Coping | Sharma: Chapter 6 | Quiz 2 |
| October 10 | Social Cognitive Theory | Sharma: Chapter 7 At-A-Glance: Pages 19-21 | Two-page term paper proposal |
| October 17 | Community-Level Theories: Diffusion of Innovations | Sharma: Chapter 9 At-A-Glance: Pages 27-28 | Class Facilitation #4 |
| October 24 | Community Organizing & Mobilizing for Health | TBA | |
| October 31 | Ecological Models | TBA | Quiz 3 |
| November 7 | NO CLASS—APHA | | |
| November 14 | Ecological Models, cont'd. | TBA | Term Paper |
| November 21 | NO CLASS—THANKSGIVING BREAK | | |
| November 28 | Wrap-Up and Term Paper Presentations | | |

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| December 5 | Final Exam |
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