

**HBHE 600: Social and Behavioral Sciences in Public Health**  
**Department of Health Behavior and Health Education**  
**UNC School of Public Health, Spring 2008**

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HBHE 600 is based on the assumption that public health is a multi-disciplinary field aimed at reducing preventable morbidity and premature mortality, and promoting a higher quality of life in populations and groups through health intervention. Although we recognize that biological, physical, and medical care factors contribute to population health outcomes, this course emphasizes the relationship of behaviors as well as social and political structures to health outcomes. A social ecological framework forms the conceptual basis of the course, focusing attention on interactions between four levels of factors: individual, interpersonal, community, and population. HBHE 600 is deliberately broad and not intended to give students an in-depth understanding of any particular theories, specific practice models, or selected research methods. Rather, its intent is to encourage an appreciation of the wealth of conceptual and methodological approaches in the social and behavioral sciences that can inform public health practice and research.

### **Course Objectives:**

The course is designed to provide students with an overview of the theoretical and empirical bases of the social and behavioral sciences as applied to public health, such that students can both apply and communicate this material in the context of their public health careers. Primary course objectives are designed in accordance with the social and behavioral science competencies deemed important by the Association of Schools of Public Health, and are threefold. Students will be able to:

1. Identify several theories, concepts and models from a range of social and behavioral disciplines that are used in public health practices; and apply these theories, concepts and models to:
  - a. Identify causes of social and behavioral factors that affect health of individuals and populations.
  - b. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
  - c. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
  - d. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
2. Compare and describe the merits of social and behavioral science interventions and policies. As part of this effort, students will be able to:
  - a. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
  - b. Describe the role of community and social factors in identifying appropriate intervention strategies for health promotion efforts.
  - c. Apply evidence-based approaches to solving public health problems.
  - d. Apply ethical principles to public health program planning, implementation and evaluation.
3. Effectively communicate social and behavioral science concepts with other public health practitioners and lay audiences.

# Course Structure

Web Site: <http://blackboard.unc.edu>

HBHE 600 has its own web site, which contains a variety of information about the course: the syllabus, readings, assignments, faculty/TA email addresses and more. The website may be accessed by going to the UNC Blackboard site (listed above) and typing in your onyen user ID and password.

## Readings

The required readings for the course are available online in full text format (.pdf files). Click the “Course Material” link in the course website, and the links to the readings can be found in each Unit folder, under the appropriate week.

## Class Lectures

The lectures for the course provide the basic information you are expected to learn as part of the course. Lectures meet every Wednesday from 9:00 – 9:50 a.m. in 1301 McG. While attendance is not officially taken, you are expected to come to lecture, and TAs will talk with students whom they have noticed have not attended, especially when this is reflected in their grades.

## Small Group Sessions

One of the most important aspects of this course is that students be able to apply social and behavioral science concepts to public health issues in their own disciplines. The small group sessions provide an opportunity for students to practice this skill. We will strive to make these groups interdisciplinary in order to foster interaction and communication among students from various SPH departments. HBHE graduate students will coordinate these groups. A short activity will be assigned for each small group session. You are expected to read the assignment and course articles prior to the small group. A listing of small group assignments (including room assignments and TAs) will be provided on the first day of class, and on the blackboard website. **Small group sessions will begin the first week of class (January 9<sup>th</sup> and 10<sup>th</sup>).**

# Student Evaluation

Students will be evaluated through multiple methods. Final course grades will be assessed on a 100-point scale.

## Letter Grade Criteria

- 92-100% H
- 74-91% P
- 55-73% L
- <55% F

Assignment	Points
<b>Small Group Work</b>	<b>30</b>
<i>Student Attendance and Preparation (10)</i>	
<i>Participation and Group Interaction (10)</i>	
<i>Co-Facilitation of one session (10)</i>	
<b>Minority Health Conference Reflection (Due April 21, 5 p.m.)</b>	<b>10</b>
<b>Midterm (Due March 6, 5 p.m.)</b>	<b>25</b>
<b>Final Exam (Due May 5, 8 a.m.)</b>	<b>35</b>
<b>Total</b>	<b>100</b>

Teaching Assistant Small Group Evaluations (30 points): HBHE doctoral student facilitators will evaluate each student's small group performance. TAs will evaluate students on the basis of three criteria:

- the extent to which they **attend** small groups and are **prepared** for the activity (10 points)
- the extent to which they **actively participate** in group discussions and **interact**, in a respectful and meaningful manner, with other group members (10 points)
- successful **co-facilitation** of one small group activity during the course of the semester (10 points)

Following the co-facilitation, the TA will provide the student with a score and individual feedback about the facilitation skills demonstrated, including success engaging the small group in relevant dialogue and meaningful learning activities. A mid-semester evaluation will serve to provide feedback to the students about general small group participation and attendance, and will count for half of the remaining small group grade. The final evaluation grade will be given at the end of the course.

