

Milken Institute School of Public Health THE GEORGE WASHINGTON UNIVERSITY	Department of Prevention and Community Health MPH Online PUBH 6007 Social and Behavioral Approaches to Public Health, MPH@GW 2 credits
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Course Director

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Course Description

This 2-credit course is part of the MPH Core Curriculum. It examines the complex relationships among social context, behavior, and health at both the individual and community level. It identifies key social and behavioral aspects of health in the United States and throughout the world and presents theories that facilitate interventions aimed at improving health and well-being.

Course Prerequisite(s)

None

Our SPH is a CEPH accredited school. As such, this required core course covers the following **MPH Competencies**:

1. 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.
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. Apply systems thinking to a public health issue.
5. Assess population needs, assets, and capacities that affect communities' health.

Learning Objectives

After completing the course, students should be able to:	Meets Competency #
A. Explain the critical importance of evidence in advancing public health knowledge.	1,3,4
B. Explain behavioral and psychological factors that affect a population's health.	1,2,4
C. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.	1,2,3
D. Define and describe (in a written formal paper as well as on exams) a set of selected and widely employed social and behavioral science theories, models, constructs, and principles used to develop or improve programs to address public health issues.	3, 5

After completing the course, students should be able to:	Meets Competency #
E. Specify multiple targets and levels of interventions for social and behavioral science programs and/or policies.	2,5
F. Identify individual, organizational, and community concerns, assets, resources, and deficits for social and behavioral science intervention.	2,3
G. Explain the ecological perspective on the connections among human health, animal health, and ecosystem health.	4

Required Text

Glanz, K., Rimer, B. K., & Viswanath, K. (Eds.). (2015). *Health behavior: Theory, research, and practice* (5th ed.). San Francisco, CA: Jossey-Bass. ISBN: 978-1118628980

Recommended/Supplemental Texts

- Gladwell, M. (2001). *The tipping point: How little things can make a big difference*. Boston: Little Brown. ISBN: 978-0-3163-4662-7
- Edberg, M. (2013). *Essentials of health behavior: Social and behavioral theory in public health* (2nd ed.) Burlington, MA: Jones & Bartlett Learning. ISBN: 978-1-4496-9850-8
- Coley, S. M., & Scheinberg, C. A. (2013). *Proposal writing: Effective grantsmanship* (4th ed.) Thousand Oaks, CA: Sage Publications. ISBN: 978-4129-8899-5

Methods of Instruction

☒ Lectures	☒ Class and Small Group Discussions
☒ Case Studies	☒ Student Presentations
☒ Required Readings/Textbook	
☒ Recommended/Supplemental Readings	

Methods of Evaluation

Percent of Grade

Discussion Leadership	10% (10 points – 5 awarded by instructor; 5 by peers)
Paper Overview	5%
Theory Selection	5%
Class Participation	10% (10 points = 1 point x 10 weeks)
Test 1	20%
Test 2	25%
Final Paper	25%

Course Grading Scale and Standards

<u>Points Earned</u>	<u>Grade</u>
95–100	A
90–94	A-
87–89	B+
84–86	B
80–83	B-
77–79	C+
73–76	C
70–72	C-
69 and below	F

Workload

Over 10 weeks of class sessions, students will spend approximately 100 minutes per week viewing lecture material and 80 minutes per week in discussion sections, a total of 180 minutes (3 hours)

per week, and 1,800 minutes (30 hours) total for the semester. Homework and other out-of-class work are estimated around 200 minutes per week and include a 60-minute midterm test, a 75-minute final test. Approximately 600 minutes or 10 hours of review total is assumed. The semester work totals approximately 300 minutes (5 hours) per week, totaling 3,000 minutes (50 hours) across the 10-week term and final exam week.

Course Assignments:

Class Participation

The curriculum of PUBH 6007 necessitates that each live session build on the previous class discussion, and we have found that participation in live sessions is directly correlated with success in this course. Thus, we suggest that if you know that you will need to miss three or more classes (even if the live sessions are not sequential) due to any planned professional or personal commitments, **it is highly recommended you withdraw before the fifth week of class and re-register for another term.** Beyond the fifth week withdrawal from the course is not permitted.

Our expectation is that students will be online for every live class session, as active and consistent participation are essential to learning the course material – not just for your own benefit, but for the benefit of the peers in your section. Active participation includes the use of a functioning and live webcam and a satisfactory audio connection. If you experience technical difficulties in entering or participating in the live session, please contact 2U Student Support during the session to attempt to resolve the problem. If you are unable to join or re-join, send the instructor an email so that this can be considered in your participation grade. Lastly, if you will be unable to attend a live session or will be late, please contact your session leader in advance of the start of the live session.

