

Graduate School of Public Health
Department of Behavioral and Community Health Sciences
BCHS 2509: Social and Behavioral Sciences in Public Health
Spring 2014 : 2144
3 credits; Monday pm – 6 – 9; A115 Crabtree

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Introduction

This course provides an overview of the social and behavioral sciences and public health, with specific emphasis on the ecological model of community health problem analysis and development of effective interventions. The course content is organized around the competencies set out by the Association of Schools of Public Health for the social and behavioral sciences. It includes selected social and behavioral theories and models used by public health professionals to plan, implement, and evaluate program strategies and policies for the improvement of community health.

Course Rationale

New challenges from chronic and communicable diseases, environmental threats, and man-made and natural disasters continue to face public health. Dramatic demographic shifts are occurring in the U.S. as well as around the world. Within this framework of dynamic change it is essential that decision-makers gain a better understanding of how to prevent, delay, or reduce the overall impact of these conditions on the health of the public.

Education in the traditional core areas of epidemiology, biostatistics, environmental health, public health biology and infectious diseases, and the social and behavioral sciences is essential for public health professionals. However, ***given the current state of the world and considering the future, the social and behavioral sciences, including the associated focus on health communication, public health ethics, community-based participatory practice, and cultural***

competence, are becoming increasingly important to those working in the field of public health. In recent years there has been a growing recognition that the social and behavioral sciences play a critical role in public health practice and in public health academics and training. Disciplines such as anthropology, psychology, sociology, and health education have emerged as important and essential subspecialties in both public health practice and research educational and training programs.

Public health professionals play a major leadership role in a range of systems. To be most effective they must look beyond biological risk factors to the complex nature of the influence of social, behavioral and environmental factors on the public's health and welfare. As highlighted in the 2002 Institute of Medicine (IOM) report, "Who will keep the public healthy?" public health professionals in leadership roles "...need to understand the theoretical underpinnings of the ecological model" in order to develop research and programs and policies that address multiple determinants of health.

Students in this class will gain an understanding of the importance of using social and behavioral sciences theory and information to 1) examine public health problems; 2) develop and plan programs and policies to address public health problems; 3) implement, manage and evaluate programs and policies; 4) conduct community-based applied research; 5) communicate information to policymakers and the public; and 6) advocate for program development and policy change.

Course Objectives

By the end of this course, students will be able to:

- 1) describe at least three social and community factors in onset of and solutions to public health issues
- 2) identify at least five structural/system causes of social and behavioral factors affecting health
- 3) identify at least three theories, concepts and models used in behavioral and social sciences
- 4) apply at least five levels of the social ecological framework to program planning and interventions
- 5) identify at least three issues, assets, resources and challenges at the individual, organizational and community levels
- 6) apply evidence-based approaches to develop and evaluate interventions
- 7) the merits of social and behavioral interventions
- 8) apply ethical principles to planning, implementation and evaluation
- 9) outline the steps in planning, implementing and evaluating public health policies and programs for at least one planning model
- 10) describe the process for identifying critical stakeholders

Teaching Philosophy

My job is not to tell you the truth. There are many truths, depending on our experiences, attitudes, background and the context. My job is to create a safe environment in which you can explore topics that intrigue you and that may challenge you, with the goal of inspiring you to think beyond where you have thought before and to entertain perspectives with which you may not be familiar. I know some stuff, you know some stuff; I believe that you learn as much from each other as you learn from me, and that I learn as much from you as you learn from me. Learning comes from many places, so let's explore those places together.

Course Policies

Academic Integrity:

All students are expected to adhere to the school's standards of academic honesty. Any work submitted by a student for evaluation must represent his/her own intellectual contribution and efforts. The GSPH policy on academic integrity, which is based on the University policy, is available online at <http://www.publichealth.pitt.edu/interior.php?pageID=126>. The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Please take the time to read this policy

Students committing acts of academic dishonesty, including plagiarism, unauthorized collaboration on assignments, cheating on exams, misrepresentation of data, and facilitating dishonesty by others, will receive sanctions appropriate to the violation(s) committed. Sanctions include, but are not limited to, reduction of a grade for an assignment or a course, failure of a course, and dismissal from GSPH.