Minority Health Conference Reflection (10 points): HBHE 600 students are required to attend at least one session of the UNC Minority Health Conference, scheduled for **February 29**. Students unable to attend the event can instead listen to the keynote speech through an online webcast following the event. Each student is required to submit a 1-2 page reflection about how one session of the conference relates to concepts covered in the HBHE course. **Reflection papers should be submitted by email to your teaching assistant by Monday, April 21 at 5 p.m.**

Mid-term (25 points): Specific instructions for the mid-term will be provided closer to its due date. In general, the mid-term will cover determinants of health across the four levels of the ecological framework, and program planning and assessment tools. **The mid-term must be emailed to your teaching assistant, or left in their box in the third floor hallway of Rosenau by 5 p.m. on Thursday, March 6.** Late papers will be docked points for every day the paper is late.

Final Exam (35 points): Specific instructions will be given for the final exam on April 25<sup>th</sup>. **It will be due by 8 a.m. on Monday, May 5** (the scheduled exam time). Late papers will automatically lose points for every day the paper is late. You should either e-mail your exams to your TA, or turn a hard copy into your TA's mailbox in the third floor hallway of Rosenau Hall, by that time on May 4<sup>th</sup>.

*Note:* Plagiarism, or any other violation of UNC's honor code, will be dealt with as required by the University's rules. It is each student's responsibility to be familiar with the definition of plagiarism and the University's honor code. The University honor code may be viewed at the following web address: <http://instrument.unc.edu/> Each exam must be completed *without* the assistance of any other person. Do not consult other persons taking this course, or not taking this course, about any graded material like tests or discussion forums. [You may contact the instructor or your teaching assistant.] Do not consult previous tests. Furthermore, all ideas used in your exams that are not your own must be properly cited. Instructors are required to report suspected violations of the honor code to the Honor Court. Honor Court sanctions can include receiving a zero for the assignment, failing the course and/or suspension from the university. Students in the course in previous semesters have been suspected of academic misconduct and prosecuted by the Honor Court on a number of occasions.

## Course Schedule, Readings, Assignments

DATE	FORMAT	TOPIC
1/9	Lecture	<b>Introduction and Overview of Social Ecological Perspective</b>
	Objectives	<ul style="list-style-type: none"> <li>• Be introduced to the field of health behavior and health education</li> <li>• Be introduced to the application of a four-level ecological framework for approaching specific public health problems</li> <li>• Understand course structure, assignments, grading rubric and timetable</li> </ul>
	Required Reading:	<ul style="list-style-type: none"> <li>• Glanz K, Rimer BK, Lewis, FM. (2002). The scope of health behavior and health education. In K Glanz, FM Lewis, &amp; B Rimer, (eds.) <i>Health behavior and health education: Theory, research, and practice</i>, 3<sup>rd</sup> ed., San Francisco: Jossey-Bass Publishers. Pp. 3-21.</li> <li>• National Academy of Sciences. (2003). <i>Who Will Keep the Public Healthy?</i> (Executive Summary, excerpts), 4-7.</li> </ul>
1/10 or 1/11	Small Group	Understanding Ecological Approaches to Health
1/16	Lecture	<b>Individual Level Causes/Influences: The Health Belief Model</b>
	Objectives	<ul style="list-style-type: none"> <li>• To describe the components of the health belief model and apply them to a given health problem.</li> </ul>
	Required Reading:	<ul style="list-style-type: none"> <li>• Janz NK, Champion VJ &amp; Strecher, VJ. (2002). The health belief model. In K Glanz, FM Lewis, &amp; B Rimer, (eds.) <i>Health behavior and health education: Theory, research, and practice</i>, 3<sup>rd</sup> ed., San Francisco: Jossey-Bass Publishers. Pp. 45-66.</li> <li>• Brewer NT &amp; Fazekas KI. (2007). Predictors of HPV vaccine acceptability: A theory-informed systematic review. <i>Preventive Medicine</i>. Epub: June 2.</li> </ul>
1/16 or 1/17	Small Group	Designing a Clinic-based HPV Vaccine Assessment Program.
1/23	Lecture	<b>Interpersonal Causes/Influences: Social Support and Social Networks</b>
	Objectives	<ul style="list-style-type: none"> <li>• To identify components of social support and constructs of social networking and apply them to specific public health problems.</li> </ul>
	Required Reading:	<ul style="list-style-type: none"> <li>• Heaney CA &amp; Israel BA. (2002). Social networks and social support. In K Glanz, FM Lewis, &amp; B Rimer, (eds.) <i>Health behavior and health education: Theory, research, and practice</i>, 3<sup>rd</sup> ed., San Francisco: Jossey-Bass Publishers. Pp. 185-209.</li> <li>• Lakon CM, Ennett ST, Norton EC. (2006). Mechanisms through which drug, sex partner, and friendship network characteristics relate to risky needle use among high risk youth and young adults. <i>Social Science &amp; Medicine</i>. 63(9):2489-99</li> </ul>
1/23 or 1/24	Small Group	Interpersonal Level Factors and Pregnancy
1/30	Lecture	<b>Community Influences: Place and Neighborhood</b>
	Objectives:	<ul style="list-style-type: none"> <li>• To define the concepts of community, neighborhood and place</li> <li>• To understand the influence of community-level factors on access to,</li> </ul>

