

University of Florida
College of Public Health and Health Professions

Course: PHC 6410 – Sections 04G6, 1709, 1715, 5780
Psychological, Social, & Behavioral Issues in Public Health
(3 credits)
Fall 2013

Online Instructor: Tracey Barnett, PhD
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Jennifer Wong, MSPH: tzujungwong@ufl.edu

Video Instructor: Barbara Curbow, Ph.D.
Professor and Chair
Department of Behavioral Science and Community Health
College of Public Health and Health Professions

Office Hours: Contact your assigned TA for an appointment as needed. You may also email the online instructor (Dr Barnett) if you have questions or concerns.

Office hours and due date times for course activities and assignments are all in **Eastern Standard Time (USA)**.

Online Administrator: Susan White, swhite@ufl.edu

How to contact us: While Sakai has an email function, we *highly recommend* contacting us via regular email. In the past, students have inadvertently emailed the entire class an email intended for the TA, sometimes containing personal information. The emails, provided above, are a much more secure way to discuss course concerns and request appointments.

Course Site: <http://lss.at.ufl.edu> – click “Continue” under “Sakai Entry”

Course Overview: This is the core social and behavioral sciences course for the MPH degree. There are three major aims for this course. (1) The Association of Schools of Public Health (ASPH) has drafted a list of competencies that all MPH students should be able to meet upon graduation. Our first aim is to address the 10 SBS competencies and to use them as the course objectives (see the attached table). (2) Our second aim is to explore how social and behavioral sciences theories, public health concepts, and methods can be applied throughout the health-illness experience. (3) Our third aim is to promote an appreciation for the role of the social and behavioral sciences in public health and, perhaps, to encourage those of you in other tracks to seek additional training.

It is important that online students become very familiar with this syllabus. As you will not have a classroom instructor to keep you on task, this becomes your responsibility. We will use a variety of instructional methods to meet these goals, including lectures, online discussion posts, writing assignments, and a prevention project. The success of the course will depend heavily upon active participation by the students in the discussion boards. The discussion boards are the place to express your ideas about weekly readings and lectures, and to clarify questions and issues. These discussions are the equivalent of class discussions and it is expected that professional respect and courtesy be the norm.

Course Goals:

The course goals are listed with the ASPH competencies in the attached table.

Components of the Course

- 1) **Weekly Readings:** Each week you will read chapters from the Edberg textbook along with specified journal articles that are related to the week's lecture topic. A list of the required textbook chapters and journal article readings appear in the course schedule. Assigned journal articles can be accessed through Sakai on the course page and are also available via the UF Internet Library.
- 2) **Reaction Posts:** Each week (as specified in the course schedule) you are required to submit a reaction post to the Sakai website. These are NOT a summary of the readings. This is a chance to think critically about the reading and write about it. This gives you practice for critical writing. (You may miss only ONE of these posts through the semester.) If and when you choose to skip ONE post is your choice and does not require notification; however, if you miss more than one of the required posts you will receive a deduction in points. Posts should be structured as individual responses to the reading and not responses to each other's posts. You may, however, comment on each other's post to promote active discussion. It is your ***original*** post of your own reaction that will be graded **(3 points for 10 Reaction posts = 30 points possible)**.

