

**HBHE 811/NUTR 805: Developing Health Promotion/Disease Prevention Interventions**  
 Doctoral Seminar --Fall 2007

**Class Schedule:** Wednesday, 9:00-11:45  
 Michael Hooker Building 0003

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**Course Description:**

This course will examine the development of interventions for health promotion and disease prevention. Topics will include current controversies on the interplay between theory-driven and empirically-supported strategies for interventions, how theories, empirical literature, and formative work can inform intervention development, and how intervention research can inform theory. Students will have the opportunity to engage in scholarly discussion, learn new skills, and to become substantially more knowledgeable in theory-driven interventions in one self-selected public health problem area.

**Course Objectives, Teaching and Evaluation Methods**

Objectives	Teaching Methods	Evaluation Methods
1. To become more knowledgeable about how theory and empirical evidence is used and applied in developing health promotion and disease prevention interventions	Class discussion based on assigned readings Case studies Guest speakers	Class participation Leading group discussions
2. To develop skills in critically evaluating how theories and empirical support have been used in HPDP interventions	Class discussion based on assigned readings  Instructor feedback on paper development at 2 points during the course  Peer feedback on paper development at 2 points during the course	Leading group discussions Case studies Intervention Paper

Objectives	Teaching Methods	Evaluation Methods
3. To gain in depth knowledge of the use and application of theory and empirical evidence to develop public health interventions.	Peer and instructor feedback on 2 case study reports.  Peer feedback on paper development at 2 points  Instructor feedback on paper at 2 points	Case study presentations.  Intervention paper

**Course Requirements:**

1. **Participation (20 points ~ 10% of grade):** Actively participate during every class! In order to participate, you need to be in class. It is anticipated that every student will attend and contribute to the class discussions.
2. **Lead Class Discussion of Intervention Articles (20 points ~ 10% of grade):** Students will be asked to lead class discussion of intervention articles during class periods. Students should present analyze the strengths and weaknesses of the articles both in terms of study design/methods, and application of theory to develop the intervention. Students will be responsible for working in a their Case Study groups to present 1 article during the course of the semester. Articles shaded in Gray on the readings list are those where student groups will be the discussion leads.

The course objectives are to engage students in thinking about how to develop interventions. As such a major goal of the course is to assist students in the development of theory-based, empirically supported interventions.

3. **Case Studies in Intervention Design and Development (30 points {15 points each} ~15% of grade):** Students will work in groups to design interventions based on in class presentations of actual intervention work conducted by faculty members in the UNC-SPH. Following the first case study presentation, groups will be expected to meet outside of class, conduct an abbreviated literature review, develop and present an intervention designed by the group in a subsequent class period. The new intervention should address the same problem and population but could use a new theoretical approach, level of intervention, or different components and strategies using the same theory etc. The slide presentation and a 2-3 page description of the rationale and overview of the intervention design will be turned in and provided as feedback to the UNC-SPH investigator. For case study #2, groups will meet in class following the presentation and use a flip chart to present intervention ideas by the end of class. By the next class meeting, the notes from the flip chart should be typed up and a 2-3 page description should be turned in for the UNC-SPH investigator.
4. **Development of an HPDP Intervention (130 points ~ 65% of grade broken down into several assignments):** The intervention development will be guided by peer, TA, and instructor feedback at 2 stages during the course. The development of the paper will be divided into the following assignments with point values for each task indicated in parentheses. **(see Handout for More Details)**
  - a. **Stage 1: Epidemiology and Critical Review of the Intervention Literature for a Specific Health Problem of your choice**

- i. Students are expected to write the introduction and background for their intervention and discuss the evidence base for intervention strategies and theoretical constructs. Students will be assisted in this process by in class discussions about writing a critical literature review conducted by Elizabeth French and in class presentations (see below).
  1. In Class Presentation of Ideas – 20-25 minutes - approximately 15 minute presentation using power point with 5-10 minutes for peer and instructor feedback and discussion **(20 points ~ 10% of grade)**
  2. Draft 1- Epidemiology and Critical Literature Review section approximately 5-8 pages **(20 points – 10 % of grade)**

**b. Stage 2: Intervention Design and Description**

- i. Students are expected to develop and describe in detail their application of theory (or theories) and empirically supported strategies in the development of a health promotion or disease prevention intervention.
  1. In Class Presentation of Ideas - 20 minutes - approximately 15 minute presentation using power point with 5-10 minutes for peer and instructor feedback and discussion **(20 points~ 10 % of grade)**

- c. Final Written Paper: Cumulative paper approximately 15-20 pages (70 points ~ 35% of grade)** Students are expected to revise their first draft and their intervention based on peer and instructor feedback and submit a final paper demonstrating their understanding of how to develop a health promotion or disease prevention intervention. A supplemental handout describes the expectations for this assignment in greater detail.

