HLTH 366 –Behavioral and Community Issues in Public Health

Semester: Fall 2015
Classroom: PLS 1130
Instructor: Evelyn King-Marshall, PhD
Office: 2242W
Phone: 301-405-2789
Email: eckm@umd.edu

Time: Monday & Wednesday 4-5:15pm
Office Hours: By Appointment

Course Description:
The purpose of this course is to promote an appreciation for the role of the social and behavioral sciences in public health. Another aim is to explore how social and behavioral science theories and public health concepts and methods can be applied to the health-illness experience and community interventions.

Course Prerequisites
Any one of the following three credit courses: PSYC 100, SOCY 100, SOCY 105, HLTH130, or ANTH 260

Course learning outcomes:
Upon completing this course, the student will be able to:
1. Critically describe and evaluate the state of behavioral and community health literature in public health.
2. Describe and apply the social ecological framework used to address public health problems.
3. Demonstrate an understanding of the behavioral and social factors that affect the health of individuals and communities.
4. Demonstrate an understanding of health inequities in the US and the underlying role of power differentials in health disparities.
5. Understand and apply the principles of community participation in public health research and interventions.
6. Explain how racism, the built environment and societal policies impact public health.
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.
9. Critically describe and apply primary, secondary and tertiary intervention strategies that address public health concerns.
10. Demonstrate an understanding of individual and community needs and strengths assessments.
11. Demonstrate improved oral and written communication skills

Program Competencies Addressed in this Course:
The following behavioral and community health and public health science competencies are addressed in this course:

Public Health Science
1. Identify and define public health problems from an ecological and interdisciplinary perspective.

Behavioral and Community Health
2. Identify individual and community level needs for health promotion and disease prevention.
3. Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies.
4. Apply statistics and research methods to accurately describe the distribution and examine the determinants of population health.
5. Describe how to plan, implement and administer short- and long-term community health interventions.
6. Describe how to advocate for effective community health initiatives at the local, state and federal levels.
7. Identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.
Required Texts and Other Readings:


Course Requirements:


Course Requirements:
This course provides students with an overview of behavioral and social science concepts, principles and theories in public health. A variety of instructional methods will be implemented to address course aims, including lectures, structured discussions, group projects, class presentations, reaction papers and other in-class activities. *The success of the course will depend heavily upon active participation by the students—you are strongly encouraged to feel free to present your ideas and to listen respectfully to the ideas of others. One hundred percent attendance is expected.*

**Major Graded Assignments:**

**Reaction Posts:** Each week (as specified in the course schedule) you are required to submit a reaction post to the Canvas website. These are NOT a summary of the readings. This is a chance to think critically about the reading and or class material and write about that. There are 11 posts for which you must complete 10 worth 2.5 points each. You may miss one post throughout the semester. If you miss more than one post you will lose points. When you choose to skip ONE post is your choice and does not require notification. Posts should be structured as individual responses to the reading and or class lecture, not responses to each other’s posts. A detailed rubric will be provided on Canvas (10 @ 2.5 points = **25 points**).

**Group Challenge:** Several complex public health issues will be identified in class. Two groups will be assigned to each issue and asked to research and defend opposing views. These views will be presented briefly in class. Issue defense may include short video (<2 minutes) or pictures, no written material (reports or PowerPoint) allowed. The class will vote on the group winner at the end of each class for a small prize. A detailed rubric will be provided on Canvas (**25 points**).

**Exams:** Three exams will be held throughout the semester. Each exam will be worth 50 points and will contain a combination of multiple choice, matching, true/false, short answer, and essay questions. (3 @ 50 points = **150 points**)

**Prevention Project:** The purpose of this project is to prepare students to think through the processes they would employ when developing a public health behavioral intervention. Specifically, students will: (a) Identify the major health indicators associated with negative health outcomes in the US; (b) Identify multilevel causal factors that contribute to the occurrence of the indicator; (c) Identify appropriate theoretical perspectives that might guide a prevention intervention; and (d) Develop an appropriate prevention intervention to target the health indicator in a specific subpopulation.

