

Syllabus

EPP 222: Social and Behavioral Aspects of Public Health

Winter Quarter, 2008

Instructor:

Diana Cassady, DrPH
Assistant Professor
Department of Public Health Sciences

Class time and location:

Monday & Wednesday 4:10-5:30pm
2428 Tupper Hall

Contact information:

Office: 1616 Davinci Court, Davis
E-mail address: dlcassady@ucdavis.edu
Telephone: (530)754-5550

Class web site: on SmartSite

<https://smartsite.ucdavis.edu:8443/portal>
(You will need a username and password)

Office hours: Monday 11am-noon or by appointment.

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, 2002.

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: Most classes will consist of a lecture introducing the topic of the day, followed by a class discussion or activity.

Assignments

- Class participation (15 points)
- Two quizzes (15 points each; 30 points total).
- Research paper (40 points)
- Comments on classmates papers (15 points)

Class participation: Class participation will be graded on attendance, asking and answering questions in class, and discussion with the instructor about the paper (10 points). A 5 minute presentation on the research paper is also required (5 points).

Quizzes: These brief tests will include questions on the main concepts of the theories and practices covered in reading and lectures. Quizzes will consist of 15-30 multiple choice questions. No notes or books allowed.

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. 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. 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>.

Date	Topic	Reading	Assignment Deadlines
1/7/08 Monday	Introduction to behavioral sciences		
1/9/08 Wednesday	Introduction to behavioral sciences	Chapters 1 & 2	
Individual Health Behavior Change			
1/14/08 Monday	Health belief model	Chapter 3	
1/16/08 Wednesday	Transtheoretical model	Chapter 5	January 14, 17, or 18: Individual meeting with instructor to discuss paper topic.
1/21/08 Monday	HOLIDAY	-----	
1/23/08 Wednesday	Communication technology	Chapter 22	Friday January 25 at 5:00 p.m. Draft of part 1 of the paper is due on SmartSite.
Interpersonal Influences on Health Behavior			
1/28/08 Monday	Social networks	Chapter 9	
1/30/08 Wednesday	Interpersonal communication	Chapter 11	Friday February 1 at 5:00 p.m.: Comments on classmates' drafts are due on SmartSite.
2/4/08 Monday	Paper review and quiz		
Community models of behavior change			
2/6/08 Wednesday	Community organizing	Chapter 13	
2/11/08 Monday	Cultural influences on health behavior	Chapter 21	
2/13/08 Wednesday	Guest lecture: Programming for cross cultural interventions	TBD	Friday February 15 at 5:00 p.m.: Draft of part 2 of the paper is due on SmartSite.
Ecological Models of Health Behavior			
2/18/08 Monday	HOLIDAY	-----	
2/20/08 Wednesday	Ecological approaches to health behavior	Chapter 20	Friday February 22 at 5:00 p.m.: Comments on classmates' drafts are due on Smartsite.
2/25/08 Monday	Organizational change	Chapter 15	
2/27/08 Wednesday	Social marketing	Chapter 19	Friday February 29 at 5:00 p.m.: Draft of part 3 of the paper is due on SmartSite.
Program Planning and Evaluation, Student Presentations			
3/3/08 Monday	Paper review and quiz		
3/5/08 Wednesday	Program planning	Chapter 18	Friday March 7 at 5:00 p.m.: Comments on classmates' drafts are due on SmartSite.
3/10/08 Monday	Program evaluation	Chapter 23	
3/12/08 Wednesday	Student presentations		
3/17/08 Monday	Student presentations		March 18 at 5pm: Final paper submitted to SmartSite.