

SYLLABUS DETAILS

Social and Behavioral Sciences Spring, 2008

Course ID: CRN 17143, Course # 201, Section 01

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Classroom Info: Wednesdays, 6:10 pm, Numa Adams Building, Room 211

Text: Health Behavior and Health Education: Theory, Practice & Research. Karen Glanz, Barbara K. Rimer, Frances Marcus Lewis (Eds), 2002. John Wiley & Sons, San Francisco

Course Websites: <http://blackboard.howard.edu>
<http://hupublichealthwithdrCARLA.pbwiki.com>

Teaching and Learning Objectives

The objective of this course is to develop public health professionals who can address the health needs of individuals, groups, and health systems within an interdisciplinary framework. Attendance and active participation in classroom discussions are required of all students. The classroom format will center around discussion of the following issues:

- A. What are the theories that underlie health behaviors?
- B. What are the social, economic, and cultural issues related to health behavior?

C. What are effective and ineffective interventions to address health behavior?

D. What policies and systems are needed to optimally implement the interventions?

E. How are interventions, policies, and systems best evaluated?

F. How can intervention strategies be improved?

NOTE: Other course assignments may be added throughout the semester as needed to meet learning objectives

Public Health Competencies covered in this course

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. Apply 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.

Course Assignments

WIKI project

Students will research and write about a public health topic via a WIKI website.

Instructions for the WIKI project are found on the web page:

<http://hupublichealthwithdrCARLA.pbwiki.com/>. The password is HUMPH

Two worksheets have been provided to facilitate development of the WIKI sites. The worksheets can be found under Course Documents on the Blackboard website.

This is an ongoing project. Feedback will be provided throughout the semester. The final project grade will be assessed on **4/30/2008**.

Self-Change Project

This project is designed to help students learn about evaluating public health interventions. Select a personal behavior that you would like to change during the course of the semester.

- 1) Design and write up a plan for changing the selected behavior
 - a) Describe the components of your plan
 - b) Which theory is your plan based on? You may include aspects of multiple theories, if needed.
 - c) What are the socio-cultural factors that you must consider for your behavioral intervention to be successful?

- 2) Identify and collect the data needed to evaluate the success of your plan
 - a) Include at least one evaluation instrument/tool from the existing literature. Include a discussion of the validity and reliability to the measure for the intended audience (YOU)
 - b) Develop at least one instrument that could be used to measure an important construct for your intervention plan. Discuss the validity/reliability of your new measure. For a bonus, you could actually conduct validity/reliability testing procedures.

- 3) Collect baseline and outcomes data
 - a) Discuss how the measures are taken, scored, and interpreted

- 4) Conduct an appropriate analysis/comparison of the data

- 5) Write a brief scientific report (5-7 double-spaced pages) about your self-change project. The report will include the following components:
 - a) Abstract;

- b) Introduction/background;
- c) Research Methods;
- d) Results;
- e) Discussion/conclusions.

Due 4/23/08

Reading Outline

As you read, consider how the text relates to the specified learning objectives and public health competencies. In preparation for classroom learning, think of questions that will help you link the material to the learning objectives and core competencies.

<u>Date</u>	<u>Chapter/Topic</u>	<u>Learning Objective</u>
	<u>Competency Area</u>	
Jan	9	Orientation
	16	Health Beliefs (theory)
	2, 3, 5	A, B
	23	Health Beliefs (application & evaluation)
	5, 7, 9	C, E, F
Jan	30	Stage-based models (theory)
	2, 3, 5	A, B
Feb.	6	Stage-based models (application & evaluation)
	5, 7, 9	C, E, F
	13	Social Networks
	1, 2, 3, 5	A, C
	20	Stress & Coping
	3, 4, 7	A, B, C
	27	Information Dissemination
	1, 5, 6, 7, 8	B, C, D
Mar	5	Social Cognitive (theory)
	1, 2, 3, 5	A, B
	12	Social Cognitive (application & evaluation)
	5, 7, 9	C, E, F
	19	SPRING BREAK
	26	Community-based participatory research
	1, 4, 5, 6, 8, 10	D, E, F

Apr	2	Community-based participatory research	D, E, F
	1, 4, 5, 6, 8, 10		
	9	Community-based participatory research	D, E, F
	1, 4, 5, 6, 8, 10		
	16	Review	
	23	Review	
	30	Review	

Optional Extra Credit Opportunities

Individual Community Assignments

Over the course of the semester, students may attend ONE community event with a public health focus. The purpose of this assignment is for the student to see public health from the *consumer's* perspective. Examples of appropriate events include, but are not limited to, coalition and task force meetings, public hearings, and public rallies.

