

PUBH 6020

Fundamentals of Social & Behavioral Science (in-class)
Fall 2018

COURSE & CONTACT INFORMATION

Credits: 2 credits

Meeting Day: Tuesday, Thursday

Meeting Time: 11:15 AM - 01:10 PM

Meeting Place: Mayo Bldg & Additions A110

Instructor: Toben F. Nelson

Email: tfnelson@umn.edu

Please use PubH 6020 in the Subject line for prompt attention. Responses within 24 hours.

Office Phone: 612-626-9791

Office Hours: By appointment. Use Google Calendar

Office Location: West Bank Office Building, Room 391

Teaching Assistant: Rachel Holstein

Email: holst107@umn.edu

Office Hours: By appointment

Office Location: TBD

COURSE DESCRIPTION

This course fulfills behavioral science core requirements for MPH students and is open to any graduate student with interest in the material. This course covers essential content in addressing social and behavioral science concepts for application across public health domains. Material will address theories and applications in public health. The course will focus on three major approaches to public health problems:

- **Psychosocial.** The psychosocial unit will include exposure to multiple behavioral theories and application of theory in understanding etiology and planning interventions.
- **Community.** The community unit will include a review of community change concepts and theories and exposure to community organizing techniques.
- **Economics and Policy.** The economics and policy unit will address such functions as supply and demand, opportunity costs, costs versus benefits, and intended vs. unintended consequences in examining the role of economics and policy change in decision-making about public health.

Lectures and readings provide students with an overview of theory and implementation. Group activities provide the opportunity to apply learning to practice simulations, and written paper assignments provide an opportunity to synthesize lectures, readings, and activities into intellectual and creative documents.

ACKNOWLEDGMENTS

PUBH 6020 was developed with the contributions of numerous instructors. Drs. Rhonda Jones-Webb, Harry Lando, Jennifer Linde, and Toben Nelson in the Division of Epidemiology & Community Health all had significant roles in conceptual and content development for the current course and are responsible for teaching the course throughout the academic year. Former faculty/instructors, including Drs. Moscovice, Finnegan, Blewett, Feldman and Oberg, all had roles in either the conceptual development or actual content of the current course, and are acknowledged for their contributions. The SPH Office of E-Learning Services made significant contributions to the format and delivery of this course.

COURSE PREREQUISITES

Enrolled in SPH degree or certificate program or other graduate program; postbaccalaureate status. Please note that the Community Health Promotion (CHP) and Public Health Nutrition (PHN) programs in the Division of Epidemiology and Community Health offer more extensive courses that are required for the degree program that also fulfill the behavioral science core requirement. CHP and PHN may take PubH 6020 as one of their elective courses, but it will not substitute for their program required course in behavioral science.

COURSE GOALS & OBJECTIVES

After completion of this course, students will be able to:

- Describe how behavioral sciences can be used to understand and intervene upon current public health problems;
- Articulate how psychosocial and community theories are used to design, implement, and evaluate public health programs;
- Understand the application of economic principles to public health;
- Communicate how public and private institutions create change in public health behaviors or the environment in which individual behavior responds; and
- Acquire skills in the application of behavioral science to current public health problems.

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

Course Workload Expectations

PubH 6020 is a 2 credit course offered during the first half of the Fall Semester. The University expects that for each credit, you will spend three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 15-week term. This course requires approximately 90 hours of effort spread over the course of the term in order to earn an average grade. In an average week for this course, the expectation is that students will spend approximately 4 hours in class and 8 hours outside of class, although some weeks may require more and some weeks may require less.

Learning Community

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:

- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting the TA or instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:

- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion points as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

Types of Assignments

The assignments for the course will consist of:

- 10 Class Preparation Activities
- 1 Topic Brief
- 4 Case Study Activities, and;
- 3 Concept Applications

The Class Preparation Activity is a short (1/2 - 1 page) written exercise that is intended to help you organize your thoughts, raise questions, allow you to engage with the reading, and prepare for class discussion. The activity should not simply be a summary of the article. In each activity you should provide brief sentences or bullet points that address the following points:

1. Identify 3-4 main ideas that you took from the readings/activities
2. Identify 2-3 ideas that you would like to discuss further
3. Identify 1 idea from the readings that you can apply to a topic in Public Health that interests you and describe how it might apply.

You are encouraged to have a copy of your Class Preparation Activity available during class to help guide class discussion and use it to directly inform the three Concept Application exercises.