**Grading Scale:**

<b>Grade</b>	<b>Interpretation</b>	<b>Percent of Total Points</b>
H	High Pass	185 -200
P	Pass	160-184
L	Low Pass	140-159
F	Fail	Below 140

<b>Date</b>	<b>Topic/Plan</b>	<b>Assignment Due Dates</b>
8-22	Introduction –schedule, community based syllabus revision, course requirements, select presentation & case study groups  Our Initial Thoughts	
8-29	Debate and controversies about the interplay of theory and intervention in the literature	

Date	Topic/Plan	Assignment Due Dates
9-5	Find the Best Fit—Or Adapt to Fit – Challenges in Replicating & Adapting Theory & Evidence-based Interventions  Case Study #1 Development of the NC Beauty Project <b>Guest Presenter: Dr. Laura Linnan</b>	Turn in final paper topics– Specific Population & Problem (disease or behavior) via Blackboard digital dropbox
9-12	Writing Background & Critical Review <b>Guest Presenter:</b> Elizabeth French  Intervention Mapping Basics	
9-19	Intervention Mapping Cont'd -- Intervention Descriptions  Case Study #1 Group Reports & Class Discussion	Beauty Case Study Report Group Presentations & Turn in Write-ups
9-26	Application of Diffusion and other Theories to HIV Prevention Interventions  <b>Guest Presenter:</b> Dr. Godfrey Woelk, Zimbabwe PI, C-POL Lisa Strader, C-POL Project manager RTI International, Inc.	
10-3	Stage 1 Presentations (7 Students)	Group 1 Presentations
10-10	Stage 1 Presentations (7 Students)	Group 2 Presentations
10-17	Optional Writing Workshop with Feedback from Elizabeth French & Time for Writing No Formal Class Meeting– Fall Break	
10-24	Theory-based CBPR Interventions  <b>Guest Presenter:</b> Dr. Geni Eng	Stage 1: Epi and Literature Review Papers Due Electronically by <b>Thursday, October 25, by            12pm (noon)</b> using the digital dropbox
10-31	Case Study # 2: Development of “Walk to School” <b>Guest Presenter:</b> Dr. Dianne Ward  Student Groups Work on Case Study #2 and Report Back to Group During 3 <sup>rd</sup> Hour of Class	Case Study #2 Presentations & Class Discussion

<b>Date</b>	<b>Topic/Plan</b>	<b>Assignment Due Dates</b>
11-7	Applying the TTM to Interventions In Class Activity: – Development of Stage Matched Self-Help Manuals  Stage 2 Presentations Group 1 (4 students)	Turn in Case Study #2 write-ups  Stage 2 Presentations Group 1 (4 students)
11-14	Stage 2 Presentations (Group 2) (5 students)  Development of Interventions in International Contexts <b>Guest Presenter:</b> Dr. Suzanne Mamon	Stage 2 Presentations Group 2 (5 students)
11-21	No Class - Thanksgiving	
11-28	Stage 2 Presentations Group 3 (5 Students)	Stage 2 Presentations Group 3 (5 Students)
12-5	Last Class – Final Thoughts & Wrap Up	Final Papers Due by 5pm

Assigned Course Readings: PDF files for assigned course readings will be available on the course blackboard site. Use your Onyen and Password to login in to the site.

### **Background Readings & Resources**

Bartholomew, LK, Parcel, GS., Kok, G, & Gottlieb, NH (Eds), (2006) Chapter 3: Behavior Oriented Theories used in Health Promotion in *Planning Health Promotion Programs: An intervention mapping approach*. pp 81-135. (available in course binder in HBHE)

Bartholomew, LK, Parcel, GS., Kok, G, & Gottlieb, NH (Eds), (2006) Chapter 4: Environment Oriented Theories in *Planning Health Promotion Programs: An intervention mapping approach*. pp 136-189. (available in course binder in HBHE)