Professional and association meetings are NOT appropriate events for this assignment. Please inform the course coordinator of the type of event you plan to attend **BEFORE** you go to assure that the event meets the requirements for this activity. To receive extra credit, students will submit a brief reflection paper. The paper should state the purpose of the event, identify the event organizers and target audience, describe and evaluate the approach taken, discuss relevant process issues (pre-event communication, quality of group interaction, coordination of interested parties, etc.), and summarize the take home message from the event. The report should conclude with a reflection of the participant's overall experience. The community event report will be worth up to **5 extra-credit points** that will be added to the final course grade. **Final date for acceptance is April 23, 2008.**

Class Presentation

Throughout the semester, students may elect to present a 10 minute oral presentation of their personal behavior modification plan. Slots will be limited to 2 speakers per class session. Students wishing to do a presentation should schedule a time with the instructor as far in advance as possible to assure accommodation on the class schedule. The last date for extra credit presentations will be **April 16, 2008.**

Administrative Issues

Late Assignments

All assignments should be submitted on the due date. All assignments should be submitted at the beginning of the class period on the due date or uploaded to Blackboard by 11:59 pm on the due date. Assignments not submitted within these guidelines will be considered late. Exceptions will be considered on a case by case basis at the sole discretion of the course coordinator. The standard penalty for late assignments will be a 5% point deduction per day. Extra credit assignments will not be accepted beyond the requested submission dates listed in the syllabus.

Incomplete Grades and Withdrawals

Incomplete (I) will be considered only in extreme circumstances. If you wish to withdraw from the course, please see me before the University deadline so that proper documentation can occur.

Absences

In the event of an absence, please notify the course coordinator in advance when possible.

Course Evaluation

Course evaluation will occur throughout the semester. Students are encouraged to complete course evaluation surveys as well as meet with course coordinator as needed to address any problems or difficulties.

Ethical Conduct

Students are expected to adhere to all university policies and procedures including the student code of conduct and sexual harassment policies, and privacy practices. For information on university policies and procedures, students are referred to <http://www.howard.edu/currentstudents/graduate.asp>. NOTE: **With prior permission of other course instructors**, students may use components of individual papers to fulfill certain requirements for other courses.

Resources

American Disabilities Act (ADA)

Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students who need accommodations because of a disability should contact Dr. Barbara Williams, Dean for Special Student Services (202-238-2420), as soon as possible after admission to the University or at the beginning of each semester. If you need a special accommodation required by the American Disabilities Act, please document and discuss your disability with me during the FIRST TWO WEEKS of classes.

Writing Center

For additional assistance with your writing, visit HEC 1024 (M – TH 9-5) or Locke 100 (see the posted hours). Tutors from the Department of English can provide one-on-one or computer-assisted instruction.

Blackboard FAQs for Students

See <http://www.cetla.howard.edu> if you need help navigating Blackboard.

Social and Bio-Behavioral Sciences
Course Grade Sheet

Student _____

ID #

WIKI GROUP

Maximum Score

*Interim grade 1 (1/30/08)	_____	N/A
*Interim grade 2 (2/27/08)	_____	N/A
*Interim grade 3 (3/26/08)	_____	N/A
Final group grade	_____	100
Participation grade	_____	100
Total	_____	200

WIKI INDIVIDUAL SECTION

*Interim grade 1 (1/30/08)	_____	N/A
*Interim grade 2 (2/27/08)	_____	N/A
*Interim grade 3 (3/26/08)	_____	N/A
Final grade	_____	N/A
Total	_____	100

*NOTE: Interim grades will be assess qualitatively using the following scale:

- Excellent (95 - 100%)
- Very good (90-94%)
- Good (85-89%)
- Fair (80-84%)
- Poor (79% or below)

The final grade will be a numeric score that reflects the overall work as presented at the end of the semester.