Each Class Preparation Activity is worth 2 points. There are 12 opportunities to earn points for Class Preparation Activities. You can earn a total of up to 20 points for Class Preparation Activities. You can choose to write a Class Preparation Activity on the readings for any of the course lectures, except for the readings associated with the Small Group Learning Activities.

The Class Preparation Activity is due at the beginning of class time and should be submitted on the course website.

Case Study Activities

One of the major objectives of this course is to enable students to apply social and behavioral science concepts and theories to public health issues within their own discipline and specific field of practice. There will be four in-class case study activities in the course. Each case study activity will be completed as an in-class group assignment and will be worth 5 points each for a total of 20 points. Students will work through each case collaboratively and submit a brief report describing their group discussion. Specific feedback will not be provided unless requested. Each case study activity is an opportunity for students to practice application of skills and concepts learned in readings, class preparation materials, and lecture. Three of the small group activities are specifically designed to work through the material students are expected to apply directly to the Concept Application assignments. Assignment details will be discussed during class and available on the course website.

Concept Application Assignments

The concept application assignments will consist of a topic brief (abstract) and three written assignments, one for each unit of the course. One of the major objectives of this course is for students to be able to apply social and behavioral science concepts and theories to public health issues within their own discipline and specific field of practice. To accomplish that goal, students will choose a health topic of interest to them, described in their topic brief, and they will write about that topic throughout the semester. These assignments are completed and graded individually.

A Topic Brief outlining your chosen public health topic will be the basis for your Concept Application exercises. For this assignment, you will identify a public health topic that is of interest to you. In the Topic Brief please describe why the topic is of interest to you, identify the population affected and discuss the topic's public health significance. The topic brief should address the following:

- identify your chosen public health topic area
- provide details on the significance of your topic
- describe what is known about the etiology
- identify a population (or populations) affected by your public health topic.

The Topic Brief should be approximately 200-400 words. The Topic Brief will not be graded. You can use the information to get feedback on the appropriateness of your topic for the Concept Application assignments and use the text in writing your Concept Application exercises.

You will use the topic in assignments applying the three major areas of the course, i.e., psychosocial approaches, community engagement, economics and public policy. Be as specific as possible about your topic. For example, "obesity" is very broad and can be narrowed down to focus on physical activity or nutrition, obesity among youth, obesity among adults, etc. Select one aspect of your topic, or a particular population affected by your topic, to focus on for your Concept Application assignments.

Good resources for the background and significance section are:

- The World Health Organization - <http://www.who.int/>
- Healthy People 2020 - <http://www.healthypeople.gov/>
- Office of the Surgeon General - <http://www.surgeongeneral.gov/>
- The Centers for Disease Control and Prevention - <http://www.cdc.gov/>
- The National Institutes of Health - <http://www.nih.gov/>
- The Institutes of Medicine - <http://www.iom.edu/>
- Minnesota Department of Health - <http://www.health.state.mn.us/>

If you have trouble identifying a public health topic (or narrowing one down), please talk to the Primary Instructor or the TA in advance of the due date and we will provide assistance.

Instructions for the Concept Application Assignments

Unit 1 Concept Application: Applying Psychosocial Theories

Select one of the theories listed below:

- Health Belief Model
- Theory of Planned Behavior/Theory of Reasoned Action
- Trans-theoretical model
- Social Cognitive Theory

In a short answer format:

- Identify the health topic you selected using text developed in your Topic Brief
- Identify a population impacted by the health topic you selected
- Identify the theory you selected and define all of the main constructs (4 points)
- Include a conceptual model (figure) of how the constructs are related (2 point)
- Provide an example of each of the main constructs of the theory you selected within your chosen health topic (6 points)
- Describe how you would apply those constructs to develop an intervention to promote change in the health topic you have selected (5 points)
- Identify the limitations of the theory in general and with respect to your proposed intervention specifically (3 points)

Unit 2 Concept Application: Community Engagement

In a short answer format:

- Identify the health topic you selected using text developed in your Topic Brief
- Identify and describe a community that is impacted by your selected health topic (1 point)
- Describe how the community is impacted by the health topic you have selected and why engaging that community can advance change (3 points)
- Describe how you would assess the needs of your chosen population (3 points)
- Describe an intervention to improve health on the topic and in the community you have selected using concepts from Diffusion of Innovations and/or Social Marketing (8 points)
- Identify specific partners within your selected community and describe why they would be good partners to advance change within the community (3 points)
- Describe how you would develop those community partnerships and how you would engage the community using the lessons on community approaches and/or organizing (2 points).