The class will use behavioral indicators listed in the *[Healthy People 2020 report](http://www.healthypeople.gov)* as a starting point for this major course assignment. Students will be grouped and randomly assigned to a prevention level (primary, secondary, or tertiary) and will receive notification of their assigned level during the second week of the course. The selected behavioral indicators include: 1) Immunization and Infectious Diseases; 2) Injury and Violence Prevention; 3) Mental Health and Mental Disorders; 4) Nutrition and Weight Status; 5) Sexually Transmitted Diseases; 6) Substance Abuse; and 7) Tobacco Use. Groups will have the opportunity to select from the 7 behavioral indicators through an online sign-up sheet (each indicator will have a set number of slots). Students will receive notification of when the sign-up process will occur as well as directions for how to sign-up. Each group will focus on their behavioral indicator and their level of prevention for the entire semester and all prevention project worksheets. This three part project is worth **100 total points.**

**A. Part 1:** Prevention project worksheets. Six worksheets (6) have been designed to help you answer essential questions concerning your prevention project and help you move towards developing a prevention intervention appropriate for your selected health topic and level of prevention. Each worksheet will be completed in-class within your groups. These worksheets will be reviewed and feedback will be provided for your final presentation (5 points each for a total of **30 points**).
B. Part 2: Prevention project oral presentation. Each group will make an in-class presentation on their final group intervention, describing their problem, health indicator, causal factors, and theoretical perspective. Additionally, each group member will describe her/his proposed intervention. These presentations will occur at the end of the semester. Grades will be based on expert, peer, and instructor review. A detailed rubric will be provided on Canvas (20 points).

C. Part 3. Prevention project final paper. The final paper (7-10 pages, excluding references, double spaced, font size 12, with one inch margins all around) includes four sections: (a) epidemiology of the health indicator; (b) multiple levels of causal factors; (c) description of your population; and (d) your proposed intervention. A detailed rubric will be provided on Canvas (50 points).

Course and University Policies:
Email – The Official University Correspondence:
Verify your email address by going to www.my.umd.edu. All enrolled students are provided access to the University’s email system and an email account. All official University email communication will be sent to this email address (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices.

Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from “full mailbox” or “unknown user” errors for example), will not excuse a student from missing University announcement, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building. For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400.

Absence Policy:
In accordance with University policy if you are absent for a single (1) lecture due to illness or some form of personal or family emergency, this absence will be considered “excused” and the instructor will accept a note from you attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should try to contact the instructor in advance.

Multiple or prolonged absences, and absences that prevent attendance at a major scheduled grading event (like an exam or test) will require written documentation from an appropriate health care provider/organization. A link to pull information on the new policy covering absences from class can be found at http://www.president.umd.edu/policies/v100g.html

Inclement Weather / University Closings:
In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (http://www.umd.edu) and snow phone line (301-405-SNOW), as well as local radio and TV stations.

Late work and Missed Exams / Assignments:
All assignments are due as stated in the syllabus /canvas. Any work not turned in by the due date and time will have a 5% deduction for each day it is late unless arrangements have been made ahead of the due date with the instructor. Assignments will be accepted up to 3 days late (15% point deduction). In class assignments may not be made up. Exams can only be made up in the event of written excuse in advance of the scheduled exam except in a case of emergency (sickness etc).
Course Evaluations
The University, the School of Public Health, and the Department of Behavioral and Community Health are committed to the use of student course evaluations for improving your experience, the course, curriculum delivery, and course instruction. Your evaluations will help improve this course, help current and future students decide on classes, and help administrators determine merit pay, renewal of contracts, and tenure and promotion decisions. You will receive an email announcing when the new Blue Xplorance evaluation system will open. For information regarding course evaluations, please visit [https://www.irpa.umd.edu/Assessment/CourseEval/FacFastFacts.html](https://www.irpa.umd.edu/Assessment/CourseEval/FacFastFacts.html).

Available Support Services:
If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service (301-314-7693). Their educational counselors can help with time management, reading or math learning skills, note taking and exam preparation skills. All their services are free to UM students. If you are ill or encountering personal difficulties, please let me know as soon as possible and contact the Student Health Center (301-314-8180) and or the Counseling Center (301-314-7651) for assistance. If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (301-314-7682).