SELF CHANGE PROJECT

Maximum Score

Abstract	_____	20
Introduction	_____	20
Methods and Analysis	_____	20
Discussion	_____	20
Integration of theory	_____	20
Total	_____	100

Optional Extra Credit Opportunities

Community Event Written Report	_____	5
Behavioral Intervention Oral Presentation	_____	5
Total Planned Extra Credit	_____	10

Other Course Assignments and Extra Credit

Maximum Score

Other _____ R/E _____

R = Required Grade E = Extra Credit

Letter Grade	Range
A	89.5% or higher
B	79.5% - 89.4%
C	69.5% - 79.4%
D	59.5% - 69.4%
F	59.4% or below

Goals and Objectives Worksheet

Goal: A global statement describing what is to be accomplished. This is a general statement of intent

Objectives: The specific things that will be done within a given timeframe to achieve the goal

Who: _____

Will do **what** (behaviors, knowledge, attitudes, beliefs that will be changed)

Where: _____

by **When** _____

and **How Much:** _____

Building Objectives

A clearly stated objective should answer the following questions in a succinct manner.

1. Who will take part in the activity? e.g. individuals, groups, coalitions, parents, teachers, health care providers, students, administrators, etc
2. Where will activities take place?
3. What activities will participants take part in.
4. How many people will be engaged in the activity? How many people will benefit from the activity?
5. How often/with what frequency?
6. What will change as a result of the activity. Be sure there is a direct connection between the activity and the desired change
7. How much change will indicate success, i.e. what is the expected effect size?
8. What tools or methods will the program use to measure the change. (Identify specific instruments or measurement processes that will be used)
9. Over what time period will the change be measured?

Hypothesis Development

Hypotheses are testable and offer predictions about the direction of a relationship between two variables.

Example:

Goal: Cancer patients undergoing chemotherapy will receive relaxation training to reduce anxiety levels prior to infusion.

Objective: The Howard University Cancer Center chemotherapy treatment staff will conduct a 10 minute relaxation therapy intervention with cancer patients immediately prior to each infusion procedure. Patient ratings of anxiety on a 10 point likert scale are expected to decrease by 20% after each 10 minute relaxation session. Fifty patients will participate in this program between January 1, 2006 and June 30, 2006.

Hypothesis: Cancer patients receiving relaxation therapy intervention will report less anxiety than patients who do not receive relaxation therapy.

Learning Objectives Worksheet

Select a health behavior of interest to your group. Build your WIKI website so that the learning objectives and public health competencies for the course are addressed. Guiding questions are provided. However, you may expand beyond the scope of these questions as needed. NOTE: Areas of overlap between the course objectives and competencies are noted in parentheses. It is not necessary to duplicate information in these instances.

- A. **What are the theories that underlie health behaviors?** Select theories that are appropriate to explain the selected health behavior from at least two perspectives. State the basic premise of each theory? (See also competency #3)

- B. **What are the social, economic, and cultural issues related to health behavior?** What specific personal and social characteristics may influence behavior? (See also competency #1).

- C. **What are effective and ineffective interventions to address health behavior?** What factors must be considered in designing an intervention program around the current theory? Identify at least one existing program that seeks to address the selected behavior. What theory is the identified program based on?

- D. **What policies and systems are needed to optimally implement the interventions?** What are current health-related policies that are relevant to the selected behavior? Give a critique of the effectiveness of the policy. Give an example of an ideal system (see also learning objective F). Demonstrate how the proposed system relates to the theories discussed in item A.

- E. **How are interventions, policies, and systems best evaluated?** What are some things to consider in evaluating an intervention based on this theory? (See also competency #9)

- F. **How can intervention strategies be improved?** Give an example of how social/behavioral theory can be used to improved an existing practice in public health regarding the selected health behavior.

Core Competencies Worksheet

Select a health behavior of interest to your group. Build your WIKI website so that the learning objectives and public health competencies for the course are addressed. Guiding questions are provided. However, you may expand beyond the scope of these questions as needed. NOTE: Areas of overlap between the course objectives and competencies are noted in parentheses. It is not necessary to duplicate information in these instances.