Unit 3 Concept Application: Economics and Policy Implications

In a short answer format:

- Identify the health topic you selected using text developed in your Topic Brief
- Describe the following economic concepts and discuss how they can impact the health topic and population you selected: supply and demand, costs and benefits, positive and negative externalities (5 points)
- Identify and describe a policy, including strengths and limitations and the policy level, you think should be implemented to address your public health topic (5 points).
- Identify who will cover the costs and who will experience the benefits of your policy and describe why that is defensible (4 points)
- Identify one or more key interest groups that would be helpful for passing your proposal and why they can be helpful. Identify one or more interest groups that would oppose your proposal. Describe why they would oppose your proposal and strategies to overcome that opposition (3 points)

Using the Grading Rubric

The description for each Concept Application assignment (above) provides a rubric that identifies how points will be distributed for grading purposes. You will earn full points in each section for writing that is accurate, structured, complete, and appropriately applied to your topic.

Concept Applications are due on Mondays by noon.

COURSE TEXT & READINGS

Students are expected to complete the assigned readings for all classes prior to the lesson in which they will be covered and be prepared to participate in class discussion about the readings. Course readings are available on the course website, as class handouts

or through the University of Minnesota library. You can search using PubMed, Google Scholar or ISI Web of Knowledge and locate the articles using the [FindIt@U of M Twin Cities](#) link.

The required text is:

Rimer BK, Glanz K. Theory at a Glance – A Guide For Health Promotion Practice (2nd edition), U.S. Department of Health and Human Services, National Institutes of Health, National Cancer Institute. NIH publication no. 05-3896. 2005.

This publication is posted on the course website and can be accessed at the following link from the National Cancer Institute:

https://cancercontrol.cancer.gov/brp/research/theories_project/theory.pdf

It is also widely available for no cost on the internet. If you prefer to have a hard copy you can order one for a nominal cost from any of several different online sources.

The recommended text is: Glanz K, Rimer BK, Viswanath K. (Eds.) (2015). *Health Behavior: Theory, Research, and Practice* (5th ed). San Francisco: Jossey-Bass

This text is not required. However, it does provide excellent background for many of the course topics and content in Units 1 and 2 and further elaborates on material presented in Theory at a Glance. The text also can serve as an excellent resource for future careers in public health. Students are encouraged to purchase and use the text as a resource during the course. Recommended readings from the text are noted below in the summary for each class session.

COURSE OUTLINE/WEEKLY SCHEDULE

Week	Date	Topic	Class Preparation	Activities/ Assignments
Week 1	September 4	Introduction to social and behavioral sciences in public health		<p>Introductions</p> <p>Course Overview</p> <p>Case Study Activity 1: Conceptualizing Public Health Issues (Flint and Childhood Obesity) Report for each group due following class in hard copy or via email to Instructor</p>
	September 6	Social Science, Distributions of Disease and Public Health	<p>Required Reading</p> <ul style="list-style-type: none"> Vos T, Barber RM, Bell B, Bertozzi-Villa A, Biryukov S, Bolliger I, ... & Abbafati, C. (2015). Global, regional, and national incidence, prevalence, and years lived with disability for 301 acute and chronic diseases and injuries in 188 countries, 1990–2013: a systematic analysis for the Global Burden of Disease Study 2013. <i>The Lancet</i>. 386(9995): 743 – 800. Klein, MC (2014) “How Americans Die” Bloomberg View, April 27, 2014. Available at: http://www.bloomberg.com/dataview/2014-04-17/how-americans-die.html <p>Exercise</p> <ul style="list-style-type: none"> Institute for Health Metrics and Evaluation (IHME). Life Expectancy & Probability of Death. Seattle, WA: IHME, University of Washington, 2014. Available at: http://www.healthdata.org/data-visualization/life-expectancy-probability-death and http://vizhub.healthdata.org/le/ View the introduction video and explore 2-3 analyses of your own choosing using the Data Visualization tool. <p>Recommended Reading</p> <ul style="list-style-type: none"> Glanz, Rimer & Viswanath (eds.) (2015) Health Behavior: Theory, Research and Practice (HBTRP), Ch 1 	<p>Class Preparation Activity #1 Due at the beginning of class – submit on course web</p> <p>In-class Activity</p>
Week 2	September 11	Public Health Frameworks	<p>Required Reading</p> <ul style="list-style-type: none"> Rimer BK, Glanz K. Theory at a Glance – A Guide for Health Promotion Practice (2nd edition), US Department of Health and Human Services, National Institutes of Health, National Cancer Institute. NIH publication no. 05-3896. 2005. (TAAG) Available at: https://cancercontrol.cancer.gov/brp/research/theories_project/theory.pdf <ul style="list-style-type: none"> Part I: Foundations of Theory in Health Promotion and Health Behavior, pp. 3-7. The Ecological Perspective: A Multilevel, Interactive Approach, pp. 10-12. Rose G. (2001) Sick individuals and sick populations. <i>International Journal of Epidemiology</i> 30:427-432. Buettner D. (2015) The Finnish Town That Went on a Diet. <i>The Atlantic</i>, April, 2015. Available at: http://www.theatlantic.com/health/archive/2015/04/finlands-radical-heart-health- 	<p>Topic Brief</p> <p>Class Preparation Activity #2 Due at the beginning of class – submit on course web</p> <p>In-class Activity Applying the Haddon Matrix</p>

