

HE750

Behavioral and Social Foundations of Public Health University of the Sciences in Philadelphia Spring 2009

Instructor: Claudia Parvanta, Ph.D. c.parvan@usp.edu
Office: 209 Kline Hall All office hours by appointment
Phone: 215-596-8920 Class Meeting T: 5:00 - 7:40 pm
STC 137

1. **Course Description:** This course focuses on social and behavioral aspects of health in the US, and the most commonly used theories and models underlying successful public health interventions. The course develops competencies that will underlie community needs assessment and planning interventions at the individual, community and organizational level. Limited international content will also be presented.
2. **Objectives/Goals:** In this course, students will:

Learn about--	Develop skills in--	Perform--
Theory of problems: Population health risk factors, behavioral epidemiology, health disparities.	Data base manipulation and use of statistics and analyses to assess and track health and behavior.	Small scale needs assessment for community.
Theories of change: Individual, group and larger scale behavior change theories.	Critique of health behavior literature. Making presentations.	Planning and testing of theory-based intervention.
Health literacy, Cultural Competency	Evaluating consumer education material for low literacy and cultural backgrounds.	Revision of health education material for LL or cross-cultural users.
Evidence for interventions and theoretical constructs.	Use of Community Guide and other Evidence Based Intervention data bases	Field work to determine if intervention is appropriate for community setting.
Planning models	Use of PRECEDE, CDCynergy, Intervention Mapping	Presentation of intervention matrix for community project.
Evaluation approaches	Application of RE-AIM metrics to intervention plans.	Critique of student projects using RE-AIM and other tools.

3. **Course Outline** (this will undoubtedly change):

Please Note: The Angel course website is the authoritative source of information about the class and your assignments. **It takes precedence over anything in the written syllabus.**

Key Text: Edberg, Mark. Essentials of Health Behavior. Social and Behavioral Theory in Public Health. Sudbury, MA. Jones& Bartlett 2007.

This is the only book you will need to own. Other materials will be posted on the Angel site, or you will be expected to access on your own.

Week	Topic	Details
1 1/13	Population Health: What they are doing right in Canada. Health Promotion, disease prevention. Determinants of health and health status. Why study behavior? Mandatory reading for this class session: Edberg Chapters 1,2 will be covered.	a. Housekeeping: Introduction to course, Angel site, data bases, assignments. b. Class Activity: Discuss the “Periodic Table of Death” from the Injury Center at CDC –concept maps of causality. Health promotion priorities in the US and Canada; what counts is counted and vice versa.
2 1/20	Health equity and disparities. An ecological view of health and behavioral interventions. Using the Community Health Data Base to measure and track the health status of Philadelphia communities. Mandatory reading for this class session: Edberg Chapter 14 Marmot, Lancet 2007 Singer and Baer Coreil, Bryant and Henderson	a. Housekeeping: Check on reading and completion of assignments. b. Class Activity: Presentation and demonstration of Philadelphia ‘Community Health Database’ (www.phmc.org/chdb) to describe population health status and identify health risk factors for population groups. c. Assignment: Use the Behavioral Risk Factor Surveillance System (www.cdc.gov/brfss) or the Youth Risk Behavior Surveillance System (www.cdc.gov/healthyyouth/yrbs)-- and-- the CHDB to gather evidence about a population group to present in class next week. What ecological factors contribute to these outcomes? Follow outline in Community Toolbox site on Angel.
3 1/27	Putting it Together: CDCynergy, PRECEDE Introduction to <i>The Guide to Community Preventive Services</i> . www.thecommunityguide.org Mandatory reading for this class session: Edberg Chapter 7 Briss, Brownson et al. Theory at a Glance chapter in Angel	a. Housekeeping: Check on reading and completion of assignments. b. Class Activity: Presentation of population based data, risk factors by groups. Use of CDCynergy, PRECEDE and IM tools to plan interventions. c. Assignment: Community Guide literature analysis.