All student violations of academic integrity must be documented by the appropriate faculty member; this documentation will be kept in a confidential student file maintained by the GSPH Office of Student Affairs. If a sanction for a violation is agreed upon by the student and instructor, the record of this agreement will be expunged from the student file upon the student's graduation. If the case is referred to the GSPH Academic Integrity Hearing Board, a record will remain in the student's permanent file.

Disabilities:

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and [Disability Resources and Services](#) no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of

accommodations. To notify Disability Resources and Services, call 648-7890 (Voice or TDD) to schedule an appointment. The Office is located in 216 William Pitt Union.

Cell Phones:

Please be courteous to the instructor and your fellow classmates and refrain from cell phone use during class. If you are expecting an emergency call, please ensure that your phone is set to vibrate and leave the classroom if you receive a call that you must answer.

Laptops:

Because this class relies heavily on class discussion and active participation, no laptops will be allowed in class.

Emails:

I have a strict email policy. When initiating an email conversation with the instructor or TA, you should always begin with “Dear/Hello/Hi/Good Afternoon” and conclude by signing your full name. The subject line of the email should indicate what the email is about (e.g. Question about the Exam). Informal language (e.g. hey can you tell me my grade, thx, btw,) is unacceptable and emails containing it will not be answered. People make judgments about you based on how you communicate and as such it is important to write emails in a professional manner. You can expect that the instructor and TA will make a good-faith effort to respond to your email within 48 hours.

Recording:

Students may audiorecord class *only with the permission of the instructor.*

Grading:

Grades will be assigned on the basis of participation (10%), 6 papers (35%), 2 in-class quizzes (10%), a multiple choice exam (20%) and a group poster presentation/peer rating (25%).

Attendance will be taken in exciting, creative ways each class period. **Participation** will be gauged in part by your contributions to class discussion and your use of office hours. *If we do not know your name by the end of class, you probably have not participated enough.*

Weekly papers are due by 6 pm on the evening noted in the course outline; late assignments will be assessed a 5% deduction for every late day. Assignments should be submitted through CourseWeb (if you have issues submitting work through this mechanism, please let Ms. Haston know). Each student will choose a public health issue, culture/country and related behavior to use for weekly assignments throughout the semester. For example, you might choose HIV/AIDS education (issue) in Ghana (country) and using condoms (behavior); or oral health (issue) in rural PA (country) and toothbrushing (behavior); weekly assignments are to apply what is learned in the previous week's class, so for instance you will apply the social ecological framework to your issue, identify a theory to use in developing a program, identify community factors related to the issue, and so forth. Exemplary papers are available on CourseWeb. You will be allowed *one week* to rewrite weekly assignments if you get lower than 80% (8/10; 16/20). **Rewrites should be submitted directly to the TA (Ms. Rosenfeld) – DO NOT resubmit through CourseWeb.**

Assignment Expectations: Written assignments are limited to *the number of pages noted in the course outline (excluding references), minimum of 1.5-spaced 1-inch margins, at least 11-point font*; may be bulleted lists if appropriate. Please check for proper grammar, spelling, punctuation and number agreement between nouns/verbs. All references should be cited correctly (I do not care what you use – just be consistent):

Citations for all references used should follow one of the following formats:

- 1) AJPH (references in the text are numbered, and the bibliography is listed numerically, NOT alphabetically); author(s). title. *journal or book*. year;volume#:pp.
- 2) APA – check out the rules at <http://owl.english.purdue.edu/owl/resource/560/05>

The in-class quizzes and **multiple choice exam** will take place in class and will take advantage of OMET's ability to grade large numbers of bubble sheets almost instantaneously. ☺ ☺

You will be assigned to a group for the **poster presentation**, which will cover a topic of the group's choosing but *not* addressed by anyone in the group in the weekly assignments. Guidelines are provided on CourseWeb. Foam boards and easels will be provided. Bring your own push pins. Ten points of the 25 points will come from peer ratings, completed by all group members and indicating the extent to which each member met her/his responsibilities and made contributions to the final product.

Attendance:

Attendance in class is an absolute necessity for this course. Though power point presentations will be used, they are for talking points only. A great deal of the learning in this course will be through class discussion, which occurs spontaneously and cannot possibly be scripted. If you have to miss a class, please inform the

instructor or TA prior to the absence (if possible); up to three excused absences will not be counted against you. You are responsible for getting notes from another student for any class you miss.