- 3) **Public Health in the Mainstream Paper:** Each student will be asked to locate a behavioral health issue portrayed in an advertisement, drawing, website, TV commercial, etc. Students will be asked to write a paper that explores how the behavioral issue is portrayed in US culture at large and should critique the representation of the health issue in terms of its accuracy, quality, and what social message it sends. . A copy of, or link to, any visual images should be included in the paper, but are not part of the page count. This written assignment should be submitted in a Word document via the **Assignment** tool (must submit as an attachment) in Sakai. See the attached word document under the “Assignments” tab for additional details. Please use the following format for your written assignment: double-spaced pages (800-900 words), using font size 11, and 1.0 inch margins on all sides. Papers are due by 11:55 pm on the specified due date as listed in the course outline. **Late assignments are not accepted.** **(50 points)**
- 4) **Prevention Activities #1-6:** Prevention project activities are designed to help you answer essential questions concerning your prevention project and help you move towards developing a prevention intervention that is appropriate for your selected health topic and level of prevention for the **Final Paper**. These activities will assist you in collecting and reporting critical information for the final paper. Activities can be found in the “Assignments” tab and should be completed on the dates listed in the course outline. **(10 points each for a total of 60 points)**
- 5) **Prevention Project Final Paper:** The class will use behavioral indicators listed in the *Healthy People 2020* report (www.healthypeople.gov) as a starting point for the major course assignment. Prevention project paper **(100 points)**
- Students will be randomly assigned to a level of prevention (i.e., Primary, Secondary, or Tertiary). Students will receive notification of their assigned level of prevention during the second week of the course.
 - Nine behavioral indicators have been selected from the *Healthy People 2020* report and include: 1) Environmental Health; 2) Immunization and Infectious Diseases; 3) Injury and Violence Prevention; 4) Mental Health and Mental Disorders; 5) Nutrition and Weight Status; 6) Occupational Safety and Health; 7) Sexually Transmitted Diseases; 8) Substance Abuse; 9) Tobacco Use.
 - Students will have the opportunity to select from the 9 behavioral indicators through an online sign-up sheet as listed in the Assignments feature on course site in Sakai. Each indicator will have a set number of slots.
 - Once a behavioral indicator has been selected that will remain your focus for the level of prevention you have been assigned to for the entire Prevention Project.

Example: Student A is assigned to Primary prevention and Student A selects Substance Abuse as their behavioral indicator during the sign-up process. *Student A's Prevention Project will be Primary Prevention of Substance Abuse.*

- Specific details concerning instructions for each element of the prevention project will be provided under the "Assignments" tab.

Grading: The final grade will be computed on the basis of the following assessments:

Prevention Project Paper	100 points
Reaction Posts	30 points
Public Health in the Mainstream	50 points
Prevention Project Activities #1-6	60 points
(Total Points	240)

Translating Number of Points to Letter Grades

A = ≥ 223 points	C+ = 187 – 191 points
A- = 216 -- 222 points	C = 175 – 186 points
B+ = 211 – 215 points	C- = 168 – 174 points
B = 199 – 210 points	D = 144 – 167 points
B- = 192 – 198 points	F = <143 points

Assignments are due by 11:55 pm (EST zone) on the due date (unless otherwise noted). Submit all assignments through Sakai Course website.

Late Assignments: Late assignments **are not accepted** unless arrangements have been made ahead of the due date with the instructor or the TA.

Turn-it-in: The Turn-it-in program will be used for all papers.

Academic Integrity: Each student is bound by the academic honesty guidelines of the University that state: "The students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code."

And, each student, upon submission of an assignment, implies the pledge: "**On my honor, I have neither given nor received unauthorized aid in doing this assignment.**"

Students with Disabilities: Students with disabilities will be accommodated. Students must follow the written University procedure: “Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.”

Readings:

TEXT: Edberg, M. (2007). *Essentials of Health Behavior. Social and Behavioral Theory in Public Health*. Jones and Bartlett Publishers.

And the following Articles in order of use:

