

SAN DIEGO STATE UNIVERSITY
GRADUATE SCHOOL OF PUBLIC HEALTH

Schedule No. 25023
Section 1, 2.0 Units

Spring 2007

PH 603
BEHAVIORAL & SOCIAL SCIENCE IN PUBLIC HEALTH

Day: Monday
Time: 4:00 P.M.-5:40 P.M.
Room: Hardy Tower—HT 183

Instructor: Terry L. Conway, Ph.D.
Office Hours: After class or by appointment
Office Address: 9245 Sky Park Court, Suite 120
Office Phone: (619) 594-8044
e-mail: tconway@mail.sdsu.edu

NOTE: During class all cell phones should be OFF or on VIBRATE.
PLEASE BE CONSIDERATE!

COURSE DESCRIPTION

Explore the role of psychological, social, and environmental variables in health and illness, using a multifactorial psychosocial and ecological model of disease susceptibility.

Prerequisites: Psychology 316, 340, and Sociology 436.

TEXT*

McKenzie, J. F., Neiger, B. L., & Smeltzer, J. L. (2005). *Planning, Implementing, and Evaluating Health Promotion Programs: A Primer*, 4th Edition. San Francisco, California: Pearson Education, Inc/ Benjamin Cummings.

* *Supplementary readings/websites may also be assigned. Good to be familiar with Healthy People 2010 (<http://www.healthypeople.gov/>)*

COURSE OBJECTIVES

1. Gain essential knowledge and skills for understanding health promotion program planning, implementation, and evaluation.
2. Develop familiarity with public health planning models and an understanding of the fundamental theories and principles of behavior, including how behavior is changed.
3. Apply these concepts to a variety of levels of hypothetical and real-world interventions.
4. Gain an understanding of the ethical and political issues involved in health promotion.
5. Develop a basic understanding of all 10 behavioral and social science core competencies for health promotion required of MPH graduates.
6. Explore ways that health promotion goals, models, and technology might be relevant in your specialty area in public health.

COURSE PROCEDURES:

1. We will cover the McKenzie et al. book over the course of the semester. It will be very useful to read the assigned chapter(s) before each class, focusing on objectives and key terms stated at the beginning of each chapter. A midterm and final exam will be based primarily on material covered in this book.
2. One review of a published research article will be due by the last class meeting. ***The article should describe a specific health-related intervention/program, its implementation, and its evaluation, including statistical results assessing the intervention/program's effects or impact.*** The review should be typed, about 2 pages in length, and cover each topic in the "Article Review Format Guide" shown below. It is recommended that you use this format, including the specific section subheadings, in your review. Paper copies (not electronic copies) of both the article and your typed review should be turned in by the last class. The article selected should come from a journal such as:
 - American Journal of Health Promotion
 - American Journal of Preventive Medicine
 - American Journal of Public Health
 - Health Promotion Practice
 - Health Education & Behavior
 - Journal of Community Health
 - Journal of School Health
 - American Journal of Health Behavior
 - Tobacco Control
 - Other journals, as long as the article selected *describes a specific health-related intervention & its evaluation* (NOTE: do NOT select a review article, meta-analysis, program development article, or process description article)
3. You will receive a grade on class "participation" based on the points you accumulate by attending and participating in class [10 points per week]. If you have to miss a class, you can turn in written answers for the chapter objectives (listed at the beginning of each chapter) to earn 5 participation points for that week.
4. What we all learn from class discussion will be determined by what we each contribute!

GRADING:

Your overall course grade will be based on a midterm exam (40%), final exam (40%), review (see above) of a research article (10%), and on class "participation" (10%) as described above.

$$\text{Course\%} = .40 * \text{Midterm\%} + .40 * \text{Final\%} + .10 * \text{Article Review\%} + .10 * \text{Participation\%}$$

<u>Overall Course Score (Percent)</u>	<u>Grade</u>
94-100	A
90-93	A-
87-89	B+
80-86	B
75-79	B-
70-74	C
60-69	D
59 and below	F

Note: A course grade in the shaded area will not satisfy the GSPH core requirement for Health Promotion.