Reading for a particular session and preparation for in-class assignments should be completed before coming to class. Come to each class prepared to discuss the readings and to actively participate in discussion sessions. Participation is worth one point per session (10 live sessions total); students will receive one point for thoughtful discussion or responses throughout the session. Thoughtful discussion/responses include those that demonstrate a command of the readings, demonstrate a clear understanding of the course concepts, ask well-thought-out questions about the course content, provide real-world examples and experiences to the class, and offer support, criticism, or clarification of concepts being discussed. This is truly a “quality over quantity” situation; the sheer number of your contributions does nothing to improve your grade. Contributions should be relevant and helpful. During the weeks where Discussion Leadership occurs (Weeks 2 and 3), participation will be based solely on the student submitting a peer evaluation form for their discussion leader (leaders will receive participation for their attendance in the live session). Peer evaluation forms must be submitted to the LMS within 48 hours of the live session (i.e., if your live session occurs on Tuesdays at 6:30 p.m., your peer evaluation forms are due by 6:29 p.m. on Thursday) to receive this week’s participation point.

While attendance is assessed weekly, it will only be posted at the conclusion of the semester and the instructor has the discretion to consider overall attendance throughout the course when assigning the final grade. If you wish to inquire at any point about your participation grade to date, please feel free to contact your instructor.

In an instance when you are unable to attend a live session, we recommend that you watch the recording after the live session has concluded (usually 24–36 hours afterward) to catch up on material discussed. Additionally, you may wish to contact your instructor to ensure there are no assignments that need to be made up. **We do not allow students to attend alternative live sessions** as we’ve found this to be disruptive to the learning environment of the live sessions.

Discussion Leadership

You will be assigned one of the two live sessions in which we have a group Discussion Leadership assignment (**Sessions 2 and 3**). The purpose of this assignment is to examine some of our most challenging public health scenarios, and specifically: to apply awareness of cultural values and practices, explain social determinants, discuss behavioral and psychological factors impacting population health, and to pose potential solutions to such issues through behavioral interventions. For your assigned session you and your coleaders will be responsible for facilitating and fostering group discussion on the topic listed. Specifically, the leadership group will be responsible for developing 10 discussion questions as well as plans to facilitate a 1-hour discussion with a small group during the live session. Note: These questions should require critical thinking and should elicit discussion from your peers; we expect them to be well thought out and to stimulate conversation during the live session (i.e., yes/no questions will not suffice; consider using probes to expand discussion). You can certainly incorporate outside materials that will enhance the discussion. The questions will be due **24 hours before your live session (i.e., if your live session occurs on Tuesdays at 6:30 p.m., your questions are due by 6:29 p.m. on Monday)** and should be posted to the LMS Assignments page by one member of the group.

You will be graded based on the quality of your questions, the instructor's perception of your preparation and effectiveness in leading the discussion, and peer review. This assignment will be worth 10 points: 5 points for your leadership as judged by the instructor, and 5 points that represent an average of your peers' scores (ranking you on your leadership from 1 to 5).

Paper Overview and Theory Selection Assignments

There will be two assignments in this course that prepare students for and facilitate progress on their final papers. Both assignments are to be conducted independently.

First, students are required to submit in total a <one-page double spaced paper overview that entails a description of their proposed health topic (<250 words), specific target population (<150 words), one draft health objective, and one draft behavioral objective for their final paper. The instructor will provide written feedback to the student to help finalize their paper topics and foundation. This assignment is worth 5 points and must be submitted to the LMS **following Live Session 4 and prior to Live Session 5**.

Next, in order to ensure students are moving forward on their final papers and feeling supported in selecting a behavioral theory to utilize as your program's foundation, students will be tasked with completing the Excel theory matrix by consulting the literature on their topic, referencing at least 10 peer-reviewed publications. Students must complete the matrix indicating their name, topic, and proposed ecological level of influence; in a separate Word document the student should articulate their chosen theory with a brief justification/explanation of your choice (<one-page double spaced) and also provide the 10 references used in this assignment. Please use proper APA or AMA style in this reference list. Students may select any one of the following theories: (a) Transtheoretical Model, (b) Health Belief Model, (c) Theory of Planned Behavior, (d) Social Support Theory, (e) Social Network Theory, (f) Social Cognitive Theory, or (g) Diffusion of Innovations Theory. This assignment is worth 5 points and must be submitted to the LMS **following Live Session 6 and prior to Live Session 7**.

Here are two potential approaches you may wish to take. First and foremost, students will need to consult the peer-reviewed literature and pull some pertinent articles for your topic/target population.

