

PHC 6405 Theoretical Foundations of Public Health

Summer C 2014

Tuesdays and Thursdays, 9:30am – 12:15 pm

G101

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Course Description: The purpose of this course is to provide the student with a comprehensive and in-depth review of the social and behavioral science theories used in public health. A critical analysis will be conducted of the major theories and the research that supports them. In addition to individual-level theories, attention will be directed toward systems and multi-level perspectives on health behavior. The course is designed to prepare public health students for satisfying MPH competencies in social and behavioral sciences.

Course Objectives: Upon successful completion of the course, students should be able to:

- 1) Articulate the utility of a theory-based approach to understanding health behavior and behavior change.
- 2) Know the relationships between how theories direct research, and how research influences practice, which in turn continues to influence theories.
- 3) Critically evaluate the utility of theory as a basis for effective public health practice.
- 4) Apply theories of health behavior change to design of interventions.
- 5) Describe the role of social and community factors in health issues.
- 6) Understand the benefits of addressing social and behavioral issues in health.
- 7) Describe the shortcomings of current social and behavioral approaches.
- 8) Describe what factors should be assessed to understand the utility of an intervention.

Course Materials

Texts:

Hayden J (2009) *Introduction to Health Behavior Theory*. Sudbury, MA: Jones and Bartlett

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

Other readings: Articles listed and additional readings may be assigned as the semester progresses.

Components of the Course

Weekly Readings: Each week you will read chapters from the textbook and additional article readings related to that week's topic or in class exercise. A list of the readings appears in the course schedule. All articles for required readings are on the Sakai course website.

Course Work and Assignments:

- 1) **Discussion Questions:** Prior to class (specified in course outline below), you are responsible for completing the assigned reading and submitting 2 questions to the course website as a discussion post by 1 pm; you must **answer 1** of your classmate's questions by 3 pm. This is a chance to think critically about the reading. These questions and answers are worth a total of 55 points, 11 times over the course of the semester, worth 5 points each week. They will be graded for thoughtful content and integration of course materials, which also means they should become more complex over the semester. **Late assignments are not accepted** (note these are due at 1 pm and 3 pm on either the Monday or Wednesday before class, so please plan ahead).
- 2) **Theory Application Writing Exercises:** You will complete two critical writing exercises that are worth 50 points each. The purpose of these exercises is for you to apply health behavior theories, frameworks, and/or concepts to a health behavior topic/issue. These two exercises will require you to integrate ideas from the readings and lectures in response to an assigned question. The details can be found in the Assignment feature on Sakai and include details regarding paper format. You may draw from the assigned readings, lecture materials, and other resources as relevant to the topic. Any inclusion of references, quotes, or phrases should be properly cited in APA or AMA format and all references used are to be included in the works cited at the end of your document. References do not count toward the word limit.

Please use the following format for your written assignment: double-spaced pages (**500-600 words**) and using font size 12 (i.e., Arial or Times New Roman). Submit papers to Sakai course page using the Assignment feature (must submit as an attachment). **LATE ASSIGNMENTS ARE NOT ACCEPTED.**

- 3) **Theory in Practice Exercise:** The purpose of this exercise is for you to identify current and relevant Public Health topics in the media; critically evaluate the role of Public Health theory with respect to the topic; and orally present your critical analysis of the topic. This assignment requires that you identify a topic of Public Health interest as reported in the media (e.g., television, print, or web-based) and identify the role of theory as it relates to conceptualizing and/or addressing the issue. 50 points.

Requirements of the assignment:

- You will have 5-7 minutes to provide a brief overview of your media example using PowerPoint. Include where the example is from (**provide a reference for your example**), what the issue/topic is that you have identified and how you have conceptualized the role of theory as it relates to your example.

- You must address at least one theory or framework from the list of theories to be covered in this course within the context of your 5-7 minute overview as described above.
- What you need to turn-in: Upload a copy of your presentation slides to the assignment folder. Name your file using your first initial and last name (e.g., JSmith). Due date listed in the course outline.
- There is one presentation day scheduled at the end of the semester when all students will have the opportunity to make their brief presentations.

Exams: There will be two exams in the course. The exams will consist of a mix of multiple-choice, True/False, and short answer questions; it will not be cumulative.