DATE	FORMAT	TOPIC
		and implementation of, health behaviors.
	Required Readings:	<ul style="list-style-type: none"> <li>• McNeil LH, Kreuter MW, Subramanian SV. (2006). Social environment and physical activity. <i>Social Science and Medicine</i>. 63(4):1011-1022.</li> <li>• Laraia B, Messer L, Evenson K, Kaufman JS. (2007). Neighborhood factors associated with physical activity and adequacy of weight gain during pregnancy. <i>Journal of Urban Health</i>. Epub: August 21, 2007.</li> </ul>
1/30 or 1/31	Small Group	Using Maps and Places to Think about Health
2/6	Lecture	<b>Population Influences: Distributions of Power and Resources</b>
	Objectives	<ul style="list-style-type: none"> <li>• To define population determinants of health.</li> <li>• To understand factors that influence general access to resources and power as determinants of health.</li> </ul>
	Required Reading:	<ul style="list-style-type: none"> <li>• Link, BG, Phelan, J (1995). Social conditions as fundamental causes of disease. <i>Journal of Health and Social Behavior</i>; Extra Issue: 80-94.</li> <li>• Jones CP (2000). Levels of racism: a theoretical framework and a gardener's tale. <i>American Journal of Public Health</i>. 90(8): 1212-5.</li> <li>• <i>For section:</i> Epstein H. (2003.) Enough to make you sick? In <i>New York Times Magazine</i>, Oct 12, 2003.</li> </ul>
2/6 or 2/7	Small Group	Population Determinants and Policy Case Study
2/13	Lecture	<b>The Internet as a Public Health Hazard: Online Transactions of Harmful Substances</b>
	Objectives	<ul style="list-style-type: none"> <li>• To apply theoretical concepts from different levels of the social ecological framework to a specific health issue</li> </ul>
	Required Reading:	<ul style="list-style-type: none"> <li>• Ribisl KM, Kim AE, et al. (2007, in press). Sales and marketing of cigarettes on the Internet: Emerging threats to tobacco control and promising policy solutions. In RJ Bonnie (ed). <i>Reducing tobacco use: Strategies, barriers, and consequences</i>. Washington DC: National Academy Press.</li> <li>• Ribisl KM, Williams RS, Kim AE. (2003). Internet sales of cigarettes to minors. <i>Journal of the American Medical Association</i>. 290: 1356-1359.</li> </ul>
2/13 or 2/14	Small Group	Tobacco Use and the Social Ecological Framework
2/20	Lecture	<b>Health Promotion Planning and Evaluation Models: PRECEDE-PROCEED and RE-AIM</b>
	Objectives	<ul style="list-style-type: none"> <li>• To describe the primary components of two planning and evaluation models often used in health promotion.</li> </ul>
	Required Reading:	<ul style="list-style-type: none"> <li>• Gielen AC and McDonald EM. Using the PRECEDE-PROCEED planning model to apply health behavior theories. In K Glanz, FM Lewis, &amp; B Rimer, (eds.) <i>Health behavior and health education: Theory, research, and practice</i>, 3<sup>rd</sup> ed., San Francisco: Jossey-Bass Publishers. Pp. 409-436.</li> <li>• Glasgow RE, Vogt TM, Boles SM (1999). Evaluating the public</li> </ul>