- (1) As you're reading each article, think to yourself: what are the major takeaways here in terms of "the problem(s)" at hand – i.e. "why are people making bad choices, or failing to make the

best health choices?” Look down the first column of the matrix to see if you can find a concept that matches the problem(s) facing the target population. Then fill out columns C, D, and E accordingly for any concepts that appeared in your article – this also helps you create a log of the key information used to support your paper, and where you found each data point. Conduct this same process for each article until you’ve completed 10 articles.

- (2) Another approach is to go through the matrix row-by-row after completing your 10-article review. Think to yourself, “was [concept in row 1] an issue presented within any of my 10 articles?” and if so, fill out columns C, D, and E accordingly for that concept, documenting some data and the source in that row. Then move on to the next row, asking, “was [concept in row 2] represented in the articles?” and so on until you’ve finished the matrix.

If there are concepts you found in your literature review not represented in the matrix, feel free to add in this info in the last rows labeled “other”. Rows can absolutely contain multiple citations if the issue is mentioned more than once in the literature. After this point, your matrix should be filled out – but not necessarily with information in each row – it may be, for example, that: 4 of your articles spoke to one concept, another 2 articles spoke to a 2nd concept, and the remaining 4 articles were spread across other concepts listed. We expect that there are more than one construct/issue at play, but not necessarily every issue listed in this table.

Lastly, highlight the key construct rows, and then scroll to the right to view the grid containing the seven theory options for your final paper. Look at each column and see which theories are well “represented” in the 10 articles you reviewed. Also consider the ecological ‘level’ of each theory, and whether you feel the target population needs an intrapersonal, interpersonal, or community approach. Articulate your theory choice in the Word document with a brief justification as to your choice, and include the 10 references.

Tests

There will be tests **after Live Sessions 5 and 10**, worth 20 and 25 points, respectively. You will have 60 minutes to complete Test 1 and 75 minutes to complete Test 2. Once the test is opened, your time begins, and the exam must be completed in one sitting. Test 1 should not be opened until **after Live Session 5 and must be completed prior to Live Session 6 (Test 1 covers material from Sessions 1 through 5)**. Test 2 should not be opened until **after Live Session 10 and must be completed prior to what would be Live Session 11, though there is no live session that week (Test 2 covers material from Sessions 6 through 10)**. Opening the test prior to these times will be a violation of the Code of Academic Integrity. The tests will be made up of various formats—multiple choice, true/false, short answer, etc. We expect you to be prepared in knowing and interpreting the course material, readings, and live discussion topics; all content covered in this course is fair game for the tests. Both tests are **open book** and you may use class notes, handouts, readings, or course texts while completing the tests. You may **NOT** discuss the tests or share your answers with any other person. Using **any outside materials or sources** to complete the tests will result in a violation of university’s Code of Academic Integrity.

Final Paper

Each student will be tasked with conceptualizing a health intervention using a specific public health problem in an at-risk target population, and utilizing one specific health behavior theory or model of their choice. This paper will engage your skills in assessing evidence, explaining behavioral and psychological factors affecting a particular target population, examining the ecological contexts (social, political, cultural, economic, etc.) surrounding health behaviors, and selecting communication and programmatic strategies for reaching different audiences and sectors. It is meant to loosely mimic a proposal response to a typical public health funding mechanism. The final paper is worth 25 points. The final paper is due **prior to Live Session 10**.

All papers must be in **Word** format, **double-spaced** using a **12-point font** with one-inch margins on all sides. Each paper will contain a cover page and a manuscript of **no more than 12 pages, excluding title page, references, and appendices, if applicable**. In-text citations and references should be formatted in accordance with either AMA or APA Style Guidelines; you may choose between AMA or APA style, but use your chosen style consistently throughout the paper (in-text citations) and in the reference section. The cover page must list the following: the title of the paper, name of the author, date of submission, course information (PUBH 6007.2U[X], professor), and a notation of your chosen reference style (i.e., Reference Style: [APA] or [AMA]). **Your paper must include the following sections, each with the major headings as noted in bold/underline below and in the order specified.** You can include subheadings as you see fit.

Significance (Suggested 4 pages—9 points total)

- Background (2 points)
 - o This section should include a succinct yet clear description of the health issue, incorporating relevant epidemiologic data to identify the severity and susceptibility of the problem and establish the evidence for the behavioral risk factors to be addressed in the intervention. This question should answer the question *“Why is this health issue important?”*
- Target Population Needs Assessment (3 points)
 - o Describe the target population and discuss all important factors that influence the target population’s intention toward the behavioral and health objectives, including a thorough analysis of social influences, cultural values, and economic situations, considering the entire ecological model, essentially taking a systems thinking approach and considering the multiple levels of influence on individual behavior. This section should answer the questions *“Why is this target population a priority for the health issue described above?”*, *“What are the roots of the social/behavioral issue, and how are cultural values considered in the problem and/or potential solutions?”* and *“What are the audiences’ needs, assets and capacities?”*
- Objectives (4 points)
 - o Immediate (Theory-Based) Objectives (2 points)
 - Briefly state a minimum of two SMART short-term objectives and describe how they are related to the behavioral objective. Explicitly explain how these objectives could be quantitatively measured.
 - o Intermediate (Behavioral) Objective (1 point)
 - Briefly state your one SMART behavioral objective and describe how it is related to the health objective. One objective is required, but with approval students may submit two if their program warrants. Explicitly explain how the behavioral objective could be quantitatively measured.
 - o Long Term (Health) Objective (1 point)
 - Briefly state your one SMART health objective and why this objective is important to individuals in your target population. Explicitly explain how the health objective could be quantitatively measured.