Grading: You can earn a total of 425 points over the course of the semester. Points will be appointed as follows:

Two Exams, 100 points each:	200 points
Theory Application Writing Exercises, 50 points each:	100 points
Discussion Questions:	55 points
Theory in Practice Exercise:	50 points
Professional behavior:	20 points

Translating Number of Points to Letter Grades

Final grade breakdown Total = 425 points			
A	395+ points	(93-100%)	C 310 – 330 (73-77%)
A-	382 – 394	(90-92%)	C- 297 – 309 (70-72%)
B+	374 – 381	(88-89%)	D+ 289 – 296 (68-69%)
B	353 – 373	(83-87%)	D 268 – 288 (63-67%)
B-	340 – 352	(80-82%)	D- 255 – 267 (60-62%)
C+	331 – 339	(78-79%)	E <=254 (<60%)

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0

Course Outline

- Tuesday, 5/13 #1** Course Introduction
Reading: Chapter 3 Edberg text
- Assignment: ***Discussion Question (DQ) for #2 lecture reading due by 1 pm, answer due by 3 pm on Wednesday, 5/14***
- Thursday, 5/15 #2** Behavior Change-Individual Level 1: Health Belief Model
Reading: Chapters 1&4 Hayden text
- Cheng TL, Savageau JA, Bigelow C, et al. (1996) Assessing Mothers' Attitudes about the Physician's Role in Child Health Promotion. American Journal of Public Health, 86(12): 1809-1812.
- Assignment: ***DQ for #3 lecture reading due by 1 pm, answer due by 3 pm on Monday, 5/19***
- Tuesday, 5/20 #3** Behavior Change-Individual Level 2: Theory of Reasoned Action/Theory of Planned Behavior, and the Transtheoretical Model
Reading: Chapters 3&6 Hayden text
- DiClemente CC, Delahanty JC, Kofeldt MG, et al. (2011) Stage movement following a 5A's intervention in tobacco dependent individuals with serious mental illness (SMI). Addictive Behaviors, 36(3): 261-264.
- Assignment: ***DQ for #4 lecture reading due by 1 pm, answer due by 3 pm on Wednesday, 5/21***
- Announcement: ***Theory Application Writing Exercise #1 posted on Sakai in the Assignment folder***
- Thursday, 5/22 #4** Interpersonal Health Behavior 1: Social Cognitive Theory
Guest Lecturer: Eric Soule
Reading: Chapter 7 Hayden text
- Brown SA, Goldman MS, Inn A, Anderson LR (1980) Expectations of Reinforcement from Alcohol: Their Domain and Relation to Drinking Patterns. Journal of Consulting and Clinical Psychology, 48 (4): 419-426.
- Assignment: ***DQ for #5 lecture reading due by 1 pm, answer due by 3 pm on Monday, 5/26 (Note this is a holiday, plan accordingly)***

Tuesday, 5/27 #5 Interpersonal Health Behavior 2: Social Networks, Social Capital, and Social Support
 Reading: Chapter 9 Hayden text p. 123-132; Chapter 5 Edberg text p. 56-58

Neblett RC, Davey-Rothwell M, Chander G, Latkin CA. (2011) Social Network Characteristics and HIV Sexual Risk Behavior among Urban African American Women. *Journal of Urban Health*, 88(1): 54-65.

Riley ED, Neilands TB, Moore K, et al. (2012) Social, Structural and Behavioral Determinants of Overall Health Status in a Cohort of Homeless and Unstably Housed HIV-Infected Men. *PLoS ONE*, 7(4): 1-7.

Assignment: ***DQ for #6 lecture reading due by 1 pm, answer due by 3 pm on Wednesday, 5/28***

Thursday, 5/29 #6 Community and Group Models
 Reading: Chapter 8 Edberg text

Stedman-Smith M, McGovern PM, Peden-McAlpine CJ, et al. (2011) Photovoice in the Red River Basin of the North: A Systematic Evaluation of a Community-Academic Partnership. *Health Promotion Practice*, 11/18/2011.

Assignment: ***DQ for #7 lecture reading due by 1 pm, answer due by 3 pm on Monday, 6/2***

Theory Application Written Exercise #1 due by Tuesday, 6/3/2014 at 9:30 am

Tuesday, 6/3 #7 Using Theory I: Ecological Approaches
 Reading: **Guest Lecture:** Dr. Melissa Vilaro
 Chapter 9 Hayden text p. 109-122

Greenfield EA, (2012) Using Ecological Frameworks to Advance a Field of Research, Practice, and Policy on Aging-in-Place Initiatives. *The Gerontologist*, 52(1): 1-12.

