

# Syllabus

## SPH 222: Social and Behavioral Aspects of Public Health

### Winter Quarter, 2009

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**Instructor:**  
Diana Cassady, DrPH  
Associate Professor  
Department of Public Health Sciences

**Class time and location:**  
Monday & Wednesday 4:10-5:30pm  
171 Schalm

**Contact information:**  
Office: MS1C, room 140 B  
E-mail address: [dlcassady@ucdavis.edu](mailto:dlcassady@ucdavis.edu)  
Telephone: (530)754-5550

**Class web site:** on SmartSite  
(You will need a UC Davis username and Kerberos password)

**Office hours:** Monday 1-2pm or by appointment.

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## What is Behavioral Sciences?

MPH Competencies for Behavioral Sciences

**The social and behavioral sciences in public health address the behavioral, social and cultural factors related to individual and population health and health disparities over the life course. Research and practice in this area contributes to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.**

**Competencies:** Upon graduation a student with an MPH should be able to...

1.	Describe the role of social and community factors in both the onset and solution of public health problems.
2.	Identify the causes of social and behavioral factors that affect health of individuals and populations.
3.	Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
4.	Apply ethical principles to public health program planning, implementation and evaluation.
5.	Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
6.	Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
7.	Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
8.	Describe the merits of social and behavioral science interventions and policies.
9.	Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
10.	Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.

Source: Association of Schools of Public Health, 2006. <http://www.asph.org/document.cfm?page=856>

# Course Objectives and Reading

## Course Objectives:

1. To understand the scope of health education and health behavior.
2. To become familiar with some of the major theories of health behavior change, including influences at the individual, interpersonal, community, and environmental levels.
3. To apply theories of behavior change to understand and solve public health problems.
4. To understand and apply principles of evidence-based public health when assessing solutions to public health problems.
5. To improve written communication used by public health professionals.

## **EPP 222 will meet the following MPH program learning objectives.**

### Domain 1: Analytic/Assessment Skills

- Defines a problem relevant to the chosen Area of Emphasis in public health
- Makes relevant inferences from quantitative and qualitative data
- Obtains and interprets information regarding risks and benefits to the community
- Recognizes how data illuminate ethical, political, scientific, economic, and overall public health issues

### Domain 2: Policy Development/Program Planning Skills

- Collects, summarizes, and interprets information relevant to an issue in the chosen Area of Emphasis in public health
- States policy options and writes clear and concise policy statements
- Identifies, interprets, and implements public health laws, regulations, and policies related to specific programs
- Articulates the health, fiscal, administrative, legal, social, and political implications of each policy option
- States the feasibility and expected outcomes of each policy option
- Decides on the appropriate course of action
- Develops a plan to implement policy, including goals, outcome and process objectives, and implementation steps
- Translates policy into organizational plans, structures, and programs  
Prepares and implements plans
- Develops mechanisms to monitor and evaluate programs for their effectiveness and quality

### Domain 3: Communication Skills

- Communicates effectively both in writing and orally, or in other ways
- Solicits input from individuals and organizations
- Effectively presents accurate demographic, statistical, programmatic, and scientific information for professional and lay audiences

### Domain 4: Cultural Competency Skills

- Utilizes appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences
- Identifies the role of cultural, social, and behavioral factors in determining the delivery of public health services relevant to the chosen Area of Emphasis in public health
- Develops and adapts approaches to problems that take into account cultural differences

#### Domain 5: Community Dimensions of Practice Skills

- Identifies community assets and available resources
- Develops, implements, and evaluates a community public health assessment
- Describes the role of government in the delivery of community health services

#### Domain 6: Basic Public Health Sciences Skills

- Defines, assesses, and understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services
- Identifies and applies basic research methods used in public health  
Applies the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries
- Identifies and retrieves current relevant scientific evidence
- Identifies the limitations of research and the importance of observations and interrelationships

#### Reading (on reserve in Carlson Library):

**Required:** Karen Glanz, Barbara K. Rimer, Frances Marcus Lewis, editors. *Health Behavior and Health Education: Theory, Research, and Practice, Third Edition*. Jossey Bass: San Francisco, 2008.

**Recommended:** Ross C. Brownson, Elizabeth A Baker, Terry L Leet, Kathleen N. Gillespie. *Evidence-Based Public Health*. Oxford University Press: New York, 2003.

**Class format:** A mix of lectures and team-based learning activities (TBL).

### Assignments

- Class participation (10 points)
- Team-based learning activities (25).
- Research paper (50 points)
- Comments on classmates' papers (15 points)

**Class participation:** Class participation will be graded on discussion with the instructor about the paper (5 points), and asking and answering questions in class (5 points).

**Team-based learning activities:** Seven classes are devoted to applying a theory of health behavior change to a health problem. These classes will include a quiz on the assigned reading (individual and group quiz), and a written response to discussion questions on a case study included in the assigned reading (group). Quizzes will consist of 5-10 multiple choice questions. No notes or books allowed. Please bring a Scantron 2000 form with you to class on quiz days.

**Research Paper:** This hypothetical exercise provides students the opportunity to apply what they have learned in class to their own interests in public health.