- (1) Giovanni Frazzetto (2008). The drugs don't work for everyone. Doubts about the efficacy of antidepressants renew debates over the medicalization of common distress. *EMBO Reports*, 9,
- (2) Battles, H.T. & Manderson, L. (2008). The Ashley Treatment: Furthering the Anthropology of/on Disability. *Medical Anthropology*, 27, 219-226.
- (3) Conrad, P., Mackie, T. & Mehrotra, A. (2010) Estimating the Cost of Medicalization. *Social Science & Medicine*, 70, 1943-1947.
- the Anthropology of/on Disability. *Medical Anthropology*, 27, 219-226.
- (4) Lantz, P.M. et al. (1998). Socioeconomic factors, health behaviors, and mortality. *Journal of the American Medical Association*, 279, 1703-1708.
- (5) Orsi, JM, Margellos-Anast, H & Whitman, S (2010). Black-White health disparities in the United States and Chicago: a 15-year progress analysis. *American Journal of Public Health*, 100, 349-356.
- (6) West, J.H., Blumberg, E.J., Norman, J.K., Hill, L., Sipan, C.L., Schmitz, K.E., Ryan, S. Clapp, J.D., & Hovell, M.F. (2010) Does proximity to Retailers Influence Alcohol and Tobacco Use Among Latino Adolescents. *J Immigrant Minority Health*, 12, 626-633.
2. (7) Collins, J.W., Wambach, J., David, R.J., & Rankin, K.M. (2009). Women's lifelong exposure to neighborhood poverty and low birth weight: a population-based study. *Maternal and Child Health Journal*, 13, 326-333.
- (8) Diez Roux, A & Mair, C (2010). Neighborhoods and health. *Annals of the New York Academy of Sciences*, 1186, 125-145.
- (9) Valente, T.W., Fujimoto, K., Chou, C.P., & Spruijt-Metz, D. (2009). Adolescent affiliations and adiposity: a social network analysis of friendships and obesity. *Journal of Adolescent Health*, 45, 202-204.
- (10) Cunradi, C.B., Ames, G.M. & Duke, M. (2011) The Relationship of Alcohol Problems to the Risk for Unidirectional and Bidirectional Intimate Partner Violence Among a Sample of Blue-Collar Couples. *Violence and Victims*, 26.
- (11) Simons-Morton, B.G. & Farhat, T. (2010) Recent Findings on Peer Group Influences on Adolescent Smoking. *J Primary Prevention*, 31, 191-208.
- (12) Mahalik, J.R. et al. (2007). Masculinity and perceived normative health behaviors as predictors of men's health behaviors. *Social Science & Medicine*, 64, 2201-2209.
- (13) Hankonen, N., Vollmann, M., Renner, B., Absetz, P. (2010) What is setting the stage for abdominal obesity reduction? A comparison between personality and health-related social cognitions. *Journal of Behavioral Medicine*, 33, 415-422.
- (14) Brady, S.S., Dolcini, M.M., Harper, G.W., & Pollack, L.M. (2009). Supportive friendships moderate the association between stressful life events and sexual risk taking among African American adolescents. *Health Psychology*, 28, 238-248.
- (15) Curbow, B, McDonnell, KA, Dreyling, E, Hall, AF, Fitzgerald, S, & Ewart, CK (2005). Assessing Cardiovascular Reactivity in Working Women With the Social Competence Interview. *Journal of Women & Health*, 41, 51-68.
- (16) Richman, LS, Pek, J, Pascoe, E, & Bauer, DJ (2010). The effects of perceived discrimination on ambulatory blood pressure and affective responses to interpersonal stress modeled over 24 hours. *Health Psychology*, 29, 403-411.
- (17) Pollet, T. V., Roberts, S.G.B, Dunbar, R.I.M. (2011) Use of Social Network Sites and Instant Messaging Does not Lead to Increased Offline Social Network Size, or to Emotionally closer Relationships with Offline Network Members. *Cyberpsychology, Behavior, and Social Networking*, 14.
- (18) Williams, R.L., Willging, C.E., Quintero, G., Kalishman, S., Sussman, A.L., Freeman, W.L. (2010) Ethics of Health Research in Communities: Perspectives From the Southwestern United States. *Annals of Family Medicine*, 8, 433-439.