Theoretical Approach (Suggested 5 pages—9 points total)

In this section, you should describe the theoretical model of behavior you chose fully. Introduce and define the theory for the reader, discuss its utility, its assumptions, and its uses in various health contexts, including your health issue. Discuss its role in informing the development of your intervention, specifically how it informs the activities within your intervention:

- Describe the components of the assigned theory you used (as well as the components you did NOT use, if any) to develop your program and the rationale for incorporating (or not). The goal is to use your chosen theory as comprehensively as possible. (3 points)
- Describe all the elements and activities of your health intervention program and discuss how your intervention incorporates into its design the elements of your chosen theory. What are the tailored programmatic activities and strategies you will utilize to engage your target audience effectively? (3 points)
- Describe how this proposed program is innovative compared to other programs that have been previously implemented. Think about the following questions when developing this section (though not necessary to discuss each and every one). (3 points)
 - "How is this program different/better than other programs in this health context or for your target population?"*
 - "What is it about your particular program and theoretical approach that will make it successful among your target population?"*

Discussion (Suggested 3 pages—4 points total)

This section should include both Limitations and a Conclusions section.

- For the limitations portion, consider strengths of your theory and justify your choice. Alternatively, consider whether another theory, or an additional theory, might have improved your intervention and discuss how it/they would have been used. At least one additional theory should be discussed here. (2 points)
- Bring to light overall limitations of your intervention/program in addressing the health issue in this population. (1 point)
- For the conclusion, end on a positive and persuasive note with the anticipated policy and/or program implications resulting from your program, despite its limitations. (1 point)

[Other (3 points total)]

Consistent formatting/proofreading (1 point), correct and consistent use of citations (1 point), and overall comprehensiveness and clarity of paper (1 point).

Please see the final page of the syllabus for the final paper grading rubric.

Class/University Policies:

Technology Issues

We understand that with an online course come additional considerations for when technology fails us. That said, we need to ensure that assignments are turned in on time and that all grading procedures are fair. If you encounter a technology situation (i.e., computer freezes, test closes and locks you out, etc.) that affects your attendance in class or your submission of an assignment, it is your responsibility to contact Student Support as quickly as possible. You should keep the phone number handy in case you are having connectivity issues: **1-855-494-6740**. This policy allows us to establish a record of your incident, as well as to connect you with the support staff who can help you fix the technical situation. Please also notify your course instructor, and they will discuss any issues with Student Support to verify the claim and to help ensure the issue is properly resolved.

Late Work

The instructor will deduct 20% of the total assigned points per day that any assignment (with the exception of participation points) is turned in late. The first 20% will be deducted immediately after the due date/time but the same calendar date; subsequent 20% deductions will take place based on each calendar date past due. (For example, an assignment due at 7 p.m. on Wednesday but

turned in at 8 p.m. will be deducted 20%. An additional 20% will be deducted if paper is turned in anytime on Thursday (12:01 a.m.–11:59 p.m.), as this is a new calendar date.) If the deductions reach the total points available for the assignment, it will be recorded as a score of 0.

Academic Integrity

All Milken Institute School of Public Health Students are required to complete the GW Academic Integrity Activity. This must be completed within 2 weeks of starting your coursework at Milken Institute School of Public Health. - See more at:

<https://publichealth.gwu.edu/integrity#sthash.FlIRdO5H.dpuf>

Please review the University's policy on academic integrity, located at www.gwu.edu/~ntegrity/code.html and complete the online training for all GWSPH students; All graded work must be completed in accordance with the George Washington University Code of Academic Integrity. ***Please review this policy at your earliest convenience.***

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. Common examples of academically dishonest behavior include, but are not limited to, the following: cheating; fabrication; plagiarism; falsification and forgery of University academic documents; facilitating academic dishonesty.