Religious Observances:
The University System of Maryland policy provides that students will not be penalized because of observances of their religious beliefs; students will be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor in advance of any intended absences for religious observance.

Academic Integrity:
The University's code of academic integrity is designed to ensure the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

- **CHEATING**: intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- **FABRICATION**: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **FACILITATING ACADEMIC DISHONESTY**: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- **PLAGIARISM**: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information please see: [http://www.shc.umd.edu/code.html](http://www.shc.umd.edu/code.html). Please write the Honor Pledge by hand and sign it on examinations, papers, or other academic assignments. The Pledge reads:

*I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.*

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation,
and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [http://www.shc.umd.edu](http://www.shc.umd.edu).

**Grading Procedures:**

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**Grading Scale:**

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<td># 1</td>
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<td>a. Course Introductions</td>
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<td>a. Social &amp; interpersonal level: theory &amp; applications</td>
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<td>a. Individual level: theory &amp; applications</td>
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<td>b. Major Concepts: stress, coping, and social support</td>
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<td># 7</td>
<td>10/12 &amp; 10/14</td>
<td>a. Primary prevention at community Level</td>
<td>Worksheet 3</td>
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<td>b. Primary prevention part 2; Community building, needs and asset</td>
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<td># 8</td>
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<td>a. Social media influences and public health</td>
<td>worksheet 4</td>
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<td>b. Public health campaigns</td>
<td>R. post 7</td>
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<td>a. Help seeking and illness behavior</td>
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<td>R. Post 11</td>
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<td># 15</td>
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<td>a. Course wrap and class presentations</td>
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| 1a   | 8/31  | **Topic**: Course Introduction  
**Learning Outcomes**: 1  
**Readings**: Determinants of Health; except from Essential Readings in Health Behavior |
| 1b   | 9/2   | **Topic**: Social Ecological Framework: Health behavior & illness  
**Learning Outcomes**: 1  
**Readings**: Edberg chapters 1 & 2  
**Assignments**: Reaction Post 1 and Group/ topic assignments |
| 2a   | 9/7   | **Labor Day**: Enjoy your holiday |
| 2b   | 9/9   | **Topic**: Macro level explanations: SBS Theory & application  
**Learning Outcomes**: 1, 2, 3  
**Program Competencies**: 3, 4, 6, 7  
**Readings**: Edberg chapter 3 & 7 and Theory at a Glance, DHHS, pgs. 3-12.  
**Assignments**: Reaction post 2 and worksheet 1 |
| 3a   | 9/14  | **Topic**: Multilevel frameworks: Communities and community level explanations  
**Learning Outcomes**: 1, 2, 3  
**Program Competencies**: 3, 4, 6, 7  
**Readings**: Edberg chapter 6 and Theory at a Glance (2005), DHHS, pgs.22-27  
**Assignments**: Group Challenge |
| 3b   | 9/16  | **Topic**: Multilevel frameworks: Communities and community level explanations  
**Learning Outcomes**: 1, 2, 3  
**Program Competencies**: 3, 4, 6, 7  
**Assignments**: Reaction post 3 |
| 4a   | 9/21  | **Topic**: Multilevel frameworks: Social and interpersonal level explanations  