- (19) Wilcox, S., et al. (2007). Increasing physical activity among church members. Community-based participatory research. *American Journal of Preventive Medicine*, 32, 131-138.
- (20) Lowe, J.B., Baxter, L., Hirokawa, R., Pearce, E., Peterson, J.J. (2010) Description of a Media Campaign About Alcohol Use During Pregnancy. *J. Stud. Alcohol Drugs*, 71, 739-741.
- (21) Vallone, D.M., Niederdeppe, J., Richardson, A.K., Patwardhan, P., Niaura, R., Cullen, J. (2011) A National Mass Media Smoking Cessation Campaign: Effects by Race/Ethnicity and Education. *American Journal of Health Promotion*, 25.
- (22) Auger, N., Daniel, M., Knauper, B., Raynault, M & Pless, B. (2011) Children and youth perceive smoking messages in an unbranded advertisement from a NIKE marketing campaign: a cluster randomized controlled trial. *BMC Pediatrics*, 11.
- (23) LaVeist, T.A. & Nuru-Jeter, A. (2002). Is doctor-patient concordance associated with greater satisfaction with care? *Journal of Health & Social Behavior*, 43, 296-306.
- (24) Penner, LA, Dovidio, JF, Edmondson, D, Dailey, RK, Markova, T, Albrecht, TL, & Gaertner, SL (2009). The experience of discrimination and Black-White health disparities in medical care. *Journal of Black Psychology*, 35, 180-203.
- (25) Curbow, B, Bowie, J, Garza, M, McDonnell, KA, Scott, LA, Coyne, CA, & Chiappelli, T (2004) Community-Based Cancer Screening Programs in Older Populations: Making Progress But Can We Do Better? *Preventive Medicine*, 38, 676-693.
- (26) Shattell, MM, Quinlan-Colwell, A, Villalba, J, Ivers, NN, & Mails, M (2010). A cognitive-behavioral group therapy intervention with depressed Spanish-speaking Mexican women living in an emerging immigrant community in the United States. *Advances in Nursing Science*, 33, 158-169.
- (27) Fisher, J.D. Smith, L.R. & Lenz, E.M. (2010) Secondary Prevention of HIV in the United States: Past, Current, and Future Perspectives. *J Acquir Immune Defic Syndr*. 55, S106-S115.
- (28) Talen, M.R., Grampp, K., Tucker, A., Schultz, J. (2008). What Physicians Want From Their Patients: Identifying What Makes Good Patient Communication. *Families, Systems, & Health*, 26, 58–66.
- (29) Eiser, A.R. & Ellis, G. (2007). Viewpoint: Cultural competence and the African American experience with health care: The case for specific content in cross-cultural education. *Academic Medicine*, 82, 176-183.
- (30) Reyna, V (2008). A theory of medical decision making and health: Fuzzy Trace Theory. *Medical Decision Making*, 28, 850-865.
- (31) Kozminski, M.A., Neumann, P.J. Nadler, E.S., Jankovic, A. Ubel, P.A. (2011) How long and How Well: Oncologists' Attitudes toward the Relative Value of Life-Prolonging v. Quality of Life-Enhancing Treatments. *Medical Decision Making*, 31, 380-385.
- (32) Eakin, E.G. et al. (2007). Resources for health: A primary-care-based diet and physical activity intervention targeting urban Latinos with multiple chronic conditions. *Health Psychology*, 26, 392-400.
- (33) Oiselle, CG, Edgar, L, Batist, G, Lu, J, & Lauzier, S (2010). The impact of a multimedia informational intervention on psychosocial adjustment among individuals with newly diagnosed breast or prostate cancer: A feasibility study. *Patient Education and Counseling*, 80, 48-55.
- (34) Hafetz, J. & Miller, V.A. (2010) Children and parent perceptions of monitoring in chronic illness management: a qualitative study. *Child Care Health and Development*. 36, 655-662.
- (35) Bullock, K (2006). Promoting Advance Directives among African Americans: A Faith-Based Model. *Journal of Palliative Medicine*, 9, 183-195.
- (36) Dorff, E.N. (2005). End-of-Life: Jewish perspectives. *Lancet*, 366, 862-865
- (37) Gorman, DM, Conde, E (2009). The making of evidence-based practice: the case of Project Alert. *Children and Youth Services Review*, 32, 214-222.
- (38) Dingfelder, H.E.& Mandell, D.S. (2011) Bridging the Research-to-Practice Gap in Autism Intervention: An Application of Diffusion of Innovation Theory. *J Autism Dev Disord*, 41, 597-609