TurnItIn

This course utilizes TurnItIn, an antiplagiarism software that will scan your paper for overlap with a variety of sources, including public sources (e.g., Internet sites), peer-reviewed articles, and other content submitted to GW's online platform. Please note: this includes **your own work** submitted for other classes. Students may not use portions of other course assignments without written permission from both their PubH 6007 and previous course instructor. It is your responsibility to ensure that your work is unique to this class and the assignment parameters, that it is your own, and that all sources utilized are properly cited. We will adhere to a zero-tolerance policy for academic dishonesty.

Support for Students Outside the Classroom

Disabilities Support Services (DSS)

Any student who may need an accommodation based on the potential impact of a disability, should contact the Disability Support Services office at 202.994.8250 in Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information, please refer to: <https://disabilitysupport.gwu.edu>

Mental Health Services

The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Students can call the Mental Health Services office directly at 202.994.5300. Services for students include: crisis and emergency mental health consultations, confidential assessment, counseling services (individual and small group), and referrals. <https://counselingcenter.gwu.edu>

University Policy on Religious Holidays

- Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.

- Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
- Faculty who intend to observe a religious holiday will arrange at the beginning of the semester to reschedule missed classes or to make provisions for course-related activities.

Assignment Due Dates: Quick Reference

Assignment	Due Date
Class Participation	Assessed weekly; total score will be posted at the end of the term. *Please feel free to check in with your instructor periodically if you'd like to know your current participation grade.
Discussion Leadership Week 2 Week 3	Each student presents once during semester, assigned by instructor: Present during Live Session 2 (questions due 24 hours prior to LS2) Present during Live Session 3 (questions due 24 hours prior to LS3)
Paper Overview	Between end of Live Session 4 and before Live Session 5
Test 1	Between end of Live Session 5 and before Live Session 6
Theory Selection	Between end of Live Session 6 and before Live Session 7
Final Project Paper	Prior to Live Session 10
Test 2	Between end of Live Session 10 and before "Live Session" 11 (No Live Session meeting in Week 11)

Course Outline

COURSE OUTLINE (MPH@GW Academic Week = Monday–Sunday)	
Week 1: Social Determinants & Ecological Models of Health	
Faculty Presenters: Drs. Christina Heminger and Amita Vyas	
<u>Learning Objectives</u> • Describe the myriad of social determinants that contribute to individuals' health behavior decisions and health status. • Identify health conditions that need addressing and target populations in need of social or behavioral interventions or programming. • Discuss and apply ecological and systems thinking approaches and tools for public health programming.	
<u>Live Session Preparation</u> Ten social determinants activity (http://www.euro.who.int/en/what-we-publish/abstracts/social-determinants-of-health.-the-solid-facts) Everyone should read the PDF document discussing Sir Michael Marmot's 10 Social Determinants of Health (SDHs). What we'd like each of you to do is to think of a health condition and a population that you know is adversely affected (it could be women 60+ and breast cancer, African American females 18 to 24 and HIV risk, the homeless and mental health issues, etc.; your choice!) and as you read through, please do the following: 1) Define all 10 determinants with respect to your topic/population – how does the determinant “play out” in your context. We'll have an open discussion where anyone can then chime in on the determinant and their thoughts while reading the document. 2) Brainstorm and map out a systems thinking depiction of your health issue (consider the Leischow et al. article) and/or an ecological depiction of your health issue (consider the Ecologic Models of Health chapter in Glanz et al. and lecture 1.4). Be prepared to discuss these multiple levels of influence. 3) Consider this question as you go through each determinant: What is the population's health behavior(s) - either a missing beneficial or present detrimental behavior - that needs to change? This is an informal introductory activity, but we want students to be fully prepared to participate and share	

insights with the group.

Required Reading

- Glanz, K., Rimer, B. K., & Viswanath, K. (Eds.). (2015). *Health behavior: Theory, research, and practice* (5th ed.). San Francisco, CA: Jossey-Bass.
Chapters 1 (The Scope of Health Behavior) and 3 (Ecological Models of Health Behavior)
- Leischow, S.J., Best, A., Trochim, W.M., Clark, P.I., Gallagher, R.S., Marcus, S.E. & Matthews, E. (2008). Systems thinking to improve the public's health. *American Journal of Preventive Medicine*, 35(2 Supplement), S196-203.
- Wilkinson, R. & Marmot, M. (Eds.). (2003). *Social determinants of health: The solid fact*. (2nd ed.). Denmark: World Health Organization. [see hyperlink above]

Supplemental Viewing*

View: PBS Unnatural Causes: In Sickness & In Wealth (Episode 1)

*This video provides an excellent background and application of some of the social determinants of health we will discuss during the live session. It is a nice introduction to the content we will be discussing the first few weeks of the course and is worth watching, but we recognize that the video is long and may test your time management this first week of class. We encourage you to prioritize the other course material, but to please watch this video if time permits. You will NOT be tested on the content of this video.