			<p>transformation/389766/</p> <ul style="list-style-type: none"> Runyan CW. (2015). Using the Haddon matrix: introducing the third dimension. Injury Prevention, 21(2), 126-130. Hume PA, Lorimer AV, Griffiths PC, Carlson I, Lamont M. (2015). Recreational snow-sports injury risk factors and countermeasures: a meta-analysis review and Haddon matrix evaluation. Sports Medicine, 1-16. <p>Required Video</p> <ul style="list-style-type: none"> Sir Michael Marmot: Social Determinants of Health (2014 WORLD.MINDS) Zurich, December, 2014 (23 minutes) Available at: https://youtu.be/h-2bf205upQ Manchanda R. What makes us get sick? Look upstream. TED Talk, August 2014, Filmed at TEDSalon NY2014. (19 minutes) Available at: https://www.ted.com/talks/rishi_manchanda_what_makes_us_get_sick_look_upstream <p>Recommended Video</p> <ul style="list-style-type: none"> Teret S. A Haddon Matrix for Food. Open Academy. Course: Psychology, Biology and Politics of Food. (19 minutes). Yale University. Direct link to video available at: http://theopenacademy.com/content/concept-196-haddon-matrix-food 	
	September 13	<p>What are theories & how they are applied?</p> <p>What is a Public Health intervention?</p>	<p>Required Reading</p> <ul style="list-style-type: none"> Davis R, Campbell R, Hildon Z, Hobbs L, Michie S. (2015) Theories of behaviour and behaviour change across the social and behavioural sciences: a scoping review. Health Psychology Review, 9(3): 323-344. Missouri Department of Health and Senior Services. Intervention MICA: Building Health Communities. Available online at: http://health.mo.gov/data/interventionmica/ <ul style="list-style-type: none"> What is Intervention MICA? What is an intervention? What is evidence? How to use Intervention MICA Intervention Topics Overview <ul style="list-style-type: none"> View at least 1 Intervention Topic including Strategies <p>Recommended Reading</p> <ul style="list-style-type: none"> HBTRP Ch 3 	<p>Class Preparation Activity #3 Due at the beginning of class – submit on course web</p> <p>In-class Activity on Interventions</p>
Week 3	September 18	<p>Health Belief Model</p> <p>Expectancy-Value Theories</p> <p>Risk Perception</p>	<p>Required Reading</p> <ul style="list-style-type: none"> TAAG <ul style="list-style-type: none"> Health Belief Model, pp. 13-14 Theory of Planned Behavior, p. 16-18 Slovic P. The Psychology of risk. Saúde e Sociedade. São Paulo. 19(4) Oct./Dec. 2010. Available online at: http://dx.doi.org/10.1590/S0104-12902010000400002 Jeffery RW (1989) Risk behaviors and health: contrasting individual and population perspectives. American Psychologist 44(9):1194-1202. Seale H, Heywood AE, McLaws M-L, et al. (2010) Why do I need it? I am not at risk! Public perceptions towards the pandemic (H1N1) 2009 vaccine. BMC Infectious Diseases 10:99 Available online at: http://www.biomedcentral.com/1471-2334/10/99 <p>Recommended Reading</p> <ul style="list-style-type: none"> HBTRP Ch 5 	<p>Class Preparation Activity #4 Due at the beginning of class – submit on course web</p>
	September 20	<p>Transtheoretical Model</p>	<p>Required Reading</p> <ul style="list-style-type: none"> TAAG 	<p>Class Preparation Activity #5</p>