Grading Scale:

90% + = A

80-89% = B

70-79% = C

Below 70% = F

Please note: The instructor reserves the right to assign + and – grades.

CourseWeb:


The course format will involve the use of CourseWeb/Blackboard and on-line sources for class assignments and enrichment materials. **NO TEXT BOOK IS REQUIRED.** CourseWeb/Blackboard is a web-based application. Use the web browser, Internet Explorer, to access your course information online.

- Go to the web address: <http://courseweb.pitt.edu>
- “Log in” with your user name
- Type your password, then click “Log in”

Week	Date	Topic(s)	Readings Due/Class Activities	Assignment Due
1	Jan. 6	<p>Introductions</p> <p>What is this thing we call BCHS?</p> <p><i>Yeah, it's okay to ask the people.</i></p>	<p>Alcabes, K. (2007). What Ails Public Health? <i>Chronicle of Higher Education</i>, Nov. 9, 2007.</p> <p>Sterling, SP & Sadler, LS. (2008). Contraceptive Use Among Adolescent Latinas Living in the United States: The Impact of Culture and Acculturation. <i>Journal of Pediatric Health Care</i> 23(1):19-28.</p>	Let's get to know each other and talk about this stuff called Social and Behavioral Sciences
2	Jan. 13	<p>Social Ecological Framework</p> <p><i>Anthropologists have been using this approach forever – it's called holism</i></p>	<p>Hong, JS & Garbarino, J. (2012). Risk and Protective Factors for Homophobic Bullying in Schools: An Application of the Social-Ecological Framework. <i>Educ Psychol Rev</i> 24:271-285.</p> <p>Larios et al. (2009). An Exploration of Contextual Factors that Influence HIV Risk in Female Sex Workers in Mexico: The Social Ecological Model Applied to HIV Risk Behaviors. <i>AIDS Care</i> 21(10):1335-1342.</p> <p><i>Applying the Social Ecological Framework</i></p>	Weekly public health issue/Culture/country/behavior (submit through CourseWeb) (0 pts.)
3	Jan. 20	MARTIN LUTHER	KING Holiday – ENJOY!	
4	Jan. 27	<p>Structural/systemic causes of disease; Social and community factors in disease causation</p> <p><i>What's the context?</i></p>	<p>Blitstein, R. Racism's Hidden Toll. <i>Miller-McCune</i>, July-August 2009.</p> <p>Braveman, P, Egerter, S & Williams, DR. (2011). The Social Determinants of Health: Coming of Age. <i>Annual Review of Public Health</i> 32:381-98.</p>	Social Ecological Framework (1 page) (10 pts.) Outline at least two specific factors on t least three levels of the social ecological framework relevant for your weekly topic
5	Feb. 3	Theories and models in	Burke, JG, Mahoney, P, Gielen A, McDonnell, KA &	In-class quiz on

		social/behavioral public health research and practice <i>The theory you choose should be appropriate for what you want to accomplish: a theory that targets individuals is inappropriate for community-level interventions.</i>	O'Campo, P. (2009). Defining Appropriate Stages of Change for Intimate Partner Violence Survivors. <i>Violence and Victims</i> 24(1):36-51. Glanz, K & Bishop, DB. (2010). The Role of Behavioral Science Theory in Development and Implementation of Public Health Interventions. <i>Annual Review in Public Health</i> 31:399-418.	structural/systemic/ community/social factors related to disease
6	Feb. 10	Social and behavioral research methods – there are only two kinds <i>Method is a strategy, not an end in itself</i>	Gazmararian, JA et al. (2010). Maternal Knowledge and Attitudes Toward Influenza Vaccination: A Focus Group Study in Metropolitan Atlanta. <i>Clinical Pediatrics</i> 49:1018-1025. <i>Focus group demonstration</i>	Theory (1 page) (10 pts.) Identify and apply a theory appropriate for the behavior related to your weekly topic
7	Feb. 17	More methods	Corburn, J. (2002). Combining community-based research and local knowledge to confront asthma and subsistence-fishing hazards in Greenpoint/Williamsburg, Brooklyn, New York. <i>Environmental Health Perspectives</i> , 110(S2): 241-248. Zinger, JA. (2004). Sight for Sore Eyes. <i>Natural History</i> , 113(10): 34-39.	Group Topics Due (Submit through CourseWeb – only ONE PERSON in your group should submit – note group name on the page)
8	Feb. 24	Role of stakeholders and community resources	Lantz, PM, Viruell-Fuentes, E, Israel, BA, Softley, D & Guzman, R. (2001). Can communities and academia work	Methods (1 page) (10 pts.) Outline the