**Learning Outcomes**: 1, 2, 3  
**Program Competencies**: 3, 4  
**Readings**: Edberg chapter 5 and Theory at a Glance (2005), DHHS, pgs. 19-22  
**Assignments**: Worksheet 2 |
| 4b   | 9/23  | **Topic**: Multilevel frameworks: Social and interpersonal level explanations  
**Learning Outcomes**: 1, 2, 3  
**Program Competencies**: 3, 4  
**Assignments**: Reaction post 4 |
| 5a   | 9/28  | **Topic**: Individual level: theory & applications  
**Learning Outcomes**: 1, 2, 3  
**Program Competencies**: 3, 4  
**Assignments**: None |
| 5b   | 9/30  | **Topic**: Individual level: theory & applications  
**Learning Outcomes**: 1, 2, 3  
**Program Competencies**: 3, 4 |
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| 10/5 | **Topic:** Exam 1 (Classes 1-5)  
**Readings:** None  
**Assignments:** None |
| 10/7 | **Topic:** Major Concepts: Stress, Coping, and Social Support  
**Learning Outcomes:** 3  
**Program Competencies:** 4  
**Readings:**  
**Assignments:** Reaction Post 5 |
| 10/12 | **Topic:** Primary prevention at the community Level  
**Learning Outcomes:** 9  
**Program Competencies:** 1, 2, 6, 7  
**Readings:** Edberg chapter 8  
**Assignments:** Worksheet 3 |
| 10/15 | **Topic:** Primary prevention part 2; Community building, needs and asset mapping  
**Learning Outcomes:** 9  
**Program Competencies:** 1, 2, 6, 7  
**Readings:** Edberg chapter 9  
**Assignments:** Reaction Post 6 |
| 10/19 | **Topic:** Social media influences and public health  
**Learning Outcomes:** 5, 7, 8, 10  
**Program Competencies:** 2  
**Readings:**  
**Assignments:** Worksheet 4 |
| 10/21 | **Topic:** Public health campaigns  
**Learning Outcomes:** 5, 7, 8, 10  
**Program Competencies:** 2  
**Readings:** Edberg chapter 11  
**Assignments:** Reaction post 7 |
| 10/26 | **Topic:** Secondary prevention: health promotion in high risk pops.  
**Learning Outcomes:** 9  
**Program Competencies:** 1, 2, 6, 7  
**Assignments:** None |
| 10/28 | **Topic:** Secondary prevention: health promotion in high risk pops.  
**Learning Outcomes:** 9  
**Program Competencies:** 1, 2, 6, 7  
**Readings:**  
**Assignments:** Reaction post 8 |
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<td>13b</td>
<td>11/25</td>
<td><strong>Topic:</strong> Death and Dying (online delivery)</td>
<td><strong>Learning Outcomes:</strong> 3</td>
<td><strong>Program Competencies:</strong> 4, 6, 7</td>
<td><em>(16)</em> Kwak, J., &amp; Haley, W. E. (2005). Current research findings on end-of-life decision making among racially or ethnically diverse groups. The Gerontologist, 45(5), 634-641.</td>
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<td>14a</td>
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<td><strong>Topic:</strong> Program Evaluation: Assessing our progress in promoting health</td>
<td><strong>Program Competencies:</strong> 5, 6, 7</td>
<td><strong>Readings:</strong> Edberg, Chapter 14</td>
<td><strong>Assignments:</strong> Group challenge</td>
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<tr>
<td>14b</td>
<td>12/3</td>
<td><strong>Topic:</strong> PH Best Practices</td>
<td><strong>Program Competencies:</strong> 5, 6, 7</td>
<td><strong>Readings:</strong> <em>(17)</em> Thackeray, R., Neiger, B. L., Smith, A. K., &amp; Van Wagenen, S. B. (2012). Adoption and use of social media among public health departments. BMC public health, 12(1), 242.</td>
<td><strong>Assignments:</strong> Reaction post 11</td>
</tr>
<tr>
<td>15a</td>
<td>12/7</td>
<td><strong>Topic:</strong> Course Wrap. Class Presentations</td>
<td><strong>Learning Outcomes:</strong> 11</td>
<td><strong>Program Competencies:</strong> 1, 5, 6, 7</td>
<td><strong>Readings:</strong> None</td>
</tr>
<tr>
<td>15b</td>
<td>12/9</td>
<td><strong>Topic:</strong> Course Wrap. Class Presentations</td>
<td><strong>Learning Outcomes:</strong> 11</td>
<td><strong>Program Competencies:</strong> 1, 5, 6, 7</td>
<td><strong>Readings:</strong> None</td>
</tr>
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</table>

*Note: Numbers listed after “learning objectives and program competencies” show the linkage between material covered in each session and the numbered learning objectives and program competencies identified on page 1 and 2 of this syllabus.*