		Social Cognitive Theory	<ul style="list-style-type: none"> • Stages of Change Model, p. 15 • Social Cognitive Theory, pp. 19-22 • Pro-Change Behavior Systems, Inc. (2017). The Transtheoretical Model. http://www.prochange.com/transtheoretical-model-of-behavior-change • Bandura, A. (2018). Toward a psychology of human agency: Pathways and reflections. <i>Perspectives on Psychological Science</i> 13(2):130-136. • Yang Y, Yang C, Latkin CA, Luan R, Nelson KE. (2016). Condom use during commercial sex among male clients of female sex workers in Sichuan China: A Social Cognitive Theory analysis. <i>AIDS and Behavior</i>. 20(10): 2309-2317. <p>Recommended Reading</p> <ul style="list-style-type: none"> • HBTRP Ch 9 	<p>Due at the beginning of class – submit on course website</p> <p>Case Study Activity 2: Apply Psychosocial Theory to Improve Immunization Utilization Report for each group due following class in hard copy or via email to Instructor</p>
Week 4	September 24			<p>Concept Application (Paper) 1: Psychosocial Model</p> <p>Due by noon – submit on course website</p>
	September 25	Community approaches to public health intervention	<p>Required Reading</p> <ul style="list-style-type: none"> • TAAG <ul style="list-style-type: none"> • Community Level and Community Organization and Other Participatory Model, pp. 22-27 <p>Exercise</p> <ul style="list-style-type: none"> • Review the County Health Rankings Project page at: http://www.countyhealthrankings.org/ • Look up three counties you have lived in or visited. • Review the website on Designing Healthy Communities at: http://designinghealthycommunities.org/ • Read at least 2 articles and view at least 4 videos <p>Required Video</p> <ul style="list-style-type: none"> • Ravenell J. How barbershops can keep men healthy. TED Talk. February 2016. Available at: https://www.ted.com/talks/joseph_ravenell_how_barbershops_can_keep_men_healthy <p>Recommended Reading</p> <ul style="list-style-type: none"> • HBTRP Ch 14 • O'Brien MJ, Whitaker RC (2011) The role of community-based participatory research to inform local health policy: a case study. <i>J Gen Intern Med</i> 26(12): 1498-1501. 	<p>Class Preparation Activity #5</p> <p>Due at the beginning of class – submit on course web</p> <p>In-class Activity on Community-based interventions</p>
	September 27	Community organizing	<p>Required Reading</p> <ul style="list-style-type: none"> • Subica, A., Grills, C., Villanueva, S., Douglas, J. (2016). Community organizing for healthier communities: Environmental and policy outcomes of a national initiative. <i>American Journal of Preventive Medicine</i>, 51(6):916-925. <p>Course handouts</p> <ul style="list-style-type: none"> • Bobo K, Kendall J., Max S. <i>Organizing for Social Change</i>, 4th Edition, The Forum Press: Santa Ana, CA, 2010. <ul style="list-style-type: none"> • Chapter 2, The Fundamentals of Direct Action Organizing, pp. 5-26 • Chapter 3, Developing a Strategy, pp. 29-43 • Chapter 4, A Guide to Tactics, pp. 45-57 	<p>Class Preparation Activity #6</p> <p>Due at the beginning of class – submit on course web</p>