Week 2: Biological, Social, and Behavioral Factors Affecting Public Health (Part 1)

Faculty: Drs. Christina Heminger and Amita Vyas

Learning Objectives

- Describe the myriad of social determinants that contribute to individuals' health behavior decisions and health status.
- Identify health conditions that need addressing and target populations in need of social or behavioral interventions or programming.
- Discuss the awareness and integration of groups' cultural values and practices in the context of designing public health programs.

Assignment Due

Those students assigned to be discussion leaders must work together to submit 10 discussion questions 24 hours prior to Live Session 2. See instructions and the corresponding video in the Unit 2 coursework section. Non-leaders should come to class prepared to discuss the video.

Required Reading

- Sampson, R. J. (2003, Summer). The neighborhood context of well-being. *Perspectives in biology and medicine*, 46(3 Supplement), S53.
- Leventhal, T., & Brooks-Gunn, J. (2003, September). Moving to opportunity: An experimental study of neighborhood effects on mental health. *Am J Public Health*, 93(9), 1576–82.
- Gee, G. C., Walsemann, K. M., & Brondolo, E. (2012). A life course perspective on how racism may be related to health inequities. *Am J Public Health*, 102(5), 967–974.
- Geronimus, A. T., Hicken, M., Keene, D., & Bound, J. (2006, May). "Weathering" and age patterns of allostatic load scores among blacks and whites in the United States. *Am J Public Health*, 96(5), 826–833.
- Villarosa, L. (2018, April 11). Why America's Black Mothers and Babies Are in a Life-or-Death Crisis. *The New York Times Magazine*. Retrieved from:
<https://www.nytimes.com/2018/04/11/magazine/black-mothers-babies-death-maternal-mortality.html>

Week 3: Biological, Social, and Behavioral Factors Affecting Public Health (Part 2)

Faculty: Drs. Christina Heminger and Amita Vyas

Learning Objectives

- Describe the myriad of social determinants that contribute to individuals' health behavior decisions and health status.
- Identify health conditions that need addressing and target populations in need of social or behavioral interventions or programming.
- Discuss the awareness and integration of groups' cultural values and practices in the context of designing public health programs.

Assignment Due

Those students assigned to be discussion leaders must work together to submit 10 discussion questions 24 hours prior to Live Session 3. See instructions and the corresponding video in the Unit 3 coursework section. Non-leaders should come to class prepared to discuss the video.

Required Reading

- Gorman, B. K. & Read, J. G. (2007). Why men die younger than women. *Geriatrics & Aging*, 179–181.

Supplemental Recommended Readings

- Calzo, J. P., Roberts, A. L., Corliss, H. L., Blood, E. A., Kroshus, E., & Austin, S. B. (2014). Physical activity disparities in heterosexual and sexual minority youth ages 12–22 years old: Roles of childhood gender nonconformity and athletic self-esteem. *Annals of Behavioral Medicine*, 47(1): 17–27.
- Alexander, S. & Walker, E. M. (2015). Gender-based health interventions in the United States: An overview of the coalition for healthier community initiative. *Eval and Program Planning*, 51, 1–3.
- Major, E. (2015). Gender roles and traits in stress and health. *Frontiers in Psychology*, 6(779): 1–7.
- Blue, L. & Fenelon, A. (2011). Explaining low mortality among US immigrants relative to native-born Americans: The role of smoking. *International Journal of Epidemiology*, 40: 786–793.

Week 4: Writing SMART Objectives and Designing Logic Models

Faculty: Drs. Christina Heminger and Amita Vyas

Learning Objectives

- Construct health and behavioral objectives and logic models to assist with program planning, implementation, and evaluation.

Live Session Preparation

Students will work with the instructor to develop SMART objectives and logic models based on existing program abstracts. Please read the abstracts in Unit 4 Coursework section prior to the live session.

Required Reading

- CDC SMART Objectives Guide
- Tips for Writing SMART Health and Behavioral Objectives
- CDC Logic Model Guide
- W. K. Kellogg Foundation Logic Model Development Guide (pp. 1–25)

Week 5: Behavioral Intervention Planning

Faculty: Drs. Christina Heminger, Monique Turner, and Amita Vyas

Learning Objectives

- Develop behavioral interventions utilizing the ecological framework and behavioral theories.
- Discuss the tailoring of programmatic activities and strategies for different target populations.
- Discuss the awareness and integration of groups' cultural values and practices in the context of designing public health programs.

Assignment Due

Paper overviews are due **prior to Live Session 5**.

Live Session Preparation

Please come to class prepared to discuss your proposed paper topic/target population.