Assignment: ***Study for Exam One***

Announcement: ***Theory Application Writing Exercise #2 posted on Sakai in the Assignment folder***

Thursday, 6/5 #8 EXAM ONE

Assignment: ***DQ for #9 lecture reading due by 1 pm, answer due by 3 pm on Monday, 6/9***

Tuesday, 6/10 #9 Reading:	Using Theory II: Social Marketing Chapter 10 Edberg text Aschemann-Witzel J, Perez-Cueto FJA, Niedzwiedzka B, et al. (2012) Lessons for public health campaigns from analyzing commercial food marketing success factors: a case study. BMC Public Health, 12(139): 1-11.
Assignment:	<i>DQ for #10 lecture reading due by 1 pm, answer due by 3 pm on Wednesday, 6/11</i>
Thursday, 6/12 #10 Reading:	Health Communication: Diffusion of Innovation Chapter 8 Hayden text Greiver M, Barnsley J, Glazier RH, et al. (2011) Implementation of electronic medical records. Canadian Family Physician, 57: e390-7.
Assignment:	<i>Theory Application Written Exercise #2 due by Tuesday, 6/17/2014 at 9:30 am</i> <i>DQ for #11 lecture reading due by 1 pm, answer due by 3 pm on Monday, 6/16</i>
Tuesday, 6/17 #11 Reading:	Program Planning and Evaluation: Precede-Proceed Model and RE-AIM Framework Guest Lecture: Thalia Smith Chapters 7&13 Edberg text Langlois MA and JS Hallam. (2010) Integrating Multiple Health Behavior Theories Into Program Planning: The PER Worksheet. Health Promotion Practice, 11(2): 282-288. Shubert TE, Altpeter M, Busby-Whitehead J. (2011) Using the REAIM Framework to translate a research-based falls prevention intervention into a community-based program: Lessons Learned. Journal of Safety Research, 42(6): 509-516.
Assignment:	<i>DQ for #12 lecture reading due by 1 pm, answer due by 3 pm on Wednesday, 6/18</i>
Thursday, 6/19 #12 Reading:	Applying to Problems Chapters 9 & 12 Edberg text
Assignment:	<i>DQ for #13 lecture reading due by 1 pm, answer due by 3 pm on Monday, 6/30</i>
Tuesday, 6/24 Thursday, 6/26	SUMMER BREAK/NO CLASS SUMMER BREAK/NO CLASS

Tuesday, 7/1 #13

Reading:

The Future of Health Behavior Change and The Role of Social Determinants
Chapter 14 Edberg text

Phelan JC, Link BG, and Tehranifar P. (2010) Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence, and Policy Implications. *Journal of Health and Social Behavior*, 51(S): S28-S40.

Nancy Krieger. (2012) Methods for the Scientific Study of Discrimination and Health: An Ecosocial Approach. *American Journal of Public Health*, 102(5): 936-945.

Assignment:

Reminder: Complete Theory in Practice Exercise for Presentation Study for the Final Exam

Tuesday, 7/3 #14

Student Presentations/Theory in Practice Exercise

Assignment:

Power point presentation must be loaded into assignments tab by 9:30 am (7/3)

Thursday, 7/8 #15

EXAM TWO

Course Policies

Academic Integrity:

Each student is bound by the academic honesty guidelines of the University of Florida and the Code of Student Conduct, printed in the *Student Guide* and published on the University web site. The Honor Code states: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.* Cheating, plagiarism, other academic dishonesty or conduct violations in any form is unacceptable and inexcusable behavior and can result in dismissal from the College and/or University.

Attendance and Professional Behavior:

Missed classes will increase the burden of the course. Graduate students should attend every scheduled class unless they have another pressing professional responsibility or emergency. If you must miss a class, it will be your responsibility to obtain notes and materials from a student in the class. **20 points** are worked into the final course grade that includes class attendance, participation in class and small discussion groups, and not letting phones, iPads, or other technology distract you from your course work.

Policy related to class attendance or other work

You will be expected to attend and be prepared to participate in all class sessions and participate in discussions and activities. At a minimum, you are responsible for coming to all class sessions. Of course, unanticipated circumstances may arise (illnesses, emergencies, even deaths in our lives and communities). Please notify me *prior to class* if such events occur. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. You will only be allowed to make up points from class sessions individually if your absence warrants a medical excuse or similar documentation (consistent with the College policy). If you must miss a class, it will be your responsibility to obtain notes and materials from a student in the class. **There will be no extension of the deadlines for papers or exams without an official medical or similar emergency.** Deadlines missed or turned in late for any other reasons will receive a grade of "zero."

Accommodations for Students with Disabilities:

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (<http://www.dso.ufl.edu/>). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health:

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: <http://www.counsel.ufl.edu/> or <http://www.health.ufl.edu/shcc/smhs/index.htm#urgent>

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: www.health.ufl.edu/shcc

Crisis intervention is always available 24/7 from:
Alachua County Crisis Center: (352) 264-6789.