			<ul style="list-style-type: none"> • Schutz A, Sandy, MG. Collective Action for Social Change: An Introduction to Community Organizing. Palgrave MacMillan: New York, 2011. • Chapter 1, What Is Community Organizing, pp. 11-28 • Chapter 10, One-on-One Interviews, pp. 193-206 	
Week 5	October 2	Diffusion of Innovations Social marketing	<p>Required Reading</p> <ul style="list-style-type: none"> • TAAG <ul style="list-style-type: none"> • Diffusion of Innovations, pp. 27-28 • Rogers EM. (2002) Diffusion of preventive innovations. Addictive Behaviors 27: 989-993. • Harris JK, Erwin PC, Smith C, and Brownson RC. (2015). The diffusion of evidence-based decision making among local health department practitioners in the United States. Journal of Public Health Management and Practice, 21(2), 134–140. • TAAG <ul style="list-style-type: none"> • Social Marketing, pp. 36-39 • Centers for Disease Control and Prevention (2016) Gateway to Health Communication & Social Marketing Practice. http://www.cdc.gov/healthcommunication/ • Review CDCynergy http://www.orau.gov/cdcynergy/soc2web/default.htm <ul style="list-style-type: none"> • Introduction to Social Marketing • CDCynergy Social Marketing Edition (Phases 1-6) <p>Recommended Reading</p> <ul style="list-style-type: none"> • HBTRP Ch 14,16, 21 <p>Recommended Video</p> <ul style="list-style-type: none"> • Everett Rogers. “Diffusion of Innovations” Acceptance presentation, Converse Award for Marketing at University of Illinois at Urbana-Champaign, April 30, 2004. Available at: YouTube, https://youtu.be/j1uc7yZH6eU 	<p>Class Preparation Activity #7 Due at the beginning of class – submit on course web</p> <p>In-class Activity on Social Marketing</p> <p>https://www.vox.com/2018/8/10/17675836/juul-design-viral</p>
	October 4	Social networks and health Stress and Coping	<p>Required Reading</p> <ul style="list-style-type: none"> • Berkman LF, Glass T. (2000) Social integration, social networks, social support, and health. In: Berkman LF and Kawachi I (eds). Social Epidemiology. New York, NY: Oxford University Press, 137-173. • Cohen S, Murphy MLM, Prather AA. (2018). Ten Surprising Facts About Stressful Life Events and Disease Risk. Annual Review of Psychology. <p>Recommended Reading HBTRP Ch 11, 12, 13</p>	<p>Class Preparation Activity #8 Due at the beginning of class – submit on course web</p> <p>Case Study Activity 3: Community organizing (Tillery) Report for each group due following class in hard copy or via email to Instructor</p>
Week 6	October 8			<p>Concept Application (Paper) 2: Community Approaches Due by noon – submit on course website</p>
	October 9	Critical Race Theory Racism and Health	<p>Required Reading</p> <ul style="list-style-type: none"> • Ford CL, Airhihenbuwa CO. (2010) Critical race theory, race equity, and public health: Toward 	<p>Class Preparation Activity #9 Due at the beginning of</p>

			<p>antiracism praxis. <i>American Journal of Public Health</i>, 100 no. S1, S30-S35.</p> <ul style="list-style-type: none"> Williams DR, Mohammed SA. (2013). Racism and health I: pathways and scientific evidence. <i>American Behavioral Scientist</i>, 57(8): 1152-1173. Williams DR, Mohammed SA. (2013). Racism and health II: a needed research agenda for effective interventions. <i>American Behavioral Scientist</i>, 57(8), pp.1200-1226. <p>Recommended Reading</p> <ul style="list-style-type: none"> Cross RI. (2018) Commentary: Can Critical Race Theory Enhance the Field of Public Health? A Student's Perspective. <i>Ethnicity and Disease</i>. 28(Suppl 1): 267-270; doi:10.18865/ed.28.S1.267. McElwee S. The hidden racism of young white Americans. PBS Newshour. March 2015. Available online at: http://www.pbs.org/newshour/updates/americas-racism-problem-far-complicated-think/ Holloway K. Black people are not here to teach you: What so many white Americans just can't grasp. Salon. April 2015. Available online at: http://www.salon.com/2015/04/14/black_people_are_not_here_to_teach_you_what_so_many_white_americans_just_cant_grasp_partner/ <p>Required Video</p> <ul style="list-style-type: none"> TED Talks. How racism makes us sick. David R. Williams, Florence Sprague Norman and Laura Smart Norman Professor of Public Health, Harvard T.H. Chan School of Public Health, November 2016. (18 minutes) Direct link to video available at: https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick 	<p>class – submit on course web</p> <p>In-class Activity Applying the Racism and Health model</p>
	October 11	Economic Concepts for Public Health	<p>Required Reading</p> <ul style="list-style-type: none"> Carande-Kulis VG, Getzen TE, Thacker SB. (2007). Public goods and externalities: a research agenda for public health economics. <i>Journal of Public Health Management and Practice</i>, 13(2), 227-232. Messonnier ML. (2006). Economics and Public Health at CDC. <i>Morbidity and Mortality Weekly Report</i>. 55(Sup02): 17-19. Centers for Disease Control and Prevention. (2017) Public Health Economics and Methods. State, Tribal, Local & Territorial Public Health Professionals Gateway. Available online at: https://www.cdc.gov/stltpublichealth/pheconomics/ <ul style="list-style-type: none"> Exercise: View 2 Economic Tools that interest you. 	<p>Class Preparation Activity #10 Due at the beginning of class – submit on course web</p>
Week 7	October 16	Policy intervention in public health	<p>Required Reading</p> <ul style="list-style-type: none"> Longest, B. (2010) Health and Health Policy. In B. Longest (ed.), <i>Health Policymaking in the U S</i> (5th Ed., pp. 1-28). Chicago, IL: Health Administration Press. Gliens, M., & Page, B. (2014). Testing theories of American politics: Elites, interest groups, and average citizens. <i>Perspectives on Politics</i>, 12(3):564-581. Rutten A, Gelius P & Abu-Omar K (2010) Policy development and implementation in health promotion--from theory to practice: the ADEPT model. <i>Health Promotion International</i> 26(3), 322-329. 	<p>Class Preparation Activity #11 Due at the beginning of class – submit on course web</p> <p>In-class Activity Implementing Policy</p>
	October 18	An integrated approach to behavior change in public health	<p>Required Reading</p> <ul style="list-style-type: none"> Frieden TR. (2010) A framework for public health action: The health impact pyramid. <i>American Journal of Public Health</i> 100(4): 590-595. Bayer R, Galea S. (2015) Public Health in the Precision-Medicine Era. <i>New England Journal of Medicine</i> 373:499-501. Shelton RC, Hatzenbuehler ML, Bayer R, Metsch LR. Future perfect? The future of the social 	<p>Class Preparation Activity #12 Due at the beginning of class – submit on course web</p> <p>Case Study Activity 4:</p>