A new foundation devoted to improving public health has hired you as a consultant to develop their new grant-making programs. They have asked you to make a recommendation for a ten-year, multi-million dollar public health initiative to reduce the burden of a particular illness. Because the foundation is still in its planning phase, you can address any public health problem in any part of the world. Your

recommendations should be based on health behavior theory and research published in the peer-reviewed academic literature.

Each section of the paper will be submitted to the class website as a draft.

Section 1: Review the illness and health behavior of interest; 1-2 pages.

Section 2: Review the literature on behavior change; 3-4 pages

Section 3: Make a recommendation for the new initiative; 3-4 pages

Within one week, you will receive comments back from the instructor and two students; you can incorporate these comments into your final paper. Drafts will be graded, although the final grade will be based on the final paper. We will review this assignment in more detail in class.

**Comments on classmates' papers:** Public health often involves a team of people with expertise in different disciplines, and writing is often a team project. The purpose of this exercise is to improve your peer review skills and to provide valuable suggestions to your classmates. Using the Forum section of the SmartSite, students will upload their drafts, and members of their group will comment on the draft on the forum. We will review this assignment in more detail in class.

## Grading Criteria

Criteria for grading the research paper and comments will be distributed separately and discussed during class. For the course, a letter grade will be given based on cumulative points from all assignments.

<u>Total Points</u>	<u>Grade</u>
100-95	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
etc....	

## Other Issues

**Disability:** If you have a disability which requires modification in seating, testing conditions, etc., please contact Dr. Cassady.

**Academic misconduct:** Academic misconduct, such as cheating on tests or plagiarism in papers, will be reported to the Office of Student Judicial Affairs. Any concerns about misconduct should be brought to the attention of the instructor. For more information on U.C. Davis' Code of Academic Conduct see <http://sja.ucdavis.edu/cac.html>.

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment Deadlines</b>
1/5/09 Monday	Lecture: Introduction to behavioral sciences		
1/7/09 Wednesday	Lecture: Introduction to behavioral sciences	Chapter 1 & 2	
<b>Ecological Models of Health Behavior Change</b>			
1/12/09 Monday	Lecture: Ecological approaches to health behavior	Chapter 20 & "A Model for Change" pp. 1-12 on Smartsite	January 12, 14, or 16: Individual meeting with instructor to discuss paper topic.
1/14/09 Wednesday	Team based learning (TBL) activity: Discussion of case in "A Model For Change."		Due in class: quizzes and written responses to discussion questions.
1/19/09 Monday	HOLIDAY		
1/21/09 Wednesday	Lecture: Organizational change	Chapter 15	Friday January 23 at 5:00 p.m. Draft of part 1 of the paper is due on SmartSite Forum.
1/26/09 Monday	TBL activity: Discussion of case studies in chapter 15		Due in class: quizzes and written responses to discussion questions.
1/28/09 Wednesday	Lecture: Social marketing	Chapter 19	Friday January 30 at 5:00 p.m.: Comments on classmates' drafts are due on the SmartSite Forum.
2/2/09 Monday	TBL activity: Discussion of case studies in chapter 19		Due in class: quizzes and written responses to discussion questions.
<b>Community Models for Health Behavior Change</b>			
2/4/09 Wednesday	Lecture: Community organizing	Chapter 13	
2/9/09 Monday	TBL activity: Discussion of case studies in chapter 13		Due in class: quizzes and written responses to discussion questions.
2/11/09 Wednesday	Social networks	Chapter 9	Friday February 13 at 5:00 p.m.: Draft of part 2 of the paper is due on SmartSite.
2/16/09 Monday	HOLIDAY	-----	
2/18/09 Wednesday	TBL activity: Discussion of case studies in chapter 9		<ul style="list-style-type: none"> <li>• Due in class: quizzes and written responses to discussion questions.</li> <li>• Due Friday 2/20 at 5:00 p.m.: Comments on classmates' drafts are due on Smartsite.</li> </ul>
<b>Individual Models of Health Behavior Change</b>			
2/23/09 Monday	Health belief model	Chapter 3	
2/25/09 Wednesday	TBL activity: Discussion of case studies in chapter 3		<ul style="list-style-type: none"> <li>• Due in class: quizzes and written responses to discussion questions.</li> <li>• Due Friday 2/27 at 5:00 p.m.: draft of part 3 of the paper is due on SmartSite.</li> </ul>
3/2/09 Monday	Transtheoretical model	Chapter 5	
3/4/09 Wednesday	TBL activity: Discussion of case studies in chapter 5		Friday March 6 at 5:00 p.m.: Comments on classmates' drafts are due on SmartSite.

Culture, Program Planning, and Evaluation			
3/9/09 Monday	Programming for cross cultural interventions Colleen Denny, DrPH Assist. Professor, PHS Dept.	To be determined	
3/11/09 Wednesday	Program planning Debbie Oto-Kent, MPH Executive Director, Health Education Council	Chapter 18	
3/16/08 Monday	Program evaluation Jeanette Treiber, PhD Director, Tobacco Control Evaluation Center	Chapter 21	March 18 at 5pm: Final paper submitted to SmartSite.