WEEKLY CLASS SCHEDULE

Note: this syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check for announcements made in your absence.

WEEK	DATE	CHAPTERS	TOPIC
1	1/22	1	Class Introductions; Health Education, Health Promotion, Health Educators, and Program Planning
Part One: <u>Planning</u> a Health Promotion Program			
2	1/29	2	Models for Program Planning in Health Promotion
3	2/05	3	Starting the Planning Process
4	2/12	4	Assessing Needs
5	2/19	5	Measurement, Measures, Data Collection, and Sampling
6	2/26	6	Mission Statement, Goals, and Objectives
7	3/5	7	Theories and Models Commonly Used for Health Promotion Interventions
8	3/12	8	Interventions
9	3/19	---	MIDTERM*
10	3/26	---	SPRING BREAK
Part Two: <u>Implementing</u> a Health Promotion Program			
11	4/2	9,10	Community Organizing and Community Building; Identification and Allocation of Resources
12	4/9	11	Marketing: Making Sure Programs Respond to Wants and Needs of Consumers; <i>also, have selected an article to review</i>
Part Three: <u>Evaluating</u> a Health Promotion Program			
13	4/16	12	Implementation: Strategies and Associated Concerns
14	4/23	13	Evaluation: An Overview
15	4/30	14,15	Evaluation Approaches, Framework, and Designs; Data Analysis and Reporting
16	5/7	Review Due	Review of Journal Article Due
17	5/14	---	FINAL* {at usual class time}

* *Students will be responsible for bringing an optical scantron Form No. 882-E (green, half-sheet) to class for each of these tests.*

**NOTE: During class all cell phones should be OFF or on VIBRATE.
PLEASE BE CONSIDERATE!**

(PH 603)

Article Review Format Guide

Author(s):

Title:

Journal & reference info:

“Rationale” for the intervention (see Chapter 3):

- Identify/describe the health/social problem
- what is the target population
- what is the proposed “solution” (i.e., the intervention)
- what are the expected benefits of the intervention

Intervention goals and objectives:

Describe the theory(ies) or model(s) guiding the intervention:

Describe the intervention:

Describe the evaluation approach/design (including types of measures, when measures were collected; types of statistical analyses):

Describe the primary results of the evaluation:

What conclusions were drawn regarding the intervention’s effectiveness/impact and value/benefits:

Please attach a copy of the journal article with your review.

ASPH Education Committee
MPH Core Competency Development Project

VI. Discipline-specific Competencies

Social and Behavioral Science

The behavioral and social sciences in public health address the behavioral, social, and cultural factors related to individual and population health and health disparities over the life course. Research and practice in this area contribute to the development, administration, and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.

Competencies:

Upon graduation a student with an MPH should be able to...

- 1. Describe the role of social and community factors in both the onset and solution of public health problems.**
- 2. Identify the causes of social and behavioral factors that affect health of individuals and populations.**
- 3. Identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice.**
- 4. Apply ethical principles to public health program planning, implementation, and evaluation.**
- 5. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.**
- 6. Identify individual, organizational, and community concerns, assets, resources, and deficits for social and behavioral science interventions.**
- 7. Use evidence-based approaches in the development and evaluation of social and behavioral science interventions.**
- 8. Describe the merits of social and behavioral science interventions and policies.**
- 9. Describe steps and procedures for the planning, implementation, and evaluation of public health programs, policies, and interventions.**
- 10. Identify critical stakeholders for the planning, implementation, and evaluation of public health programs, policies, and interventions.**

(PH 603)

MISCELLANEOUS GSPH & SDSU POLICIES:

Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the University Catalog.

Americans with Disabilities Act (ADA) Accommodation: The University is committed to providing reasonable academic accommodation to students with disabilities. The Office of Services for Students with Disabilities provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Services for Students with Disabilities for information regarding accommodations. Please notify your instructor so that reasonable efforts can be made to accommodate you. If you expect accommodation through the Act, you must make a formal request through Services for Students with Disabilities.

Computer/internet access requirement: At San Diego State University, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software to complete assignments for this course.

Disruptive Classroom Behavior: The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live.