Course Outline

Section 1: Levels of Explanation of Health, Illness, and Disease	
8/21/13 (Wednesday): Week 1 (Lecture 1)	
Lecture	<p>a. What are health, illness, and disease? b. Social and behavioral science perspectives on the study of health c. What is health behavior? d. Levels of prevention</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Edberg chapters 1 & 3 2. ⁽¹⁾ Giovanni Frazzetto (2008). The drugs don't work for everyone. Doubts about the efficacy of antidepressants renew debates over the medicalization of common distress. <i>EMBO Reports</i>, 9, 605-608. 3. ⁽²⁾ Battles, H.T. & Manderson, L. (2008). The Ashley Treatment: Furthering the Anthropology of/on Disability. <i>Medical Anthropology</i>, 27, 219-226. 4. ⁽³⁾ Conrad, P., Mackie, T. & Mehrotra, A. (2010) Estimating the Cost of Medicalization. <i>Social Science & Medicine</i>, 70, 1943-1947.
Required Activities & Assignments	<ol style="list-style-type: none"> 1. Reaction Post due Sunday, 8/25/13 by 11:55PM
8/26/13: Week 2 (Lecture 2)	
Lecture	<p>a. Multilevel frameworks: Macro level explanations</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Edberg chapter 6 2. ⁽⁴⁾ Lantz, P.M. et al. (1998). Socioeconomic factors, health behaviors, and mortality. <i>Journal of the American Medical Association</i>, 279, 1703-1708. 3. ⁽⁵⁾ Orsi, JM, Margellos-Anast, H & Whitman, S (2010). Black-White health disparities in the United states and Chicago: a 15-year progress analysis. <i>American Journal of Public Health</i>, 100, 349-356.
Required Activities & Assignments	<ol style="list-style-type: none"> 1. Reaction Post due Sunday, 9/1/13 by 11:55PM 2. Prevention Project Behavioral Indicator Sign-up sheet due Sunday, 9/1/13 by 11:55 PM
9/2/13: Week 3 (Lecture 3)	
Lecture	<p>a. Multilevel frameworks: Communities and community level explanations</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. ⁽⁶⁾ West, J.H., Blumberg, E.J., Norman, J.K., Hill, L., Sipan, C.L., Schmitz, K.E., Ryan, S. Clapp, J.D., & Hovell, M.F. (2010) Does proximity to Retailers Influence Alcohol and Tobacco Use Among Latino Adolescents. <i>J Immigrant Minority Health</i>, 12, 626-633. 2. ⁽⁷⁾ Collins, J.W., Wambach, J., David, R.J., & Rankin, K.M. (2009). Women's lifelong exposure to neighborhood poverty and low birth

	weight: a population-based study. <i>Maternal and Child Health Journal</i> , 13, 326-333. 3. ⁽⁸⁾ Diez Roux, A & Mair, C (2010). Neighborhoods and health. <i>Annals of the New York Academy of Sciences</i> , 1186, 125-145.
Required Activities & Assignments	1. Reaction Post due Sunday, 9/8/13 by 11:55PM 2. Prevention Activity #1 due Sunday, 9/8/13 by 11:55PM
9/9/13: Week 4 (Lecture 4)	
Lecture	a. Multilevel frameworks: Social and interpersonal level explanations Readings: 1. Edberg chapter 5 2. ⁽⁹⁾ Valente, T.W., Fujimoto, K., Chou, C.P., & Spruijt-Metz, D. (2009). Adolescent affiliations and adiposity: a social network analysis of friendships and obesity. <i>Journal of Adolescent Health</i> , 45, 202-204. 3. ⁽¹⁰⁾ Cunradi, C.B., Ames, G.M. & Duke, M. (2011) The Relationship of Alcohol Problems to the Risk for Unidirectional and Bidirectional Intimate Partner Violence Among a Sample of Blue-Collar Couples. <i>Violence and Victims</i> , 26. 4. ⁽¹¹⁾ Simons-Morton, B.G. & Farhat, T. (2010) Recent Findings on Peer Group Influences on Adolescent Smoking. <i>J Primary Prevention</i> , 31, 191-208.
Required Activities & Assignments	1. Reaction Post due Sunday, 9/15/13 by 11:55PM 2. Prevention Activity #2 due Sunday, 9/15/13 by 11:55PM
9/16/13: Week 5 (Lecture 5)	
Lecture	a. Multilevel frameworks: Individual level explanations Readings: 1. Edberg chapter 4 2. ⁽¹²⁾ Mahalik, J.R. et al. (2007). Masculinity and perceived normative health behaviors as predictors of men's health behaviors. <i>Social Science & Medicine</i> , 64, 2201-2209. 3. ⁽¹³⁾ Hankonen, N., Vollmann, M., Renner, B., Absetz, P. (2010) What is setting the stage for abdominal obesity reduction? A comparison between personality and health-related social cognitions. <i>Journal of Behavioral Medicine</i> , 33, 415-422.
Required Activities & Assignments	1. Reaction Post due Sunday, 9/22/13 by 11:55PM 2. Prevention Activity #3 due Sunday, 9/22/13 by 11:55PM
Section 2: Primary and Secondary Prevention	
9/23/13: Week 6 (Lecture 6)	
Lecture	a. Major Concepts: Stress, Coping, and Social Support Readings: 1. ⁽¹⁴⁾ Brady, S.S., Dolcini, M.M., Harper, G.W., & Pollack, L.M. (2009). Supportive friendships moderate the association between stressful life events and sexual risk taking among African American adolescents. <i>Health Psychology</i> , 28, 238-248. 2. ⁽¹⁵⁾ Curbow, B, McDonnell, KA, Dreyling, E, Hall, AF, Fitzgerald, S, &