Required Reading

- Noar, S. M. & Zimmerman, R. S. (2005). Health behavior theory and cumulative knowledge regarding health behaviors: Are we moving in the right direction? *Health Education Research*, 20(3), 275–290.
- Glanz, K., Rimer, B. K., & Viswanath, K. (Eds.). (2015). *Health behavior: Theory, research, and practice* (5th ed.). San Francisco, CA: Jossey-Bass.
Chapter 2 (Theory, Research, and Practice in Health Behavior)

Week 6: Models of Intrapersonal Health Behavior (Part 1)

Faculty: Drs. Christina Heminger, Monique Turner & Amita Vyas

Learning Objectives

- Recognize predominant behavioral theories utilized in public health interventions, describe theoretical assumptions and constructs, and evaluate the merits of various behavioral theories in addressing public health issues.
- Develop behavioral interventions utilizing the ecological framework and behavioral theories.

Assignment Due

Test 1 is due prior to Live Session 6 (but should not be opened until after Live Session 5), and covers material discussed in Weeks 1–5. Opening the test prior to the end of Live Session 5 will be a violation of the Code of Academic Integrity. This test is worth 20 points. Your instructor will provide you with the test password.

Required Reading

- Prochaska, J. O., & Velicer, W. F. (1997). The transtheoretical model of health behavior change. *American Journal of Health Promotion*, 12(1), 38–48.
- Weaver, M.S., Heminger, C.L., & Lam, G. (2014). Integrating stages of change models to cast new vision on interventions to improve global retinoblastoma and childhood cancer outcomes. *BMC Public Health*, 14, 944.
- Guess, N., Vasantharajah, L., Gulliford, M., Viberti, G., Gnudi, L., Karalliedde, J., Wijesuriya, M. (2016). Improvements in stage of change correlate to changes in dietary intake and clinical outcomes in a 5-year lifestyle intervention in young high-risk Sri Lankans. *Preventive Medicine*, 90, 193-200.
- Schulte, B. (2013, October 12). Children's Hospital aims to cut asthma-related ER visits. *The Washington Post*. Retrieved from: http://www.washingtonpost.com/local/childrens-hospital-aims-to-cut-asthma-related-er-visits/2013/10/12/65a540fc-2c79-11e3-8ade-a1f23cda135e_story.html
- Glanz, K., Rimer, B. K., & Viswanath, K. (Eds.). (2015). *Health behavior: Theory, research, and practice* (5th ed.). San Francisco, CA: Jossey-Bass.
Chapters 4 (Introduction to Health Behavior Theories that Focus on Individuals) and 7 (The Transtheoretical Model and Stages of Change)

Week 7: Models of Intrapersonal Health Behavior (Part 2)

Faculty: Drs. Christina Heminger and Amita Vyas

Learning Objectives

- Recognize predominant behavioral theories utilized in public health interventions, describe theoretical assumptions and constructs, and evaluate the merits of various behavioral theories in addressing public health issues.
- Develop behavioral interventions utilizing the ecological framework and behavioral theories.

Assignment Due

Theory selection submissions are due **prior to Live Session 7.**

Required Reading

- Tola, H. H., Shojaeizadeh, D., Tol, A., Garmaroudi, G., Yekahinejad, M. S., Kebede, A., . . . Klinkenberg, E. (2016). Psychological and educational intervention to improve tuberculosis treatment adherence in Ethiopia based on health belief model: A cluster randomized control trial. *PLOS One*, 11(5).
- Stead, M., Tagg, S., MacKintosh, A. M., & Eadie, D. (2005). Development and evaluation of a mass media theory of planned behavior intervention to reduce speeding. *Health Educ Res*, 20(1), 11.
- Glanz, K., Rimer, B. K., & Viswanath, K. (Eds.). (2015). *Health behavior: Theory, research, and practice* (5th ed.). San Francisco, CA: Jossey-Bass.
Chapters 5 (The Health Belief Model) and 6 (Theory of Reasoned Action, Theory of Planned Behavior, and the Integrated Behavioral Model)

Week 8: Models of Interpersonal Health Behavior (Part 1)

Faculty: Drs. Christina Heminger and Monica Ruiz

Learning Objectives

- Recognize predominant behavioral theories utilized in public health interventions, describe theoretical assumptions and constructs, and evaluate the merits of various behavioral theories in addressing public health issues.
- Develop behavioral interventions utilizing the ecological framework and behavioral theories.