		<p>Role of social and community factors in solving public health problems</p> <p><i>Want to know what will work the best? ASK THE PEOPLE.</i></p>	<p>together on public health research? Evaluation results from a community-based participatory research partnership in Detroit. <i>Journal of Urban Health</i>, 78(3): 495-507.</p> <p>Seabrook, J. Don't Shoot. <i>The New Yorker</i>. June 22, 2009, pp. 32+.</p>	<p>method or methods you would use for your project – include recruitment, sampling, data collection strategy and analysis plan.</p>
9	Mar. 3	<p>Planning and evaluating public health programs</p> <p><i>The best laid plans of mice and men.....</i></p>	<p>Baker, AD, Gilley, J, James, J & Kimani, M. “High Five to Healthy Living”: A Health Intervention Program for Youth at an Inner City Community Center. <i>J Community Health</i>, accessed on-line 12/21/11.</p> <p>Glanz, K & Bishop, DB. (2010). The Role of Behavioral Science Theory in Development and Implementation of Public Health Interventions. <i>Annual Review of Public Health</i> 31:399-418.</p> <p>Richard, L, Gauvin, L & Raine, K. (2011). Ecological Models Revisited: Their Uses and Evolution in Health Promotion Over Two Decades. <i>Annual Review of Public Health</i> 32:307-326.</p>	<p>Social/Community Factors (1 page) (10 pts.) Identify social/community resources/factors important for addressing your weekly topic</p> <p>In-class quiz on stakeholders</p>
10	March 10	SPRING BREAK	HAVE A GOOD ONE! And be safe!	You know what I mean!
11	March 17	SMART objectives	Baker AD, Gilley J, James J & Kimani M. “High Five to Healthy Living”: A Health Intervention Program for Youth at an Inner City Community Center. <i>J Community Health</i> , accessed on-line 12/21/11	

12	March 24	<p>Evidence based approaches to social/behavioral interventions</p> <p><i>Let's get our work off the shelf, out of the lab and into our communities.</i></p>	<p>Brownson RC, Fielding JE & Maylahn CM. (2009) Evidence-Based Public Health: A Fundamental Concept for Public Health Practice. <i>Annual Review of Public Health</i> 30:175-2001.</p> <p>Green, LW, Ottoson, JM, Garcia, C & Hiatt, RA. (2009). Diffusion Theory and Knowledge Dissemination, Utilization and Integration in Public Health. <i>Annual Review in Public Health</i> 30:151-174.</p>	<p>Program Planning/SMART objectives (2 pages) (20 pts.) Describe the components of your intervention and identify at least one SMART process impact and outcome objective for each component</p>
13	March 31	Ethics in public health	<p>Frieden, TR & Collins, FS. (2010). Intentional Infection of Vulnerable Populations in 1946-1948. <i>JAMA</i>, 304(18), 2063-2064.</p> <p>Kass, NE. (2001). An Ethics Framework for Public Health. <i>American Journal of Public Health</i>, 91(11):1776-1782.</p> <p>Leeder, SR. (2004). Ethics in Medicine, Ethics and Public Health. <i>Internal Medicine Journal</i>, 34(7):435-439.</p> <p>Reverby, S M. (2011). Listening to narratives from the Tuskegee syphilis study. <i>The Lancet</i>, 377(9778), 1646-1647.</p>	
14	April 7	<p>FOOD</p>  <p>DAY</p>	A Dr. Terry tradition continues!	<p>Ethical Issues (1 page) (10 pts.) Identify the ethical issues your project faces, based on lecture, class discussion and IRB guidelines</p>
15	April	In-class exam	Study, folks, study!	

	14			
16	April 23		Poster presentation – location: TBA	Poster, Peer Ratings