	<p>Ewart, CK (2005). Assessing Cardiovascular Reactivity in Working Women With the Social Competence Interview. <i>Journal of Women & Health, 41</i>, 51-68.</p> <p>3. ⁽¹⁶⁾ Richman, LS, Pek, J, Pascoe, E, & Bauer, DJ (2010). The effects of perceived discrimination on ambulatory blood pressure and affective responses to interpersonal stress modeled over 24 hours. <i>Health Psychology, 29</i>, 403-411.</p> <p>4. ⁽¹⁷⁾ Pollet, T. V., Roberts, S.G.B, Dunbar, R.I.M. (2011) Use of Social Network Sites and Instant Messaging Does not Lead to Increased Offline Social Network Size, or to Emotionally closer Relationships with Offline Network Members. <i>Cyberpsychology, Behavior, and Social Networking, 14</i>.</p>
Required Activities & Assignments	1. Reaction Post due Sunday, 9/29/13 by 11:55PM
9/30/13: Week 7 (Lecture 7)	
Lecture	<p>a. How can we promote health? Part 1: Primary Prevention</p> <p>b. Working with communities</p> <p>1. Edberg, chapters 7, 8</p> <p>2. ⁽¹⁸⁾ Williams, R.L., Willging, C.E., Quintero, G., Kalishman, S., Sussman, A.L., Freeman, W.L. (2010) Ethics of Health Research in Communities: Perspectives From the Southwestern United States. <i>Annals of Family Medicine, 8</i>, 433-439.</p> <p>3. ⁽¹⁹⁾ Wilcox, S., et al. (2007). Increasing physical activity among church members. Community-based participatory research. <i>American Journal of Preventive Medicine, 32</i>, 131-138.</p>
Required Activities & Assignments	<p>1. Reaction Post due Sunday, 10/6/13 by 11:55PM</p> <p>2. Prevention Activity #4 due Sunday, 10/6/13 by 11:55PM</p>
10/7/13: Week 8 (Lecture 8)	
Lecture	<p>a. Community assessments</p> <p>b. Communications campaigns</p> <p>Readings:</p> <p>1. Edberg, chapter 10</p> <p>2. ⁽²⁰⁾ Lowe, J.B., Baxter, L. Hirokawa, R., Pearce, E. Peterson, J.J. (2010) Description of a Media Campaign About Alcohol Use During Pregnancy. <i>J. Stud. Alcohol Drugs, 71</i>, 739-741.</p> <p>3. ⁽²¹⁾ Vallone, D.M., Niederdeppe, J., Richardson, A.K., Patwardhan, P., Niaura, R., Cullen, J. (2011) A National Mass Media Smoking Cessation Campaign: Effects by Race/Ethnicity and Education. <i>American Journal of Health Promotion, 25</i>.</p> <p>4. ⁽²²⁾ Auger, N., Daniel, M., Knauper, B., Raynault, M & Pless, B. (2011) Children and youth perceive smoking messages in an unbranded advertisement from a NIKE marketing campaign: a cluster randomized controlled trial. <i>BMC Pediatrics, 11</i>.</p>
Required Activities & Assignments	<p>1. Reaction Post due Sunday, 10/13/13 by 11:55PM</p> <p>2. Prevention Activity #5 due Sunday, 10/13/13 by 11:55PM</p>