			<p>sciences in public health. <i>Frontiers in Public Health</i>, 2018;5:357.</p> <ul style="list-style-type: none"> • Centers for Disease Control and Prevention. (2017) Effective Interventions: HIV Prevention that Works. Available online at: https://effectiveinterventions.cdc.gov/en • View PwP in Action Graphic Novel. Available online at: https://effectiveinterventions.cdc.gov/PwP/story.html • View High Impact Prevention <ul style="list-style-type: none"> • Biomedical Interventions • Public Health Strategies • Behavioral Interventions • Structural Interventions • Social Marketing 	<p>Policy and advocacy (gun control) Report for each group due following class in hard copy or via email to Instructor</p>
	October 22			<p>Concept Application (Paper) 3: Economics and Policy Due by noon – submit on course website</p>

SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at www.sph.umn.edu/student-policies/. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

EVALUATION & GRADING

[Enter a detailed statement of the basis for grading here. Include a breakdown of course components and a point system for achieving a particular grade. Include expected turnaround time for grading/feedback. Please refer to the University's Uniform Grading Policy and Grading Rubric Resource at <https://z.umn.edu/gradingpolicy>]

Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
93 - 100%	A	4.000
90 - 92%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667
67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.

- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Evaluation/Grading Policy	Evaluation/Grading Policy Description
<p>Scholastic Dishonesty, Plagiarism, Cheating, etc.</p>	<p>You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the Student Conduct Code). For additional information, please see https://z.umn.edu/dishonesty</p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity.</p> <p>If you have additional questions, please clarify with your instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (http://z.umn.edu/iuplagiarism).</p>
<p>Late Assignments</p>	<p>Not accepted</p>
<p>Attendance Requirements</p>	<p>Students are expected to attend all class sessions.</p>
<p>Extra Credit</p>	<p>No extra credit available</p>

CEPH COMPETENCIES

Competency	Course Learning Objectives	Course Assessment Strategies
C6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.	<ul style="list-style-type: none"> • Understand the role of theoretical models and/or frameworks in shaping public health interventions • Apply models to explain health behavior decisions or cause/effect patterns • Develop intervention campaigns or programs based on theoretical models of behavior change, as applied to specific populations of interest 	Class Preparation Activities Case Study Activity #1 Case Study Activity #2 Concept Application Activity #1 Concept Application Activity #2
C7. Assess population needs, assets and capacities that affect communities' health.	<ul style="list-style-type: none"> • Understand patterns of social connection and their influences on health • Learn about community change concepts • Learn about and apply community organizing techniques to areas of concern in public health • Develop communication campaigns to spread public health messages in social networks • Understand the role of a community organizer in the change process 	Class Preparation Activities Topic Brief Case Study Activity #1 Case Study Activity #2 Concept Application Activity #1 Concept Application Activity #2
C8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.	<ul style="list-style-type: none"> • Understand patterns of social connection and their influences on health • Learn about community change concepts • Learn about and apply community organizing techniques to areas of concern in public health • Develop communication campaigns to spread public health messages in social networks • Understand the role of a community organizer in the change process 	Class Preparation Activities Topic Brief Case Study Activity #1 Case Study Activity #2 Case Study Activity #3 Case Study Activity #4 Concept Application Activity #1 Concept Application Activity #2 Concept Application Activity #3
C9. Design a population-based policy, program, project or intervention.	<ul style="list-style-type: none"> • Understand the role of theoretical models and/or frameworks in shaping public health interventions • Apply models to explain health behavior decisions or cause/effect patterns • Develop intervention campaigns or programs based on theoretical models of behavior change, as applied to specific populations of interest 	Case Study Activity #1 Case Study Activity #2 Case Study Activity #3 Case Study Activity #4 Concept Application Activity #1 Concept Application Activity #2 Concept Application Activity #3
C12. Discuss multiple dimensions of the policy-making process, including the role of ethics and evidence.	<ul style="list-style-type: none"> • Understand the role of economics in developing, implementing, and evaluating public health programs • Explain the role of costs and benefits related to public health decision making • Analyze externalities related to public health decision making and policies • Relate concepts of supply and demand to public health Understand the policy process and apply it to a public health area of interest • Discuss the role of interest groups in public health decision making • Synthesize approaches across all units into a coordinated approach to behavior change in public health 	Class Preparation Activities Case Study Activity #4 Concept Application Activity #3