<p>4 2/3</p>	<p>Overview of Behavior Change Theories: Individual, Interpersonal and Group. Focus on Individual change models: Health Belief, Theory of Reasoned Action/Planned Behavior, Transtheoretical Model. Social Cognitive Theory, Elaboration Likelihood Model. Mandatory reading for this class session: Edberg Chapters 3-5</p>	<p>a. Housekeeping: Check on reading and completion of assignments. b. Class Activity: Review and critique EBIs— what theories are used? How effectively? c. Assignment: 1) Refine search for model EBI, plan for adoption to setting and population. 2) Identify 1 health promotion consumer material to accomplish this outcome -- bring to class.</p>
<p>5 2/10</p>	<p>Health Literacy/Cultural Competency: A catchall or what's the catch? Mandatory reading for this class session: Edberg chapters 6, 8 Andrulis Rudd</p>	<p>b. Class Activity: Development of health education materials for low literacy or LEP clients. c. Assignment: Schedule needs assessment and planning times with sites. Select theories for class presentation.</p>
<p>6 2/17</p>	<p>Community-Collective Models of change: Diffusion of Innovation, Social Capital formation; Positive Deviance, Social marketing, Media Advocacy, Organizational Change. Mandatory reading for this class session: Edberg Chapter 10</p>	<p>Finalize selection of topics, settings and intervention activity teams b. Class activity: Theory presentations</p>
<p>7 2/24</p>	<p>In class exam 1.5 hours</p>	<p>Class Activity Part 1: Exam Part 2: Plan project work</p>
<p>Spring Break</p>		
<p>8 3/10</p>	<p>Settings: Healthcare, Schools and Worksites Mandatory reading for this class session: Edberg Chapter 9</p>	<p>Class activity: Guest lecture for worksite, schools and healthcare settings.</p>
<p>9 3/17</p>	<p>Matching theory to approach: Intervention Mapping Review of examples using IM and theory: Colorectal Cancer Screening e.g.</p>	<p>b. Class Activity: Develop key intervention matrix/logic model using IM for group. Select topic of presentation for applied settings. Rough out PRECEDE analysis</p>
<p>10 3/24</p>	<p>Cross Cultural Context and Global Mandatory reading for this class session: Edberg Chapter 11</p>	
<p>11 4/7</p>	<p>Evaluation of behavior change: Using logic models. Up close and large scale measurement. Use of RE-AIM.</p>	<p>b. Critique of literature doing logic modeling and using RE-Aim metrics and discussion.</p>

12 4/14	Do Field work-prepare presentations	C. Finalize PRECEDE analysis of problem and logic model/IM for intervention.
13 4/21	Do field work- prepare presentations	Work on field assignment.
14 4/28	Final Presentations.	Field work presentation to mentors and class. Class critique.

4. Evaluation of Students

Your grade will be based on the following evaluated activities. Where appropriate, grading 'rubrics' will be shared in class before a specific project is assigned.

Activity	Description	Weight	Due Date
Data based needs assessment	Disaggregate data for a population group of interest (e.g. by geography, gender, age) and analyze health issue and risk factors.	5%	Start of 3rd class 5 pm
Community Guide & Literature analysis	Select topic in Community Guide. Compare evidence base for intervention. Select 5 articles not reviewed by guide that exemplify application of theory, theory constructs or model to health promotion problem. (Group project)	15%	Oral 4 th class Written 5 th class
Theory presentation	Broad overview of the model and its constructs. Provide example of application in practice (1 additional primary source reference required).	10%	6 th class
Exam	Mid-term	25%	Class 7
PRECEDE or IM Analysis of community project	Health problem analyzed using PRECEDE or IM framework.	10%	12 th class
Class Participation	Group work and in-class critiques	10%	Throughout
Final Project	Participation in and presentation.	25%	14 th Oral Written due following week by 5 pm

5. Course Policies

Please refer to the Graduate Student Handbook and updated resources at <http://gradschool.usip.edu/pdf/handbooks/Gradinfo.pdf>

Specific items for your convenience:

A + 100 – 98*	A 97-92	A- 91-90
B+ 89 - 87	B 86 - 82	B- 81-80
Grades below a B- are not accepted for graduate credit.	* Recorded by Registrar as an 'A'.	

Course Policies:

1. Regular & punctual attendance is expected. Regular class attendance and participation generally results in enhanced learning, and class participation counts towards your grade. Students needing to miss a class should contact the instructor and an appropriate remediation will be negotiated.
2. Turn off (or silence) all electronic gadgets such as cellular phones in the classroom. No communication devices may be visible during an in-class exam.
3. Please refer to the college policy as stated in the Student Handbook for “make-up examinations.” Students who must miss an in-class exam must notify the instructor no later than 12 noon the day of class. Make-up exams must be taken within 3 days (barring extenuating circumstances), and will require a medical note or other written documentation to excuse absence and allow for make-up exam. If a make-up examination is granted, it will be a different format and form than the original examination.
4. Academic Integrity: Academic integrity is at the center of the educational experience at USP. Students are, therefore, expected to uphold the highest standards of academic integrity and not engage in nor tolerate academic dishonesty. Academic dishonesty includes, but is not limited to, fabrication, cheating or plagiarism. Any violation of academic integrity will be investigated and, where warranted, the student will receive appropriate sanctions through the University's Student Conduct Process. Please familiarize yourself with the current USP Student Handbook. In particular, adherence to the Student Conduct Policy and Academic Integrity Policy will help to ensure that learning and living experiences are founded on integrity.
5. Student Disability Support Services (SDSS): USP supports the educational endeavors of all students, including students with disabilities. The Americans with Disabilities Act (ADA) defines a disability as a mental or physical impairment that substantially limits one or more major life activities. If you believe you have a disability that may impact your ability to fulfill your course or degree requirements, and you would like more information on applying for an accommodation, please contact the Assistant Dean of Students who serves as the SDSS Coordinator at 215-596-8950.