10/14/13: Week 9 (Lecture 9)	
Lecture	<p>a. Within the health care system: Seeking Care b. Within the health care system: Differences in patients' experiences based on race, gender, ethnicity, and literacy</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Edberg, chapter 14 2. ⁽²³⁾ LaVeist, T.A. & Nuru-Jeter, A. (2002). Is doctor-patient concordance associated with greater satisfaction with care? <i>Journal of Health & Social Behavior</i>, 43, 296-306. 3. ⁽²⁴⁾ Penner, LA, Dovidio, JF, Edmondson, D, Dailey, RK, Markova, T, Albrecht, TL, & Gaertner, SL (2009). The experience of discrimination and Black-White health disparities in medical care. <i>Journal of Black Psychology</i>, 35, 180-203.
Required Activities & Assignments	1. Reaction Post due Sunday, 10/20/13 by 11:55PM
10/21/13: Week 10 (Lecture 10)	
Lecture	<p>a. How can we promote health? Part 2: Secondary Prevention</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Edberg, chapter 12 2. ⁽²⁵⁾ Curbow, B, Bowie, J, Garza, M, McDonnell, KA, Scott, LA, Coyne, CA, & Chiappelli, T (2004) Community-Based Cancer Screening Programs in Older Populations: Making Progress But Can We Do Better? <i>Preventive Medicine</i>, 38, 676-693. 3. ⁽²⁶⁾ Shattell, MM, Quinlan-Colwell, A, Villalba, J, Ivers, NN, & Mails, M (2010). A cognitive-behavioral group therapy intervention with depressed Spanish-speaking Mexican women living in an emerging immigrant community in the United States. <i>Advances in Nursing Science</i>, 33, 158-169. 4. ⁽²⁷⁾ Fisher, J.D. Smith, L.R. & Lenz, E.M. (2010) Secondary Prevention of HIV in the United States: Past, Current, and Future Perspectives. <i>J Acquir Immune Defic Syndr</i>. 55, S106-S115.
Required Activities & Assignments	1. Public Health in the Mainstream paper due Sunday, 10/27/13 by 11:55PM
Section 3: Tertiary Prevention, Chronic Disease, and the Future	
10/28/13: Week 11 (Lecture 11)	
Lecture	<p>a. Within the health care system: Doctor-Patient Communication b. Within the health care system: Treatment decision-making</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. ⁽²⁸⁾ Talen, M.R., Grampp, K., Tucker, A., Schultz, J. (2008). What Physicians Want From Their Patients: Identifying What Makes Good Patient Communication. <i>Families, Systems, & Health</i>, 26, 58-66. 2. ⁽²⁹⁾ Eiser, A.R. & Ellis, G. (2007). Viewpoint: Cultural competence and the African American experience with health care: The case for specific