Theory At A Glance (NCI Publication) available as a PDF on blackboard

<b>Date</b>	<b>Topic/ Assigned Readings:</b>
8-22	<b>Introduction –schedule, course requirements, community-based participatory syllabus revision</b> <b>Discussion of application of theory in intervention development –Initial Thoughts</b> No assigned readings

<b>Date</b>	<b>Topic/ Assigned Readings:</b>
8-29	<p data-bbox="261 233 1239 264"><b>Debate and controversies about the interplay of theory and intervention</b></p> <p data-bbox="261 306 1369 411">Noar SM, Zimmerman RS. (2005) Health Behavior Theory and cumulative knowledge regarding health behaviors: are we moving in the right direction? <i>Health Education Research</i>. Jun;20(3):275-90.</p> <p data-bbox="261 453 557 485">Associated Comments:</p> <p data-bbox="358 489 1414 558">Weinstein ND, Rothman AJ. (2005) Commentary: Revitalizing research on health behavior theories. <i>Health Education Research</i>. Jun;20(3):294-7.</p> <p data-bbox="358 600 1406 669">Nigg CR, Jordan PJ. (2005) Commentary: It's a difference of opinion that makes a horserace...<i>Health Education Research</i>. Jun;20(3):291-3.</p> <p data-bbox="261 711 1443 816">Rothman AJ. (2004) "Is there nothing more practical than a good theory?": Why innovations and advances in health behavior change will arise if interventions are used to test and refine theory. <i>Int J Behav Nutr Phys Act</i>. Jul 27;1(1):11.</p> <p data-bbox="261 858 1422 919">Jeffery RW (2004) How can Health Behavior Theory be made more useful for intervention research? <i>Int J Behav Nutr Phys Act</i>. Jul 23;1(1):10.</p>
9-5	<p data-bbox="261 926 1451 995"><b>Find the Best Fit – Or Adapt to Fit? Challenges in Replicating and Adapting Evidence-based Interventions</b></p> <p data-bbox="261 1037 1438 1106">Challenges in replicating interventions. Bell, Stephanie G.; Newcomer, Susan F.; Bachrach, Christine; <i>Journal of Adolescent Health</i>, Vol 40(6), Jun 2007. pp. 514-520.</p> <p data-bbox="261 1148 1450 1253">Replicating a teen HIV/STD preventive intervention in a multicultural city. Morrison, Diane M.; Hoppe, Marilyn J.; Wells, Elizabeth A.; <i>AIDS Education and Prevention</i>, Vol 19(3), Jun 2007. pp. 258-273.</p> <p data-bbox="261 1295 768 1327"><u>Background Reading for Case Study #1</u></p> <p data-bbox="261 1331 1398 1436">Linnan, Laura A.; Ferguson, Yvonne Owens et al. Beauty salons: A promising health promotion setting for reaching and promoting health among African American women. ; <i>Health Education &amp; Behavior</i>, Vol 34(3), Jun 2007. pp. 517-530.</p> <p data-bbox="261 1478 1336 1619">Linnan LA, Ferguson YO, Wasilewski Y, Lee AM, Yang J, Solomon F, Katz M. Using community-based participatory research methods to reach women with health messages: results from the North Carolina BEAUTY and Health Pilot Project. <i>Health Promot Pract</i>. 2005 Apr;6(2):164-73.</p>