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		health impact of health promotion interventions: the RE-AIM framework. <i>American Journal of Public Health</i> . 89(9): 1322-7.
2/20 or 2/21	Small Group	Using Planning and Evaluation Models to Improve Nutrition
2/27	Lecture	<b>Assessments and Partnerships: Action Oriented Community Diagnosis and Diffusion of Innovations</b>
	Objectives	<ul style="list-style-type: none"> <li>To describe the value of community partnerships and two strategies for assessing community and organizational needs and resources.</li> </ul>
	Required Readings:	<ul style="list-style-type: none"> <li>Eng E, Moore SK, Rhodes SC, Griffith DM, Allison LL, Shirah K, Mebane EM (2005). Insiders and outsiders assess who is “the community”: Participant observation, key informant interview, focus group interview, and community forum. In Israel BA, Eng E, Schulz AJ &amp; Parker EA. <i>Methods in Community-Based Participatory Research</i>. San Francisco: Jossey-Bass. Pp. 77-100.</li> <li>Emmons KM, Thompson B, McLerran D, Sorensen G, Linnan L. (2000). The relationship between organizational characteristics and the adoption of workplace smoking policies. <i>Health Education &amp; Behavior</i>, 27(4): 483-501.</li> </ul>
2/27 or 2/28	Small Group	Coalitions for Health
3/5	Lecture	<b>Evidence and Ethics: Choosing Appropriate Intervention Strategies</b>
	Objectives	<ul style="list-style-type: none"> <li>To review best practices and evidence-based approaches as part of intervention planning.</li> <li>To identify and give examples of several types of health promotion interventions.</li> <li>To describe key ethical components of health promotion efforts.</li> </ul>
	Required Reading:	<ul style="list-style-type: none"> <li>McKenzie JF, Neiger BL &amp; Smeltzer JL. (2005). <i>Planning, implementing &amp; evaluating health promotion programs</i>. (Ch. 8: Interventions). San Francisco: Pearson Education Inc. Pp. 178-207.</li> <li>Society of Public Health Educators (SOPHE) Code of Ethics, available at: <a href="http://www.sophe.org/about/ethics.html">http://www.sophe.org/about/ethics.html</a></li> <li>Resources at <a href="http://www.thecommunityguide.org">www.thecommunityguide.org</a> (see small group activity instructions)</li> </ul>
3/5 or 3/6	Small Group	Using evidence to design an intervention
<b>Mid-Term Exam Due March 6, 5 p.m.</b>		
3/19	Lecture	<b>Health Communication, Guest: Jennifer Gierisch, MPH</b>
	Objectives:	<ul style="list-style-type: none"> <li>To understand health communication as a tool to inform and influence decision making.</li> <li>To identify strategies to improve health communication efforts.</li> <li>To recognize the strengths and limitations of a health communications approach.</li> </ul>
	Required Reading:	<ul style="list-style-type: none"> <li>Rimer BK &amp; Gierisch JM (2005) Public education and cancer control. <i>Seminars in Oncology Nursing</i>, 21 (4): 288-298.</li> <li>Myhre SL &amp; Flora JA.(2000). HIV/AIDS communication campaigns: progress and prospects. <i>Journal of Health Communication</i>. 5(Suppl.):</li> </ul>