1. **Describe the role of social and community factors in both the onset and solution of public health problems.** (see learning objective B)
2. **Identify the causes of social and behavioral factors that affect health of individuals and populations.** What are some potential causal or explanatory factors that underlie important constructs within this theory? How does an ecological approach help explain the problem.
3. **Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.** (see learning objective A)
4. **Apply ethical principles to public health program planning, implementation and evaluation.** What are the ethical issues that must be considered in planning a public-health intervention to address the selected behavior?
5. **Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.** Given your response to learning objectives C, what level(s) of intervention does the identified program target. Given your proposed ideas for improving public health practice related to the behavior (learning objective F) what level(s) of intervention are targeted?
6. **Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.** What are some issues you may expect to encounter in terms of assess, resources, etc.? How would you propose to formally assess these?
7. **Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.** (See learning objective C)

8. Describe the merits of social and behavioral science interventions and policies.

(see

learning objective D)

9. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions. (see learning objective E)

10. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions. Who are stakeholders? How do you reach them?

WIKI Project Notes

1. Review the learning objectives worksheet for the WIKI project. The objectives and competencies are listed with guide questions to help you develop your pages. Your grades will be based on how adequately your page responds to each of the indicated questions.
2. It is preferable that each group member contribute to each section rather than having a single person write the entire section alone. You may consider having a lead writer for the various sections, but everyone should contribute to the editing.
3. Carefully consider overlap between the main pages and the individual pages. Try to reduce redundancies as much as possible. This may take considerable re-organization of the content. The entire set of pages should read as a professionally designed web resource with content appropriate for professionals and laypersons.
4. The web pages are live and available for public view by anyone on the internet. Give very careful attention to layout and typographic errors.
5. The resources (especially for the main group page) MUST come primarily from the PEER-REVIEWED literature. You should read and include information from as many professional journal articles as you would for a standard term paper. A few web-based resources are acceptable, but the bulk of the references should be from scholarly sources.
6. Remember that you are developing a public health teaching tool. The content should be well-organized and provide information in an easy to understand manner. While the content does not have to be lengthy, it should be informative and as comprehensive as needed to educate the audience on the topic.
7. For the main page for public health professionals, consider carefully the balance between basic information such as “What is hypertension” and NEW information in the field such as genetics, drug development, prevention, etc.
8. Be cognizant of your audience. If you are using multi-media, make sure the selection is appropriate and professional
9. It may be helpful to have friends or colleagues review your page and provide feedback prior to the due date. Visitors do not require a password to view the pages. However, if you don’t use hyperlinks from the main page, you will have to instruct them on how to view all the related pages.

SELF-CHANGE PROJECT NOTES

1. In the background section, briefly describe the theory you will use to explain the behavior under investigation in your project. Also include a brief overview of the behavior you are working on. For example, if you are trying to improve the way you communicate, include a short section on interpersonal communication. Again, whatever background information you include, it should have some basis in scholarly literature
2. You should end your background section with a statement of the specific goals and objectives for your behavior modification plan.
3. In your research methods section, describe in a fair amount of detail your intervention plan. You should indicate how your intervention links to the proposed theory. For example, let's say you are trying to improve the way you communicate. As part of your behavior modification plan, you join a toastmasters club to practice public speaking and one-on-one interactions with others. You could assert that these practice venues will enhance your behavioral capability for effective public speaking. According to Social Cognitive Theory, the greater one's capability for performing a behavior, the more likely the behavior is to occur.
4. Your methods section should also include a description of the measures you will use to gather data about your behavior change. Remember, one must be an existing measure and another must be one you design yourself. Be VERY CAREFUL to select measures that match your intended outcomes. For example, in the case of changing communication strategies, you may want to measure how comfortable you are communicating in different settings. You will want to find an existing measure of communication self-efficacy and administer it to yourself. You might also develop a scale to measure perceived comfort in various communication settings and administer it to yourself before and after you participate in the toastmasters group. It is **critical** that you select appropriate measures based on your stated objective (see item 2 above).
5. Develop an appropriate analysis for your data. Although you will not be able to test for statistical significance due to the fact that you don't have an adequate sample ($N = 1$), you can still make the appropriate comparisons of your data. In most cases, you will have pre-test and post-test data to compare.
6. In your discussion section, you should compare your outcomes to any published studies of similar topics.
7. You should include a bibliography with your paper. The bibliography is NOT included in the page limitation.