	content in cross-cultural education. <i>Academic Medicine</i> , 82, 176-183. 3. ⁽³⁰⁾ Reyna, V (2008). A theory of medical decision making and health: Fuzzy Trace Theory. <i>Medical decision Making</i> , 28, 850-865.
Required Activities & Assignments	1. Reaction Post due Sunday, 11/3/13 by 11:55PM
11/4/13: Week 12 (Lecture 12)	
Lecture	a. How can we promote health? Part 3: Tertiary Prevention Readings: 1. ⁽³¹⁾ Kozminski, M.A., Neumann, P.J. Nadler, E.S., Jankovic, A. Ubel, P.A. (2011) How long and How Well: Oncologists' Attitudes toward the Relative Value of Life-Prolonging v. Quality of Life-Enhancing Treatments. <i>Medical Decision Making</i> , 31, 380-385. 2. ⁽³²⁾ Eakin, E.G. et al. (2007). Resources for health: A primary-care-based diet and physical activity intervention targeting urban Latinos with multiple chronic conditions. <i>Health Psychology</i> , 26, 392-400. 3. ⁽³³⁾ Oiselle, CG, Edgar, L, Batist, G, Lu, J, & Lauzier, S (2010). The impact of a multimedia informational intervention on psychosocial adjustment among individuals with newly diagnosed breast or prostate cancer: A feasibility study. <i>Patient Education and Counseling</i> , 80, 48-55.
Required Activities & Assignments	1. Prevention Activity #6 due Sunday, 11/10/13 by 11:55PM
11/11/13: Week 13 (Lecture 13)	
Lecture	a. Within the health care system: Managing chronic disease b. Within the health care system: Dying and Death Readings: 1. ⁽³⁴⁾ Hafetz, J. & Miller, V.A. (2010) Children and parent perceptions of monitoring in chronic illness management: a qualitative study. <i>Child Care Health and Development</i> . 36, 655-662. 2. ⁽³⁵⁾ Bullock, K (2006). Promoting Advance Directives among African Americans: A Faith-Based Model. <i>Journal of Palliative Medicine</i> , 9, 183-195. 3. ⁽³⁶⁾ Dorff, E.N. (2005). End-of-Life: Jewish perspectives. <i>Lancet</i> , 366, 862-865
Required Activities & Assignments	1. Reaction Post due Sunday, 11/17/13 by 11:55PM
11/18/13: Week 14 (Tobacco Lecture – Dr. Jamie Pomeranz)	
11/25/13: Week 15 (Lecture 15)	
Lecture	a. Diffusion of innovations b. Assessing our progress in promoting health

	<p>Readings:</p> <ol style="list-style-type: none"> 1. Edberg, chapter 13 2. www.cancercontrolplanet.com 3. www.thecommunityguide.org 4. ⁽³⁷⁾ Gorman, DM, Conde, E (2009). The making of evidence-based practice: the case of Project Alert. <i>Children and Youth Services Review</i>, 32, 214-222. 5. ⁽³⁸⁾ Dingfelder, H.E. & Mandell, D.S. (2011) Bridging the Research-to-Practice Gap in Autism Intervention: An Application of Diffusion of Innovation Theory. <i>J Autism Dev Disord</i>, 41, 597-609.
Required Activities & Assignments	<p>1. Final Prevention Paper Due: Sunday 12/1/13 by 11:55PM</p>
<p>12/2/13: Week 16 (No Lecture)</p>	

SBS Competency	PHC 6410 Course Objectives, Based on ASPH Competencies
1. Critically describe and evaluate the state of public health social and behavioral science research and literature.	O-8. Describe the merits of social and behavioral science interventions and policies.
2. Apply social and behavioral science theories and concepts to public health problems.	O-1. Describe the role of social and community factors in both the onset and solution of public health problems. O-3. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
3. Describe and apply the social ecological framework to public health problems.	O-1. Describe the role of social and community factors in both the onset and solution of public health problems. O-3. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice. O-5. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
4. Understand and apply the principles of community participation in public health research and interventions.	O-4. Apply ethical principles to public health program planning, implementation and evaluation O-6. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions O-10. Identify critical stakeholders for the planning, implementation, and evaluation of public health programs, policies and interventions.
5. Demonstrate the knowledge and skills necessary to conduct social and behavioral science research	O-4. Apply ethical principles to public health program planning, implementation and evaluation O-7. Use evidenced-based approaches in the development and evaluation of social and behavioral science interventions. O-9. Describe the steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
6. Demonstrate an understanding of health disparities in the US and the underlying role of power differentials to disparities.	O-2. Identify the causes of social and behavioral factors that affect the health of individuals and populations. O-6. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
7. Demonstrate knowledge and skills needed to design and implement a public health information campaign.	
8. Demonstrate communication skills key to public health workforce participation and advocacy.	