DATE	FORMAT	TOPIC
		29–45.
3/19 or 3/20	Small Group	Health Communication and HIV/AIDS in the U.S.
3/26	Lecture	<b>Policy and Engineering Strategies for Health Promotion</b>
	Objectives	<ul style="list-style-type: none"> <li>To identify strategies for creating change in the social, political and physical environment in order to facilitate healthy choices.</li> </ul>
	Required Reading:	<ul style="list-style-type: none"> <li>Blankenship KM, Friedman SR, Dworkin S, Mantell JE. (2006). Structural interventions: concepts, challenges and opportunities for research. <i>Journal of Urban Health</i>. 83(1): 59-72.</li> <li>Zackocs RC, Earp JL, Runyan CW. (2001). State gun control advocacy tactics and resources. <i>American Journal of Preventive Medicine</i>. 20(4): 251-7.</li> </ul>
3/26 or 3/27	Small Group	Federal Funding to Support Needle Exchange Programs: A Debate
4/2	Lecture	<b>The BEAUTY Project, Guest: Laura Linnan, ScD</b>
	Objectives	<ul style="list-style-type: none"> <li>To describe the components of intervention planning, implementation and evaluation using a specific example.</li> </ul>
	Required Reading:	<ul style="list-style-type: none"> <li>Linnan LA, Ferguson YO, Wasilewski Y, Lee AM, Yang J, Solomon F, Katz M. (2005). Using community-based participatory research methods to reach women with health messages: Results from the North Carolina BEAUTY and Health Pilot Project. <i>Health Promotion Practice</i>. 6(2): 164-73.</li> <li>Eng E &amp; Parker E. (2002). Natural Helper Models to Enhance a Community's Health and Competence. In DiClemente RJ, Crosby RA &amp; Kegler MC. (eds.). <i>Emerging theories in health promotion and practice research: Strategies for improving public health</i>. San Francisco: Jossey-Bass. Pp. 126-156.</li> </ul>
4/2 or 4/3	Small Group	Developing an LHA Intervention Based on Best Practices
4/9	Lecture	<b>Introduction to Program Evaluation</b>
	Objectives	<ul style="list-style-type: none"> <li>To define and describe four types of program evaluations: formative, process, impact and outcome.</li> <li>To understand the role of program evaluation as part of program planning and implementation.</li> <li>To differentiate between participatory and external evaluation, and identify strengths of each approach</li> </ul>
	Required Reading:	<ul style="list-style-type: none"> <li>Centers for Disease Control and Prevention. (1999). Framework for program evaluation in public health. <i>MMWR</i> 48(RR-11): 1-40.</li> </ul>
4/9 or 4/10	Small Group	Planning for Different Types of Evaluation
4/16	Lecture	<b>Data Sources for Program Evaluation</b>
	Objectives	<ul style="list-style-type: none"> <li>To describe three types of data sources that can be used in program evaluation: data from individuals, observational data, and secondary data sources.</li> </ul>
	Required	<ul style="list-style-type: none"> <li>Besculides M, Zaveri H, Farris R, Will J. (2006). Identifying best</li> </ul>

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	Reading:	practices for WISEWOMAN programs using a mixed-methods evaluation. <i>Preventing Chronic Disease</i> . 3(1):1-9. Available from: URL: <a href="http://www.cdc.gov/pcd/issues/2006/jan/05_0133.htm">http://www.cdc.gov/pcd/issues/2006/jan/05_0133.htm</a> . <ul style="list-style-type: none"> <li>• Biener L, Glanz K, McLerran D, Sorensen G, Thompson B, Basen-Engquist K, Linnan L, Varnes J. (1999). Impact of the working well trial on the worksite smoking and nutrition environment. <i>Health Education &amp; Behavior</i>. 26(4): 478-94.</li> </ul> <p><i>Note: In addition to the assigned reading, the small group activity requires some advance work.</i></p>
4/16 or 4/17	Small Group	Collecting Observational Data: Seat Belt Usage
<b><i>Minority Health Conference Reflection Paper Due, Monday, April 21, 5 p.m.</i></b>		
4/23	Lecture	<b>Integrating the Multiple Levels of the Social Ecological Framework</b>
	Objectives	To integrate concepts presented in HBHE 600 so as to better understand determinants, intervention strategies and evaluation components as applied to health problems
	Food for Thought:	<ul style="list-style-type: none"> <li>• Buchanan DR. (2006). A new ethic for health promotion: Reflections on a philosophy of health education for the 21<sup>st</sup> century. <i>Health Education and Behavior</i>. 33(3): 290-304.</li> </ul>
4/23 or 4/24	Small Group	Course Review and Evaluations
<b><i>Final Exam Due: Monday May 5, by 8 a.m.</i></b>		