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PUBH 6535 - Social and Behavioral Science in Public Health

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Georgia Southern University
Giann-Ping Hsu College of Public Health
PUBH 6535- Social and Behavioral Science in Public Health
Fall 2021

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<u>Office Hours:</u>	Tuesday and Thursdays 9:30-12:30 p.m. or by appointment
<u>Class Meets:</u>	Wednesdays 5-7:45 p.m.; Interdisciplinary Academic Building, room 2028

Course Catalog available at:
<http://em.georgiasouthern.edu/registrar/resources/catalogs/>
under Giann-Ping Hsu College of Public Health Programs

Prerequisites: None

FOLIO Access: <https://my.georgiasouthern.edu/portal/portal.php>

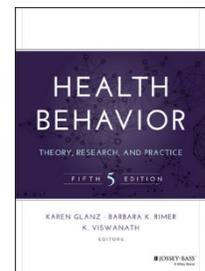
Course Description

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 theories, models, 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 enhanced public health.

Required Textbook:

Glanz, K., Rimer, B.K., & Viswanath, K. (2015).
Health Behavior: Theory, Research and Practice,
Fifth Edition. San Francisco, CA: Jossey-Bass.

Folio readings: Additional readings are posted under each learning module.



Recommended Book:

National Cancer Institute. (2005). Theory at a glance: A guide to health promotion practice (2nd ed). available at:
<https://www.sbccimplementationkits.org/demandrnmch/wp-content/uploads/2014/02/Theory-at-a-Glance-A-Guide-For-Health-Promotion-Practice.pdf>

MPH Core Student Learning Outcomes (CORE)

Upon completion of the MPH Public Health Program, graduates will be able to:

1. Apply evidence-based approaches for a given public health context by appropriately selecting, analyzing, and interpreting quantitative data.
2. Compare the organization, structure, and function of health care, public health, and regulator systems in the United States and globally.
3. Plan and manage public health programs to promote health by assessing population needs, applying awareness of cultural values and practices, and selecting appropriate evaluation methods.

4. Impact policy in public health by discussing multiple dimensions of the policy-making process, proposing strategies for building partnerships, advocating for policies that will improve health in diverse populations, and evaluating policies for impact on public health and health equity

CEPH MPH Competencies

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

1. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
2. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

1. Assess population needs, assets and capacities that affect communities' health
2. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
3. Design a population-based policy, program, project or intervention
4. Explain basic principles and tools of budget and resource management
5. Select methods to evaluate public health programs

Policy in Public Health

1. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
2. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
3. Advocate for political, social or economic policies and programs that will improve health in diverse populations
4. Evaluate policies for their impact on public health and health equity

Leadership

1. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
2. Apply negotiation and mediation skills to address organizational or community challenges

Communication

1. Select communication strategies for different audiences and sectors
2. Communicate audience-appropriate public health content, both in writing and through oral presentation
3. Describe the importance of cultural competence in communicating public health content

Inter-professional practice

1. Perform effectively on inter-professional teams

Systems Thinking

1. Apply systems thinking tools to a public health issue

Performance-Based Objectives Linked to Course Activities (Note: Assessment Activities Described in Next Section)

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).
 - a. Define and describe the concept of health equity
 - b. Explain the concept of a social determinant of health
 - c. 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.
 - a. Compare/contrast issues related to rural and urban health
 - b. 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.
 - c. Define theory
 - d. Determine if a theory is upstream or downstream
 - e. 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.
 - f. Distinguish between CBPR and traditional research
 - g. List benefits and challenges of the CBPR approach
- 5) Describe the impact of power and privilege on health inequity at local, national, and global levels.
 - h. Distinguish between the terms health disparity and health equity
 - i. Describe ways to reduce the power differential between public health practitioners and the communities at the local, national, and global levels
- 6) Explain the process of planning, implementing, and evaluating evidence-based community public health interventions.
 - j. Describe the process of planning, implementing, and evaluating a public health program utilizing the PRECEDE-PROCEED model for program planning
- 7) Demonstrate the ability to conduct reviews of scientific literature related to public health issues.
 - k. Utilize peer-reviewed literature to support arguments and assertions related to course assignments and content
 - l. 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 that is selected for use, and subsequently ask for its removal*

Course Format

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. Each class will provide an opportunity to discuss the key issues identified for that day. Class sessions will be a combination of presentation and discussion; Students will also have the opportunities to lead class discussions.

Inclusive Excellence at Georgia Southern University

At Georgia Southern University, we are committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment in the classroom and in the broader University community. As such, we have an expectation that our learning community is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity, ability, political beliefs, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

We are a faculty that strives to model reflection, advocacy, and care for the community in order to work toward an equitable, democratic, and sustainable society. We value your participation in this process. If you believe that our courses, programs, or department fall short of this commitment, we encourage you to engage in dialogue with us.