<b>Date</b>	<b>Topic/ Assigned Readings:</b>
9-12	<p data-bbox="261 233 1192 268"><b>Approaches to Development of Interventions: Intervention Mapping</b></p> <p data-bbox="261 306 1406 411">Kok, G., Schaalma, H., Ruiter, RA., &amp; Van Empelen, P. (2004). Intervention Mapping: A Protocol for Applying Health Psychology Theory to Prevention Programmes. <i>Journal of Health Psychology</i>, 9, 1, 85-98.</p> <p data-bbox="261 453 1406 558">Ebbeling, CB, Pearsn, MN, Sorensen, G., Levine, Ra et al. (2006). Conceptualization and development of a theory-based healthful eating and physical activity intervention for postpartum women who are low income. <i>Health Promotion Practice</i>, pp. 1-10.</p>
9-19	<p data-bbox="261 638 704 674"><b>Intervention Mapping Examples</b></p> <p data-bbox="261 711 1414 816">Fernandez, M., Gonzales, A., Trtolero-Luna, G., Partida, S. Bartholomew, LK. (2005). Using intervention mapping to develop a breast and cervical cancer screening program for Hispanic farmworkers: Cultivando La Salud. <i>Health Promotion Practice</i>, 6, 4, 394-404.</p> <p data-bbox="261 858 1414 995">Tortolero, SR., Markham, CM., Parcel, GS., Peters, RJ., et al. (2005). Using Intervention Mapping to Adapt an Effective HIV, Sexually Transmitted Disease, and Pregnancy Prevention Program for High-Risk Minority Youth. <i>Health Promotion Practice</i>, 6, 3, 286-298.</p> <p data-bbox="261 1037 1451 1142">Perez-Rodrigo, C., Wind, M., Hildonen, C., Bjelland, M., Aranceta., et al. (2005). The Pro-children intervention: Applying the intervention mapping protocol to develop a school-based fruit and vegetable promotion programme. <i>Annals of Nutrition and Metabolism</i>, 49, 267-277.</p>
9-26	<p data-bbox="261 1152 1273 1188"><b>Diffusion of Innovation Theories in POL interventions for HIV Prevention</b></p> <p data-bbox="261 1226 1430 1373">Kelly, J.A., Murphy, D.A., Sikkema, K.J., Mcauliffe, T.L., et al.l&amp; The Community Hiv Prevention Research Collaborative. (1997). Randomized, controlled, community-level HIV prevention intervention for sexual risk behaviour among homosexual men in U.S. cities. <i>The Lancet</i> , 350 , pp.1500-1505.</p> <p data-bbox="261 1415 1451 1520">Flowers, P., Hart, G., Williamson, L., Frankis, J.S. &amp; Der, G.J. (2002). Does bar-based, peer-led sexual health promotion have a community-level effect among gay men in Scotland? <i>International Journal of STD and AIDS</i>, 13, 102-108.</p> <p data-bbox="261 1562 1406 1667">Kelly, J.A. (2004). Popular opinion leaders and HIV prevention peer education: resolving discrepant findings, and implications for the development of effective community programmes. <i>AIDS Care</i> , 16, 139-150.</p> <p data-bbox="355 1667 1430 1730">Elford J, Bolding G, Sherr L. (2004). Popular opinion leaders in London: a response to Kelly. <i>Aids Care</i>, Vol. 16, No. 2, pp. 151-158</p> <p data-bbox="261 1772 1406 1877">The NIMH Collaborative HIV/STD Prevention Trial Group. The community popular opinion leader HIV prevention programme: conceptual basis and intervention procedures. <i>AIDS</i>. 2007 Apr;21 Suppl 2:S59-68.</p>

<b>Date</b>	<b>Topic/ Assigned Readings:</b>
10-3	<b>Stage 1 Presentations (Group A)</b>
10-10	<b>Stage 1 Presentations (Group B)</b>
10-17	<b>Optional Writing Workshop – no assigned readings</b>
10-24	<p data-bbox="261 457 1256 489"><b>Using Theory in Community Based Participatory Research Interventions</b></p> <p data-bbox="261 531 1406 636">Gosin, MN, Dustman, PA., Drapeau, E., and Harthun, ML. (2003). Participatory Action Research: creating an effective prevention curriculum for adolescents in the southwestern US, <i>Health Education Research</i>, 18, 3 pp. 363-379.</p> <p data-bbox="261 678 1430 814">Caldwell, CH, Wright, JC, Zimmerman, MA, Walsemann, KM, Williams, D., &amp; Isichei, PAC. Enhancing adolescent health behaviors through strengthening non-resident father-son relationships: a model for intervention with African-American families. <i>Health Education Research</i>, 19, 6, 644-656.</p> <p data-bbox="261 856 992 888"><u>Background Reading for Guest Speaker: Dr. Eugena Eng</u></p> <p data-bbox="261 930 1438 1077">Yonas MA, Jones N, Eng E, Vines AI, Aronson R, Griffith DM, White B, DuBose M. The art and science of integrating Undoing Racism with CBPR: challenges of pursuing NIH funding to investigate cancer care and racial equity. <i>J Urban Health</i>. 2006 Nov;83(6):1004-12.</p>
10-31	TBA
11-7	
11-14	Stage 2 Presentations (Group 1)
11-21	No Class – Thanksgiving
11-28	Stage 2 Presentations (Group 2)
12-5	<p data-bbox="261 1413 781 1444"><b>Student Selected Intervention Articles</b></p> <p data-bbox="261 1455 946 1486"><b>Final Thoughts on Theory Informed Interventions</b></p> <p data-bbox="261 1497 451 1528">Readings TBA</p>