Required Reading

- NPR/RWJF/Harvard School of Public Health. (2014, July 7). *The burden of stress in America*. NPR.com. Retrieved from:
http://www.rwjf.org/content/dam/farm/reports/surveys_and_polls/2014/rwjf414295
- Faulkner, M. & Davies, S. (2005). Social support in the healthcare setting: The role of volunteers. *Health and Social Care in the Community*, 13(1), 38–45.
- Adimora, A. A., Schoenbach, V. J., & Doherty, I. A. (2006). HIV and African Americans in the Southern United States: Sexual networks and social context. *Sexually Transmitted Diseases*, 33(7), S39–S45.
- Glanz, K., Rimer, B. K., & Viswanath, K. (Eds.). (2015). *Health behavior: Theory, research, and practice* (5th ed.). San Francisco, CA: Jossey-Bass.
Chapters 8 (Introduction to Models of Interpersonal Influences on Health Behavior), 10 (Social Support and Health), and 11 (Social Networks and Health Behavior)

Week 9: Models of Interpersonal Health Behavior (Part 2) and Models of Community Health

Faculty: Drs. Christina Heminger, Amita Vyas, Kim Horn, and Kalpana Ramiah

Learning Objectives

- Recognize predominant behavioral theories utilized in public health interventions, describe theoretical assumptions and constructs, and evaluate the merits of various behavioral theories in addressing public health issues.
- Develop behavioral interventions utilizing the ecological framework and behavioral theories.

Live Session Preparation

Students should post questions to the LMS Wall the week prior to class with any questions they would like answered during the live session regarding the final paper. Instructors will go over required paper sections to discuss expectations and instructions for the final paper submission.

Required Reading

- Anderson-Bill, E. S., Winett, R. A., & Wojcik, J. R. (2011). Social cognitive determinants of nutrition and physical activity among Web-Health users enrolling in an online intervention: The influence of social support, self-efficacy, outcome expectations, and self-regulation. *J Med Internet Res.*, 13(1), e28.
 - Dearing, J. W. (2008). Evolution of diffusion & dissemination theory. *J Public Health Management Practice*, 14(2), 99–108.
 - Glanz, K., Rimer, B. K., & Viswanath, K. (Eds.). (2015). *Health behavior: Theory, research, and practice* (5th ed.). San Francisco, CA: Jossey-Bass.
- Chapters 9 (How Individuals, Environments, and Health Behaviors Interact), 14 (Introduction to Community and Group Models of Health Behavior Change), and 16 (Implementation, Dissemination, and Diffusion of Public Health Interventions) – pages 301-312 only**

Week 10: Multilevel Behavioral Interventions

Faculty: Drs. Christina Heminger, Karen McDonnell, Monica Ruiz, Monique Turner, and Amita Vyas

Learning Objectives

- Develop behavioral interventions utilizing the ecological framework and behavioral theories.
- Discuss the tailoring of programmatic activities and strategies for different target populations.

Assignment Due

Final papers are due **prior to Live Session 10**.

Required Reading

- Blankenship, K.M., Friedman, S.R., Dworkin, S., & Mantell, J.E. (2006). Structural interventions: Concepts, challenges and opportunities for research. *J Urban Health*, 83(1): 59–72.

Week 11: Final Exam Week

NO LIVE SESSION MEETING

Assignment Due

Test 2 is due prior to what would be Live Session 11 (but should not be opened until after Live Session 10), and covers material discussed in Weeks 6–10. Opening the test prior to the end of Live Session 10 will be a violation of the Code of Academic Integrity. This test is worth 25 points. Your instructor will provide you with the test password.

Appendix: Final Paper Grading Rubric

Grading criteria for MPH Online PubH 6007 Final Paper	Total points possible	Total points earned
<i>Paper Sections (22 points)</i>		
Significance (9 points)		
Health issue and risk factors are clearly defined and explained	2 points	
Target population (demographics) and ecological context (social conditions, cultural values, community assets, political climate, economic situation, etc.) are clearly defined and explained	3 points	
SMART health, behavioral and immediate objectives are appropriate, clearly defined, measurable, and time-bound (1 point for each HO and BO; 1 point for each of 2 IO/EOs)	4 points	
Theoretical Approach (9 points)		

Theoretical basis for intervention is clearly stated and explained; incorporation of theory constructs and definitions throughout intervention description	3 points	
Program/intervention components including but not limited to recruitment, tailored communication strategies, programmatic activities, and measurement, are thoroughly discussed	3 points	
Innovativeness has been explained compared to other programs, the knowledge base, as well as describes the factors that should (theoretically) make this program successful among the target population	3 points	
Discussion (4 points)		
Strengths/weaknesses/gaps of chosen theory; discussion of other applicable theories	2 points	
Overall program limitations	1 point	
Anticipated policy and program implications, concluding paragraph	1 point	
Paper Clarity & Formatting (3 points)		
Correct grammar, professional formatting, and proofreading of paper	1 point	
Paper is complete, clear, comprehensive, and follows instructions/includes all sections noted in syllabus	1 point	
Paper is appropriately cited and referenced; APA or AMA format is used correctly and consistently throughout paper	1 point	
TOTAL	25	