Student Expectations and Course Policies:

1. **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. 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.**
2. Pay attention and adhere to the due dates for assignments. (See policy regarding unusual circumstances).
3. Please consult the **STUDENT CONDUCT CODE 2021-22** for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to GSU's Judicial Board, and be assigned an "F" for the course.
4. **Use of Cell Phones (and Other Technologies).** The instructor respectfully requests that you do NOT text or use your cell phone during class! During class (unless otherwise instructed) put cell phones away and off or silent so they are not a source of temptation. Offenders will be asked to leave.
5. **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.
6. Samples of your work may or may not be reproduced for research purposes and/or inclusion in the professor's teaching portfolio. You have a right to review anything selected for use, and subsequently ask for its removal.
7. This syllabus, my lectures, and all materials distributed and presented by me during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially

publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

8. If you are receiving services from the Student Accessibility Resource Center (SDRC), please notify me as soon as possible, to schedule an appointment to present me with our accommodation letter.
9. **The last day to withdraw from class without academic penalty is October 12, 2021**

Expectations of the 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.
- 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 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.

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>

Writing Standards

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>. 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 (7th Edition)*.

Assessment of Student Learning:

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

Partner/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.

Facilitated Article Discussion. Students will conduct a **facilitated discussion of selected readings in class.**

During the semester, students will choose a topic and an assigned article, and lead the class in a 20-25 minute-long, 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. **Special attention should be given to the ways in which theory was used in the intervention or study.** 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. No make-up quizzes will be given.**

Exams. There will be three (3) exams administered during the course that are designed to assess students’ command of the fundamentals of social and behavioral science.

Students may vary in their level to achieve levels of competence in this course. Students can expect to achieve course competence only if they honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.

<i>Assignments</i>	<i>Points</i>
<i>Theory Application Paper Proposal (4%)</i>	<i>25</i>
<i>Theory Application Paper (16%)</i>	<i>100</i>
<i>Exams (41%)</i>	<i>250</i>
<i>Quizzes (16%)</i>	<i>100</i>
<i>Health Technology Critique (8%)</i>	<i>50</i>
<i>Class Participation/Facilitated Article Critique discussion (4%)</i>	<i><u>25</u></i>
<i>TOTAL POINTS</i>	<i>550</i>

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

Grading Scale

495-550 points (90%) A
440-594 points (80%) B
385-439 points (70%) C

Tentative Course Schedule:

Week/Date	Topic	Reading Assignments	Due Dates
Week 1 8/11/21	Course Introduction and course overview Learning and Behavior Change	Module 1-Readings Book Chapter 1, 2	8/11: Attendance Verification
Week 2 8/18/21	Introduction to Theory Individual health behavior theories: Health Belief Model	Module 2 Chapter 4, 5	
Week 3 8/25/21	Individual health behavior theories: Theory of Reasoned Action/Planned Behavior	Module 3 Chapter 6	Quiz 1-HBM
Week 4 9/1/21	TRA/TBP Health Disparity, Health inequity, and the Fundamental-Cause Theory	Module 3	Quiz 2-TRA/TPB
Week 5 9/8/21	Individual health behavior theories: Transtheoretical Model/Stages of Change	Module 4 Chapter 7	Quiz 3-TTM
Week 6 9/15/21	Reflection: Individual health behavior theories	Exam 1	
Week 7 9/22/21	Interpersonal theories: Social Cognitive Theory	Module 5 Chapter 8, 9	Quiz 4-SCT
Week 8 9/29/21	Interpersonal theories: Social networks and social support and health	Module 6 Chapters 10, 11	9/29 Paper Proposal
Week 9 10/6/21	Interpersonal theories: Stress, Coping, and Health Behavior/Communication in Health & Illness	Module 6 Chapter 12, 13	Quiz 5-Social support etc. 10/6 Health technology critique due
Week 10 10/13/21	Community/Group Models of Health Behavior Change Community organizing and building Community-Based Participatory Research	Module 7 Chapters 14,15	Quiz 6-Community Models of Behavior Change
Week 11 10/20/21	EXAM 2		
Week 12 10/27/21	Community Models of Health Behavior Change Implementation, Dissemination and Diffusion of PH Interventions	Module 7 Chapter 16	Quiz 7-Implementation of Diffusion
Week 13 11/3/21	Community Models of Health Behavior Change Ecological models of health behavior: Power and privilege	Module 7 Readings	Quiz 8-Ecological Models
Week 14 11/10/21	Planning Models in PH/HEP: PRECEDE-PROCEED	Module 8 Chapters 18, 19	Quiz 9-PRECEDE-PROCEED
Week 15 11/17/21	Social Marketing Diffusion of Innovation	Module 9 Chapter 21	Quiz 10-Social Marketing

Nov. 22-26	Thanksgiving Break	
Week 16 12/1/21	Course Wrap Up Theory Application Paper Presentations	12/8 Final Paper due

Student Conduct Code

The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

Academic Dishonesty

The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at

<http://students.georgiasouthern.edu/conduct>.

I acknowledge that I have read and understand the Academic Dishonesty Policy and I have read the syllabus and understand the contents and course requirements.

Student Name (print)

Student Signature

Date