<p>C13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.</p>	<ul style="list-style-type: none"> • Understand patterns of social connection and their influences on health • Learn about community change concepts • Learn about and apply community organizing techniques to areas of concern in public health • Develop communication campaigns to spread public health messages in social networks • Understand the role of a community organizer in the change process • Understand the role of economics in developing, implementing, and evaluating public health programs • Explain the role of costs and benefits related to public health decision making • Analyze externalities related to public health decision making and policies • Relate concepts of supply and demand to public health Understand the policy process and apply it to a public health area of interest • Discuss the role of interest groups in public health decision making • Synthesize approaches across all units into a coordinated approach to behavior change in public health 	<p>Class Preparation Activities Case Study Activity #3 Case Study Activity #4 Concept Application Activity #2 Concept Application Activity #3</p>
<p>C14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.</p>	<ul style="list-style-type: none"> • Understand the role of economics in developing, implementing, and evaluating public health programs • Explain the role of costs and benefits related to public health decision making • Analyze externalities related to public health decision making and policies • Relate concepts of supply and demand to public health Understand the policy process and apply it to a public health area of interest • Discuss the role of interest groups in public health decision making • Synthesize approaches across all units into a coordinated approach to behavior change in public health 	<p>Class Preparation Activities Topic Brief Case Study Activity #3 Case Study Activity #4 Concept Application Activity #2 Concept Application Activity #3</p>
<p>C15. Evaluate policies for their impact on public health and health equity.</p>	<ul style="list-style-type: none"> • Understand the role of economics in developing, implementing, and evaluating public health programs • Explain the role of costs and benefits related to public health decision making • Analyze externalities related to public health decision making and policies • Relate concepts of supply and demand to public health Understand the policy process and apply it to a public health area of interest • Discuss the role of interest groups in public health decision making • Synthesize approaches across all units into a coordinated approach to behavior change in public health 	<p>Class Preparation Activities Case Study Activity #3 Case Study Activity #4 Concept Application Activity #3</p>
<p>C18. Select communication strategies for different audiences and sectors.</p>	<ul style="list-style-type: none"> • Understand patterns of social connection and their influences on health • Learn about community change concepts • Learn about and apply community organizing techniques to areas of concern in public health • Develop communication campaigns to spread public health messages in social networks • Understand the role of a community organizer in the change process 	<p>Class Preparation Activities Case Study Activity #3 Case Study Activity #4 Concept Application Activity #2 Concept Application Activity #3</p>

<p>C19. Communicate audience-appropriate public health content, both in writing and through oral presentation.</p>	<ul style="list-style-type: none"> • Understand patterns of social connection and their influences on health • Learn about community change concepts • Learn about and apply community organizing techniques to areas of concern in public health • Develop communication campaigns to spread public health messages in social networks • Understand the role of a community organizer in the change process • Understand the role of economics in developing, implementing, and evaluating public health programs • Explain the role of costs and benefits related to public health decision making • Analyze externalities related to public health decision making and policies • Relate concepts of supply and demand to public health Understand the policy process and apply it to a public health area of interest • Discuss the role of interest groups in public health decision making • Synthesize approaches across all units into a coordinated approach to behavior change in public health 	<p>Case Study Activity #1 Case Study Activity #2 Case Study Activity #3 Case Study Activity #4 Concept Application Activity #1 Concept Application Activity #2 Concept Application Activity #3</p>
--	--	--